



AGQTP PROGRAMS 2008 Barwon-South Western Region

PROJECT TITLE: PLAT: Professional Learning Assistance Teams across four school networks

SCHOOLS INVOLVED: Barwon South Network, Geelong Bellarine Network, Warrnambool Network and Portland Network

SUMMARY

What is PLAT?

PLAT stands for **Professional Learning Assistance Teams**. MAV (Maths Association of Victoria) has recognised the new direction in professional learning, with its emphasis on school-based groups planning together to meet their own professional learning needs and together charting the development of their own curriculum and teaching practices. In the educational discipline of mathematics there is a shortage of expertise in schools. This applies in both primary and secondary levels. This means that groups of teachers in schools will need lots of assistance to achieve their teaching goals. So the following approach is considered relevant to schools and teachers at both levels.

Two Goals

1. There are two goals for PLAT. The *first* is the creation of teams of teachers in each Network who will take responsibility for the professional learning of teachers at the schools in their network. This will be facilitated by their extensive involvement in the program leading to the second goal.
2. The *second* goal is that most teachers (primary and secondary mathematics) will be involved in in-school professional learning of mathematical content and how to teach it well. It involves an enhanced 'train-the-trainer' model, in which coaching and support is given in the implementation of the following stages.

Three Stages

1. The *first stage* aims to help the PLAT coordinators deliver the prepared program to school staff and support them. This will be the responsibility of the Maths Association of Victoria.
2. The *second stage* is the preparation of numeracy or mathematics school leaders by the PLAT coordinators. This will help prepare the leaders in their school. The staff of MAV will also support the PLAT coordinators as they do their job.
3. The final presentations at school level are the third stage in the process. We envisage about 15 sessions in this '*final stage*'. In this way the sessions can be made specific to the school's professional learning and curriculum development needs. The PLAT coordinators will need to support the school leaders as they do this task and they in turn will be supported by MAV staff.

Benefits

The extensive involvement of PLAT members and the additional support for numeracy or mathematics coordinators is one substantial benefit that is expected to flow into enlivened networks of support in all networks. The other substantial benefit expected is a very substantial 'shot in the arm' for good quality mathematics teaching across the schools in the networks.

PROJECT TITLE: Explicit Literacy Strategies in a Senior College	
SCHOOL: Corio Bay SC	
<p>SUMMARY: Corio Bay SC has administered a number of literacy tests for incoming students over the years, and found that many students have challenges in this area. When students have poor literacy levels the issue can affect access to studies and student motivation, and this has consistently been identified by teachers as a barrier to student achievements in their studies through VCE and VCAL results.</p> <p>The focus in this project will be on the implementation of explicit literacy teaching strategies relevant to all learning areas to improve students' literacy abilities, and consequently their access to studies and their resulting outcomes.</p> <p>Professor John Munro will be supporting and training a literacy coach, key teachers in key inclusive literacy strategies and others to augment the Learning to Read/Reading to Learn process. These people will be working directly with individual staff within their classrooms as well as with the teaching, preparation, and reflective feedback, of their lesson plans. It is expected that summary action research report will be presented to staff at staff meetings. This strategy is one of several that come from the school's Strategic Plan to address student engagement, outcomes and motivation issues.</p>	

PROJECT TITLE: Personalised Learning	
LEAD SCHOOL: Norlane West PS	
<p>SCHOOLS: Corio PS, Norlane West PS, North Shore PS, Corio Bay SC, Corio West PS, Corio South PS, Flinders Peak SC, Rosewell PS, Norlane HS.</p> <p>SUMMARY: All 9 schools have been a part of developing a Building Futures application. They have successfully completed Stage 1 of the application and have recently been developing Stage 2. During the Stage 2 component of the application, they have been working towards developing an Educational Rationale. They have established four Research and Development teams to explore best practice at key developmental stages. All Research and Development teams indicated that Personalised Learning was a key element that underpinned their core beliefs in achieving success. This is why they identified 'Personalised Learning' as our project.</p> <p>The first goal will be to begin the process of developing a shared understanding of Personalised Learning within each school and across the 9 schools.</p> <p>The second part will be to use a variety of effective professional learning models, such as Action Research and peer observation, to examine what Personalised Learning looks like, feels like and sounds like for our community, and then trial elements of personalised learning. Different schools may have different focus areas that match the goals of the schools Annual Implementation Plans.</p> <p>At the end of the process it is hoped that schools will develop a culture of collaboration and collective responsibility for the successful implementation of Personalised Learning for all students across all the schools.</p>	

PROJECT TITLE: Student engagement through inquiry-based learning in the classroom.
SCHOOL: Lara PS
<p>SUMMARY: This project has been designed to answer the following questions: how can we improve student engagement and learning through inquiry-based learning in the classroom: what does it mean to be an independent learner: how can we support students to develop more independence and ownership over their learning: what kinds of classrooms promote effective inquiry-based learning?</p> <p>There are a number of steps that the school has identified that will assist in it reaching its goals.</p> <p>First, it will refine our framework for integrated inquiries and develop more explicit through lines from P-6 that encourages authentic integration of the Victorian Essential Learning Standards and a shared understanding of the associated learning focus and progression points. In particular, the school intends exploring a range of structures, routines and strategies that will support students in the Personal Learning and Thinking Domains.</p> <p>Next a consultant, Kath Murdoch, who has a deep understanding of inquiry-based learning and how to improve teaching and learning will work with staff.</p> <p>Then ICT will need to play an integral role in capturing student interest, engagement and improving student learning outcomes. Also the concept of developing effective parent and community partnerships will be crucial if we are to make student learning authentic, relevant and purposeful.</p> <p>It is anticipated that this project would also provide funding for Peer Observation and Peer Coaching enabling teachers to share and reflect their current teaching practices and understandings of how students learn. It is anticipated that the quality of teacher effectiveness will improve significantly leading to improved student outcomes.</p> <p>Creating avenues for student voice in this project will be paramount. Providing opportunity for choice and negotiation within a manageable framework, determining criteria, design contracts, discovery centres, passion projects and building in strong self-assessment and reflection into the inquiry process are all potential avenues.</p> <p>Throughout the project, it will be important to develop a comprehensive, flexible, easily accessed form of documentation, allowing for feedback - strengths and areas to improve and possible future directions.</p>

PROJECT TITLE: Preparing for ICT across GRASS
LEAD SCHOOL: Coleraine PS
SCHOOLS: Coleraine PS, Casterton PS, Balmoral PS, Branxholme Wallacedale CS, Macarthur PS, Penshurst PS.
<p>SUMMARY: A common day for curriculum development was in 2007 on ICT. The teachers from all the schools were excited by the prospects of what technology can offer and excited by what can be shared between the schools. This was felt to be an especially useful way to go because of the wide geographical dispersal of all the schools in the cluster.</p> <p>At the end of the project it is hoped that all teachers will use IICT daily, that all teachers will be involved in professional learning teams across all the schools, and that most teachers will share their skills across the schools.</p>

PROJECT TITLE: Embedding ICT in LOTE to improve student engagement and pathways	
LEAD SCHOOL: Portland SC	
<p>SUMMARY</p> <p>The Secondary College is addressing ways to improve student learning outcomes for its LOTE teachers by embedding ICT into their teaching and learning practice. A number of approaches will be pursued during the life of the project. This will include developing the following: Sister School Relationships; a pathway and careers awareness program based on the options available for students who study a LOTE; a questions and advice blog for VCE students learning Indonesian and their teachers; a pack for rural schools to access Indonesian based activities in Melbourne; hosting a trained native speaker of Indonesian to enhance the school Indonesian program; hosting a regional Indonesian language challenge for use in the school, and with the help of teachers from other schools.</p>	

PROJECT TITLE: 'Our Home' - developing an engaging Middle Years curriculum.	
SCHOOL: Torquay PS	
<p>SUMMARY: The school is currently developing from a P-6 to a P-9 campus. They intend developing a curriculum that embraces national and global issues such as sustainability and citizenship. At the same time they aim to give pupils a vision for a positive future along with the skills necessary to enact this vision. Several members of staff have begun designing a middle years curriculum entitled 'My Home.'</p> <p>It is intended that 'My Home' will change the way teachers plan, implement and reflect upon their teaching. The project will provide a curriculum framework for the whole school with common through-lines and questions that are repeated each year at increasingly complex levels. It is intended that Torquay PS will be provide a seamless curriculum and pathway for students from Prep level right through until year 9. Teachers will have a strong understanding of the learning undertaken in both preceeding and following years. Students will have a deeper understanding of their own learning. The project will provide staff with a great opportunity to implement Inquiry Learning in a manner where common aims and methodology are employed.</p>	