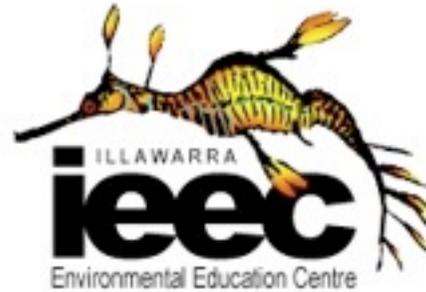


# School plan 2018-2020

## Illawarra Environmental Education Centre 5743



# School background 2018–2020

## School vision statement

### **Leading environmental education to empower learners for a sustainable future.**

Illawarra Environmental Education Centre leads NSW Public Schools in providing students with the skills, values and opportunities to act as responsible citizens through meaningful learning experiences that immerse students in, for and about the natural and cultural environment.

## School context

Illawarra Environmental Education Centre (IEEC) is based at Killalea State Park in the Illawarra. The School is one of the Department's 25 Environmental and Zoo Education Centres (EZECs) – leaders in environmental and sustainability education.

**Our Centres** provide authentic, curriculum–based fieldwork learning experiences enabling students to explore, investigate and understand 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** strengthening **partnerships** and developing teacher capacity, the IEEC enables schools to integrate sustainability education into all aspects of school operations including curriculum, teaching and learning, physical surroundings and relationships with the local community.

The IEEC meets the diverse learning needs of all visiting students, including tailored programs for gifted and talented students and those with special needs. The IEEC aims to deliver curriculum based inquiry learning through fieldwork and sustainability education into all lessons and programs to promote learning excellence and responsiveness.

The IEEC 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

The Principals of the 25 NSW Environmental and Zoo Education Centres (EZECs) worked collaboratively during 2017 to develop common strategic directions for the 2018 – 2020 school plan. The process included planning workshops, CESE planning day, collaborative practices team meetings, collaboration on documentation through shared google drive and survey contributions.

IEEC school planning specifically involved school team collaboration in developing processes and purpose statements for each direction, along with 3 year milestones planning.

The IEEC engages in consultative decision making with our school and local community, as we actively engage in the on–going cycle of planning, acting, reviewing and reporting. Local school and community needs were met by listening to feedback from participating students and their teachers (both via online survey and anecdotally).

Program development continues to closely involve the local AECG for consultation on integrating Aboriginal cultural knowledge and practices.

# School strategic directions 2018–2020



**STRATEGIC  
DIRECTION 1**  
Empower Learners

**Purpose:**

To engage students in contextual learning as they develop the environmental knowledge, skills and sensitivity to address environmental issues and consider the environment in their daily lives.



**STRATEGIC  
DIRECTION 2**  
Develop Staff Capacity

**Purpose:**

To develop the capacity of IEEC staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education.



**STRATEGIC  
DIRECTION 3**  
Strengthen Partnerships

**Purpose:**

To extend and strengthen partnerships with our networks and communities where a culture of collaboration enables students to be environmentally literate citizens.

# Strategic Direction 1: Empower Learners

## Purpose

To engage students in contextual learning as they develop the environmental knowledge, skills and sensitivity to address environmental issues and consider the environment in their daily lives.

## Improvement Measures

80% of high schools in the Illawarra Principals Networks participate in fieldwork with IEEC for the 2018 Stage 6 Science syllabuses (EES, Investigating Science and Biology), and Stage 5–6 Geography.

100% of IEEC's curriculum based programs contain pre and post activities to help teachers embed the fieldwork day into their learning program, with 80% uptake from schools.

Teachers of students engaging with IEEC programs 1. Understand the importance of contextualising IEEC fieldwork programs, and 2. Embed IEEC pre and post activities into their learning programs.

100% of IEEC curriculum based programs have been created with or audited for opportunities to embed activities addressing literacy and numeracy progressions.

## People

### Staff

IEEC SASS Staff are well informed/ knowledgeable and engaged with all learning programs so as to be able to deliver the most informed communication/customer service to school teachers.

### Staff

School teachers and other school staff (such as SAMs), develop and sustain a collaborative culture with IEEC.

### Leaders

School teachers collaborate with IEEC then lead implementation within their own school and throughout their networks.

### Community Partners

Curriculum Network Groups, State Curriculum Advisors, Killalea State Park management, Environmental Education Centre Network colleagues, Project Partner schools and AECG find a mutualistic relationship with IEEC.

### Students

Become empowered as they develop environmental literacy, engage with their learning and become better equipped to achieve learning outcomes.

## Processes

**Contextualise – Develop contextual learning opportunities at IEEC for students in response to curriculum relevance.**

**Diversify: IEEC Learning Programs and experiences in response to curriculum mapped design K–10.**

## Evaluation Plan

Booking data

IEEC programs used in assessment tasks.

Evaluations and classroom teacher program examples.

Written Programs.

Observed preparedness of students of day of fieldwork.

## Practices and Products

### Practices

IEEC leads collaboration with Illawarra Curriculum Network groups, State Curriculum Advisors, Primary Communities of Schools, the Environmental Education Centres Network and local AECG to develop/improve programs with a pre – on day – and post excursion context to be embedded into classroom learning programs.

Support students K–12 in all relevant KLAS and stages – by providing a curriculum–mapped diversity of activities across a range of locations in the Illawarra.

Literacy and numeracy progressions for each stage are utilised when revising or developing IEEC programs so as to ensure both literacy and numeracy skills are embedded where relevant.

### Products

The alignment of outcomes between schools and the IEEC ensures the experiences provided to students are in context with their current learning program.

IEEC offers engaging and diverse curriculum–mapped learning experiences

# Strategic Direction 2: Develop Staff Capacity

<p><b>Purpose</b></p> <p>To develop the capacity of IEEC staff in addition to those within our networks as learners, teachers and leaders in environmental and sustainability education.</p>
<p><b>Improvement Measures</b></p> <p>All EZEC teaching staff (including casual teachers) achieve Proficient Teacher Accreditation (or Maintenance) by their due date, with suitable evidence of proficiency.</p> <p>All IEEC staff (teaching and SASS) report identifiable development in their knowledge, skills and environmental leadership capacity within their role.</p> <p>School-based teachers experience benefit from the support provided and state that their knowledge and skill has increased after engaging with IEEC (Teacher Professional Learning events, pre/post curriculum resources, field work delivery and skills)</p> <p>Students experience benefit from the support provided and state that their knowledge and skill has increased after engaging with IEEC ( Pre/post curriculum resources, field work delivery and skills).</p> <p>EZEC network is informed, current and well supported in the development of new curriculum and pedagogy.</p>

<p><b>People</b></p> <p><b>Staff</b></p> <p>Permanent, beginning and casual teachers at IEEC and across the EZEC enhance skills and pedagogies in delivering effective outdoor education in a curriculum based environmental context.</p> <p><b>Staff</b></p> <p>Beginning teachers in the EZEC network actively contribute to the support group by sharing, advising, learning and collecting evidence towards accreditation.</p> <p><b>Leaders</b></p> <p>IEEC teachers consult across EZEC to widen skills, knowledge range of age appropriate activities and effective pedagogies.</p> <p><b>Community Partners</b></p> <p>Where appropriate, provide support, expertise and advice to IEEC staff.</p> <p><b>Students</b></p> <p>Provide constructive feedback via student voice exercises to further inform activity relevance, age appropriateness and level of engagement.</p>
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<p><b>Processes</b></p> <p><b>Staff Professional Learning:</b> Increase teaching leading and learning support to the State network of Environmental and Zoo Education Centre (EZEC) Principals, Beginning Teachers, SASS staff and Proficient level teachers.</p> <p><b>Leading Curriculum and outdoor learning Pedagogy:</b> Lead within EZECs and within school networks in the implementation of new and relevant curriculum and pedagogy supporting outdoor and environmental contexts.</p> <p><b>Evaluation Plan</b></p> <p>Consult with returning staff and students to ensure point of difference between repeat students.</p> <p>Document self and peer reflections during action learning cycles</p> <p>PDP goals reflections (self/peer)</p> <p>Accreditation certification evidence</p> <p>number of TPL courses developed; attendance and feedback.</p>
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<p><b>Practices and Products</b></p> <p><b>Practices</b></p> <p>IEEC coordinates the Beginning Teachers support group for the EZEC, assisting by way of Teacher Professional Learning, conference sessions, online forums and information dissemination</p> <p>IEEC staff to actively seek and participate in opportunities for professional development and support.</p> <p>IEEC develops and delivers Teacher Professional Learning for EZEC and local teacher networks. Best practice pedagogies in fieldwork, leadership and other KLAs are embedded within newly developed programs and resources to be shared within our networks.</p> <p><b>Products</b></p> <p>Beginning teachers across the EZEC are supported to gain accreditation and conduct maintenance relevant to their accreditation level.</p> <p>IEEC delivers highest quality curriculum support, learning experiences and customer service.</p> <p>Highest quality curriculum support and learning experiences are shared and applied within the EZEC and local school networks..</p>
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# Strategic Direction 3: Strengthen Partnerships

## Purpose

To extend and strengthen partnerships with our networks and communities where a culture of collaboration enables students to be environmentally literate citizens.

## Improvement Measures

Targeted program outcomes deliver consistently successful results (specific to program aims) in over 80% of participants.

Students become empowered as they engage in community and/or behaviour change programs addressing environmental issues.

Increase the number of collaborative programs, extent of engagement and feedback from stakeholders with our local community of schools and with local community organisations.

## People

### Students

Students become empowered as they engage in community and/or behaviour change programs addressing environmental issues.

### Staff

IIEC staff create opportunities for schools to participate in engaging, curriculum based learning opportunities that are relevant, contextual and support the development of environmental citizens.

### Leaders

University Researchers partner with IIEC staff in practitioner inquiry process, responding to feedback in the pursuit of pedagogical excellence.

### Community Partners

All targeted Community Partners actively engage with IIEC, seeking common environmental and behaviour change outcomes.

## Processes

**Community Projects:** Increase the number of Community Learning projects with which IIEC engages students.

**Evaluation Partnership:** Exploring the impact targeted IIEC programs have on enhancing:

1. Environmental literacy
2. Learning Engagement
3. Curriculum outcomes

## Evaluation Plan

Booking data

Anecdotal evidence from teacher and student surveys and focus groups.

Feedback from regular self and peer reflection; feedback from academics, teaching staff and students.

Evaluation Project report findings.

## Practices and Products

### Practices

Provide opportunities for students to engage in community conservation programs that utilise the expertise and reach of Environmental/Cultural partners

IIEC actively participates in the practitioner inquiry process – working closely with university researchers and reflecting/responding to feedback eliciting change and improvement.

### Products

Empowered students are equipped with the environmental knowledge, skills and sensitivity to address environmental issues.

Targeted IIEC learning experiences are evidence based and positively impact student engagement, environmental literacy, and achievement of curriculum outcomes.