

# School plan 2018-2020

## Field of Mars Environmental Education Centre 5428



# School background 2018–2020

## School vision statement

### Centre vision statement

To build the capacity of students and teachers to positively contribute to the development of a sustainable society.

### Environmental and Zoo Education Centers (EZEC) Network Vision

Leading environmental education to empower learners for a sustainable future.

## School context

**EZEC Context:** The 25 NSW DoE Environmental and Zoo Education Centres (EZECs) are leaders in environmental and sustainability education. Our centres provide authentic, curriculum-based fieldwork learning experiences for exploring, investigating, understanding and connecting with the natural and made environments. Our programs provide opportunities to understand concepts and systems and develop values that empower learners to become environmentally responsible citizens. By building strong partnerships and developing teacher capacity. Our centres enable schools to integrate sustainability education into all aspects of school operations including curriculum, teaching and learning, physical surroundings and relationships with the local community.

Field of Mars Environmental Education Centre (EEC) is located in a reserve of remnant urban bushland in East Ryde. It offers programs to support schools and their communities with environmental and sustainability education. Programs are conducted on site at the Field of Mars Reserve, at other sites such as local reserves and in school grounds. The centre also provides support, advice and resources for teachers. It is used as a workshop venue for schools and other professional learning meetings. The centre has multi-sectoral partnerships to enhance its capacity to create sustainable futures within our school communities.

EECs provide authentic contexts for exploring, investigating and understanding values, concepts and systems in the natural and made environments and equip students to design solutions to real world sustainability problems.

The FoM EEC teaching staff demonstrate specialist expertise in environmental and sustainability education K–12, building relationships across local schools and with visiting teachers to develop programs which address specific curriculum targets, tailored to the learning needs of all visiting students.

## School planning process

**FoM teacher clients** – All teachers who had booked a program during the year received an on-line evaluation of the program they have undertaken at Field of Mars EEC

**DoE teachers** – On-line surveys distributed to DOE schools seeking feedback and advice on future directions.

**DoE Students and their parents** – On-line survey made available to families who returned to the Field of Mars reserve outside of school hours.

**FoM staff** – All FoM staff, including casual teachers, received an on-line survey. Staff also collaborated on the school vision and initial three year planning process during staff development and planning days

**EEC principals** – The Principals of the Environmental and Zoo Education Centres worked collaboratively during 2017 to develop common strategic directions for the 2018–2020 plan. Collaboration channels included workshops on school planning (Principal Conference, CESE planning day, Collaborative Practices Team meetings), collaborating on planning documents in Google Drive and completing surveys.

# School strategic directions 2018–2020



## STRATEGIC DIRECTION 1

Empowering Student Learning

### **Purpose:**

To provide students with future-focused, authentic learning experiences that will develop the skills, knowledge and values required to contribute to a sustainable society.



## STRATEGIC DIRECTION 2

Building Teacher Capacity

### **Purpose:**

To develop the capacity of DoE staff to lead the implementation of environmental and sustainability education through partnerships and professional learning.

# Strategic Direction 1: Empowering Student Learning

## Purpose

To provide students with future-focused, authentic learning experiences that will develop the skills, knowledge and values required to contribute to a sustainable society.

## Improvement Measures

Increase the number of programs that support new and innovative approaches to science eg. citizen science, STEM, STEAM.

Increase the number of programs that address the Cross-curriculum priority of Sustainability and Aboriginal perspectives.

Increased integration of literacy and numeracy outcomes across EEC programs.

EEC staff use Positive Behaviour for Learning strategies to support student wellbeing and engagement.

## People

### Students

Build the skills, knowledge and values required to contribute to a sustainable society.

### Staff

EEC staff will develop skills in research and use of data to inform pedagogy and the development of teaching and learning programs.

### Leaders

The school adopts a strategic and planned approach to the development of processes that support student wellbeing and engagement.

## Processes

Staff develop new teaching and learning programs that support innovative approaches to Science, student wellbeing, Aboriginal education and sustainability.

## Evaluation Plan

Progress toward improvement measures will be evaluated through:

1. new program development and delivery documentation
2. teacher and student satisfaction surveys
3. parent and community satisfaction surveys
4. a spectrum of student work samples in multiple formats accessed from visiting schools
5. data analysis and reflection tools for the processing of our evaluations
6. evaluation of consistent use of school processes and procedures
7. evaluation of classroom and other teaching environments
8. regular program debrief procedures
9. teaching and learning program supervision.

## Practices and Products

### Practices

Staff demonstrate high quality teaching and learning practices and programs that have been informed by research, data and targeted professional learning.

Staff collecting, analysing and using data and research findings to create, monitor and refine a systematic approach to wellbeing and engagement.

Dynamic teaching and learning programs show evidence of continuous improvement based on feedback and data sources such as student work samples.

### Products

Development of new teaching and learning programs supporting Science, Sustainability and Aboriginal education using evidence, research and data.

All EEC programs integrate specific strategies for positive student wellbeing and engagement

# Strategic Direction 2: Building Teacher Capacity

## Purpose

To develop the capacity of DoE staff to lead the implementation of environmental and sustainability education through partnerships and professional learning.

## Improvement Measures

To extend and strengthen partnerships within our networks and communities to facilitate the development of future focused learning and teaching.

Increase the capacity of EEC staff to lead the development of future focused pedagogies and teacher professional learning programs.

Increase the number of teachers and schools participating in new sustainability education programs and initiatives.

Support EEC staff as they take responsibility for maintaining and developing their professional capacity in line with standards by engaging with specialist professional learning.

## People

### Staff

EEC staff build their capacity to use data and evaluation evidence to develop high quality, authentic learning programs for students that facilitates the development of the skills, knowledge and values required to contribute to a sustainable society.

### Staff

EEC staff increase their use of evidence, research and data to inform the development of teacher professional learning programs.

### Staff

EEC staff participate in professional learning opportunities focussed on wellbeing, professional accountability, collaborative evaluation techniques and the use of relevant growth mindsets for continual self improvement in the workplace.

### Staff

School staff understand the value of, and research associated with, effective pedagogies for environmental and sustainability education relevant to school priorities, the needs of their students and their professional goals.

### Staff

School staff participate in professional learning programs focussing on the use of technology and natural learning spaces to enhance student learning in line with professional standards.

## Processes

Implement a whole school approach to professional learning that develops skills in research, data, curriculum implementation, personal capability and future focused pedagogies.

Develop new teacher professional learning programs to support schools with the integration of environmental and sustainability education and technology.

## Evaluation Plan

Progress toward improvement measures will be evaluated through:

1. photographs and videos of learning sessions
2. pre and post professional learning program teacher surveys
3. professional learning evaluations, formal (MyPL, surveys) and informal (meetings)
4. data analysis and reflection tools for the processing of evaluations
5. minutes and agendas from staff meetings
6. evaluation of classroom and other teaching environments
7. regular program debrief procedures
8. teacher professional development plans and reviews
9. program delivery documents (lesson plans and timetables)

## Practices and Products

### Practices

Staff increase collaboration within EZEC and other stakeholders to identify and develop high quality teacher professional learning programs and supporting resources.

Staff use evidence, research and data to identify strengths and gaps, with planning in place to build pedagogical capabilities and practices required to improve performance and student learning outcomes.

### Products

The development of 5 NESA accredited high quality (as measured against the Australian professional standards) professional learning programs available through MyPL that are informed by evidence, research and data.

Targeted professional learning for EEC staff focusing on Sustainability, Science, STEAM, Aboriginal education, nature pedagogy and other future focused pedagogies.