

**Panel session: Achieving engagement and equity for all students
Saturday 3 October 2009**

Question 1:

What sort of professional culture and skills do teachers need to help ALL students achieve well?

- There is a need for a professional learning community
- Need for the student voice to be acknowledged by the teachers in the school and by the community that it supports.
- ability to build relationships, empathy, extended network of resources, links to the community, ability and willingness to collaborate and share what works, leadership and whole-school approach
- teachers need to be risk takers themselves...learners in their own right...tolerant...empathy and understanding....
- A willingness to experiment and reflect on evaluation from students and all members of the community.
- A student centred environment collaboration and support from different areas. Flexible teachers and culturally sensitive teachers. Teacher training program that trains teachers for a particular culture. Provide teacher with the skills that they need. Professional development.
- inquiring mind, open to learning new approaches,
- Student learning needs need to come first.
- Peer critiques amongst teachers.
- Teachers need professional space in which to participate in professional conversations in teams- A culture of inquiry that envelops the whole school community to develop the understandings and skills required
- - teachers as ongoing learners
- Teachers need to establish trusting and collaborative relationships.
- Great opportunity for professional development.
- Education of parents and community to be culturally sensitive
- Open mindedness and willingness to understand 'other'; compassion; putting yourself out to differentiate the learning
- Development of a community school model is essential.
- a culture of collaborative inquiry that encompasses reflective practice, observation, listening and empathy - and taking action
- A global mindset - a whole school approach
- Negotiated curriculum - collaborative learning initiatives
- acknowledgement that a holistic view is as important as disciplines view
- Follow up of PD and feed back to peers at school; the ability to use what has been discovered. Need to learn about learners and then time and opportunity to use this to advantage.
- assessment has to reflect range of students
- A community based collaborative approach.
- The culture should centre on the child rather than the subject
- Negotiated approaches to teaching and learning to engagement
- Ability to deliver a differentiated curriculum
- To listen and have empathy with their story.
- There should be an collaborative environment of sharing between teachers and also students.
- Support and encouragement of sharing of knowledge and of attempts to know learners. Senior management must be supportive and pro-active.
- Flexibility, adaptable ,build positive relationships, listen and empathise with student stories, learners, high expectations, sense of humour, sense of community TS Elliott - those that trust us educate us professional learning culture, strong, informed, collaborative leadership,

- less emphasis on prescribed curriculum
- An awareness of self - being able to be challenged, changed and adapt teaching and learning experiences
- To start planning with the learner in mind.
- PD in schools so all benefit rather than selected group.
- To personalise learning.
- the development of relationships with students and their communities
- focus on addressing student needs. prescribed curriculum needs flexibility in adoption to address student needs
- systemic and structural change and reform needed to rid our schools of disadvantage
- there should be a trusting environment and a culture where everyone is a learner and a teacher and that all members of the class bring with them skills and capabilities and that all can benefit and learn from the experience
- Learning who the students are and knowing their strengths and needs.
- Acknowledgement of contribution from within school, the collective knowledge that already exists. Sharing of work and ideas.
- Activities that cross the borders.
- empathy; have a commitment to lifelong learning; empowered by 'systems' to be responsive and flexible in delivered curriculum;
- raises questions about validity of NAPLAN results
- Teachers need to be able to deconstruct understandings for kids ...question to take the dialogue further. have a diverse repertoire of strategies to scaffold...encourage the joint responsibility to pursue the learning and be able to articulate the relevance of the learning ..the big picture.
- community involvement
- To see beyond what you see immediately in front of you.
- we need to have a subversive culture that puts the needs of students ahead of implementing the new curriculum. Belief that all students can learn, commitment to each student as an individual, caring culture.
- , understanding the background of students and their communities and drawing on those experiences, respond positively to feedback from school counsellors or social workers
- Needs to be authentic.
- a willingness to pursue student engagement over time - it doesn't happen overnight!
- more time professionally to reflect
- thinking outside the square
- teachers may move from being at centre of classroom
- A culture of excellence in professional and collegial support and that individually all educators incorporate theory into practice (mutual)
- Have skills to develop a culture of inclusiveness that celebrates differences.
- Students as teachers important, we can learn from their evaluation of us and what/how we teach.
- Need to develop cultural understandings beyond the SOSE and English faculties
- professional learning for teaching for diversity
- An acknowledgement that primary and secondary teachers have different structures in their day - must continually remember that student is at the heart of the learning
- broadening our understanding of the needs of the students and community, forming community partnerships
- clear and understood way of doing something
- Developing community through connecting, understanding and focusing on the individual needs of each.