

for the learner. The learners are active, not passive. Through a variety of instructional strategies students are challenged to set learning goals in order to attain higher levels of achievement and to become increasingly independent self directed learners.

A culture of relationship develops strong teacher-student relationships that are fundamental to improving individual outcomes for students in the middle years. Student wellbeing in the middle years is contingent on meaningful and mentoring relationships where students feel cared for and that their opinions matter, their teachers will listen to, trust and respect them. Positive relationships, a collaborative learning environment, and strong connections with all members of the community are fostered when attention is given to a culture of relationship.

In 2015, it is time to reflect and evaluate our middle years programs.



A cyclical planned review of the Middle School will revisit our philosophy and vision. We will investigate our teaching and learning programs in terms of pedagogy, curriculum, assessment, organisation and structure, student wellbeing and community connections. We will have at our fingertips a wealth of research and data to assist us.

At the same time we will be involved in a project called Towards Transformation led by Ray Nasher, our iLearning coach. This project is looking at using digital technology in the classroom.

A number of Middle School staff are embarking on a WIDE World online course Making Thinking Visible: Building Understanding through Critical and Creative Thinking facilitated by Harvard Graduate School of Education.

All of these initiatives promise to help us further consolidate the philosophy and vision within our Middle Schools, and further develop our teaching and learning programs and most importantly continue to realise the potential the learners in our care.

*Jan Jolley & Tim Mahon,
Heads of Middle School*

