

WOORANNA PARK PRIMARY SCHOOL

Raison d'être

(Reason for being)

School Vision

If our students are to maximize their learning, then Wooranna Park Primary School must be a place of optimism, excitement and challenge, where students and teachers see each day as a journey, full of purpose and where intellectual engagement and connectedness to the outside world are priorities.

School Mission

To provide students with a learning environment that recognises children learn best when engaged with real world, authentic tasks, involving problem solving and collaboration with peers on interdisciplinary, research based project work – where the teacher's role includes that of coach and facilitator and where students are empowered to take responsibility for their learning.

Principles of Learning	Pedagogical Practice	Organisational Structures	Physical Environment	Assessment	School leadership	Theorists
<p><i>“The mind is not a vessel to be filled, but a fire to be ignited.”</i> Plutarch</p>	<p><i>“The art of teaching is developing into the art of teaching children to teach themselves.”</i> Anonymous</p>	<p><i>“Change the system, not the child. Do things with children, not to them.”</i> Betts.</p>	<p><i>“Design is primarily about purpose and function - out of which grows aesthetics.”</i> Featherston.</p>	<p><i>“If we do not find ways to measure what we value, we will continue to value that which we measure.”</i> Aldred & Miller</p>	<p><i>“Schools are now managed through a network format, progressively abandoning the characteristics of old style bureaucratic pyramids of power.”</i> Beare</p>	<p><i>“It is easier to assimilate a thousand new facts in any field than to assimilate a new point of view of a few already known facts.”</i> Vygotsky.</p>
<p>People are active, important members of a variety of communities: family, school, peer groups, on-line networks and cultural groups. Their understanding of the world develops through these social and cultural interactions.</p>	<ul style="list-style-type: none"> • Communities of learners • Collaborative learning • Modelling collaboration through team teaching • Use of mentors and peer coaching • Creation of the curriculum through collaboration with children, parents and teachers in a 3-way partnership. • Exploration of transdisciplinary themes and issues important to children, families, community and the future • Active participation in communities supported by the school and by its technical infrastructure • Celebration of cultural difference 	<ul style="list-style-type: none"> • Communities of learners stay together throughout their learning journey in the school. The support and interaction of families is viewed as part of this community • Teachers, children and integration aides work collaboratively within learning complexes • Mentor relationships are developed in meaningful contexts • Flexible timetabling allows for varying forms of collaborative learning and negotiated learning • Links between families and school: <ul style="list-style-type: none"> ➢ open classrooms from 8:30 to 9:00am for parents to collaborate with their children and teachers ➢ 3:15pm reflection time, parents welcome ➢ weekly newsletter - classroom alternating with school publication ➢ parent meetings ➢ communication diaries - hard cover or ICT based ➢ establish social networks between home and school ➢ exhibitions of learning throughout the year • Community Links - local and global 	<ul style="list-style-type: none"> • Large areas created to allow for communities of learners, involving collaborative teaching • Reflection of the children in the environment. • Shared facilities and tools for learning 	<ul style="list-style-type: none"> • Analysis of collaborative learning, (questioning and discussions initiated by children within the learning communities) • Documentation of the learning process includes teacher's and children's voices. • Analysis of parent involvement in the learning program • Parent surveys • Peer assessment 	<p>The changing nature of schooling in the 21st century requires schools to adopt a more collective decision making process.</p> <p>The following beliefs underpin the use of distributed leadership at Wooranna Park Primary School:</p> <ul style="list-style-type: none"> • the ability to take action, to lead, results from knowledge and expertise, not from position or status in a hierarchy; • depending on the task at hand, the school may have many individuals, with germane thoughts and expertise; • the pooling of work by individuals within a group, can forge a response of greater quality, than the contribution of individual contributors; • an openness of leadership boundaries encourages greater participation in decision making across the school. 	<ul style="list-style-type: none"> • Cultural- Historical theory: Vygotsky • Socio-cultural theory: Dewey, Rogoff • Community of learners: Dewey (1938) Rogoff • Reggio Emilia Project • Leadership: Beare (2006); Earl & Katz 2006; Hargreaves, A (2002)

<p>Education must value and support democracy, with all community members respected. The rights of a child necessitates that they have a 'voice', which is actively listened to.</p>	<ul style="list-style-type: none"> • Exploration of and listening to the '100 languages of children' • Documentation to make learning visible • Negotiated Learning • Active citizenship, including student leadership teams and committees that mirror our country's parliamentary system. • A focus on the exploration of values, attitudes and character development 	<ul style="list-style-type: none"> • Open ended questions focussing discussion on trans-disciplinary themes Reflection then informs planning • Team analysis and interpretation of documentation to inform practice: observations, artefacts and conversations • Individual Learning Journey proformas used to document negotiated learning • Class meetings / Class Parliament are forums for student initiated ideas 	<ul style="list-style-type: none"> • Purposeful selection and design of every physical element for a welcoming, amiable, purposeful, clarified environment. • Physical design to support comfortable, aesthetically pleasing learning environments • Diverse spaces are always available to the children, enabling children to move freely from one setting to another throughout the day 	<ul style="list-style-type: none"> • Documentation of the '100 languages of children' to make learning visible; displayed through wall panels, folders, digital portfolios and digital presentations. • Weekly dialogue between teacher and student about Learning Journey forms which document the negotiated curriculum • Student surveys 	<p>It is believed that individuals working within a distributed leadership model are more likely to:</p> <ul style="list-style-type: none"> • perceive of themselves as stakeholders; • recognise that the school's mission can be achieved in stages; • distribute roles and tasks; • see the school's vision as a unifying force; • accept the leadership of others, since leaders have expert (rather than title) authority; • establish collaborative teams for specific purposes; • form communities of practice based on previous experience. 	<ul style="list-style-type: none"> • Reggio Emilia Project
<p>Learning is life-long. People are born with the potential to be autonomous, curious, creative, powerful learners. They have a desire to make meaning of the experiences they encounter. Past learning is constantly evolving in the light of new experiences.</p> <p>It is the learner who decides what and from whom he will learn.</p>	<ul style="list-style-type: none"> • Building positive relationships between teachers and learners • Inquiry and Research based learning • Meta cognitive learning • Learning through interests and passions • Nurturing attitudes of personal responsibility, motivation and ownership of learning. • Development of time, organisational and change management skills • Teachers as co-learners with children • Teaching to promote reflection through dialogue 	<ul style="list-style-type: none"> • Learning agreement time each day • Daily ongoing reflection on learning • Periodic individual or small group meeting with home group teacher (conferencing) to discuss learning and personal welfare • Staff have collaborative planning time • Weekly staff meetings with a pedagogical focus (<i>Administration through emails and school intranet where feasible</i>) • Teacher professional development includes: mentors, professional reading, interstate and overseas travel, university links, school professional development, personal weblogs 	<ul style="list-style-type: none"> • On-going maintenance, enrichment and evolution of the environment. • Some areas are semi permanent (stable) whilst enabling flexibility for temporary change • Provision of home group meeting areas • Display areas for 2D, 3D and multi-media work • Other purposeful areas within the school <ul style="list-style-type: none"> ➢ Art Studio: large projects ➢ Research Centre: Literacy resources ➢ Da Vinci Centre: School radio station, green screen and film studio, recording studio ➢ Asian studies: Japanese resources ➢ School hall : presentations/ whole group meeting space ➢ Performing Arts Centre ➢ After and before school centre 	<ul style="list-style-type: none"> • Digital and hard copy portfolios which share the journey of the child through the school • Student led conferences mid-year and as required • End of year portfolio evening • Assessment criteria is made explicit through learning profiles, key understandings and negotiated criteria • Analysis of discussion forums re teacher participation • Teacher professional development plans • Teacher performance reviews 	<p>The above qualities are essential if the school of the future is to prosper as a "living" entity, constantly evolving to meet ever changing needs. Under a distributed leadership model there is no single line of communication, and information cannot be controlled through a single gateway, or hierarchy of individuals. Distributed leadership promotes:</p> <ul style="list-style-type: none"> • collegiality (equal power, but varying capabilities); • co-operation (the means of acting together); • teamwork (the notion of each member playing a part and being responsible for the outcome, for winning); and • coordination (each member harmonising with the efforts of others). <p>As such sustainability and succession planning can be bonus by-products of distributed leadership.</p>	<ul style="list-style-type: none"> • Habits of the Mind - Costa • DATT Tools - De Bono • Autonomous Learning Model – Betts • Project Zero (Bialik College)
<p>All learners have interests and experiences that can be used to create relevant and powerful learning opportunities.</p>	<ul style="list-style-type: none"> • Listening for pre-existing understandings and theories. • Differentiation in the program to cater for different abilities, interests, experiences, attitudes and temperaments • Scaffolding of learning in meaningful contexts, • Collaborative learning 	<ul style="list-style-type: none"> • Target teaching to scaffold learning (group size 1-10) • Workshops to promote opportunities for development in learning agreement time (group size 15-25) • Excursions, incursions, performances and competitions to promote opportunities for learning agreement time • Tracking of children by home group teacher (average 24 children) 	<ul style="list-style-type: none"> • Creation of functional areas within the space for specific purposes • Provision of diverse and rich settings to support a wide range of experiences- each setting to have an appropriate sense of place enclosure and to provide clues as to possible use 	<ul style="list-style-type: none"> • Tracking of students understandings through a variety of techniques: checklists, anecdotal records, interviews, school developed profiles of learning and key understandings • Reflection by children, parents and staff 	<p>Responsibility for the conduct of learning programs developed for students lies with the teachers and teacher aides in each of the school's year level learning communities. Leadership is exercised collaboratively. Where specific knowledge and skills are required to address a specific need, special purpose groups composed of those with the required skills and knowledge can be established.</p>	<ul style="list-style-type: none"> • Constructivist learning - Bruner • Scaffolding - Bruner • Zone of Proximal Development - Vygotsky
<p>People construct and co-construct meaning and bring to any learning situation, pre-existing understandings and theories, which determine their perception of the world.</p> <p>Learning is not linear, but a myriad of pathways directed by ones experiences, beliefs and environment.</p>	<ul style="list-style-type: none"> • Listening for pre-existing understandings and theories. • Differentiation in the program to cater for different abilities, interests, experiences, attitudes and temperaments • Scaffolding of learning in meaningful contexts, • Collaborative learning 	<ul style="list-style-type: none"> • Target teaching to scaffold learning (group size 1-10) • Workshops to promote opportunities for development in learning agreement time (group size 15-25) • Excursions, incursions, performances and competitions to promote opportunities for learning agreement time • Tracking of children by home group teacher (average 24 children) 	<ul style="list-style-type: none"> • Creation of functional areas within the space for specific purposes • Provision of diverse and rich settings to support a wide range of experiences- each setting to have an appropriate sense of place enclosure and to provide clues as to possible use 	<ul style="list-style-type: none"> • Tracking of students understandings through a variety of techniques: checklists, anecdotal records, interviews, school developed profiles of learning and key understandings • Reflection by children, parents and staff 	<p>Responsibility for the conduct of learning programs developed for students lies with the teachers and teacher aides in each of the school's year level learning communities. Leadership is exercised collaboratively. Where specific knowledge and skills are required to address a specific need, special purpose groups composed of those with the required skills and knowledge can be established.</p>	<ul style="list-style-type: none"> • Reciprocity between Spontaneous and Scientific Concepts - Vygotsky

<p>People learn through engagement in complex experiences, in which they make relevant, purposeful connections.</p> <p>Skills, attitudes and a body of knowledge are needed to lead a fulfilling life.</p> <p>The ubiquitous use of technology is an essential component of living in contemporary society.</p> <p>People have particular pre-dispositions to learning styles, modalities of learning, and areas of intelligence.</p> <p>People respond to the expectations others place on them. High expectations significantly influence student achievement.</p>	<ul style="list-style-type: none"> • Reflection on learning • Questioning • Research based projects • Authentic / Real Life learning Tasks • Core knowledge and skills are learnt in context • Multi-literacies developed • Trans-disciplinary learning • Higher order thinking • Deep learning • Critical, lateral and creative thinking • Fostering attitudes of optimism and enjoyment of learning • ICT embedded in all learning • Creativity fostered • Meta-cognitive understandings of learning • Understanding of personal learning styles • Valuing of personal differences • Promoting positive self esteem, self confidence, resilience and tenacity. • Promoting the ability to handle uncertainty and confusion • Pedagogical practices that cater for the varying dispositions of learners. • Treat all children as 'professors', promoting their belief in themselves and developing their self-confidence. 	<ul style="list-style-type: none"> • Variety of grouping practices used: interest, need based, random selection, child selected, teacher-initiated groupings. • Use of specialist programs to enrich children's learning • Planning incorporates the use of : <ul style="list-style-type: none"> ➢ school profiles ➢ key understandings ➢ school development programs for thinking skills and ICT • Planning by teams of teachers on trans- disciplinary themes. (Implementation is a collaborative process between children, parents and teachers) • High level teacher knowledge of the Victorian Essential Learning Standards to implement Government policy within a contextual learning framework • High level teacher knowledge of current research and teacher initiated school based research, informs understandings of how people learn and is reflected in teaching practice • High level teacher knowledge of student learning dispositions informs all aspects of pedagogy 	<ul style="list-style-type: none"> • Each type of experience requires different facilities (space, boundaries, services, surfaces, storage, acoustics, furniture, learning materials) • Diverse settings are seamlessly connected. • Clear circulation routes • Provide discreet settings with appropriate enclosure to avoid visual and aural distraction. • Attractive provisions of loose items which provoke, attract, stimulate, support and engage children's minds and bodies. • Acoustic design for expression and listening. • Freedom to move within and between the spaces 	<ul style="list-style-type: none"> • Exhibitions of children's work through a variety of languages which also demonstrate the process of learning through documentation • Level of engagement of children • understandings • Collaborative analysis of preferred dispositions of learning involving child, parents and teachers • Promote authentic assessment practices that involve assessment with students • Avoid grading of students against each other. 	<p>At the centre of the school's distributed leadership model is a small core of senior staff responsible for exercising ultimate responsibility for:</p> <ul style="list-style-type: none"> • co-ordination and quality control across the school; • financial planning; • liaising with the wider school community; • staff professional development; • upkeep of school facilities; and • formulating the school's vision. <p>The formal leadership of the principal and assistant principal, under a distributed leadership model, remains of crucial importance. They are the ones who can best:</p> <ul style="list-style-type: none"> • engage, motivate and support the staff to move beyond the comfortable status quo; • stimulate and lead collaborative enquiry to enhance professional leading and investigate; and • set and champion the (school's) vision, even when the changes feel awkward and uncomfortable. <p>Distributed leadership does not imply simply assigning new tasks to teachers and calling them leaders. Instead, it involves the actual enactment of leadership tasks within their own roles as teachers. (Earl and Katz, 2006).</p>	<ul style="list-style-type: none"> • Four processes model of Literacy - Luke & Freebody • Literacy – Smith, F ; Wilson, L • Mathematics - Lovett, Booker • Engagement – Washor • Relationships – Ortero • Social Communication – Stevenson, Selinger, Heppell • Globalisation – Yong Zhao • Creativity – Ken Robinson • Learning styles - Gregoric • Learning Modalities – Coil • Underachievement – Lord Puttnam • Intelligence Theories: <ul style="list-style-type: none"> ➢ Emotional Intelligence - Coleman ➢ Multiple Intelligence - Gardner ➢ Creative, Academic, Practical Intelligence - Sternberg
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The above principles, beliefs and practices are not discrete, but interrelate with each other to form a multitude of nuances.