



# Embedding Sustainability into Education - Staff Training TQGC

My Unit Role: Student

## Announcements ▾

## Welcome

Posted 07 May, 2019 11:57 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 do this learning so you are prepared well for the first workshop and can apply what you have learned. You can always come back and visit 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.

Attachment(s):

PD\_Embedding\_Sustainabil... (62.05 KB)

Essential and Nice to Do\_in... (109.02 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

# EMBEDDING SUSTAINABILITY DEVELOPMENT GOALS (SDGs) INTO OUR PROGRAMS

| GOLD COAST ROBINA CAMPUS

**PROFESSIONAL DEVELOPMENT TERM 2, 2022**

**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.

1

## INDEPENDENT PLANNING

**Duration: 1 - 2 weeks**

Continue planning for embedding sustainability elements into additional units.

3

## INDEPENDENT PLANNING

**Duration: as needed**

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

5

FACILITATED

## WORKSHOP #1: EMBEDDING SDGS

**Duration: 1hr**

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

2

## WORKSHOP #2: CHECK-IN

**Duration: 1hr**

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

4

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

# 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

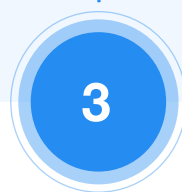
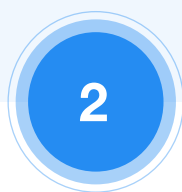
FACILITATED

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

#### 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

**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 for the applied learning principles.

Teacher being observed	Carley Sutton		
Peer observing	Renee Twindley		
Session type and location: eg F2F / online	F2F	Duration of Observation	1.5 Hours
Number of learners in cohort	18	Date	8/3/23
Session Topic	Facials/Microderm		

**SPECIFIC FOCUS (choose min of 2 focus areas; sustainability is embedded and will be covered)**

Applied Learning Principles (strategies to support)



Technology enable active learning (TEAL)



Use of learning spaces



## SUSTAINABILITY

**Observation Notes** (can include student feedback)

The session was a practical session on facials and Microderm. The students were to partner up and practice this type of facial on each other.

The students were very aware of how the morning would look and began setting up the space to suit the experience. Carley had prepared learning sheets for each student to assist them with the facial process. This sheet supported the students learning as they had clear and concise set of instructions to follow.

Carley has a gentle nature about her when it comes to teaching her students. She gives her students clear instructions about what is happening and speaks to them as a group, and individually.

Throughout the morning I observed Carley moving from pair to pair in order to observe and support the students. Carley used the ALP strategies throughout the morning including demonstrating the correct way to do something and sharing her own experiences with the students. She also questioned the students to ascertain their understanding and used positive language and praise throughout.

Carley made all the students feel valued and gave some great tips and feedback throughout the session.

**Prompt questions and notes from discussions**

What went well in relation to the focus areas?

Students were able to practice skills and apply the learning from the previous theory class. This hands-on session allowed Carley to oversee how students have understood the theory taught and practice these skills. The students were extremely engaged in this session and I could hear them asking Carley some great questions about the equipment and creams used.

Carley's attention to detail and expertise was evident throughout the session with her leading by example and guiding students.

If you were to do it again, what would you keep and what would you change?

I would not suggest any changes, it all went smoothly and the students were able to practice their learnings from the previous week.

Thinking back to your teaching practice prior to Robina campus opening: Describe the shifts you have made in the way you teach?

Carley has gone online for all of her learning resources, no more printing of handout and procedures. Trying to incorporate more fun activities to help with student engagement and retention.

**Is there an area of the training for Robina campus that the teacher would like to revisit or that they could be a champion for within the faculty?**

Carley is happy to re-fresh and attend any workshop on offer. She said that she learns something new every time, whether is new information or you've heard it a million times, you will pick up something new from it.

**Additional feedback to educator being observed**

Carley, thank you for having me. I also got the chance to learn about skin care from not only yourself, but also your students. I can see the amazing environment really prepares your students for the real world experience and your knowledge is a great tool for the students. I thoroughly enjoyed being a part of your class.

## 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 referenced 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.