

Australia (Victoria)

Wendouree West Community Learning Hub

Supplementary Information

ANNEX 1.



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:

- 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
- 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

A Facility for the Future

This school will have flexibility to accommodate and implement the following key initiatives and trends/changes in education:

- Curriculum Framework VELS.
- Outcomes focused Education.
- Extension of existing mixed aged groupings.
- Smooth transition for students from early childhood through the years of middle schooling to post-compulsory education. (seamless education).
- Computer and communication technology advances.
- Significant increases in ICT access, learning opportunities and worldwide connectivity.
- Pedagogy that is innovative and meets the needs of young adolescents.
- Pedagogy that encourages and facilitates student engagement, cooperation and participation.
- Curriculum that is relevant, integrated and negotiable.
- Increased opportunity for self-directed learning.
- Flexibility that allows for the opportunity for students to be engaged in the design and delivery of curriculum as well as learning outcomes.
- Multiple transition points for students to give choice and address traditional entry and exit points of schooling.
- Anywhere, Anytime learning.
- Potential for future changes to the school day and year.
- Enterprise Teams – Facilities run/operated by the students
- Gender specific groupings.
- All students will be grouped in Learning Communities. They may be grouped on a basis of either year group, vertical integration, mixed aged or gender.

- Each Learning Community will be supported with a 6 member core learning team based on 120 students. From time to time this team may change by up to 2 members as 'specialists' are required.
- Year P - 2 will follow a more instructional learning model or constructivist approach covering all learning areas, and undertake the majority of their learning in their Learning Community.
- Year 3 – 5 will move from the instructional approach to a more constructivist approach, thus, easing students in to more open learning environment under a collaborative teaching and learning environment.
- Year 6 - 8 students will be exposed to a variety of learning experiences and environments. Students will have the scope and support to be self directed learners, and who will have the opportunity to learn anywhere, anytime.
- Collaborative and integrated learning will be a feature of the school.
- Project and Experience based learning will be a major focus of the school.
- There is to be a strong link between enriched and generalist learning. Skills will transfer between each other, ideas will be allowed to move and be extended.
- It must be a priority that students have the ability to connect their learning to reality and will not have their 'thinking' separated from the 'doing'.
- All people within the 'Hub' will work in collaborative group environment.