The Future of Education

DISCUSSION BRIEF **10**

**Caloundra City
Private School**

Discussion Brief Number 10

The Fifth Element – a team of specialist educators

A Brief Review

Together we have explored the opportunities and challenges associated with 4IR and VUCA. If CCPS graduates are to thrive they must see this period as an Age of Agility, in which a set of transferable skills and a desire to learn at every opportunity give them the edge as they collaborate and compete on a global labour market. We have given particular attention to the significance of proficiencies as opposed to subject grades. Proficiencies are important in all areas of learning, but literacy and numeracy are particularly important because they are the foundations for further learning. Data from many countries, including Australia, indicate many young people are progressing through their schooling without these proficiencies because they are not being recognised and addressed 'just in time'. Evidence points to an alarming gap in proficiency levels within groups of students and gaps between potential and realised achievement within individual students. While we acknowledge the great work being done at CCPS, we must remain vigilant with respect to these skills.

It is important that each student stives to do their best in all learning activities (which should be reflected in their grades), but it should not come at the cost of transferable skills such as creative problem solving, the application of interdisciplinary knowledge and skills, and working effectively in teams. We have learnt that most employers are struggling with VUCA environments, and they want to recruit and develop people who can assist them to meet these challenges. To this end, our students should be encouraged to take risks in their learning and when they 'fail', to 'fail forward' and be resilient enough to seek out the next challenge. There is no future in trying to compete with machines, but there is a great future in refining and applying agile human qualities.

Machines, particularly those equipped with AI, can perform certain tasks more efficiently and effectively than humans. Today, this applies across almost all areas of endeavour, including education. Unfortunately, early rounds of Edtech, such as Interactive Whiteboards and PowerPoint, focused on helping teachers rather than directly addressing the needs of students. More recently, schools have placed learning material on Learning Management Systems (LMS), but the quality has varied a great deal. A boring lesson is a boring lesson, whether it be presented in a written text, by a teacher, or through an LMS. However, well designed EdTech can include a range of engaging learning activities. They can also incorporate formative assessment tasks that automatically provide data to inform the next step in the individual student's learning journey. The best of these automatically 'adapt' themselves to the needs of each unique learner.

Employing the right blend of EdTech allows every individual student's needs to be addressed simultaneously, thereby allowing human educators to focus on the tasks they can perform more effectively that machines. The right blend can render significant benefits. We have briefly looked at station and lab rotation, 'flipped' classrooms and the Flexible (Flex) BL models that combine Edtech with human interactions in different ways.

Repositioning teachers from 'Sage on the Stage' to 'Meddler in the Middle' allows them to focus on contextualising learning, assisting students with projects, and addressing specific needs either one on one or in small groups. We believe these to be complex tasks that require not one teacher, but a team of educators working within a different organisational architecture to the one employed in all but a few schools. Many schools, including CCPS, are operating well, but they do so within the constraints of an outdated organisational architecture. <u>We believe a new approach that employs high-quality EdTech and amplifies the positive impact of human educators</u> can better meet the needs of students who attend school today and in years to come. These Discussion briefs were intended to trigger a conversation that would open our minds to new possibilities. To us, this includes more than employing EdTech.

A new organisational architecture

Schools are constrained by legacy practices and an organisational architecture that evolved through decades of sustaining innovations rather than purposeful design. This problem is not restricted to schools as evidenced by Silverman's comment:

Most architectures that exist today have been unconsciously put together in a haphazard fashion over the lifespan of the organisation. Thus, initiatives conflict with each other in terms of goals and priorities, the same terms are inconsistently defined, and organisational direction appears fragmented and unfocused. It is as though we have been given many jigsaw puzzle pieces to assemble, but in the process of putting them together we discover that the pieces are from different jigsaw puzzles.[i]

Rapidly emerging EdTech repositions students, classroom teachers and other educators in the education supply chain. The need for such change has been acknowledged by numerous authors, including Bogden: [ii] [iii] [iv] [v] [vi] [vii]

[But] the transformative potential of blended learning will only be realised when we employ education technologies to reshape teachers' and students' roles, and when technology is coupled with fundamental organisational changes that re-engineer legacy school structures, processes, and all forms of instructional delivery. We must take every opportunity to work more productively and meet the individual needs of each student. [viii]

The number of students in a class may have changed in recent decades, but the idea that a teacher as the gatekeeper of knowledge has not. There is no logical reason to persist with this practice, which is now being questioned by groups such as The International Commission on Financing Global Education Opportunity in 2016 (our emphasis in bold):

The Commission recommends leaders strengthen and diversify the education workforce… Decision-makers also need to diversify the composition of the education workforce to leverage teachers, reduce the time teachers spend on non-teaching activities, and improve and personalise learning. This may include bringing in pedagogic assistants, health practitioners, psychologists, and administrative support to allow teachers to harness their teaching skills to the fullest. To facilitate these actions and develop specific proposals, **the Commission recommends an international high-level expert group on the expansion and redesign of the education workforce.**[ix]

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1 Many teacher unions have expressed concern about perceived 'work intensification'. The move to a team of educators should reduce the intensity of teachers' work, assist their mental health, and create a more productive work environment for all concerned.

The inclusion of other educators allows teachers (albeit with a new title) to share the load and focus on the areas where they can add the greatest value to student learning.[1] The approach will amplify the benefits of EdTech, provide greater professional fulfilment for educators, quickly address the needs of individual learners, allow for different perspectives to be presented, and model the kind of organisational architecture that school graduates are likely to encounter when they enter the workforce. This fifth element, the application of a team of specialists, allows the Core Four of personalisation to gain traction.

An authentic and impactful personalised education that provides students with much needed work skills and experience will require schools to develop a team of specialists and committed educators (not just teachers) to work with students. There are three rationales for this requirement: Firstly, each individual student, being human, is multi-dimensional and complex, so it makes sense to engage a team of collaborating professionals to better understand the learner. Each team member brings an insight that might otherwise be overlooked. The next relates to the technical skills required to deliver a personalised education. According to Staker, Arnett and Powell, 'most K–12 educators today don't have the skill sets necessary to run student-centered schools.'[x] This is not meant to show disrespect, but to acknowledge that delivering personalised learning is a complex and multifaceted task. Why expect individual teachers to deliver the Core Four in isolation when the task can be shared by a team of specialists? The third justification relates to culture. The capacity to work in multidisciplinary teams is one of the ten transferable skills. What better way to promote this approach to students than for students to work with such a team at school?

Critics of this proposal will highlight the importance of personal relationships that form between teachers and learners. This is not in dispute, but it can be enriched by the addition of more suitable adults. The importance of various relationships was noted by the OECD:
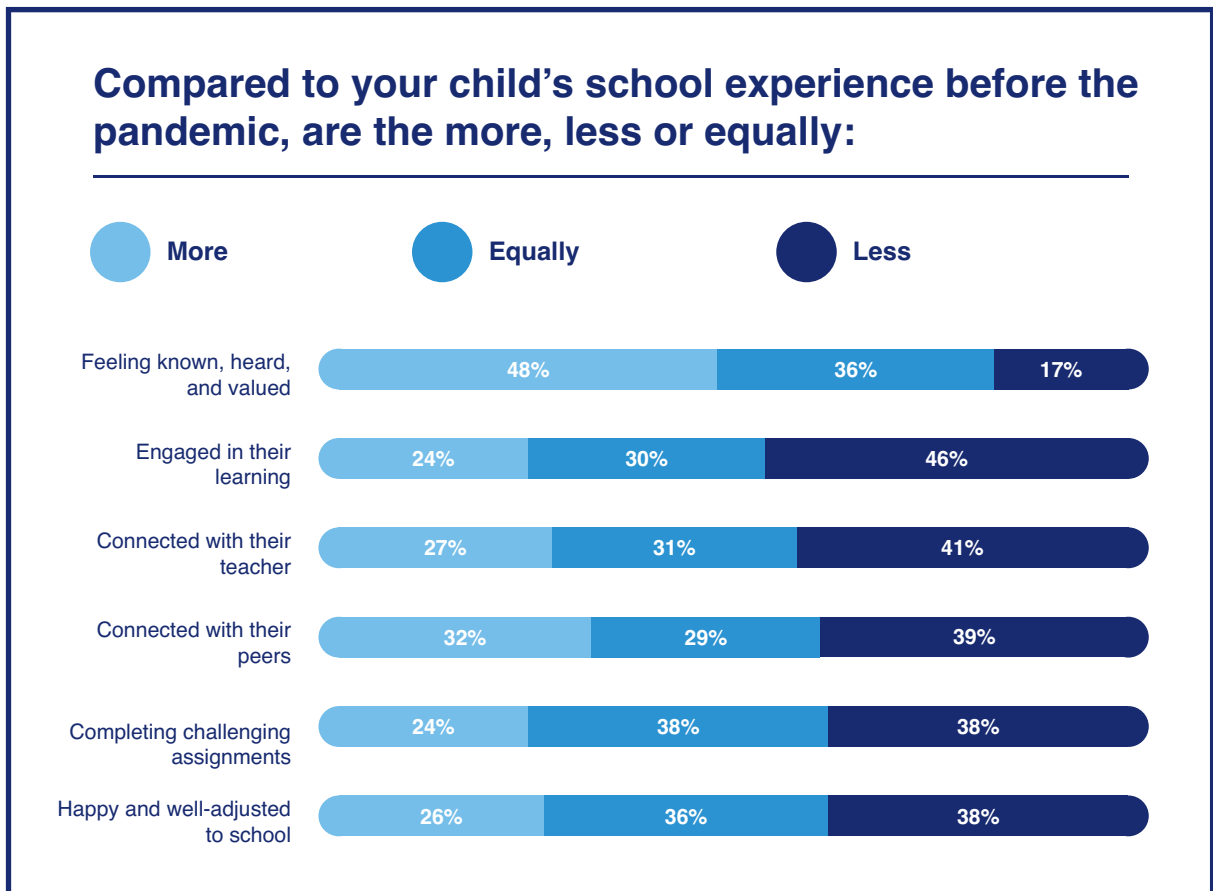
To help enable agency, educators must not only recognise learners' individuality, but also acknowledge the wider set of relationships – with their teachers, peers, families and communities – that influence their learning. A concept underlying the learning framework is "co-agency" – the interactive, mutually supportive relationships that help learners to progress towards their valued goals. In this context, everyone should be considered a learner, not only students but also teachers, school managers, parents and communities. [xi]

We like the notion of everyone being considered a learner because it highlights the need to learn more about each individual student and the countless ways they can be educated and helped. The job of educators is to stimulate, support, guide, and model boundless learning.

The US Centre for Reinventing Public Education surveyed parents of students involved in the "pandemic pod" movement, which incorporated online learning with support from families, educators, and community-based organisations in the USA.

Their report explored what occurred when families were free to design the learning experience outside typical architecture of school and considered what it meant for the future of education. According to the report, 85% of families in the program felt the pod provided greater personalisation. Their views are presented in Figure 1.

Figure 1; Families assessment of the Pandemic Pod Program.

Compared to your child's school experience before the pandemic, are the more, less or equally:

	More	Equally	Less

	More	Equally	Less
Feeling known, heard, and valued	48%	36%	17%
Engaged in their learning	24%	30%	46%
Connected with their teacher	27%	31%	41%
Connected with their peers	32%	29%	39%
Completing challenging assignments	24%	38%	38%
Happy and well-adjusted to school	26%	36%	38%

Compare the percentage of respondents who believed their child's experience in the pod was more positive than their school experience pre-pandemic. According to this research, there were gains with respect to students feeling known, heard and valued; engaged in their learning; connected with their teacher; connected with their peers (a slight gain, which some might think surprising); completing challenging assignments; and happy and well-adjusted to school. While we need to be careful not to draw too many conclusions, these findings indicate that beneficial relationships can flourish in different (not traditional school) forms of learning. Remember, these survey participants were engaged in more than just digital delivery of course work. They formed an important human support network that focused on relationships.

Let's now look at the various team members that make up the new organisational architecture. We do so on the understanding that nothing is going to be forced on students and parents. Any changes would be optional and would only be implemented if there is sufficient support to do so. In any event, these changes would take time to implement. The following represents an ideal model:

Each mature student as Team Captain

We have emphasised the need for students to take ownership of their learning. This means that they accept responsibility for their actions or inactions that impact on their ability to achieve their goals. Less mature students require their parents and other educators to guide them, but students should demonstrate considerable autonomy as they mature. They should have the awareness and skills necessary to harness the resources in their education team as well as the vast array resources available in their off campus, and on campus learning networks by the time they graduate.

Students have been identified as specialists because those with highly developed self-efficacy should know their own strengths, weaknesses, values, interests, motivations, and goals better than anyone else. This is their unique specialist insight. Many of them sit in the passenger seat in the traditional schooling model, but they are in the driver's seat (initially with a driving instructor) in the new model.

A visitor to a school operating in this manner would see education teams meeting to discuss each student's progress and develop strategies for further improvement. They would be surprised to see the older students, in their role as Team Captain, chairing these meetings (after appropriate training). (We have included a description of such a meeting at the end of this Discussion brief.)

Teachers as Subject Coaches

The role of the traditional teacher (gatekeeper of knowledge and chief assessor) should be reconceived to 'subject coach'. The coach's job is to sharpen the focus on goals, plan and execute drills that develop skills and awareness, and encourage reflection as a tool for ongoing improvement. All top athletes have a coach. When their coach has no more to offer them, they find another coach. They do this because they value continual improvement. High performing coaches have an eye for detail as well as an ability to communicate and demonstrate the specifics of how to improve. Subject coaches develop subject specific skills while learning coaches improve the student's ability to learn.

The change in role requires a rethink by teachers, students, and parents. Students and parents should respect the coach and welcome their constructive criticism as well as their encouragement.

Learning Coaches

It is often assumed that subject teachers can teach students how to learn, but this assumption is false. Subject teachers can teach students the key concepts and skills associated with their subject,

but they may not (there are exceptions) be experts in how people learn. This requires specialists with an understanding of cognitive development and the skills to identify and address problems with individual students learning processes. Even if subject teachers did have the skills, they would not have the time to address every need because, in the traditional model, they are also responsible for the rest of the class. Part of the Learning Coach's brief would be to improve each student's understanding of the learning process and how it can be refined. In the language of Covey, their focus is on the students Production Capability.

Assistant coaches (AKA Teacher Aides)

Teacher Aides, or Assistant Coaches, are an undervalued resource. The best ones are invaluable in assisting individuals and small groups and with subject specific knowledge and skills as well as with projects.

Academic Conditioning Coaches

These learning coaches offer short-term assistance to students where a gap in their learning has been identified. (The student has not been identified as having a chronic learning difficulty, but they missed one or more crucial steps in their learning journey.) The Conditioning Coaches would act as a 'flying squad', called in to address a specific issue with individuals or small groups of students. When the gap has been filled, the Conditioning Coach moves on. These people will provide a remedy to the problem of gaps in learning being ignored and respond to the Business Council of Australia's call for 'Early intervention - identifying potential learning problems before they become entrenched and difficult to address'.[xii]

Academic Advisers (AcAds)

AcAds work one-on-one with students to improve self-regulated learning. Various instruments are available to audit a student's strengths and weaknesses with respect to self-regulation, but it is also possible to create such an instrument.

AcAds do not need to be teachers. In one school AcAds currently meet with their students sixteen times each year (about once each fortnight), with meetings scheduled for 30 minutes. The program has been in action for almost a decade. They assist students to improve their weakest areas of self-regulation (in almost 80% of cases it was Organisation.)

Students in the voluntary program report improvements in their capacity to self-regulate. They and their parents like the program because it is highly personalised. AcAds also find it professionally fulfilling.[xiii] We see the AcAd as the student's 'friend at court' who advocates for the student while also offering them constructive criticism. Involvement in the AcAd program would be voluntary and may involve some financial co-contribution.[2]

Project Mentors

These are adults with experience in an area related to the students' projects. They may be parents (but not a parent to a member of the project team they are working with), or a person not related to the school. Retired businesspeople and tradies would make excellent mentors who could advise students on how to plan their project, obtain resources (including contacts), and work their way through challenges.

The Data Dashboard team

While some data will flow automatically from the Learning Management System (LMS) and other programs used by students, there will be a need to gather data from a limited number of diagnostic tests. There will also be a need to:

1. Decide, in collaboration with the team, the set of date to be employed.

2. Check the reliability and validity of data

3. Coordinate the collection of data.

4. Gather data together into the one repository

5. Edit data from time to time

6. Ensure data are accessible to and endorsed by stakeholders

7. Safeguard the privacy of data

8. Ensure someone in the students' learning support team can answer the four questions: What? So What? Now What? Why Not?

9. Ensure relevant data are used to target instruction by regularly auditing a random sample of students.

10. Accurately assess and record how effectively data is employed to improve individual student learning outcomes. This is important because the focus will be on each student's growth as a learner.

They have the time to focus on data and the authority to ensure appropriate action is taken.

eLearning team including the Director of eLearning, digital education designers, and researchers

There are many excellent digital resources available, but they may be difficult to find amongst a great deal of poorly designed and presented material. The eLearning team assists educators to select, design and create engaging educational material for inclusion in the LMS. If the decision is made not to develop an LMS, the team can be smaller, in which case their main job is to look for high quality material for consideration by the

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Experience has shown that students who believe the program is totally free are less inclined to commit.

education team (including the captain). This part of the team will have the skills and time to find hidden gems amongst a plethora of poorly designed offerings. This group's job is to ensure material is engaging for a generation that is used to consuming digital products of exceptional calibre.

Administration and maintenance team

The administration team keeps every school operating. The receptionists, administrative assistants, accounts staff, maintenance and cleaning people play an active role in providing the resources that allow others to do their work. It is important not to forget that these people are also the face of the school – they are the first to welcome visitors, parents, other staff, and students either directly (face-to-face) or indirectly (through the work they do). They can provide valuable insights and often prove to be both advocates and motivators as well as important links in communication.

Families

The word 'culture' has been used many times. If, as Peter Drucker claimed, "Culture eats strategy for breakfast.", we need to address the culture that forms the foundation for student learning and development – the culture of the home.

One of the most valuable activities that can be undertaken in the home is to sit around the dinner table and unpack the day. Once again, if parents talk about the challenges they face as opportunities for growth rather than blaming others, complaining, or giving up, their children will learn to do the same. These dinner able conversations can also be used to discuss key events in the local, national, and international news. If parents find it interesting, so will their children. Of course, each family member's goals should also be brought to the table, heard, and treated with respect.

These dinner table conversations can establish strong ground for the development of Covey's first three habits (Be Proactive, Begin with the

End in Mind, and Put First Things First). Be Proactive is the foundational habit and the one where a complementary family culture is crucial. How parents choose their response to their own work challenges and how they respond to the challenges of parenting is far more powerful than classroom instruction. How parents speak about their goals and their vision for the family are also powerful and foster the development of the second habit. The third habit involves focusing on what is important rather than what is urgent. Children know their parents' work is important, so they treasure those times when a parent decides not to focus on work and to spend their time with them instead. Spending time, free of work distractions, with the family places enormous deposits in their emotional bank account. Not doing so constitutes an enormous withdrawal.

Parents have a very important role to play in supporting the school's approach, assisting their child to develop resilience, encouraging them to involve themselves in the various programs offered by the school, monitoring and discussing data in the dashboard, providing them with a suitable learning environment at home, ensuring their child accesses high quality news and current affairs programs, monitoring their use of social media, and showing a genuine interest in their child's learning.

This partnership will require schools and families to work together to bridge communication gaps and work together in the interests of each student. The Christensen Institute's Mahnaz Charania emphasised the importance of this relationship:

K–12 leaders have a tremendous opportunity to activate the latent social capital within families to improve students' experiences and outcomes. Whether they succeed depends on where and how schools activate family networks, and for what purposes.[xiv]

Parents are one of the most significant members of the team, 2nd only to the Team Captain, and form the core of a mutually supportive, value driven, mission focused community.

Tertiary institutions

Students at CCPS should be encouraged to complete tertiary courses (university and/or Tafe). This can be a problem for students in traditional schools because they miss timetabled classes while they are completing these courses. Unfortunately, very few such courses are linked to their school studies, so they are expected to complete assessment tasks from both institutions. Ideally, their tertiary studies will complement their school studies and their school commitments are flexible enough to avoid missing classes/learning sessions. This can be achieved with a Flex BL model of delivery.

Employers

A major part of this framework involves students obtaining authentic work experience, either part-time jobs or in school-based cadetships or traineeships, where the last two require greater flexibility with respect to the school timetable (provided by the Flex BL model). Employers would be needed to offer placements, mentor students and be open to visits by CCPS staff. Only employers who actively support the school's mission, vision, values, and philosophy would be invited to participate. An employer mentor who sends the wrong messages could undermine great work by the rest of the team, but one whose actions and words are aligned with the school's will be exceptionally valuable. After all, 'No one is a prophet in their own land', so students will see employers as prophets from the 'real world'. The Shergold report provided a concise role description for employers who join the education team:

Industry-led organisations will provide a focal point for engagement between industry and education, providing up-to-date advice on skills needs. They will collaborate in developing and adapting qualifications in a fast and flexible manner. This will ensure the quality and relevance of training. A focus on responsiveness to future industry need will help ensure students graduate with relevant certifications and informed expectations.[xv]

Industry Liaison Officers

A team of people with industry experience and contacts will act as the link between the school and workplaces. They will coach students as they look for part-time work, traineeships, or cadetships, conduct risk assessments, visit students in their places of work, and monitor their growth with respect to transferable skills. They will also assist students to maintain a digital portfolio that can be employed when they graduate and navigate the work labyrinth.

External service providers

There are strategic benefits to offering students a range of wellbeing services, but they do not have to be offered 'in-house'. A network of health centres, dieticians, physiotherapists, psychologists etc. will be available for CCPS students (although this may be a long-term goal).

Community groups

CCPS will affiliate with community sporting and arts groups to create opportunities for our students to contribute and learn.

Conclusion:

The model outlined above involves more human educators, not less, but it only works if we accept that high quality EdTech has a pivotal role. The goal is not to implement a technology rich architecture, but to introduce a people rich architecture that can only occur with the application of EdTech. The development of a team of specialists, with individual students as captains of their own team would:

– Facilitate just in time assistance, thereby reducing the risk of students falling behind.

– Provide learners with appropriate challenges.

– Bring different specialist perspective to bear rather than rely on traditional classroom teachers.

- Harness the great skills of classroom teachers in their new role as subject coaches.

- Move students from the passenger's seat to the driver's seat.

- Facilitate meaningful work engagements and project-based learning.

- Bring parents 'inside the tent'.

- Forge links with the community.

What would this look like in action?

We finish this Discussion brief with a description of a team meeting chaired by the captain (student). Clearly, taking the role of Chair requires commitment, resilience, communication skills, and maturity. We see this as a goal to be achieved by students before they graduate, which means the role can be assumed when the student is ready and not when they celebrate another birthday. As we stated previously, we see students in the driver's seat, initially with an instructor (and possibly dual controls).

Observing a Team Meeting in which the student (Avery) is in the role of Chair (Team Captain).

We anticipate that the team would meet at least once each month in term time, but there would be more meetings in the early stages of the student's participation. The student, their parents, their AcAd and their industry liaison officer would be invited to every meeting. The student would nominate one or two Subject Coaches and other members of the team to attend as appropriate. Keep in mind that certain members of the team have roles that are in the background (Data Dashboard Team etc.), but they would still be available for one-on-one meetings or to attend the team meeting as requested by the student or their AcAd. The following is a fictitious abridged version:

Avery (Team Captain):

I am very happy to welcome members of my team and I thank you for making yourselves available to meet face-to-face. I believe we all met each other at the start of the year and again at our last meeting, but this may be the first time you have met my mum face-to-face as she was on a business trip and had to join the first meeting remotely.

The meeting is scheduled to take 30 minutes, but I know several you have said you will be available to meet me individually over the coming week if required. The purpose of the meeting is (1) to review my progress as I settle into my new school, (2) to remind the team of my plan and see if any refinements are called for, and (3) to set some specific goals for the next month when we are scheduled to meet again.

Let's start with a look at the Action Items from the first meeting:

Item 1 was for my AcAd to meet with me a couple of times in the first fortnight to see how I was settling in.

For my part, I feel I am making friends and have a clear understanding of what's involved in my courses.

Sarah Barnes (AcAd):

Avery and I did meet twice (both times over coffee) to make sure everything was tracking as we would hope. I was really pleased to hear Avery talk about all the new people encountered in classes, projects and out of class. I also asked for some feediscussion briefack from Avery's subject coaches, and they

gave me some examples of how Avery was developing a social network and was asking lots of questions (always a good sign). I know Avery has joined the local soccer team that has a lot of our students as members and has also shown an interest in joining one of the student bands. Avery completed the wellbeing survey we gave to all the students and, unless I am mistaken, the feediscussion briefack was very positive.

Anne (Avery's mother):

My partner and I are very happy with how she has settled in. Moving is not easy, and we have moved a few times since Avery started school. For our part, it's great to see Avery embrace the opportunity to self-regulate. Our dinner time conversations are very animated. As an aside, we are also very happy to be part of Avery's team.

Avery:

Thanks mum. I am also happy to see you fitting into the parent community. We were invited to a BBQ where we met a lot of other families.

Tony Ross (Business Subject Coach):

The team should be aware that Avery has already seen me with some ideas for a team project. It's an innovative concept and Avery has already been approached by other students who are keen to get involved. I haven't told Avery the good news that I have contacted the person I suggested as a project mentor, and she is very keen to assist you. Maybe we can get together after this meeting so I can pass on her details.

Avery (Team Captain):

Thanks Mr Ross (I mean 'coach'). It will be great to make contact and tell her some of my ideas.

You each have access to my Data Dashboard, so I suggest we have a look at it now…You will notice that my numeracy scores are high, but my literacy scores are not as high as I would like. I'm OK now, but I am concerned about my ability to meet proficiency levels mid-term. This leads to the second agenda item – a review of my Learning Plan.

I did commit to focusing on literacy skills, including working with one of the Conditioning Coaches (Ms Smith) who has joined us today, but it might be best to first get some feediscussion briefack from my English Subject Coach.

Sam Farnham (English Coach):

I agree that you are doing well at the moment, Avery, but I also feel the time is right for us to head off any issues at the pass. Well done for taking the initiative!

You have completed two sets of formative assessment that confirm you have very good reading and comprehension scores, which were indicated by your strong Lexile scores, but you are not as strong when it comes to structuring ideas and presenting them in written form. For this reason, you called on Ms Smith to assist you with planning and organising your ideas.

Tamara Smith (Conditioning Coach):

Thanks. Yes, Avery and I agreed on the need to focus on improving her planning and organising written communication.

Avery, you and I have had two workshops where we were joined by three other students who have the same goals. We worked on various ways of mind mapping ideas and then chunking them into paragraphs. We have spent time looking at introductory sentences for each paragraph as well as using each paragraph as a steppingstone as you move to a conclusion. How do you feel about the process, Avery?

Avery (Team Captain):

I found the most challenging part of the process involved stopping and thinking before writing, but I fully appreciate the need to so to make sure I don't keep writing myself into a blind alley (which used to happen a lot). The exercises we did were fun as well as practical. I think it is also teaching me that shortcuts of any kind rarely work out. The other people in the workshop have started to remind each other about some of the steps you showed us.

I am keen to do the remaining sessions we have planned so we can reassess at that point.

The only other part of my plan we should discuss is about my industry placement. I met with Mr Brown a week ago to discuss my options, and we thought there might be an opening in an architect company. I believe we can share some good news.

Tom Brown (Industry Consultant):

Well, Avery and I are really pleased to confirm an offer of a cadetship with ES Architects that have an office Avery can get to by public transport. They would like Avery to be available one-half day each week at the start, and then one day each week next term, provided you feel this is manageable, Avery.

Avery (Team Captain):

It's manageable for now, and I have worked with Ms Barnes to plan how this might work next term, so I can attend for a full day each week. I confess that I am still getting my head around the flexibility in the system and the fact that it needs to work around my priorities, and not the other way around.

Sarah Barnes (AcAd):

I should add that Avery understands the need to be self-regulating to take advantage of the Flex Model. We have started to identify the areas in need of attention. This involved a survey and an interview with me that is scheduled for tomorrow. I have every confidence the plan will work.

Avery (Team Captain):

Thanks Ms Barnes. This leads into the final agenda item – goals for the next month. There are three. Firstly to maintain my focus on the planning of ideas before writing with the help of Ms Smith; second, to prepare for the start of my cadetship, which includes completing the 'work ready' course run by Mr Brown, and lastly, to strengthen my self-regulation through the program with Ms Barnes.

Thanks everyone for your attendance. I have a couple of 1:1 meetings scheduled with team members over the coming week, so I look forward to seeing some of you there. Our next meeting is planned for March 20 and I will be inviting my Maths coach to attend.

I hope you all have a great week.

(Meeting closes.)

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