

TOOHEY FOREST ENVIRONMENTAL EDUCATION CENTRE

2024-7 STRATEGIC PLAN

<p>Centre context</p> <p>TFEEC is located in the purpose-built education and community engagement facility, the Griffith University EcoCentre, which is surrounded by the natural backdrop of Toohey Forest. TFEEC provides a range of day visit educational programs to students ranging from prep to year 12. Programs are linked to the Australian Curriculum and select QCAA senior syllabi. An essential component of all programs is opportunities for students to engage in active learning (i.e. learning through 'doing'). In addition to school-aged student programs, TFEEC partners with select Griffith University Science and Education faculty staff to deliver targeted learning experiences for undergraduate tertiary students, as well as community forums for the broader general public.</p>	<p>Centre vision: "Inspiring Science Learners of the Future"</p> <p>TFEEC is committed to the development of students as responsible and informed citizens through scientific literacy. Improved scientific literacy enables informed decision making about local, national and global issues. Scientifically literate citizens:</p> <ul style="list-style-type: none"> • Are interested in the world about them • Are able to identify questions, investigate and draw evidence-based conclusions • Reflect critically on information, data or the claims made by others • Make informed personal decisions and choices
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Educational achievement

Wellbeing and engagement

Culture and inclusion

<p>Centre review key improvement strategies</p> <ul style="list-style-type: none"> • Develop a whole-of-centre curriculum plan to support teachers make judgements on program rigour, relevance and alignment with the curriculum • Formalise QA processes for curriculum programs to ensure high quality learning opportunities for students • Leverage the unique context and resources of the centre to further explore where inquiry, innovation and creative exploration may sit within centre programs and activities • Implement the use of digital platforms to complement current centre offerings and to differentiate ways for students to learn and apply their knowledge • Develop strategies to enable formal and focused modelling of effective teaching practices to build system and centre teacher capability 	<p>Centre priorities</p> <ul style="list-style-type: none"> • Developing and implementing new programs to cater for revisions to (i) the Australian Curriculum (ii) QCAA senior syllabi • Build upon existing collaborations and establish new partnerships in the fields of science and education • Establishing the centre as a professional learning hub with a focus on middle years engagement • Position the centre to influence the delivery of science with a focus on effective pedagogies supported by relevant education research
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<p>Centre priority 1: Implementation of the Australian Curriculum V9.0</p> <p>Actions</p> <ul style="list-style-type: none"> • Teaching staff participation in external professional learning and internal planning sessions • Collaborative planning sessions with select environmental education centres • Trial implementation and review of newly developed programs • Review and revise the centre's Teaching and Learning framework <p>Outcomes</p> <ul style="list-style-type: none"> • 100% of teaching staff participating in professional learning and collaborative planning sessions • 100% of centre programs aligned to V9.0, and incorporate digital technologies and indigenous perspectives where appropriate • Alignment of the Teaching and Learning framework to reflect centre practices and relevant educational research 	<p>Centre priority 2:</p> <ul style="list-style-type: none"> • Review, revise and develop senior programs in response to the implementation of the new Science in Practice 2024 Applied Senior Syllabus and scheduled revisions to the senior Biology and Geography syllabi <p>Actions</p> <ul style="list-style-type: none"> • Select teaching staff participation in professional learning and collaborative planning sessions • Development of a new Unit 3 Senior Biology program to accommodate sampling methods replicable in schools • Development of a senior student participation survey • Review existing senior programs to ensure compliance with revised QCAA syllabi <p>Outcomes</p> <ul style="list-style-type: none"> • Teaching staff participation in professional learning and collaborative planning sessions • Review (i) visiting teacher (ii) student participation survey results to determine client satisfaction and identify opportunities for program development 	<p>Centre priority 3: Develop and implement secondary student STEM experience days targeting high achieving science and mathematics students</p> <p>Actions</p> <ul style="list-style-type: none"> • 1 new program developed each year • Establish partnerships with relevant external organisations / individuals, including Griffith University staff and post graduate students <p>Outcomes</p> <ul style="list-style-type: none"> • 3 new STEM programs developed • External partners involved in the development and delivery of STEM programs, including the casual employment of select Griffith University science and education students • 75% student satisfaction for post participation survey 	<p>Centre priority 4: Establish the centre as a facilitator for professional learning</p> <p>Actions</p> <ul style="list-style-type: none"> • Establish (i) secondary science (ii) primary key teacher network • Establish partnerships with relevant external organisations / individuals, including Griffith University staff and post graduate students • Create in situ demonstration and co-teaching opportunities for beginning and early stage teachers with a focus on the middle years <p>Outcomes</p> <ul style="list-style-type: none"> • Centre to coordinate and host 2+ network meetings each year • Teacher participation in centre coordinated professional learning opportunities • Alignment and integration with relevant Central Office and Metropolitan South professional learning initiatives
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Timelines	2024	2025	2026	2027	Timelines	2024	2025	2026	2027	Timelines	2024	2025	2026	2027	Timelines	2024	2025	2026	2027
Developing	✓	✓			Developing	✓	✓	✓		Developing	✓	✓	✓		Developing	✓	✓		
Implementing	✓	✓	✓		Implementing	✓	✓	✓	✓	Implementing		✓	✓	✓	Implementing		✓	✓	✓
Reviewing		✓	✓	✓	Reviewing		✓	✓	✓	Reviewing		✓	✓	✓	Reviewing			✓	✓

Approvals
This plan was developed in consultation with centre staff, clients, key partners, with reference to systemic requirements.

Principal Centre Supervisor