



## **OUTCOMES FROM TEACHING-STAFF FORUM**

**Tuesday 4<sup>th</sup> August, 2020**

**3.15 pm – 4.30 pm**

**Prepared by**

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## 1.0 FORUM OUTLINE

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The following is the Forum Agenda that was used for the 60+ person Teaching Staff session, held in the School Multipurpose building on **Tuesday 4<sup>th</sup> August 2020**

**Forum Aim:** *To gather teaching-staff feedback on the important educational aspects of the school, so the strategic priorities can be fully considered moving forward. i.e. Big Picture, Longer Term, Significant Impact.*

1. **Welcomes** – Forum Aim – The WRSS Ikigai and Strategic Planning Framework;
2. **Future of Education & Student Agency** – OECD Study: *2030 Vision for Education*;
3. **Three core education priorities:** a. Learners, b. Learning & Teaching, c. Learning Community & Culture?
4. **Stimulus Statements** – How do these relate to your school? (small group discussion)
5. **Reputation Today** – What reputation has WRSS established today? i.e. how would you and / or your community describe your school today? (Strips)
6. **Reputation Tomorrow** – What reputation would you like WRSS to have tomorrow? i.e. how would you and / or your community describe your school tomorrow? (Strips)
7. **New Opportunities** – What one or two new initiatives / projects would you like to recommend the school consider towards developing a healthy 2023 reputation? (Post-its)
8. **Next steps** – Where to from here in the project.

On the following pages is a summary of the input from the teaching staff resulting from the outline listed above segmented in one of the ‘education’ priority areas A – C as listed.

## A. THE LEARNER – Reputation Today & Tomorrow

Reputation Today	Reputation Tomorrow
<ul style="list-style-type: none"> <li>- <b>Literacy &amp; Numeracy Programs</b> - implemented and developed to support literacy and numeracy in the foundation years</li> <li>- <b>Student wellbeing</b> – students are taught (ZOR) how to regulate and identify their emotions so they can understand and move forward in any situation</li> <li>- <b>Student foundation skills/goal setting</b> – where high expectations are set for students and personal goals are given to students to help their learning journey</li> <li>- <b>Academic success</b> – students have a high level of academic success</li> <li>- <b>Student success</b> – where all students are supported to achieve their best by providing goals, differentiated teaching, learning support (social/emotional) and care</li> <li>- <b>Student goal setting</b> – students aspire to and set reading, writing, and maths goals in order to take ownership of their own learning to achieve their best</li> <li>- <b>Students Centred Learning</b> – where students are included in learning regardless of their ability level through extra support; numeracy and literacy teachers, extension through clubs and problem-solving questions, and encouragement to lead their learning through inquiries</li> <li>- <b>Student support</b> – inclusive environment where children feel safe and supported</li> <li>- <b>Student foundation skills</b> – students are supported to maximise their literacy and numeracy skills</li> <li>- <b>Student goal setting</b> – where all students are aware of how they are performing, where they want to be and how they will get there</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Personalised Learning Journey</b> - students to be responsible for their own learning journeys and ready for their world</li> <li>- <b>Student learning support</b> - at a Prep level</li> <li>- <b>Students’ wellbeing</b> - is valued as highly as academic results</li> <li>- <b>Student support</b> – for children to be empowered with resilience and social/life skills, to enable them to problem solve</li> <li>- <b>Learner Readiness</b> - learners equipped with what they need for success, and to be contributors (creative thinking skills, emotional resilience, academic foundations)</li> <li>- <b>Learner World Ready</b> - each learner to exit WRSS excited and equipped with suitable skills to take on the world at any level</li> <li>- <b>Student agency and Personalised learning</b> – being able to modify topics, approaches, modes for the student’s interests and abilities, enabling them to fully/mostly be in control of their learning and goals</li> <li>- <b>Student Self-regulating</b> - students understand how to self-regulate and have an established set of skills that enables success in a variety of situations</li> <li>- <b>Students Engaged</b> – Learners are more self-motivated and engaged in their learning</li> <li>- <b>Student wellbeing</b> – students of all ability/background etc. can effectively regulate their emotions</li> <li>- <b>Student agency/personalised learning</b> – students empowered to direct and drive their learning as a whole “all-round” being</li> <li>- <b>Student Centric Learning Goals</b> - students would be autonomous on their own learning when they fully understand their goals and abilities of learning – learning with pleasure, not pressure, under their control</li> </ul>

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## A) THE LEARNER: Reputation Messages - Initiatives & Projects to achieve reputation

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Reputation Initiatives	Reputation Initiatives
<p><b>Toughen Up!</b> – Collaboratively develop strategies for students (with students) to empower them to be resilient, problem-solving, contributing members of a global community.</p> <p><b>Create Creativity</b> – Create opportunities for risks to be taken and mistakes to be made, so that learners develop ability to problem solve regularly, effectively, and creatively.</p> <p><b>Stronger Students</b> – Create more opportunities for students who feel insecure, so that they are more resilient to the expectations of society.</p>	<p><b>Blossoming Flowers</b> – Develop in students the ability to regulate their emotions effectively to be happy, engaged and self-motivated.</p> <p><b>All Good!</b> – Create a dedicated role specifically for student wellbeing, to promote positive mental health in a community/world which places increasing pressure on children and families.</p> <p><b>Student Resilience and Wellbeing</b> – Expand across the school a focus on resilience and wellbeing in learners, to equip them to be contributors and have success in life.</p> <p><b>Student Wellbeing</b> – Explore as a staff balancing student wellbeing and academic achievement, to support the holistic entirety of the student.</p>

## B. LEARNING & TEACHING – Reputation Today & Tomorrow

Reputation Today	Reputation Tomorrow
<ul style="list-style-type: none"> <li>- <b>Consistency of practice</b> – where all teachers strive for consistency across planning, teaching, learning and assessing</li> <li>- <b>Multicultural belonging</b> – using our community to become global learners that leads to unity and genuine value of unique identities</li> <li>- <b>Philosophy and ethics</b> – where all students are encouraged to think globally around big issues</li> <li>- <b>Consistency of practice</b> – PBL teach the behaviours we want to see/expect to enable students to succeed</li> <li>- <b>Improving Pedagogy</b> - all staff have access to improving pedagogy through many ways (PD, WOW, etc.)</li> <li>- <b>One and All</b> - Teachers cater to all students’ learning needs by implementing differentiation in their daily lessons</li> <li>- <b>Staff Collegiality</b> - Teachers collaborate and share ideas about the best teaching practices/pedagogy</li> <li>- <b>Learning and teaching</b> - is aligned to bring about learning potential</li> <li>- <b>Learner Focus</b> - Learners are the centre of our teaching and learning process</li> <li>- <b>Teaching capacity</b> – staff teams created to better develop and pivot teaching practise, e.g. thinking teams, G&amp;T teams, etc.</li> <li>- <b>Teacher capacity</b> – where teachers model good pedagogical practice to enhance teaching methods</li> <li>- <b>Class management</b> – high behaviour expectations where students understand rules that are clear and consistent</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Managed workloads</b> – where all teachers are able to prioritise their time towards the wellbeing and outcome of students, rather than administration jobs</li> <li>- <b>Teacher capacity</b> – all teachers are able to engage learners in meaningful and interactive ways and encourage critical and creative thinking</li> <li>- <b>Inquiry approach</b> – where students are able to take ownership of their learning, pose questions and research on topics of interest (not only based on teacher-led learning)</li> <li>- <b>Educational Balance</b> – a balance between sustainable work/work expectations and the expectations of our education system/department</li> <li>- <b>21<sup>st</sup> Century Learning</b> - innovative, forward-thinking, flexible, inclusive, all students feel supported</li> <li>- <b>Passion Projects</b> - Students have opportunities to direct their learning through passion projects – motivation, pride, self-direction, and problem solving are central</li> <li>- <b>Shared Practice</b> - Teachers are encouraged to share their teaching practice/tasks more often (WOW time, moderation, etc.)</li> <li>- <b>Consistency of practice</b> – teaching styles cater to the needs of all students at all times, and equip students to be responsible for their learning</li> <li>- <b>Inquiry approach</b> – all students have concrete understanding and knowledge of basics. This will allow project hands-on content (STEM). Teachers are trained with skills to implement this in classrooms</li> <li>- <b>Learners’ voices</b> - are sought and guide the teaching and learning process</li> <li>- <b>Problem Solvers</b> - our students are great problem solvers – through learner focussed (perhaps guided inquiry centred) approach, our students have excellent problem solving skills, and critical and creative thinking. They apply their knowledge and understanding to other situations</li> <li>- <b>Inquiry</b> – integrated units that are real world relevant, where risk-taking is celebrated</li> </ul>

## B) LEARNING & TEACHING: Reputation Messages - Initiatives & Projects to achieve reputation

Reputation Initiatives	Reputation Initiatives
<p><b>Music and P.E.</b> – Investigate extending music and P.E. lessons for years 4-6 to 40-45 minutes, so that students have time to reflect on their learning and extend their educational outcomes in all subject areas.</p> <p><b>Child-Friendly Language</b> – Create child-friendly cognitive verb posters to support all students during teaching, learning and assessment.</p> <p><b>Everyone Counts</b> – Provide opportunities for all students to demonstrate their strengths – not only academic, look at the whole child. Celebrate more than academic achievement.</p> <p><b>Linked Learning</b> – Develop a more streamlined approach to all the curriculum subjects by only doing 1 extra KLA each term, as well as English, Science, Maths, and Art, which can be integrated, e.g. Geography in term 1 and Technology in term 2. This would help reduce students’ stress levels.</p> <p><b>Stronger Music Delivery</b> – Create a dedicated, larger music space, to better cater to the considerable numbers in the program to continue to build momentum, ensure world-class teaching and continued recognition in the school, and outside community, thus meeting all our needs for future changes.</p>	<p><b>Ability to Facilitate Inquiry</b> – Instigate PD to develop our knowledge and ability to teach with a holistic inquiry approach across all subjects and year levels. This will enable student agency as they will have ownership and excitement to learn.</p> <p><b>Inquiry PD</b> – Research PDs that can help us to teach through inquiry. Provide full training for programs implemented.</p> <p><b>Autonomous Learners and Citizens</b> – Facilitate guided inquiry learning for all learners, including staff as well as students, to create future citizens who are problem solvers, critical and creative thinkers, who are self-motivated. <b>Proviso</b> – staff training including WOW time with other inquiry based schools.</p> <p><b>Inquiry-Based Learning</b> – Integrate units of work in an inquiry-based learning approach that aligns with Australian curriculum standards, and prepares students for critical and creative thinking in an ever-changing world.</p> <p><b>Dynamic Dingos</b> – Create a whole school inquiry-based framework to develop students who are innovative, collaborative, inspirational, and creative, so that they are resilient in all aspects of their wellbeing.</p> <p><b>Active Learners</b> – Create a culture where students are being active learners, so that they will have more opportunities to learn with their own compass.</p> <p><b>No Problem!</b> – Investigate/implement Jo Boaler’s group problem-solving methodology, because it impacts not only on student success, but on their confidence and abilities to tackle problems and new situations, and work together as a team.</p> <p><b>Personalised Learning</b> – Create an eco-system where students take ownership of their learning journey to develop more engaging and relevant learning.</p>

## C. OUR LEARNING COMMUNITY & CULTURE: – Reputation Today & Tomorrow

Reputation Today	Reputation Tomorrow
<ul style="list-style-type: none"> <li>- <b>Community Engagement</b> - all community members are engaged through social media, fundraising and school activities. Engage in their child’s schooling</li> <li>- <b>Effective communication</b> - within the school community</li> <li>- <b>Multicultural</b> – many cultures learning from each other but at a stereotypical level</li> <li>- <b>Effective communication</b> – different ways to ensure students, staff, families, and community are connected</li> <li>- <b>Community culture of acceptance</b> – e.g. families from different backgrounds, inclusive of disabilities</li> <li>- <b>Quality Communication</b> - today the community is very happy with communication from the principal, DP’s, teachers – e.g. social media, newsletter, daily updates</li> <li>- <b>Staff wellbeing</b> - is fostered, “Are you okay?” Day, ping pong, birthday cake month</li> </ul>	<ul style="list-style-type: none"> <li>- <b>Positive staff morale</b> - where all staff feel listened to, part of a team, and supported in their work environment</li> <li>- <b>Balanced</b> - Staff have a balanced workload, leave work at work, and are happy to jump out of bed</li> <li>- <b>Sustainability</b> - to implement a culture of sustainability e.g. recycle, gardens, cause and effect. What we do now affects our future</li> <li>- <b>Real communication</b> - in 4 years, continued communication with parents using a variety of platforms (parent to school, school to parent)</li> <li>- <b>Acceptance Culture</b> - we currently have a culture of acceptance. I want to see us celebrate our differences, our cultures, on a more regular basis</li> </ul>

## OUR LEARNING COMMUNITY: Reputation Messages - Initiatives & Projects to achieve reputation

Reputation Initiatives	Reputation Initiatives
<p><b>System of Appreciation</b> – Initiate a cultural system where staff are recognised for work that is above what is expected, to show appreciation and promote an atmosphere where teachers want to and are more willing to contribute to the school.</p> <p><b>Takes a Village</b> – Research what other schools do to engage parent volunteers, so that learning becomes a community (village) responsibility.</p> <p><b>Living Sustainably</b> - – Increase students’ awareness of the importance of living sustainably, e.g. classroom gardens, composting, and worm farms.</p> <p><b>Warrigal Gardens</b> – Create a community garden spearheaded by a group of senior students and teachers, set up, organised and delivered in order to be a holistic community project with a weekly class rotation system to maintain the gardens and foster care for the environment.</p>	<p><b>WRSS Eco System</b> – Build, share, and shape responsibilities for learning among students, parents, and teachers within the school community because we want well-rounded learners.</p> <p><b>Wellbeing For All</b> – Prioritise wellbeing for the whole school community so there is a better balance between academic performance and emotional wellbeing. Students, staff and parents have a more positive relationship with the school.</p>