



Geelong High School

A Whole School
Approach to
MIPS





CONTEXT

- ❑ Established 1910
- ❑ Traditional and conservative
- ❑ 900 students, capped
- ❑ VCE results generally good, but not great
- ❑ Little staff movement until recent years
- ❑ High community expectations
- ❑ “Cruising”



19th Century Imaginary

- School is designed and organised on the basis of the factory model
- Roles are sharply defined and segregated: teachers are clearly teachers (in their academic gowns) and students are dressed as, and behave like, students
- Education is producer led: teachers know best and have power to decide

Prof David Hargreaves 2004



21st Century Imaginary

- School is designed and organised to provide personalised education for all students
- Roles are blurred and overlapping: teachers learn as well as teach, students mentor other students as well as learn for themselves, and new professional roles emerge to complement that of the teacher
- Education is user-led (though at what point students rather than their parents are the users is an open question)

Prof David Hargreaves 2004



First Stages

- Acknowledging the issues
- Involving all staff
- Using data
- Looking beyond the school
- Investigating Options
- Developing a vision and a plan
- Developing the leadership team



Individual Learning Pathways

Two Components

- Home Group Program – 2 periods
 - Promote student well being
 - Belonging
 - Connectedness to school and community
- Class Room Program – 28 periods
 - Challenge, choice, motivation



CLASSROOM PROGRAM

- subjects selected by students
- based around KLAs
- semester length units
- four levels of difficulty: A, B, C, D
- students select units that suit their interest, aspirations and ability
- students are individually counselled in program selection



HOME GROUPS

- All teachers are Home Group teachers
- Multi aged – students from years 8 to 12
- Home Groups belong to a House Group
- Same Home Group from year to year
- Two teachers, same for whole time at school
- Responsibility for learning plans and pathways within and beyond school Pastoral care
- Course counselling and MIPS planning





“ A good school is never finished it will always be a work in progress. It will always be prepared to learn.”



Lynne Kosky



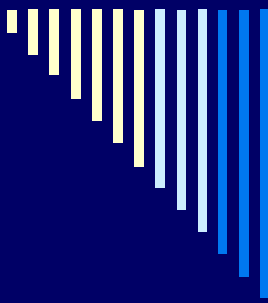
INDIVIDUAL LEARNING PATHWAYS

- Do we meet every need of every student every time?
- How do we meet more needs more often?



Results so far

- ❑ Settled classes
- ❑ Improved attendance
- ❑ Increased motivation
- ❑ Less discipline issues
- ❑ Using the community for learning
- ❑ Teachers focussing on learning and teaching, trialling different approaches
- ❑ Professional interaction
- ❑ Use of data
- ❑ Relationships



“A school is
four walls
surrounding
the future.”

Roland Bath





The Beginning



- ❑ Pilot program set up in 2001
- ❑ 20 mentors with Year 10 students
- ❑ In 2002, the program gained momentum with more staff volunteering and students choosing the staff member they wished to work with
- ❑ MIPs booklet developed for year 10s



Home group program shares many MIPs ideologies including:

- ❑ Promotion of individual pathways
- ❑ Advocacy role
- ❑ Working with students across all year levels – MIPs activities could be given to everyone
- ❑ Support students to develop the following skills
 - Study habits
 - Time management
 - Self evaluation
 - Motivation





SMART DREAMS

- Assessment for Learning – professional learning team
- SMART DREAMS Year 7 MIPs booklet
- Pilot program occurring at the moment for SMART DREAMS in Year 8 and 9





Success of MIPs

- ❑ 100% students have active Pathway plans
- ❑ Information is closely monitored and updated on MIPs database.
- ❑ Many success stories eg database helped identify VCAL students for 2004
- ❑ Tracking procedures made easier through use of database – no unknowns
- ❑ Increased retention
- ❑ Huge decrease in absenteeism
- ❑ Support of 'At Risk' Students





MIPs as integral component of GHS structure

- Home Group structure
- Pathway staff
- Welfare
- House leaders
- Principal Class
- Ownership by all students and staff





Partner agencies

Extensive connections have been made with outside agencies to continue the support of the MIPs program. These include:

- ❑ BAYSA
- ❑ Gordon TAFE
- ❑ Community Programs - Hand Brake Turn
- ❑ CREATE Youth and Community Services
- ❑ Smart Geelong LLEN
- ❑ St Laurence Employment Agency



□ GHS MIPs Database



Year 8 and 9 SMART DREAMS PROGRAM

- *Successful*
- *Motivated*
- *And*
- *Reflective*
- *Teenagers*
- *Dreaming about their future*





Year 8 and 9 SMART Dreams

- Assess your own learning style
- Discover how you learn best
- Build good study habits
- Goal setting
- Reflecting on your achievements



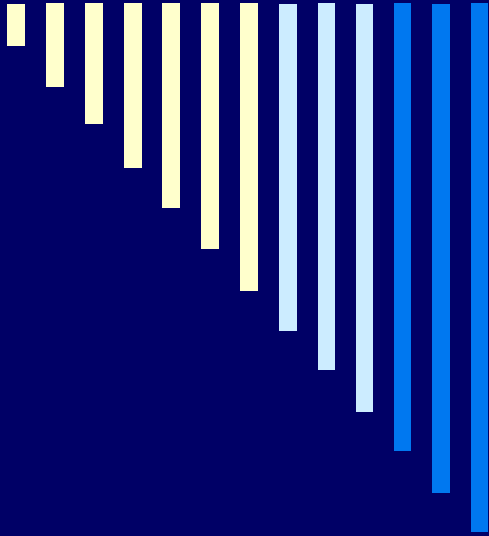
If you think you are beaten,
you are.





Nothing happens unless first a dream.

- Every individual is unique and capable of achieving their dream.
 - There will be obstacles in your way, discover ways to go around them.
 - Believe in yourself
 - Never regret your past – just use it as a teacher for the future.
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The only thing
champions have in
common are their
dreams.





Attitude is a little thing that makes a big difference

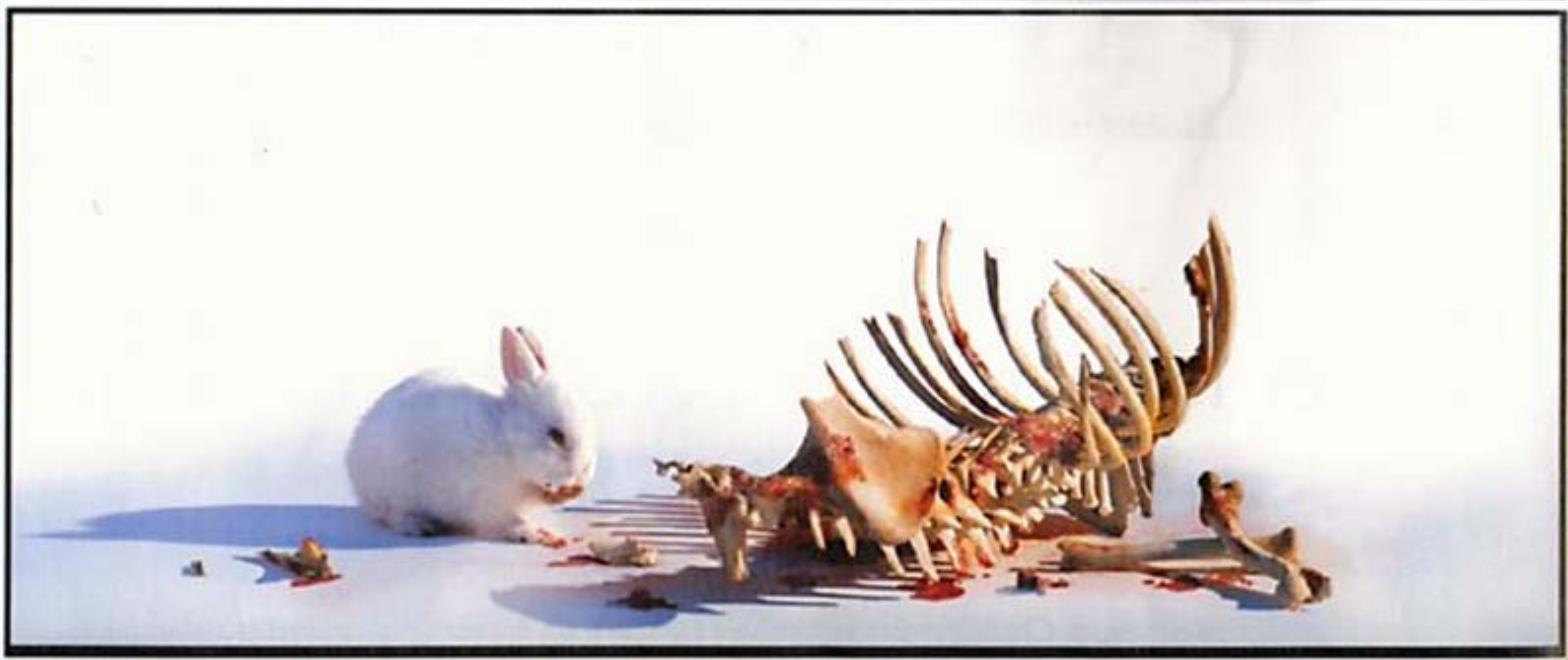
- Use the SMART Dreams program to be the best you can be.
- Don't think you can cruise through life and reap the rewards
- Be prepared to play the game of your life.
- Calculate the risks.





Never give up

- Become Resilient
- Mistakes will happen, you need to develop skills to try and fix these.
- Nothing is quite like it seems.





Network

- Start to establish networks of people that can help you.
 - Your network could include family members, friends, teachers and employment agencies.
 - Everything is easier with assistance.
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SMART Dreams Program

- There is no-one more qualified to make your own dreams come true than yourself
 - What will it take for you to start on your journey towards realising those dreams?
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