**CRUSOE COLLEGE**

**Secondary**

**Loddon Mallee**

### Objectives
- Develop new ES roles related to the Learning Community and outreach tutoring
- Increase community use of school facilities and engagement in the school.

### Classification/Rating
- **Changing roles:** ES staff, teachers
- **Nature:** Continuous
- **Stage:** Testing
- **Scope:** All schools

### Actions

**Learning Community**
- Create two ES Learning Community Assistant positions in the Year 9 and Year 10 Learning Communities to provide administrative support to teachers and students (roles now occupied by previous Science Lab Technician and Library Assistant)
- Define the role of ‘Instructional Leader’ in the Learning Community teams in four key areas – Literacy, Mathematics, Inquiry and Advisory. Job descriptions were set up and interested teachers will be observed and accredited in Term 1 2011.
- Define models and protocols which define the essential elements of a model lesson through a series of workshops with staff in whole staff forums, neighbourhood and community groups. Then agree a clear set of expectations across the whole staff about what was believed in the school as a good lesson.
- Define the relationship between the adults in the learning community through an agreed team teaching model.

**Community Hub and Social Capital**
- Develop the school as a community hub.

### Impact

**Learning Community**
- The Community Assistant role has allowed smoother implementation of Personal Learning Modules in Years 9 and 10, having done data entry and student tracking. The Assistant in the Energy Breakthrough team facilitated greater community involvement and student participation, spending more time engaging with the parents than a teacher could have done. Teachers report that the roles are invaluable in smooth administration and running of year level programs such as camps and work experience. The Instructional Leader role is not yet implemented.
- The development of the protocols and models has led to greater alignment and clarity within the school. Although in the early stages this work has been important in providing a framework for discussion and feedback to teachers.

**Community Hub and Social Capital**
- Hospitality kitchens are being used for adult education classes. The new oval is a joint venture with Council, and Council is seeking to develop a MoU on community use of school facilities. The school was used as a CFA education centre for bushfire awareness.
- The Global Learning Centre is used as a homework centre for students staffed by volunteers two afternoons a week. It will become an Ultranet hub where parents can use computers to access the Ultranet.
- Employed trained social workers who are also educators to work with marginalised students in their homes on academic tutoring and family support.

### Future
- The Learning Community Model and work on the community hub and building social capital will continue to be implemented.
- The next phase of work is to enhance the teaching workforce and shape the make-up of the learning communities. This will look at changing membership, roles and responsibilities of the community teams and involve skill development for teaching and non-teaching staff.