

# Mordialloc College

## Aims of the ILE and the Nature and History of the Innovation: holistic picture of organization

### School context

Mordialloc College is a state [co-educational](#) secondary school located by Port Phillip Bay in the [City of Kingston](#), on the south bank of the [Mordialloc Creek](#). Founded in February 1924, the College currently has an enrolment of approximately 750 students in year 7 to year 12 and offers a broad range of academic and creative subjects. Approximately 100 students study for the Victorian Certificate in Applied learning (VCAL). Students come from varied social and ethnic backgrounds with a small number of students (.07%) having language backgrounds other than English (DEECD, 2009). There are slightly fewer female (approximately 44%) than male students. Mordialloc College has invested substantial resources in staff and student training in Quality Learning Principles and Strategies, e.g. PDSA (Plan, Do, Study, Act) Improvement Process (Quality Learning Australia, 2010), as a means of maximising learning in Years 7 to 10 and the VCE years, 11 to 12. Its programs emphasise students reaching their individual potential and developing personal and leadership skills.

Mordialloc College is situated in an area well serviced by secondary schools. In the City of Kingston there are four stand-alone Years 7-12 coeducational schools; one single-sex girls' secondary college; and a multi-campus secondary college (Mordialloc College) with extensive VCE offerings. Mordialloc College has the smallest enrolment numbers of these schools. In addition, there are two single-sex Catholic schools and two single sex Independent schools. All schools in the City of Kingston have access to public transport routes. Further educational options (including some of the most prestigious Independent and Catholic schools in Australia) are close to rail transport (see Figure 1).

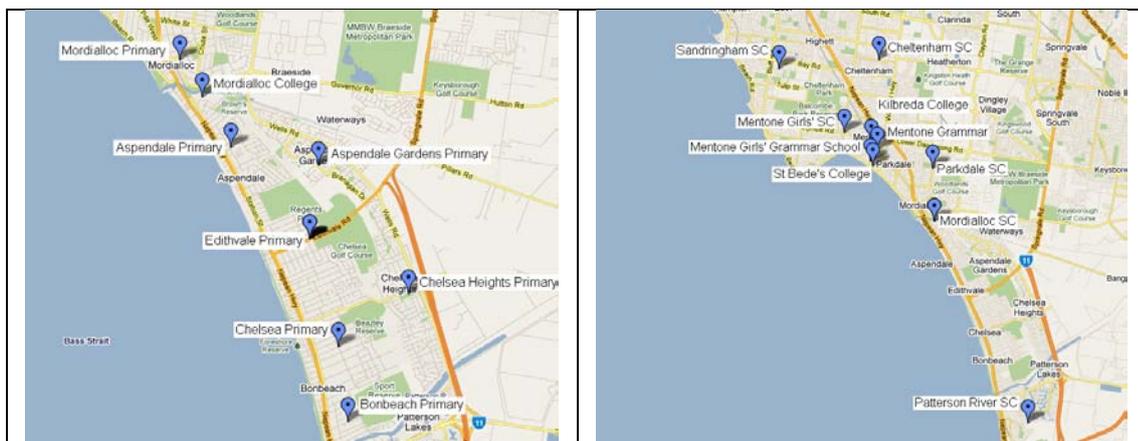


Figure 1: Mordialloc College in relation to Government primary schools and secondary colleges in the City of Kingston

As a result of the range of options open to families with children at the local 'feeder schools' (Aspendale Primary School, Aspendale Gardens Primary School, Bonbeach Primary School, Chelsea Heights Primary School, Chelsea Primary School, Edithvale Primary School and Mordialloc Primary School), Mordialloc College is required to compete for its 'market share' of students.

The campus is situated on the Frankston train line in the southern coastal suburbs of Port Phillip Bay. The area has traditionally been socially and ethnically diverse but is fast becoming part of the

affluent spread of largely white middle class families clustered around the coastal Nepean Highway. The school was established in 1924 and has red brick buildings of the era set in beautiful gardens on the edge of Mordialloc Creek. The city train runs past the front of the school with the station a five minute walk from the school gates.

The school has been dealing with an enrolment fluctuation as a result of the easy access to the large number of private and Catholic secondary schools in the Bayside corridor. A negative migration pattern from 1996 to 2006 coupled with growth in mid to higher level household incomes from 36.4% to 47.8% has seen a changing demographic which may also account for the drop in enrolment figures.

Ten minutes beyond this allocation of public, private and Catholic schools is another pocket of private and Catholic schools in and beyond Hampton and Bentleigh. Students are able to apply for scholarships for many of these schools from primary years onwards and as a result, high numbers of top academic students are drawn off early to these private schools. In addition, some parents of government school students choose to go beyond smaller schools like Mordialloc to larger schools like Parkdale Secondary College. This exercise of choice has impacted at the top end of the school with a large percentage of students exiting prior to the end of Year 12 to attend other local government schools. The notion of an aspirational community using the option of school choice to bypass their local secondary school has a negative impact on student engagement and academic achievement at Mordialloc College.

Approximately 60 teaching staff support student learning. A Select Entry Accelerated Learning (SEAL) Program is in place for Years 7 - 10. The College also offers extracurricular activities including a Rock Eisteddfod<sup>1</sup>, musical productions and bands, camps, overseas tours, competitions and Duke of Edinburgh Awards. The college is proud of its profile in the Performing Arts. Students won the 2008 Rock Eisteddfod Challenge and recent musical productions include Grease (2007) and Over the Rainbow (2009). Visual arts are displayed in the school's Art Show which includes local primary schools.

The College values which underpin all learning include Respect (fostering an environment which respects ourselves and others); Relationships (values the contributions of others); Quality (enabling students to acquire skills and independence); Supportive Environment (community members are supported and safe); Continual Improvement (using a systematic approach to support improvement); Innovation (the desire, confidence and ability to innovate); Leadership (acknowledging the role leadership plays in inspiring pride in the college); Diversity (a community celebrating others); and Community (with whom we work to foster the richness of our culture) (Mordialloc College, 2010).

### **Origins and development of Innovative learning Environment (ILE)**

Prior to the innovation described in this case study, teachers were 'teaching to the text' (Assistant Principal) within single closed door classrooms. Some teachers might have been integrating two subjects, such as Studies of Society and Environment (SOSE) and English. All were writing units of work which would typically have been studied for approximately eight weeks.

The important characteristics of the innovation described are a movement towards student self-management and negotiation; a shift towards a team approach to planning and teaching; and a shift from pre-developing units of work to co-development of curriculum with the students.

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<sup>1</sup> Rock Eisteddfod is a series of drama and dance events put on by pupils as part of the World Rock Challenge.

The Victorian State Government's agenda at the time, as encapsulated in the *Blueprint for Government Schools Future: Directions for Education in the Victorian Government School System* (DEECD, 2003), was a catalyst for the innovation. The Past-Principal of Mordialloc College had a strong vision of future education and was successful in gaining a grant of \$20,000 from the Department of Education and Early Childhood Education (DEECD) to investigate models for whole school transformation. Prior to this, the school's participation in the Quality in Schools (QIS) program (2001-2003) had significant impact on teaching and learning. Eighteen teachers had been trained in the use of the QIS tools and the principles had been rolled out through the school under the guidance of Rob Palmer, QIS facilitator.

In 2002, when the current Assistant Principal, commenced at the school as a mathematics teacher, she considered that staff had an over-emphasis on Quality Learning tools instead of quality processes for learning strategies. She was influenced by her work as a student with Professor Ian Mitchell (Monash University) and PEEL (Project for Enhancing Effective Learning) (Mitchell, Loughran & Mitchell, 2001). PEEL was founded by teachers reacting to the lack of independent, student directed and reflective learning in schools. Through collaborative action-research they worked to design pedagogies to stimulate and engage students, and to provide them with a sense of direction. The Assistant Principal remembers,

*At that time the Principal here...very good educator, very good vision of what education might possibly be and she distributed leadership to staff she believed could build that. She knew that things had to change she didn't want to walk into classrooms and have students say to her 'I don't know what I'm doing' or 'we're doing what the teacher is telling us to do'...She wanted students to articulate they could learn so she had been to Quality in Schools with a group of teachers here and the Government was funding that. I think they gave them \$20,000... to look at a model that might suit whole school transformation.*

Prior to this Assistant Principal's arrival, Mordialloc College had unsuccessfully applied for the first round of the Leading School Fund. They brought in David Langford, Quality Learning Australia, as a critical friend who advised to 'tear down the walls' and in 2004 the application was successful with funding received for 2005-7. As the Assistant Principal reflects,

*...when I came here and they had Quality in Schools ... and we had an opportunity to train with QIS to start trialling that in our classrooms and a couple of us got pretty excited about it ...we were all doing a lot of research at the time, reading up a lot about that starting point being the relationships being the basis of good learning, and metacognition with students... When we were trialling QIS I had my students going through these PDSA cycles where the students weren't seeing their learning as a product 'here mark it for me' bang, gone, not linked. So we were really into this idea of linking learning and chunking learning and having the students use the learning around them as resources for the next part of the process so students [were] seeing learning as a process. Which you see sometimes in primary schools but you never see that in secondary schools unless you're in places like the art room where students are doing folios and they have some ownership of that area and they're comfortable in there and their resources are in there. We didn't have that here. For instance, we have a two week cycle here. And if I was in that room, I wouldn't visit that room again for two weeks...So whatever they were creating couldn't be a resource for the next part of their learning...We asked to be stationed into rooms a bit more often. And we could create these learning stories around the wall that students were interacting with and as soon as they started having a bit of ownership you could see changes in behaviours.*

The Leading Schools Fund was a Victorian government school transformation and renewal initiative and made significant funds available to schools for this purpose. In applying to become part of the Leading Schools Fund initiative, schools were encouraged to think beyond traditional practices and structures (see Figure 2 below). In their application they were required to:

- develop and implement teacher and school effectiveness strategies
- demonstrate the capacity to share effective practice and programs to develop community partnerships supporting collaboration between all schools in a geographic area.

Current	Transformed
Isolated classrooms	Inter-connected learning spaces.
Literacy and numeracy add-on	Literacy and numeracy embedded.
9 separate subjects	4 broad areas
Independent teaching	Team Teaching
Teacher dominated teaching	Student initiated learning
Horizontal age student groups	Vertical age student groups
Class ratio 1:25	Flexible learning groups
Sterile environment	Resource rich environment
Do to students	Enable students
Traditional print-based report	Student developed digital portfolios

Figure 2. From the *Mordi on the Move Quality E-learning* application 2004

The application was for a flexible space that all classes of Year 7 students would use for most of the day. The varied groupings within this space would include family groupings (home group) each with a family guide (home group teacher), neighbourhood learning (the whole cohort), and relational circles - usually in family groups - with an emphasis on personalised learning. While the immediate aim was to develop renewed pedagogy and a new learning space for Year 7s, an associated aim was that the pedagogical changes would be influential in transforming learning across the school.

The new Year 7 program came into operation at the beginning of the 2006 school year. As the new building was unfinished, the program began in the school hall. Preparation for the new initiative had begun in 2005, when a number of the curriculum planning team teachers had begun implementing the modified Quality Learning principles and strategies. Teachers tried new approaches, videotaped themselves teaching, and reflected on the footage. **Their work had demonstrable results:**

*The 2006 Students Attitude to School Survey...revealed that Year 7 students at Mordialloc College were, on average, happier with all areas of schooling as compared to Year 7 students across the state. Further to this, independent standardised testing undertaken by the school of students at the beginning of 2006, showed all students had made great strides in their learning.*

*At the end of the year this formal and anecdotal assessment [was] that the new program was an outstanding success. [This evidence] was supported by the awarding of a Quality Award for Innovative Learning from the National Government. This award was presented to the Principal and members of the Quality eLearning Developing team by the Federal Minister for Education in Canberra on 21 March 2007 (Mordialloc College, 2010)*

The changes coincided with the introduction of the Victorian Essential Learning Standards (VELS) which presented an opportunity for renewed approaches to curriculum. A team of teachers committed to Quality Learning, including three extra teachers funded for three years at Leading Teacher level, integrated essential elements from VELs into the Quality Learning matrices.

In 2007, the first group of Year 7s to experience the new learning program moved into Year 8, returning to the more usual system of single teachers in single classrooms. However, in 2008 the Year 8 centre – the Enquiry Zone (EZ) - was opened. Unlike the Year 7 area, it was not a new building but a re-configuration of existing classrooms. These rooms had their corridors, walls and lockers removed to create workshop spaces, and the whole area was repainted and recarpeted.

Since then the school has worked to develop continuity in pedagogy based on Quality Learning. The innovations at Mordialloc have influenced teaching practice elsewhere through practicums introducing other schools to the philosophy of the program. In 2010, at the time of writing this case study, the Mordialloc Innovative Learning Environment, a renewed approach to pedagogy and learning spaces for Year 7s, could be described as being in the consolidation phase (Blackmore et al, 2010).

### **Learners within the broader education system**

The development of the Year 7 Learning Centre and associated renewal of pedagogy has had somewhat mixed repercussions in terms of Year 7 enrolments. On the one hand it has served to distinguish the school as offering an innovative approach. However it has also been seen as a probable cause for a drop in Year 7 enrolments (Harris, 2009, p. 3). Even so, the school has a high profile within the local educational community. Kevin, the Assistant Principal explains,

*Students from [learning] centres go and speak at primary schools... helping primary staff understand ... because they are now getting flexible spaces and they're not sure how to deal with them. So for a few years they've been saying 'we don't really want to know what Mordi is doing....' Now [they're saying] 'Hey guys! Any chance of giving us a hand?' And we are happy to do that.*

When students transition into Year 7 they undertake an introduction to Mordialloc College's learning methodology. This emphasises student decision making and independent skills underpinned by Quality Learning strategies and principles.

A Year 8 Enquiry Zone, based on the same learning principles as the Year 7 Learning Centre, provides continuity for students in this program. In Year 9, the program extends and develops into the Mordialloc Experience Program. Students take part in community-based projects whilst developing their own knowledge in Learning Journeys (which replaced former Key Learning Area electives). In Year 10, students learn in a closed class-room design, however, many of the classes still use a variety of quality learning tools and processes including Learning Matrices.

### **Structured patterns and characteristics of ILE: layout, sequencing and mix of learning activities**

As an example of the innovations at Mordialloc, in the Year 7 Learning Centre, five 'family' groups of approximately 120 Year 7 students and their five 'guides' (teachers) share the specially constructed flexible space (see Figure 4 below). One of the five family groups is made up of Select Entry Accelerated Learning Program (SEAL) students. Students spend 75% of their school time in the Learning Centre. The timetable for the morning sessions is the same from Monday to Friday. Specialist classes, which are conducted in the afternoons, are organised within a fortnightly timetable (see Figure 3 below).

8.55 – 9.25 am	Silent reading
9.25 – 10.15am	Family group time
10.15-10.30am	Year 7 meeting

10.30am	Recess
11.00-1.00pm	Expedition time/Neighbourhood time
1.00pm	Lunch
2.10-3.05pm	Specialist classes (French conducted in Learning Centre/ specialist classes conducted in traditional classrooms)

Figure 3. Overview of timing of Year 7 timetable

Time in the Learning Centre is structured around 'family time', workshops, and 'neighbourhood learning' (the whole group Year 7 cohort). The organisation of learning is highly influenced by the Quality Learning Australia principles and strategies (Quality Learning Australia, 2010). Teachers work with students to promote inquiry learning, and student-driven inquiry learning. Learning is developed using the PDSA cycle (Quality Learning Australia, 2010). To support this, students are trained in the use of the PDSA cycle. Documentation using a series of matrices underpins all learning. Individual student use of Learning Matrices is the primary accountability measure for all Year 7 students. A Learning Matrix (designed by a group of teachers in 2005) lists essential learning elements taken from the Victorian Essential Learning Standards and students are required to show evidence of learning which addresses these elements (see sample Learning Matrix in appendix 1).

In order to show evidence of learning, students may create an application project which links to a number of elements, or can go through and learn the elements one by one. Students create their own questions and apply their learned skills and knowledge to their own interests. Resource matrices are developed by teachers to provide a range of teacher sourced resources related to topics under exploration. These include texts, websites and worksheets. Teachers also conduct workshops which students attend voluntarily. Participation in these workshops is negotiated with individual students via the *Learning Matrix*. This leads to an environment in which students are working on different tasks. As Marcelle describes:

*You can walk over and find one student who's working on maths problems, another student will be working on the computer and doing something about PowerPoint ... that he's linking [to] Humanities... some other students will be building something with clay... They are not all doing the same thing. And they'll be sitting at the same table talking to each other about the same thing, doing different tasks*

Value is placed on the processes of learning rather than products of learning. Teachers structure regular formative assessment conversations with students around the tasks they are undertaking. They support student progress through discussions of learning in the planning stage, the doing stage, the studying stage, and the acting stage.

Every day starts at 8.55am with all five family groups in their family areas involved in *silent reading*. Group sizes vary between 18 and 25. All students and family guides read silently for 30 minutes.

Daily *Family time* (9.30-10.30) provides opportunities for guides to oversee the completion of GANTT charts by their home groups. These include a timetable and a *Learning Matrix* (see appendix 1). The GANTT charts are a focus for personalising learning and for planning and organising time. Students self-select seating within each family area, confer with family guides, read about and sign up for workshops and complete documentation about their intended learning.

The students have been coached in the documentation processes as part of the Learning Centre program. Becoming accountable for planning, organisation and goal setting is part of the innovation – preparing students for 21<sup>st</sup> century learning. Students are coached in self-management, independence and accountability through documentation. There is also a focus on relational processes including group formation and collaborative working processes.

To support this self-management, timetables are visible on a whiteboard and copies of student learning matrices are available. A workshop sign-up timetable is displayed on a nearby wall. Individuals, and groups of students from the five family groups, peruse the workshops at the beginning of the day to discuss essential learning options. Examples of Learning Centre planning artefacts are shown in Figure 4.

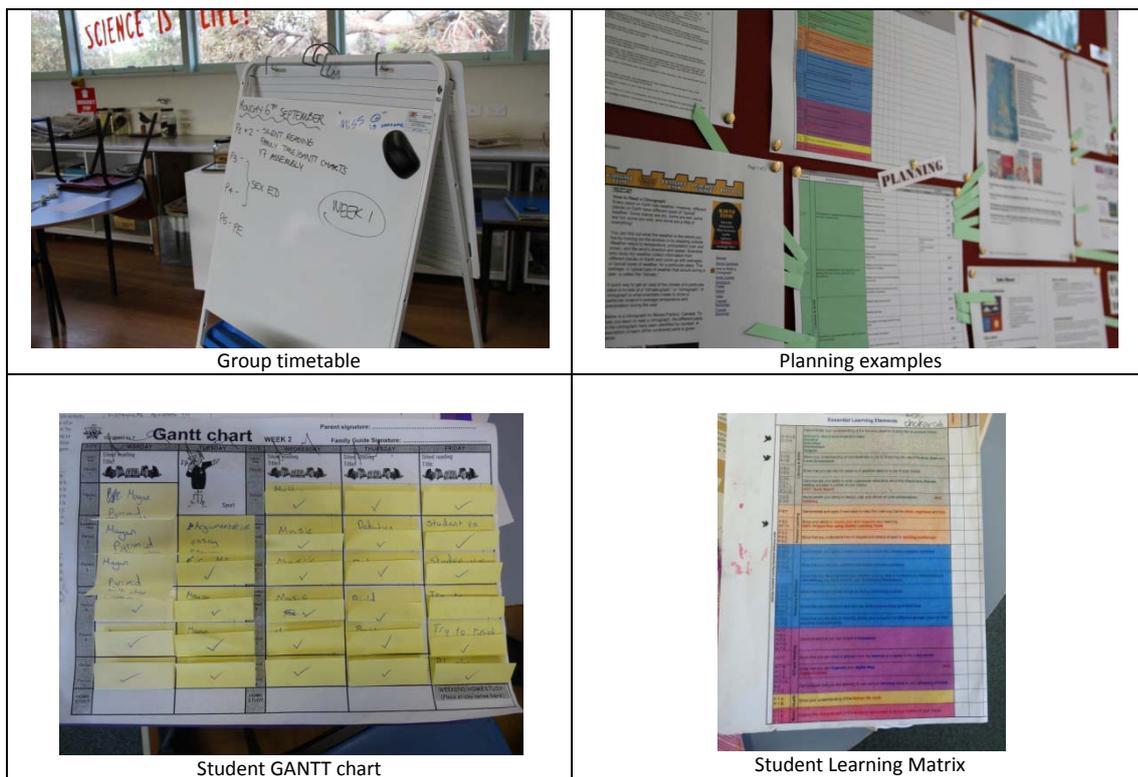


Figure 4. Examples of Learning Centre planning artefacts

The role of the family guides is both proactive and reactive. Some students approach guides to clarify completion of GANTTs. Guides may also request that students make appointments with them. During these conferences various issues are raised including access to resources (including ICT) and instructions about appropriate use of resources. Students are encouraged to read, reflect on progress, to form groups, and to choose a ‘big question’ for self study. Personalised planning is evident, as is the diversity of student progress towards meeting of the essential learnings.

Guides hold individual student conferences which address student progress. The foci of these conferences vary depending on the learning needs of the student, but are generally text-focused. They might include a literacy-related skill such as the use of paragraphs or of referencing. The guide and the student negotiate work outcomes. Student conferences may be one-to-one, or, in the case of group work, may involve a number of students. Conferences are the major means of accountability for students and teachers.

Daily *Expedition time* (11.00am-1pm) provides opportunities for workshops and student conferences related to the substantive curriculum content as well as embedded aspects of literacy and numeracy. Guides also hold workshops on areas which support the specific needs of students (e.g. substantiating claims made in textual work; skilling in an area of ICT; exploring aspects of a topic on 'Cells' or 'The Great Wall of China'). Workshops are the key point of direct instruction for students and are generally held for groups of fifteen plus students.

Midway through expedition time all students review their progress according to the GANTT charts. Students are encouraged to be seated and to reflect.

Guides not undertaking workshops continue to participate in student conferences which, on any given day, can vary significantly in their focus and content (e.g. inserting images in a PowerPoint presentation on *Rainforests*; development of a model related to *Ten Ways in which Ancient China Influenced the World*; brainstorming ideas for a website on *The Uses of Drugs*). Teachers also conduct roving conferences with various individuals and groups of students.

### **Nature and Quality of Learning**

The flexible learning space is a very large area (see labelled images of areas of the Learning Centre in Figure 54 below). At present it holds the equivalent of five home groups of students, but it has the capacity for eight groups. The central area has a lectern and a big projection area. This central area is large enough to have the whole Year 7 cohort sitting together involved in 'neighbourhood learning' (usually on the floor). Nests of tables and chairs surround the central area, which are organised into five designated family group areas. Storage tubs are located in each family group's area.

Sound reduction boards hang from the vaulted ceiling and a 'wagon wheel' motif is repeated in windows at either end of the central area. Quality learning materials and the Year 7 Code of Conduct are prominently displayed behind the lectern. There is an abundance of glass, and consequently an abundance of natural light. Many examples of student work are on display. Flexible tables of various shapes and over one hundred and twenty polypropylene chairs surround the central area and can be connected in numerous ways.

On the wall facing the central space (partially separated by a glassed partition) workshops are advertised and students sign up as appropriate. Adjacent to the big projection area is a 'Think Tank' which students can use as a mini conference room. It is partially walled but opens onto the centre. On one side of the Learning Centre is the home area for the SEAL group and one other family group. Under the windows along the wall there are science facilities and a wet area. Students use this for both art and science. Next to this is a small area with basic kitchen facilities and a library.

Opposite the science and wet area are two further family groups, with the 'Glasshouse' at one end. This consists of a glassed off area (formerly two classrooms) where students can undertake silent independent work if required. The Glasshouse is also used for workshops. This side of the Learning Centre opens onto a deck and an open outdoor space. The Learning Centre, deck and open area are exclusively for the use of Year 7; the aim is to develop a sense of community. (The area is also used for staff workshops, the valedictory dinner and community events. Once a week the Year 11 mentors use the space for an hour.)



Figure 5. Areas of the Year 7 Learning Centre

**Planning curriculum and assessing learning using Learning Matrices**

Learning is organised around Learning Matrices. All essential learning elements in the matrix have been taken from the Victorian Essential Learning Standards (VELS) (VCAA, 2010). The task of constructing the matrix was undertaken by a group of 13 teachers following the successful application to the Leading Schools Fund. The close relationship of the matrix to VELS makes auditing and reporting straightforward. Audits of student progress are collated by the Year 7 teachers and given to the Year 8 teachers so that student progress is monitored during annual transitions. Many essential elements are applied a number of times – i.e. they will be present in a number of Learning Matrices. This is particularly evident in the assessment of Personal Learning (VCAA, 2008). It is anticipated that the forthcoming Australian National Curriculum (ACARA, 2008) will require a review of all Learning Matrices.

Students' learning matrices, kept in a learning folder, provide evidence of the learning process and are used for self-assessment purposes. The matrices record the 'essential elements' of learning, the processes undertaken and evidence of the learning outcomes. Examples of this evidence include a teacher signing off on a conversation; a photo; a written piece of work; a workshop exercise; a video of work accomplished.

Teachers record student progress and achievement on e-versions of these matrices. For example, under the learning element, 'Demonstrate your knowledge of BOLTSS Conventions' the teachers will assign either a 'one' if the teacher has seen evidence that the student has learned the element, can articulate it and apply it elsewhere, or 'Zero', which means that the student has not met these requirements. In such cases, teachers provide feedback and the student resubmits the work.

With the introduction of VELS 'progression points' (VCAA 2010), teachers found they could track student learning more accurately than with the previous system of teacher-designed benchmark tasks. They believe these progression points result in more finely tuned assessments than do VELS judgements '[which] were very straight down the middle'. Teachers also use the VELS progression points to develop parent reports. In the Learning Centre teachers moderate when making judgements about student work and write their reports collaboratively. Teachers also use on-demand testing to validate teacher judgements.

### **Teacher learning and the role of the learning guides**

The role of the learning guides is quite different from that of a single classroom, single subject secondary teacher. Teachers plan and teach as part of group of five and require training in Quality Learning principles and strategies. Mordialloc College has introduced, as part of their Professional Development, programs including QIS (Quality in Schools), QLA (Quality Learning Australia) and the PDSA (Plan, Do, Study, Act). To foster their practical application, individual teachers present new ideas, strategies and methodologies derived from these programs in weekly, two-hour workshops.

Team-teaching is an integral part of the Learning Centres. Teachers had to adapt to a new teaching environment with more students and fewer walls than the conventional classroom. This adjustment has been facilitated by the team of teachers working together consistently to plan, assess and evaluate their own practices.

Teachers have also 'reassessed' assessment. Prior to the introduction of the ILE, students and their parents were focused on the 'grade' a student received. However, the new learning program required a new, more flexible assessment system. The development of linkages between the learning matrices and the progression points assisted in determining the depth and quality of student learning.

A heavy emphasis is placed on resourcing the learning of the students - finding or creating rich resources, and/or planning ways in which the students might create resources. This planning is

undertaken by the family guides in their regular, shared spare periods, such as the time when students attend afternoon specialist classes. On Monday and Thursday mornings following the whole school staff meetings at 8.30am, the five guides meet in the Learning Centre to share information about the program or about significant events such as a presentation by the school nurse.

The College offers practicums for visiting teachers. These take the form of a full day of professional development for which the school is paid. The justification for the professional development component is to minimize 'educational tourism' by giving visitors a complete and complex understanding of the philosophy and pedagogy of the Learning Centre and Enquiry Zone. The practicums occur once a month and schools from around Australia and overseas have taken advantage of this opportunity.

There is a heightened sense of visibility for teachers working in the Learning Centre, and this can take its toll on the staff involved. There is also a possibility that the practicum, along with the Centre's multiple levels of participation in department-led research or funded development projects (Leading Schools Fund, Building the Education Revolution, Building Future Schools, Web 2.0 technologies, equity case study, Immersion Project, OECD horizon scan) may add to this pressure.

While the school has focused on consolidating teams for at least two years in an effort to enable transference of knowledge into the Yr 8 team, graduates and young teachers predominate in the Year 7 Learning Centre. However, it should be noted that all graduate teachers were recruited from pre-service teaching placements and so had previous experience in working in the centre. The need for experienced teachers and on-going professional development is evident. As one teacher explains,

*I'm the only one really in there who's had more than 2 years of experience... and it's vitally important that you have at least two people in a learning centre who have a sufficient amount of experience and understanding of the philosophy that underpins the learning that goes on here. Otherwise ... you get processes breaking down and teachers feeling stressed...*

Recent leadership changes and constant staff changes pose challenges for the sustainability of Learning Centres. There is a sense from teaching staff that leadership is not widely dispersed and meeting the mentoring needs of the early career teachers is a constant challenge.

Within the local community, a region well stocked for secondary schools, it may be that personalised learning and the use of flexible spaces carries the stigma of being 'unconventional'. It is possible that, given a community leaning towards more traditional pedagogical models, some teachers might be concerned about the future effects of working in an innovative learning environment.

## Impact and Effectiveness

In 2010 the renewed approach to pedagogy and learning spaces for Year 7 students at Mordialloc College can be described as having passed through the design and transition phases, and to have entered the consolidation phase (Blackmore et al, 2010). This reflects a major commitment by the larger school community to embed the innovation in the school culture. Moving from consolidation to sustained implementation (Blackmore et al, 2010) is the current focus for the drivers of innovation at the school. It is within this context that the following observations are made.

The ILE has attracted sustained interest and attention since its implementation, as evidenced by the numerous local and international visitors, including fee-paying teachers, to the school. The ILE is a major distinguishing factor for the school and has raised both its profile and its market share within its regional school cohort. Even so, tensions exist both within the school, and between the school and external bodies (regional office, local principals), about the value of the innovation.

There have been numerous metrics used to assess the effectiveness of the project, including DEECD Leading Schools Fund reports, the Learning matrices, on-demand testing, teacher judgement data against VELs standards and progression points, and data provided by *Student Attitudes to School* and *Staff Opinion Survey*.

Teacher judgement data against VELs areas, while showing a downward trend for the school year levels generally over the period 2007-9 is more positive when tracking the Year 7 (2007) cohort through to Year 9 (2009). Mean scores of Years 7 students in all subjects are consistently higher than the state mean. This is consistent with the previous cohort of Year 7 (2006) to Year 9 (2008), indicating that the Year 7 Learning Centre and Year 8 Enquiry Zone have at the very least shown consistent above-state mean performance in literacy and numeracy according to teacher judgement. A teacher comments:

*We are successful because we've got a small quota of students so we know our students really well... They are with us from the morning until 1 o'clock... unlike in a traditional classroom setting where you might see them once in a while... [We] have a huge emphasis [on] individualising the learning program and for them to be self-directed and much of what we do is geared towards teaching students those skills. We have to report on interpersonal learning, and I think we do that really well here. We just on-demand tested all students in English. [We used the] general adaptive test and we had forty-three students who are already above 4.5... some students are already above 5.0 in their general adaptive test in literacy. That's like a third of our students who are operating at year 9 level. That's not to say we don't have students who are way below that, we've still got ... 11 who are below the 3.0 progression point... as challenging as this group is and as tiring as the learning centre is, I think the data shows there is improvement.*

The Year 7 *Student Attitudes to School Survey Data* which examines students' attitudes in the areas of *wellbeing, teaching and learning* and *student relationships* has shown a substantial improvement during 2010 with student satisfaction high (in the 4<sup>th</sup> quartile) in all three areas. The data trends show the school has overcome dips in student satisfaction.

Students in year 7 are clearly satisfied with most aspects of their education. The predominant criticism from a student focus group and student observation is with the lack of adherence to the *Restorative Justice* approach and subsequent *Codes of Cooperation*. The students felt that the *Codes of Cooperation* were overdone and thus had lost relevance, with staff unwilling or unable to follow through on consequences. That *Restorative Justice* principles were not enacted clearly or consistently by all staff members is an issue that arose within the learning centre regarding

inappropriate behaviour and use of lockers. The approaches taken by staff varied and therefore sent mixed messages which the students were quick to criticise. The focus group students indicated this was a recurring issue, as evidenced by the following student comments:

*If you counted how many people did the wrong thing during the day like the whole code of cooperation would be broken. The code of cooperation doesn't even seem like it's there.*

*The thing is we get to decide what the rules are but the first code of cooperation that we did at the start of the year was good. Then the one that we did at the start of this term was just the same. They shouldn't have made it another Code of Cooperation because if in the next semester or next term we have to do another Code of Cooperation and then every single teacher [specialists included] that we have does another one and we start again.*

*We've done about five for the learning centre ...then eight – we do eight for specialists. I think it takes two periods [for the learning centre]. So that's ten periods plus eight [hours for specialists], eighteen periods.*

*If they did what they actually said they were going to do on the Code of Cooperation then people would actually stop breaking rules.*

It is worth noting that the structure for the senior school is more traditional in its approach and this may account in some way for the data dip for senior student satisfaction. The student surveys note dissatisfaction with teacher effectiveness, and a decline in student morale, learning confidence and classroom behaviour. The school exit data shows that the bulk of senior students leaving the school before the end of VCE are transferring to other government schools. Sandringham College Senior Campus is noted by the leadership team as the school of choice for VCE students, as a school which has a more student-centred ethos and a broader curriculum.

Despite the embracing of the innovation, there remain traces of grieving by students and teachers for traditional school structures and pedagogies, as the following quotations indicate:

*Student: I like it 80% and then there's actually 20% that I want to do classroom work like sometimes you feel like you just want to be in a classroom*

*Teacher: My kind of philosophy of 'education' is going back to the roots of the word... the Latin root of the word is 'I lead', and that's always been the model of my teaching. That you lead a group and it's their journey. But you lead them. But these students don't expect to be led. They don't like to be led. And I've had to kind of work very hard to show them actually you know look stay with me and I can lead you on a journey from start of year to end of year which is going to be rewarding. Whereas in past years I found students more ready to accept being led on an educational journey.*

The struggle with teacher identity is evident in this latter quote. The innovations and the attitudes of contemporary students are seen as challenging the very notion of what it means to be a teacher.

Further, some students would have liked to have access to a central library facility (rather than a library integrated in the classroom) as seen in the following interview section:

<i>Student</i>	<i>I wish we had one [a library]</i>
<i>Interviewer</i>	<i>Why?</i>
<i>Student</i>	<i>It would be pretty cool to go there in lunch time like once every week or just at lunch time to go sit somewhere quietly and read.</i>
<i>Student 2</i>	<i>Or do your work.</i>

And some teachers would have preferred to belong to subject-specific curriculum committees. As one of them said:

*To me the labels that you put on things are important, and to me the whole curriculum aspect was in an official sense submerged.*

According to the *Staff Opinion Survey 2010* there are a number of issues challenging staff satisfaction. *Supportive Leadership (Empathy)*, *Role Clarity (Clarity)*, *Participative Decision-making (Engagement)* and *Classroom Misbehaviour (Outcomes)* are causing a high level of *Individual Distress (Motivation)*. The biggest concern for the current leadership is the *Empathy* rating which is over 10 points below the state mean for secondary schools. The gaps become more substantial when compared with all schools in the state. In terms of a trend, most of the data related to teacher satisfaction has not moved beyond the first quartile in 2008-2010.

Overall data from 2007-9 for *Parent Opinion Survey*, *Attitudes to School (Student) Survey* and *Staff Opinion Survey* is indicating an upward trend. A five year cycle shows increasing parent, teacher and student satisfaction (*Achievement and Opinion*) in the years from 2005-8, followed by a downward trend in 2009-2010 for teacher and parent responses. This pattern may be a kind of 'innovation slump' – a positive response followed by a downward trend - as traditional embedded models of teaching and learning are slowly phased out. However, it is difficult to know whether the slump is as a result of the introduction of the Learning Centres, or whether it relates to other aspects of school life.

It is interesting to note that there has been a steady increase in exit of students to other government schools at Year 10 for the period 2005-2008. However, at the other end of the school spectrum, the initial decline in year 7 enrolments, due to a lack of community stakeholder engagement strategy, was addressed through the College's involvement in the Design Teams Project (Innovation and Next Practice Division, DEECD) which focused on community engagement.

There is still very much a feeling of *us and them* between the senior and junior areas of the school. While this attitude appears to be largely historical, there are still some very real difficulties with implementing innovation across the school. One of the issues is the structure of the VCE which requires more traditional teaching approaches.

### **Concluding Comments**

A number of factors contribute to the development and implementation of a successful ILE. In the case of Mordialloc College, the first significant factor is its need to attract students, in this area of high school density, by providing a new and different educational experience.

Secondly, a unique combination of catalysts for the ILE were at play, including leadership with a specific vision, teacher renewal, exposure to new pedagogical principles and strategies, and the possibility of funding. These factors and conditions created an opportunity for innovation. The attracting of funding can be seen as a third factor, an external driver which legitimised the innovation within the broader educational community and drew widespread international and local attention to the school.

Fourthly, student interest, engagement in learning and the development of self-management and social skills have been a sustaining factor in the continued implementation of the ILE. Feedback from students and from test results continues to be positive despite concerns regarding teacher

consistency in implementing aspects of the ILE. For the ILE to be successful in the future, it will need support from school leaders and staff who are both committed and highly trained.

It is interesting to consider 'what if' the school had not gained resources for the building of the Learning Centre - would the ILE have happened? One suspects that the drivers in place, the unique context of the school, the keen leadership, the interest in quality pedagogy and staff renewal would have merged to energise the innovation, regardless of the building. As the Assistant Principal said:

*Quality is not just about flexible spaces; quality is about enabling your students... it's about pedagogy to shape our learners*

However the building of the Learning Centre has certainly offered a tangible expression of the ILE, a unique environment which has attracted widespread interest and supported a renewed pedagogical approach. The space lends itself to the sort of pedagogy valued at Mordialloc – one which engages students in personal and interpersonal learning through an integrated oriented approach to curriculum. But it is pedagogy which remains at the heart of the innovation.

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