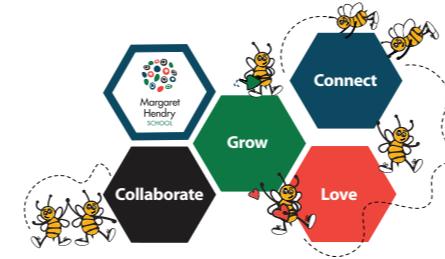


## Evidence Base for pedagogy and practice

Grow Personalised learning, feedback, passion, stretch, challenge	Collaborate Diversity, collective thought and effort, strength based, going beyond	Connect Make connections, apply knowledge, have impact, global citizenship	Love For self, others, country and learning
<b>Mastery</b> Malcolm Gladwell, Daniel Pink, Carol Dweck, William	<b>Collaboration</b> John Edwards, Vygotsky, Michael Fullan, Du Four, De Bono, Clarke, Guy Claxton	<b>Visible Thinking</b> Harvard Project Zero, Pohl, Pam Hook, Blooms SOLO taxonomy, John Biggs, Jamie McKenzie, Art Costa, Tony Ryan, John Hattie, Sir Ken Robinson	<b>Love for self and others</b> Bishop, Maslow, Dweck
<b>Learning how to learn</b> Dr Julia Atkin, UNESCO Four Pillars, James Nottingham	<b>Cultural Integrity</b> ARACY, Pascoe	<b>Global Citizenship</b> International Baccalaureate Organisation, UNESCO	<b>Social emotional learning and positive psychology</b> Dan Pink, Kidsmatter, Australian Research Alliance for Children and Youth
<b>Development of the whole child</b> Immordino-Yang, M, Maria Montessori, Barbara Pape	<b>Visible Learning</b> John Hattie and Klaus Zierer		



## Our four pillars



**Margaret Hendry**  
SCHOOL

Welcome to Margaret Hendry School

Our vision for learning at Margaret Hendry School centres around four pillars - Grow, Collaborate, Connect, Love. Individuality is celebrated and inquisitive and purposeful play is encouraged at all stages of schooling.

## The Margaret Hendry Experience

Our K-6 learning communities are multi-age with K-2 groupings and 3-6 groupings. This approach supports Gonski's recommendation to prioritise learning growth rather than specific learning outcomes based on age and grade. Multi-age learning communities organically provide opportunities to practice problem-solving, interactive and social skills, and critical and creative thinking with peers of differing ages and abilities.

Our children work towards the achievement standards of the Australian Curriculum and outcomes of the Early Years Learning Framework through an inquiry-based approach.

Through an inquiry approach, children are supported to:

- plan and research concepts
- gather and interpret data
- pose questions
- reflect on inferences
- draw conclusions, to make evaluations
- collaborate
- communicate findings of investigations and lines of inquiry.

This process is interdisciplinary and children draw on their skills and knowledge from all learning areas. Children naturally make mistakes during this guided process, this is where the big learning occurs and new learning is formed. We refer to the process of learning as being in the 'Learning Pit'. Children are able to see that it is normal for individuals to achieve mastery in certain areas at different times and in different ways. We develop children to become critical thinkers and confident problem solvers – in essence they are comfortable with being uncomfortable!

## A personalised approach - educating the whole child

At Margaret Hendry School learning is personalised and children are empowered to be active participants in their own learning. Children's interests, strengths, and areas for development are factors which influence learning design. By personalising the learning, children work on learning objectives at their own pace advancing when they have mastered a concept. Personalised learning based on the students' developmental levels and interests fosters engagement, self-regulation and collaboration while enhancing a child's overall feelings of success and self-confidence as learner.

Ongoing Assessment and reporting is a feature of personalised learning. All children have explicit learning goals and objectives, dictated by learning progressions across various learning areas. Once children have mastered objectives they can move on to their next learning goal. Integrated inquiry ensures children work on multiple goals simultaneously. This process also allows for coincidental learning, with learning coaches observing and assessing growth against learning progressions and student goals in real time. This cycle of teaching, learning, assessment and reporting is ongoing as students are continuously demonstrating their growth in learning through a variety of ways and means. Reports are highly detailed and focussed on the strengths of the child as well as areas where further development is needed.

## What makes personalised learning possible?

### Learning Coaches

Each child is a member of a learning community within our broader learning neighbourhood (School). The Learning coaches within the learning community work together collaboratively to design individual learning experiences for every child, document growth and provide quality feedback on evidence of learning and next steps. Children interact with a variety of learning coaches on a daily basis, developing secure attachments to more than one adult. Working in this way enables learning coaches to draw on their individual and collective skills, knowledge and understanding to develop engaging and challenging learning experiences for each child. It also means that children's learning is uninterrupted during times of staff absence. Together, learning coaches guide children to develop and use critical thinking skills to establish themselves as thinkers and problem solvers to approach new learning/situations in considered and successful ways - independently and collaboratively.

### Innovative Learning Environment

The physical design of Margaret Hendry School compliments our approach to personalised learning. Learning spaces are flexible and adaptable in nature and are set up in a way that enables children to respond to their natural tendency to learn. We believe learning can occur anytime, anywhere, and we see our outdoor environment as the second 'classroom' providing open-ended play supports that encourage children to play and connect in different ways – discovering, creating, improvising and imagining with their peers. Our learning environment provides access to different tools for different types of learning and can be configured in a variety of ways to facilitate individual, social and collaborative ways of learning.

### Community engagement

Connected communities positively impact on learning. At Margaret Hendry School, we are committed to being just that, a connected community. We recognise the family as a child's first educator, and we value the ongoing engagement and involvement of our families in the learning partnership. Families have instant access to their child's learning goals, progress against goals and growth across learning areas and have insight in to day to day learning via our SchoolTalk app. This can assist in sparking conversation about the learning experiences a child has engaged in during the school day.

The culturally diverse backgrounds of families and their active involvement in the school enrich and foster a community that embraces acceptance and cooperation. We encourage all families to contribute two hours of volunteer time each term to create authentic opportunities to engage in their child's everyday school life while contributing to the development of an inclusive, connected and supportive community.

