Geelong High School

A Whole School Approach to MIPS
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
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
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.
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.
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?