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
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;

**Focusing Direction**
- Shared vision for Learning

**Creating Collaborative Cultures**
- Team based practice

**Deeping Learning**
- Quality learning experiences

**Securing Accountability**
- Shared responsibility and accountable talk
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)*
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’:

  - Growing the engagement, achievement and progress of EACH student

• 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

Learning Framework

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<tr>
<th>Project</th>
<th>Description</th>
<th>Team Leads</th>
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<tbody>
<tr>
<td>Agile/efficient Learning (Profiling in Progress)</td>
<td>Current project underway in W5 &amp; 6 at SUC</td>
<td>Cameron Wilson, Dean - SUC</td>
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Extending Interdisciplinary Thinking and Reasoning (Profiling in Progress)

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<tr>
<th>Project</th>
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<tbody>
<tr>
<td>Developing Whole School Literacy (2018)</td>
<td>Develop a Whole School Literacy Program</td>
<td>Peter Cook, Principal, Vanya Luck - Assistant Principal</td>
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STEM (Strategic Thinking: Engaging Minds (2019))

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<th>Project</th>
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<th>Team Leads</th>
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<td>TOowards 2019</td>
<td>Cognitive skills - Driving pedagogy in building assessment capacity learners</td>
<td>Richard Connors, Jason Peake - Assistant Principal</td>
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Vision

Learning at St. Emmanuel College is student-centered, where active engagement occurs in classes and workshops, empowering students to make sense of information and new knowledge, develop self-directed learning skills, and apply them to new contexts and ideas for 21st Century skills and beyond. Our vision is to provide an education that is relevant to students in the 21st Century.
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

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<table>
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<th>Player 1 Moves</th>
<th>Player 2 Moves</th>
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Source: [https://nrich.maths.org/6589](https://nrich.maths.org/6589)
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.
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.
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/
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)