CATHERINE McAULEY COLLEGE

LIVING MERCY

Parent Forum

June 2018

Acknowledgement of Country

As we gather here today we would like to acknowledge the Traditional Custodians of the land on which we are meeting upon, Dja Dja Wurrung, the land on which our College resides. As a Mercy Community we are committed to building close bonds with the Jaara people and to continue to learn and support the stewardship and legacy of their culture and country.
We pay our respects to the elders past, present and future.

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Prayer

Loving God,

We ask you to bless Catherine McAuley College and challenge us to act in the spirit of Catherine.

May we inspire all in our community to be learners impelled to thrive and to serve;

Guide our community to live our Mercy Values and the Gospel message of Jesus Christ.

Amen

College Vision

“Catherine McAuley College lives out the Mercy charism, striving to make Jesus Christ known and loved by all. As a Child Safe School, our learning community identifies, values and develops the gifts of each young person and provides them with educational opportunities to experience personal success”

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Touchstone Statement

‘Inspiring members of our community to be learners impelled to thrive and serve’

Future Directions

Deep Learning
Pedagogy Review
Curriculum – Themes
Structure
Professional Learning communities
Master Plan
Timetable

Deeper Learning

The Focus

Deeper learning focuses on teaching for transfer where students can do something as a result of the learning. When students are clear about the transfer, the relevance of the learning is apparent.

For this to happen, students need to be clear about the learning specifically the skills, knowledge and achievement standards.

In this context, a student's prior learning is the starting point.

Deeper Learning

Explicit teaching

Explicitly teach students how to learn and the process of learning

3 questions

- What am I learning?
- How am I doing? What's my evidence?
- What's next for me in my learning?

3 Learner qualities

Wonder, question, reflect

How New Pedagogies Find Deeper Learning

A Rich Seam

http://www.michaelfullan.ca/wp-content/uploads/2014/01/3897.Rich_Seam_web.pdf

http://schoolbox.cmc.vic.edu.au/homepage/8336

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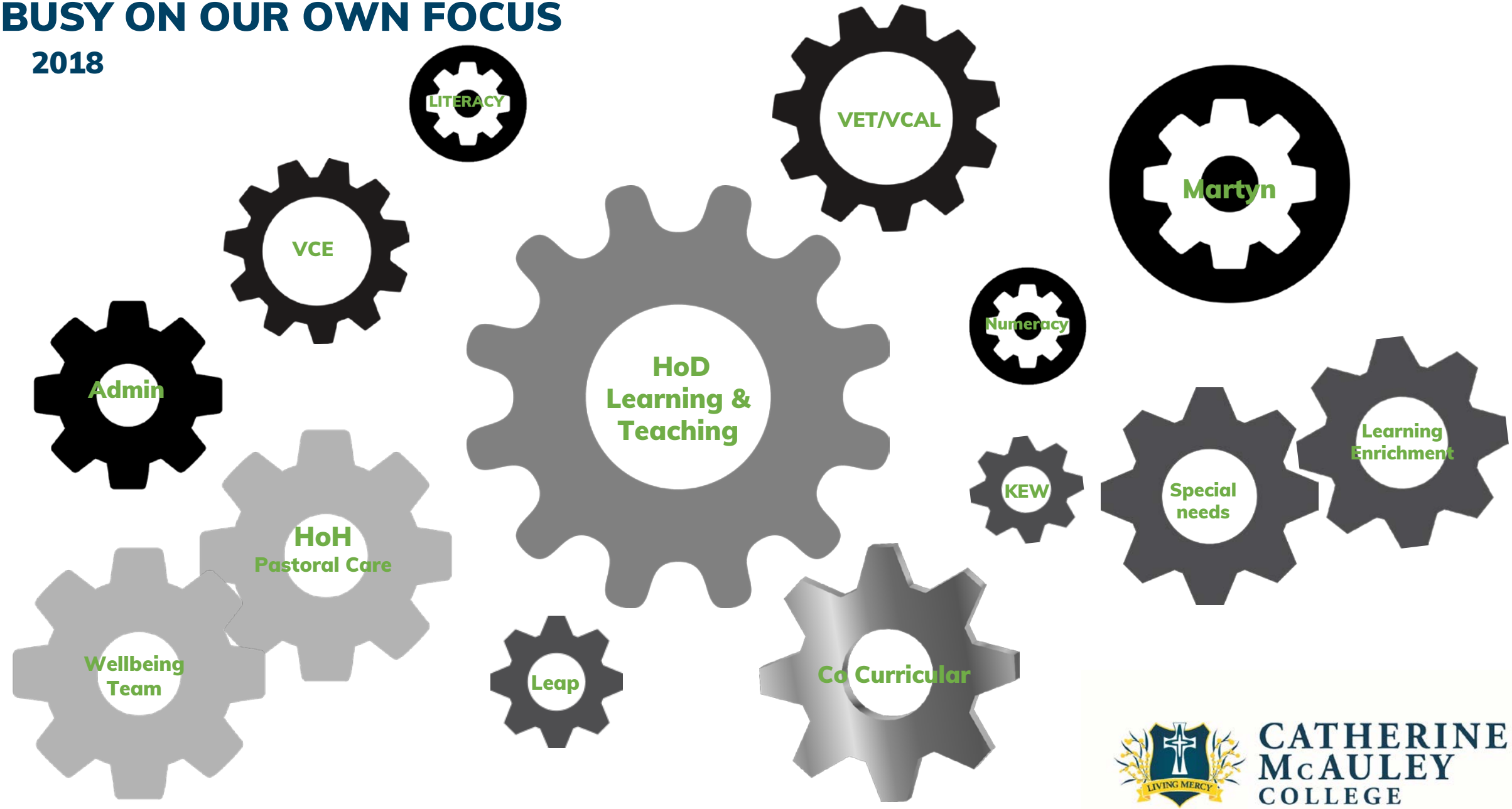
BUSY ON OUR OWN FOCUS

2018



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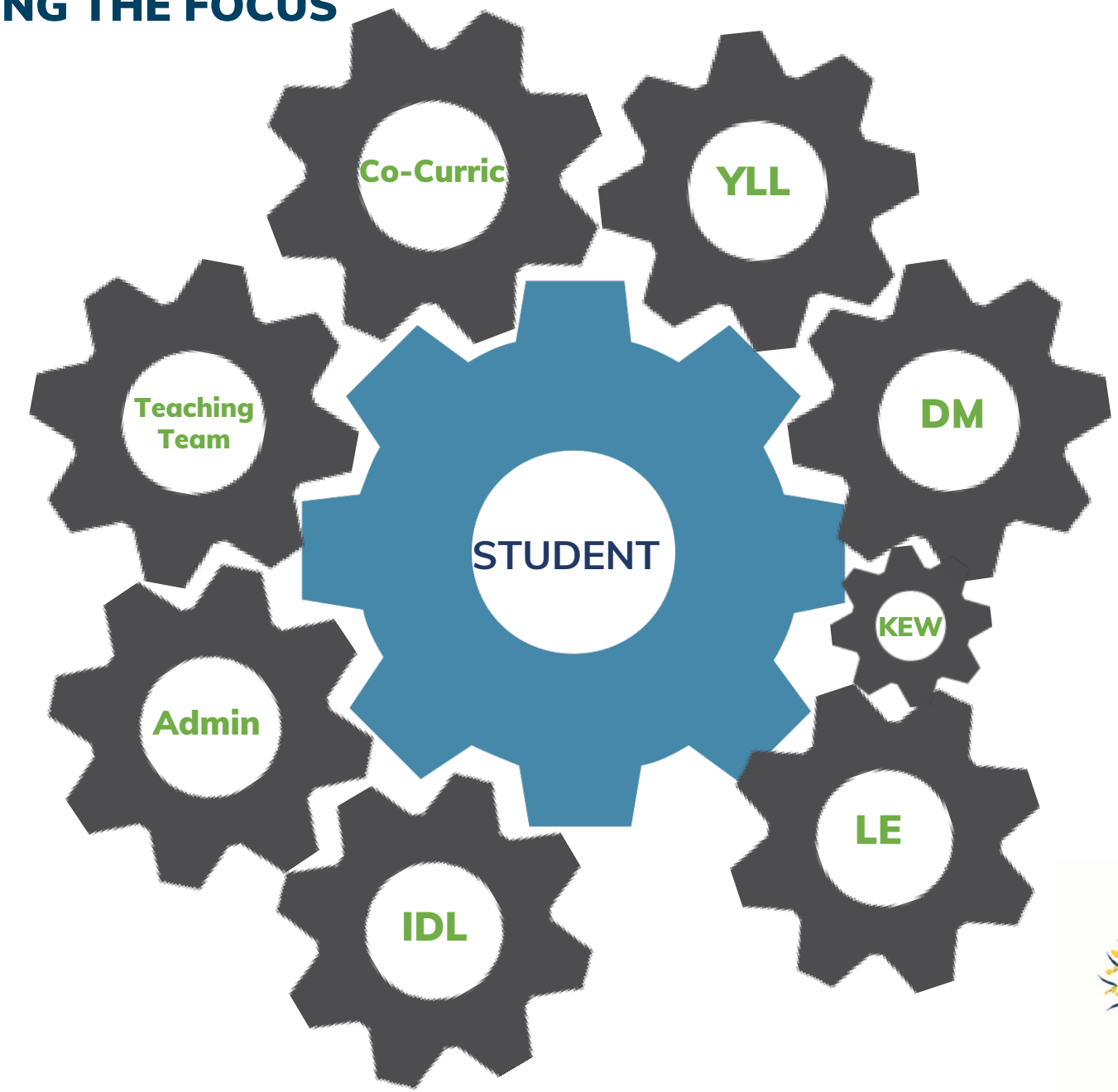
STUDENT DRIVING THE FOCUS

2019



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Australian Catholic University

Masters in Education

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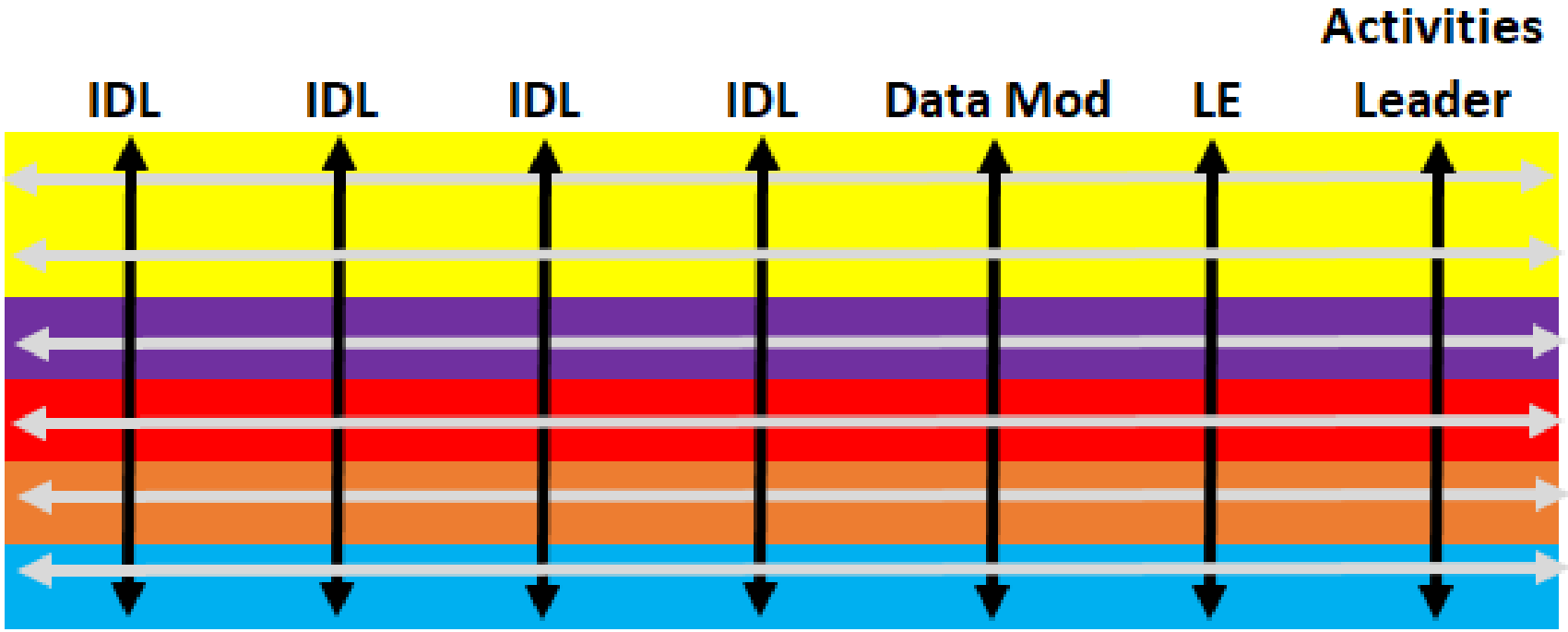
Positions of Leadership - 2019

- Deputy Principals (3)
- Directors (4)
- Year Level Leaders (12)
- Interdisciplinary Leaders (4)
- Learning Enrichment Leader (1)
- Data Moderator (1)
- House Activities Leader (1)

Structure 2019

VCE	VCE + YLL
	VET/VCAL + YLL
Year 10	YLL X 2
Year 9	YLL X 2
Year 8	YLL X 2
Year 7	YLL X 2



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Year Level Leaders

VCE/VET/VCAL	VCE + YLL
	VET/VCAL + YLL
Year 10	YLL X 2
Year 9	YLL X 2
Year 8	YLL X 2
Year 7	YLL X 2

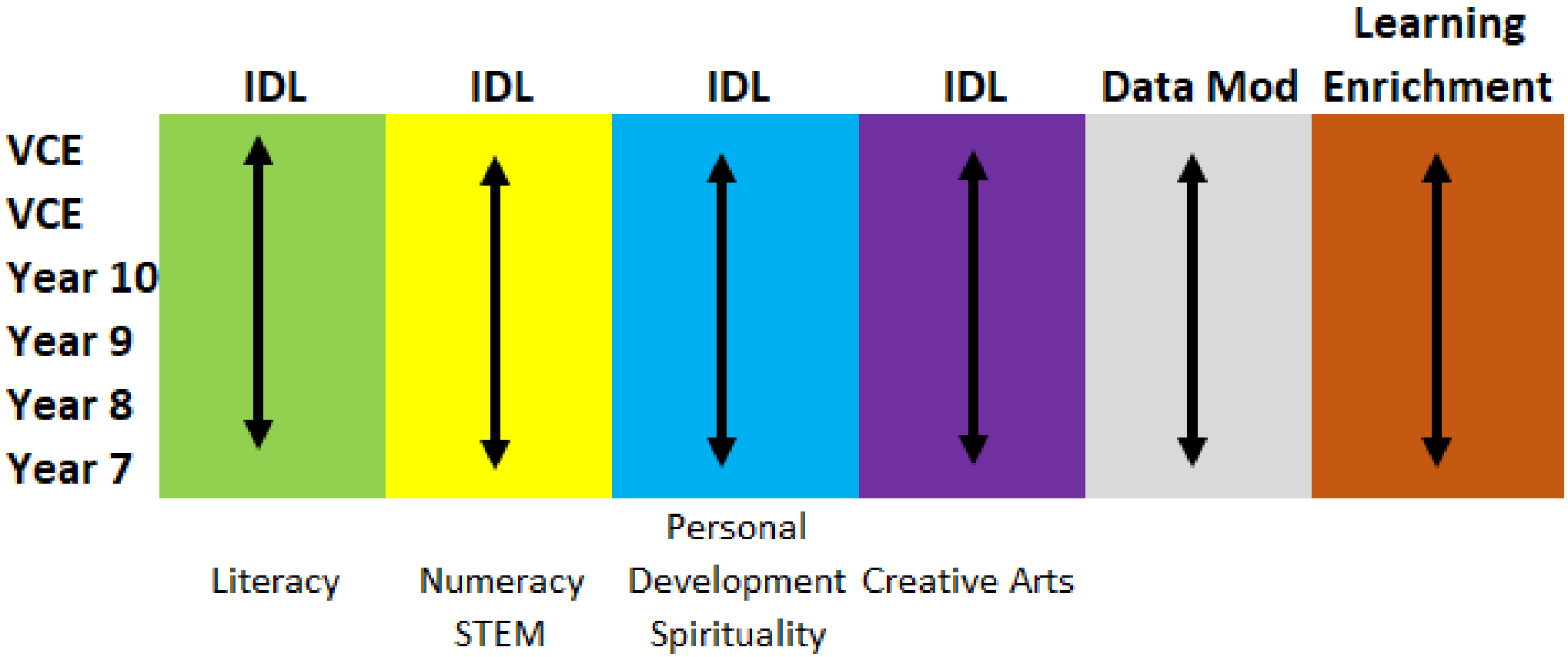
Years 7 - 10 = two Learning Leaders at each year level

(They will not be separated into Pastoral and Learning)

VCE Coordinator + Learning Leader

VET/VCAL Coordinator + Learning Leader

Interdisciplinary Leaders (Draft)



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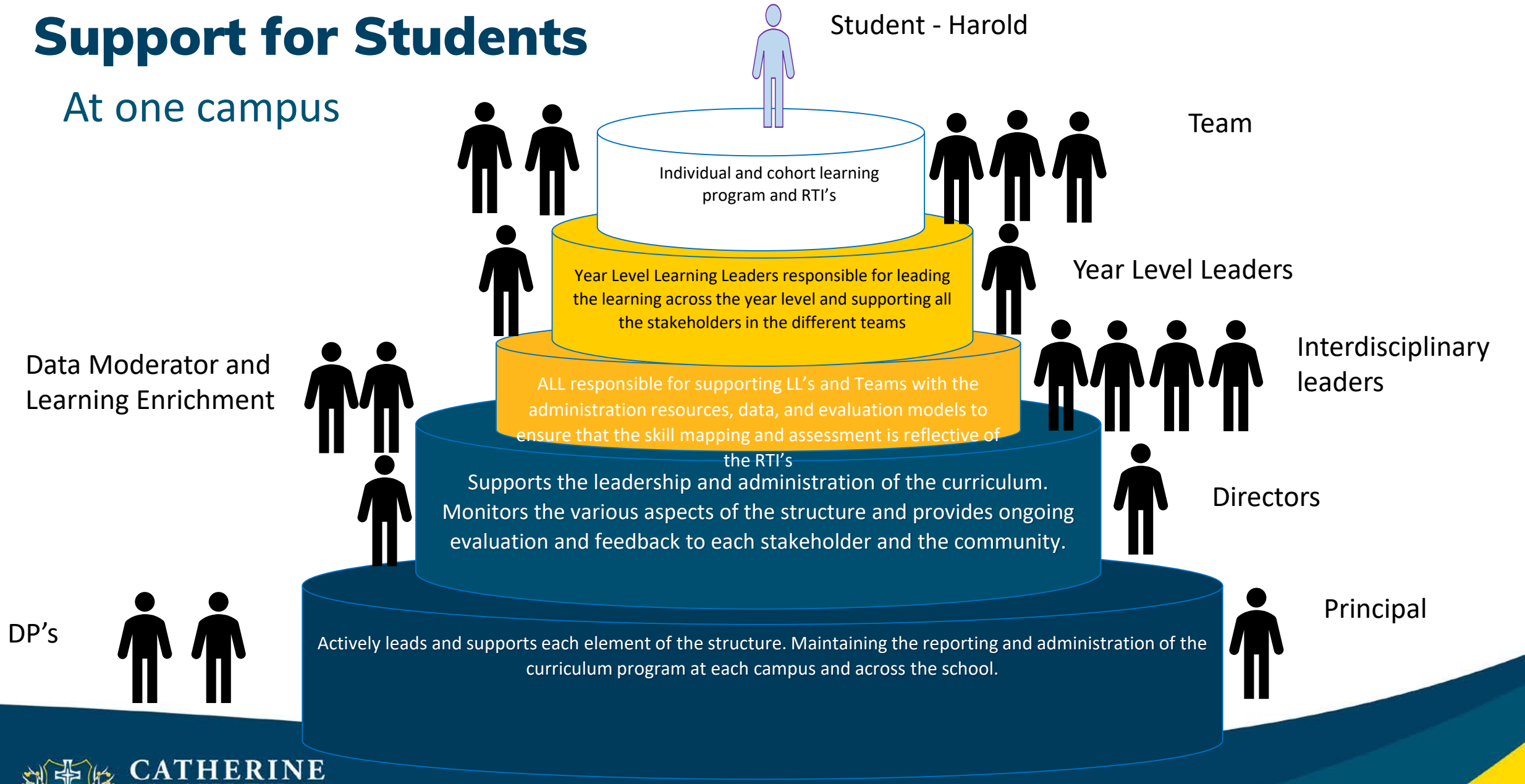
Support for Students

At one campus



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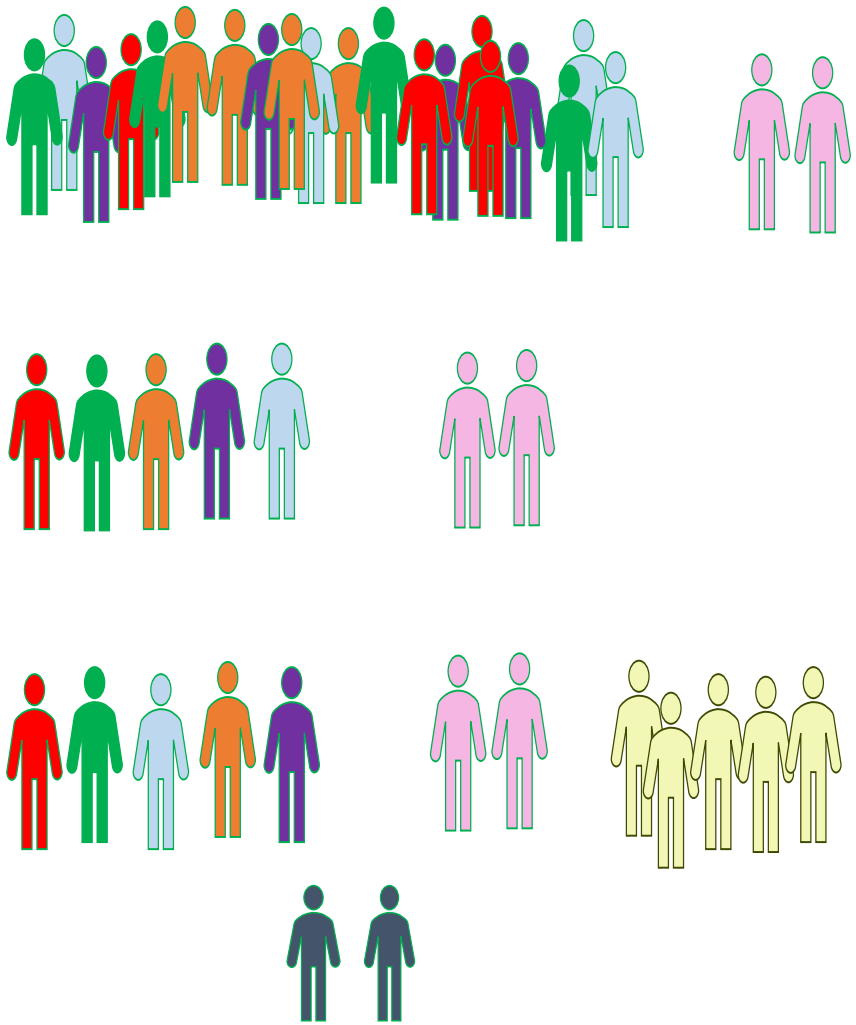
Support for the teacher



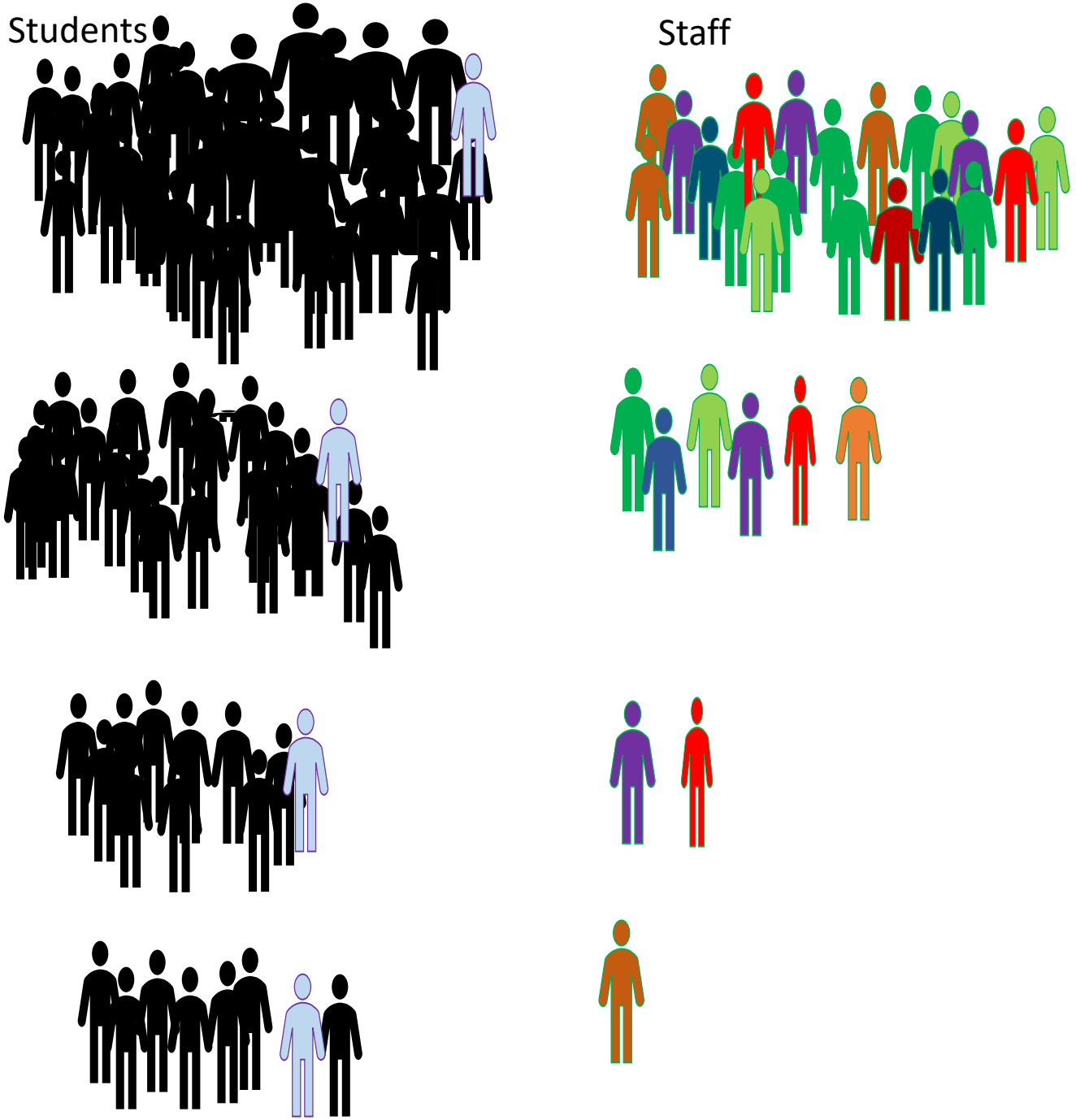
At Year 7 we have 20 teachers across a range of skill areas. This year level will be under the leadership of the learning leaders.

That group will be broken into a smaller group and allocated around 60 students.

That group of teachers will be supported by the IDL's, LE and DM. There roles are to provide additional support in relation to data, Themes, RTI's, assessment and reporting. They will complement the work of the YL, LL and the various teams. They are formative agents that assist various teams and individuals.

The will both be providing support at all levels to ensure that the PL, TT, resources, learning environments and Preparation and Planning time and other processes are providing the appropriate support so the teams can focus on facilitating the learning taking place in the various spaces.

Key: LL = IDL = Directors = DP =



Year 7 Cohort 2019

Each year level will have approximately 20 staff to 240 students.

Student numbers will be accordingly broken down into groups of approximately 60 with 5 staff on a team. *Cohort and individual information is given in Term 4 of 2018 for planning. A range of data will be presented for consideration with the TT (Teaching Team) and LL.*

Harold will eventually find himself in a smaller cohort with a smaller group of teachers and possibly involved in various RTI's and theme activities according to his PLP.

Professional Learning Communities

Basis

Secure success for each student in every setting.

Secure student performance and improved learner outcomes.

PLCs within, between and across schools.

PLC model is a way of ensuring that there is the opportunity for professionals to learn new practices and to generate new knowledge Collective knowledge.

Professional Learning Communities

What are they & why are we talking about this?

A group of professionals working in a disciplined collaborative way in order to improve learner outcomes.

Allows Teachers' Professional learning to Impact on Student Learning.

The only way to improve outcomes is to improve pedagogy.

In order to improve pedagogy schools need to find a way of changing what goes on in the classroom.

PLCs provide one means of positively changing pedagogy that impacts on student learning.

Master Plan

LEaRN (Learning Environments Applied Research Network

LEaRN is a multidisciplinary forum, a portal and an international network bringing together academia and industry to research, imagine and discuss physical learning environments in school, vocational, university, medical and corporate contexts.

LEaRN is based on an understanding that the built environment critically impacts the educational experiences of teachers and learners and that applied research and design of innovative learning environments will bring community benefit.

http://schoolbox.cmc.vic.edu.au/homepage/8336

https://research.unimelb.edu.au/learnetwork/home

Master Plan

Towards Effective Learning Environments in Catholic Schools (TELE)

A collaborative research initiative between Catholic Education Melbourne and LEaRN at the University of Melbourne for three years from 2015 to 2017.

The purpose of the project was to develop an evidence base to inform both the design and pedagogical use of learning environments (school facilities).

http://schoolbox.cmc.vic.edu.au/homepage/8336
https://research.unimelb.edu.au/learnetwork/projects/tele

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Master Plan

Innovative Learning Environments and Teacher Change (ILETC)

The project brings together the expertise of leading researchers in education and learning environments and 15 partner organisations in policy and industry from across four countries (Australia, New Zealand, Sweden and the United States). It will investigate how teachers can use the untapped potential of Innovative Learning Environments (ILEs) to improve learning outcomes for students. It will identify whether there is a link between quality teaching and effective use of ILEs and develop practical tools to assist teachers to adapt their teaching practices to maximise deeper learning. The research will be conducted in 3 stages across 4 years using exploratory and mixed method approaches, in order to establish whether there is a link between teachers' use of ILEs and unlocking the potential of these new learning spaces.

http://schoolbox.cmc.vic.edu.au/homepage/8336

https://research.unimelb.edu.au/learnetwork/projects/iletc

Master Plan

Towards Effective Learning Environments in Catholic Schools (TELE)

Learning Environment Evaluation and the Development Of School Facility Design Guidelines

http://schoolbox.cmc.vic.edu.au/homepage/8336

https://minerva-access.unimelb.edu.au/bitstream/handle/11343/191239/Learning%20environment%20evaluation%20and%20the%20development%20of%20school%20facility%20design%20guidelines.pdf?sequence=1

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VET/VCE Year 10

Personalized Learning Plan
Investigation Project

VCE/VET Subject

Benefits of VET programs – Allied Health, Hospitality

https://www.theage.com.au/national/why-some-young-people-fare-better-than-others-in-the-job-market-20180517-p4zfw1.html

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Timetable example
Year 10

	Mon	Tues	Weds	Thurs	Fri
1	A	E	C	D	F
2	A	E	C	D	F
3	F	A	G	B	E
4	B	G	D	C	A
5	B	G	D	C	A
6	C	F	B	E	G
7	D	F	B	E	G

A – English B – Maths C&D – PLP, Extended Investigation, RE integrated

E – VCE/VET selection F – 10 Elective G – 10 Elective

Note this is not aligned with any current blockings and is a sample only.

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Timetable example

Basic principles

A year level split into 4 groups = 4x60 = 240 up to 4x75 = 300.

Each group is 60-75 students and may be split into three smaller groups to access specific resources at the College.

Students will undertake Maths and English time each day. These times will vary to allow access to specialist resources.

Students will access Art and Technology subjects on a 2-year rotation at Year 7&8 (as per current scheduling).

Timetable example

Basic principles

Students will access the gymnasium for a Physical Activity session once per week.

Students will access a Language at Year 7 & 8 (unless they meet the criteria for an intervention).

The Integrated subject ‘Big Idea’ will occur per term/semester as agreed by the team, YLLs, IDLs.

‘Big Idea’ non-negotiables to be developed by the IDLs/YLLs, L&T Team and Leadership Team (ie, must include; scripture, social justice, community outreach, STEAM creation, literacy and numeracy frameworks, student led feedback structures etc etc…)

5 x 60 min periods per day = 25 sessions/week

Timetable example

Example is for a Year 7/8 student on a Semester based, 2-year rotation

5 x 60 min periods

For one of the groups of 60-75

At Year 7 & 8 we will have 8 groups in total and these groups will rotate through all specialist spaces

Students will have 25 sessions / week

Timetable example – Year 7 & 8

Session	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	LOTE	English	Integrated "Big Idea"	Tech - Wood
2	English	English	Maths	Integrated "Big Idea"	English
3	Integrated "Big Idea"	Maths	Integrated "Big Idea"	Maths	Maths
4	Integrated "Big Idea" in the Gym	Art - Music	Integrated "Big Idea" in the STEAM space	English	Integrated "Big Idea" in the Science Lab
5	Integrated "Big Idea"	Tech - Wood	Integrated "Big Idea"	LOTE	Art - Music

- 5 English
- 5 Maths
- 9 integrated – one blocked in the STEAM facility (includes Digital Technology), one in the Gym and one in the Science Lab
- 2 Technology (from Wood, Food, Textiles, Agriculture)
- 2 Arts (from Art, Drama, Music, VCD)
- 2 Language

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Timetable example – Year 9

Session	Monday	Tuesday	Wednesday	Thursday	Friday
1	Maths	Elective 2	English	Integrated "Big Idea"	Elective 2
2	English	English	Elective 1	Integrated "Big Idea"	English
3	Elective 1	Maths	Maths	English	Maths
4	Integrated "Big Idea"	Elective 1	Integrated "Big Idea"	Maths	Integrated "Big Idea" in the Science Lab
5	Integrated "Big Idea" in the Gym	Integrated "Big Idea"	Integrated "Big Idea" in the STEAM space	Elective 2	Integrated "Big Idea"

- 5 English
- 5 Maths
- 9 integrated – one blocked in the STEAM facility (includes Digital Technology), one in the Gym and one in the Science Lab
- 2 Electives per semester

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Questions