

School plan 2018-2020

Wooglemai Environmental Education Centre 5667



WOOGLEMAI

ENVIRONMENTAL EDUCATION CENTRE

School background 2018–2020

School vision statement

Our motto: Experiences for today, thoughts and actions for tomorrow.

Our vision: Learning and working together for a more sustainable world.

WEEC provides visiting students with “hands on” quality student-centred learning experiences that build on their normal classroom lessons and experiences.

We aim to ensure our students become successful learners, confident and creative individuals and active and informed global citizens and leaders.

Our core purpose is to assist students to make sense of their changing world (with specific regard to sustainability issues) and to realise that we are all capable of contributing to positive changes in our families, communities and society.

EZEC vision: EZECs will provide educational experiences and opportunities that will engage and motivate all students to learn, discover and critically analyse their knowledge, to equip them to become informed citizens of the future who are socially, environmentally and culturally aware.

School context

Wooglemai Environmental Education Centre (WEEC) is one of twenty five Environmental and Zoo Education Centres (EZEC) operated by the NSW Department of Education and Communities (DEC). WEEC actively collaborates across this network to set directions and develop the organisation for environmental and sustainability education.

WEEC programs are designed to address primary and secondary key learning areas including fieldwork and sustainability education as a cross-curriculum priority. The centre also provides for residential recreational based camps (including outdoor activities such as kayaking, archery and high ropes challenges) designed to improve social outcomes and personal development of students.

WEEC is located at Oakdale, adjacent to Nattai National Park and the Greater Blue Mountains World Heritage Area. The centre is a 16 ha residential camp site catering for 7,500 students K–12 pa. As well as programs at Wooglemai, WEEC uses other sites, works in schools and presents at education events. Schools using the services of WEEC are drawn primarily from the Illawarra, Southern Highlands and Metropolitan South West areas.

Teachers booking WEEC are offered support (including phone conversations, pre-excursion visits, written confirmation, program advice and online support via the WEEC website) to ensure the service we provide meets their needs. Communication covers logistics, special needs of students, syllabus links, learning experiences, resources and risk assessments.

WEEC caters for Aboriginal students and/or students from areas of socio-economic disadvantage. WEEC also offers differentiated learning experiences for schools and communities of schools to provide for gifted and talented, intellectual and physical disadvantage and students at risk of disengagement.

NSW DEC has a lease with Guntawang Catholic Youth Centres Incorporated for exclusive use of the Wooglemai

School planning process

WEEC teaching staff review and discuss previous school plans and the new school plan documentation and processes.

Preview Melbourne Declaration on Educational Goals for Young Australians and the National School Improvement Tool.

Incorporate the Schools Excellence Framework (Version 2) as the key driver to the process.

Discuss the planning process with other Wollondilly Network schools at meetings and with PSL Wayne Mason.

Discuss the planning process with EZEC Principals via video conferences and attending planning conference on 2nd June 2017 including the notion of collaboration on a systems leadership based plan that can meet the needs of individual centres.

Identify evidence to drive the planning process and articulate strategic directions. Evidence includes:

- Leadership Learning and Improvement project.
- Teacher evaluations of WEEC programs.
- Teacher evaluations from SEEDS sustainability network
- Student evaluations of academic and student welfare aspects of WEEC teaching programs.
- A shared EZEC survey of past WEEC visiting teachers (prepared by Observatory Hill EEC) to inform school service needs and inform school planning.

Work with PSL Wayne Mason to prepare WEEC school plan.

Work with Director of Education, Public Schools NSW, Wollondilly Margaret Turner during PARS meetings to monitor planning and implementation of new plan.

The State of Education for Sustainability in Australia report

School background 2018–2020

School vision statement

School context

site during school terms.

School planning process

– AESA

School strategic directions 2018–2020



STRATEGIC DIRECTION 1 Empower Learners

Purpose:

To develop students environmental knowledge, skills, values and attitudes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments that empower learners to think and communicate creatively, collaboratively and critically to achieve positive environmental impact at a local and global level. Develop student Peer Support and Leadership skills through challenging and thought provoking activities.



STRATEGIC DIRECTION 2 Develop Teacher Capacity and Strengthen Partnerships

Purpose:

To develop the capacity of Centre staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning that improves teaching practice, resulting in the development of environmental citizens. Through this we aim to extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration. The impact of these relationships drives the provision of authentic, relevant and unique experiences which enable students to be confident and creative environmental citizens.

Strategic Direction 1: Empower Learners

Purpose

To develop students environmental knowledge, skills, values and attitudes in creating environmentally literate citizens. This is accomplished through providing engaging and stimulating learning environments that empower learners to think and communicate creatively, collaboratively and critically to achieve positive environmental impact at a local and global level. Develop student Peer Support and Leadership skills through challenging and thought provoking activities.

Improvement Measures

Increase in number of schools actively engaging in sustainability programs.

Generation and implementation of new programs to support new syllabus. Development of pre, post and parallel activities and resources to augment client school teaching programs.

Positive outcomes and evaluations of student leadership activities.

People

Students

Support students to develop the skills, knowledge and values needed to thrive as lifelong learners, leaders and responsible, productive sustainable citizens. Students are engaged in specialised, quality teaching programs having sustainability as a core priority.

Staff

Build teacher capacity via focussed and ongoing professional learning. Provide a high quality learning environment with authentic tasks, high expectations and alignment with curriculum.

Community Partners

Collaborate through EZEC, CoS and local councils on current and new programs that will facilitate best practice in sustainability education.

Community Partners

Source new, and strengthen existing, partnerships to provide opportunities to enhance and redefine centre programs.

Processes

Collaboration with COS, Wollondilly Network of Schools, SEEDS and EZEC to develop and model sustainability education programs.

Provide teacher professional learning to enhance the capacity of schools to deliver new Australian curriculum specifically to facilitate the integration of sustainability as a key cross-curricular priority area.

Collaborate with EEC, EZEC and CoS staff to develop and deliver programs that promote student engagement and develop creative, critical and higher order thinking skills.

Evaluation Plan

Reporting against milestones.

Targeted post-visit surveys to review quality and delivery of new centre programs.

Anecdotal evidence of program quality gathered from visiting staff and students.

Develop evidence based data for School Excellence Framework.

Practices and Products

Practices

High quality teaching and learning practices demonstrated within WEEC programs.

EZEC consultation on programs. Teachers include WEEC visits into their excursion planning calendar.

Increase collaboration within EZEC to identify and develop high quality state-wide programs.

Support student leadership through workshops and forums.

Products

A large catalogue of experiential learning programs aligned with the Syllabus focused on authentic learning that is engaging and dynamic.

Pre and post visit curricula that supports student learning.

Schools adopt global citizenship and sustainability pedagogy and practices and ongoing collaboration between WEEC and schools to develop and implement programs.

Strategic Direction 2: Develop Teacher Capacity and Strengthen Partnerships

Purpose

To develop the capacity of Centre staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education. This will be achieved through participation in, and the provision of, explicit professional learning that improves teaching practice, resulting in the development of environmental citizens. Through this we aim to extend and strengthen partnerships with our networks and communities through effective communication and a culture of collaboration. The impact of these relationships drives the provision of authentic, relevant and unique experiences which enable students to be confident and creative environmental citizens.

Improvement Measures

Centre and client school staff achieving and/or maintaining accreditation at proficient, highly accomplished or lead teacher levels. Provide TPL courses that meet the current needs of teachers and inform their future professional learning plans.

Professional development plans (PDP's) that meet the needs of each teacher.

Maintain high rate of returning schools visiting, increase reach of Wooglemai with new schools attending the EEC.

Wooglemai staff attending schools to assist in running sustainability programs.

People

Students

Provide engaging and positive learning programs that are curriculum linked that develop deep knowledge, skills, values and attitudes to become responsible environmental citizens. Develop student environmental leadership capacity by providing opportunities for them to network and engage with centre staff.

Staff

Provide professional learning opportunities for EEC staff to gain the knowledge and skills to help teachers successfully integrate environmental education and the sustainability cross curriculum priority into their teaching and learning programs and practices.

Staff

WEEC staff to support and strengthen local school environmental networks and partnerships.

Community Partners

Strengthen existing and source new partnerships (NGO, councils, EZEC), that provide opportunities and enhance the quality of WEECs teachers and learning programs (including TPL).

Leaders

Maintain a flexible service for schools to provide targeted workshops that fit within schools' in-house staff development programs such as staff development days which enhance staff understanding of the programs delivered at WEEC.

Processes

Collaboration with EZEC network to share successful teaching practices and PL courses.

EEC staff participate in PL targeted to their professional needs using the Performance & Development Plan.

Teachers regularly review, revise and evaluate teaching and learning programs including assessment opportunities.

To develop and support school leadership programs.

Evaluation Plan

Positive teacher evaluation data showing high quality teaching and learning practices by centre staff including WEEC program relevance, quality and delivery.

Lesson plans to incorporate observation, assessment and reflection.

Anecdotal evidence of PD and teaching program methodology discussed with visiting staff.

Practices and Products

Practices

Enhance the capacity of teachers to deliver environmental and sustainability education through new PL opportunities and collaboration with EZEC network and CoS.

Support teachers in attaining and maintaining accreditation through PL courses offered by WEEC

Demonstrate high quality teaching and learning practices evidenced through professional observations, enquiry based teaching strategies and visiting teacher feedback.

Products

Increased provision of quality teacher professional learning programs to support authentic learning in outdoor contexts.

High quality WEEC teachers able to provide a variety of engaging, curriculum based programs.

Collaborative programs between EECs, schools and external partners to provide quality and engaging student environmental projects.