



ENGAGEMENT AND BELONGING

When students and staff feel safe, valued, included, and trusted in their school, their sense of belonging grows. In this context, it is essential and important for DOBCEL to give particular attention to First Nations people.

Developing positive relationships, student agency, and nurturing teacher professional autonomy are drivers of stronger engagement, sense of belonging and innovation in school, which positively impact emotional wellbeing, motivation and overall school success. Parents, carers, and guardians are the first educators of their children and young people. Therefore, when they are actively engaged with their children's schools, it positively contributes to students' learning and wellbeing and engagement in school.

2035 Intention: Productive teaching and learning in all DOBCEL schools is defined by strong parental/guardian/carer engagement, active student agency, and professional autonomy and mastery.

Nominations for this category should detail in 500 words or less how the nominee/s uses one or more of the three practical principles of the DOBCEL Strategy 2035 (deeper collaboration, networked local innovation or collective autonomy and agency) in service of ***Engagement and Belonging***.