

JULY 10-14 TEAMS AT LIFECHANGER CHRISTIAN COLLEGE TRAINERS

Visitors in the school:

Medowie CS, Simon Herd's team – 7 trainers

St Philips CC (Waratah), Helen Lee's team – 3 trainers

2 ladies Kaylie & Hannah from Sydney assisting in class, staying onsite

Bethlehem College NZ, Andrea Kohns' team - 3 teachers & 17 students assisting in class, staying offsite

DAILY PROGRAM (MON-THU AM & PM and FRI AM):

Mornings 8:30am-1pm

1. 30-min lesson demos all morning in the AV room, and in 1, 2, 3A, & 3B-4. *The main purpose in teaching these lessons is to demo for the teacher.* Clearly identify the intro, main body and conclusion. Choose a topic the teachers would like to see modelled. (Could someone record these lessons?)
2. Assist teachers & students in-class in 9 classrooms: Pre-KA, KB, 1, 2, 3A, 3B-4, 5-8, 9-12, & computer. Aimee will lead what happens in Pre-KA & KB.
 - a. The teachers will be expecting you as their trainers to *demonstrate for them good classroom management practices* (including effective student discipline techniques, if the need arises). Spend time with them if you observe they need help (some definitely do, more than others!)
 - b. All classrooms 3+: Assist students with their learning in the Pace workbooks. Assist teachers with marking the students' tests together with the student.
 - c. Juniors 1-4 classrooms: Assist the teachers with their reading programs. *Help teachers determine if each student is reading books at the right level. By the end of your stay, make sure that's happening.*
 - d. K – 4 classrooms: Demonstrate for the teacher daily, how to fully utilize 'read-to-me' books. Ask the teacher for their observations and feedback.
 - e. Seniors: Help senior students with Maths they're having difficulty with.
3. You might also like to assist Michelle in the clinic during breaks (10-10:30am), assist Maggie in nutrition centre during lunch (12-1pm Mon-Thu, 10am Fri), and prepare lunch for Aussies, to help Michelle (10:45am)

Afternoons from 1pm

1. PD sessions for teachers – main sessions in AV room **1-3:30pm**.
Helen Lee will be taking Michelle, Lloyd, Julie, Monika & Tari T out during the 1-hr daily recap sessions.
Aimee will take KA&KB teachers Ellierose, Anna, Sheila & Janet out (probably the whole afternoon).
2. Supervise students in class **1-2:30pm**. Teach in class as well.
3. Sports **1-2:30pm**. (Mon K-2, Tue 3&4, Wed 5-7, Thu 8-12)
4. Between you all, can you prepare dinner for all visiting Aussies each evening, to help Michelle? **4:30pm**

AFTERNOON PD SESSIONS:

Recap following April sessions:

1. How to determine if a text is at a student's reading level (Brian touched on the independent, instructional, and frustration levels). The teachers would like to understand better *how to* determine if a student can read a book independently.
2. DEAR (currently happens just 10mins daily 8:20-8:30am) – check how successful it's been. Has it increased the students' enjoyment of reading? Would they like to extend the time or do twice a day? Get feedback.
3. "Good teachers reflect." Talk about what reflect means. Definition, personal examples, recent examples from today, or yesterday, or this week. Spend time on it (being reflective isn't a norm).
4. Continue helping the teachers with planning and delivering their Vanuatu Studies lessons. Spend more time teaching *what to do* in the intro, main body & conclusion. Choose lessons they're about to teach. More 10-min demos from you and also from them.
5. Re-look at the Venn diagram, PMI, label diagram, flip poster, role play, and mind map. The teachers have requested you explain the ideas, talk more about *how to* use them and give them the handouts again. Also, can we have them on file at the school please?
6. Attention grabbers.

New Topics:

1. More activities for the main body of the lesson from the 'Teachers Toolbox' please.
2. Literacy
 1. Show Revolution Schools #2 video (filed in the AV room computer) to motivate towards reading. It's a 50min vid, really excellent, good for discussion and will show the staff that schools in Australia are having to find answers for the low literacy problem we have here.
 2. Deep comprehension. *How to* assess if the student has understood. Tools. Model staff to student conversations.
3. The teachers have requested ideas for assessments for their Vanuatu Studies lessons, other than written tests. (Refer to the lesson outcomes on their Vanuatu Studies curriculum sheets and also the texts they're teaching from. Find both on the website www.libertypeople.com.au/curriculum).
4. Classroom management: Introduce a 10-minute day's-end checklist routine for every day, such as the one below. Teachers need to spend the time daily, making sure their class follows a day's end 'neat and in order' routine.
 1. Desk: personal items and 1 book allowed (not a DEAR book), neatly stacked in one pile. Check.
 2. Pace and Score Key books put away in their right places. Check.
 3. Library books all put away (except 1 allowed on your desk). Check.
 4. Hands on heads when done. While hands are on heads, teacher walks around and checks each desk and the floor.
 5. Teacher should do this check list first, then attend to their own desk while students shut the windows.
 6. Cleaning should happen after this 'neat and in order' routine.
5. ...

OTHER HELP NEEDED – FOR BREAK TIMES OR AFTER SCHOOL:

1. David & Elian have requested help with explaining some Maths to students - David finds algebra, area and perimeters, and fractions hard to explain. Elian finds algebra hard to explain.
2. Could someone create written tests for the Vanuatu Studies lessons the L2-12 teachers are teaching this term? (The test results will later be integrated into the Social Studies scoring for student records).
3. Could someone help the teachers in L1-4 classrooms to divide their books into 3 reading levels, if this isn't already done (ideally, have them separate in coloured boxes). Don't use dots or stickers because we aren't able to implement a complete system yet.
4. Teachers should be maintaining the books in their classroom separated into the categories below. If you find this isn't the case in a classroom, help the teacher do it:
 - a. DEAR box – one book in the box for each child – L2-12
 - b. Teacher's read-to-me books (near their desk, handy) – K-L4
 - c. Reading for literacy books / progressive readers – L2-4
 - d. General reading books
 - e. Educational books, including ones that match their Vanuatu Studies, Social Studies Pace & Science Pace topics (at their reading level).
5. If a teacher doesn't already have a good DEAR system, create bookmarks for their DEAR box books to identify who's reading it and as the students' reading record.
6. Would someone like to be creative in the 9-12 classroom and it more age appropriate, different from the others. Some of the students are in their 20's.
7. Student pathways (Simon) - visit institutions for higher learning with the senior students.
8. Higher learning entrance levels investigative work (Simon).

OTHER INFO & COMMENTS FOR MEDOWIE & SPCC TRAINERS:

Look at the website www.libertypeople.com.au - add **/trainers** ..or.. **/curriculum** ..or.. **/visitors** for info you'll need during your visit.

Don't assume the abilities and knowledge of a student reflects their learning at LCC. There are several older students, who've come in to the school just this year.

We're working hard this year at getting better age and reading level appropriate books in every classroom, for both literacy and learning. Less, and better.

Helen Blake is in charge of deciding the age appropriateness of books in each classroom. A lot of books found their way into classrooms last year when the library was dismantled. If you see books in a classroom that you feel aren't age or level appropriate, make a pile and ask the teacher to tell Helen B.

Class levels are in the process of a possible change. This year the Kinder A&B and L1 programs and the kids' learning are being monitored closely before we decide whether or not to make the change from 2018. If we change, Level 1 instead of L2, will start at Pace No. 1 (1001).

**LIFECHANGER CHRISTIAN COLLEGE STAFF AND MANAGEMENT
2017**

Class teachers / supervisors

Front-of-class teaching:

Preschool Elierose & Anna, married to Tari

KA Sheila & Janet

Preschool runs Tue & Thu 8-2:30

Kinder A&B run Mon-Wed-Fri 8-2:30

L1 Judith

L2 Helen (*)

Supervise students doing their work books & testing:

L3A Matilda

L3B Tari Vuti, married to Anna

L4 Monika (head teacher) (*)

L5-8 Michael, David, Jenna

L9-12 Elian, Tari Tamata (head teacher)

Computers and AV room:

Miriam

Nutrition centre

Maggie

Cleaner, Groundskeeper

Rose (*)

Joseph

Workshop, maintenance & staff bus

Toaba, married to Monika (*)

School management team

Michelle, married to Maxie (head of management, head of finance)

Lloyd (principal)

Julie (admin & student chaplain)

Maxie, married to Michelle (staff chaplain)

(*) Living onsite