

The Purposes of Public Education consultation



- Thursday 16th February, 2023
- Summary of findings





WHAT IS THE MOST IMPORTANT PURPOSE OF PUBLIC EDUCATION IN SA?

Educators told us these:

1

A broad focus on social and emotional wellbeing- This must be intentional, and seek to develop empathy, self-regulation, and a sense of morality in learners.

2

Developing positive learning dispositions- Including curiosity, creativity, problem solving, a willingness to take risks, collaboration and deep thinking skills, and confidence as a learner. Educators want learners to find the joy in learning and ignite their spark.

3

A changed focus on learning- Engaging children and students in learning that is authentic, involves inquiry, is balanced across all learning areas, and fosters learner agency.

4

A feeling of belonging and being valued- To have this, learners need agency and a voice in the learning system they are a part of. They need to be connected to other learners and their educators.

5

Fairness and equity- Inclusivity and opportunities for all learners in the system. Learning environments and funding that enable and respect diversity will support this goal.

6

Support learners as individuals- Flexibility and responsiveness to individual needs within the system. Learners must be supported to find their own strengths, purpose and potential and have high expectations for themselves.

"..Public education holds a belief that all students can thrive.."

"There is an appetite for change.."



WHAT WOULD HAVE TO BE TRUE OR IN PLACE TO ENACT THIS PURPOSE?

Educators told us these most commonly:

1

Shared core values linked to the purpose- A vision embraced by every educator and public servant no matter their role or location with the core values of the purpose shared by all.

4

Assessment that is aligned to the purpose- Greater trust in, and respect for, educator judgments and less rigidity in assessment measures and frameworks.

2

Circular rather than hierarchical systems- This includes less bureaucracy and red tape (“*less castles*”) and more time for educators to support learners.

5

Equitable resourcing- Funding and workloads that are equitable, fair and adequate that allow teachers to meet individual learner needs.

3

Schools at the centre of communities- Integration and co-location of other services including allied health services, preschools and an emphasis on creating sharing hubs, rather than silos.

6

Shared responsibility between the system, educators and families- An idea of walking together through the learning experience, and shared values for learners.

“Bring the joy back to being an educator”

“..less content – more depth”

“..have a fantastic student body that works alongside the CE”





WHAT WOULD IT FEEL LIKE AS A PUBLIC EDUCATOR IN A SYSTEM FOCUSED ON ACHIEVING THIS PURPOSE?

Educators told us these most commonly:



Being supported by the system-

Being supported, mentored and financially incentivised to want to improve. We are part of a trusting and trusted system.

1

4

Having autonomy and choice in how to do our job-

Our views are listened to and encouraged by leaders at all levels.

Being respected as a professional- A feeling of being part of something significant in teaching and that our expertise is truly valued.

2

5

Having time to do the job we love- Having enough time in the day to do the things we care about and a love of going to preschool or school to teach every day.

Less instructional focus- Less pressure to do it all and reduced workloads. A greater emphasis on the development of learning dispositions rather than measurable content.

3

6

Connectedness with learners and families- We are valued for what we offer as professionals and our knowledge and efforts are appreciated. We have time to develop strong communication and relationships with learners and families.

“Recognise educator wellbeing and agency”

“Our government and department are part of our team and support us”

“..feel equally valued as colleagues in all learning areas”

“To not be afraid to make mistakes-be risktakers”