

Guided Whole-School Reflection Activity

Phase	Type		Themes
<input type="radio"/> Early	<input type="radio"/> Strategy	<input type="radio"/> Collaboration & teamwork	<input checked="" type="checkbox"/> Professional development & support
<input checked="" type="checkbox"/> Implementation	<input checked="" type="checkbox"/> Tool	<input type="radio"/> Curriculum	<input type="checkbox"/> School structures & organisation
<input type="radio"/> Consolidation		<input checked="" type="checkbox"/> Design affordances	<input type="checkbox"/> Spatial competencies
		<input checked="" type="checkbox"/> Design & process	<input type="checkbox"/> Student experience
		<input checked="" type="checkbox"/> Evaluation	<input checked="" type="checkbox"/> Teacher experience
		<input checked="" type="checkbox"/> Leadership & change	<input type="checkbox"/> Technology
		<input type="radio"/> Pedagogy	<input type="checkbox"/> Time

What does this do?

This Guided Whole-School Reflection Activity, developed by the Victorian Department of Education, Australia, is designed to facilitate discussion to support continuous improvement of teaching and learning practices in schools. This activity is best conducted in alignment with the Annual Implementation Plan (AIP), which is designed to reflect on the past year, and to plan for the year ahead. The school’s self-evaluation against the Framework for Improving Student Outcomes (FISO) Continua of Practice, including evidence of impact of school improvement initiatives, supports the reflection activity. Although written within an Australian context, this tool provides information and activities that are applicable in most education systems.

How can it help?

While the reflection activity is primarily used to support whole-school improvements in teaching and learning, the activity could also be used as part of a post-transition evaluation of teaching and learning in an innovative learning environment. The tool could be adapted and used to discuss educators’ perceptions of pedagogical practices in innovative learning environments and identify opportunities for professional learning in targeted areas.

An example in practice

Brauer College in Warrnambool, Australia transformed its traditional school library into a ‘Maker Space’ where students learn new skills and work collaboratively to expand their curiosity, critical thinking, and problem-solving skills. Using the Framework for Improving Student Outcomes (FISO) Continua of Practice, educators used the following discussion prompts as part of their reflective exercise during the design process:

- How would a Maker Space enhance your learning environment?
- What small steps could you take to create a more engaging learning environment in your library?
- How do Maker Spaces change the relationship between teachers and students?
- How could ‘Making’ enhance your curriculum?

Where can I find this?¹

The Guided Whole-School Reflection Activity is available via

<https://www.education.vic.gov.au/Documents/school/teachers/support/practiceprinreflection.pdf>

The Framework for Improving Student Outcomes (FISO) is available via

<https://www.education.vic.gov.au/school/teachers/management/improvement/Pages/continua.aspx>

The Brauer College Case study is available via

<https://fuse.education.vic.gov.au/ResourcePackage/LandingPage?ObjectId=0f88156c-009c-4b62-a575-26116e0a3e3a&SearchScope=All>

[Correct as at 27 April 2020].

1. All Spatial Transition Pathway ‘Strategies and Tools’ are licensed under a Creative Commons Attribution-Non Commercial 4.0 International License and available from iletc.com.au

