

2008 Teacher Professional Leave: Name, schools and projects

School name	Project names and author
Casterton SC	<p>This is your life</p> <p>A lot of progress has been made in the development of Digital Portfolios with the emphasis on Careers. A teacher who was part of the TPL team has taken up a position in another school and therefore I ended up on my own. This has been a disadvantage. A great advantage has been the CRT who replaced me in my junior computer classes was able to teach the students new skills. I am looking forward to early term 3 when we can implement the digital portfolio.</p> <p>Ian Clare</p>
Colac Secondary College	<p>Active and Alive: Year 9</p> <p>All three members of our TPL team have been very active in planning, implementing and beginning evaluation of the Teacher Professional Leave Plan.</p> <p>A huge amount of work has gone into: evaluating student and staff satisfaction surveys each term, researching other innovative Year 9 schools, attending 'Understanding Year 9 Students Forum', researching best practice through Knowledge Bank, as well as developing and trialling inquiry-based and integrated curriculum.</p> <p>Community Partnership Agreements have been completed through collaboration with the SWLLENLCP. These partners will work with all Year 9 students on small community based projects in Term 3. The projects focus on the environment, education, the timber industry and aged care.</p> <p>Partnership agreements have been established by the LSF Team Leader, with Deakin University's Graduate Diploma of Applied Learning and the Gordon Institute of TAFE. Deakin is researching and documenting the year 9 applied learning programs. The Gordon has provided a series of TAFE tasters in Colac and Geelong, and delivery of Certificate I in Vocational Preparation has created an 'alternative program' one or two days a week for 'at-risk' students.</p> <p>Robyn Everett</p>
Corio Bay Senior College	<p>Integrated Learning</p> <p>The Integrated Learning Program at Corio Bay Senior College has been working on the integration of Year 11 VCE English, Health and Human Development, Psychology and Media with Problem Based Learning as the preferred pedagogy.</p> <p>Staff have concentrated on integration of content where possible with strong emphasis on the integration of learning skills.</p> <p>Valuable information was gathered with a visit to Ballarat Base Hospital where an integrated PBL approach is taken in the School of Nursing program. So far two documentation days have begun the complex task of documenting the integration of four VCE subjects and the assessment tools used along with Coaches Manuals to ensure the sustainability of the program with staffing changes.</p> <p>Malinda Meredith</p>

	<p>Sue Baensch Johanna Keenan Bryan Timms</p>
<p>Corio/ Norlane Regeneration Project Corio South Primary School Rosewell Primary School</p>	<p>Transforming Pedagogy I have attended three of the four PLATO meetings which have been very helpful in organising my TPL focus. My underlying question for my TPL is, ‘How can we improve student skills and engagement in Literacy and Numeracy in Norlane/Corio through personalised inquiry based learning from birth to grade four?’ This covers the Research and Development Team’s focus for improved pedagogy and teaching for students in the Norlane/Corio area. I have a particular focus on Developmental Curriculum and have used these first two terms to implement it into the four prep classrooms at Corio South Primary School. I intend to visit other schools that are also using DC, to review and record data in the form of detailed planning, assessment and the impact on student outcomes. I will present this data to my Research and Development team and make future recommendations for progressive year levels. Jenny Seljak</p> <p>Implementing Developmental Play Through The Use Of Mental Model Over the past years Rosewall has been working on engaging students in the learning process. Teachers recognise that many of our students start school without many of the necessary foundations. Not all students attend a full year at kindergarten and begin school without having achieved the necessary developmental milestones. The work of Ruby Payne (Framework For Understanding Poverty) has given teachers an insight into developing an empathy with the students and an understanding that relationships are a key factor in the engagement of students. Ruby Payne has also introduced us to Mental Models. Mental models are tools that students may use to remember concepts and ideas. They provide input strategies for students to organise their thinking and allow them to focus on the task at hand. Through developmental play we want to teach the children to use mental models as a strategy to assist them to solve problems. Lyn Creece</p>
<p>Corio South Primary School</p>	<p>Personalised Learning through Inquiry Beginning with the bigger picture of Building Futures in mind our project narrowed down to Personalised Learning through Inquiry. We have spent one day collectively researching our topic and putting together an action plan for our project. One group member was fortunate enough to attend Kath Murdoch’s Inquiry classroom professional development with the other member attending Learning for themselves with Jeni Wilson and Kath Murdoch next term. We have also organised school visits for early term 3 to experience the beginning of the inquiry process, comparing the model as presented by Kath Murdoch and Lane Clarke. The value</p>

	<p>of our investigations will prove beneficial when we also begin to provide professional learning opportunities for our staff next term. Carrie Rowe & Mandy Ollis</p>
Corio West Primary School	<p>From Seed to Table So far we have attended professional development about incorporating growing plants into the curriculum and have spent time gathering resources to support the curriculum we plan to write. The curriculum will be written up as inquiry units of work based on growing vegetables and on harvesting these vegetables for cooking in the classroom. Each class teacher will receive a resource kit and lesson plans for their year level. The curriculum is planned to be written up in term 3. Rob Bennion</p>
Flinders Peak SC	<p>An Applied Learning Pedagogy I will be beginning my TPL in Term 3 of 2008 and plan to focus my attention on redesigning a new Year 9 course to implement in 2009. My time will be spent visiting schools and exploring a variety of successful year 9 programs. Our current plan is that 2009 will involve year 9's in Community Projects that are Problem Based and personalised to suit their learning styles and interests. Alison Laker</p>
Grovedale West P.S.	<p>Whole School Improvement Our TPL Application was submitted because we were keen to have the time to really research Whole School Improvement. We are using the action research model and our focus question is <i>"How can we improve student engagement and skills across the school through the implementation of developmental curriculum /inquiry learning?"</i> We are implementing Developmental Curriculum P-2 and inquiry learning 3-6. So far we have visited other schools, been involved in PLATO, held planning and reflection days, gone to information and training sessions, visited the Lady Gowrie Centre for resources and had Kathy Walker visit for a mentoring session. We are pleased to note that already teachers have been noticing improvements in oral language and student's engagement. Barb Jackson and the team</p>
Hawkesdale P-12	<p>eLearning Across the Curriculum: laying the 'eplanks' When we first started this project at the end of last year, only the two of us were seriously blogging in our school. Since February 2008 though, things have taken off at Hawkesdale and this is what we have achieved:</p> <ul style="list-style-type: none"> • approximately 60% of staff now blog • three of our SSO staff (teacher aides) have commenced a blog • all primary grades have a class blog (see links from http://hawkesdale.globalstudent.org.au) • all students from grades 4 to 10 and some year 11s have an individual blog • a Hawkesdale College "front page" has been created, from where all staff and student blogs are linked.

	<ul style="list-style-type: none"> • a science wiki has been set up by the secondary science staff • a wiki outlining our project and its progress has been set up • getting involved in global projects, voicethreads, videoconferencing and much, much more • developing a personal learning network that includes staff from Australia and overseas • All of these projects are attracting a global audience, and it is also because of enthusiastic and open minded staff that we have been able to progress to this point. • We also run WIWOW - Walk in walk out Wednesday afternoons, where staff come into the computer lab with any needs and Jess and I help them. It is purely voluntary and runs for 1 - 1 1/2 hours. Queries have related to a whole range of topics, including basic email use, photo resizing through to blogging, digital movie creating, music files and live blogging. This has been very successful. <p>More at http://murcha.wordpress.com/2008/06/18/laying-the-eplanks-a-6-monthly-report/ Anne Mitschin and Julie Warren</p>
Heywood Consolidated School	<p>Student Engagement through Developmental Curriculum</p> <p>Our group is looking at introducing the Developmental Curriculum into our two P/1 classrooms and our 1/2 classroom from the start of term 3.</p> <p>To start our journey we entered into a sharing of professional readings. In this way we were all responsible in extending and sharing our professional knowledge. Additionally we have had a PD day at our school with Kathy Walker and planning sessions together. We then followed this visit further by making two school visits to Altona Green and Debney Meadows.</p> <p>Whilst doing this we have continuously been chasing up resources. We are investigating the possibility of accessing some grant money to help build an outdoor area. This will be particularly invaluable when we think of some of the boys and their current levels of engagement.</p> <p>A Parent Information session has been provided we have also been in touch with the kinder and looking forward to creating further links with them with our already thorough transition program.</p> <p>Jane Booth and Leanne P Evison</p>

Grovedale College	<p>Interactive experiential learning or ieLearning – middle years</p> <p>At the beginning of our TPL clearly defined our project with the rest of our staff at a staff meeting. This is defined briefly as interactive and experiential learning, where learning activities are problem based and largely collaborative in nature and involve the students in high levels of interactivity and communication with both their teachers and their peers.</p> <p>Staff have volunteered to be TPL observers and come into classrooms to view ieLearning in action. Such activities include using learned strategies in a simulation exercise such as mock interviews. These formal observations begin with the TPL team next term and we will also make judgements of where we can further add ieLearning into our curriculum.</p> <p>Tania McKew</p>
Skipton Primary School and Lismore Primary School	<p>ICT and Rural kids</p> <p>Members of our team span three rural schools from the Western District and across two regions. The schools involved are Rokewood Primary School (Grampians Region), Skipton Primary School and Lismore Primary School. Our inquiry is - How can we learn about current / cutting edge ICT and integrate it into our classrooms? Our research has included many school visits to observe the use of interactive whiteboards and assess how schools are implementing digital portfolios throughout the whole school. We have observed many multimodal forms of communication. The team have attended PD's involving visits to Melbourne, Warrnambool, and Camperdown. We have accessed the expertise to create and upload an online quiz using Moodle software, to assess PowerPoint skills at Year Two prior to students being coached to use this program for making digital portfolios.</p> <p>Through our TPL we have facilitated the implementation of Nelson Writing. We have been working with Alison Davis, who is our critical friend. We have totally reenergised our whole school approach to writing and for the first time we have a consistent, shared approach to the way we teach writing. We have definitely seen a marked improvement in student writing outcomes and we and the students are very excited about this!</p> <p>We are also working on developing a shared and consistent approach to spelling and aim to improve spelling outcomes. We plan to look at reading for meaning and investigate what constitutes an excellent reading task in order to ensure our students are reading for meaning and as a result improve student reading outcomes</p> <p>Barb Niblett, Di Britton and Ngaire Wood</p>
Lara Primary School	<p>Our Environment, our responsibility</p> <p>We are having a wonderful experience learning about how to improve our teaching about the environment and sustainability. We have had fantastic visits to various schools: Geelong East PS, Candlebark PS, Geelong College and Teesdale PS and we have attended two environmental expos. We have also had school based days where we are working on curriculum documents a policy and doing inventories of our resources. We send out newsletters about</p>

	<p>our TPL days to our whole staff and the parents of our students. Jodie Towne and Julie McCarthy</p>
Lara Secondary College	<p>Innovative Information and Communication Technology Participating in PLATO has been fantastic in supporting our TPL project which is focussing on Innovations in ICT. It is a recommendation that we would make that all TPL members should participate. The PLATO program very wisely supported us in coming to the understanding that it would be more efficient to narrow our focus and concentrate on specific goals. This we have done with what we think is great effect.</p> <p>As part of TPL, the team at Lara S.C. have been investigating “Innovative Uses of Technology”. We started off by visiting local schools to see the great stuff happening in classrooms. We then chose an area of interest – interactive whiteboards, wikis and podcasting and began our personal research in these areas.</p> <p>We are now running after school PD in Wikispaces, Interactive Whiteboards and podcasting, using some of our student teachers to support our TPL program. Additionally we are now running internal Pd on the INTEL Thinking Tools program and have 14 members of Lara Secondary College attending. We have raised the profile of ICT so effectively that we are struggling to meet the demand for access to ICT resources.</p> <p>Our plan for next term is to support our teachers in integrating these technologies into their classrooms. The TPL experience has been great in allowing us the time to investigate and pursue our interests and has definitely lifted the profile of ICT in our school.</p> <p>Kelly Butler, Anne Harvey</p>
Leopold Primary School	<p>eLearning for Engagement The research questions for the Leopold Primary School TPL project is “How can we re-fresh the school curriculum in Prep to Grade 6 through building teacher confidence and skills in eLearning?” The project began with investigating the current best practices of eLearning at local schools. We also visited the eLearning Unit at DEECD Central and did a lot of online research as well as “playing around” with eLearning programs, websites, resources and tools.</p> <p>We have drafted an eLearning plan for our school and have written a scope and sequence. We have surveyed staff and students and used this data to plan twenty in-house PDs to be conducted in Term Three. Finally, we have recently been successful in an ‘emerging technologies’ grant so will be trialling the use of ipods with a team of teachers in Term Three. While we are only half way through our TPL journey we have achieved a lot, and have many exciting plans for the future!</p> <p>Anne Wescott, Kathleen McGeady</p>
Moriac Primary School	<p>History Mystery:CSI and Curriculum Design Model My T.P.L. is on the learning area of History. Its title being History Mysteries C.S.I. Its focus is on developing inquiry based units of work that enable students to solve mysteries using primary and secondary research methods. The project has a local flavour but would be suitable to use across the State. Currently I have done the</p>

	<p>student research, developed the inquiry based scaffold and the majority of learning activities for the first unit. My next step is to do the assessment / reflection tasks.</p> <p>Ingrid Rowe</p>
<p>Nelson Park VCAL Campus</p>	<p>Post School Tracking for Students with a Special Need</p> <p>"How can we remodel current tracking systems in Victorian schools to enable improved tracking of students with special needs, while providing data for further education provision and training needs?"</p> <p>The focus of this proposal is to research and develop a Tracking System for use by Mainstream Schools and Special Schools to monitor and track exit students with a disability for a period of 4 years.</p> <p>"We are seeking information that will inform teacher practice and the provision of successful education for students with special needs."</p> <p>This TPL project is cross regional and involves two colleagues from the Metropolitan region. To date we have designed and distributed a survey aimed at teachers working with post compulsory students with special needs. The survey objective is to gain perceptions about the need for tracking students with a disability. The questions centre on potential tracking systems currently in place as well as the usefulness of 'tracking data' for schools to inform future direction, improve student outcomes and to inform industry of the needs of young people with a disability after leaving school.</p> <p>Lisa Murphy</p>
<p>Newcomb Park PS</p>	<p>Managing Autism in Mainstream Schools</p> <p>There are seven funded students on the Autism Spectrum Disorder Disability program at Newcomb Park PS. There are four unfunded diagnosed ASD students and a new application for funding another student in 2009. For these reasons it is important that the school can provide relevant programs and have a clear understanding of how these students learn. As a result of undertaking the Vocational Diploma in Autism course that both Robyn Kerdel [McCarthy] and I began in 2007 many changes have taken place at our school. These include, amongst many changes: the introduction of daily timetables, visuals, providing breaks and alternative lunchtime activities, using 'fidget' toys, and using social stories.</p> <p>This year, the next step is to look at their social communication of these students and to help support them in this area by using the board game "The Socially Speaking Game" and use small groups to role play, practise and video how to improve their social communication. This will help them not only at a mainstream school but through their journey in life. Another change that is occurring is in the area of 'Homework,' which is being made more meaningful for the ASD student. The parents and staff will be included in the project.</p> <p>Julie Warren and Robyn Kerdel</p>

<p>Newcomb Secondary College</p>	<p>Integrated projects in Year 9 Curriculum Development</p> <p>The aim of this project has been to improve Year 9's connectedness with school and the community. Our TPL has been used to develop two one week integrated project programs for all Year 9 students at Newcomb Secondary College. We have called it the G.I.F.T week (Great Ideas For Tomorrow).</p> <p>We have run our first week of activities. One of the criteria we were given was that the week was to coincide with the Year 10 Work Experience Week as we would have more staff flexibility. Organised activities all had to have a community basis. Activities included: try a sports day (run by community sporting groups), a Melbourne Camp, an 'in the steps of William Buckley' camp, a students working on preparations for the school musical production, an Indigenous Garden, a Community Health activity that included getting First Aid Level 1 Certificate and Save a Mate program, a filmmaking program, and amongst many others a Summit for the Future.</p> <p>The week was a great success. Student attendance, participation and enthusiasm were high. The second week of activities is scheduled for late October.</p> <p>Ruth Cusack</p>
<p>North Geelong Network: Lara Lake Norlane West Primary School Winchelsea Primary School (the recipient was originally based at Rollins Primary School.)</p>	<p>Teaming together: developing effective teams</p> <p>We are a group of teachers from the North Geelong Network. We are working together on a Teacher Professional Leave project to investigate the 'Leading Teams' Process. Our research project is based on investigating the impact that the Leading Teams Model has had on individuals and teams within a school. We are doing this by surveying principals and staff with a series of questions about the effects of the Trademark and the Peer Assessment process. We will also survey a number of schools who do not apply the Leading teams process, in order to make a comparison.</p> <p>The results would be used to measure the impact that the Leading Teams model has on effective teamwork as oppose to other models. We will provide schools with a report of our findings later in the year.</p> <p>Marina Milich, Craig Smith, Hayden Milich</p>
<p>Portland Secondary College</p>	<p>Middle Years Integrated Studies</p> <p>I am well underway with my TPL. After visiting our Aim/NAPLAN data, Student and Staff survey results and transition Data I visited a number of schools who have restructured their year 7 program. Based on this information, a number of proposals which would benefit our school have been developed and presented to staff and a final structure chosen. We are now doing a mock allotment and timetable to gauge the impact of this restructure on the rest of the school. New curriculum is being developed and we have begun to investigate how we can create a new ICT rich space for year 7 in the College. Some of the new curriculum is being trialled on a couple of forms at year 7 which have had their timetable restructured into the new proposal.</p> <p>Jo Kindred</p>

Rollins Primary School	<p>Developing oral language through play</p> <p>We researched Developmental Curriculum through Oral Language. This is a play based way of learning, that focuses on the emotional, social, cognitive, language and physical domains. We have visited a number of schools in Melbourne and Geelong to observe and discuss the way play based learning occurs. This has been very productive and we have observed a wide range of ways and formats which different schools use to run the Developmental Curriculum. Our aim is to implement this way of teaching from Term 2, 2008 in the Prep area as a way to engage the children in more meaningful learning. We are constantly reviewing and evolving this method to suit our needs.</p> <p>Michele Cherry, Ingrid Hauser</p>
Roslyn PS	<p>Integration of ICT in everyday VELs curriculum</p> <p>In my study of Best Practice ICT Classrooms over the past semester I have endeavoured to set up a 'share-site' accessible by both staff and students in preparation for the Ultranet and its capabilities. I have been fortunate enough to visit a number of schools and liaise with various teachers to discuss and witness first hand what ICT skills are being utilised and how this could assist the staff and students at my school. Members of my staff have continued to be coached in ICT with particular focus on staff with interactive whiteboards.</p> <p>Steven King</p>
Surfside Primary School	<p>Extreme Makeover – Transforming Learning Communities.</p> <p>This year the catch cry for our school is “Learners at the Centre” and this has been the focus for our TPL work, our action research project, professional learning, goal setting and investigations. We are working towards developing a shared vision for our school that is fully supported by staff, students and our community of parents. We want our students to be stimulated, engaged and inspired learners! So far, this has involved surveys to staff, parents and students, focussed curriculum days, visits to exemplary schools, regular reflection and sharing of staff learning, action projects, and attendance at leadership training. We plan further school visits in term three and four, and schedule in regular reflection and planning days. As our learning community walks the journey with us we are excited by the progress being made.</p> <p>Lesley Allbutt and Linda Giggins.</p>

Torquay Primary School	<p>Our Home</p> <p>In 2009 our present primary school structure will expand to include a Year 7 intake which will extend each year to end with a year 9 enrolment in 2011. We are developing an integrated and inquiry based program with an overall plan based on an “Our Home” theme. At year 7 we are currently planning the following approaches:</p> <ul style="list-style-type: none"> • exploring stories of local characters with students telling their own histories through digital stories and a community blog site. • understanding our post invasion relationship to Aboriginal society and the land, through an in depth look at the life of William Buckley-using the visual arts. • studying the ocean ecosystems focusing on the local marine environment and the impact humans have upon the ocean. <p>These activities will culminate in a major multi media community performance, where students convey meanings from the knowledge they have gained.</p> <p>Lynda Gusbeth and Michael Linde</p>
Western Heights SC	<p>Post-compulsory Learning Communities</p> <p>We have visited a number of schools including Viewbank Secondary College, Oberon and Clonard to look at their programs. These schools used a variety of innovative pedagogical approaches with their teaching including the use of interactive whiteboards.</p> <p>As a result of this and other investigations we have begun trialling some new approaches to classroom teaching. For example we have developed a measurement activity based on students making their own nets for 3D shapes including triangular prisms, cylinders and cones. This activity was developed in the context of students building 3 D scaled models of buildings as part of a farm environment.</p> <p>We continue to be concerned about having to leave our VCE classes, but nevertheless are making progress with using new teaching processes in our classrooms.</p> <p>June George, Leanne Jemmett</p>
Woolsthorpe Primary School	<p>Getting Smart with Smartboards</p> <p>On the 29th of June, we attended an interactive whiteboard conference in one of Melbourne’s leading schools (Manchester PS) in the area of ICT. It was a fantastic conference that covered a number of areas relating to the use of interactive whiteboards within the classroom, like;</p> <ul style="list-style-type: none"> • Engaging students in the middle years • How to effectively use an interactive whiteboard in an early years classroom (interactive roll to engage young children) • The paperless classroom (increased the use of digital literacy within the classroom) • How to engage students through the use of multimedia (movie making, green screen) <p>From knowledge gained so far the school has purchased an interactive whiteboard program called Easiteach. We feel this will further extend and develop our skills within this area.</p>

At the present time we are in the process of exploring the program in order to train other staff members in the school. We have been able to successfully create an interactive roll through the use of Easiteach. This has not only further engaged the students but given them more ownership of an area that was once solely teacher controlled.

Whilst in Melbourne we arranged a meeting and tour of another leading school in the area of ICT (Balwyn North PS). The knowledge we gained from Balwyn North PS again supported our goals and directions within the area of ICT. We believe we are heading in the right direction with increasing and improving our use of ICT to improve student learning.

Lori has been instrumental in setting up an IWB support group where ideas and practices have been shared and developed; the Warrnambool Network IWB Support Group.

The next initiative will be developing a useable, organizational framework that will allow us to collect, organise and share resources that will improve our delivery and engagement of curriculum to students via the Smartboard.

Lori Anderson and Anton Boyd