Learning at Galungara

Zoom 15 September 2020

Please ensure your microphone is muted

Vision for our Learners

We believe that education needs to be about learning to thrive and flourish in a transforming world.

We believe students not only need a strong foundation in literacy and numeracy, they need to develop agency. They need to build a sense of responsibility to participate in the world, and in doing so, know they can influence people, events and circumstances for the better.

Students need to have a strong voice to be active innovators with the skills to be effective communicators, confident collaborators, critical and creative thinkers and active problem solvers.

Organisation for Economic Co-operation and Development, (2020)

Vision for our Learners

We are all learners and we want to encourage everyone to achieve their goals, build on their passions, make connections, co-create learning experiences and, more importantly, make Galungara an enjoyable and safe place in our community.

Why?

The access to digital technologies and the impact of globalisation increases the need for our learners to be more socially and culturally aware.

- There is more access to knowledge
- Global connections
- Social media influences
- Digital citizenship & digital literacy

Department of Education (2020)
Hannon (2018)
Fullan (2014)

Learning at Galungara

- Explicit Teaching
- Inquiry
- Stage Based Curriculum
- The Role Homebase Teachers
- Collaboration and Differentiation
- Learning Spaces

Explicit Teaching

Explicit teaching is when teachers clearly explain to students;

- Why they are learning something,
- How it connects to what they already know,
- What they are expected to do,
- How to do it and
- What it looks like when they have succeeded

Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance.

Department of Education, 2020

Inquiry

Project-based learning refers to students designing, planning, and carrying out an extended project that produces a publicly-exhibited output such as a product, publication, or presentation. It is interdisciplinary (cross-curricula) and focuses on active, student-directed learning. It gives students an authentic, real-world context for learning where student voice matters and the public exhibition is a tremendously powerful motivator for both students and staff.

Paul Hamlyn Foundation, 2012

Play based learning/ discovery time is a planned, structured activity based session. Every element of discovery time is thought out by the teacher to disguise elements of; communicating, solving problems, persevering, sharing, including others, and completing tasks as play and exploration. In discovery time the child is initiating the tasks they want to complete and the teacher is acting as a facilitator; observing, asking questions, providing feedback and encouraging students to engage (Fisher, 2006). Therefore the majority of learning is discovery through play.

Fisher, 2006

Stage Based Curriculum

The NSW Educational Standards Authority (NESA) frames the Australian Curriculum for teachers. The NSW curriculum is structured in stages with content and outcomes to be achieved over a two year period.

- Early Stage 1 (Kindergarten)
- Stage 1 (Years 1 & 2)
- Stage 2 (Years 3 & 4)
- Stage 3 (Years 5 & 6)

Stage based classes do not disadvantage students academically and can have benefits for students socially and emotionally. Students in stage based classes can operate better as part of a group, are more assertive, become more independent learners and better problem-solvers.

Stage based classes do;

- Support a student-centred approach
- Promote social interactions and positive school culture as they make friends outside of their standard age-groups, develop tolerance & diversity.
- Allow for flexible progression through the curriculum

Department of Education (1997)

Homebase Teachers

Students will begin each day with their homebase Teacher

The homebase teacher will facilitate daily meetings that support the academic and character development of all students in the class. This process is based in the fundamentals of positive psychology where students focus on growing their strengths.

Your child's homebase teacher will be your point of communication if and when required.

Expeditionary Learning Education: Crew (2015)
Peterson & Seligman's (2004)

Differentiation and Collaboration

Students will have the opportunity to learn collaboratively with different teachers.

Even though students will be with their homebase teacher for explicit teaching, differentiated teaching methods will be used to extend the knowledge and skills of every student in every class.

To ensure all students master objectives, teachers will collaborate to effectively plan small group lessons that incorporate adjustments for content, process, and products.

Students will move flexibly within these groups depending on the learning objective and the students personal learning goals.

These initiatives will be shaped and nurtured in our learning environments to ensure that students have the transferable skills and competencies that will enable them to, flourish in the future world of work and be thoughtful, active global citizens.

Learning Spaces at Galungara

Learning Blocks

- Homebases
- Inquiry Hub
- Gallery &
- Breakout Rooms

Collaboration and Community Hub

- Virtual Reality/Augmented Reality Space
- Technology Hub
- Extended Gallery
- Preschool and Parent Zones
- Hang Out Space

Learning Spaces at Galungara

All learning areas will be innovative learning spaces. Innovative learning spaces are:

- mobile, flexible, varied and connected
- provide students with choice in where and how they learn
- adapted to accommodate learning modes and technology
- provide optimum learning conditions such as temperature, light and acoustics
- support opportunities for students to learn independently and in small and large groups
- support collaborative learning and teaching for students and teachers.

These qualities support our educational vision of the school and foster students ability to develop their knowledge, skills and capabilities.

Learning Spaces at Galungara

Learning Block

Homebase: The homebase space is where a student will begin and finish the day. This space is designed to be used for the explicit teaching of English and mathematics and host morning meetings

Features of the space:

- Resources readily available to for English and maths instruction
- Learning goals displayed
- Learning intentions and success criteria displayed
- Flexible furniture so students can engage in modelled, guided and independent activities.
- Space can be opened and closed depending on task and mode of teaching
- Vocabulary and anchor charts may be displayed
- Workshop timetables may be displayed

Learning Block

Inquiry Zone: The inquiry zone is where a students can explore, discover, design and make. It can be set up with selected equipment to spark curiosity, questions, research and investigation. This space is designed to be used for PBL hook events, exploration, product development and play based learning.

Features of the space:

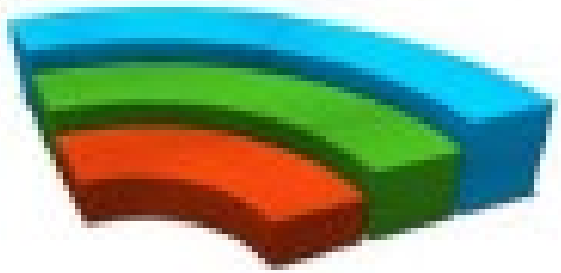
- Laminated floors
- Available water sources
- Adjoined to rooms for easy access coming and going and mixing with other Homebase classes
- Other KLA resources
- Flexible furniture in order to adjust to the rooms learning mode eg. Collaborative, guided, demonstration, experimental & independent

Learning Block

Gallery: The Gallery is a space designed to promote oracy skills. It can be used for presentations, discussions, reflection and evaluations. It is also a space where exemplar work may be showcased and displayed. This space would generally be quieter, hosting Socratic seminars formal discussions or ideating in large groups. This space will also house the 'class library'. It is important students have access to rich text and have the ability to borrow books more than once a week. These books may also support the learning in the classroom and can be accessed during the day.

Features of the space:

- Tiered seating
- Open for large audiences
- Large wall space
- Discussion and ideating protocols displayed
- Exemplar work samples displayed
- Class library borrowing station



Learning Block

Break Out Space: The Break Out Space is where students that engage in additional support programs may work with a smaller group of students and teacher to support their learning.

Features of the space:

- Smaller for small group interaction and instruction
- Quiet
- Glass windows so students are not disconnected to what is happening in the homebase.
- Within the homebase, in order to maximise learning time and supervision

Collaboration and Community Hub

A Virtual Reality and Augmented Reality Space:

This space specifically houses and is set up for students to explore and create using Virtual Reality and Augmented Reality. Students can safely view can create VR/AR content in this space. This space may be utilised specifically for exploring places, living things or products.

This space is an extension of the learning blocks as it can be used to support language and vocabulary development, provide virtual excursions and promote creativity and critical thinking skills as student create content for VR platforms.

Collaboration and Community Hub

Technology (Creation/ Robotics) Lab:

This space has been design to support the use of robotics and computational thinking experiences.

With less furniture and more floor space, this provides a conducive area for students to program and use various robots. It will also be designated for green screen use. Students will have the opportunity to film and record content to present their learning using professional equipment such as lapel mics and green screen technology.

This space may be explored particularly during mathematics, science and English instruction to support and/ or reinforce concepts taught in these areas.

Collaboration and Community Hub

Extended Gallery: A unique feature of Galungara's Collaboration and Community Hub is the tiered steps. This space is designed to be utilised for public speaking and performance. Being a bigger size it can been used to support more students/ audiences at once.

Collaboration and Community Hub

Hang Out Space: This is a communal space for students to access when they may want to read a book or prefer a quite alternative to the playground. This space has been design to hold literature to engage students and comfortable flexible furniture that can be arranged into support small group reading circles or individual reading opportunities. This space is an extension of the class library.

Collaboration and Community Hub

Preschool & Parent Zones: Our community at Galungara is very important to us. Spaces have been created to support, not only the students and staff, but the families we serve.

These spaces have been specifically resourced to ensure our preschool community members feel welcome to play and explore the school environment, promoting connections and a sense of belonging with others that engage with the space.

Similarly, there is also a parent space. This space may be used to support parent learning, workshops and focus groups as we all learn and collaborate together.

Technology

Information and Communication Technology (ICT) will be used as a tool to support learning.

Students will be using ICT to:

- Create
- Investigate
- Communicate

We want students to be more than consumers of ICT but creators

Technology

ICT will be used throughout the spaces. Types of technology available will include:

- Interactive panels
- Ipads
- Laptops
- Robotics
- Virtual reality headsets
- Augmented reality platforms
- Green screen filming

The above technology will support students computational thinking and problem solving skills, whilst utilising current technologies

We welcome your questions and feedback.