



THE LEARNING EXCHANGE: NEW MODELS TO TRANSFORM LEARNING

2018 IBSC ANNUAL CONFERENCE

9 July, 2018. 11 am to 12 noon



The Learning Exchange

Institute for Excellence in Learning & Teaching

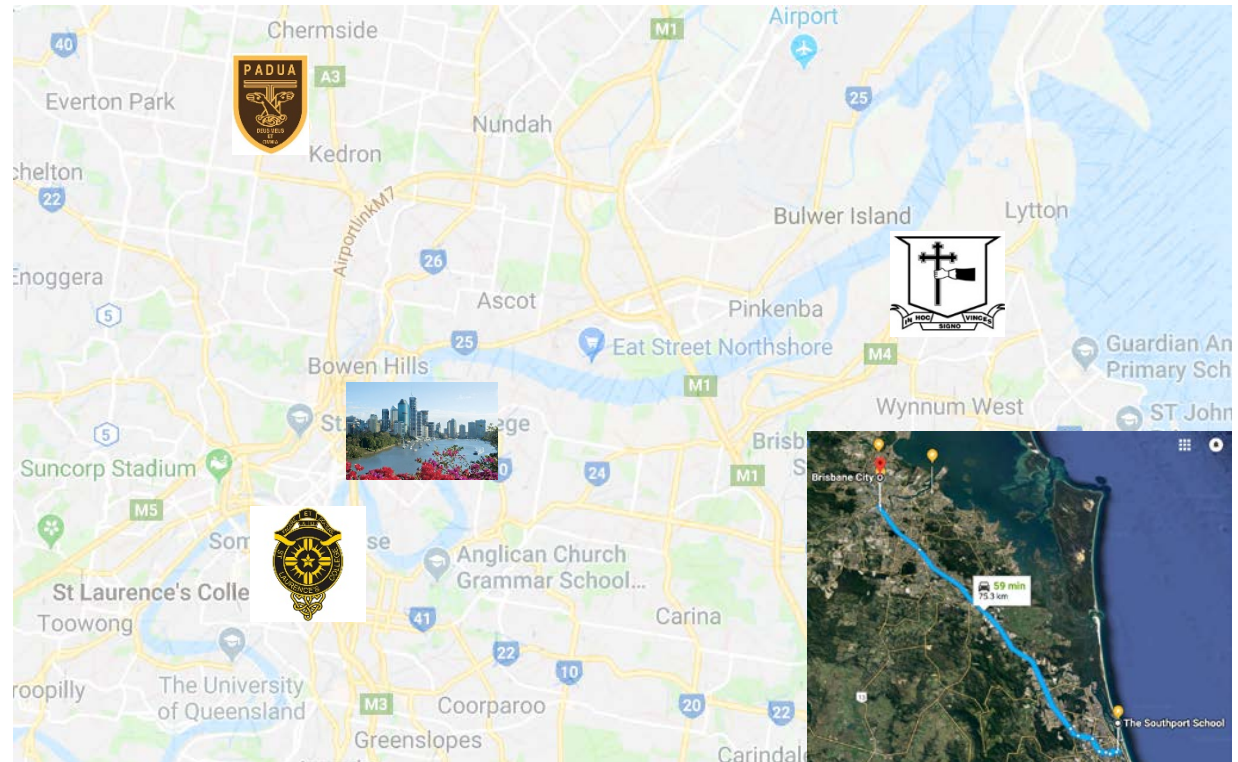


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Introduction

The Learning Exchange is a joint venture between 3 colleges in metropolitan Brisbane, Queensland:

- Iona College, Lindum – Rector: Fr Michael Twigg
- Padua College, Kedron - Rector: Mr Peter Elmore
- St Laurence's College, South Brisbane – Principal: Mr Chris Leadbetter



About LEX

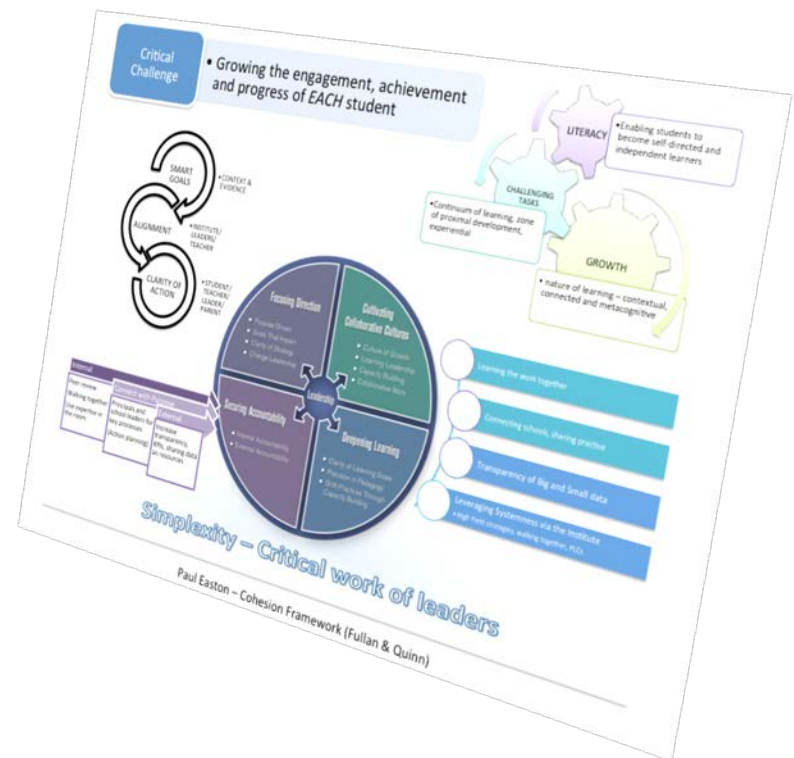
The Learning Exchange – Institute for Excellence in Learning & Teaching:

- Combined students of 4,500+ and 500+ staff
- Commenced the joint venture in September 2017 and appointed Mr Paul Easton to the position of Director
- Official Launch 18 January, 2018 at the Iona Performing Arts Complex (IPAC)



Coherence: The Right Drivers

- Bringing together the expertise to meet the critical challenges at each school;
- Align what is shared and leverage resources for what is unique;
- Based on research and best practice – no experiments;
- 360 degree model – instilling agency & empowerment at all levels;



Intentions



1. The LEX initiative – Working Together
(Fr Michael Twigg, Rector Iona College)
2. Workshop – Mathematical Thinking
(Mr Matt Hardy, Head of Mathematics, Yrs 5-9, Padua College)
3. Being Open to Being Flexible
(Mr Danny O'Toole, Head of Year 5, St Laurence's College)





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The LEX Initiative

Fr Michael Twigg (OMI) - Rector
Iona College)

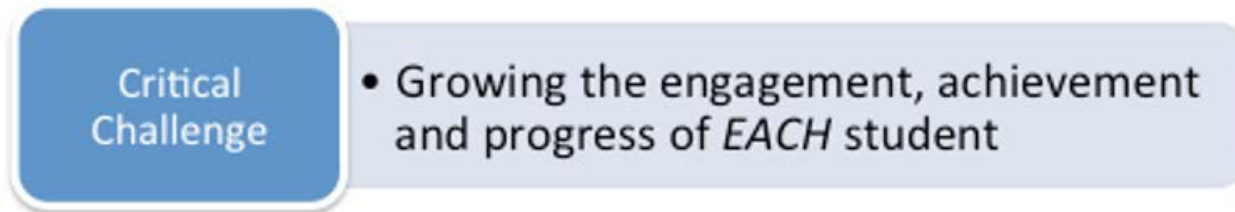


Shared Challenge



Why LEX?

- Developed initiative between three schools that had an existing association and common 'critical challenge':



- Shared resources and expertise – doing more with 'less' but more importantly doing more 'differently'

Shared Vision



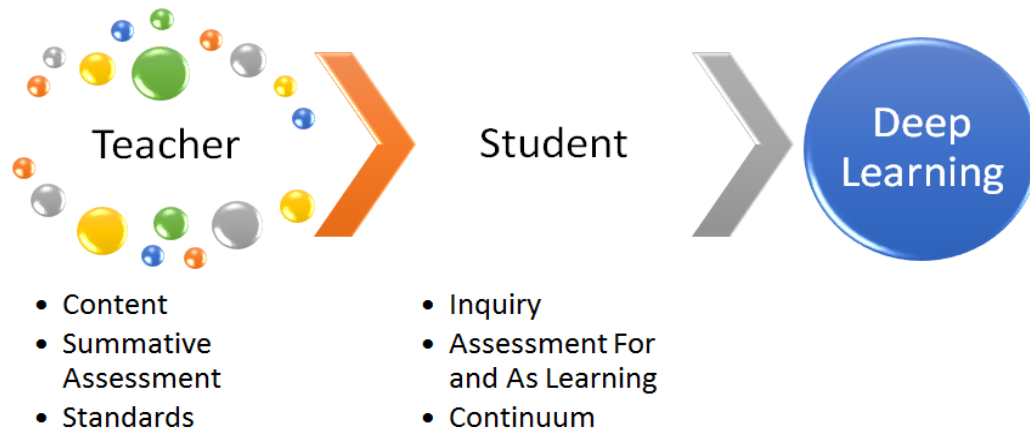
- Improve student learning outcomes with respect to academic achievement and wellbeing;
- Develop the capacity of teachers to deliver contemporary learning experiences utilising best practice established through evidence-based research and practice.
- Develop systems of insight and analytics to empower teachers and learners to identify the next steps for learning and develop learning pathways.
- Improve the efficacy of resources invested for learning and maximize opportunities for teachers' and students' development.

Enacting



Transformation – New NEW not New OLD.

- From 'traditional' to contemporary practice
- New ways of working together – team based practice
- Joint projects and shared expertise to transform learning



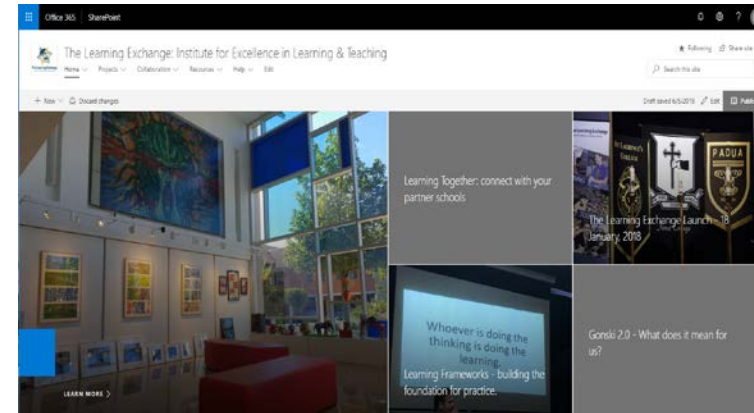
New Ways of Working

The 4 tenets of our learning and wellbeing frameworks:

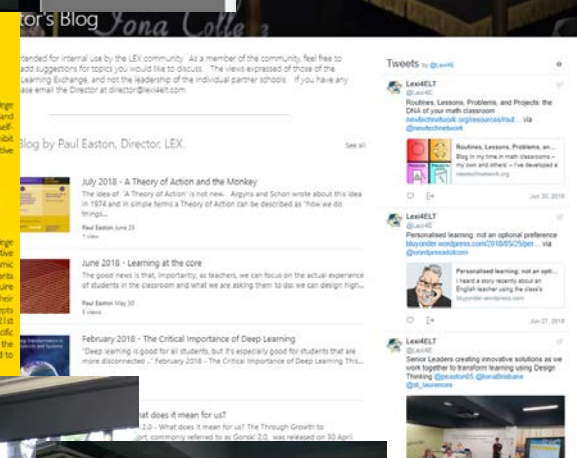
1. Aspirations
2. Deep understanding
3. Collective responsibility
4. Agreed Practices



Project	Description	Team Leads
Agile/Flexible Learning (Forming/In Progress)	Current project underway in Yrs 5 & 6 at SLC.	Cameron Wigan (Lead - SLC) Danny O'Toole (H Y5 SLC) Michael Sharkey (H Y6 SLC) T Condon, N Dacy (Iona) Chris Vickers (at Puirr Iona) Brendan Dove
Extending Mathematical Thinking and Reasoning (Forming/In Progress)	Trial commenced at Padua SLC committee formed, Year 7 commenced, Iona planning commenced.	Matt Hardy (Robyn Winks Indiana Deloitte)
Developing Whole School Critical Literacy Practices (TBA) Integral to overall Learning Framework model (See Appendix II).	TBC SLC - Literacy Checklist Padua - Literacy Planning Iona - Literacy Focus and Cognitive Verbs	Peter Cook/S Committee Jason Pacey/ Richard Corn Samantha St
STEM+ - Strategic Thinking Engaging Minds (2019)	Developing Partnerships across colleges in Science, Mathematics, ITAD and HPE, High level external partners	P Easton to L to be developed
TOWARDS 2019	Cognitive Verbs - Driving precision in building assessment capable learners, PLCs across three schools - sharing of resources and practice in preparation for the New Senior Syllabus	Richard Corn Jason Pacey/ Peter Cook (-



Learning Framework





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EMTR – Extending Mathematical Thinking and Reasoning

Mr Matt Hardy – Head of Mathematics 5-9
Padua College, Kedron





EMTR – Extending Mathematical Thinking and Reasoning

Warm-Up: Strike it Out



Player 1 Moves	Player 2 Moves



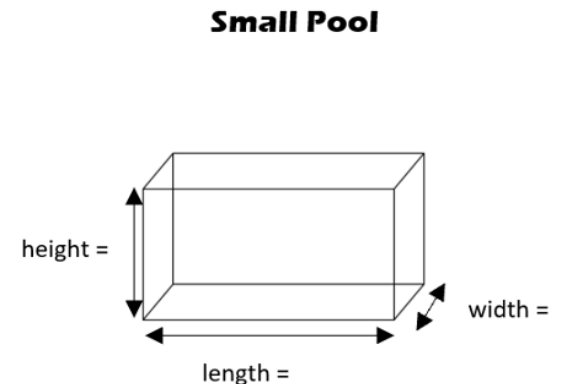
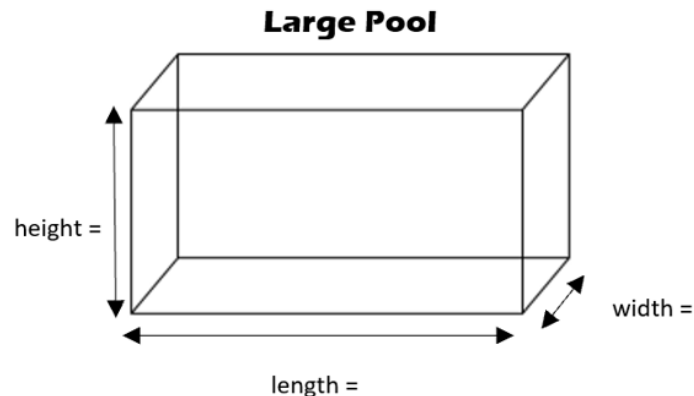
EMTR – Extending Mathematical Thinking and Reasoning

Main Task: Pete's Pools

You are the lead builder at Pete's Pool Constructions. Your boss (Pete) has asked you to help with the design of two new pools. You are given the following brief:

- Both pools must be rectangular-prism shaped
- The volume of the larger pool must be exactly double the volume of the smaller pool
- None of the pool dimensions can be the same
- The length of the large pool can be no more than 9 metres.

Determine the possible dimensions (length, width and height) of the large pool and small pool.





EMTR – Extending Mathematical Thinking and Reasoning

Enabling Prompts

1. How can we find the volume of a rectangular prism?
Do you know the formula, or a possible strategy to calculate the volume?
2. The formula for the volume of a rectangular prism is:
 $V = l \times w \times h$
3. What does it mean for one quantity to be double another's?
4. Try the strategy of trial and error.



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EMTR – Extending Mathematical Thinking and Reasoning

Extending Prompts

1. Is there more than one solution to this problem?
2. Can you work out a pattern or strategy?
3. Is your solution realistic?

Communicate with mathematical reasoning to **justify** your solutions.



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EMTR – Extending Mathematical Thinking and Reasoning

Why do EMTR?

- **Student-centred**
- Differentiation
- Creative and critical thinkers
- Collaborative teamwork
- Personal and social skills
- Positive relationships
- Resilient learners
- Self-directed
- Self-efficacy



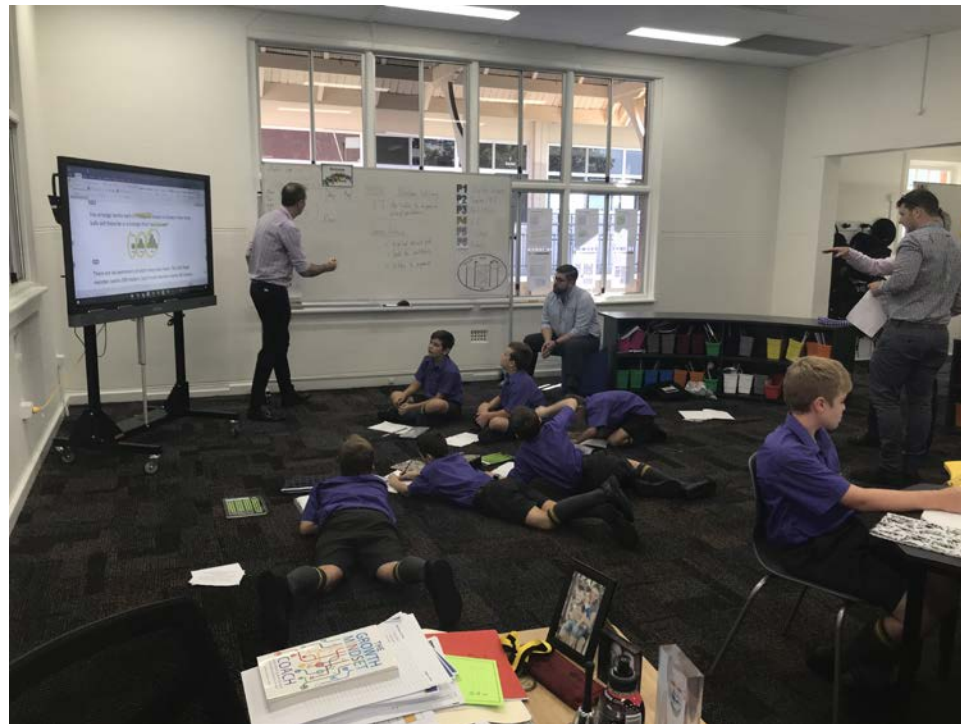
Source: <https://www.jamesnottingham.co.uk/learning-pit/>



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Being Open to Being Flexible

Mr Danny O'Toole - Head of Year 5
St Laurence's College South Brisbane



In Summary: from Theory to Practice

What we need is consistency of purpose, policy and practice. Structure and strategy are not enough. The solution requires the individual and collective ability to build shared meaning, capacity and commitment to action.

When large numbers of people have a deeply understood sense of what needs to be done and see their part in achieving that purpose - coherence emerges and powerful things happen.

(Fullan & Quinn, 2015 p.1)





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QUESTIONS

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