

COMET BAY COLLEGE

Secret Harbour
Western Australia

Comet Bay College

Seek Excellence



COMET BAY COLLEGE

- Opened in 2006
- 850 Students Years 8, 9 and 10
- Expanding to Year 11 in 2009/Year 12 in 2010.
- GATE Accredited Academic Pathway
- Australian Rules Football Specialist Program
- Extension opportunities in Visual and Performing Arts, Music and Golf. These are via selection only



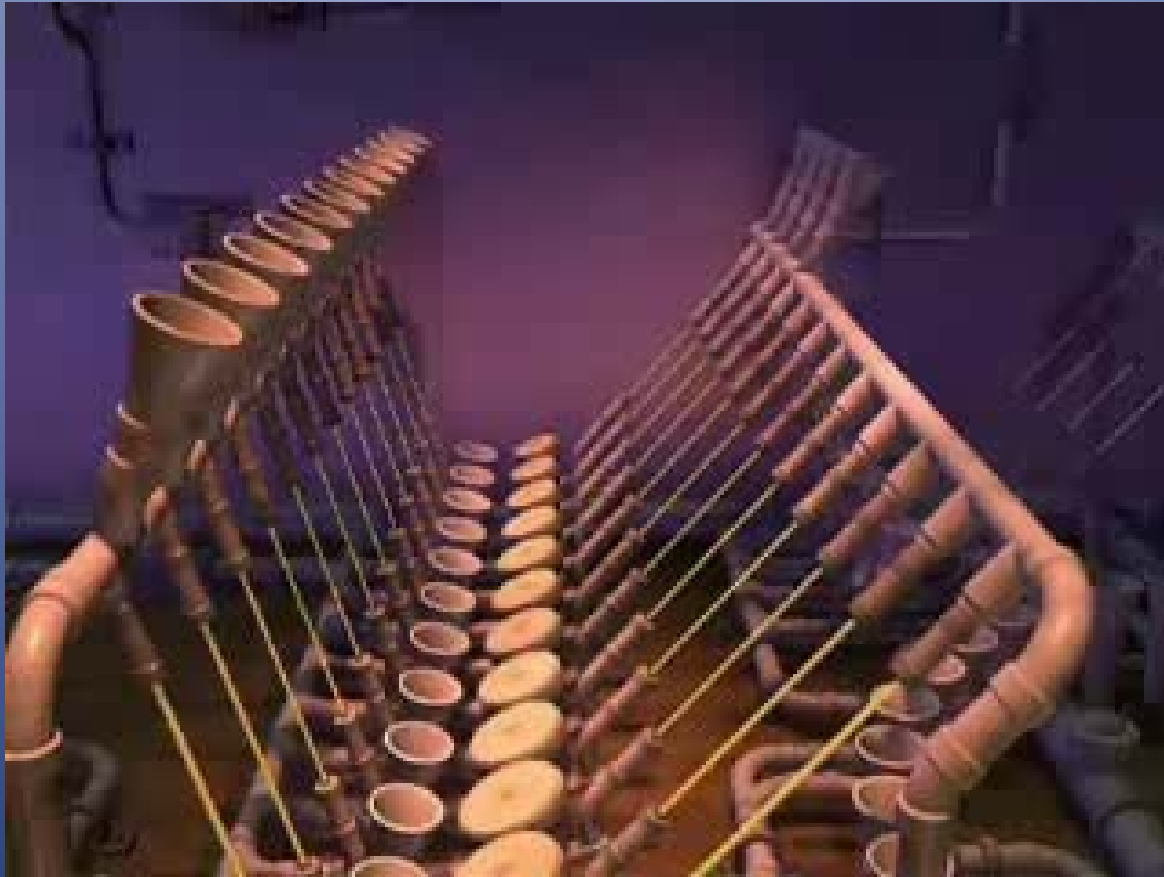
What is Excellence?

- Excellence is not the 'A' grade
- Excellence is a habit of mind; striving to be all that you can be



What we are aiming for...?

SYNCRONICITY



Breaking Through The Glass Ceiling

‘Raising the Bar’ in the
Upper Primary / Lower
Secondary Years



Three Aspects

- Building a culture of improvement and risk-taking with staff

– Bronwyn White, Deputy of Curriculum – Bronwyn.White2@det.wa.edu.au

- Moving beyond the glass ceiling

– Jenny Burton – GATE Coordinator – Jennifer.Burton@det.wa.edu.au

- Shift Happens!

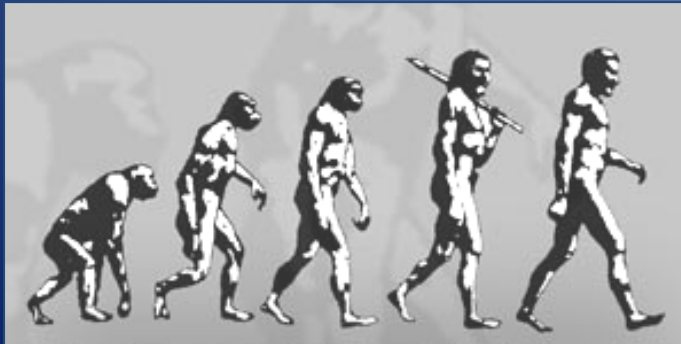
Changing our perceptions and moving past our own restrictive views – welcome to the 21st Century

– Lisa Coates – Learning Community Manager – Curriculum – lisa.coates@det.wa.edu.au

What is the Glass Ceiling?

ACHIEVEMENT

versus



PROGRESS

Achievement vs Progress

- Educators, students and parents are often content with an 'A' grade. The student is achieving well. Yet this is often well below a student's potential.
- We are trying to push our teachers, parents and students to break through the ceiling - to not accept less than their personal best.

Risk Taking – A 'New' Culture of Being



Building Capacity within the Staff

Consider Teachers as Learners and apply the **Principles of Teaching and Learning** to your faculty, team, school.

- **Opportunity to Learn**
- **Connection and Challenge**
- **Action and Reflection**
- **Motivation and Purpose**
- **Inclusivity and Difference**
- **Independence and Collaboration**
- **Supportive Environment**

Opportunity to Learn

- Learning experiences should enable teachers to observe and practise the actual processes, products, skills and values which are expected of them.
- What is happening at Comet Bay College?

Modelling which is explicit
Developing a culture of collegiate groups

Connection and Challenge

- Learning experiences should connect with teachers' existing knowledge, skills and values while extending and challenging their current ways of thinking and acting.
- What is happening at Comet Bay College?

State of flux

Teacher shortage

Current Union action

Action and Reflection

- Learning experiences should be meaningful and encourage both action and reflection on the part of the learner.
- **What is happening at Comet Bay College?**

Meetings are meaningful (*embedded*)

Value opinions

Encourage modelling of best practice

Motivation and Purpose

- Learning Experiences should be motivating and their purpose clear to the learner.
- What is happening at Comet Bay College?

Instructional purpose

Scope and Sequence (*concept of backward mapping*)

ICT

Inclusivity and Difference

- Learning experiences should respect and accommodate differences between learners.

What is happening at Comet Bay College?

Tribes

Professional Development

Knowing when to pull back and regroup

Independence and Collaboration

- Learning Experiences should encourage teachers to learn both independently and from and with others.
- What is happening at Comet Bay College?

Modelling of Best Practice

Implementing Protocols for 'Safe'

Discussion

Classroom Management Strategies (*PD, Classroom observation, Conferencing*)

Supportive Environment

- The school setting should be safe and conducive to effective learning.
- What is happening at Comet Bay College?

Tribes

Team Structure and Culture

Acknowledging 'Positiveness and Cohesiveness'

GATE COORDINATOR

- Accreditation in the District
- Local Perception
- 'Stemming the Tide'
- Opportunity to 'seek excellence'
- Valuing the role of a GATE Coordinator

Staff Perceptions

- ‘Why should they have more when they are already at the top?’
- ‘You have all the bright kids!’
- ‘He’s a daydreamer, therefore...’
- ‘He’s already getting an A!’

‘Why should they have more when they are already at the top?’

- Gifted Education is not about status, it is about meeting student needs
- Inclusivity

`You have all the bright kids!'

- Raising the Bar
- Differentiation is the key
- TALAs

Curriculum Differentiation?

Differences in bright children continually expand and increase exponentially over time...

IQ 75	IQ 100 Chronological	IQ 125
Mental Age	Age	Mental Age
4 $\frac{1}{2}$	6	7 $\frac{1}{2}$
6	8	10
7 $\frac{1}{2}$	10	12 $\frac{1}{2}$
9	12	15
11	15	18
13 $\frac{1}{2}$	18	Adult

Differentiation

Addresses the different learning styles and rates of learning of the students

Aims to maximise student growth by meeting each student where they are at and helping each to progress

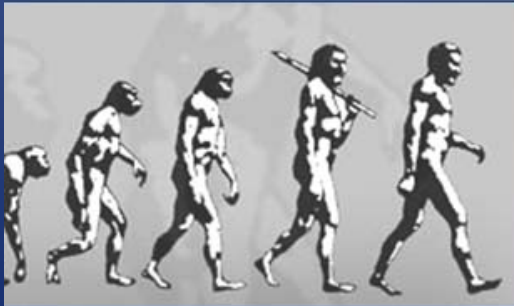
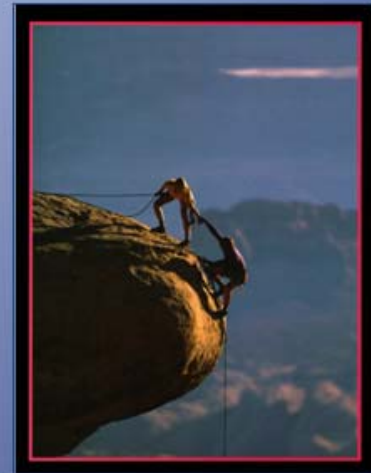
`He's a daydreamer, therefore...'

- Forced Choice Dilemma
- Double Labelled Students
- The `Achieving' underachiever
- Boredom
- Masking academic giftedness

**`He's already getting an
A!'**

ACHIEVEMENT

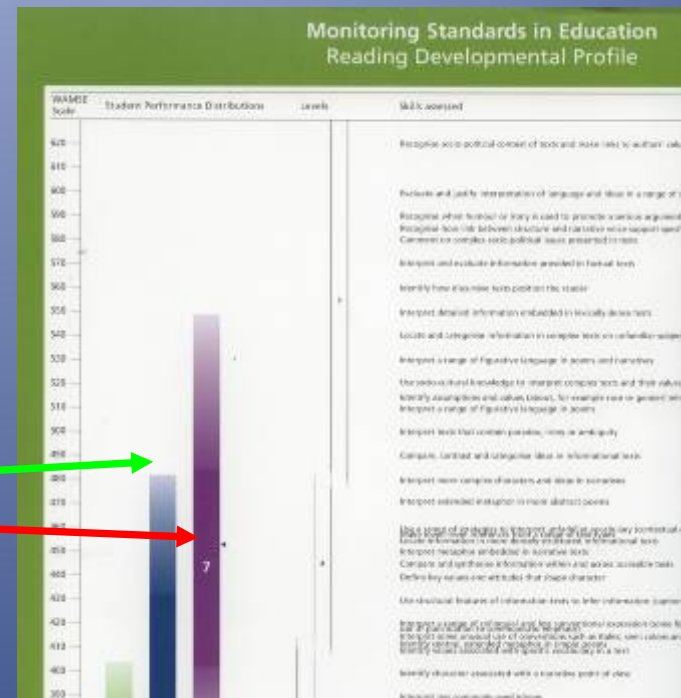
versus



PROGRESS

Data Club First Cut

F	7	449	542	Excellent	Good	△	✓
M	7	461	424	Some	Limited	△	⊗
M	7	461	467	Good	Limited	△	✓
F	7	461	542	Excellent	Good	△	✓
F	7	461	487	Good	Some	△	✓
F	7	473	487	Good	Limited	△	✓
M	7	473	477	Good	Limited	△	✓
F	7	473	440	Good	Limited	△	⊗
F	7	487	499	Good	Limited	△	✓
F	7	487	499	Good	Limited	△	✓
F	7	487	457	Good	Limited	△	✓
F	7	504	525	Excellent	Good	△	✓
F	7	546	587	Excellent	Good	△	✓
F	7	577	562	Excellent	Good	△	✓



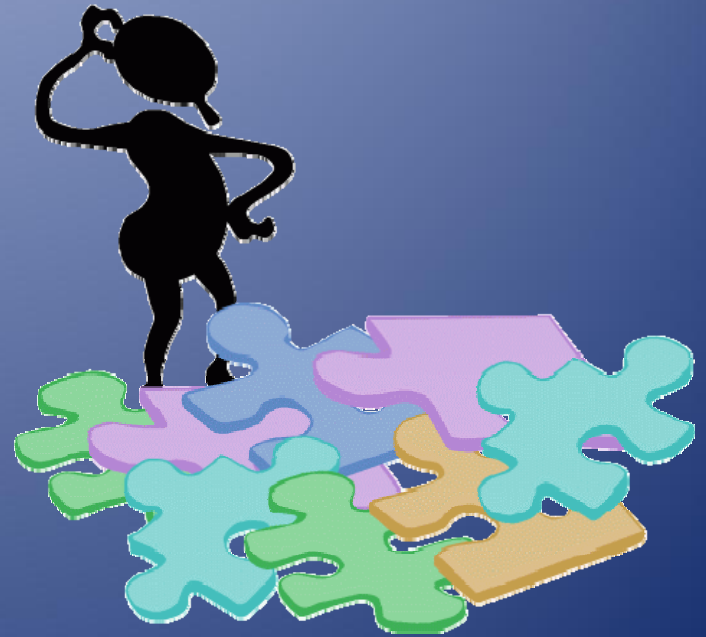
Building Staff Capacity

Teaching Gifted and Talented students is uniquely challenging...

TEACHING STAFF

benefit from

UPSKILLING

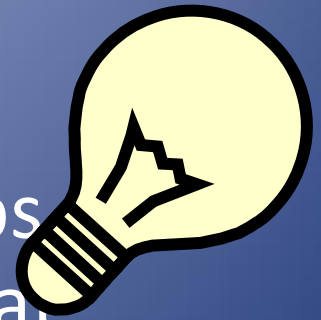


Strategies I have Used

- Modelling Best Practice
- Making Learning Explicit and Educative
- Philosophy
- Using meeting time to develop reflective practices

Success Protocol (ANSN)

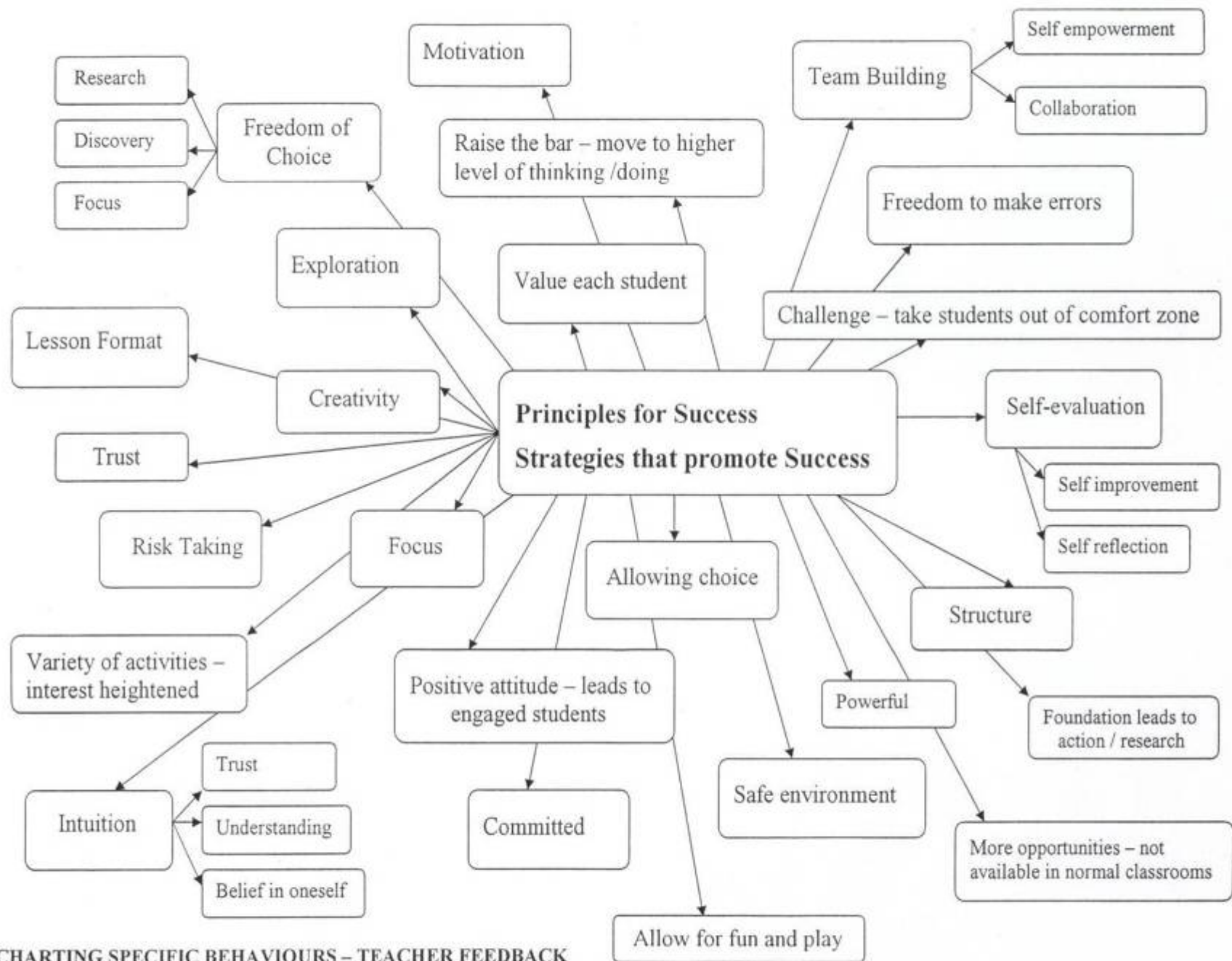
- Describe the best lesson or sequence of lessons you delivered in one of your subjects from Semester One, 2008.
- Focus where you noticed the light bulbs went on or a well planned, rich task that will have a long term effect.



Success Protocol

Points to consider:

- What did you do?
- What were the students doing?
- What strategies were being used?
- How do you know it went well?



My Personal Goals...

Teachers need to:

- Engage students
- Create ongoing opportunities
- Provide students with the tools to manage, organise and record their thinking
- Promote productive thinking
- Encourage students to apply thinking tools and strategies in everyday life
- Take risks and **HAVE FUN!**

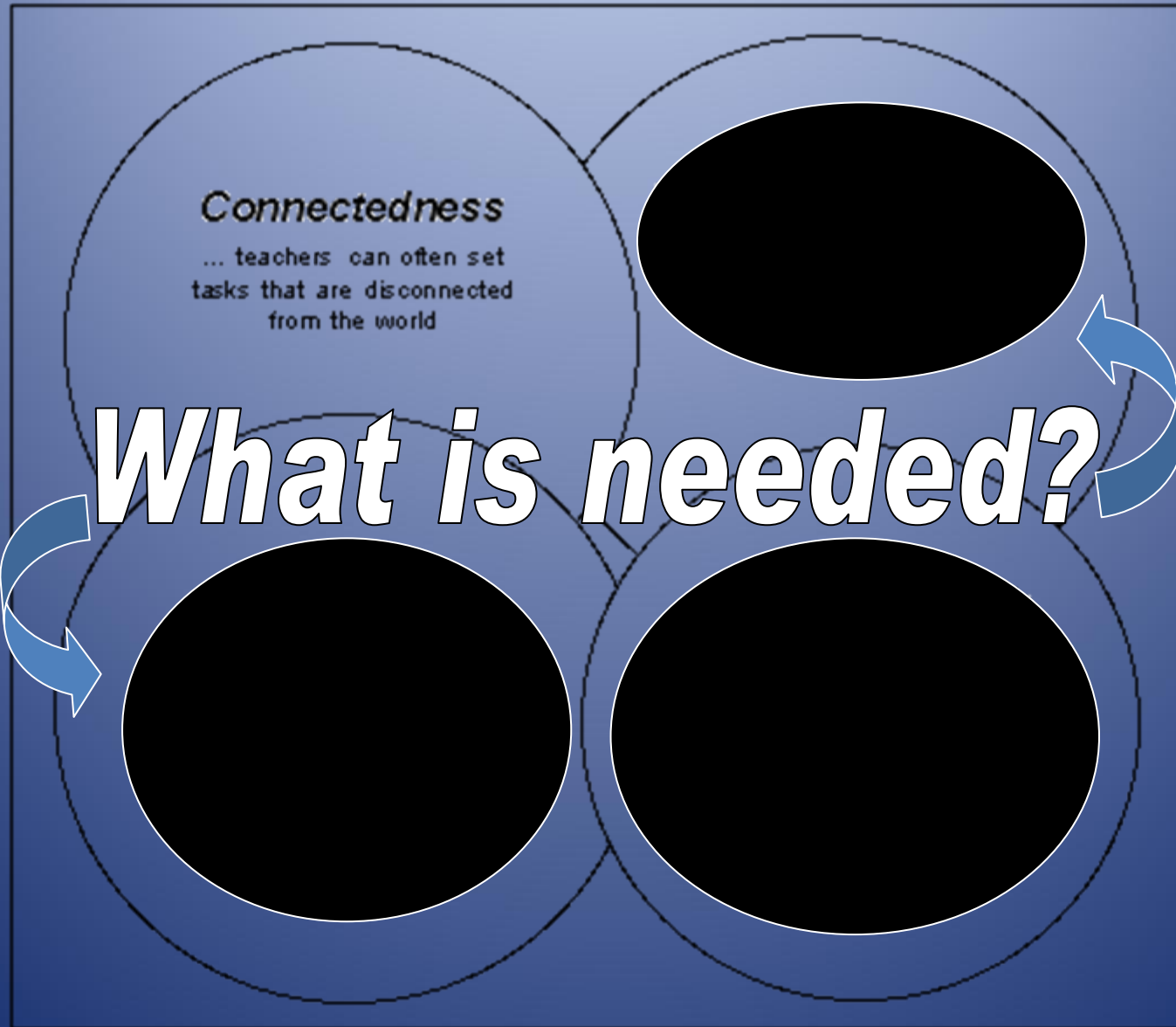


Productive Classrooms

Engaging Students
Using ICT to
complement
Higher-order Thinking



Teaching...



Higher-order Thinking

Higher-order thinking involves the transformation of information and ideas. This transformation takes place when students -

- combine facts and ideas
- Synthesis
- Generalise
- Explain
- Hypothesise, or
- arrive at a conclusion or interpretation.



Unlock your Mind

Using ICT in the classroom is not about how to fit ICT to the outcomes, **but rather**, how can ICT be used to **enhance** the **learning** outcomes of our students?



ICT needs to be considered when planning learning activities.

ICT needs to be considered as a tool for engaging students in their learning activities and not as a reward for those students who 'do the right thing' in the classroom.

Consider...

Students today **are born** with technological know-how.

From the time they leave the womb, students are **engaged in learning through technological mediums**.

Therefore, to not include these methods in their learning **is detrimental** to achieving student outcomes.

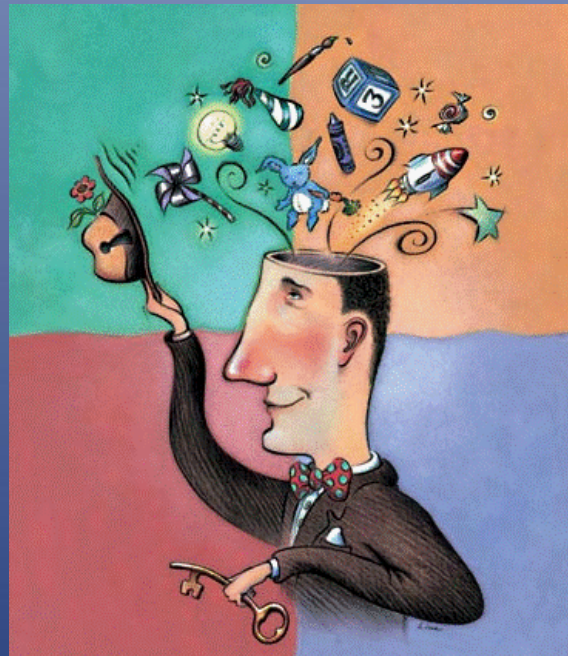
DID YOU
KNOW



`The Giver'

by Lois Lowry

- Intertextual Links to the above text as presented by one student -
Charlotte Dempsey — *Year 9 (13 years)*



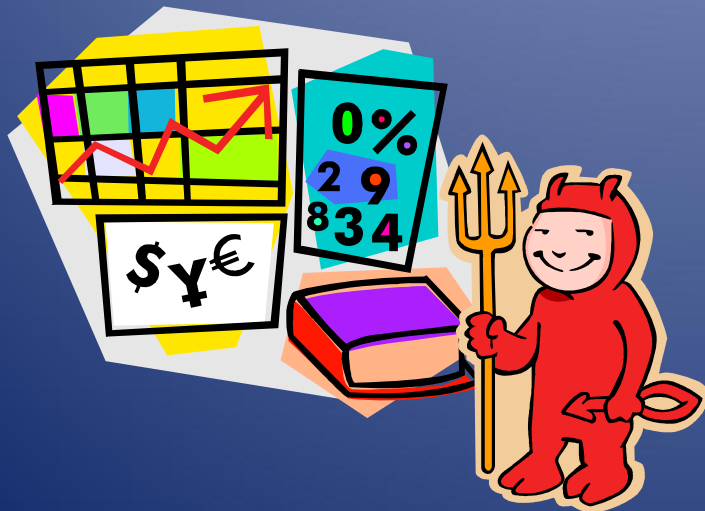


Analysis of a Presentation

Name of Presenter(s): _____ Your Name: _____

What is the Presentation about?		
What was the author(s) purpose in putting together this Presentation?		
How was the purpose achieved? What words, phrases or images suggest this purpose?	Words, phrases or images used	Effect of the Presentation upon the audience?
What parts of the music helps to achieve the author(s) purpose in preparing this Presentation?	Music, Voice, Instrument, Rhythm, Sounds used	Effect of the music upon the listener in terms of achieving the author's purpose?
Intertextuality: Did the presenter make links clear? (such as across different texts)		
Intertextuality: Did they make links between contexts? (such as other times, other events, personal context)		

The Number Devil and the Principles of Teaching and Learning



By Tamara Nurse
Mathematics Teacher
Comet Bay College

Action Reflection:

Principles of Teaching and Learning

