A NOTE FROM PRIMARY YEARS LEADERSHIP

Explicit teaching is the fourth pillar of learning at MOC. It is a teaching strategy designed to engage all students in clearly articulated learning experiences. Teachers plan and program to make clear connections to the curriculum content through a focus on gradual progressive steps that lead to a student’s ability to independently apply their new knowledge and skills. This approach works equally well when teaching behaviour expectations as when teaching highly complex academic content. We have already introduced the use of warm ups in subject areas – these are highly structured opportunities for students to recite, recall and apply new knowledge and skills to the point of automaticity. Our pupil free day at the end of this term is dedicated to further professional learning about the “I do, We do, You do” approach to learning design and delivery. Using this model, teachers model new content, guide students in their practice and gradually release responsibility for application of learning to the students. When students can apply their learning independently and transfer their learning to new situations or problems they are approaching mastery of the learning.

Kim Cooper
Executive Leader (Birth-Year 6)

CLASS CONTRIBUTION: LARISSA SCHINELLA

On Friday of Week 8 we celebrated Harmony Day and International Happy Day at MOC.

In the morning, EY and PY students joined together with two buddy classes to listen to a story called “The Crayon Box that Talked” by Shane DeKolf. The book had a lovely message about celebrating our differences and was read to us by senior years students.

In my class we mapped out where our families have migrated from and we discovered that we have come from every continent in the world (except Antarctica of course)! We also shared some special foods from our different cultures.
THE POWER OF PARTNERSHIP
The Power of Partnership – student, family and school, a three-way partnership with the power to influence the success of students as both learners and individuals. The benefits to students, of school and home working together in a harmonious way, are vast. They include a more positive self esteem, greater motivation to learn, a positive attitude towards school and learning and higher attainment levels, that is, much better grades. These are the things we all want for our students so what do we need to do to help them?

Parents, caregivers, family members and friends should talk to students about their learning. It’s not necessary to understand what is being learned, only to express an interest and to have high expectations of students. Time taken in discussion with students about what they would like to do in the future, their goals and aspirations and their interests shows students that their parents also believe learning is important as a pathway to life choices.

When we believe in our students’ ability to learn, talk to them about their learning and value their learning ourselves we set them up for positive relationships with their teachers, improved learning outcomes, increased intrinsic motivation and a good attitude.

Chan Welfare - Senior Leader (Learning and Achievement)

CONFIDENCE AND PERSEVERANCE
Developing confidence and perseverance can help children achieve success at school, home and later in life as young adults. The ability to keep going in the face of challenges and setbacks are important factors in building resilience and coping with change.

Parents and teachers can help by providing opportunities for achievement that are realistic and relevant to everyday life. As they grow and become more competent, children gradually come to realise that putting in more effort and learning from mistakes are key ingredients to reach their goals and become successful.

For more detailed advice and ideas to help boost your child’s confidence, you might want to checkout the following websites:

http://www.ahaparenting.com/blog/10_Ways_to_Raise_a_Competent_Confident_Child

Please make an appointment to see me if you would like to discuss how we might work together to help your child’s development in these areas.

Barry Solomon - Leader (Learning and Well Being)

READING CAFE
Have you seen our new furniture in Building 9? We have had some couches and book shelves delivered to create a Reading Cafe for our learners. This space will be used by our students to practice their reading and learning, in a safe, respected and comfortable place.

How lucky are we at our college to have such beautiful spots to read, learn and grow? I hope you have a wonderful Easter.

Ashlee Button - Leader (Learning and Teaching)