In the name of the Creator, Son and Holy Spirit.
Gathered as God’s community of Mount Alvernia College,
We honour the stories of which we are a part:
The stories of Jesus,
Of Francis and Clare,
Of Elizabeth Hayes and the Missionary Franciscan Sisters,
And of all our students and staff,
past, present and future.

God we pray:

“Educating young women in the Franciscan tradition”
That we will be instruments of peace;
That we always find joy in the simple things;
That we serve others with compassion;
That we respect all your people on earth and all of creation.

May everything we do be grounded in love,
As we place our trust in you.
Saint Francis and Saint Clare,
Watch over us.
In the name of the Creator, Son and Holy Spirit.
Amen.
THE TEAM

Debra Evans - Assistant Principal (Student Learning) evand@mta.qld.edu.au
Daniel Crump - Deputy Principal (Staff and Students) crumd@mta.qld.edu.au

Teaching and Learning Guardian
Sacha Carney – Clare School carns@mta.qld.edu.au

Pastoral Team
Therese Dooley – Year 9 doolt@mta.qld.edu.au
Teena Christofis – Year 10 chrit@mta.qld.edu.au
Enable Excellence

EXCELLENCE IS NOT A SKILL. IT IS AN ATTITUDE.
“Relationships are the most important ingredient to the education of our students”
Fr Richard Leonard, 2012
How to Be an Independent Learner

- Take the lead
- Question the question: is there another way to look at it?
- Do your research
- Take a risk!
- Ask for inspiration
- Make use of existing resources, books, magazines, displays etc
- Sketch it out
- Try again
- Ask for feedback
- Own your learning
- Have a go!
- Plan ahead
- Teach the teacher
- Help, support and advise your peers
- Online tutorial
PASTORAL TEAM

The role of a Pastoral Guardian:

● promoting positive relationships
● engendering school spirit, discipline and pride
● meeting ongoing needs of the year group
● communication with parents
● coordination of pertinent year level events
● work in constant collaboration with the Clare School Team
PASTORAL TEAM

- Healthy balance (academic, exercise, social, relaxation, work)
- Participation with effective time management
- Communication - student to teachers and Pastoral Guardian
- Parent communication and support re issues of concern
Fostering Positive Relationships in our Franciscan Community

- **Communication Procedures** - Achieving desired outcomes for students, parents and teachers

- Behaviour Management Companion - *Restorative Practice because relationships matter*
Mount Alvernia College

Communication Procedures

Achieving desired outcomes for students, parents and teachers

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*Educating young women in the Franciscan Tradition*
CONTACT THE RIGHT PERSON EARLY

ADOPT

A  **Agenda** - The agenda is set by all participants. Name what you think the problem is.

D  **Discuss** each agenda item using the FiX model.

F  **Facts** - Using the facts rather than emotion makes your point more effectively

I  **Inference** - Tell the teacher/parent what you think the problem is, based on the facts outlined. A useful phrase is “It seems to me that…”

X  **Explain** - Ask the other person to explain how they see things from their point of view. It is important to hear their perspective. Listen to what they have to say.

O  **Options** - explore as many options as you can. They need to be practical to implement.

P  **Proposal** - Make a proposal for moving forward. Advice may be sought from others. A follow-up email is sent confirming agreed action being taken, by whom, by when.

T  **Time to Review** - Set a time to meet and follow up.

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Keep to 20 mins
Pastoral Matters:
- repeated uniform issues
- repeated technology misuse
- repeated behaviours not conducive to positive relationships
- repeated lateness to class

Friday afternoon detention from 3.15-4.15pm (Pastoral Guardian to notify)

Academic Matters:
- Homework non submission more than three occasions
- Non submission of assessment
- Academic application, eg lack of equipment

- Lunch time detention or Friday afternoon detention from 3.15-4.15pm (Learning Area Advisor to notify)
Teaching and Learning

Sacha Carney
Teaching & Learning Guardian
Year 9 & 10
(Academic Care)

Enabling Engaged and Resilient Learners to Realise their Potential
The Importance of High Expectations

“When teachers and administrators maintain high expectations, they encourage in students a desire to aim high rather than slide by. To expect less is to do students a disservice, not a favour”. (Lumsden, L, 1997, p44).

Persistence and a growth mindset allows for continuous growth and ongoing learning
Fostering a Growth Mindset

In a growth mindset, students UNDERSTAND that their most basic abilities can be developed through dedication and hard work – brains and talent are just the starting point. Neuroplasticity research shows that intelligence is malleable – we can continue to grow our pathways in the brain through application.
The Language of a Growth Mindset

What Can I Say To Myself?

Instead of...
- I’m not good at this.
- I’m awesome at this.
- I give up.
- This is too hard.
- I can’t make this any better.
- I just can’t do math.
- I made a mistake.
- She’s so smart. I will never be that smart.
- It’s good enough.
- Plan A didn’t work.

Try thinking...
- What am I missing?
- I’m on the right track!
- I’ll use some of the strategies we’ve learned.
- This may take some time and effort.
- I can always improve, so I’ll keep trying.
- I’m going to train my brain in Math.
- Mistakes help me to learn better.
- I’m going to figure out how she does it so I can try it!
- Is it really my best work?
- Good thing the alphabet has 25 more letters!
Year 9 Learning

Core Learning -
Integrated English & History
Religion
Geography (compulsory for 1 semester)
Maths, Science
Health & PE
Whole Year Program – Retech and PD
Five electives across two semesters.
Year 10 Learning

English or English Literature
Religion
History (1 semester)
Geography
Maths A or B
Science
Health & PE
Five electives across two semesters
All subjects linked to but not solely based on the requirements for Senior subjects.
Parent Connections

To support students to become independent learners and resilient young women

Mitchinson, J (2012). Responsibility and accountability [Image]. Retrieved February 16, 2016, from janemitchinson.ca/2012/05/

“Educating young women in the Franciscan tradition”
Strategies to support learning

HOMEWORK and ASSESSMENT

✓ management of subject work and organisation of set tasks (10-15 hrs/week)
✓ plan completion of task based on due date and complexity. Keep a copy of timetable on desk at home – some homework will be due the next day, some may not be due for a week.
✓ “No Homework”
✓ Expectations – Achieve Own Potential
Tools to manage learning

- **Student Planner** – record, communication
- **Moodle** – Year 9 & 10 Info Hub Subject Pages, Lost Parent Login – Bill Fisher fishw@mta.qld.edu.au
- **Assessment calendars and Policy**
- **Balance and Time Management**
- **Positive Learning Environment** - Junior Study as an option – Commences Tuesday 23 Feb (Tues, Weds, Thurs 3.15-4.30pm)
- **Option for Year 10s to attend Senior Study with parental permission.**
CLARE SCHOOL

Parents and Students

“Educating young women in the Franciscan tradition”