YEAR 5 AND 6 2016 - INFORMATION SESSION

Creating Successful Learning Pathways for All
WELCOME

During tonight’s information session we intend to:

- Discuss Middle Years learners, their needs and how we best meet them
- Share the Year 5 and 6 Learning model for next year and beyond
Adolescence traditionally describes the teenage years between 13 and 19 and can be considered the transitional stage from childhood to adulthood.

However, the physical and psychological changes that occur in adolescence can start earlier, during the preteen or "tween" years (ages 9 through 12).

Like all developmental phases there are significant differences between individuals, and in the rate of change and the combinations of changes.
ADOLESCENT BRAIN

◆ The development of the prefrontal cortex – critical for the development of planning, memory, organisation, anticipation of consequences, and the controlling of impulse and mood modulation – is most active during this stage of development.

◆ During this stage of learning, the brain is destroying its weakest connections and preserving those that experience determines to be the most important.
In Victorian education, Years 5 – 8 are focused on building breadth and depth.

A key element of adolescence is developing an identity separate to the family, this often is shown by the power of adolescent friendships and the clashing desire to be “different” and to fit in with the crowd.

At the onset of adolescence, emotions become increasingly difficult to manage but developing the habits of positive self-talk and seeking support will help students to persist with challenging tasks and uncertain times.
OUR SWPBSD

School Wide Positive Behaviours Support Framework

BEHAVIOUR PURPOSE STATEMENT

At Point Cook College we develop academically, socially and emotionally within a safe, engaging and inclusive learning environment.

EXPECTED BEHAVIOURS

We are Learners  We are Responsible  We are Respectful  We are Safe
OUR UNIFORM

We place great importance on maintaining a sense of pride and community and the correct wearing of the uniform promotes this belief.

While our uniform HAS NOT changed since we opened, the expectations, implementation and management have.

**Expectations and guidelines for Years 5 and 6**

- 5 and 6 students may choose from EITHER the ‘Standard’ OR the ‘SPORTS’ option
- Uniforms are compulsory and must be neat, clean and tidy in appearance and worn with respect to self and others
- Please refer to the Uniform Policy for all other information, particularly in relation to footwear and accessories, as well as management and family assistance details.
OUR APPROACH TO LEARNING

◆ We – students and teachers alike - have an unrelenting focus on growth.

◆ We create learning opportunities that allow students to make authentic choices (and support them when dealing with the consequences of those choices)

◆ We provide learning opportunities that increase student independence and promotes personal responsibility.
We are, across all of PCC, committed to teaching our students at their point of need.

Their point of need is in the stretch zone.

To not do so, does not make sense.
SO WHAT DOES THIS MEAN IN YEARS 5 AND 6?
5 & 6 LEARNING MODEL

- We want our students (and adults) to be in a community of learners (or a village)
- 13 classes is too large for a community
5 & 6 LEARNING MODEL

- We have created much smaller communities of learners in our Multi Age Groups (MAGS)

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5 & 6 LEARNING MODEL

- Each MAG has an organizing structure of Advisory Groups
- In each Advisory Group there will be Year 5 and Year 6 students
- Advisory teachers will be key contact for the child and family
- They will work together to analyse student need, create master classes and plan and deliver targeted teaching – they have collective responsibility for the students in the MAG.
Students will learn their core subjects in the MAG: English, Mathematics, Humanities, Health.

Students will be also be taught core learning skills: organisation, communication, collaboration, decision making, self analysis and self management.

They will be taught at their point of need.

They will be taught in a combination of groups in the MAG.

Specialist classes will be in year level groups.

MAG 1

Advisory group, Student Choice, Point of Need, small group, whole group.
WHY YEAR 5 AND 6 TOGETHER?

Developmental diversity – academic, social, emotional, physical – is broad and not dependent on birthdate.

Our Middle Years footprint will be unique – new way to look at schooling.

In each MAG there are a range of people (back to the village idea!)
BIG (PARENT) QUESTIONS

◆ How will you know my child?

Professional conversations, shared data and planning, ongoing collaborative work.

◆ How will this prepare my child for secondary school?

Developing stronger learning skills, as well as point of need teaching, will ensure secondary success.

◆ Is my Year 6 child going to do year 5 work?

Your Year 6 child will do the learning they need to do.

◆ Does this mean my child will work with a different teacher in different hour every hour?

No. It means your child will work, over the week, with teachers in the MAG. It will be planned, timetabled, taught and known to students.
My child is not organised or independent. How will they be supported?
Learning skills will be taught at point of need, just as curriculum learning is supported.

I have a Year 5 child and a Year 6 child and I don’t want them to be in the same MAG?
We have worked to ensure siblings are in separate MAGS.

Is this Open Plan Learning?
No. This is point of need learning – some learning will be in large groups in Neighbourhood spaces, some will be in classrooms, some will be individual in optimal learning spaces.

Is this an experiment?
This is research based, evidence informed and over three years in trial and development.
SO WHAT DOES THIS LOOK LIKE IN YEARS 5 AND 6?
IPADS IN YEAR 5 AND 6

- Next year also sees the launch of iPads in Years 5 and 6 (and 3 and 4).
- This provides opportunities not previously able to be realised.
- It is one element of the learning and teaching program.

- Your children are already experienced iPad learners, through school based banks of iPads, and are ready to embrace this new stage of learning.
WRITING

◆ Students will (usually) choose the text type they will write – writing for purpose - with the intention of creating a balanced portfolio over the years.

◆ We will further develop the Writer’s Notebook model as this allows students to develop a personal bank of ideas (seeds) for their writing.

◆ All writing pieces will be drafted by hand (unless otherwise negotiated).

◆ Publication of pieces will be varied and fit for purpose.
2016

- Launch with the MAG MAD MUDDER and a POWER UP program, students will receive some details on the 17th during Transition.

- We are committed to Open Classrooms – sharing our learning.
- We are committed to Student Led Conferences – students articulating their learning.

- In partnership with our new Community Partnership leader, we will be offering a range of parent forums starting with Susan McLean in February (Cybersafety).
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