

Table Talk Discussions on "WHAT WORLD CLASS MEANS TO YOU"

Group 1	Table 2	Table 3	Table 4	Table 5 Kate and Julie's table
Wellbeing * Caring for and supporting emotional wellbeing of students	Individual needs met	Funding model * clear funding model simplified	Affordable or free for parents	Active participation of ALL students in learning process with whole class
Choice	Inclusion and community awareness/education	Evidence based teaching practice	Information Technology (IT) * needs of today using IT, training families and children to use it	Teacher offers high quality education through the right support and resources
Skilling * professionals skilling families/preservice	Professional development * greater teacher professional development and compulsory component of degree courses	Trauma aware practices	Teacher training * All teachers being trained in the needs of children's individuality * Training teachers (compulsory)	Accommodations adjustments * Make accommodations in the students curriculum. * Adjustments so that they can truly contribute
Relationships, * connections, * partnerships, * voice, * communication	Environment * suitable for children to learn well	Advocacy and collaboration * advocacy and collaboration from school with parents	Evidence based learning for teachers	High expectations and high support. * "aim high achieve high" don't have preconceived concepts about the limits of a child's achievements until you're exhausted every possibility
High expectations	Funding resourcing * well funded and * well resourced	Funding resourcing * Fully funded and resourced		Student lead learning experiences * where their interest is used to help them learn. The teachers are tools to facilitate the child's learning
Innovations	Child centred student led	Training , professional development * well trained teachers with a deep knowledge and professional development * better information sharing (across structures and parents) information re structure of the department * increased sharing good practice between schools	Therapist agencies * allowing outside sources - therapists in NOT UP TO THE principal!	Administration paper work * simpler - the teacher is limited by the system and "forms" and it is becoming a "machine" . * Needs more leeway for teachers to say what's needed . * Should revolve around teacher - student relationship. * Remove the admin burden on teachers
		Holistic approach * Happy kids holistic approach not just academic		
		Transparent		
		Inclusive culture		
		Proactive and innovative practices		
		Relationships * Better relationships between schools and parents		
		More targeted parent forums		

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Table 6	Table 7	Table 8	Table 9	Table 10
Skilled teachers who can teach a broad range of learning needs * upskilling * mind set change	Training for teachers in * working with parents and * understanding children	Staff * proactive * responsive *making connections *immediately willing to engage * knowledge and experience	Being a leader in education that other countries aspire to "follow" our ideas, plans that have beenimplemented	Every individual can succeed * individual programs
Proactive approach * strength based * support before failure/slipping through the cracks	Bridging the gap * for those who don't fit the boxes	Choice of environments!!	Education that meets the needs of ALL students , no matter what their needs	Skilled educators * with expertise
Smaller classes * more 1:1 support * trained support workers * good match with kids	Equal opportunities for all * regardless of abilities	Special options * provision of parent networks and communication *same rights as mainstream families (access and involvement)	Special options More "special school option" placements that mo student is "left behind"	Communication * open communication
Genuine inclusion * genuine contribution * forming lifelong connections * happening organically like for any other kid	Consistency * across all campuses	High expectations * tailored to individual needs , learning styles * innovation, openness to research, study tours, what is happening overseas * relationships and communication with teachers <>student<>parent * transparency eg funding program expectations	Consistency * Consistency - "same" posiotive experiences nomatter what school or what education setting	Parent/student led choice and control
Parent involmnet * knowing our kids * partnership	Transparency * between schools, parents and students	Flexibility	Inclusion * Inclusion not exclusion for ALL students	Transparency *with Education Departmetn and schools
Confidence and wellbeing	Support * for teachers and special teachers	Parent input * valuing parent input as an expert in child's needs		Access * to all * to everything * everywhere
Transition * Intense transition support	Accountability			Accountability * accountability *measurability * monitoring
	Safety * getting safely to and from school			Flexibility to develop * individual strengths and success
				Student wellbeing should be a priority
				Sharing of information * across departments and involved parties
				Transition * through schooling - primary >secondary and beyond