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# Structures to Support Learning

There are foundation principles that frame the structures that support learning at CMCC:

- Our approach is researched informed
- We aim to operate between “best practice” and “next practice”
- We have a clear and deliberate approach to ongoing staff professional development
- At the centre of all that we do is a commitment to meet students at their point of challenge and work with them to grow

## Timetable Structure

Learning at CMCC takes place within a timetable that comprises of the following:

- Three 100-minute Learning Sessions per day
- 10 Day cycle of lessons
- Our learning programs will meet all NESA mandated requirement for each stage group
- We are committed to forging time to develop co-created courses that explore student passions, interests and needs

## Teacher Norms

When in the learning sessions, our teachers are expected to:

- Apply the College’s learning structures to their teaching practice
- Apply the College’s language of learning consistently
- Aim to personally greet each child each learning session
- Aim to speak directly to and use the name of each child every learning session
- Aim to offer each child personalised feedback every learning session
- Over a series of learning sessions, provide students with a variety of pedagogical approaches and learning experiences
- Gradually release the responsibility for learning to each student

## Student Norms

When in the learning sessions, our students are expected to:

- Be prepared for the learning session – resources are ready, device is charged and in good condition
- Be here now – we are present to each other
- Presume positive intentions: This is my best thinking at this time – my ideas can change as I learn and grow
- Demonstrate mutual respect for everyone's perspective, pace and journey
- Assess their own work, reflect on their learning, know where they are at and identify the next step in the learning journey



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## Learning Sessions

We have adopted extended, 100-minute learning sessions to allow time and space for deep levels of student engagement. To support our teachers in using this time effectively, a number of lesson templates have been developed to guide and inform classroom practice.

An example of a learning session template is below.

# 100 Minute Learning Session Structure: The Classic

### **Do now activity**

A time to settle students after a break, students are directed to a short activity to focus their attention. This activity may be revision from the previous lesson or a taster activity for what is to come in the day's learning session.

This time is also an opportunity for the teacher to mark the roll and circulate around the learning environment engaging with students personally.

### **Welcome and Prayer**

The aim is to have teachers greet students, welcome them to the learning environment and have some quiet, settled time in prayer or mindful reflection. This brief but important time sets the climate for the learning session.

### **Learning Intention, Success Criteria and Deep Learning Competency / Dimension**

If previously established, this time is to bring the student's attention to the specific goals of this learning session / learning continuum and the Deep Learning competencies / dimensions that are in focus.

### **Model and Explain**

The teacher models and explains key learning session content to students in the form of direct instruction (e.g. lecture, video introduction). Caution must be taken as overuse of this mode of delivery leads to surface level learning, as such our shared goal is to keep this to a minimum.

### **Apply Learning**

Students now actively apply their prior learning to today's activities. This time can focus on either individual learning or collaborative, group-based activities. It is through application that a deep level of learning takes place.



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During this time the teacher is actively moving throughout the learning environment, checking in on students' learning, engaging personally with each learner as to their progress and responding to their questions. Teachers are activators of student learning; during this time, they are keenly observing and taking notice of the quality of learning that is taking place. Teachers are gently guiding students, tweaking instruction and checking levels of engagement.

### **Brain Break – Physical movement for students**

Students have been focused on their learning for around 1 hour at this point. It is time to allow them some free movement within the learning space to refresh body and mind for the remainder of the learning session.

### **Fast Feedback**

A brief formative assessment takes place with the aim of providing the teacher with data relating to student understanding to inform next steps in the learning session. Strategies that could be implemented include self and peer assessment.

### **Improved Performance**

This is a time to clearly focus on differentiation and personalisation of learning. Based on the data gathered throughout the learning session, students are invited into activities that meet them at their point of challenge.

Students may work as individuals or collaboratively in groups. This is a time for deep learning to take place, with students now having the opportunity to solidify their learning and demonstrate their understanding.

### **Recap**

Focus is drawn to the learning session's Success Criteria; a brief summary is provided. Data is gathered to inform the next learning session: strategies could include exit tickets, traffic lights, thumbs up/down etc.

### **Reflection – Students Blog**

Students are provided time to access their Learning Blog and write a reflection on the day's learning.

The teacher takes this opportunity to circulate throughout the learning environment, check in with students and offer additional feedback.