





Welcome
Wominjeka

the
ABORIGINAL
HISTORY
of YARRA





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Trent led a small group of teachers in 2016 as a team working on assessment. He led these educators to have an understanding of rubrics, positive feedback and the psychology of assessments.

Trent was nominated to take part in Marcellin College's internal *Emerging Leaders Program*. Since then he has led the whole school with their understanding of current research into rubrics, Zone of Proximal Development (ZPD) and the language of positive feedback.

In 2018 Trent wrote a research paper which the results and prior Professional Development have been used extensively throughout Marcellin College, helping to redefine assessment practices.

Trent was recently appointed as Program Leader – Health & Wellness for the Breadth Stage of Polaris.



Adriano Antonio Di Prato

Deputy Principal

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Melbourne, Australia

Adriano is the current Deputy Principal of Marcellin College, Bulleen and the social architect of a new learning ecosystem titled - *Polaris*. He has extensive educational leadership experience having worked at a variety of Catholic secondary schools throughout metropolitan Melbourne over the past 25 years.

Adriano was President of the Victorian Catholic Secondary Schools Deputy Principals Association (VCSSDPA) for three years. Adriano was on the VCSSDPA Executive for 10 years. In 2015 Adriano was awarded Life Membership (Honorary) by the VCSSDPA. Life Membership of the VCSSDPA is given in recognition of a significant contribution by an individual to the Association and to Catholic Secondary education.

In 2015, Adriano was delighted to become a member of the Marist Association of Saint Marcellin Champagnat. He holds a Master in School Leadership from the University of Melbourne and at the beginning of 2017 Adriano completed a Graduate Certificate in the Management of Not-for-Profit Organisations from the Australian Catholic University (ACU). In 2017 he completed a Theology Unit at the ACU Centre in Rome. Adriano is also a member of the Australian College of Educators (MACE).



Our History

Marcellin College is a leading Catholic secondary school for boys conducted by the Marist Brothers to meet the educational needs of young men from the Eastern suburbs of Melbourne, Australia.

It was established in the Melbourne suburb of Camberwell in 1950 with one hundred and seventeen students, expanded to Bulleen in 1963 and today provides education for over 1433 young men.

Marcellin College is an independent Catholic School governed by Marist Schools Australia (MSA).

The College motto is – *Virtute Ad Altissima*, meaning *‘Through virtue and courage to strive for the highest’*. Our motto places before us the ideal to provide our students with opportunities to develop their fullest possible potential.







Why Design Thinking Works for Learning Growth?





Learning Intentions

1. Provide an insight to the value of explicit rubrics and formative assessment in improving student outcomes
2. Provide an insight to what is *Design Thinking*
3. Provide participants with the “How” one can bring this effective learning practice to the classroom



Workshop – Abstract



Action Research Grant (ARG) – Summary

The **Action Grant Research** summary will aim to answer three key questions

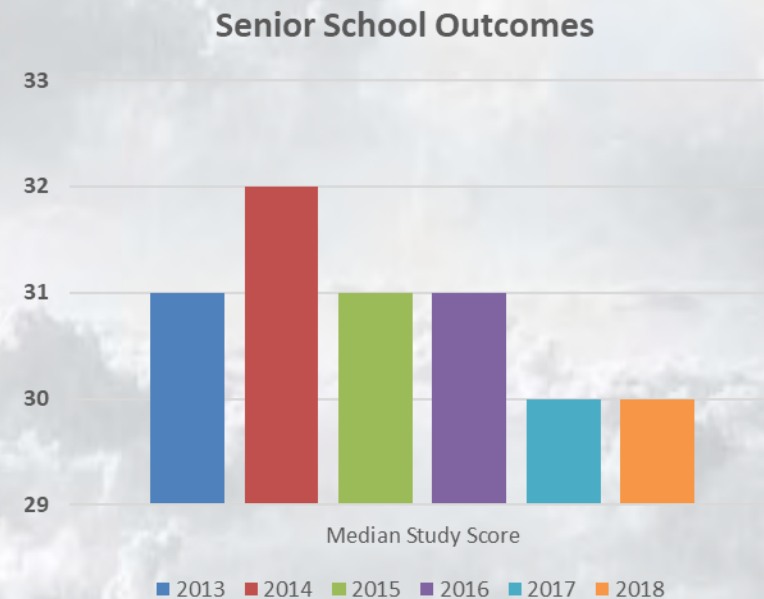
- How will developmental rubrics impact student learning?
- What metrics will be used to measure impact?
- How will educators define learning in order too accurately measure impact?



Action Research Grant (ARG) – Challenge

Through 2016, I spent time researching and investigating Marcellin's assessment methods. I identified early, that there was inconsistency with our rubric design and use of student data.

There is also a negative trend within our Year 12 VCE Median Study Scores.





Action Research Grant (ARG) – Methodology

Grounded Theory as a method of inquiry has been adopted for the purposes of this Action Research. The study involved the construction of a series of guiding questions that were used to collect data from Year 8 students in face-to-face interviews.

The data was collected from Year 8 English and Humanities students rather than my own classes, which was implemented to reduce potential bias in the student responses. Strategically, the Year 8 English and Humanities classes were taught by the Heads of Department, who were supportive of the Action Research study.



Action Research Grant (ARG) – Key Findings

Number One

An outcome of the study was the identification of the reality that a vast majority of students were not using rubrics to their full potential. As the study progressed, it became increasingly apparent that students were not including adults, namely parents/ guardians, within to reflect upon their learning progress.



Action Research Grant (ARG) – Key Findings

Number Two

This was perhaps the most surprising and compelling data that emerged from the study, which raised these two main questions, were teachers not placing enough emphasis on adult involvement? Is the learning culture at the college one where parental involvement is only accessed on a needs basis?



Action Research Grant (ARG) – Key Findings

Number Three

Furthermore, it is important that schools provide staff with expert professional learning on the purpose, design and evaluation of effective rubrics that enhance student learning, as developmental rubrics contribute significantly to the transformation of assessment practice.



What is Design Thinking?



Design Thinking – A cognitive, strategic and practical methodology

EMPATHIZE

Fully understand the user through listening, observation and data.

DEFINE

Create a point of view that captures the essence of your user insights.

IDEATE

Get EVERY idea out in the open, the more the better.

PROTOTYPE

Build models, examples, visuals etc. to showcase your best ideas.

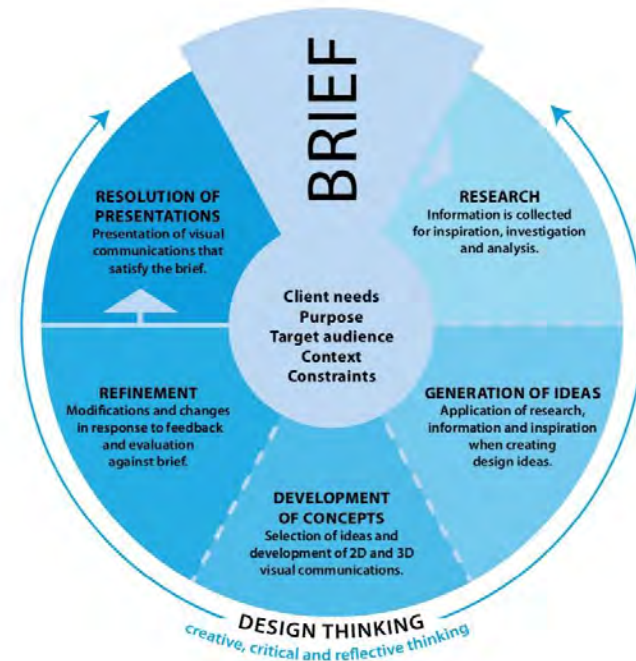
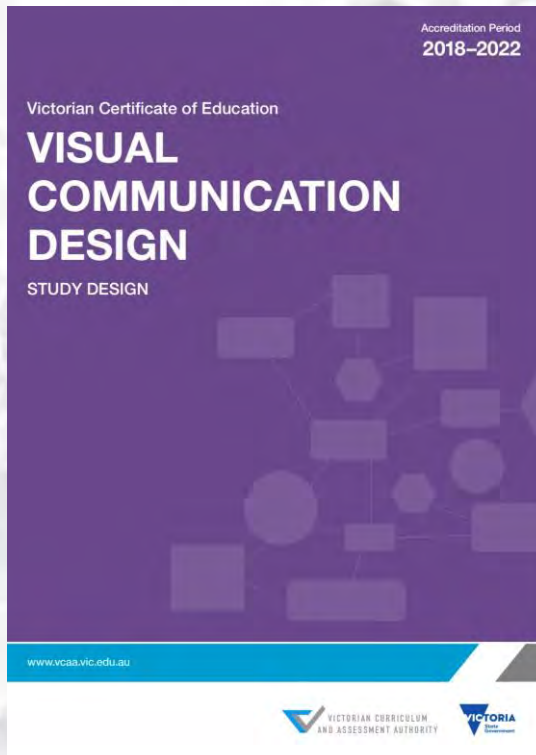
TEST

Share your prototypes with the world and gather feedback.





Design Thinking – A cognitive, strategic and practical methodology





VCE Visual Communication Design - Achievement

ATAR Median Study Score

Year	State	School	Visual Comm Design
2008	30	31	35
2009	30	31	35.5
2011	30	31	36
2012	30	31	37
2014	30	32	36.6
2016	30	30	34
2018	30	30	34



VCE Visual Communication Design – Formative Assessment

Process for dialogue

1. Every three weeks a lesson is devoted to a formative assessment activity
2. This involves each young man completing a formative assessment proforma for approx. 4 to 5 peers
3. Once complete the individual student reads the feedback and then crafts a self-evaluation
4. Toward the end of the lesson each student shares an area/s of affirmation and an area/s for continual growth



VCE Visual Communication Design – Formative Assessment

Post this process each young man sits down with me to develop strategies for continual growth using the Area of Study rubric for formative feedback.

The screenshot displays a digital task sheet for 'Grading Outcome 1 - Part A & B Task sheet'. It includes a sidebar with navigation links like 'Help And Support', 'Student Wellbeing Program', and 'MY CLASSES'. The main content area shows a 'FEEDBACK' table with columns for 'Very High', 'High', 'Medium', 'Low', and 'Very Low'. The table is used for assessing 'Analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.' The 'Very High' column is highlighted in red.

	Very High	High	Medium	Low	Very Low
Analysis of the audience characteristics, purpose, context and features of existing visual communications in relation to relevant design field.	Insightful explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual	Clear explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual	Satisfactory explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual	Some explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual	Very little explanation of how visual language is used to gain attention, maintain engagement of audiences in existing visual



Polaris – Our New Learning Ecosystem



Polaris – What Employers value NOW

‘Demand for enterprise skills has been rising over the past 3 years’

Foundation for Young Australians (FYA)

The New Basics: Big data reveals the skills young people need for the New Work Order | 2017

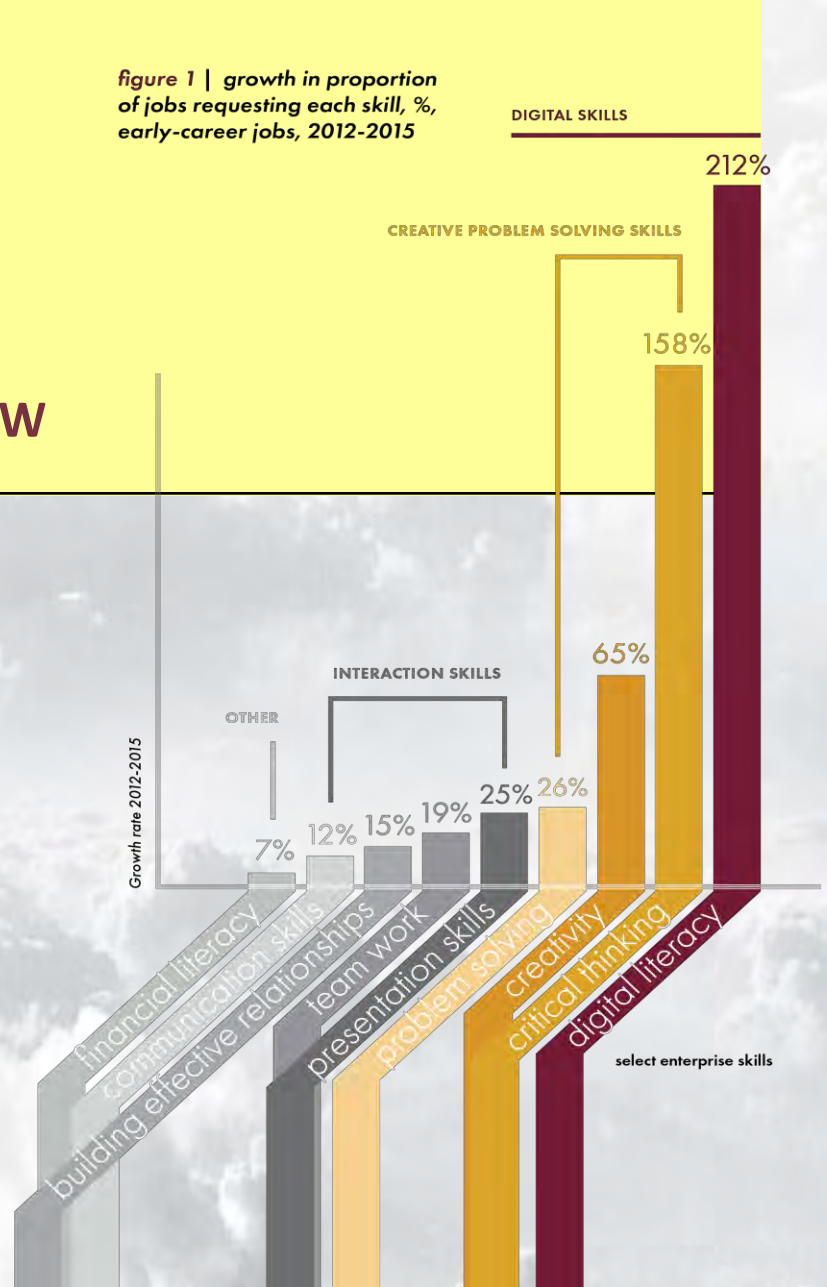
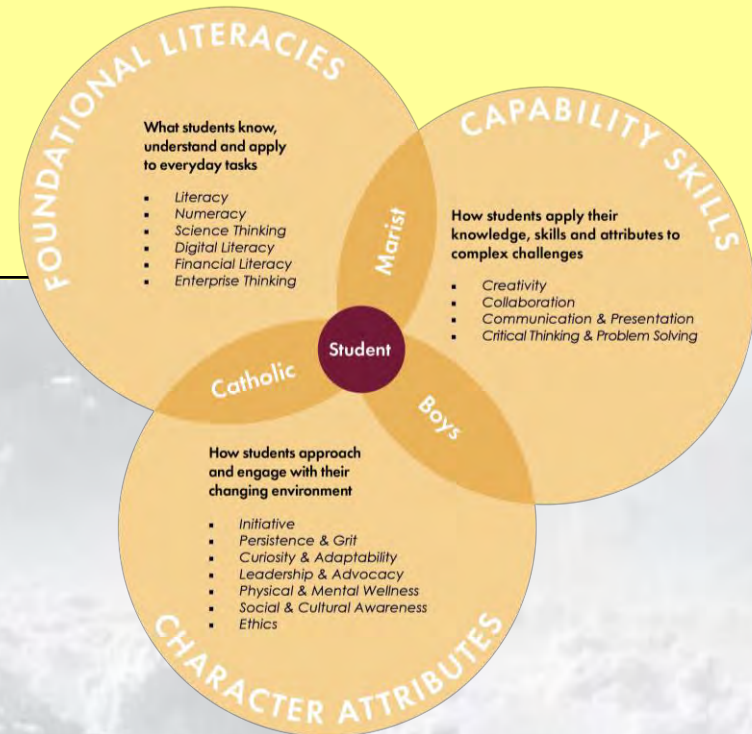




figure 2 | Polaris Skills for Life-Long Learning³

Polaris – A New Learning Ecosystem



The **Marcellin** *Difference* | **Polaris**



Questions?



Instagram

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vceartstudiodesign

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Marcellin College

VCE Art, Studio Arts & Visual Comm Design page that showcases Marcellin College, Bulleen student work & all things creative. #striveforthehighest www.marcellin.vic.edu.au

