

AS EDUCATION EXPERTS WHO ARE DRIVEN BY PROVEN EDUCATION GOALS AND MODELS AT A COMMONWEALTH LEVEL

Alice Springs (Mparntwe) Education Declaration



Goal 1

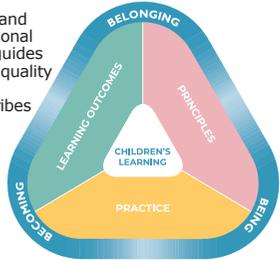
The Australian education system promotes excellence and equity

Goal 2

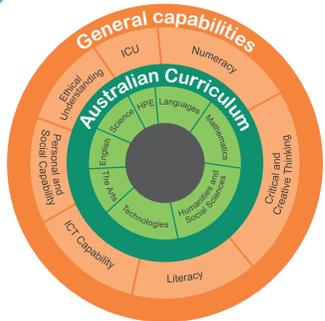
All young Australians become confident and creative individuals, successful lifelong learners, active and informed members of the community.

Early Years Learning Framework

The EYLF is linked to and embedded in the National Quality Standard. It guides educators to develop quality programs for young children. It also describes the early childhood pedagogy (principles and practice) and the outcomes that provide goals for young children's learning



AC Australian Curriculum



The Australian Curriculum sets the expectations for what all young Australians should be taught, regardless of where they live in Australia or their background. ACARA draws on the best national talent and expertise, and consults widely to develop the Australian Curriculum and resources

Rights of the Child to

1. be treated fairly no matter what
2. have a say about decisions affecting you
3. live and grow up healthy
4. have people do what is best for you
5. know who you are and where you come from
6. believe what you want
7. privacy
8. find out information and express yourself
9. be safe no matter where you are
10. be cared for and have a home
11. education, play and cultural activities
12. help and protection if you need it

WE ARE PART OF THE ACT PUBLIC SCHOOL SYSTEM WHICH HAS A DEFINED AND CLEAR STRATEGIC FOUNDATION

The ACT Government Education Directorate



Our Vision

We will be a leading learning organisation where people know they matter

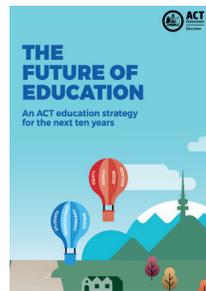
Our Mission

We develop and deliver educational services to empower each child and young person in the ACT to learn for life

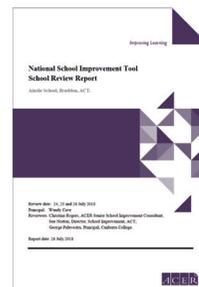
Our Goals

- Evidence-informed decisions
- Schools where students love to learn
- Investing in early childhood
- Learning Culture
- United leadership

The Future of Education



- Place students at the centre of their learning
- Empower teachers, school leaders and other professionals to meet the learning needs of all students
- Build strong communities for learning
- Strengthen systems to focus on equity with quality



Ainslie School Review Improvement Plan 2018

The ACT Education Act 2004

THE WAY WE DELIVER ON THIS AT AINSLIE SCHOOL

AND THE 5 PRINCIPLES THAT GUIDE ACTION TO DELIVER ON OUR INTENT



Our intent

Enabling students to be successful learners, confident and creative individuals, and active and informed citizens

Our approach

We deliver playful and sophisticated education services

Focusing 2019-2021 on Student Centred Work

Professional support - teachers and others
Personal Support - the school community

1 Purposeful Play

Why it matters
Laughing children learn. The knowledge, skills, attitudes and values developed during childhood in Primary School are all essential outcomes but childhood should be fun!

What it means for us
We are curious. Learning is a social activity that involves thinking, feeling and acting. Creativity is enabled within the playful state we activate.

2 Intentional Education

Why it matters
While optimism is important, hope is not a strategy. Teaching is the mindful response to learning.

What it means for us
We are thinkers. As experts in the curriculum and typical childhood development our decisions reflect a clear sense of intended impact because we are socially, culturally and environmentally responsible.

3 Personalised Learning

Why it matters
No two learners are exactly the same. Learning can happen anywhere and at any time and how we teach affects what our community learns.

What it means for us
We are inquirers. We enable learning pathways and draw on approaches that are as diverse as the learners we lead. We notice and seize incidental opportunities for learning. And we engage parents, carers and families in all their forms as advisors and collaborators in learning design.

4 Reflection and Growth

Why it matters
Teachers, as lead learners, are role models. We are accountable to our students, our community, and each other.

What it means for us
We are research-engaged. This means we are informed, contemporary, responsive and agile and we know we can always improve.

5 Deliberate connection of student agency to real outcomes

Why it matters
Students are leaders and agents of change. Feeling and being purposeful builds investment, engagement and impact.

What it means for us
We are educators. Learners' lives extend well beyond the school gate, that also makes us collaborators, situating learning in authentic contexts to support them, and connect them with other experts, as they move beyond the classroom.