

# case study vic-03 . chaffey secondary college

<b>theme 1</b> <b>context of the project in relation to state, school or discipline trends in teaching and learning</b>	<b>theme 2</b> <b>educational philosophy</b>	<b>theme 3</b> <b>specific proposed pedagogical activities</b>	<b>theme 4</b> <b>key planning + design features</b>	<b>theme 5</b> <b>evaluation of strengths &amp; weaknesses</b>
<p>'iConnect to Learn' - conceived to promote student connectedness to their learning, peers, teachers and community through 1) coherent, collaborative and consistent inquiry based T+L focus, 2) promoting greater access to higher order thinking and social competencies, 3) cultural awareness and active citizenship. It seeks to improve the standard/consistency of teaching practices and capacity to respond to diverse student needs.</p> <p>The 'Flexible Learning Centre' will facilitate ICT and AV rich integrated inquiry based learning (yrs 7-8 students for approximately 50%). A critical mass of staff will be timetabled in the centre supported by Teaching and Learning Coaches to create a Professional Learning Community. Student centred practices and benefits will increasingly be embedded in the school.</p> <p>Continued over...</p>	<p>Adolescents develop their emerging identity through relevant and rich curriculum programs, social skilling and collaborative teamwork, thereby expanding their initiative, leadership and capacity to effectively contribute to their community.</p> <p>Learning centred classrooms honour student learning and their teachers. They promote a strong focus on best practices and build a culture of collaborative inquiry, deep understanding, creativity and problem solving that values unity and diversity.</p> <p>Effective teachers establish learning centred classrooms that are responsive to individual and collective learning both of students and teaching staff. They use effective tools, data and teams to reflect on their practice, promote transference and build capacity for openness in improvement and leadership.</p> <p>Ongoing capacity building for effective learning and teaching is both an individual and collective responsibility. It is most effective when it focuses on knowledge and skill acquisition, pedagogical practice and student learning outcomes, and is cultivated within teaching teams.</p>	<p>The main strategies for improving teacher and school effectiveness are:</p> <ul style="list-style-type: none"> <li>- Enhanced staff capacity through professional development planning, the formation of teaching and learning teams involving all staff. Peer coaches and mentors facilitate professional learning.</li> <li>- Teacher Performance and Development plans are based on audit data about teaching and learning practices. They are supported through targeted professional development practices aligned to the Principles of Effective Professional Learning and the Principles of Learning and Teaching materials.</li> <li>- Development of a clear, coherent and responsive curriculum that will embed ICT mediated learning, promote collaborative inquiry based learning and be accredited for use within the school.</li> <li>- Student 'qualities as learners' will be enhanced through programs which incorporate Costa's 'Habits of Mind' and Clark's 'Infusing Thinking and Learning in the Classroom.'</li> </ul> <p>Continued over...</p>	<p>The Flexible Learning Centre contains a number of diverse learning spaces that will open into a learning common/walled courtyard that links with the visual and performing arts spaces envisaged in the Master Plan.</p> <p>It is designed to adapt to groups of varying sizes and configurations, and to promote team teaching, collaborative learning, and encourage an integrated approach to curriculum delivery.</p> <p>The variety of learning spaces will encourage and support different types of activities to cater for learning styles, multiple intelligences and promote cooperative learning skills required for differing sized groups.</p> <p>The Centre will support a diversity of after hours enrichment activities for students and staff within a connected space to promote student exchange.</p> <p>Incorporation of ICT and AV resources will facilitate engagement, communication, and the collection, analysis and storage of student achievement data.</p> <p>The Centre creates a home base for younger students to support transition and to more quickly build a sense of community.</p>	<p>Student outcome targets relate to improvement in the 'Qualities as Learners' characteristics such as engagement and participation; achievement measures such as CSF outcomes; and the development of ICT skills. Core school performance data regarding attendance, transition, and attitudes to school will be used to measure strengths and weaknesses related to connectedness.</p> <p>External accreditation of a Performance and Development Culture will be used to evaluate strengths and weaknesses of staff professional learning.</p> <p>Team effectiveness of teachers will be evaluated through the use of rubrics from <a href="http://www.plotpd.com">www.plotpd.com</a> including those that assess substantive dialogue, professional community and pedagogical practices.</p> <p>Design Strengths:</p> <ul style="list-style-type: none"> <li>- Openness to promote team teaching and transference of best practice</li> </ul> <p>Design Weaknesses:</p> <ul style="list-style-type: none"> <li>- Lack of staff planning area within the Learning Centre</li> </ul>

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**constructed :** To be constructed by May 2006  
**location :** Deakin Avenue, Mildura, Victoria  
**architect :** Brand Architects  
**population :** 620 students  
**building area :** 540 square metres  
**building cost :** AUD\$600,000 Leading Schools Funds ( + \$600,000 for 3 additional teachers for three years)  
**year levels :** Year 7 and 8 students for approximately 50% of time

<b>theme 1 - CONTINUED</b> <b>context of the project in relation to state, school or discipline trends in teaching and learning</b>	<b>theme 3 - CONTINUED</b> <b>specific proposed pedagogical activities</b>
<p>Curriculum development will promote the design of interdisciplinary, Inquiry Based Learning, conducted through rich immersions and a related series of petite inquiries culminating in student applications that will make a difference to themselves or the lives of others. Each year level from 7-10 will have its particular iConnect to Learn theme aligned to its particular stage of adolescent development, to enhance transition, connectedness, citizenship and community based action culminating in student applications that will make a difference to themselves or the lives of others.</p>	<ul style="list-style-type: none"> <li>- Improvement of the quality and diversity of services provided to students and staff that promote a supportive learning environment and incorporate Restorative Practices, Student Peer Coaches and addresses the effects of poverty.</li> <li>- Development of a coherent system for collecting, analysing student achievement data and reflection processes to best use this for further improvement.</li> <li>- The development of an ICT rich environment which will facilitate the implementation of the 'iConnect to Learn' curriculum.</li> </ul>



**flexible learning centre location plan - not to scale**

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