A Future Focused Learning Framework for the Footscray Learning Precinct

Final Report

OCTOBER 2016
Acknowledgements

The Mitchell Institute would like to acknowledge the principals and staff in the Footscray Learning Precinct for providing their insights and expertise. The Victorian Schools Building Authority is thanked for the support and guidance provided throughout the project. The Department of Education and Training (Western region) provided assistance chairing meetings and contributing expertise. Professor Bill Lucas and Professor John Hattie provided insightful feedback as critical friends – the report does not necessarily represent their views and any errors or omissions in the report are attributed to the Mitchell Institute.

About the Mitchell Institute

The Mitchell Institute at Victoria University works to improve the connection between evidence and policy reform. The Mitchell Institute promotes the principle that high-quality education, from the early years through to early adulthood, is fundamental to individual wellbeing and to a prosperous and successful society. We believe in an education system that is oriented towards the future, creates pathways for individual success, and meets the needs of a globalised economy. The Mitchell Institute was established in 2013 by Victoria University, Melbourne with foundational investment from the Harold Mitchell Foundation.
# Table of contents

**Introduction** ...................................................................................................................................................... v

**Overview of Footscray Learning Precinct** ........................................................................................................ 1

**Project objectives** .................................................................................................................................................. 2

**Summary of process undertaken** ......................................................................................................................... 2

**Background** ............................................................................................................................................................ 5

**Policy parameters** .................................................................................................................................................. 5

**Local data** ............................................................................................................................................................... 6

**Learning frameworks – an overview** ....................................................................................................................... 7

**Key international and local experts** ........................................................................................................................ 13

**Early years and primary** ........................................................................................................................................ 13

**Primary, secondary and beyond** ............................................................................................................................. 14

**Across the education precinct** ............................................................................................................................... 15

**International and local models** ............................................................................................................................. 18

**International models** .............................................................................................................................................. 18

**Local models** .......................................................................................................................................................... 22

**Stakeholder priorities** .............................................................................................................................................. 24

**Maribyrnong City Council** ...................................................................................................................................... 24

**Footscray City Primary** .......................................................................................................................................... 24

**Gilmore College for Girls** ....................................................................................................................................... 24
The Mitchell Institute welcomes the opportunity to draw together a future focused Learning Framework for the Footscray Learning Precinct.

The Victorian Government’s $15 million capital investment in the Footscray Learning Precinct presents an exciting opportunity to maximise the potential of every learner in Melbourne’s Inner West through great building design and underpinning pedagogy, and to achieve the Government’s vision for the Education State in a local precinct.

The Precinct has the potential to be world-leading, showcasing innovative and effective teaching and student learning across a range of curriculum areas, and supporting all learners to engage and succeed in education. It will create capability in the West that has economic significance for the region and state of Victoria.

The Education State vision focuses on lifting the performance of our education system and giving all young people access to excellent teaching and learning, emphasising the importance of literacy and numeracy as foundational capabilities. The Education State ambition is to make Victoria’s young people smarter, more creative and well-rounded global citizens, equipped with a breadth and depth of knowledge, skills and capabilities needed for the future. A key theme in the Education State is strong partnerships between schools, community, business and local industry. Similarly, this focus forms a critical part of the proposed Learning Framework.

In drawing together a Learning Framework, the Mitchell Institute has brought together local and international evidence and drawn on models of education around the globe, as well as parent, student and education provider views. Education providers, early learning, schools and tertiary, have contributed to the iterative development of the framework and generously given their time and energy to outline a vision for education into the future. What success looks like in the future will be very different to today. The Learning Framework aligns with the key principles for the Learning Precinct articulated by the community and the Education State.

The Learning Framework provides a set of aspirations to help develop the knowledge, skills and capabilities of children and young people across the areas outlined in the Education State.

Young people need to attain knowledge and skills in the Curriculum Areas outlined in the Victorian Curriculum. The Learning Framework is intended to work in tandem with the curriculum. The framework articulates the learning approaches that can help build and consolidate content acquisition and the area specific and cross area capabilities children and young people need to develop across the education continuum.

To deliver on the Learning Framework there must be a strong focus on student learning. The framework is underpinned by a focus on data to ensure there is a strong evidence base on what works and all learners are challenged and supported to grow and achieve. This should build on and enhance existing good practice including processes articulated in the Victorian Government’s Framework for Improving Student Outcomes.
Teachers and educators are the core of this vision, with a learning precinct providing enhanced capacity for teachers to collaborate with each other and across providers to enhance student learning. Teacher education and development across the Precinct is important, from pre service to positions of leadership.

By enhancing teaching and learning across the Precinct, student outcomes will improve. Teachers across the Precinct will be supported to teach what works, accessing expertise locally and internationally to enhance their practice. Students will be supported to learn and develop, transitions between schools and other education providers will be well-managed, and best practice strategies will be enacted for identifying and supporting children at risk of disengaging from education.

Infrastructure can support this vision, providing facilities in which to collaborate, to create and to learn across the Precinct. Professional development can help teachers and educators best utilise new learning spaces and models. Spaces for professional collaboration will assist educators to meet, plan and evaluate teaching practices. Moving forward, a staged implementation approach will assist education providers to realise the vision contained in the Learning Framework.
Overview of Footscray Learning Precinct

The Footscray Learning Precinct brings together education providers (from early childhood through to tertiary institutions) and other community and business stakeholders to achieve a comprehensive and innovative continuum of educational and learning opportunities for young people and the community of the inner west. This will be Australia’s first pre-school to post-graduate education precinct.

The Future Focused Learning Framework outlines the core learning and teaching aspirations and the underpinning approach to education to inform the development of the Precinct. The Learning Framework aligns with the Precinct’s overarching principles (Figure 1) and provides clarity on how these principles will be embedded and enacted in practice.

The Learning Framework is a critical component of the feasibility study process and will be vitally important in informing the design of any capital works for the Precinct. Stakeholders are agreed that the design, build and governance elements of the Precinct must be geared to achieve the educational outcomes sought by young people and the community and the pedagogical approach needed to achieve those outcomes.

Key decisions (especially around professional learning, governance, leadership and build) must be informed by the Learning Framework, so that the infrastructure of the Precinct (both physical and human) drives and facilitates the types of learning and teaching envisioned.

Figure 1: Footscray Learning Precinct principles
Project objectives

The Victorian School Building Authority (the Authority) is leading the development of the Precinct. In order to finalise the feasibility study and its recommendations to government, the Authority requires a collaboratively developed Future Focused Learning Framework that reflects the ambition of the Precinct, articulates a shared vision and identifies core aspirations and features of the Precinct’s approach to learning and teaching.

It is important that a Learning Framework is developed that will support the Footscray Learning Precinct to be a world class urban education hub, providing excellence and opportunity for students in the inner west of Melbourne at all stages of their education. Capital investment presents an exciting opportunity to align curriculum and teaching with purposeful building design so that deep learning is maximised for every learner.

The Learning Framework needs to align to the vision of the Precinct as a central hub for multi-disciplinary services and community organisations, linked together with technology and working in partnership to engage learners of all ages and stages of life. The Learning Framework will drive teacher and learner ambitions, to ensure that all learners in the Precinct are supported to build their knowledge and capabilities, and that student learning and growth is maximised.


It also aligns with the Victorian Curriculum, which sets out the knowledge and skills children and young people are expected to learn across their schooling (http://www.vcaa.vic.edu.au/), and the Australian Qualifications Framework – AQF (http://www.aqf.edu.au/). The AQF sets out the standards for qualifications involving schools, vocational education and training and higher education.

Summary of process undertaken

To achieve the aims of the project the Mitchell Institute has undertaken a staged approach. Figure 2 provides an overview of the approach we have taken to develop a future focused Learning Framework. This is followed by a summary of key meetings and workshops held with stakeholders between July and October 2016.
Strategic Advisory Group Meeting – 11 July 2016
The Strategic Advisory Group meeting provided a briefing on the process to develop the Learning Framework, including providing an overview of the structure of the two workshops. It provided the opportunity to discuss the structure of the working group meetings and to highlight key data relevant to the Footscray Learning Precinct. Attendees were provided with a link to key readings to inform their participation in the Working Group workshop.

Working Group Workshop – 14 July 2016
The objective of the Working Group meeting was to catalyse thinking about the possibilities for the Precinct’s approach to learning. Each education provider presented on their current practice and achievements. They identified future goals and opportunities for the Precinct. This two hour workshop worked towards a shared vision, core aspirations and key elements of the Learning Framework.
The presentation included:

a) international best practice and how this can inform a developmentally appropriate learning framework from birth to adulthood;
b) findings from other precinct projects and innovative practices that can inform the framework;
c) industry projections related to Footscray and the Western region;
d) findings arising from Aurecon stakeholder forums mapped against the education continuum; and
e) Mitchell Institute’s approach to developing the Learning Framework.

**Working Group Workshop – 29 July 2016**

The aim of the workshop was to expand the horizons for thinking about the possibilities for the Precinct’s approach to teaching and learning.

Mitchell Institute’s International Advisor, Professor Yong Zhao led the discussion and sparked the conversation about educational opportunities and the future of education.

These two workshops were well attended by representatives of Maribyrnong City Council (early years services), Footscray City Primary School, Footscray City College, Gilmore College for Girls, Victoria University, the Department of Education and Training and SKYHigh. Views emerging from the workshops are discussed in the section on Stakeholder workshops.

**Working Group Workshop (Secondary, Tertiary and Community) – 15 August 2016**

The objective of the workshop was to discuss possibilities for the Precinct’s approach to teaching and learning in the secondary years and beyond, with a focus on choice and student voice as guiding principles. The workshop was attended by representatives of Footscray City College, Gilmore College for Girls and the Department of Education and Training.

**Strategy Advisory Group and Working Group Meetings – 4 October 2016**

The purpose of these two workshops was to discuss the draft Learning Framework and agree on any areas of refinement. The process of preparing and refining the Learning Framework is discussed in the chapter on Developing the Framework.

The Working Group workshop was attended by representatives of Maribyrnong City Council (early years services), Footscray City Primary School, Footscray City College, Gilmore College for Girls, Victoria University, the Department of Education and Training and SKYHigh.

**Implementation Workshop – 11 October 2016**

The aim of the workshop was to start setting out a clear agreed path for enacting the Learning Framework. Mitchell Institute's International Advisor, Professor Bill Lucas helped facilitate the workshop and led a discussion around priority areas for the early stages of implementation. Stakeholder priorities and some initial next steps and recommendations are outlined in the chapter on Implementation.

The workshop was attended by representatives of Maribyrnong City Council (early years services), Footscray City Primary School, Footscray City College, Gilmore College for Girls, Victoria University, the Department of Education and Training and SKYHigh.
Background

Policy parameters

The Education State

As part of the Education State the Victorian Government has committed $15 million towards building a new state of the art learning precinct for Melbourne’s Inner West. The Education State aspires for every Victorian to develop the knowledge, skills and dispositions they need to be resilient and successful in schooling, work and beyond (Victorian Department of Education and Training, 2015)

Key themes in the Education State include having access to excellent teaching and learning, regardless of one’s postcode or situation, and building the capability of our workforce and confidence in our schools, whilst engaging the community in learning along the way.

Capital investment in the Footscray Learning Precinct presents a unique opportunity to ensure that all learners reach their full potential in line with the Education State vision. The Precinct aligns with and strives to reach the targets of the Education State:

- increasing resilience and levels of physical activity;
- higher levels of achievement in the areas of critical and creative thinking, developed in content areas
- improving completion rates in secondary school; and
- reducing the impact of disadvantage by narrowing the gap in student achievement and focusing on learning growth.

This aligns with the broader goals of the Precinct that have been established – that it will be future focused, engage the community in learning, provide educational choice, be a precinct for the whole inner west, and that it will enable excellence. It should be a place that the local community including young people, parents and providers, have pride in and benefit from. It should be a globally leading education ecosystem that meets every learner at every stage of their learning.

New Victorian Curriculum

Improving student learning is a key aim of the Learning Framework. It will build on and enhance existing good practice including processes articulated in the Framework for Improving Student Outcomes. In line with the Education State vision, capabilities combined with knowledge acquisition are key features. Capabilities cannot be developed in isolation – they need to be developed in content specific areas which are articulated in the Victorian Curriculum as the Arts, English, Health and Physical Education, the Humanities, Languages, Mathematics, Science and Technologies.

The new Victorian Curriculum provides a framework for introducing four new capabilities into the school curriculum in 2016 – personal and social, intercultural, ethical and critical and creative thinking (Victorian
Curriculum and Assessment Authority, 2015). The Mitchell Institute is currently working with the VCAA and Professor Bill Lucas to support schools to teach and assess capabilities in the Victorian Curriculum. Resources are being developed to assist schools to develop these capabilities in their students. Footscray Learning Precinct can draw on local and international expertise to be a leading community of practice in education – ensuring children and young people have knowledge across the core learning areas and can apply that knowledge in the real world.

Local, national and global context

In addition to the current policy context, it is essential to consider other local, national and global factors which impact on our education system.

We know that the jobs of tomorrow will be very different to those of today. The knowledge, skills and capabilities that young people and industry will need in the future will be broader than ever before (Foundation for Young Australians, 2015). This will require new ways of thinking and teaching and learning across our education system from early childhood right through to tertiary education.

However, we know that thousands of young Australians are still missing out on meaningful learning opportunities across our entire education system (Lamb et al, 2015). Further, Australia has slipped in PISA rankings and students have not improved on NAPLAN. A new approach is needed to focused on collaboration and supporting teachers to enhance student learning.

Every learner in Melbourne’s Inner West will have the best possible chance to progress well in their learning and be excited about their future. The Precinct’s development is guided by the aspirations of the community and as articulated in the Education State, and informed by the latest local data and international evidence.

Local data

Local data from a range of sources was gathered and analysed by the Mitchell Institute and Aurecon to inform the development of the Precinct and Learning Framework. Attachment 1 provides a snapshot of how young people from Footscray are faring and the future employment needs of Melbourne’s Inner West more broadly.

The Precinct provides the opportunity to collect and share data on what works across the precinct. To lift results for all learners teachers need to open their classrooms, to collaborate within their school and with other education providers. Data is critical for identifying where students are at and where they need to go next, and to know the impact of teaching. It is also critical for identifying and supporting students at risk of disengagement, and to effectively manage transitions between education providers.
Learning frameworks – an overview

Learning frameworks have been implemented across the world to guide educators about how to construct approaches to learning. They work alongside the curricula, which outline the knowledge and skills children and young people need to know. Learning frameworks highlight learning approaches to improve the quality of learning, guide the development of student capabilities and inform school improvement. They are often focused on skill and capability development rather than knowledge acquisition, which is detailed within jurisdictional curricula.

Many learning frameworks internationally share similar characteristics regarding learner growth and aim to support curriculum delivery and student learning. In designing the Learning Framework for the Footscray Learning Precinct, we have taken these characteristics and applied them alongside the Victorian Curriculum learning areas and capabilities.

A range of learning frameworks exists in Victoria and overseas. For example, the Victorian Framework for Improving Student Outcomes (Figure 3) focuses on increasing student learning in schools through applying best-practice approaches and a continuous improvement cycle.

**Figure 3: Victorian Framework for Improving Student Outcomes**


Some Australian schools utilise a learning framework to link the dispositions they are seeking to instil in teachers and learners and their learning practices. Based on the work of the Centre for Real-World Learning at the University of Winchester (Lucas et al, 2013), Rooty Hill High School’s ‘Creativity Wheel’ (Figure 4) provides this approach by articulating the different aspects of creativity and mapping these to learning approaches.

Figure 4: Rooty Hill’s Creativity Wheel

The Organisation for Economic Co-operation and Development’s framework below identifies how schools, as learning organisations, can support learner growth.

**Figure 5: School as a Learning Organisation**

![School as a Learning Organisation Diagram](https://prezi.com/oypau5txdnwi/wef-2016-skills-for-life/)

Source: 2016: [https://prezi.com/oypau5txdnwi/wef-2016-skills-for-life/](https://prezi.com/oypau5txdnwi/wef-2016-skills-for-life/)

The *Learning Quality Framework* in the UK (Figure 6) provides an overview of a quality improvement process, with similar aspirations to the Victorian Framework for Improving Student Outcomes.
Figure 6: Learning Quality Framework in the UK

P21’s Framework for the 21st Century in the U.S conceptualises 21st century skills and learning outcomes. The framework identifies a number of interconnecting support systems, which together, help to drive learner outcomes (Figure 7).

The Scottish Curriculum contains a learning framework that describes the types of learning children may undertake (Figure 8).
In summary, these learning frameworks share the same broad characteristics (Husbands and Pearce, 2012), which have informed the development of the future focused Learning Framework for the Footscray Learning Precinct:

- build on students’ prior learning
- develop short and long term goals
- focus on teacher behaviour, knowledge and beliefs
- embed assessment for learning
- develop higher order thinking and meta-cognition
- involve a range of learning techniques, from direct instruction to inquiry based learning; and
- improve engagement and student voice.

The Learning Framework for the Precinct will draw on and align with these characteristics.
Key international and local experts

A scan of international and local experts has been undertaken to inform the formulation of the Learning Framework. This scan provided insights to inform the construction of the framework across the education continuum.

Early years and primary

Over 20 percent (1 in 5) of Footscray children entering school in 2015 were vulnerable on one domain in the Australian Early Development Census (2016), with vulnerability increasing between 2012 and 2015 particularly in the social competence domain (see Attachment 1). This highlights the importance of a continued focus on the early years, including transition to school within a pedagogical framework.

The work of Ted Melhuish informs early years pedagogy. This work emphasises the importance of starting early given that mental patterns and behaviours are difficult to change once school commences. Melhuish (2012) highlights that high quality early learning programs have stronger effects on literacy and numeracy. This mirrors findings from Warren and Haisken-DeNew (2013) in a Victorian context, in which the quality of educators in early childhood later impacted NAPLAN scores of children during their schooling. Positive interactions between children and adults and exposure to language is vital.

The E4kids study highlights how improving early learning in the Precinct will benefit local students. It shows that most families travel less than five kilometres to childcare facilities, and that the families that are most disadvantaged and will most benefit are least likely to attend early learning (Taylor, 2014). Moreover it raises the importance of instructional support in providing children with high quality early learning – meaning a focus on teacher and educator development in the Precinct should also lift outcomes in early education.

James Heckman (2016) similarly cites that the critical time for children’s development is between birth and five. Skills fostered through play based learning include attentiveness, self-control, motivation and sociability. Character skills, often called capabilities or 21st century skills, hold over time. These skills can be remediated later if not gained in early childhood but this is more costly (Heckman and Kautz, 2013).

Dean et al. (2012) focus on the importance of words, symbols, diagram, pictures, physical movement, linguistic rhymes, games and songs, to build learning. They assert children need both direct instruction and cooperative learning, and to be able to generate and test hypotheses.

John Hattie (2016) highlights the large gap by the time children start school, which teachers have until the critical age of eight to bridge. He argues we need to improve the teaching of learning skills for birth to eight year olds, focusing on concepts about print, seriation and language. We also need to focus learning on the level of the learner, and aim for growth, rather than delivering uniform knowledge to age limited grades. This should include in literacy and numeracy, although Hattie contends that “Literacy and numeracy are capabilities which facilitate higher learning, not necessarily ends in themselves”.
Importantly, Hattie (2016) contends choice should be about a variety of quality options, rather than competition between schools for the ‘best’ students, arguing that the current narrative around success “leads to a relentless focus on the differences between schools, and arguments about school choice”. Rather, he argues that we need “a reboot which focuses effort and resources on supporting teachers to work together, collaboratively, to improve student achievement over time”. Thus, we need to ensure all schools in the Precinct provide high quality education, and help all schools to collaborate to lift student learning rather than encourage differentiation and competition.

**Primary, secondary and beyond**

In each generation, there are continuing calls for improvements to education systems across the world to better prepare young people for the future. Lucas, Claxton and Spencer (2013) claim that:

> “Education has to change. It has to engage the energies and intelligence of all young people. It has to respond to their anxieties about the future, and to help them develop the mental, emotional and social equipment they will need to thrive in a complex, challenging and exciting world” (Lucas et al., 2013, p. 196).

Charles Leadbeater (2016) and Bill Lucas and Guy Claxton (2015) focus on the need for young people to develop capabilities through the curriculum, with Claxton and Lucas focusing on 7 c’s – confidence, curiosity, creativity, collaboration, craftsmanship, communication and commitment. In the face of automation and robotics young people need to become more ‘human’ with greater skills in collaboration.

They contend that academic skills and knowledge needs to be integrated with activities to build capabilities – ranging from play based learning, to project based and inquiry and product based learning. The identification and addressing of real world problems is important in the shift from instructional to dynamic, creative and practical learning. Agency and craftsmanship are key – students have voice and choice and strive to create and refine products and services that meet a need. Transition points are recognised as crucial – we need to smooth transitions between learning stages, potentially by children engaging in projects across ages and institutions as is highlighted in several of Leadbeater’s examples.

Michael Fullan (2014) similarly focuses on the need to stimulate the intrinsic motivation in teachers and students. He argues students need to create and use new knowledge with technology and digital access making it possible for students to solve problems across the world. Fullan draws on 6 C’s – citizenship, character, communication, collaboration, creativity and critical thinking. He claims teachers have an active role – pushing and guiding students and supporting achievement. He builds on Hattie’s work in 2009 with the teacher as activator (effect size 0.72). Pickering and Pollock’s work (2001) also focuses on the application of students’ knowledge and how this deepens their learning and understanding.

John Hattie (2016) raises the notion of refocussing the debate on the ‘knowing how’ and ‘knowing what’, highlighting that “this knowing how will be increasingly supported by evidence from neuroscience, cognitive science, and learning research”. He also contends we need to refocus senior secondary, asking:

> “Have we the courage to reconceptualise the final 2-3 years of schooling, esteem a wider range of subjects, allow multiple paths to excellence and not just narrow university entrance, and see our success in terms of the inviting nature of our upper high schools?” (Hattie, 2016, p.5).

Thus we need deep content knowledge and capabilities – providing only one will not deliver young people the education they need for the future.
Yong Zhao (2012) also focuses on product oriented learning drawing from student’s strengths and passions. He claims that “Globalisation has transformed industry and fundamentally changed jobs and employment, demanding people with greater creativity, resilience and with entrepreneurial skills and global competence”. Students should develop global products which build on local strengths and resources and have a genuine audience and a real world market. This involves mastery of learning, interdisciplinary practice and digital technologies to collaborate globally. The role of the mentor, which may be a teacher or an expert, is crucial to challenge students to refine and enhance their products.

Trilling and Fadel (2009) similarly argue for high levels of learning challenge driven by personal passion. They contend that young people, and school systems, need full permission to fail — safely, and with encouragement to apply lessons learned. Creativity, innovation and invention are crucial parts of the design processes to enhance student learning, with STEM needing to be expanded to embrace creativity. Design implications emerging from their work include space for project work, group presentations, individual study and research, teamwork at computers, performance spaces, labs and workshops, sport and recreation.

Across the education precinct

The Foundation for Young Australians (FYA, 2015) argues for the need for enterprise skills education and valuing an entrepreneurial mindset, beginning in primary school and continuing throughout one’s education. Having an entrepreneurial mindset involves seeking out and identifying problems worth solving and applying one’s creativity and talents to develop solutions that benefit others (Zhao, 2012). The skills that FYA describes are similar to capabilities but include the concepts of financial and digital literacy in addition to skills and behaviours such as problem solving and collaboration. They contend that these skills are transferable across jobs and are a “more powerful predictor of long-term job success and performance than technical knowledge”.

Andreas Schleicher (2016) from the Organisation for Economic Co-operation and Development argues we need to rebuild school curricula around the modern world – prioritising competencies and what individuals should learn at various stages of their development. Making sure individuals acquire a solid foundation of knowledge in key disciplines, that they develop creative, critical thinking and collaborative skills, and that they build the character attributes such as mindfulness, curiosity, courage and resilience is essential. Work based learning, career education and proficiency in workplaces is essential to ensuring young people transition well to the workforce and are able to navigate a range of career opportunities.

The World Economic Forum (2016) mirrors these findings and provides a snapshot of the skills that young people will need in the future to flourish (Figure 9 - overleaf).

For adolescents in particular, Patton et al. (2016) contend that education plays a critical role as this is a stage where young people are biologically, emotionally and developmentally primed to acquire the cognitive, social and emotional resources that are the foundation for their future health and wellbeing.

Yet, an overemphasis on academic achievement without realising the application of this knowledge can diminish self-esteem and increase student disengagement in many young people. Patton et al. (2016) argue this is a predisposing factor for academic failure, poor mental health, and later negative social and economic outcomes. The mental state of the learner has a significant impact on their motivation which directly affects their ability to learn and to apply what they know in practice.
Heppel (2016) provides guidance targeted at school design. He contends that schools can be reduced in scale, through schools within schools, to help build communities that are welcoming and personalised. Superclasses within these schools can help free resources to differentiate, with tiered seating, choices of furniture and spaces together or apart, and personalised by students most importantly. Heppel sees a role for students as teachers, and teachers as expert consultants within schools – thus students can teach fellow students at times and refer to teachers for support and to scaffold learning.

Different infrastructure will require different teaching practices across a precinct and vice versa. Associate Professor Imms from the University of Melbourne calls for teachers to use spaces to their full potential and adjust their teaching styles and contexts to maximise deep learning. When used well, learning spaces can support effective teaching and learning and result in improved student outcomes as was witnessed in the Australian Science and Maths School. Imms contends that teachers will need to draw on a flexible suite of approaches to meet the needs of future learners, whether it be a didactic teaching style in some situations or a facilitative approach in others. He ultimately contends that:

“It’s about teachers adapting to change, about rethinking how they teach in light of the future needs of their students” (Associate Professor Imms, sighted in Chandler, 2016).

Imms (2016) further highlights the need for professional development to equip teachers with the skills to teach in a variety of learning spaces to ensure the spaces are used to best effect.
Becker et al. (2016) recently examined new technologies for teaching, learning and creative inquiry in schools. They argue that we need to reinvent the learning experience for young people and create structures that will support project and competency-based learning, such as timetables that allow students to move fluidly from one activity to the next.

Across the education system data is needed – to understand the background of children and young people, to assess where they are at and what they need to learn next, and to help young people transition between education providers. Data is also needed to identify students requiring additional support, including referrals to external agencies for health and wellbeing issues when they are first identified, and to plan multidisciplinary approaches for students at risk of disengagement from school.

By ensuring a strong focus on data, and collaborating across schools, teachers can research and test what works for groups of learners, and apply, create and share evidence to lift learning across the Precinct. Learners at all levels can, and should, be challenged to succeed.
International and local models

International models

A summary of international models and key elements of their approaches to teaching and learning is provided in Boxes 1-4 below. Each of these models was supported by physical and virtual infrastructure – flexible and fixed learning spaces which are personalised, and sometimes co-designed, by students, studios and creative spaces, digital technologies to support collaboration and showcase achievements, and facilities to link to the community and enable communities to learn together.

Whilst significant education change can, and does occur, without change to physical facilities, new facilities provide the opportunity to work differently, to invite the community into education spaces and to actively work across the education system and smooth transitions between providers.

Box 1: High Tech High (HTH)

- Public exhibitions of students’ work products have become a school tradition – thousands of people each year come to their exhibitions.
- These examples of assessment used in new pedagogies not only capture content knowledge mastery, but also prepare students for life beyond school.
- Around 98% of HTH’s graduates have gone on to college (as compared with 68% in the US population at large), with approximately 75% attending four-year programs such as Johns Hopkins University, Massachusetts Institute of Technology and Stanford University.
- Over 30% of HTH alumni enter math or science fields (versus a national rate of 17%).
- Through the Academic Internship Program, HTH students have completed more than 1000 internships in over 300 community businesses and agencies.
- [http://www.hightechhigh.org/](http://www.hightechhigh.org/)

Box 2: Hellerup School in Denmark

- Uses e-portfolios to collect and track student work.
- All teachers working with a student in the school provide information about the student’s progress in the portfolio – both in academic and in non-cognitive domains.
- Student work is collected – teachers contribute to and develop a multidimensional view of individual students through the use of this system, which includes descriptions of the learning strategies that work best.
- Information can be accessed and further developed by teachers new to the student (and for transition) reducing the time required for a teacher to come to understand a student’s needs
and interests.

- Students can access their own portfolios as well, to participate in their own description and reflect on their own learning strengths and areas for development.
- [http://hellerupskole.skoleporten.dk/sp](http://hellerupskole.skoleporten.dk/sp)

---

**Image: Hellerup School in Denmark**

---

**Box 3: Col·legi Montserrat in Barcelona**

- Nuns deliver the Spanish curriculum, and more, through collaborative, interdisciplinary and project based learning.
- The projects involve real-world research, seminars with experts, experiments under controlled conditions and of course, when it’s appropriate, instruction and traditional teaching.
- At the end of the project, students have to produce something that they can show to other people: an exhibition, a video, a book, a seminar.
- They use simple rubrics for building up capacity for collaboration, claiming “*We want to encourage them to see they are interdependent, so they have to learn to stay together, to respect one another, to ask questions and to support one another. These are vital interpersonal skills.*”
- A parent academy and a teacher training academy is part of the college.
The Academy educates around 1400 children from early years through to secondary school and is a world leading international Baccalaureate (IB) school, recognised for their high quality teaching and international focus.

They have an early learning centre, primary, middle and senior high school, offering a global and community focused curriculum, world class facilities and a learner-centred experience. They have a student to faculty/teacher ratio of 8 to 1.

The Academy is focused on developing and educating the whole child, intellectually, socially, emotionally and physically, with parents as partners in their children’s learning. Developing lifelong skills and pursuing meaningful actions are the focus, including the ability to conduct research, think creatively and manage one’s health.

They aspire for every learner to be creative and confident and have the skills necessary to identify, analyse, synthesise and evaluate new ideas, knowledge and situations.

In addition to the IB underpinning their whole approach, they offer a range of programs to foster an ‘international mindset’ in every learner including outdoor education, educational technology and global citizenship projects.

http://www.wab.edu/
In addition, countries like Finland demonstrate what can be possible. They are shifting their education system by broadening the curriculum, rarely testing students and expanding definitions of what success looks like. This has contributed to positive learning outcomes at the individual, school and population levels in Finland.

**Box 5: Stanley Park High**

- A relatively small school of approximately 800 students.
- A drawback to larger schools is that students can get lost in the sheer size of them so they designed and created a ‘Schools within Schools’ approach.
- Broke Stanley Park High turned into four ‘Small Schools’ – Horizon, Performance, Trade and World. On the ground floor of each school are studios for the Excellent Futures Curriculum. These studios have been specifically designed to provide a flexible learning space in which a range of learning activities can take place.
- Above each of the studios are core learning spaces for English, Mathematics, Science and Information and Communication Technology.
- These schools have their own building located off the Central Heart of the School. This central space, designed to resemble the corporate headquarters of a large-scale company, provides an ideal learning space for their students. It contains facilities for ICT and a variety of seating arrangements for students to group together and learn, both inside and outside formal lesson times.

**Image: Stanley Park High**
Local models

A summary of local models and key elements of their approaches to teaching and learning is provided in Boxes 6-8 below. There are a wide range of schools that perform well without state of the art facilities. The purpose of this section is to show how physical spaces or virtual spaces have been utilised in line with a new pedagogical approach to drive student learning. Given the future capital investment in Footscray, it is important to visualise what is possible and how pedagogy and facilities can align.

Box 6: Australian Science and Maths School

- The Australian Science and Maths School in South Australia is a senior secondary school that is grouped vertically between Years 10 and 12.
- Students have a personal learning plan and an e-portfolio, and undertake a learning studies program to help them plan their approach to learning and ensure they build general 21st century capabilities as well as science and maths enrichment.
- Students undertake self-directed learning across a number of inquiry areas, using technology to communicate locally and globally.
- [https://www.asms.sa.edu.au/](https://www.asms.sa.edu.au/)

Box 7: Bendigo Education Plan

- The Bendigo Education plan included rebuilding four schools and closing one school, professional development for teachers to enable teaching in open plan spaces and curriculum reform with greater differentiation and a focus on stages instead of ages.
- The Precinct includes learning communities within each school and neighbourhoods designed with a maximum of 150-300 students at a time, to ensure they can establish relationships with all community members. Students can interact with multiple teachers and space is built for multiple concurrent uses (Romensky, 2015).
- In terms of curriculum delivery, senior students visit primary schools as mentors and kindergartens and there is cross age tutoring. Other community projects in the Plan included age care facilities and projects between students and local indigenous leaders. These are planned and negotiated by students and have the students playing both the role of teacher and learner.
- The structure includes 4 middle schools to help develop safe and supportive student relationships. The communities are structured differently according to local preferences, for example vertical structures with horizontal neighbourhoods. Design elements included movable furniture, open staff rooms and integrated eating and interaction spaces.
- Bendigo Senior Secondary provides students with a wealth of choice – themed learning programs with alternative university entry in health, specialist programs in arts, commerce, sports, maths and science, VET, VCAL, VCE and NETSchool for young people at risk of leaving school.
At the heart of all of these models is the vitally important role that educators/teachers play in helping students flourish and identify problems and the context of the world around them. One way in which the Footscray Learning Precinct could promote collaboration is through establishing a professional learning hub and a teaching academy of excellence. A managed transitions approach – recognising who will transition well and who may need more support, allowing additional time across the Precinct for orientations and joint teaching or joint projects across providers may help. Recognising community and informal learning across the Precinct will also be important.

---

**Box 8: Children’s University**

- The Children’s University offers learning experiences outside of school to children aged seven and above and volunteering opportunities for youths. It is an initiative from the United Kingdom that has been widely adopted in South Australia and is spreading to New South Wales.
- Formal certificates and graduations are provided to recognise achievements. The model leverages local educational and learning activity providers such as arts galleries, libraries and sporting clubs, and recognises the role of learning in community settings and experiences in driving student learning. Local groups can elect to become learning destinations, with their programs being linked to final university destinations – i.e. sport coaching to sport science.
- Each child is issued with a Passport to Learning in which the hours of each validated activity are recorded. Once they have reached the required number of hours children will graduate from the Children’s University. Certificates are presented at graduation ceremonies held in high profile locations.
- Children’s University is child led, meaning that children choose what activities they would like to participate in, and participation occurs on a voluntary basis.
Stakeholder priorities

As part of the consultation process for the Footscray Learning Precinct, Maribyrnong City Council, Footscray City Primary, Gilmore College for Girls, Footscray City College and Victoria University were invited to provide a written overview of their priorities, recent achievements and potential opportunities for the Precinct.

A summary of their views is provided below, with a full copy of each stakeholder’s written account attached at Attachment 2.

Maribyrnong City Council

The Council houses 15 early years education and care (ECEC) services (which are managed externally) and one of their recent achievements has been upgrading five of these facilities in line with the National Quality Framework. Over recent years the Council has focused their efforts on integrating local children’s centres and service practice, as well as working with local primary schools to support school transitions.

In terms of future opportunities, they would like to build stronger connections with local primary schools, the Victorian education department and ECEC cluster managers and committees of management, who are responsible for the everyday running of ECEC services in Footscray.

They are particularly interested in building protocols between local primary schools and ECEC services so that all children in the inner west have a smooth transition into primary school.

Footscray City Primary

Footscray City Primary has a strong focus on building children’s foundational skills in literacy and numeracy through highly effective teaching informed by the work of Marzano. They encourage students to develop a ‘growth mindset’ so they try their best and continue developing new skills. This approach is supported by the local school community.

In terms of future opportunities, they see great potential in working more closely with local ECEC services, parents, Maribyrnong City Council and local secondary schools. They would like additional classrooms built to accommodate population growth and more graduate teachers coming through the system with requisite skills to teach literacy and numeracy well and to cater for differences.

A key aspiration for them is developing an early childhood program based at the school to improve transitions from kindergarten to prep.

Gilmore College for Girls

Gilmore College for Girls aspires to give girls more of a voice in their learning and future pathways. The IB underpins their approach and they are the only Victorian government secondary school accredited to deliver the
program in the middle years. They have a strong focus on developing 21st century skills and would like their students to be strong learners and global citizens. They also focus on students’ wellbeing and mindfulness.

In terms of future opportunities, they would like to develop stronger connections with local community organisations and primary schools and have greater parental involvement in the school. They want to build on the work they have already done to give students more control over their learning and want to continue using ICT as an important platform to support learning.

**Footscray City College**

Footscray City College are part of the Melbourne University Network of schools and see great value in partnering with local feeder schools and universities to facilitate transitions and minimise curriculum delivery disruption. They see a role for the College in educating the wider school community and encouraging the mindset that educational achievement should be a comparison against individual learning progress.

Alongside Gilmore College for Girls, Footscray City College are interested in developing students’ 21st century skills and their knowledge and capabilities in the areas of Science, Technology, Engineering, the Arts and Mathematics. They are part of a funded STEM project through the Victorian Department of Education and Training.

Staff have developed detailed learning continuums and assessment protocols – which enables them to give real time feedback to students on their progress. In terms of the Precinct, they see an opportunity to be able to learn more about students’ progress prior to secondary school – which would help them with their goal to optimise the growth of every learner.

Like the other education providers, they are excited about the notion of design hubs (particularly in the STEM area) and focusing on creative industries, choice and interdisciplinary learning.

**Victoria University**

Victoria University is a direct educator (TAFE and Higher Education) and the second biggest employer in Footscray. They are part of the Footscray University Town program, which is currently being implemented with the Council, and see the development of the Learning Precinct as complementary to this.

In terms of the Precinct, they see a range of potential opportunities for the university including opening up their facilities to more stakeholders in the community and better connecting their internal structures and processes. The Precinct could also provide opportunities for the university to build on existing partnerships with local schools and to develop relationships with schools in neighbouring areas.

**Student views**

Student input into the Precinct, including the ultimate design, will help engage students in the transformation and support utilisation of learning spaces. Heppel (2016) provides insights into students helping to design learning spaces, including the importance of personalising the spaces so young people feel welcome and included.

Student views, as captured in the Aurecon consultations (2016), amplify the views of local and international experts (Figure 10). They point to a desire for more collaborative work, across year levels and providers settings.
Parent/SKYHigh views

SKYHigh comprises parents living in the suburbs of Seddon, Kingsville and Yarraville who want to make sure there is a local secondary school for their children to attend that delivers high quality education.

Their views were captured in the Aurecon consultations and they have been involved in consultations run by the Mitchell Institute. They want to make sure that the process for designing the Footscray Learning Precinct is inclusive, that it is accessible for their children to get to (by bike, public transport and walking) and that it offers excellence in learning.

They see many opportunities for the Precinct – particularly that it could provide additional capacity and options of choice for families living in Seddon, Yarraville, Kingsville, and the inner west more broadly.
Developing the Framework

**Stakeholder workshops**

Schools are already implementing evidence-based pedagogy and have invested considerable time in curriculum development, pedagogy and assessment. The stakeholder workshops provided the opportunity for education providers to engage in discussion about their views on the future of education and how the Precinct can meet their future education challenges.

*Many ideas emerged on how to enhance education across the Precinct*

Throughout the workshops all providers highlighted their commitment to literacy and numeracy as foundational capabilities. Feedback was seen as essential – students need to know how they are progressing and where to next. Stakeholders expressed a desire to focus on learner progress rather than point in time achievement.

Stakeholders discussed the complexity of personalising learning to individual children, and the possibilities of schools working together to ensure learners can access learning at the appropriate level – i.e.: an excelling maths student at primary school undertaking secondary curriculum, or the reverse. Working as a precinct can also help ensure there is a continuum of learning across levels of schooling and smooth transitions between providers.

Platforms for professional learning and collaboration throughout the Precinct were viewed as potential game-changers, enabling a more unified approach to teaching and learning and developing and sharing best practice approaches.

Different workshops explored the role of informal learning and how to tap into other learning spaces, like council services, libraries and youth spaces, as well as global expertise from universities. As part of this mentors and other experts could have a role to play in the Precinct.

Stakeholders explored the role of schools in creating good citizens, and leading to happy, productive learners. They discussed the role of students in their community and the potential for students to undertake community projects to gain awareness of local issues and increase their understanding of citizenship.

The idea of local excellence was prized, with aspirational local parents seeking academic excellence. Ideas to foster excellence include a design hub to encourage excellence in fields of creative and scientific endeavours.

Based on these workshops, we moved to the design of the Learning Framework.
Articulating a theory of change

Stakeholders were rightfully proud of the current level of educational achievement in Footscray, whilst aspiring for higher levels of achievement in the future. This section articulates a proposed theory of change to be addressed in the Learning Framework and by enablers that underpin the framework.

*If we want the Footscray Learning Precinct to provide a world-class education into the future, we need to build on existing achievements and strengthen the capacity of parents, teachers and students to teach and learn.*

This translates into the following:

- *If we want excellence across our Precinct, we need to support teachers to collaborate, develop inquiring dispositions and test and share what works*
- *If we want to improve learning, we need to assess children for learning, know where they are at and where to next and to trial and evaluate approaches to maximise learner growth*
- *If we want young people to be prepared for the future, we need to combine surface and deep knowledge acquisition and capabilities – so children and young people can apply what they know in meaningful ways*
- *If we want to engage all learners in our community, we need to work with community providers, with other schools and with families, and utilise virtual and physical spaces across the Precinct to their full potential*
- *If we want to develop independent, globally and socially aware and responsible young adults, we need to provide students with real-world learning opportunities and increase student voice and choice*
- *If we want a healthy community we need to develop healthy and physically active children and young people*

The proposed theory of change reflects stakeholder views and local and international evidence. It has informed the development of aspirations that drive the Learning Framework.

Conceptualisation of a future focused Learning Framework

The diagram overleaf represents what a future focused Learning Framework could look like within the Footscray Learning Precinct (full framework at Attachment 3). The framework is highly aspirational, and reflects a future vision for education in the Precinct drawing broadly from the Education State goals. The vision represents a combination of education provider views emerging from the background documents and in workshop discussion, student and parent views and evidence garnered from the international literature.

It is important that the Learning Framework sets down the broad direction that would maximise learner outcomes for the Footscray Learning Precinct and is aligned to the ambitions of the Education State. The framework is intended to apply across the learning areas in the Victorian Curriculum – the Arts, English, Health and Physical Education, the Humanities, Languages, Mathematics, Science and Technologies. The framework incorporates the capabilities in the Victorian Curriculum and aligns with other local and national education frameworks, including the VEYDLF and AQF.
The future focused Learning Framework articulates aspirations for all children and young people in the community. The framework embraces both knowledge and capabilities – literacy and numeracy is core and needs to be enhanced across the curriculum areas. To ensure learners thrive they need to be resilient, but also capable of metacognition, of learning to think and learn. Health and wellbeing is vital, and will require partnerships with families and community agencies. Learners also need to develop strong analytic and interpersonal skills across domains. They need to be able to communicate locally and globally and be curious and creative.

The full framework outlines how these aspirations could be reflected at each of the learning stages. Implementation of these principles will vary by learning area – current work the Mitchell Institute is completing with the Victorian Curriculum and Assessment Authority is revealing how some subjects can easily incorporate the capabilities in the Victorian Curriculum – for example humanities and local and global competence. Further work will be needed as part of implementation to map these aspirations across the curriculum areas.

Framework challenges, enablers and implications

Challenges

*Some challenges to achieving a future focused education vision*

Stakeholders highlighted challenges with realising the objectives of the Learning Framework. Teachers advocated for less teaching to the test in an ideal future system, with depth of knowledge valued over knowledge
reproduction. More collaborative project based learning that counts towards senior secondary and ATARs was highlighted as an aspiration.

Teachers highlighted the busy and sometimes conflicting roles expected of schools, and the challenges of performing these roles, let alone adopting a more interdisciplinary approach to learning. Several schools highlighted they would like to offer more collaborative learning, but this is difficult in the current structure as curriculum narrows and focuses on knowledge/content. Further, teachers stated it is difficult to assess capabilities and to find time for them whilst meeting existing curriculum standards.

**Ideas to address these challenges**

Although challenges have emerged, many can be addressed over time and by drawing on the strength of operating as a precinct.

Some schools embracing broader models of education have negotiated pathways with universities – for example into Health Sciences through the UniBridges program run by Latrobe University and Bendigo Senior Secondary College. Secondary schools may wish to examine alternative pathways programs to enable students to have greater flexibility in the senior secondary years whilst remaining competitive for university entrance.

Guidance from the VCAA on how to teach and assess capabilities in the curriculum may assist schools in planning programs of learning to address these capabilities in 2017. Some schools are already adopting new approaches within the existing curriculum. The Australian Science and Maths School delivers a rigorous curriculum, using project based learning with constant feedback loops to challenge students to identify and solve real world problems – including locating and working with world-class experts and mentors, and other students from around the world. This highlights that project and product based learning can be effective, highly challenging and engaging, but constant feedback, scaffolding and a commitment to mastery is essential.

A strength of a precinct based approach is that schools can collaborate together and share resources and evidence on what works. Mentors and experts can be drawn upon systemically across the Precinct to achieve the kinds of learning aspired by the community. Students can become teachers, and teachers learners. Bendigo Senior Secondary College embraces this in their curriculum, supporting students to give back to their community – for example by students teaching IT skills in aged care homes.

**Enablers**

The entire framework is underpinned by a strong commitment to growth of literacy and numeracy capabilities. What this looks like at each point in the continuum is different, from exposure to language and counting in early years to complex text analysis in later years. Regardless, it is a core underpinning which all education providers recognise.

The framework has five key learning aspirations – we want learners to be literate and numerate, capable and resilient, creative and curious, locally and globally competent and healthy and physically active.

Several enablers underpin the Learning Framework and are outlined in the diagram overleaf. All seven enablers are interdependent and work together to enhance teaching and learning outcomes, which is at the heart of the Learning Framework. Community engagement, funding and resources, data and technology and leadership are all fundamental to creating an open, dynamic learning community where professional collaboration is prioritised and students can grow and transition well in their learning. Transition and engagement are highly interrelated, given transition points are key times when student learning progress dips.
Seven key enablers to capitalise on investment and maximise learner growth

<table>
<thead>
<tr>
<th>Community engagement</th>
<th>Funding &amp; resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Virtual &amp; physical spaces for parent, community &amp; industry interaction</td>
</tr>
<tr>
<td></td>
<td>Professional collaboration and learning</td>
</tr>
<tr>
<td></td>
<td>Data &amp; technology</td>
</tr>
<tr>
<td></td>
<td>Managed &amp; supported transitions</td>
</tr>
<tr>
<td></td>
<td>Leadership &amp; governance</td>
</tr>
</tbody>
</table>

A brief description of each enabler is provided below.

**Community engagement**

In order to achieve a shared vision for the Precinct, it will be essential to engage the community in the development and implementation of the Learning Framework. Consideration should be given around how to engage different members of the community, at what stage and for what purpose. This includes students, families, educators and community services, business and industry. Identifying and capitalising on existing community strengths and resources, including infrastructure and partnerships, will support long-term change. A community engagement strategy will help to achieve the vision for the Precinct. This may include involving students in the building design process, as was seen in the Broadmeadows Regeneration Project.

**Funding and resources**

In addition to funding already committed to building design, it will be vital to consider human infrastructure resourcing needs to realise the goals of the Precinct. In particular, consideration should be given on how to achieve a shared approach to professional learning across the Precinct. Dedicated investment in professional learning and collaboration will encourage greater consistency and alignment in teacher practice across the Precinct, which will in turn improve student learning outcomes and transitions.

**Virtual and physical spaces for parent, community and industry interaction**

The Precinct is more than a group of schools, it is a place where everybody learns, people have pride in and people feel safe connecting or coming to. Consideration needs to be given to how to utilise physical and virtual spaces (and everything in between) to maximise opportunities for deep learning and professional collaboration.
Open, welcoming spaces are important to ensure all children and their parents can be engaged. Safe places to play, and to travel between providers by foot, or bike, are essential to enhancing physical wellbeing. Access to support services within the education precinct, including co-located and online, can help improve community and industry interaction as well as student wellbeing. This may include planned walking spaces and bike paths as well as nature reserves as spaces for transport, recreation and learning. It also includes spaces within education providers for community services, school nurses, maternal and child health services etc.

**Professional collaboration and learning**

The way in which the Precinct can promote collaboration and learning and recognise the vital role of teachers is an essential requirement. Consideration needs to be given to how the Precinct can become a professional learning hub, where educators feel supported in helping children and young people progress in their learning. A common approach to professional learning across the Precinct could help reduce variability between schools, smooth students transitions and lift education outcomes. *Professional learning through a teaching academy can support all staff, from pre and in-service teachers, and school, early childhood and tertiary leaders to achieve the outcomes of the Learning Framework and ensure educational excellence across the Precinct.*

**Data and technology**

Data is needed to measure students’ progress in learning and to know the impact of teaching. This will provide important evidence on what works and will also support student transitions to maximise learner growth. Understanding of where children are at, and how much they are progressing, should be kept and passed between providers as students’ transition. Information on what works, and for whom, should be similarly gathered and shared. Technology can assist with this, helping to access services and expertise from near or abroad. *There are many models of collecting and sharing education data around what works at an individual and system level. Consideration should be given to embedding a model that is easy to use and assists teachers to target effective interventions for individual students. In establishing the physical infrastructure, the technological infrastructure should be developed to support local and global collaboration.*

**Managed and supported transitions**

The transition points between providers can heighten student disengagement. To support the Learning Framework operating as a continuum, consideration needs to be given to smoothing these transitions. Students raised ideas such as primary children working with pre-school children, cross age projects as well as the ability to take subjects at other year levels and with other providers locally and globally. Tools for transitions can be explored, including surveys and reports to highlight students at risk of making a poor transition. Transitions can also be more phased, including the potential of cross sector projects and/or teaching minimising the impact of transitions. *The Victorian Department of Education and Training is currently updating resources to support schools to manage student transitions.*

**Leadership and governance**

The Precinct will need to be underpinned by effective leadership and governance to enable collaboration across providers, shared use of facilities and capitalisation of neighbourhood assets, joint planning, and more streamlined transitions. Governance is the key to ensuring that education providers operate alongside each other – rather than in competition, and support learner growth and excellence across the Precinct. *Consideration should be given to developing and resourcing optimal models of governance that will assist the Precinct – this could include a central structure with committees tasked with important foci, such as curriculum and transitions.*
Implications

The Learning Framework will have a range of considerations for implementation across the education spectrum. In the early years the framework suggests greater integration across the range of community services and education providers, as well as learning outside the classroom. It highlights the important role of early learning in building children’s social and emotional skills and executive functioning, as well as communication and language.

The framework is focused on developing the whole learner including strong literacy and numeracy, metacognition, creativity and curiosity, problem solving and local and global competence. An important focus is on exposure to sports and engagement in physical education given the increasing physical and mental health problems in young people.

The framework focuses on learners’ metacognition – developing learners who are applied thinkers with surface and deeper level learning. Senior years should involve collaborative learning to solve real problems, a blend of surface, deep learning and conceptual understanding and high levels of creativity and craftsmanship supported by regular constructive feedback. Sports and physical health remain vitally important in this phase of learning and beyond.

It will be important to bring the community along to achieve the aspirations articulated in the Learning Framework. As part of the communications strategy for the Precinct, consideration could be given to a parent and community campaign about the vision for the Education State.

Some initial next steps and recommendations to start enacting the Learning Framework are proposed overleaf.
Implementation

The Learning Framework was presented to the Working Group and Strategic Advisory Group for discussion and refinement on 4 October 2016.

Following feedback from these meetings two additional ‘Enablers’ were added to the Framework – Community Engagement and Funding and resources. This reflects Providers’ desire to engage the community in the future focused Learning Framework and the need for funding reform to maximise teaching and learning opportunities and outcomes across the Precinct.

Whilst the physical build will not be realised for some time, work to achieve the aims of the Learning Framework can commence immediately.

Implementation Workshop

An implementation workshop was held with the Pedagogy Working Group on 11 October 2016. The aim of the workshop was to start setting out a clear agreed path for enacting the Learning Framework.

Professor Bill Lucas, Mitchell Institute’s International Advisor and Director of the Centre for Real-World Learning at the University of Winchester, helped to facilitate the session and provided an overview of what is happening locally and globally in developing and assessing capabilities. He re-emphasised the importance of young people acquiring both knowledge and capabilities in order to be employable and successful in the future.

Stakeholders identified two initial priority areas for implementation:

1. Clarifying the purpose and vision for the Precinct; and
2. Professional learning and collaboration.

Shared vision for the Precinct

As a first step towards implementation, stakeholders agreed on the need to revisit the vision, values and goals of the Precinct. Creating a shared vision and language for all in the community, especially students as they move along the continuum and between providers, was seen as essential. A key component of this will be articulating the purpose of the Precinct – what it is and what it isn’t. Providers discussed the need to create an open and dynamic learning community where professional development and teacher practice are prioritised.

Professional learning and collaboration

There was a strong appetite for developing a shared approach to professional learning and collaboration across the Precinct. Being able to connect existing teacher practice with future practice will be vital. In terms of the physical build, professional collaboration will be even more important if multiple buildings and school campuses are designed as part of the Precinct.
The Working Group discussed the idea of building capacity through small tests of change and adopting a strengths-based approach. For example, schools could identify areas of the Learning Framework they are excelling in and offer support and expertise to other schools in that area and vice versa.

As a next step stakeholders liked the notion of establishing some general protocols around how the Precinct should operate. Being clear on what the non-negotiables are and what to be flexible on will be essential, particularly in the early stages of implementation. A shared vision for the Precinct will guide what governance and leadership is needed, at what point and for what purpose.

Whilst implementation can start straight away in some respects, there was consensus that significant investment in professional learning will be fundamental. It will also be essential to align the professional learning activities to the agreed vision for the Precinct and ensure this is co-ordinated with resources available to do this.

Valuable lessons from other Precincts

Although there were different drivers in the Broadmeadows Regeneration project, there was a brief discussion on what the Working Group could learn from the process. Successful aspects of the project included having a small, expert project team; involving students in the building design; partnerships with local government and community agencies; and using a strong project management frame.

Insights gained from implementation challenges in Broadmeadows included having a clear understanding of the impact of change and realistic timeframes, sequencing implementation activities, clarifying roles and responsibilities early, and the incredible demand on principals’ time. (Further information on the project is available online: https://oppspaces.files.wordpress.com/2013/08/bsrp-journey-so-far_.pdf).

Implementation Plan

Establishing a short and long term plan for implementation will be vital. A proposed sequence of initial steps for implementation is provided below, which has been informed by the literature and stakeholders’ views and priorities at the workshop.

Step One: Articulate a shared vision for the Precinct

- Hold a workshop to clarify the purpose, goals and vision for the Precinct. As part of this, the Working Group should revisit the original five project outcomes and discuss whether they still fit with the vision or whether they should be refined.
- Agree on some key messages and create a shared vision statement. (The Working Group and other key stakeholders can share this statement with their respective organisations and local community in whichever way they choose).

Step Two: Commence an agreed process for tracking progress

- Identify and define critical milestones and paths for implementing the Learning Framework, using the seven enablers as a frame. Start creating a strategy for each enabler, identifying critical milestones, measures, dates and roles and responsibilities, in order to know whether the Precinct is on track. Strategies should be revisited and refined throughout the implementation process.

Step Three: Develop a shared approach for professional learning and collaboration

- Hold a professional learning summit to workshop and agree on professional learning priorities for the Precinct.
- Create a shared calendar for structured professional development commencing in 2017 (look at disciplinary learning from infancy to Higher Education and capabilities).
- Hold workshops on small tests of change.
- Consider engaging an education expert as a critical friend, such as Professor Bill Lucas, and joining the Expansive Education Network in the UK. This network offers support and guidance to teachers on how to research their own professional practice: http://www.expansiveeducation.net/.

**Step Four: Consider governance and leadership needs and opportunities**

- Test and refine an approach for decision making and operating as a Precinct
- Discuss and agree on tight and loose protocols – what are the non-negotiables and what are we flexible on?
- Consider governance and leadership approaches to support the development of the Precinct and longer term change, maintaining the notion of a ‘school within a school’ approach.

**Recommendations**

In order to achieve the priorities identified by Providers and the initial steps outlined above, the Mitchell Institute recommends three key actions:

**Recommendation 1** – Commit additional funding and expertise to support professional practice and collaboration in the Precinct. This may include:

- Having a dedicated Professional Learning Coordinator to oversee the development of a professional learning strategy for the Precinct.
- Engaging a ‘Thinker in Residence’, such as Professor Bill Lucas or other thought leaders in the area of student capabilities, who can advise on pedagogical practice and support professional learning and collaboration across the Precinct.

**Recommendation 2** – Retain the Pedagogy Working Group as a key group to bridge the connection between pedagogy and building design, and to leverage the relationships that have already been built in the next phase of work.

**Recommendation 3** – Involve young people and the community in the development and design of the Precinct and implementation of the Learning Framework. This may include:

- Designing a parent and community campaign about the vision for the Precinct and the Education State.
- Building relevant lessons into the curriculum.
- Inviting young people to research and design products for the Precinct – such as a website, social media, flyers – to share with the local and broader community.
Appendix One

Definitions

Developing young people’s knowledge, skills and capabilities is the central focus of the Learning Framework. A description of some of the key attributes and dispositions proposed in the framework is provided below.

Literacy:
Literacy encompasses the knowledge and skills students need to access, understand, analyse and evaluate information, make meaning, express thoughts and emotions, present ideas and opinions, interact with others and participate in activities at school and in their lives beyond school. Success in any learning area depends on being able to use the significant, identifiable and distinctive literacy that is important for learning and representative of the content of that learning area (Australian Curriculum, Assessment, and Reporting Authority, 2016: http://www.australiancurriculum.edu.au/generalcapabilities/literacy/introduction/introduction).

Numeracy:
Numeracy encompasses the knowledge, skills, behaviours and dispositions that students need to use mathematics in a wide range of situations. It involves students recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully (Australian Curriculum, Assessment, and Reporting Authority, 2016: http://www.australiancurriculum.edu.au/generalcapabilities/numeracy/introduction/introduction).

Executive functioning:
Executive functions are cognitive processes that help us organise and act on information. They include working memory, planning and organisation, flexible thinking and self-control – all vital in helping us to organise, plan and complete activities and live healthy and productive lives. Children are born with the potential to develop these important functions (Center on the Developing Child Harvard University, 2016).

Self-regulation:
Self-regulation is the growing ability to understand and manage our emotions, thoughts and behaviour, adjusting them as needed in line with the situation. Those with good self-regulation can manage day to day stresses, build and maintain positive relationships with others and regulate their feelings and actions, even when they are unpleasant (Florez, 2011).

Resilience:
Being resilient is the ability to cope and thrive even when obstacles arise. In terms of resilience in young people, things that come into play here include social and emotional competence, being optimistic, having good problem solving skills and a positive attachment to family, school and learning, as well as having strong self-efficacy or belief in one’s capabilities (Cahill et al, 2014).
Curiosity:
Curiosity drives our learning and can be exploratory or intellectual. Exploratory curiosity relates to being interested in new things and taking risks. Having an intellectual curiosity is about wanting to learn or understand new ideas or phenomena of interest. One can be born curious but it can also be learnt through a supportive school culture and being taught new ways of thinking (Munro, 2015).

Growth mindset:
Having a growth mindset is the belief that you can learn, apply and continue to develop your knowledge and skills. Rather than being fixed, this means that qualities and capabilities can be built and expanded upon though effort, trying new things and experience. Those with a growth mindset want to learn about themselves, the community and the world around them (Dweck, 2000).

Entrepreneurial mindset:
Individuals or groups whose curiosity leads them to seek out and identify or solve problems that are worth solving. They look at problems as opportunities, rather than as dead ends. They apply their creativity and talents to develop innovative ideas and solutions. They care about the quality of what they produce, embracing mistakes as markers for learning and improvement. They are energised by the potential benefits to others, locally or globally, from what they do and produce (Zhao, 2012).
References


Dweck, C (2000), Self-theories: Their Role in Motivation, Personality, and Development (Essays in Social Psychology), Psychology Press, Philadelphia, USA.


Leadbeater, C (2016), The Problem Solvers: The teachers, the students and the radically disruptive nuns who are leading a global learning movement, Pearson, London, available online: https://www.pearson.com/learning/problem-solvers.html


Munro, J (2015), Curiouser and Curiouser, McRel International, Melbourne.


Zhao, Y (2012), *World Class Learners: Educating Creative and Entrepreneurial Students*, Corwin, California, USA.
Attachment 1 – Local data gathered to inform the Footscray Learning Framework

In addition to data already gathered by Aurecon, Mitchell Institute has gathered local data to inform the development of the draft Footscray Learning Framework. Below is a snapshot of our findings, which focus on outcomes in the early years and future employment prospects in the inner west of Melbourne.

Early years

Figure 1 shows that over 20 percent of Footscray children entering school in 2015 were vulnerable on one domain in the Australian Early Development Census (AEDC), with vulnerability increasing between 2012 and 2015 particularly in the social competence domain. The social competence domain looks at children’s social skills and their ability to regulate emotions. The domains of the AEDC provide an indication of education, health and social outcomes in adulthood.

Figure 1: Percentage of children developmentally vulnerable in Footscray

Employment

Employment in Melbourne West and Melbourne reveals growth in areas such as professional services, accommodation and food and retail (Figure 2). Local employment projections include strong growth in health care and social assistance, which may suggest opportunities for closer linkages between schools, tertiary providers and employers to develop employment pathways for local students.

Figure 2: Employment projections in Melbourne West and Melbourne

Source: Labour Market Information Portal (LMIP), Australian Government
CURRENT CONTEXT
Maribyrnong City Council – Early Years

WHAT IS MY SCHOOL/ORGANISATION CURRENTLY DOING WELL? WHAT ARE WE MOST PROUD OF?

- 15 early years education and care services housed in Council-owned facilities. All services are managed by cluster managers (BPA, ECMS and MCM) or committees of management.
- Over the last four years Council has invested in the renewal and upgrade of five early years facilities to meet current standards in the National Quality Framework (ACEQUA 2012).
- Through a continuous improvement process, Council officer positions realigned to support the provision of best-practice by all early years education and care services.
- Development and implementation the Maribyrnong Strategy for Children 2015-2018 with a strong community engagement approach that included gathering the views of over 700 local children (aged between 2 years and 12 years). Annual priority actions from this strategy are implemented in partnership with our local early years and family support sectors.
- Administer the Central Register Service for four year old kindergarten, 3 year old programs and long-day care for 19 community managed early years education and care services.

WHAT IS MY SCHOOL/ORGANISATION CURRENTLY DOING THAT WE NEED TO DO MORE OF AND BUILD ON?

- Delivering transition to school sessions in the suburb of Braybrook in partnership with all local primary schools and early years education and care services. This project will be evaluated and potentially expanded to other areas in the municipality.
- Development of integrated children’s centres and service practice (e.g. Braybrook Community Hub and Maidstone Child and Family Centre). This involves the open architectural design with single entry and shared spaces for practitioners and connection between services areas. This best-practice design supports the integration of practice between multidisciplinary staff based at these centres/hubs (i.e LEAP Ahead project at Braybrook Community Hub).
- Maribyrnong Early Years Alliance is local network including family support services, health services, state government, education and care services facilitated by Council’s Early Years team. The Alliance supports the implementation of the Maribyrnong Strategy for Children 2015-18 and Maribyrnong Family Strengthening Strategy 2015-18 and delivery of state government funded programs (e.g Best Start and Supported Playgroup Program). Council would like to strengthen the participation of local primary schools on the Alliance and local projects.
- Implement strategies to better inform our community of the Central Register Service with a focus on reaching families in our community experiencing vulnerability or disadvantage.
WHAT IS MY SCHOOL/ORGANISATION NOT DOING THAT IT SHOULD BE DOING?

- Council participated in a six year project with the Centre for Community Child Health (Murdoch Research Institute - RCH) linking local primary schools (specifically in the suburb of Footscray) with early years services to support school transition. This project focused on connecting the VEYLDF and the AusVELS. For participating schools, there were positive outcomes in terms of school transition. This project ended more than four years ago.

- With the right allocation of resources, Council Early Years team could build partnership and referral protocols between local primary schools and early years education and care services to support the successful transition of children into school.

WHERE DOES MY SCHOOL/ORGANISATION NEED TO BUILD STRONGER CONNECTIONS?

- Local primary schools
- DET (regional and central offices)
- Early years education and care cluster managers and committees of management.
Extraordinary School Council Meeting – Monday 11 April 2016

The FCPS School Council wishes to confirm their support of the Learning Precinct, and endorse the envisaged enhancement of education facilities in the Inner West.

The FCPS School Council has aligned our preferred future to the Footscray Learning Precinct Vision statement.

As representatives of the FCPS community, we believe our links to, and understanding of our community enables us to identify and respond to the localized needs of our children and young people. We look forward to the precinct promoting partnerships with parents and the broader community, including with businesses, local government, universities, cultural and community groups such as sports clubs and art groups. FCPS will continue to engage learners ensuring excellence in the basics of literacy and numeracy, and encouraging children in their primary years to possess a love of learning. We expect the precinct will:

- **Provide improved learning opportunities and hence improved learning outcomes for students at FCPS by:**
  - High performing students accessing accelerated programs linked to secondary programs.
  - Working with Maribyrnong Council in the development of the Early Years hub.
  - Improved transition processes, pre school – primary school – secondary school.
  - Maximizing equity and access by providing facilities for the continuation of a WELS, (Western English Language School), outpost within the learning precinct. This enables shared learning between FCPS students and new arrivals to Australia as well as providing Professional Learning opportunities for FCPS staff in ESL learning.

- **Enable the engagement of learners with unique talents and interests by:**
  - Providing improved facilities to enable the development and enhancement of sports and arts programs through the provision of an indoor sports facility and a performing arts facility.

- **Engage with the broader community and capitalise on the assets of the community and beyond by:**
  - Shared use facilities including: sporting, performing arts, and out of school hours care that are available for wider community use outside school hours. Small schools nearby, unable to support an OSHC program would be offered places/access.
  - Enhance the school library and make it available for mothers’ groups and other users, eg the elderly.
  - Link with U3A for cross generational opportunities.
  - Providing an opportunity for community programs for special needs groups, eg community library and coffee shop staffed by intellectually disabled VCAL students as a transition to work program.
  - Providing opportunities to maintain the strong community involvement from pre school to primary school to secondary school.

- **Improve accessibility to the school by:**
  - Improve pedestrian and bicycle access, in particular for families, north of Hopkins St and to the east and west of Moore St.
  - Provide car parking that meets the needs of precinct users, eg longer term for U3A members located near their facilities, drop off and pick up parking for parents, and staff parking.

- **Ensure governance models meet the needs of the key participants.**
  - Early Years Hub
  - Shared use facilities

- **Provide an opportunity for primary school community members to contribute to any secondary provision developments.**
Background
From 2000, FCPS had run two teaching streams, a Steiner stream and a ‘mainstream’. This approach was highlighted more by failure than success:

- School Council had been dissolved or had opted to dissolve on two previous occasions,
- The substantive principal was on Work Cover following a serious incident involving staff, parents and students, (an event that ended in physical threats to staff and emergency services personnel, with other staff on Work Cover not returning to the school),
- Academic data was at state average,
- Parent Opinion Survey data and Staff Opinion Survey data was among the lowest in the state,
- Attitudes to School data in the area of teaching and learning was bottom quartile,
- Prep enrolment for 2012 was under 30 with two potential teaching approaches to commence, (the mainstream prep enrolment was 20+, the Steiner enrolment was 7, but expected to be increased through a number of 2011 prep students repeating their Prep year.

DEECD took the following actions at the end of 2011:
- Dissolved School Council for a seven year period
- Appointed an Executive Class Principal
- Instructed the Steiner teaching program was to close from the beginning of the 2012 school year.

At the start of 2012, the school halved in size, beginning with 130 students. A number of staff were redeployed, others were placed into redundancy processes, and others placed on performance management plans. Some teaching staff were identified as high performing and were encouraged to continue.

The appointed Principal with the leadership team implemented a teaching approach developed from previous experience at high performing schools. This involved:

1. Teaching environment – student management, teacher/student relationships, teacher/parent relationships, school/parent relationships
2. Core Instruction – a focus on literacy and numeracy
3. Provision of high quality programs for student engagement – music, art, phys-ed
4. Selection of teaching staff to perform at an expected level and deliver the instructional model

Instructional Model
The instructional Model is a Gradual Release approach.
Marzano’s, ‘Classroom Instruction That Works’, Pollock’s ‘GANAG’, and Hattie’s, ‘Visible Learning’ are used to guide teaching approaches within the Gradual Release model.
Classroom instruction focusses on achieving highest possible outcomes in literacy and numeracy and ensuring the program caters for differentiation of student learning. All classes are age based and need to cater for multiple learning needs, (social, emotional, disorders, LBOTE, disabilities etc).
ILP’s are written for each child following assessment for learning at the start of each year. The ILP’s are then discussed and further developed at meetings with parents. Data on student progress is recorded to monitor performance and a Whole School Support Group identifies learning issues and planned responses. Formal reports of student progress are completed term 2, 3 and 4, and a new ILP written at the end of term 2.

Leadership model
McRel ‘Balanced Leadership’, is the basis of the school’s leadership program, and as principal, I have drawn on Schmoker’s, ‘Focus – Elevating the Essentials to Radically Improve Student Learning’.
Areas of need
Building an effective partnership with parents is an area of focus. This is particularly important in light of the failure in this area during the period 2000 – 2011. The area of need was touched on by Lyn Davie at her presentation 11/7, ‘is the partnership merely communication with parents?’ Parents have raised their desire to be involved in the school. This is addressed through forums, sub committees, school events. Parents are active participants in classroom and specialist programs as well as camp, excursion and sport programs.

Graduate teachers with requisite skills. The school has grown and will continue to do so, by three or four classes per year for at least the next four years. The internal professional learning focus is continually on working with new staff re core teaching requirements. Training institutions, (VU’s teaching programs leave much to be desired), spend insufficient time on working with pre-service primary teachers on how to teach literacy, (reading, writing, spelling, speaking and listening), and numeracy. Graduate teachers have almost no planned, learning knowledge re disabilities and catering for differences to be expected in any classroom other than what they may have learnt in a teaching round, (pre service teachers are ‘hostage’ to the quality of mentor teacher available and their work with differentiation and general classroom approaches).

Facilities –
Additional classroom spaces will be required if population growth predicted is correct. Currently each term holidays are dedicated to creating classroom spaces, ie converting open spaces to a classroom sized area with some shared space between classes. This is a deliberate plan to best cater for needs of students. Flexible spaces, (as seen at Doveton by the SAG), discriminate against the learning needs of a wide range of students such as those with, ASD, ADD, ADHD, SLD, Language disorders, Background Noise Discrimination, LBOTE etc.
The school has a limited indoor sports facility, (2.5 classroom spaces), and subsequently no internal location to hold whole school activities with the community.
The school’s Instrumental Music Program currently has over a hundred students participating, (violin, cello, bass, harp, voice, guitar, piano, keyboard, brass, ukulele, flute, drums, and tuned percussion). This program requires small practice rooms equipped with instruments and instruction materials and preferably soundproofing. As the school grows, these spaces are becoming fewer, however, the demand grows as the number of students grow.

Aspirations
- To work with MCC to develop an Early Childhood program based at FCPS. Our aim is to improve transitions from Kinder to prep by improving our knowledge of student needs from the earliest entry point possible.
- Promotion of students in individual learning programs – accelerating learning. This does not mean promoting students to a higher year level, (though this is a strategy used with identified students with particular learning needs), rather developing programs where students can access work in areas of high performance, eg: a year 5 student able to access year 7 maths classes to accelerate learning.
- Continue the presence of a WELS program. As the FCPS community continues to become more gentrified, the School Council has noted the WELS program provides a multi-cultural mix in the school that is increasingly less evident.
- Engagement with the community as explained in the FCPS School Council document, ‘FCPS Alignment with Precinct Vision’.
CURRENT CONTEXT

INSERT SCHOOL/ORGANISATION NAME HERE

WHAT IS MY SCHOOL/ORGANISATION CURRENTLY DOING WELL? WHAT ARE WE MOST PROUD OF?

Gilmore College for Girls is the only government secondary school authorised to deliver the International Baccalaureate Middle Years Program. The IB philosophy is underpinned by a global perspective, independent learning and inquiry based approach. It is overlaid with the learner profile qualities; for example students are asked to focus on the following traits within themselves as learners: being principled, knowledgeable, caring, thinkers, inquirers, balanced, risk-takers, communicators.

We have a Circles program where students meet each day and work through school developed booklets that look at mindfulness, values, resilience, bullying, organization and study habits to increased school connectedness and independence.

We still maintain a focus on the WMR Literacy and Numeracy strategies.

There is an emphasis on C21st learning through our netbook program.

We are also proud of our value add NAPLAN data from years 7-9.

WHAT IS MY SCHOOL/ORGANISATION CURRENTLY DOING THAT WE NEED TO DO MORE OF AND BUILD ON?

Build stronger connections with the local primary schools, in particular with the primary International Baccalaureate Primary Years Program schools.

We continue to embed consistent school wide practices.

We endeavor to have students take more responsibility for their learning; the Year 10 Personal Project is the catalyst for increasing awareness (completed for the first time in 2016).

We are currently in the funded STEM program so we need to articulate our focus and develop that program (in conjunction with Footscray City SC). The skills and knowledge gained needs to be shared with our colleagues and our community.

We would like to continue to build on ICT to underpin the learning.

WHAT IS MY SCHOOL/ORGANISATION NOT DOING THAT IT SHOULD BE DOING?

Developing knowledge of future work prospects – becoming more knowledgeable about future work opportunities and encourage girls to investigate the possibilities.

WHERE DOES MY SCHOOL/ORGANISATION NEED TO BUILD STRONGER CONNECTIONS?

With local community organizations

Greater involvement from parents in the learning partnership.
CURRENT CONTEXT
FOOTSCRAY CITY COLLEGE

WHAT IS MY SCHOOL/ORGANISATION CURRENTLY DOING WELL? WHAT ARE WE MOST PROUD OF?

- Footscray City College’s current pedagogy is based on evidence based best practice. This is underpinned by school derived and collaborated progressions of learning and informed by world class educational experts. This initiative has successfully promoted a shared understanding of what learning looks like within our geographical and socio-economic context. This has been achieved through utilizing the internal expertise of staff and resourcing that currently exists.

- The scope and quality of our subjects explicitly incorporate literacy and numeracy, 21st Century Skills and General Capabilities within units of work with clear cross curriculum connections that foster collaboration between staff.

- The planning and development of STEM/STEAM based projects drawing on the internal expertise of staff and current resources and facilities.

WHAT IS MY SCHOOL/ORGANISATION CURRENTLY DOING THAT WE NEED TO DO MORE OF AND BUILD ON?

- We have implemented a collaborative and systematic approach to teaching and learning at Footscray City College demonstrated through a transparent online curriculum and the development of assessment protocols. This instructional model provides evidence for us to target our teaching ensuring that the needs of every student are met.

- We see the need to provide opportunities to educate the wider school community about our pedagogical approach to teaching and learning. This would aim to shift the mindset of educational achievement as a comparison against a standard to individual learning progress regardless of entry point.

WHAT IS MY SCHOOL/ORGANISATION NOT DOING THAT IT SHOULD BE DOING?

- Footscray City College sees scope to collaborate with our local area feeder schools to continue development on our progression of learning continua for each curriculum area. This will ensure a systematic delivery of the Victorian Curriculum and assessment practice that will improve the accuracy of teacher judgment when accrediting students with Victorian Achievement Standards.

WHERE DOES MY SCHOOL/ORGANISATION NEED TO BUILD STRONGER CONNECTIONS?

- Footscray City College has made numerous connections through being a part of the Melbourne University Network of Schools since 2014. Here we have had the opportunity to collaborate with other schools in Victoria on curriculum development and assessment practices. However, we must develop a collaborative partnership with our local primary schools to minimise curriculum delivery disruption. Disruption could be under or over-teaching of key concepts and skills.
• Partnerships with local universities can also facilitate a fluid transition from secondary to tertiary education through incorporating the academic skills necessary for tertiary education into our school curriculum.
CURRENT CONTEXT
VICTORIA UNIVERSITY

WHAT IS MY SCHOOL/ORGANISATION CURRENTLY DOING WELL? WHAT ARE WE MOST PROUD OF?

- In the context of the Footscray Learning Precinct, we are probably happy with the way in which the Footscray University Town (FUT) program is rolling out.
- We would see that the implementation of the Footscray Learning Precinct project is absolutely complementary to the FUT initiatives.

WHAT IS MY SCHOOL/ORGANISATION CURRENTLY DOING THAT WE NEED TO DO MORE OF AND BUILD ON?

- We have many partnerships with schools across the western region of Melbourne, but this project gives the capacity for closer collaboration:
  - with the specific schools currently involved in this project (ie, Footscray City College, Footscray City Primary, Gilmore Girls), as well as
  - potentially with other nearby Schools that could utilize some elements of the precinct outlined in the developing Options paper.

WHAT IS MY SCHOOL/ORGANISATION NOT DOING THAT IT SHOULD BE DOING?

- The facilities that we currently have within the Footscray area (including those of VU) could be made more available for broader syndicated use by the local stakeholders, while still recognizing the primacy of use for the owners, and acknowledging that this would require some kind of overarching governance model to ensure that this can work equitably.

WHERE DOES MY SCHOOL/ORGANISATION NEED TO BUILD STRONGER CONNECTIONS?

- Since universities tend by their natures to be relatively decentralized in their structures, stronger connection will eventually be useful down and across VU, to ensure that we maximize the breadth of potential VU support available for use within the FLP by mobilizing VU resources at the local level. Doing this while still maintaining strategic oversight will be the challenge.
### Curricular Learning Areas & Capabilities

#### Literate and numerate - progress along continuum

<table>
<thead>
<tr>
<th>Early 0-5</th>
<th>Prep - 3</th>
<th>Grades 4-6</th>
<th>Junior Secondary</th>
<th>Senior Secondary, tertiary &amp; beyond</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adult-child and peer interaction</td>
<td>Interpersonal development</td>
<td>Peer interaction &amp; teamwork</td>
<td>Collaboration in and beyond school</td>
<td></td>
</tr>
<tr>
<td>Self-regulation</td>
<td>Growth mindset</td>
<td>Set own learning goals</td>
<td>Initiating and leading</td>
<td></td>
</tr>
<tr>
<td>Executive functioning</td>
<td>Metacognition</td>
<td>Metacognition</td>
<td>Persist in deep learning and mastery across curriculum</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Self-regulation</td>
<td></td>
<td>Metacognition</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Self-regulation</td>
<td></td>
</tr>
</tbody>
</table>

#### Capable and resilient - students know their progress

<table>
<thead>
<tr>
<th>Play based learning</th>
<th>Structured exploration</th>
<th>Experimenting, hypothesising, inferring, predicting, recording</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial and error</td>
<td>Using metaphors to think creatively and critically</td>
<td></td>
</tr>
<tr>
<td>Hands on playful experiments</td>
<td></td>
<td>Identifying and solving real world problems</td>
</tr>
<tr>
<td>Creating art, drama, music, imaginary play</td>
<td>Performances, products, displays experiences</td>
<td>Application of knowledge of science, maths and engineering</td>
</tr>
</tbody>
</table>

#### Curious and creative - posing questions, developing solutions

<table>
<thead>
<tr>
<th>Play based learning</th>
<th>Experimenting, hypothesising, inferring, predicting, recording</th>
<th>Identifying and solving real world problems</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trial and error</td>
<td>Using metaphors to think creatively and critically</td>
<td>Application of knowledge of science, maths and engineering</td>
</tr>
<tr>
<td>Hands on playful experiments</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creating art, drama, music, imaginary play</td>
<td>Performances, products, displays experiences</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Design, prototype, produce, refine, display</td>
<td>Creating and mastering</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Locally and globally competent - informed and engaged citizens

<table>
<thead>
<tr>
<th>Incursions and excursions</th>
<th>Intercultural understanding</th>
<th>Connecting locally and globally</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of community infrastructure, libraries, art centres etc.</td>
<td></td>
<td>Collaborating locally and globally in learning</td>
</tr>
<tr>
<td>Care of local environment</td>
<td>Engagement with older and younger cohorts</td>
<td>Identifying and solving local issues</td>
</tr>
<tr>
<td></td>
<td>Building concept of citizenship</td>
<td>Growing citizenship awareness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Demonstration of citizenship through local projects</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industry understanding and exposure</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Industry engagement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Partnerships with local and global universities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engagement with older and younger cohorts, cross age projects</td>
</tr>
</tbody>
</table>

#### Healthy and physically active

<table>
<thead>
<tr>
<th>Fine and gross motor skills through physical activity</th>
<th>Exposure to sports</th>
<th>Mastery of sports and regular physical activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing sense of self and others</td>
<td>Engagement in physical activity and health education</td>
<td>Research, inquire and apply healthy lifestyle practices</td>
</tr>
<tr>
<td>Learning outside centres, nature walks, precinct as a classroom</td>
<td>Use of open spaces to learn and play</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Precinct for active living and learning</td>
<td></td>
</tr>
</tbody>
</table>

#### Enablers

| Community engagement | Funding & resources | Virtual & physical spaces for parent, community & industry interaction | Professional collaboration & learning | Data & technology | Managed & supported transitions | Leadership & governance |