

TEACHERS

Challenge:

That teaching in the Middle Phase of Learning is not identified as a discrete and valued career option for many teachers and there is a perceived lack of identity, status and recognition for these teachers as a cohort

Action 11:

Pupil Free Day identified as a professional development day on Middle Schooling. Learning and Development Centres will provide focussed programs incorporating Middle Phase of Learning Principles

Action 12:

Initiation of changes in teacher per-service training and post-graduate qualifications

Action 13:

All existing teacher and student awards will be reviewed and where appropriate include a Middle Phase of Learning recognition



Science Teacher Sara Johnston delivers science curriculum to students from our feeder primary schools on a weekly basis as part of our focus on Middle Schooling

Robina State High School

MIDDLE SCHOOLING 2006



The Middle School Phase of Learning State School Action Plan developed by Education Queensland recognises the importance of getting the middle years of schooling right for the sake of our children's future

Research shows that children in this age group are starting to think in a more abstract way about global issues. They are for the first time thinking beyond the home and family. It is also a time when these young people are experience the greatest physical, emotional, intellectual and social changes in their lives

However, recent studies have shown that it is also a time when may lose their enthusiasm for learning. Whilst some surge forward, others find the challenges too daunting, their interest falls, their progress slows and they are more likely to leave school early

The action plan recognises this fundamental need and seeks to address such challenges



Our leaders meet with those from Clover Hill State School

Focus and Accountability

Challenge:

That the status of the Middle Phase of Learning is not equally recognised with other phases of learning and needs to be promoted and acknowledged

Action 1:

Establishment of networks with primary schools

Action 2:

Year 4-10 class sizes will be 1:28 for 2007

Action 3:

Curriculum leadership in the junior school currently managed by the Dean of Junior Studies and Dean of Junior Students

Action 4:

Creation of a framework distinctive to middle schooling which specifically address: teaching and learning, assessment and reporting, teacher learning and development, leadership, school organization, monitoring and early intervention, home, school, community partnerships. This framework aims to improve engagement, achievement and relationships

Action 5:

The need for flexible timetabling and innovative curriculum delivery. Some Year 10 students are accelerated into Year 11 subjects, whilst others have flexible timetable to enable work / industry apprenticeships to occur

Curriculum, teaching and assessment

Challenge:

That students are making least progress in learning and the gap between low and high achievers increases markedly during the Middle Phase of Learning. There is a need for more engaging and intellectually challenging learning, teaching and focused intervention in this phase

Action 6:

Uncluttering of the middle school curriculum. Establish work programs across school boundaries

Action 7:

Pilot study in assessment begun. 2010 targets revised to include new middle schooling targets as well as literary benchmarks

ACHIEVEMENT

Challenge:

That students make the least progress in learning during the Middle Phase of Learning

Action 8:

Better use of benchmark data to highlight students requiring additional support in literacy and numeracy. Timely intervention by the classroom teacher as well as specialist support personnel

Action 9:

Provision of specialist programs in a range of curricular and extracurricular activities both in and out of school

Students from Springbrook State School get the opportunity to work in our specialist facilities



TRANSITION

Challenge:

That, in the transition from Years 7-8, a mismatch often exists between primary and secondary curriculum, pedagogy, assessment and reporting practices, and organisational arrangements

Action 10:

Clustering of schools to facilitate curriculum planning and pedagogy