Australia (Victoria)

Mount Waverley Primary School. Anim8tors@MWPS

This program for Year 6 (age 10 to 12) primary school students brings together team teaching, flexible student groupings across classes, cooperative learning, peer-teaching, and authentic blending of different subject areas through tasks associated with film animation. The program was developed to re-engage students at school, through interdisciplinary tasks on which students work independently in small groups for one day a week, throughout the school year. The physical environment includes open learning spaces and a gallery, which facilitate team teaching in larger groups. Different specialists are involved in the project and one of the guiding principles is that teachers and students learn together and teach each other.

Main Focus of Innovation: TEACHERS, CONTENT, RESOURCES

Other keywords: learningspace, technology-rich

General Information

Name of the ILE: Anim8tors@MWPS

Location/Address: Park Lane, Mount Waverley 3149

Website: www.mountwaverleyps.vic.edu.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?

We wish to be included in the project because we believe that our Innovative Learning Environment Project is at the forefront of ground-breaking educational reform, transforming student learning. It is an opportunity for us to share our teaching and learning strategies and learn from others.

Our Learning Environment aims to maximise student learning through an authentic collaborative approach – Year 6 teachers, ICT Coordinator, Art and Music specialists, Assistant Principals, Ultranet Coach, Local Business and parents – interweaving Literacy, ICT, Performing Arts, Personal Learning, Interpersonal Development and Thinking Skills.

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)

Core learning aims:

- Improve literacy, ICT, Interpersonal Development, Personal Learning, Thinking Skills and Performing Arts outcomes and interweave these domains in an authentic manner

- Develop a collaborative approach to project based teaching and learning

- Strengthen our connections with our community

- Apply 21st century multiple literacy – critical thinking and problem solving, creativity and innovation, communication, collaboration, information literacy, media literacy, flexibility, initiative and self-direction

- Improve student engagement and strengthen student/teacher relationships.

Knowledge, understanding, skills or practices needed:

- A learning environment that will be beneficial to optimise student-teacher interactions, learning, personal well-being and be inclusive for all,
- Connectedness to the wider community (parents, local business, Ultranet Coach) which is an integral part of educational growth and will enhance community connectedness,
- Assessment and Reporting methods and tools to maintain and improve student and teacher performance and underpin the progression of learning and inform future planning,
- Effective evidence-based tool/s that will measure changes in student performance e.g. student tests, case studies, class observation data, student work evaluations, and student interviews,
- The opportunity for students to express their personal interests and current understandings so that the development of the curriculum can cater adequately for extension of learning and an interesting range of presenting learning,
- Individual learning styles and abilities will be catered for and monitored so that appropriate scaffolding and support is offered as well as the facilitation of extension for high achievers,
- Student's generic understanding of language will be extended to enhance literacy skills,
- Maximise the use of our new school building and open area learning spaces.

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?

- Year 6 students

- 103 currently enrolled

- Ages range from 10 to 12

- Learning needs and personal interests are varied (Special needs include autism, dyslexia, speech impediments, aspergers' syndrome, ESL students, students who need additional emotional support and those who require extension).

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

Project Leaders:

  Glenda Schubert, Assistant Principal

  Leeanne King, ICT Coordinator

  Johanna Miles, Level 4 Coordinator, Year 6 Teacher

  Teachers:

  Angela Dawson, Chris Low, Bradford Rooks Year 6 Teachers

  Ellen Beilin, Music Specialist

  Nick Barraclough, Art Specialist

We are each involved in the planning, organisation, assessment and provision of Professional Development needed by the team. We are each responsible for our own departments and for supplying appropriate materials as needed.

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?

Organisation of learning:

- Team teaching

- Cross grade groupings (genre rotations, ICT)

- Cooperative learning groups

- Specialists, Assistant Principals, Ultranet Coach and parents working with class teachers and students.

Pedagogies:

- Shared understanding and commitment to a clear vision and goals,

- Teachers and students learning and working together,

- Team-teaching approach,

- Authentic blending of literacy, ICT, Personal Learning, Intrapersonal Development, Performing Arts and higher order Thinking Skills.

Curriculum Objective:

- Improved learning outcomes (multi-literacies, ICT),

- Improved student engagement,

- Improved staff/student relationships.

Curriculum structure and resourcing:

- Real-life learning that utilises technology and literacy as the basis for the project,

- Interweaving Performing Arts, Personal Learning, Interpersonal Development and higher order Thinking Skills into the above,

- Explicit literacy teaching (genre rotations, scripting and storyboarding) is incorporated,

- Teaching staff, who are working together to develop skills, are our most important resource. Professional Development has been provided by ACMI, ICT Coordinator, Assistant Principal, Music Specialist, Ultranet Coach, Apple Store Chadstone and local business. Students have also had access to similar learning programs provided by the above resources.

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?

- Students and teachers engaged and producing work of a high standard,

- Students and teachers working in teams, solving problems,

- Students and teachers sharing knowledge with each other and teaching each other new skills,

- The physical environment consists of 4 open learning spaces and a gallery. The Art Specialist will be working in an adjacent open space. Students will 'spill over' into these areas as the need arises. ICT equipment will be set up in each area and the ICT Coordinator/Specialist, Parents, Assistant Principals and Ultranet Coach will be working where needed,

- It is planned to have the school acting as a community resource for this project. Parents and members of local businesses will be invited to the school one evening and the students will become the teachers, teaching the adults the Animation process.

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

The project was initiated by Leeanne King, Glenda Schubert, Angela Dawson and Johanna Miles.

Our ILE was started because open learning spaces and galleries in our new school building supported a more collaborative style of teaching and learning. This was conducive to team teaching and cooperative student groupings.

To maximise student engagement, improve learning outcomes and build stronger and more positive interpersonal relationships between teachers and students, our Year 6 Animation Project was born!

We, as teachers, needed to acknowledge the digital rich environments our students come to school with. These students are often disengaged with traditional literacy activities that do not utilise new technologies. We also needed to foster a culture where all students can be engaged and experience literacy success.

The project has evolved to include our Art and Music Specialists, all Year 6 teachers, our Ultranet Coach (Esther Hall, EMR, Monash) and members of our local parent and business community. This is an authentic collaborative approach!

We have extended our Professional Learning, strengthened and made new connections with our local business community, involved our Parents and Friends Association (who are providing additional funding) and involved parents of our Year 6 students (some of whom will be providing specialist assistance during the teaching and learning phases).

Funding of the ILE
How is it funded?

ICT Budget – Mac books, laptops, desktops, software programs, Flip Video Cameras, iPods, Animation Professional Development.

Parents and Friends Association: web cams and tripods, editing software.

Art Budget: craft materials, staging areas.

Teaching and Learning Budget: Animation Professional Development.

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

Data:

1. Pre-assessment of attitudes, skills and understandings.
2. Student reflection – personal blogs
3. Interviews with students and staff (Podcasting).
4. Class observation data (a specific proforma designed to collect anecdotal evidence).
5. Photographic evidence
6. Assessment rubric.
7. Final product evaluation.
8. Community celebration "Mt Waverley Film Festival".
9. Staff forum.

Key Deliverables:

1. Final project report.
2. Student blog entries.
3. ICT Coordinator blog entries: (http://china.globalteacher.org.au)
4. School web site – photographs and progress reports.
5. Podcasts – placed in blogs and school website.
6. Video of student animations.
7. Digital story of 'the journey'.
8. Curriculum content will include a unit planner, teacher resources, assessment tools, and websites.
9. Report from Ultranet Coach on EMR Wiki.

The ICT Coordinator and Parents and Friends committee are in the process of developing a Wiki. Progress reports, photos and feedback will be placed on this wiki.