

Australia (Victoria)

Yuille Park P-8. Wendouree West Community Learning Hub

The Wendouree West Community Learning Hub comprises a Prep-to-Year 8 school, kindergarten, occasional child care, an information technology centre, adult education, a neighbourhood house, and other community and education services. The objective of the hub is to improve the social, economic and environmental circumstances of the community and to repair educational disadvantage by creating an environment that fosters positive interactions among generations and makes learning available to all community members. The school and broader community share facilities including modern, ICT-rich learning spaces. Teams of teachers work with flexible curricula and timetables, using project based learning for students and the community, and focus on skills for life-long learning.

Main focus of innovation: LEARNERS, RESOURCES, ORGANISATION

Other keywords: blended/non-formal, equity, learning space

General Information

Name of the ILE: Yuille Park P-8. Wendouree West Community Learning Hub

Location/Address: Violet Grove Wendouree 3355

Website: www.yuilleparkcc.vic.deu.au

ILE submitted by: Department of Education & Early Childhood Development, Victoria, Australia

Rationale

Why do you suggest that it should be included in the project? How does it respond to 21st century learning challenges?

In Wendouree West, the relationships are strong and these connections have helped to build a fierce community determination to repair decades of entrenched educational and social disadvantage.

Our project draws together the research, theory and practice in order to suggest that what is occurring in Wendouree West is a viable model for community engagement in education.

The new school is part of the Wendouree West Community Learning Hub which is a leading example of how communities, government departments, agencies and business are working together to plan service delivery and provide learning opportunities for entire communities.

The Hub comprises:

- Yuille Park P-8 Community College
- Children's Services Centre
- Wendouree West Community House
- Wendouree West Men's Shed
- Wendouree West Youth Centre
- Wendouree West Wellbeing

Learning Aims / Intended Learning Outcomes of the ILE

What are the core learning aims and which knowledge, skills or attitudes are to be acquired? (These may include outcomes related to learners' social, interpersonal, or meta-cognitive development)

A key objective of the Hub is to: improve the social, economic and environmental circumstances of the Wendouree West Community; strengthen the capacity of individuals to manage their own affairs and to participate in and influence their local community; and enhance the existing strengths and capabilities of the community.

The new model aims to address the key issues identified in the Community research, such as: low secondary school retention rates of students in the community; transition issues arising from low participation in pre-school; issues surrounding exiting points in year 6; and to provide pathways for continuous adult learning.

Learners

Which group(s) of learners is it aiming at? Who is eligible to take part? How many learners are there? What are their ages?

0 to adult; Lifelong Learning

Prep to Yr 8

210 Learners

5 to 14 Years old.

Development of independent learning skills.

Engagement, relationship building

Facilitators

Who are the teachers/facilitators? Who are the leaders? What are their professional backgrounds? What are their roles?

Our approach to learning is based around students having the opportunity to individualise and personalize their learning in modern, flexible and ICT rich learning spaces.

Teachers are facilitators of a blended approach to learning, developing sustainable skills for life-long learning.

Teaching Degrees

Facilitators of learning and development opportunities.

Organization of the ILE

How is learning organised? How do learners and facilitators interact? What kind of pedagogy do they follow? What curriculum is used?

Learning based on:

- equity and care
- Innovation and excellence
- Creating the future for students.
- Leadership opportunities for every child.
- Life Long Learning
- Project based learning for students and the community.

Be inclusive of the needs of all students and the principles of social justice and equity.

Curriculum delivery will incorporate a range of outcomes focused teaching and learning strategies in a dynamic learning culture that:

- Allows for students to work independently and collaboratively.
- Takes into account individual student learning styles
- Uses technology effectively and dynamically – teaching styles.
- Provides students with opportunities for challenge and success
- Is committed to the principles of developmental learning
- Includes a cross-curricula, integrated and collaborative team approach
- Draws on community support and expertise
- Provides for project based learning
- Assists students to develop as autonomous and reflective learners

Community Schooling

Education at Yuille Park Community College K-8 is a curriculum, pedagogical and organisational model with a core focus on the lifelong learning. The aim is to create a community where learning is available for everyone, at anytime and in any place. This will be achieved by laying the foundations which support the needs of children in the Early Years (0 to K) P- 2, 3 – 5, 6 - 8 through to adolescents and by providing a nurturing environment that fosters positive relationships and interactions with peers, teachers and the entire learning community.

Design of learning space provides for a curriculum delivery model that incorporates a range of outcomes focused on teaching and learning strategies in a dynamic learning culture that:

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- Provides students with opportunities for challenge and success
- Is committed to the principles of developmental learning
- Includes a cross-curricula, integrated and collaborative team approach
- Draws on community support and expertise
- Provides for project based learning
- Assists students to develop as autonomous and reflective learners
- Actively models and teaches the values embedded in the curriculum
- Is regularly monitored to provide feedback to students and teachers to assist the learning process.
- Encourages the participation, involvement and assistance of parents.

The provision of alternative seating gives students some social choices, such as allowing them to work alone, in pairs, in small groups, or directly with the teacher creating a more relaxed atmosphere and noticeably increased participation. Adaptable spaces allow for creation individual, small or large group areas, so students could sit in teams of three or four with minimal disruption.

In broad terms the model embodies:

- Stronger student/adult learning and support relationships (a bond) to develop emotional understanding.
- Integration of students of various ages and ability.
- Being responsive to specific needs of young adolescents with a goal to reduce alienation and to better meet the needs of Year 5 to Year 8
- Collaborative processes.
- A focus on process acquisition skills and knowledge.
- Being responsive to individual student needs and learning styles.
- Cross curriculum education that is relevant to the student and their phase of development.
- Increased participation of parents in the education of their children.
- Emphasis on project based and experience learning.

The key elements of middle schooling are:

- Curriculum that is relevant, integrated and negotiable;
- Pedagogy that facilitates and promotes engagement, cooperation and participation.
- Organisational structures that accommodate flexibility, teaming and partnership.
- Developing Lifelong Learning skills.

Students' best learn at this age by:

- Construction of own knowledge.
- Being independent self directed learners.
- Being able to push the boundaries of knowledge.
- Being able to ask what if?
- Being active learners.
- Being able to access knowledge in a cross curriculum model.
- Learning in large blocks of time (flexibility relative to scope, sequence and ability).
- Being able to have a pedagogy approach that accommodates different learning styles.

Teaching Staff Model

- Working as a collaborative team of teachers in flexible spaces.
- Learning community autonomy to design and develop curriculum and to manipulate timetabling.
- All teaching team members to have high level skill and experience in using and incorporating Learning Technologies into the curriculum.
- Technical support to learning communities so that they are able to achieve their potential and are able to operate autonomously.
- Appropriate spatial provisions to support professional objectives.
- Open access to learning spaces.

Environment–Essential Needs for Learning Communities EY 0-K, P-2, 3-5 & 6-8

- A sense of community.
- Space to move to different things and places.
- Flexibility as a whole and within individual spaces
- Variety of opportunities/usage patterns/reduce limitations.
- Strong indoor/outdoor relationships access – “the external room”.
- Encourages collaboration/integration.
- Adequate support facilities – IT, wet areas, storage, etc.
- Place for parents and students to work/learn together.
- Visual supervision throughout
- Collaborative staff study areas are essential to support and facilitate the opportunity for team development and appropriate working conditions that are conducive for teamwork.

Suitable spaces for project learning, teams of learners working together or individuals

Learning Context

In which context does learning take place? What does the physical learning environment look like? Are community resources used to facilitate learning and how?

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History of ILE

Who initiated it? For what reasons was it started and with what purpose? Have these changed since?

The Hub is the central focus of activity in Wendouree West and houses an integrated educational precinct encompassing: a Prep-to-Year 8 school; kindergarten; occasional child care; information technology centre; adult education; neighbourhood house; and other community and education spaces and services.

The school and the broader community share the Hub's facilities, and the opportunities for learning alongside each other, and is a major asset in developing stronger relationships between the generations.

Funding of the ILE

How is it funded?

Education at Wendouree West Community School P to Y8 is a curriculum, pedagogical and organisational model with a core focus on lifelong learning. The aim is to create a community where learning is available for everyone, at anytime and in any place. This will be achieved by laying the foundations which support the needs of children in the Early Years (0 to K) P- 2, 3 – 5, 6 - 8 through to adolescents and by providing a nurturing environment that fosters positive interactions with peers, teachers and the entire learning community.

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Learning Outcomes

What are the learning outcomes achieved by the ILE, including academic, social, interpersonal and meta-cognitive outcomes? How is learning assessed?

School Level Reports

Surveys

Attitudes to School - Parent Opinion – Staff

Surveys

Teaching and learning assessment Internal and external testing

- Self evaluation
- Goal setting

Academic Performance

Other information you consider to be relevant to describe the ILE

See ANNEX 1 for further information.