

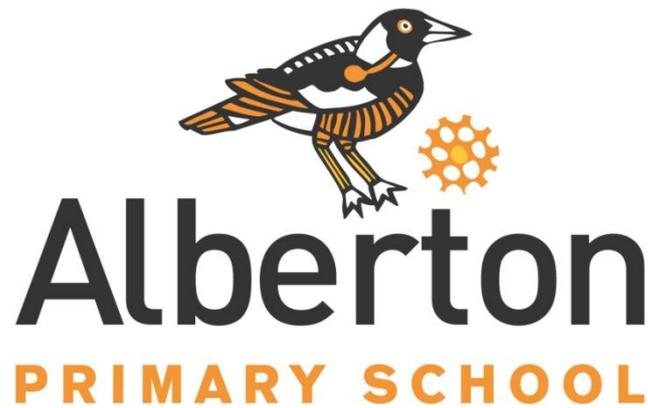
South Australia

Alberton Primary School

Supplementary Information

Index

The Essence of Alberton.....	2
ANNEX 1.....	9
ANNEX 2.....	10



discovery • success • diversity • well being • belonging

Most educators can see that our existing system and approach to education is no longer keeping up with complex and changing world in which we live. The Alberton Primary School Staff believes we can better prepare our students for their future and have implemented massive organisational and curriculum change to achieve this. At about the same time as the staff planned the initial change, our Governing Council decreed that we were a Category 2 disadvantaged school but we weren't going to look like one or act like one.

“Our task is not so much to see what no one yet has seen but to think what nobody yet has thought about that which everybody sees”
Schopenhauer

With the amalgamation of Port Adelaide and Alberton Primary Schools, the ‘new’ community established a set of values and a new logo. These underpin everything we do and represent. The values and logo appear at the top of this page. The logo reflects the essence of the school. The magpie overlooks a nest of 7 eggs. The outer eggs represent our 6 Magpie groups (Reception transition group and 5 Reception to Year Seven groups) and the central egg represents our Kindy. The mother magpie (the school community) protects and nurtures the eggs (Magpie Groups) and the chicks (children) inside them.

A school teaches in three ways;

- by what it teaches,
- by how it teaches, and
- by the kind of place it is.

At Alberton Primary School we aim to develop thoughtful people who understand things deeply, who develop passion and persistence, communicate powerfully and who work cooperatively to build on the potential of group power. To do this we have a common set of Guiding Beliefs (Appendix 1). We have a strong emphasis on explicitly teaching the foundations of literacy and numeracy. We also teach and model the skills for learning how to learn, what we describe as the ‘tools for learning’.

Children of the ‘Y’ generation think in more immediate terms than previous generations. Education must therefore be about addressing their needs and who they are now rather than focussing on what they might be in the distant future. However we do work with students to develop a set of skills that we believe to be valuable competencies at present and for any career path they may take in the future. We have developed what we refer to as the ‘Tool Shed’, a set of skills, attributes and learning tools that we believe students need to develop competency in, to manage their life at school and be successful in their pathway beyond school. As our understanding of learning and the changing world improves, new tools are added to the tool shed to ensure all students are equipped for success in multiple contexts.

“Global peace, environmental sustainability and universal human rights are transdisciplinary challenges whose resolution exists beyond the boundaries of individual disciplines (subjects).” *Stephanie Pace-Marshall*

“When our planet is ecologically imperilled and too much of the world is unsafe, we need to help children not just raise their test scores, but also to want to build a better future and have the knowledge, skills, and dispositions to do so.” *Hargreaves and Shirley*

To complement the tool shed, we have identified a set of ten qualities of lifelong learners known as the 'Learnertic' qualities. These ideas have stemmed from the work of Guy Claxton and of the International Baccalaureate's Learner Profile. We teach students the skills necessary to work cooperatively while also building independence skills. We teach students to accept and value difference. We teach students the benefits of thoughtful risk-taking and of creativity. We teach students about how they can best look after themselves and others. We teach students how to explore their world and the meaning of it. We teach students how to define success and set goals towards achieving it, in its many forms. Our students are increasingly becoming aware of themselves as learners through reflection and a focus on learning the tools for learning.

There is a saying that 'a picture is worth a thousand words'. We work from the premise that 'an experience is worth a thousand pictures'. We have developed a way of teaching that provides students with daily choices of learning activities that give them the opportunity to explore, inquire, create and reflect in hands-on discovery. The traditional subjects are not ignored but the necessary skills, understandings and knowledge from these areas have been extracted to develop experiences that make these meaningful and challenging. We teach some of the day in partnership and some of the day as individuals to model cooperation and independence. We teach skills explicitly, model them then allow students time to practice within meaningful contexts. We teach and learn with students rather than at them, ensuring they are partners in the classroom to empower them, show them respect and to encourage them to have understanding about our role in their learning. We engage students through interesting, rigorous learning and through developing positive relationships with them. *"I believe that it is my role to create an environment where independent learning and thinking is the ultimate goal for students."* (Teacher, Laura Scali 2010)

"There can be no greater purpose of schooling than to awake children to the wonder of their life and to free their minds and spirits in learning."
Stephanie Pace-Marshall

The concept of - 'Do as I say not as I do!' is not accepted by young people any more. Respect has to be earned by educators and has to be modelled. At Alberton Primary School we aspire towards being partners in learning with the students. However, we also make it clear that there will be times, that as the professionals and with duty of care; we will have to take control. Students do see staff modelling behaviours we reinforce such as respectful interactions, risk-taking, error making and being human! Management of harassment and inappropriate behaviour is based on a restorative philosophy, ensuring that all situations allow for learning, empowerment and justice for all involved. This too, may ultimately lead to decisions by staff, but only after fair and inclusive processes.

Alberton Primary School is a place that is about learning, starting with the staff to continuously improve their ability to improve the learning of students. *"Who dares to teach must never cease to learn."* (John Cotton Dana) It is a place that is dynamic and responsive, always looking for ways to address the differing and changing needs of the students. It is also a place that is about redressing imbalances in equity for its students. It is a place that is persistent in the pursuit of excellence and in progressing students in their learning, no matter what blocks and hurdles are in their way. It is a place that is success-oriented, regularly monitoring the achievements of students in order to identify areas to improve, remove or initiate. Students enjoy a day of learning and wonderment each day at Alberton Primary School.

So what does all this really look like? What makes it innovative and unique?

The Learning Structures

Families are a child's first teachers. At Alberton, we acknowledge and respect the wide variety of experiences and prior learning the children who come into our care have. The vast majority of these experiences come from being a member of a family or kinship network.

In order to facilitate a seamless transition through the Early Years, we have developed strong links between each of these areas. We believe that this continuity of care is valuable to child and family, and the educators involved, as we work in partnership for the best possible learning outcomes for each individual child.

At Alberton, the Early Years does begin at birth, where parents have access to the Babes at Play playgroups. Children then progress to the Kindergarten program before commencing formal schooling in the Primary School.

The most powerful way young children learn is through play, so this is our focus for our Kindy program. Play provides children with a safe and secure environment to take risks and to challenge themselves. It allows children to develop new skills through observation, exploration and discovery. It allows children to practice skills they have already learned and it helps children to form friendships and gain cooperation. Through experiences involving curiosity and exploration of alternative solutions to problems, play contributes to the development of the creativity of young children

In order to help children adjust from preschool to school, we have created a transition class to provide them with the best start to school life. It is in this class that the children learn school behaviours and school language with adult support. We acknowledge the importance of this learning stage by providing a high level of staff support, including two teachers and an SSO. We aim to keep student numbers in this group at a minimum. Experiences have an emphasis on hands-on activities where children are encouraged to take risks in their learning. This provides them with the opportunity to develop their skills further in a safe and secure environment. The transition class provides a solid foundation for the children to build on and take with them as they progress to the larger Magpie Groups. Children are moved from the Transition Class to a Magpie Group once they are identified as having school readiness skills, including knowing school routines, appropriate behaviour, confidence, and rudimentary Literacy and Numeracy skills.

Schools and junior sporting teams are quite possibly the only locations in society where people of the same age only have to work together. So not only do schools not represent the rest of society they also do not prepare students to work with others who have differing ages therefore significantly differing levels of experience. At Alberton Primary School, we group our students primarily in Reception to Year 7 groups. We call them our Magpie groups. Each of the Magpie groups is a community with great diversity. This has fostered a spirit of symbiosis between the students. Our older students, primarily but not exclusively, bring leadership and mentoring to each group and our younger students bring wonderment and enthusiasm. There are times throughout the day that students of similar ages will come together to work, just as there are other times that students of similar interests will have time to work with one another. There has been a significant growth in awareness of others, empathy, tolerance, care and respect between students since establishing these groupings.

Our students are encouraged to become more aware of themselves as learners, through weekly reflections. All students have a journal that they have maintained for up to five years so far. They have the opportunity to record their reflections at any time but there is a specific time allocated most Fridays for directed reflection. Students are taught a range of reflective tools and organisers to help them reflect back on the past week, a specific goal they had set or a specific event within their week. They also have the opportunity to look forward to the next week and set academic, social or behavioural goals for themselves. *"We need to shift students from being passengers to being crew."* (Guy Claxton 2008) For many students these journals provide an amazing insight into their learning journeys. As well as their reflection time, students have explored their learning strengths/preferences and areas of greatest challenges through exposure to such things as Hermann's Brain Dominances.

Students are involved in purposeful fitness each day. Two days are focussed specifically on developing elements of fitness including flexibility, endurance, power, strength and speed. Two days have more of a 'games' approach but focussed on raising heart rate for at least twenty minutes. The fifth day is a longer session that is focussed on skill development in a diversity of sports, depending on the age of the students. The skills learned include cooperation, fair play and sportsmanship. Students have an individual choice on four of these days about which of nine fitness activities they wish to participate in. Regular fitness is an important strategy in reinforcing wellbeing. Being at the beginning of the day, it also acts as a strategy for reducing lateness to school.

After oral literacy development in the early years, including Kindy, reading is the foundation stone of literacy. For this reason, we have a daily reading time across the school.

Through cross-age tutoring within their Magpie groups, all younger students would have someone listen to them read every day they attend. Older students are becoming increasingly skilled in guiding the reading effectively and in turn, improving their own understanding of the reading process for themselves. All students have their reading progress monitored closely and assessed regularly. This is initially through Running Records - assessing based on 'Reading Recovery' levels, until the students become independent readers. Students then take responsibility for their own reading by self-monitoring through the 'Lexile' program.

Students have an hour each day focussed on developing the skills for learning and building the number of learning tools that they can use in any future context. We call this our Student Learning Plans. A 'tool shed' has been developed to highlight the 'graduate skills' we believe students need for any learning, work or life context. From this 'tool shed', a smaller 'tool box' is the focus for each of the units of work. The priority for this time is developing knowledge, skills, understandings and beliefs that are set in context. This context can be based around a big question, a concept or a 'real-life' context that integrates many areas of learning. Students access explicit teaching of skills to help them organise their thoughts; research using a range of paper and electronic texts; present their learning; use graphic organisers; communicate powerfully and develop their skills to solve problems. We want students to leave school with skills that are transferable to any learning situation, for them to know how to learn and to be able to learn just in time for when they need to. We are therefore working towards strategies that empower students to work independently and collaboratively. Those students who are not ready to work independently can choose *"to have extra support [with one of the two teachers] and as we provide a safe and supportive learning environment, this is something that students take on without a second thought, as there is no judgement by the teacher or other children in the class."* (Laura Scali 2010) The content of their learning is less of a focus than skills, understandings and beliefs. While knowledge is important, it can be accessed when needed when a student knows how to learn it.

Each day we have a two-hour block of time for concentrated Literacy and Numeracy learning, on top of the other parts of the day when they are naturally integrated into other learning areas. Students are allocated to groups with R-2, 3-5 and 6/7 cohorts and with a reduced ratio of students to teacher. While one teacher plans for and teaches each group individually, it is within the framework of shared planning within a hub group. This ensures that there are common expectations, consistent resources, a broad range of interventions and clear communication about students' needs. The pedagogies are aimed at scaffolding, challenging, engaging and building upon successes for students in both Literacy and Numeracy. There is intensive monitoring of development for all students, particularly with their Literacy.

Students have an opportunity to choose a 'Discovery' focus each afternoon that will result in a short-term or long-term commitment. During this time teacher-led or student-led learning experiences are offered for students to book into. We believe that students need to be encouraged to explore, create and discover. Materials are provided for students to explore elements of their world, discover hidden talents and create new things. Some activities allow students to engage in developmental play; others allow students to design and make; or to explore technologies; or work scientifically; or express themselves through the Arts; or be physically active; others allow students to be challenged to solve problems that they develop themselves or are posed by teachers; and many activities are a combination of these opportunities. Students end each day with tales of learning to tell their parents. It reinforces our value of 'discovery'. It develops creativity, innovation, inquiry and problem-solving skills and supports students to keep taking risks, as there are no wrong answers. Students have the opportunity to work on their own or to work collaboratively. Students are learning across curriculum areas within contextual and experiential frameworks. They are aware of different disciplines because they have to record the disciplines that are a focus for any given activity; but the learning is integrated therefore more meaningful at the primary level.

Leadership opportunities are available for students in a multitude of ways in formal and informal ways. We have a Children's Parliament of Alberton Primary School (CPAPS) that has elected members across eight Ministries, involved in real decision-making including their own budget to manage. The students themselves best tell other leadership examples:

- The following is from a presentation by a student to support her teacher's Advanced Skills Teacher application, *"[she] helped me with the planning of three other discovery activities I have done before.*

This opportunity has taught me to be more organised and to be more patient with helping the younger students because it can take sometime to get everything right. I felt proud to be responsible enough for the teacher to trust me with running my own discovery lesson.” (Tayla Hanson 2010)

- The following is paraphrased from a verbal statement by a year 5 boy who was the only person that was able to get a year 2 student (with significant anxiety issues) to engage in swimming lessons, *“I have only two years before I have to go to high school, but I don’t think I can go, [he] needs me.”*

Learning Environments

The physical space is designed with engaging learning environments in mind. Specialist learning areas have been created to better enable quality teaching and learning in specific areas of study. Other spaces are developed to further engage the participation of parents and community in the school. The space is increasingly being developed to promote a sense of pride, security and wonderment for all students. Some of these facilities include the Aqua Science Centre, the Visual Arts Studio, the Aquaculture Centre, ‘The Shed’ workshop, the Immersion Room for Indigenous languages, the ‘Learning Street’, ‘Deadly Designers’ space, indoor and outdoor Performing Arts spaces and ‘The Café’.

The Support Programs

To ensure that every student at Alberton Primary School has the opportunity to develop to their full potential, we run many additional support programs to complement our inclusive curriculum described above. These include:

- The Corker Reading program – a 1:1 daily reading and writing program to give a boost to Year 1,2 and 3 Aboriginal students identified early as at risk with their literacy.
- The Speech and Language program – offering 1:1 intensive support to children identified with speech or language processing difficulties from Kindy to Year 7.
- The ‘Monkey Club’ – a small group program to improve gross motor skills. This is supported by fine motor skill support for students requiring this.
- ‘The Shed’ – a program to engage at risk students back into schooling through learning literacy and numeracy in a hands-on way while learning technical skills and contributing to development of the school’s grounds and resources.
- ‘Wadu Wellness’ – A collaborative program with Primary Health Care Services, UniSA and Child and Adolescent Mental Health Service to identify physical and mental health issues of students and implement intervention strategies.
- The Bus – A before and after school bus service aimed at increasing attendance of students with transport difficulties.
- Special Education – a qualified teacher and support staff provide intervention strategies in literacy and social development for students with disabilities.
- English as a Second Language Teacher and Aboriginal Education Team – a total of 4 staff who implement a range of intervention strategies to support students from traditionally disadvantaged backgrounds.
- Indigenous Tutorial Assistance Scheme Tutors and Aboriginal Mentors provide academic, social and cultural support to identified Aboriginal students.
- Primary School Counsellor – who assists students and families to manage social and emotional situations effectively and work towards effective whole school management of student behaviour.
- Sports Plus program – offers students the opportunity to develop their skills in a range of sports and musical instruments and to be able to compete at higher levels.
- Choir and Wakakirri – programs enable students to develop higher order skills in the Performing Arts and perform at a ‘professional’ level to large audiences.
- Webmasters, Newsletter Publishers and Clay Animation – small groups of skilled students have the opportunity to develop higher order skills in multimedia through building and maintaining the school website, publishing the school newsletter and making short films.
- Immersion – an Indigenous languages program where students learn Pitjantjatjara or Maori with support staff that speak the languages as their native language. The language is developed within the context of cultural understandings and with the intention of using the languages in the regions of origin.

- Visual Arts program – offers all students the opportunity to develop improved visual arts skills through working with a specialist teacher and ‘Artist in Residence’. Students identified with talents in the area are invited to participate in extension programs.
- SHIP programs – are offered for students with high intellectual potential and constantly evolving to meet the specific needs of current individuals and groups. Trained specialists in SHIP programs and in inquiry learning offer the programs.

“At a crucial turning point in global history, we have to make daring and disruptive changes, not incremental adjustments – but without abandoning everything we have valued and achieved in the past” Hargreaves and Shirley

The Teachers

To achieve the cultural, organisational and curriculum changes implemented, staff enact Gandhi’s philosophy that “*we must become the change we want to see.*” The staff members of Alberton Primary School are involved with vision building, balanced with action. The same philosophy and learning culture established for students is being developed simultaneously for staff.

The teachers are a group of people who vary in amount of experience but all share a passion for teaching, unquestionable commitment for our students and who created the new teaching model at Alberton so work as hard as it takes to keep it working and evolving. The teachers also include our School Services Officers, who although not all holding qualifications, each work effectively to facilitate quality learning for our students.

Our teaching staff model a love of learning through being active learners themselves, always reflecting on practice to keep improving and all building their own expertise across the curriculum. Each teacher is a teacher of R-7 students. Team-teaching situations, may have teachers with formal training in junior or upper primary, working with an R-7 class therefore, they need to learn from and with one another about the full spectrum of needs. What is taught and where it is taught will only positively impact on students if it is taught well – that is the role carried out by all teachers at Alberton Primary School.

We work from the belief that all our staff are professionals with the best interests of the students at heart. This relational trust has had a significant impact on the school through the efficiencies it creates and the reduced angst when decisions are made. One of the elements of our Staff Tenet (Appendix 2) is to *value a culture that is wired together and to believe in shared ownership based on positive intent.* This means that staff will live with the decisions made by small committees and decisions made at our voluntary staff meetings. This in turn frees up compulsory staff meetings for professional learning. It is also understood that things can be changed if they don’t work. This means that decisions are made efficiently and programs implemented or changed quickly with expectations of all coming on board.

As professionals, staff are trusted to support in the management of budgets and sensible consumption of materials, therefore staff have complete access to all resources they need for daily operations in their classes. This too leads to efficiency. Increased efficiency of administration equals more time to focus on learning. The trust in one another is coupled with accountability to one another. It is this balance that has allowed a whole school learning program and timetable to work. No one staff member is responsible for the complete learning of any individual student, but each staff member is responsible for ensuring that every student is accessing the entire curriculum and accesses quality teaching for their academic, physical and emotional development.

There is a strong ownership as a staff for the curriculum and pedagogical practises in place at Alberton Primary School. This ownership is due to the staff creating them as a team and continuing to develop them as a team. This ownership of the school's structures and practices leads to the strongest sense of accountability one could ask for, accountability to oneself and to one's peers. We created the current school structures so only we are to blame if they don't work. This drives a stronger work ethic than any centrally administered framework could hope to achieve. We have collectively developed a culture of change, high expectations and commitment to the school's philosophy.

“The key to success is ‘creating a knowledge-rich profession in which schools and teachers have the authority to act, the necessary knowledge to do so wisely, and access to effective support systems’.” (Schleicher) Caldwell and Harris

One of our teachers created the concept of ‘Leaders without labels’ and this is actively lived. Teachers and School Services Officers are responsible for the leadership of various aspects of curriculum and organisation. These are voluntary roles that have allowed the school to take on many projects and changes and do many well. By taking on leadership roles two important outcomes result. Firstly, shared leadership reinforces the ownership that staff have for the success of the school in achieving improved outcomes for students. Secondly, having all staff leading gives an appreciation for the role, which has increased the sense of trust in one another, so initiatives can progress more efficiently and with great support.

The cultural capacity of the staff team is continually growing as the individual differences, skills and cultures of staff members are incorporated into the team's learning and their planning for teaching. There is great diversity in cultural backgrounds, ages, gender and professional backgrounds amongst the staff team. The significance to staff is reflected in the Staff Tenet having one of the four foci about the value of diversity as well as the strength and unity in difference. Including all of these elements into any of our programs ensures the students access a rich range of perspectives and understandings.

Working so closely together as a group and having such high levels of trust ultimately means that staff members' conflict management skills are continually developing also. We have expectations that staff will address issues with one another and will ‘coach’ one another if the school's philosophy is not being adhered to by any person. This level of assertive confrontation is a high-level skill and receiving the ‘coaching’ is just as challenging. It is the area that most staff still have the furthest to travel in their learning but there is clear evidence that attempts are made to develop these skills.

In their article, “Constructing Knowledge and Shaping Brains”, John Abbott and Terence Ryan wrote about the changing needs of business and industry in terms of their workforce. They wrote: *“In short, we need people who are competent problem-solvers, creative, flexible and personally responsible for their welfare and the welfare of those in their family and neighbourhood.”* This is further reinforced by Hargreaves and Shirley's statement *“Twenty-first-century schools must also embrace deeper virtues and values such as courage, compassion, service, sacrifice, long-term commitment, and perseverance.”*

Alberton Primary is a school where children of different socio-economic, cultural and family backgrounds come together to learn and grow. The things these children are learning today and the teachers they are learning with, are developing the exact characteristics referred to by Abbott and Ryan. *“Alberton has a clear vision of how it works and functions, also known as ‘Albertonness’.”* (Teacher, Cassia Konistis 2010) At Alberton Primary School, each student and staff member is encouraged and given the opportunity to ‘Be It’ and every student and staff member is also supported to ‘Become It.’

“Examples of success in education are very similar. They involve lifting expectations of what's possible [and] having the courage to be creative and flexible in developing models that work in particular contexts, and being prepared to make and fix mistakes along the way.”
Mick Dodson

“Whatever you can do, or dream, begin it.” Goethe

ANNEX 1

OUR GUIDING BELIEFS:

- Students learn most effectively when they are supported as a whole, academically, physically, emotionally and spiritually. A multi-dimensional approach including *health and social education* also improves the overall **wellbeing** of students.
- Students learn most effectively when they are engaged in the learning process via a range of *approaches to learning* including; choice; experiential opportunities; **discovery** and inquiry; connection to their individual background and needs; rigorous and challenging learning activities; and through scaffolded learning.
- Literacy and numeracy skills form the foundations for effective learning across the curriculum.
- The development of the 'Learnertic Qualities' are equally as important as specific literacy and numeracy skill development for successful lifelong learning.
- Students should be valued as citizens now, with great potential to contribute to today's society and that of the future, through links with *community and service* to the community.
- Students should be encouraged to recognise their personal power and constructively and competently enact this power individually and within a group.
- Students should have the opportunity to achieve success (in its many different manifestations), celebrate **success** and promote success.
- Students should be provided opportunities to develop an explicit understanding of social action for sustainability of *environments*.
- The school is a healthier place when all cultural backgrounds are valued and students are actively learning about the cultures of others, including learning languages other than English and developing their *international mindedness*.
- All students should feel a sense of **belonging** at Alberton Primary School through connection to their learning environment and with their learning experiences.
- Specific and intensive intervention strategies are necessary to enable some students to achieve their potential and overcome blocks to their learning.
- Positive and mutually respectful relationships are a foundation for effective learning outcomes for students so need to be fostered through all interactions between staff and students.
- Creativity in all students should be nurtured to afford everyone their individuality and to promote *human ingenuity*.
- Students from educationally disadvantaged backgrounds should be provided with additional support or resources to ensure equity of opportunity for success as defined by the political powers of the day.
- Children can take charge of their own learning.
- Achievement is continuous and individual.
- We have a **diversity** of learners who should be valued equally.
- Curriculum should be based on providing tools for life.
- Sharing knowledge is essential to learning.
- Improved assessment strategies and data collection methods will better inform practice.
- The most effective outcomes for students are best supported through partnerships between the parents/caregivers and the school.
- The effective support of students in all areas described above can only occur if staff are supported in their wellbeing; their participation in decision making; their professional learning; if they are set high expectations and if they are respected for their achievements.

ANNEX 2

STAFF TENET:

At Alberton Primary School we see ourselves as part of a learning community that is based on shared principles and ethics underpinned by the school values and guided by a Staff Tenet. The tenet is constructed with the understanding that strong relationships, a strong sense of self [the community] and good communication will enable successful change to adapt to the changing needs of our wider community.

We value trust and respect and believe it is the key to meaningful relationships therefore:

- We encourage fun and a respectful sense of humour;
- We discuss issues in a private and confidential environment;
- We are open to offering coaching and accepting coaching;
- We feel respected and safe enough to take risks;
- We work to maintain positive relationships as a foundation which allows us to give each other critical and constructive feedback while avoiding misunderstandings;
- We avoid 'kitchen talk', taking issues to appropriate people rather than via others;
- We develop human to human relationships, not role to role; and
- We provide opportunities for on the job learning and understand competencies increase incrementally.

We value diversity and believe that there is strength and unity in difference therefore:

- We embrace differences in perspectives and knowledge about education;
- We look at the whole person understanding that many factors will influence their interactions;
- We understand diverse world views and are sensitive to group differences;
- We affirm a sense of belonging through recognizing and each others' capabilities and contributions;
- We put effort into developing different ways of working with different people;
- We spend time developing our awareness of other peoples' backgrounds;
- We see diversity as an opportunity to create an environment where different people can all thrive;
- We challenge bias, professional stereotyping, intolerance, racism and public shaming; and
- We seek role models from diverse backgrounds and include them in the professional domain.

We value voice and choice and believe every voice has power therefore needs to be used responsibly with an understanding of the consequences surrounding choice therefore:

- We use respectful language;
- We question cross cultural appropriateness of questions, choices and actions;
- We use questioning as an important tool for deepening understanding of self and others;
- We provide the choice for all to access challenging work, which conveys respect for potential;
- We actively seek multiple perspectives through inclusive processes and policies;
- We choose to be silent if we are not prepared to be part of the solution to a problem, we keep blame and criticism from the workplace; and
- We give others the opportunity to present their whole viewpoint.

We value a culture that is wired together and believe in shared ownership based on positive intent therefore:

- We develop a common language that enables mutual understanding;
- We maintain professional standards with all staff at all times;
- We check assumptions;
- We celebrate success;
- We are aware of people's roles and responsibilities;
- We create a support network to manage stress effectively;
- We put time into understanding ours and others' learning/thinking style preferences;
- We build our self-confidence through meaningful affirming dialogue with people who have positive relationships with us;
- We can walk in opposite directions while remaining side by side;
- We have shared ownership of problems – 'my problem is our problem';
- We look inwards to remedy relationship issues with others;
- We adhere to and support decisions made through agreed processes; and
- We show initiative to do what needs to be done.