

HARRINGTON PARK PUBLIC SCHOOL

JOURNEY SUMMARY

Self-Organised Learning Environment (SOLE) has been implemented following professional learning with staff, with it being embedded weekly units of learning in Years 3 to 6.

JOURNEY FOCUS AREAS

Students have improved their:

- self-regulatory skills
- use of the 4C's (collaboration, critical thinking, creativity and communication)
- research skills in order to answer complex and involved questions
- ability to create 'Big Questions' following lines of inquiry

TIMELINE AND MILESTONES

2014

- Professional learning for teachers.
- SOLE trialled in classrooms and library.
- Protocols and common language developed.
- Anchor charts created.

2015

- Implemented the modelled, guided and independent approach to all Stage 2 and 3 staff.
- Lighthouse school established for local schools and others across networks.

2016

- Innovate Pockets of Practice (iPoP) was made available to all teachers in our community of schools following a trial.
- Presentation at Innovate and Inspire conference by school staff.
- Promotion of the school's journey and experience of the SOLE process.

2017

- Professional learning to current and new staff members.
- Collaborative planning of programs to create big questions.
- Presented at community of schools professional learning evening.

2018

- Further promotion of our strategy through the department Scan Journal.
- Staff supported through action research projects.
- Inducted and mentored new staff through the modelled, guided and independent approach.

POSITIVE IMPACT AND EMOTIONS

Students are self-organising into productive, inclusive groups and using their classroom space in innovative ways.

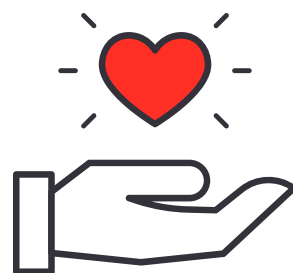
Excitement

Student driven learning, related to the curriculum and areas of interest.

Motivated

Challenged teachers to review their approaches and personal pedagogy.

Provided support to colleagues through ongoing mentoring and collaboration.



Improved research skills

Ready to embrace change

Increased student engagement

Students have improved their ability to articulate their thoughts and provide constructive feedback.

Improvement in student's ability to critically analyse information and summarise findings succinctly.

Challenged and taking ownership of their learning

SOLE is inclusive and caters for the needs of diverse learners

MAIN CHALLENGE & SOLUTION

Challenge:

- Creating 'Big Questions' with staff and students.
- Challenging teachers to reconsider their teaching styles and classroom design.

Solutions:

- Integrated SOLE planning into stage planning days.
- Provided staff with a consistent proforma to program outcomes and questions.
- Storing programs and ideas on the school server for all staff to access.