Professional Learning Program (PLP) for Robina Campus educators to embed sustainability into the curriculum

To empower our students to be better global citizens by changing habits, making choices and better caring for the planet, the Robina Campus educators have completed a professional learning program. The program focused on supporting educators to embed sustainability knowledge and practices in all aspects of course delivery, assessment and campus community life.

Educators worked with their teams to gain an understanding of the UN Sustainable Development Goals and identify best practices aligned to their industry area. By embedding sustainability and applying industry relevant standards and practices, educators could 'walk the walk' and 'talk the talk' with their students. Supporting educators to embed sustainability across all program areas delivered at Robina, ensures that every student is fully immersed into the sustainability culture of the community.

The timeline for the Professional Learning Program (PLP) covered a 9-month period prior to the opening of the Robina Campus in July 2022. This timeline provided sufficient time for the educators to understand and embed the 6 selected United Nations' (UN) Sustainability Development Goals (SDGs) into their courses. They did this through identifying and planning at the unit level to ensure all competencies within the course were considered.

Selected SDGs for Robina Campus:
- No. 3 Good Health and Well-Being
- No. 4 Quality Education
- No. 5 Gender Equality
- No. 8 Decent Work and Economic Growth
- No. 12 Responsible Consumption and Production
- No. 13 Climate Action

Professional Learning Program (PLP) completed by the Robina Campus educators

The PLP was scheduled using 2 parts so that educators developed the knowledge and understanding to embed sustainability (*Part A refer to attached green flyer*) and extensive training to understand and utilise the technology available (*Part B refer to attached blue flyer*) to enable them to deliver their course.

PART A: Embedding sustainability development goals (SDGs) into our programs

THE STEPS

1. The educators first completed the '**Embedding Sustainability into Education – Staff Training'** module on the TAFE Queensland learning management system site CONNECT. The module helped educators to understand global citizenship and sustainability; and covered the pre-learning requirements in preparation for the first face to face workshop. (1 – 2hrs) (*Screen shot attached*)
2. **Workshop #1:** Embedding the SDGs (1 hour)
   a. Educators worked within their teaching teams to ensure contribution and understanding of everyone
   b. Educators selected two units from the course to learn how to embed sustainability into their planning
   c. Educators planned particular examples that have links to the UN SDGs and industry relevant standards and practices, to be refenced in the learning activities.
   d. Educators discussed the different types of delivery strategies which would support the sustainability knowledge and skills required in each unit, while further developing sustainability culture.
3. **Independent Planning** (4 weeks)
   a. Educators continued with their planning, working with their teams and their line manager.
   b. Focus of this planning was to embed sustainability into the remaining units within the course.
4. **Workshop #2:** Check-in (1 hour)
   a. Educators worked within their team teams to ensure planning was progressing in a manner that achieves the embedding sustainability outcomes.

b. Focus of this workshop was to bring the planning together, provide team updates, collate resources, and agree on the next steps as a team.
5. **Independent Planning** (as needed)
    a. Educational teams continued the planning process for all units/courses being delivered by their team.

THE PROCESS

During the 5 steps outlined above (*refer to the Embedding Sustainability Robina Flyer*), the educators followed the process outlined below.

1. Educators completed a mapping exercise (*refer to Unit Template Example*) for their program delivery area. The mapping identified how to embed the Sustainability Develop Goals (6 of 17 SDGs selected for Robina campus – 3, 4, 5, 8, 12, & 13) with examples across:
    - Local workplaces (best practice industry examples)
    - Industry/local workplace policies and procedures which include sustainability and are part of delivery
    - Industry Standards or Codes of Practice that embed or address sustainability
2. As part of the mapping exercise outlined above, educators also identified:
    - What they needed (facilities, equipment, etc.)
    - What they needed to know
    - CONNECT (our LMS) use including Master product assessment digital completion
    - Identified barriers to the paperless assessment with possible solutions
3. The next stage involved planning each of the program units/clusters for delivery. The template included:
    - Which SDGs to link to the unit
    - The subheading is the aspect of the unit that is applicable or the workplace activity for example (e.g. disposing of waste; removing single use plastics; sourcing locally)
    - The bullet points will be the workplace actions that support the SDG. Check the mapping for details – it could be the workplace example of best practice identified, the workplace policy or procedure, legislation that applied, etc.
    - Breakout activity including purpose, outcome, time, and resources. Other considerations include settings, discussion questions, and assigning roles.
4. Further assistance was provided with a sample template lesson plan (*Refer to Lesson Plan Template*). The template assisted the educators with high level strategy to embed sustainability plus strategies to maximise digital solutions in delivery and assessment. Each template provided the opportunity to map relevant units to one or more of the 6 selected SDGs along with identified needs (facilities and knowledge).

CONTINUED SUPPORT

1. Communities of practice were set up in Microsoft Teams:
    - Robina Campus Training Community – set up mainly as an information portal and chat forum during training. Has been closed with the establishment of the next 2 community sites
    - TQGC Robina Campus Community – for all staff with sub-sites including the garden and kitchen project; health & wellbeing, book exchange; and the social club
    - TQGC Educator Community – for educators to collaborate and share good practice i.e. lesson plans, collaborative learning sessions, and work integrated learning (WIL) ideas.

2. The Peer to Peer Classroom Observation Professional Development Initiative was developed as a follow on from the PLP 9 (*refer to the Introduction to Robina Peer Observations document*). Peer observation is a professional learning opportunity that enables educators to share practice and learn from each other. Each time a Peer observation is conducted a peer observation template document (*refer to the Peer to Peer Learner Engagement Observations document*) is completed and discussed with the educator who was observed. These observation documents are retained as evidence of continual improvement.
Educators and managers are also encouraged to post pictures and short write-ups regarding their peer observation experiences to share knowledge and build a community of practice within Robina. All educators at

Robina Campus participate each term and at the end of each term an overall champion is chosen and recognised within the faculty for their active learning, sustainability and use of technology win their class. Each term, the educator will conduct a 1-hour class observation with a peer and have a peer conduct a 1-hour observation on their teaching practice, this includes feedback. Total is 2 hours per term and a total of 8 hours participation annually.

Participation within the initiative can be used for currency points within MyProfile on an annual basis. Each term since the start of delivery in July 2022, the faculty management, educational capability team, and the educators at Robina have undertaken class-room observations to improve:

- Using the learning spaces: the collaboration rooms and breakout booths; the classroom - taking advantage of the ability to teach from anywhere in the room (not just from the front); and the new classroom tables (stand-up and move as needed)
- Technology: Vivi including apps; student share; video etc
- SurfacePro: digital inking; using it as a tablet when moving around the room
- Sustainability: messaging and resources: changes to the way you teach for sustainability
- Active learning: Technology Enabled Active Learning (TEAL); using strategies to provide opportunities for the applied learning principles.

PART B: Planning, applied learning and technology

Robina Campus has been resourced to support Technology Enabled Active Learning (TEAL) using the latest technologies and the creation of contemporary learning spaces. To ensure these spaces could become an integral part of delivery at Robina Campus, the educators completed planning, applied learning and technology training.

THE STEPS

1. Workshop #1 (3 hours):
    - Planning
    - Applied learning principles
    - Technology
    - Classroom and breakout spaces
    - SDGs
    - Resources
2. Independent Planning (0.5 hours):
    - Planning
    - Create a short delivery using SDGs, technology, ALPs, and resources
3. Workshop #2 (3 hours):
    - Individual task / demonstration presentations
    - Reflections and feedback
4. Independent Practice (as needed)
    - Robina Training Room remained open for educators to practise

TEAL SPACES

The Technology Enabled Active Learning (TEAL) spaces at the Robina Campus are flexible learning spaces catering for large numbers and smaller groups, with:
- innovative desk designs
- moveable furniture
- ceiling mounted cameras for live stream and recording of lessons
- room design that allows for optimal group collaboration
- screens on multiple walls so there is no 'front of the class' experience to enable students to sit in groups instead of traditional lines of desks.
- live service areas and simulated spaces are industry designed to replicate work environments. i.e. kitchens, beauty rooms, hair salons, and the gym facilities
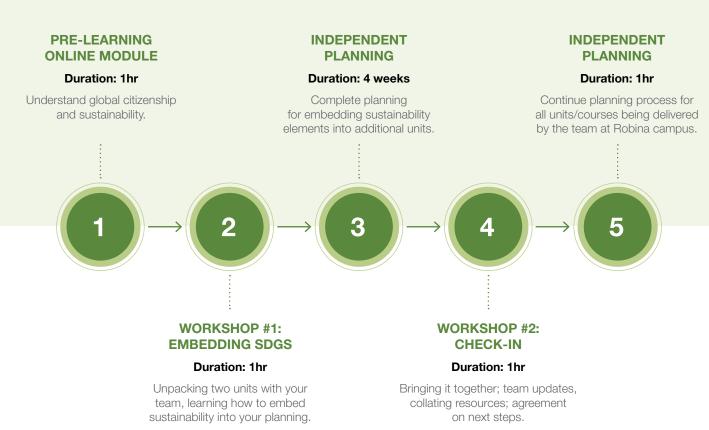
- smaller student-centric spaces including the breakout booths
- wireless technology is available
- Bring Your Own Device (BYOD) program
- both large and smaller spaces accommodate the inclusion of off-campus students to join classes and group work via virtual services such as Zoom or Microsoft Teams.

EMBEDDING SUSTAINABILITY DEVELOPMENT GOALS (SDGs) INTO OUR PROGRAMS

| GOLD COAST ROBINA CAMPUS

PROFESSIONAL DEVELOPMENT TERM 4, 2021

Goal: To complete structured planning that will allow TQGC to understand and embed the principles of global citizenship and sustainability into the programs being delivered at the Robina campus.

SELF-DIRECTED

PRE-LEARNING ONLINE MODULE

Duration: 1hr

Understand global citizenship and sustainability.

INDEPENDENT PLANNING

Duration: 4 weeks

Complete planning for embedding sustainability elements into additional units.

INDEPENDENT PLANNING

Duration: 1hr

Continue planning process for all units/courses being delivered by the team at Robina campus.

1 → 2 → 3 → 4 → 5

FACILITATED

WORKSHOP #1: EMBEDDING SDGS

Duration: 1hr

Unpacking two units with your team, learning how to embed sustainability into your planning.

WORKSHOP #2: CHECK-IN

Duration: 1hr

Bringing it together; team updates, collating resources; agreement on next steps.

NEXT STEPS: Education managers will be in contact with their teams to provide details.

MAKE GREAT HAPPEN

tafe Queensland

PLANNING, APPLIED LEARNING AND TECHNOLOGY

| GOLD COAST ROBINA CAMPUS

PROFESSIONAL LEARNING PROGRAM TERM 2, 2022

Goal: Exciting new technologies and contemporary learning spaces are an integral part of delivery at Robina campus. By revisiting the principles of applied learning and sharing successful teaching strategies, participants will experience the technology and teaching spaces from both the learner and Educator perspectives.

Venue: Robina Training Room - Level 2, A Block, Ashmore campus.

Dates / times: To be advised by faculty

FACILITATED

SELF-DIRECTED

WORKSHOP #1
Duration: 3 hr

Planning; Applied Learning Principles; Technology; Classroom and breakout spaces; SDGs; Resources

WORKSHOP #2
Duration: 3 hr

Individual presentations; reflections and feedback

1 → 2 → 3 → 4

INDEPENDENT PLANNING
Duration: 0.5 hr

Plan / Create a short delivery using: SDGs; Technology; ALPs; Resources.

INDEPENDENT PRACTICE
DURATION: n/a

Robina Training Room open for Educator access

MAKE GREAT HAPPEN

tafe Queensland

Embedding Sustainability into Education - Staff Training TQGC

My Unit Role: Student

Announcements ⌄

Welcome
Posted 07 May, 2023 11:17 AM

Welcome Rosemary,

General information about this professional learning unit can be found in the Overview.

To complete this learning and receive a certificate of completion:

1. Work your way through **each of the topics** in the contents
2. Complete the quiz
3. Complete the **commitment**

Allocate at least **one hour** to this learning so you are prepared well for the first workshop and can apply what you have learned. You can always come back and open the unit and spend more time in the topics at a later date if you would like to.

We know that you are busy, and it would take longer than an hour to visit all topics and complete the activities in each, so attached is a suggested breakdown of content into 'essential' and 'nice to do'. **Please ensure you access all topics, but spend time understanding the 'essential' topics as a priority.**

We hope you enjoy learning all about sustainability and how you can be a part of TAFE Queensland's commitment.
Attachments(!):

📄 PD_Embedding_Sustainabili... (62.0) KB)

📄 Essential and Nice to Do_in... (319.61 KB)

Show All Announcements

Updates ⌄

📄 1 Quizzes Not Attempted

Teacher Contact ⌄

Teacher Contact

There appears to be no one to show at this time.

Unit Calendar ⌄

Friday, 24 March, 2023   ›

Upcoming events   ›

Courses:	SIT30816 Certificate III in Commercial Cookery SIT40516 Certificate IV in Commercial Cookery	**Delivery team:**	Cookery	**Plan developed:**	S1&2, 2021
Faculty:	BEHL	**Educators:**	Reg Morgan, Ben Stewart, Damian Tiedeman, Melissa Arnold (Ed Manager)		

---

1. Examples of local workplaces that exhibit sustainability practices (best practice in industry):

- Convention Centre – Earthcheck Platinum Rating – Committee to overlook practices - energy conservation and read live consumption, water, waste, packaging etc.
- The Star (?) - Global Sustainability Practices
- Gold Coast City Council (HOTA) – practices
- Delaware North – conglomerate events

2. Examples of industry / local workplace policies and procedures that include sustainability that can be used in delivery:

- Awards across the industry
- Energy Consumption
- Composting
- Responsible Purchasing

- Education and Communication Community Based
- Staff Inductions - guest and stakeholders are notified of environmental.
- Tendering and Preferred Suppliers with environmental requirements

3. What are the Industry Standards or Codes of Practice that embed or address sustainability?

- Unbleached toilet paper
- Green Path auditing and quality assurance
- Food Safety Regulations

Sustainable Development Goals - United Nations
The identified goals are the focus areas for Robina and TAFE Queensland.

3 GOOD HEALTH AND WELL-BEING	4 QUALITY EDUCATION	5 GENDER EQUALITY	8 DECENT WORK AND ECONOMIC GROWTH	12 RESPONSIBLE CONSUMPTION AND PRODUCTION	13 CLIMATE ACTION
Health and wellbeing of our staff and students is paramount	Ensure inclusive and equitable quality education and promote lifelong learning	Gender equality and women's empowerment	Economic growth and decent work for all	Ensure sustainable consumption	Take action to combat climate change and its impacts

How can the practices in the above workplaces be harnessed in our delivery?

SIT30616	SIT40516	Unit / cluster	Links to SDG	*What we know now*					*What we need / need to know*		Maximise digital solutions	
				Local workplace practice	Industry policy or procedure	Industry standard or code of practice	Already embedded in delivery (elements; PC; performance evidence; assessment etc)	Needs (campus facilities)	Need to know	Connect use: Master product Assessment completion digital in Connect?	Identified barriers to the paperless assessment. What are the solutions?
	✔	BSBDIV501										
✔		BSBSUS201	11	Sustainability.org.au ISA1404	Waste management, making menus from old paper.	Local Gov Restaurant and café waste management	Rubbish bin audit as apart of assessment.	Signage on how and what to recycle.	Should we be accredited and have this on display.	Yes	The whole unit should be completed online within connect.
✔	✔	BSBSUS401	11	Sustainability.org.au ISA1404	Waste management, making menus from old paper.	Local Gov Restaurant and café waste management	Rubbish bin audit as apart of assessment.	Signage on how and what to recycle.	Should we be accredited and have this on display.	Yes	The whole unit should be completed online within connect.
✔		BSBWOR203	3,4,5	HOTA, Convention centre	Industrial relations, EEO.	Employment Legislation	Food safety, EEO, WHS, Resource management.	Collaborative classrooms,	better knowledge of how the facility will look	Yes	NA
✔	✔	SITHCCC001	9,12,4,6	Various locations	Resource usage reduction from site to site.	Food Safety	Awareness of footprint	Source equipment with star ratings and less impact; Signs on display in the campus; Add to the observations – SDG to show how each area	Continue to attend fair and expos to determine new industry practice	Yes	As previously states – observations
✔	✔	SITHCCC005	9,12,4,6	Various locations	Resource usage reduction from site to site.	Food Safety	Awareness of footprint	Source equipment with star ratings and less impact; Signs on display in the campus; Add to the observations – SDG to show how each area	Continue to attend fair and expos to determine new industry practice	Yes	As previously states – observations

SIT30616	SIT40516	Unit / cluster	Links to SDG	Local workplace practice	Industry policy or procedure	Industry standard or code of practice	Already embedded in delivery (elements; PC; performance evidence; assessment etc)	Needs (campus facilities)	Need to know	Connect use: Master product Assessment completion digital in Connect?	Identified barriers to the paperless assessment. What are the solutions?
				What we know now				**What we need / need to know**		**Maximise digital solutions**	
✔		SITHCCC006	14, 15, 13, 12, 9	HOTA in some areas not in dry goods; Rickshaws and Harry's Pippet, Harvest	100 km radius dinners – buying local	Shift in industry practice nothing guiding this currently; Council starting to promote this through local requirements	Discussions with students around these topics, but not embedded in practice	Purchasing policies – local connections	Local connections – build these more into purchasing and TAFE	Yes	As above
✔	✔	SITHCCC007	14, 15, 13, 12, 9	HOTA in some areas not in dry goods; Rickshaws and Harry's Pippet, Harvest	100 km radius dinners – buying local	Shift in industry practice nothing guiding this currently; Council starting to promote this through local requirements	Discussions with students around these topics, but not embedded in practice	Purchasing policies – local connections	Local connections – build these more into purchasing and TAFE	Yes	As above
✔	✔	SITHCCC008	14, 15, 13, 12, 9	HOTA in some areas not in dry goods; Rickshaws and Harry's Pippet, Harvest	100 km radius dinners – buying local	Shift in industry practice nothing guiding this currently; Council starting to promote this through local requirements	Discussions with students around these topics, but not embedded in practice	Purchasing policies – local connections	Local connections – build these more into purchasing and TAFE	Yes	As above
✔	✔	SITHCCC012	15, 13, 12, 9		Sourcing of product	Shifts in the farming practices	Farming practices and consumption - live export, pastures	Sourcing of sustainable product	Sourcing	Yes	As Above
✔	✔	SITHCCC013	14, 13, 12, 9	Gods of the Sea; Pippet,	Sourcing of product	Shifts in the farming as opposed to wild caught	Farming practices and consumption - live export, pastures	Sourcing of sustainable product	Sourcing	Yes	As Above
✔	✔	SITHCCC014	15, 13, 12, 9	Harrys, Moo Moo's, 19 @ STAR	Sourcing of product	Shifts in the farming practices	Farming practices and consumption - live export, pastures	Sourcing of sustainable product	Sourcing	Yes	As Above

SIT30616	SIT40516	Unit / cluster	Links to SDG	What we know now				What we need / need to know		Maximise digital solutions	
				Local workplace practice	Industry policy or procedure	Industry standard or code of practice	Already embedded in delivery (elements; PC; performance evidence; assessment etc)	Needs (campus facilities)	Need to know	Connect use: Master product Assessment completion digital in Connect?	Identified barriers to the paperless assessment. What are the solutions?
	✔	SITHCCC017									
✔	✔	SITHCCC018	14, 15, 13, 12, 9, 3, 4, 1	I love ramen, The cardamom pod,	Shifts to include more GF options	Food Standards Cross Contamination Menus identification	Menus identified, menu development, cost into menu development, health awareness, awards and recognition	Signage on store trolleys; Dry store trolley	Keep abreast of changes in the industry – attendance at expo, fairs etc.	Yes	As above
✔	✔	SITHCCC019	14, 15, 13, 12, 9	HOTA in some areas not in dry goods; Rickshaws and Harry's Pippet, Harvest	100 km radius dinners – buying local	Shift in industry practice nothing guiding this currently, Council starting to promote this through local requirements	Discussions with students around these topics, but not embedded in practice	Purchasing policies – local connections	Local connections – build these more into purchasing and TAFE	Yes	As above
✔	✔	SITHCCC020	1,3,4,5	Local Restaurants and Hotels support industry placement, culmination of all units	Sheraton Hotel, HOTA	Food Standards.gov Industrial relations	Food safety, WHS, SOPs, waste management. Try to place with sustainable companies	Garden, worm farm, Recyling/composting, connection, signage that aligns to our SDG visible for customers and students	Menu planning, flexible purchasing strategies so we can connect with local produce. Local connections – build these more into purchasing and TAFE	No, unit has log book which is filled out after each shift. Yes	Tangible log book is easy for students to have signed and confirm learnings within the industry.
	✔	SITHCCS007									
	✔	SITHFAB005									

SIT30616	SIT40516	Unit / cluster	Links to SDG	*What we know now* Local workplace practice	Industry policy or procedure	Industry standard or code of practice	Already embedded in delivery (elements; PC; performance evidence; assessment etc)	*What we need / need to know* Needs (campus facilities)	Need to know	Maximise digital solutions Connect use: Master product Assessment completion digital in Connect?	Identified barriers to the paperless assessment. What are the solutions?
✔		SITHKOP001	6, 3, 12,	Aged Care Health Industry, STAR, Wesley, Uniting	Food Safety, Chemical Handling, SDS, Usage, Waste Management		WHS, Hygiene, SDS	Maintain knowledge Storage for chemicals and where		Yes	As above
✔	✔	SITHKOP002	1, 2,3 4,12,	Pippet, Paper, Daisy, STAR,	Company based	Company orientated	Dietary, Consumption, Socio economic,	Diversity of food cultures	Keeping up with practices and on trend	Yes	As Above
✔	✔	SITHPAT006	14, 15, 13, 12, 9	HOTA in some areas not in dry goods; Rickshaws and Harry's Pippet, Harvest	100 km radius dinners – buying local	Shift in industry practice nothing guiding this currently; Council starting to promote this through local requirements	Discussions with students around these topics, but not embedded in practice	Purchasing policies – local connections	Local connections – build these more into purchasing and TAFE	Yes	As above
	✔	SITXCOM005									
	✔	SITXFIN003									
✔	✔	SITXFSA001	Good Health and Well Being (3)	Industry Standard – all workplace – Sydney Convention Centre example	Food Safety Plan Incl. Environmental commitments	Food Safety Regulation	This unit covers all aspects of the food safety requirements for the industry Limits Wastage	Digital program Quality Food Safety	Food Safety Specialist to assist in the development of the plan for Robina - set up digital - Check legislation	Yes	Best practice for the industry – upgrading the programs Better practices in the industry Use of paper for observations Environmental embedding Random food safety

SIT30616	SIT40516	Unit / cluster	Links to SDG	What we know now					What we need / need to know		Maximise digital solutions	
				Local workplace practice	Industry policy or procedure	Industry standard or code of practice	Already embedded in delivery (elements; PC; performance evidence; assessment etc)		Needs (campus facilities)	Need to know	Connect use: Master product Assessment completion digital in Connect?	Identified barriers to the paperless assessment. What are the solutions?
✔	✔	SITXFSA002	Infrastructure (9)	Development of Food Safety plan	Food Safety Plan Incl. Environmental commitments	Food Safety Regulation	Practices – what is wrong and why Intro to Food Safety Plan – whole chain		Digital program Quality Food Safety	Auditor to provide information – program development in Robina	Yes	check on the al la carte menus
✔		SITXFSA004	Promoting growth and economic plan (8) Quality Education (4)	Food Safety Plans	Food Safety Plan Incl. Environmental commitments	Food Safety Regulation	Creating own plan – using fundamentals from plan – use menu		Digital program Quality Food Safety		Yes	
✔	✔	SITXHRM001	4, 5, 10	HOTA, Convention centre	Industrial relations, EEO.	Employment Legislation	Food safety, EEO, WHS, Resource management.		Collaborative classrooms,	better knowledge of how the facility will look	Yes	NA
	✔	SITXHRM002										
	✔	SItXHRM003										
	✔	SITXINV001										

SIT30616	SIT40516	Unit / cluster	Links to SDG	**What we know now**				**What we need / need to know**		**Maximise digital solutions**	
				Local workplace practice	Industry policy or procedure	Industry standard or code of practice	Already embedded in delivery (elements; PC; performance evidence; assessment etc)	Needs (campus facilities)	Need to know	Connect use: Master product Assessment completion digital in Connect?	Identified barriers to the paperless assessment. What are the solutions?
✔	✔	SITXINV002	2, 3, 12,	Industry Standard – all workplace – Sydney Convention Centre example Centre example	Food Safety Plan - Incl. Environmental commitments	Food Safety Regulation	This unit covers all aspects of the food safety requirements for the industry; Limits Wastage	Digital program; Quality Food Safety	Food Safety Specialist to assist in the development of the plan for Robina - set up digital - Check legislation	Yes	Best practice for the industry – upgrading the programs Better practices in the industry Use of paper for observations Environmental embedding Random food safety check on the al la carte menus
	✔	SITXINV004									
	✔	SITXMGT001									
✔		SITXWHS001	6, 3, 12,	Aged Care Health Industry, STAR, Wesley, Uniting	Food Safety, Chemical Handling, Usage, Waste Management		WHS, Hygiene, SDS	Maintain knowledge Storage for chemicals and where		Yes	As above
	✔	SITXWHS003									

SIT30616	SIT40516	Unit / cluster	Links to SDG	What we know now				What we need / need to know		Maximise digital solutions	
				Local workplace practice	Industry policy or procedure	Industry standard or code of practice	Already embedded in delivery (elements; PC; performance evidence; assessment etc)	Needs (campus facilities)	Need to know	Connect use: Master product Assessment completion digital in Connect?	Identified barriers to the paperless assessment. What are the solutions?
		Faculty wide consideration	11, 12					1. Industry reliance on paper 2. Reduction of paper – single use 3. Special Needs students require printing / vocational placement 4. Bins that allow us to recycle	1. What other options can we provide industry - Digital menus – iPads etc. 2. Options for cleaning 3. Student use or resources 4. Training record books – what other options do we have 5. What options for collection and receptacles for use		

Robina Peer to Peer Observations

MAKE
GREAT
HAPPEN

tafe
Queensland

Introduction: A peer observation is a professional learning opportunity that enables educators to share practice and learn from each other. TAFE Queensland has the Peer to Peer Learner Engagement Observations document available on SPOT. A similar approach is explained by the Australian Institute for Teaching and School Leadership (AITSL). This organisation has a very useful 'How to' guide for peer observations that outlines to below summary. The Robina observations will use a customised peer observation form that will be provided.

WHAT IS PEER OBSERVATION?

- teachers observing each other's practice and learning from one another
- focused on teachers' individual needs and the opportunity to both learn from others' practice and offer constructive feedback to peers
- aims to support the sharing of practice and building awareness about the impact of own teaching in order to affect change

Peer Observation 'How to guide' AITSL

Where are we now: Watch this 9 min video as a brief recap of what was covered in the training. Start thinking about how you have implemented the training into your delivery at the new campus.

TAFE QUEENSLAND

Robina Campus Professional Learning Program: Review the first term

TQGC Term 4, 2022

What is the focus of the Robina peer observations?

The peer observations in this instance are about the changes in practice that were discussed in training and are coming to fruition now that the campus is up and running. It's time to reflect upon where you've made changes to your practice and plan your next steps. For example:

- **Using the learning spaces:** the collaboration rooms and breakout booths; the classroom - taking advantage of the ability to teach from anywhere in the room (not just from the front); the new classroom tables (stand-up and move as needed)
- **Technology**: Vivi including apps; student share; video etc
- **SurfacePro:** digital inking; using it as a tablet when moving around the room.
- **Sustainability:** messaging and resources: changes to the way you teach for sustainability.
- **Active learning:** Technology Enabled Active Learning (TEAL); using strategies to provide opportunities Per the applied learning principles.