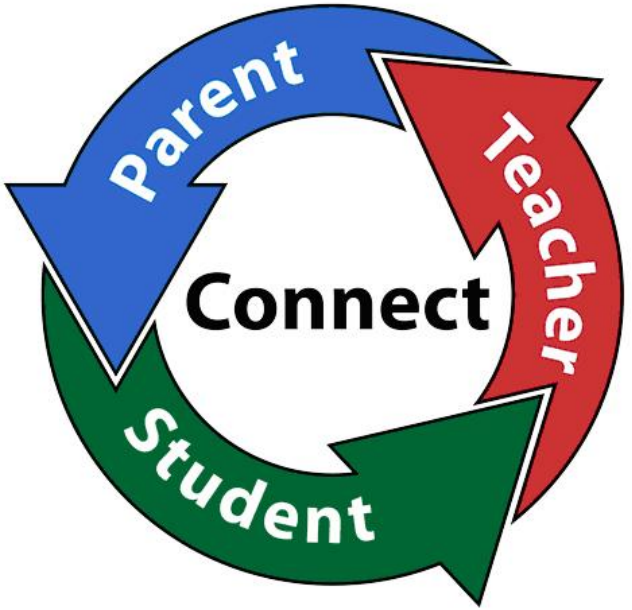
Dream it. Work to achieve it.

Connections in learning at Lewisham public school



Spirals Symposium 2017

Emma Dodds & Angie Kairouz

Our learning intentions

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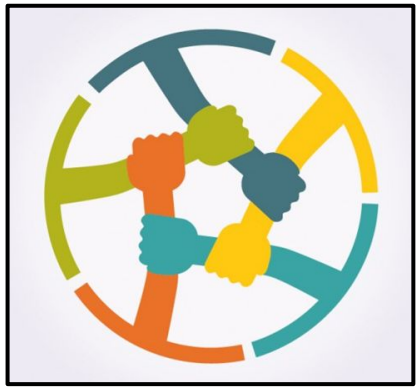
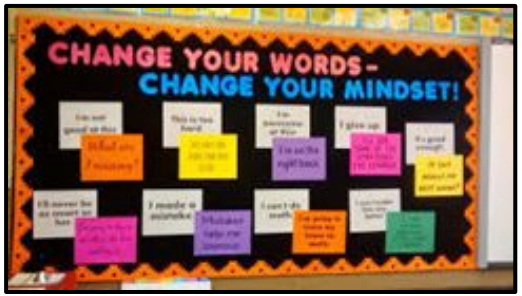
1. To explore different ways of connecting parents with learning.
2. to share with you our school's story.
3. To understand what growth mindset is and how it can be used to connect learning.





Who we are

Dream it. Work to achieve it.

Email: lewisham-p.school@det.nsw.edu.au

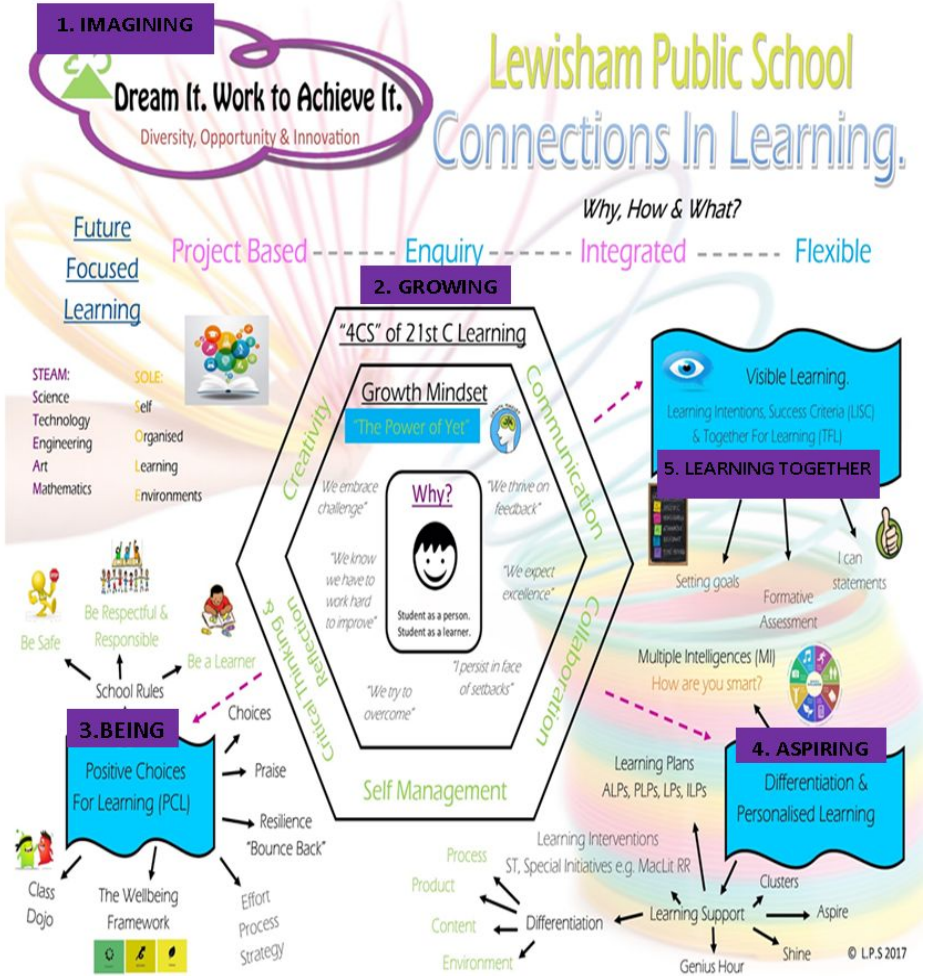
Twitter: @lewisham_ps

Our LEARNING directions

connecting learning for students, teachers and parents

Student as a person

Student as a learner



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Diversity, Opportunity & Innovation

Lewisham Public School

Connections In Learning.

Why, How & What?

Future Focused Learning

Project Based ------ Enquiry ------ Integrated ------ Flexible

STEAM:
Science
Technology
Engineering
Art
Mathematics

SOLE:
Self
Organised
Learning
Environments

"4CS" of 21st C Learning

Creativity

Communication

Collaboration

Critical Thinking & Reflection

Self Management

Growth Mindset

"The Power of Yet"

We embrace challenge"

"We thrive on feedback"

"We know we have to work hard to improve"

"We expect excellence"

"We try to overcome"

"I persist in face of setbacks"

Why?

Student as a person.
Student as a learner.

Visible Learning.

Learning Intentions, Success Criteria (LISC) & Together For Learning (TFL)

Setting goals

Formative Assessment

I can statements

Multiple Intelligences (MI)

How are you smart?

Differentiation & Personalised Learning

Learning Plans
ALPs, PLPs, LPs, ILPs

Learning Interventions
ST, Special Initiatives e.g. MacLit RR

Learning Support

Clusters

Aspire

Shine

Genius Hour

Differentiation

Process

Product

Content

Environment

Positive Choices For Learning (PCL)

School Rules

Be Safe

Be Respectful & Responsible

Be a Learner

Choices

Praise

Resilience "Bounce Back"

Effort Process Strategy

Class Dojo

The Wellbeing Framework

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Engaging the parent community

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Why?

Researchers around the world agree that when parents and carers are involved in their children's learning, it can have very positive impacts on education outcomes.

How?

How do you connect/engage parents in learning at your school?

Making connections

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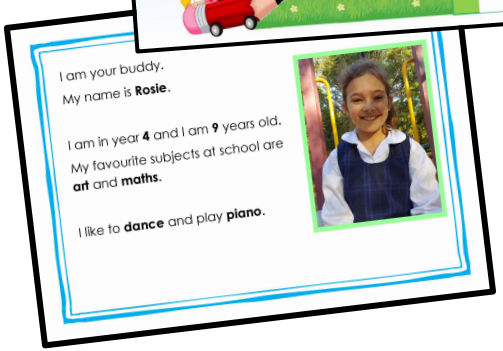
- Ready for school Program
- Together for learning/Parent, Teacher, Student conferences
- achievement/Feedback Books
- Volunteers in partnership (VIP)
- Class dojo Class blogs
- Adjusted learning plans/Learning Support meetings
- Parent surveys
- Parent seminars/workshops (growth mindset)

Ready for school

- Information nights
- Transition to school program



Questions to ask your child

Why do you think you go to school?

To learn things and to play with friends and make new inventions and to be nice to friends.

What was your favourite activity today? Why?

Computers, because I did drawing.

Questions for parents

What impressions did you get from us today?

I could see that the teaching team at Lewisham are passionate about their work, everything was well organized everyone was welcoming and friendly.

What are your impressions of the Ready For School program so far?

Well thought our and organized and fun, such a great way to start the process of transition to school.

What impact do you think the Ready For School program will have on your child?

I belive Chloe will feel confident and comfortable when it comes time to start Kindergarten as she will be very familiar with the school and how everything works.

If you were to speak to someone who doesn't know anything about our school, what would you tell them?

I recommend they go and be part of one of your information evenings to learn more about how you approach learning with children, it is current and innovative

Optional - Please comment on any of the above for feedback to us.

Thank you for taking the time to give us your feedback!

LEWISHAM
making a difference

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Together for learning

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- Together for learning
- Parent, Teacher, Student conferences

Volunteers in partnership (VIP)

- Parent Helpers
- Community involvement

Volunteers In Partnership (VIP)

Did you participate in the VIP program this year

- (•) Yes
- ( ) No

If so, how were you involved?

- [ ] Team teaching
- [ ] Kindergarten Literacy Groups
- [ ] Ethics
- [ ] Resource Making
- [ ] Arts Fiesta Activites
- [ ] Canteen
- [ ] Garden Program
- [x] Helpers at school events e.g. carnivals/ excursions
- [ ] Other

What has been the value for yourself and the school?

Love being involved with the school in any extra way we can. Hard balancing time, but always more than worthwhile.

Any other comments about the VIP program?

LEWISHAM making a difference

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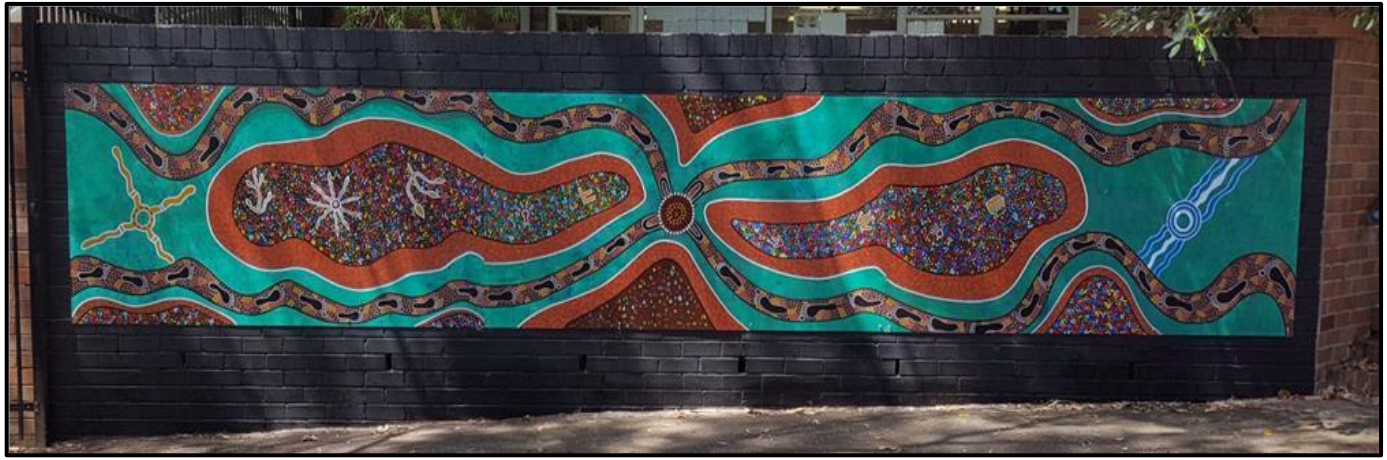

Volunteers In Partnership 2017

The school manages a Volunteers in Partnership Program for parents or members of the community willing to volunteer time to assist at the school in a variety of ways (eg programs, tasks, activities, events). Some may be one-off, others may be ongoing pending the needs of the school. (Please note, involvement in some programs on offer in 2017 will require your availability to attend training prior).

- [ ] I am willing to have my name & details included in the VIP database for 2017 and to be contacted by Ms Simou (Assistant Principal & Convenor, Volunteers in Partnership)

Days and times you are most likely available in 2017:

Your answer

Areas of expertise OR interest.

Your answer

Best email:

Your answer

Best mobile:

Your answer

- [ ] I have a current Working with Children Check

Learning Support

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- achievement/Feedback Books
- Adjusted learning plans
- Learning Support meetings

Adjusted Learning Plan	As at:	SEMESTER: 1	TERM: 2	WEEK:	DATE: 28/04/2017
Student Name: [redacted]		Class: 4/5D	Grade: 5	Home Teacher:	Emma Dodds
Background:		Level of Adjustment: Supplementary		Disability Confirm:	Funding Support: N/A

OUTCOMES	STRATEGIES	EVALUATION
• Complete a set task independently	• Provide student with smaller achievable goals within a lesson • Provide the student with visual aides to assist with completing a maths task for example 100s charts • Provide the student with a word bank when writing • Link new information with background knowledge • Provided with additional time to complete tasks	*unable/unwilling to complete tasks without 1:1 support *struggling to find any topic of interest to engage him in learning
• Write grammatically correct complete sentences	• Student works one on one with a learning support teacher to practise his writing/reading/spelling • Provided with differentiated spelling words • Focuses on a specific spelling rule with learning support teacher	*Improvement in class Progress from PM instructional level 22 to 23 *Not learning spelling at home
• Come back from poor choices	• Ample opportunity to redeem poor choices eg- moving back up to green • Check in times with Exec staff • Variation of routine if regular teacher is away (go to another class) • Positive reinforcement • Check in with mum at end of day • Regular sessions with school counsellor	*has demonstrated he can come back from poor choices *Can handle change of routine and follow some instructions during changes in routine but still needs to focus on this
• Enhance leadership skills	• Buddy Leadership Team- Ready For School, helping Kindy's • Jobs for teacher in classroom and around school	*Buddy Leadership starts WK10

Convenor, Learning Support: Ms Simou	Parent /Carer:	Principal: Ms Davis

Class Blogs/Class Dojo

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- Positive feedback
- Rewarding process skills
- Connecting parents
- Personalised/Digital Portfolio

Parent feedback

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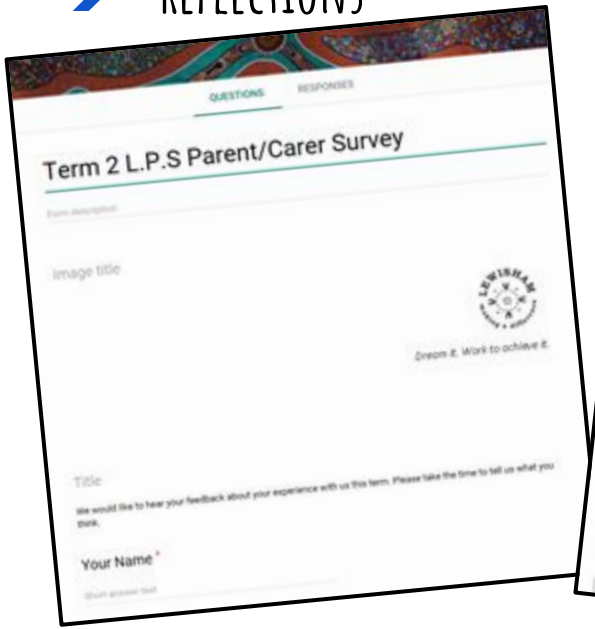
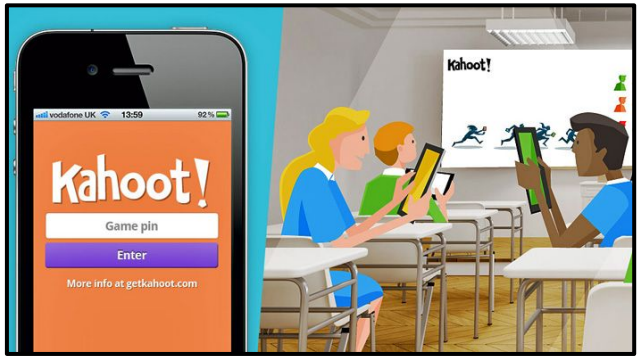
- Parent surveys
- Reflections





Parent seminars/workshops

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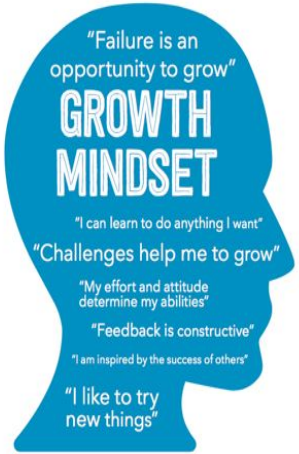
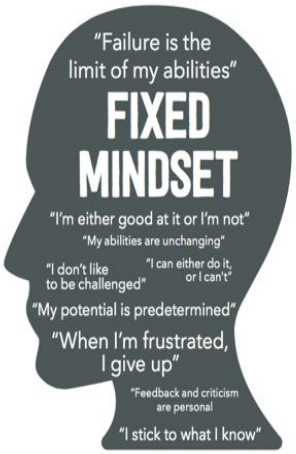
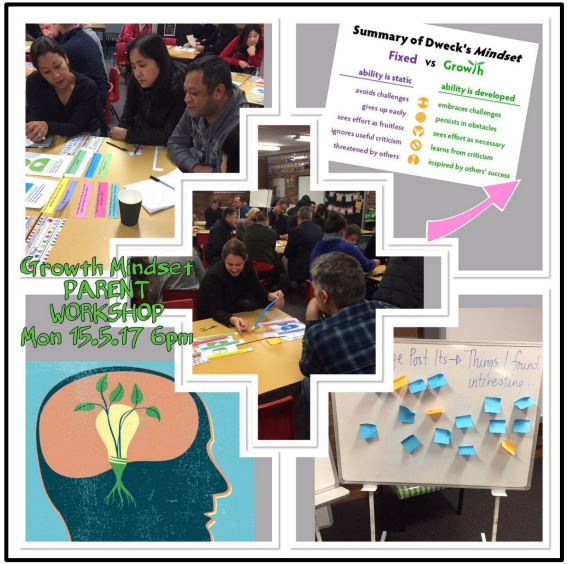
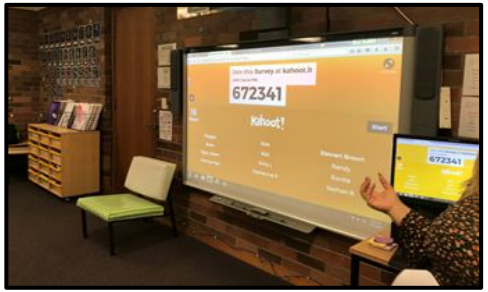
➔ Growth mindset









Growth Mindset- the power of yet

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Ways we have connected parents with growth mindset…

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Getting the message across

- Infographic
- Parent seminars
- Together for Learning
- Class dojo/APP
- Parent surveys
- Displays

Learning links

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- Carol Dweck
- John Hattie
- Barbara Bray
- Howard Gardner

Your next steps…

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Think Pair Share

Where are you now in terms of community engagement?

What are the next steps?

Exit slip

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Pink post it- I used to think...

Blue post it- Now I think...

Get in touch

Dream it. Work to achieve it.

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