



ANNUAL REPORT **2021**

CENTRE FOR LEARNING, RESEARCH AND INNOVATION



About CLRI

The Centre for Learning, Research & Innovation (CLRI) is a joint venture between The Geelong College, Deakin University and The Geelong College Foundation. It serves students, parents, teachers and the broader community.

The Centre is not run from a single building. It is a hub for ideas, projects and events. It's a core group of thinking, investigating people with a passion for learning. We engage in research projects and create professional development opportunities, by recognising learning as an active, dynamic behaviour that emerges from interactions between the human brain and the social world. We are committed to understanding the science of learning and the art of teaching.

From the Director

There is no doubt that education has been transformed by the events of the past two years. Much of the change has brought real and significant challenges for schools as organisations, as well as for teachers, students and families. Much of the contemporary narrative revolves around what has been lost in learning, such as connection, a collaborative and curious culture and a teacher's ability to truly guide their students as they see them in a classroom.

I believe that we can also take some positives from the remote learning and professional work experience. The events have accelerated organisational

development in schools. We need only look at the rate of technological uptake, the popularity of online events and the growth in cloud-based platforms for learning to see how quickly and positively schools have been able to adapt. Whilst it has not been without much sweat, I can see that we are well poised to tackle the next challenges, and embrace a future in teaching that is forever changed.

The work of the CLRI has continued, despite the challenges of bringing people together. At the beginning of this year, we launched The Geelong College's refreshed Vision for Learning. This pivotal document presents our aim and purpose



for learning as a school, from EL-Year 12. The opening of the Vision says, perhaps prophetically, captured much of our raison d'être for this year;

The Geelong College is a community of learners who, with courage, strive to develop a love of and capacity for life-long learning. We embrace a diversity of learners and are aspirational in our goals for ourselves and others. ... this Vision for Learning describes the knowledge, behaviours and capabilities students develop in order to engage with a rapidly-evolving future.

As we celebrate 2021 as a year of learning, we acknowledge that our

students were not the only ones facing new content and the need to master new programs. It has been an enormous year for teachers everywhere, who have worked with great dedication to their craft and a passion for continuing to see our students engage and grow. Thank you to our TGC staff for an incredible year – your agility, your patience and your desire to see our students at the centre has been inspirational.

Emily FitzSimons

Director of the Centre for Learning, Research and Innovation



Vision for Learning

The Vision for Learning

1. Identity

- Efforts
- Our World
 - Time and Change
 - Global Stewardship
 - Cross-Cultural Competency

Our learners strive to be **Aware** and **Global**

4. Creativity

- Efforts
- Curiosity
 - Imagination
 - Invention

Our learners strive to be **Creative** and **Curious**

7. Enterprising

- Efforts
- Enterprise Management
 - Networking and Collaboration
 - Entrepreneurship

Our learners strive to be **Enterprising**

Launch of the new Vision for Learning

In 2021, The Geelong College proudly launched its newly-refreshed Vision for Learning. This pivotal document presents our aim and purpose for learning as a school, from EL-Year 12.

The Vision is organised around seven key dimensions of learning. These dimensions have been in place for a number of years but have had a contemporary refresh. Importantly,

the new Vision for Learning includes a Learner Profile that captures our aspirations for our students as learners. Learning is, after all, not about content; it is about the development of capabilities which enable our students to leave our College at the end of their journey with confidence, knowing they can embrace their future as life-long learners.



Geelong College

Learner Profile

2. Thinking

- Elements
- Critical Thinking
 - Reflective & Adaptive Thinking
 - Systematic Thinking
 - Metacognition

Our learners strive to be **Reflective, Agile Thinkers**

3. Communicating

- Elements
- Listening and Speaking
 - Digital Communication
 - Literate and Numerate

Our learners strive to be **Communicators**

5. Contributing

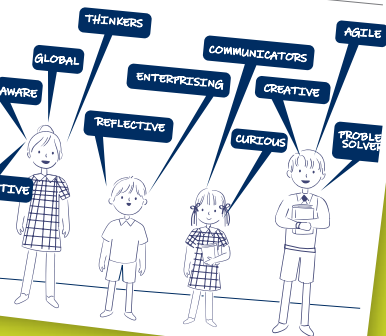
- Elements
- Social and Civic Responsibility
 - Taking Action
 - Leadership

Our learners strive to be **Active**

6. Creating

- Elements
- Innovation
 - Processes
 - Product

Our learners strive to be **Creators and Problem-solvers**



From the Vision for Learning:

We believe that the aim of education is to develop the most important skill of all: learning how to learn.

We believe that education is the lifelong process of helping an individual discover their own uniqueness, talents, capacities and potential. It should lead people of all ages to an increased understanding of themselves and their world, to think

critically, to have courage and perspective, to be able to communicate effectively, care deeply and act wisely. Learning is unique to each individual, but everything we do, everything we see, everything we hear and everything we experience forms part of our education.

We believe that everyone can learn.

We believe that the image of the learner is that of a well-rounded, confident, active, curious, joyous, connected, resilient, empowered, and imaginative learner. Sometimes teacher, sometimes learner, but always playful and always learning.

We believe that the value of any curriculum is as a framework for creating experiences that are personally meaningful, real, relevant and authentic. A curriculum should, fundamentally, value curiosity, problem-solving, sustainability, critical thinking and build ethical and moral autonomy.

We believe that the preferred kind of pedagogy is learner-centred and learner-driven, project-based and experiential by nature, interspersed with purposeful periods of direct instruction where and when needed.

We believe that the primary language of discourse in learning situations is democratic, inviting passionate discussion whilst considering and valuing others' perspectives. The discourse should naturally lead to inquisitiveness and an open mind.

We believe that the social significance of education is in being able to communicate and work collaboratively, seeking and finding expertise, showing empathy, being aware of scientific and technological innovations and contributing to local and global communities as informed and productive citizens.

Education is about the individual taking greater responsibility for their own learning. This involves making choices and having a strong voice, demonstrating flexibility, trust, responsibility and understanding the notion that we are all teachers and we are all learners. Applying oneself, often for extended periods and with attention to detail, is also an important aspect of the learning process.

The opening of the Vision says:

The Geelong College is a community of learners who, with courage, strive to develop a love of and capacity for life-long learning. We embrace a diversity of learners and are aspirational in our goals for ourselves and others. All of us in this community - teachers, parents and students alike - long to demonstrate the value we place on learning: it facilitates a satisfying life, filled with meaning, purpose and accomplishment, in whatever field we choose to work.

Our Vision for Learning is influenced by a number of approaches. We see every learner as unique and having enormous capacity. Developed collaboratively by our teaching staff, our programs from Early Learning through to Year 12

embrace aspects of the Teaching for Understanding framework of Wiggins and McTighe, Reggio Emilia, experiential and constructivist learning philosophies and many national and international curricula frameworks including the Australian and Victorian Curricula and the International Baccalaureate.

A living and dynamic document, this Vision for Learning describes the knowledge, behaviours and capabilities students develop in order to engage with a rapidly-evolving future. It provides a broad framework for learning experiences that invite students to thrive in and drive the global economies of today and tomorrow. Increasingly, for students to be active contributors to their world, they must learn not just subject knowledge, or even so-called "soft skills", but also the most fundamental aspect of a modern education: learning how to learn. This Vision for Learning includes seven key learning dimensions: Identity, Thinking, Communicating, Creativity, Contributing, Creating and Enterprising. They are the capabilities that our young people need for growing, working and participating in their communities in a changing, global society.

Please take time to enjoy reading our Vision for Learning in its entirety. We look forward to nurturing our students of all ages through and under this Vision.

**Read the Vision for Learning:
cutt.ly/Publications**





Neuroscientist in Residence

Our partnership with Dr Jared Cooney Horvath continued this year, including sessions with students in Years 10 -12, professional development workshops with our teachers and information sessions with College parents. We are looking forward to continuing this partnership into 2022. What follows is a brief report of Dr Jared's work with us this year.

The Learning Trajectory with Dr Jared Cooney Horvath

Our entire teaching staff were catapulted into 2021 with a full day of professional learning with our Neuroscientist-in-Residence, Dr Jared Cooney Horvath on Friday 29th January. Continuing his work with the College in 2021, Dr Jared lent his significant expertise to our learning program. Harvard-educated and now based in Melbourne, he worked with our teaching staff on the neuroscientific basis of learning. We had already explored a number of learning principals drawn from research about the human brain.

We began this year with a session that asked the question, Are human beings born with certain skills, talents, and abilities – or are these learned through experience? The session on genes, plasticity and intelligence laid the foundation for exploring why it is so hard for some students to move knowledge and skills between contexts. We looked at the basic human learning process and considered the tricky issue of transfer. Finally, we looked at the learning trajectory, namely the different stages of learning, from surface through levels of deep learning and then transfer. Staff considered what teaching techniques and strategies best align with each level.

Parent Session: A journey through the adolescent brain

We were so appreciative of Jared's flexibility in switching from our live evening to an online format for this presentation. We had many Senior School families joining our virtual session. Talking on the adolescent brain, Jared presented an overview of human brain development from birth to death, and then focused on the uniqueness of the adolescent journey, neurologically speaking. We talked about the pre-frontal cortex development, sleep, and a range of other interesting features. Parents had a chance to ask great questions and the end.

Are you your brain?

In a fascinating public lecture, our Neuroscientist-in-Residence spoke about emergence in science, and the level at which the human mind exists. Are we simply a brain, as science has argued for many decades? Or are we to believe an alternative: we are not our brain, but nor are we our body. For the past three decades a new theory in science, that of emergence, says that rather than reducing a complex entity to its component parts, we need to acknowledge that when we dismantle something, it ceases to exist. Our mind emerges when the brain, the

body, our social context come together: we are no more in our brain than we are in our foot or stomach - we exist only when all of it comes together. Our live and streaming audience were not only experiencing Dr Jared's energy and expert teaching; were taken on a riveting intellectual journey. It is so valuable to embrace learning as our community.

Cognizance Research Project: Year 9 Cohort

For the third year in a row, The Geelong College partnered with Independent Schools Victoria (ISV) to see students learning about their own brain function, metacognition and the fascinating world of neuroscience.

The Research Project is a collaboration between ISV and renowned educational neuroscientist and Harvard University graduate, Dr Jared Cooney Horvath (PhD, MEd). At the crossroads between the laboratory and the classroom, Dr Jared spends much of his time working directly with schools and other organisations.

Dr Jared has a PhD in Cognitive Neuroscience from the University of Melbourne and a Masters in Mind, Brain and Education from Harvard University. He has worked as a teacher, curriculum

What is Metacognition?

Student Responses

“ Metacognition is the ability and process of thinking about the way we think, and being able to reflect on whether thoughts are useful and what their purpose is, meaning you can adapt the way you think, and change your cognition. It's reflecting on thinking.

“ Metacognition is being aware of one's thoughts and being able to process and understand the patterns behind them.

“ Metacognition is the brain's way of self-assessing and learning.

developer, brain researcher, and is currently an educational researcher at the Melbourne Graduate School of Education.

Our Year 9 student cohort had the privilege of participating in a number of workshops with Dr Jared throughout Terms 2 and 3.

Early-mid adolescence is a time of significant development in the human brain. Year 9 is an ideal time, then, for metacognition training. As students begin their journey in the Senior School, we believe that it is important to equip them with evidence-based skills to prepare them for their learning in the years ahead.

Although we were not able to hold most of the events live this year, the online format enabled students to still hear from Dr Jared, ask him questions, and enjoy learning together in a virtual sense.

The workshops consisted of five 90-minute lessons, facilitated by both Dr Jared and our small team of expert Senior School teachers. These lessons, called Hacking the Brain, enabled the students understand how their brain works and, more importantly, how to leverage this knowledge in their study and life.

The lessons focused on four themes and a follow-up discussion;

- Lesson One: Get you Mind Right (Stories and Errors)
- Lesson Two: Master the Hardware (Neuroplasticity)
- Lesson Three: Gaming the System (Memory)
- Lesson Four: Owning your Learning (Metacognition)
- Lesson Five: Follow-up Discussion Session

How is the research conducted?

To gauge the effectiveness of this program, ISV and The Geelong College asked students to participate in a 10-15-minute survey taken twice, once prior to the coaching and again once the program is completed. It captured demographic data and student attitudes to learning in several domains. The analysis looked for any possible changes, trends or patterns in the students' perceptions about how they learn. Teachers involved were similarly asked to respond to pre- and post- survey questions about the program, and whether they feel it is a useful learning tool, helping them to understand and individualise the learning environment

Results

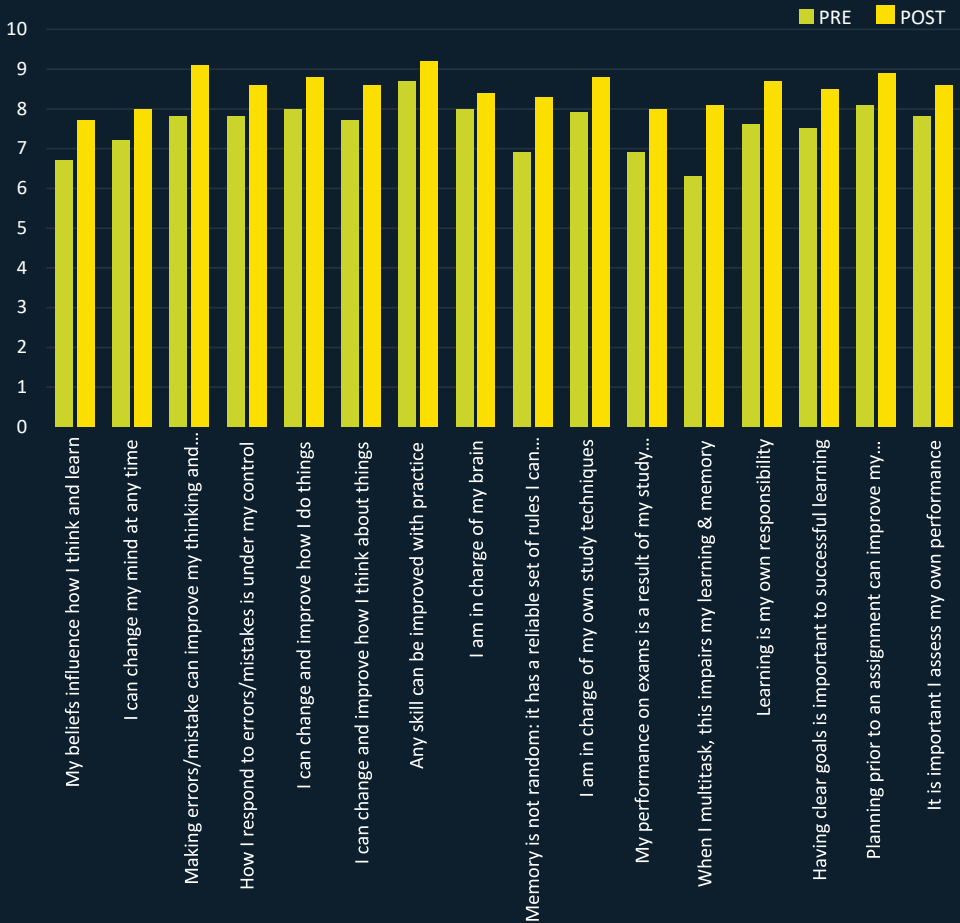
Using pre- and post- survey data, we were able to measure student outcomes in the Cognizance Research Project.

“ Metacognition is being able to understand the way you think, and being able to step back from that and change the ways you think. It is important so we can recognise patterns we have seen before, so that we can tackle new problems with our past knowledge.

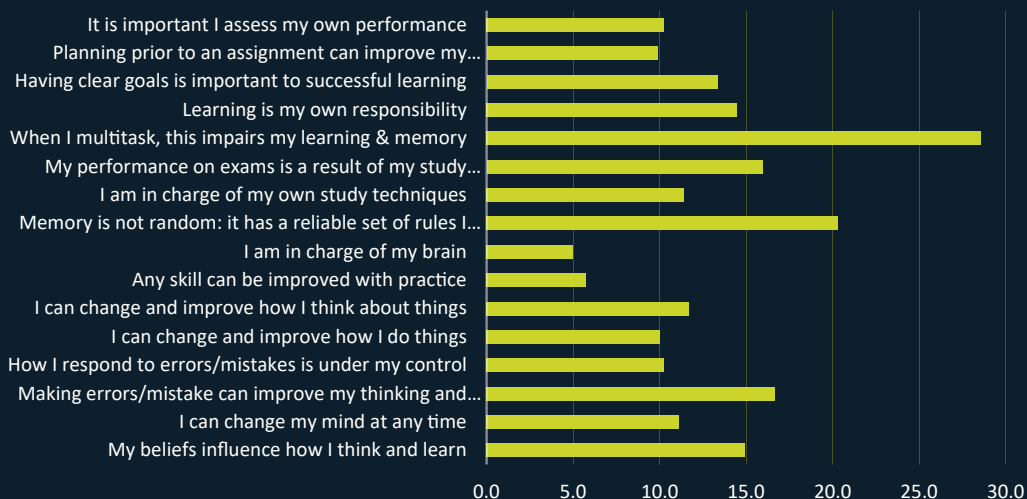
“ The ability to examine the way that you process your thoughts and feelings, it is important to understand what you're doing and how you could make it better.

“ Metacognition is our ability to change the way we think and control our thoughts and actions. It is important to learn and to adapt.

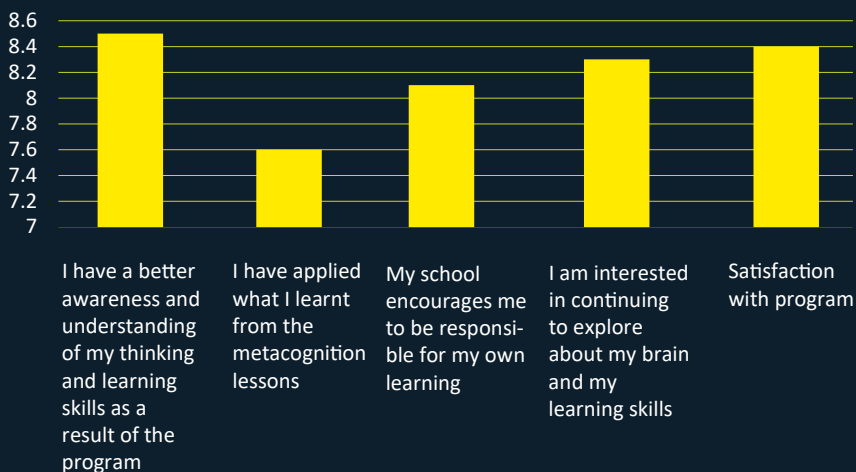
Changes in Metacognitive Self Beliefs (Ratings Out of 10)



% Increase in Self Beliefs



Post- program student evaluations (ratings out of 10)



Participant Reflections

Melissa Barnes, Senior School Leader of Learning

The 2021 Cognizance Project with Educational Neuroscientist Dr Jared Cooney Horvath was again a resounding success with both staff and students at The Geelong College. As teachers, we learned many valuable strategies for making the most of our student's capacity to learn and remember. The opportunity to discuss our plans and ask questions with an approachable expert was invaluable. The explicit teaching of metacognition helps to inform our teaching practice. We have the learning principles on display, reminding us to apply this knowledge to our lesson planning and homework choices. I enjoy reminding students of the lessons they have learned, and the scientific authority of the foundations of this knowledge reassures students that the strategies are effective.

Perhaps most importantly, students left the program of five sessions empowered by their knowledge of neural plasticity and the recognition that their academic potential is unlimited. They have concrete examples

of effective learning methods that improve their long-term memory and avoid pitfalls that will undermine their efforts. The ongoing benefit over their academic career is significant. The delivery of the sessions is one key to the program's success. Students love Dr Horvath's engaging, animated and personable presentations and his willingness to answer any question.

Two Year 9 students Lucy Rahdon and Eliza Savvides wrote a reflection of their experience based only on their recall of what they were taught. The following shows the student's honest opinion of the program and how much they have retained that they will apply their future learning.



Lucy Rahdon, Year 9 Student

I learnt a lot about study habits and how you can spend your time in the most effective and efficient ways, such as chunking your studying and spreading out revision. It was interesting to learn about the problems with multitasking and how you shouldn't listen to music while you work. I also found it interesting learning about how we write our own stories, and we can change our perceptions of the world. We can either choose to engage our brains with materials or ignore what's going around us, which has a huge say in how effective we can be with learning. Our coder drives our perception, which affects the way we see the world around us through our experiences

and interests. In the program, I also learnt that our brain is not one big brain, but dozens of mini-brains, and each mini-brain controls a different part of our personality and who we are, which was learnt because of the man who lost half his brain and we perfectly fine except for a changed personality. We can also manipulate ourselves to believe certain things.



My biggest takeaway from these lessons is that we can change our perceptions of the world around us depending on our stories. If we believe we are bad at something, we can change that story and improve our mindset for things we think we can't do. I find this really interesting, and I think it could have a big impact on my life, knowing that if I set my mind to something, I can help improve

my learning and my perception of a specific subject or problem. I definitely think this program should be continued because, from just a few sessions, I have learnt a lot about how the brain works and how we can reach the best of our abilities through new learning techniques I really enjoyed these sessions, and I found the information interesting and useful.

Eliza Savvides, Year 9 Student

Completing the Cognizance program was a highly valuable experience, which taught me further how our brains process information and more effective ways to study.

Going into the program, I was assuming we would learn about the brain, but a more of a surface level approach, instead of diving down into the different ways our brain processes messages, how our perceptions drive our codas, and, in my opinion- the biggest takeaway; how to study more effectively. Jared perfectly articulated how the human brain isn't made for multitasking, and it would be more effective to focus on one task well instead of two tasks with only 50% effort. Furthermore, a technique that has now been implemented into my at-home studying routine, especially through lockdown and remote learning, was learning in increments—for example, doing thorough studying for 25 minutes and then taking a 5-minute break to give our brains a rest and to allow our thoughts to recalibrate. I found Jared's analogy where constant revision is like walking down a path, where every time you walk, you make the path more visible, and how this relates to revising materials, where the more you visit it, the more your brain recognizes it and remembers it. Not only did he teach us how to improve our own learning further though, but he also filled the

sessions with fascinating stories on how people from different countries who weren't exposed to the colour blue might see the sky as white or about neuroplasticity and the woman

who only had half a brain, but still was able to continue living well, healthily and functioning as though she had a whole brain. We learnt that this was because her brain's neuroplasticity had learnt to compensate for the missing half, proving how extraordinary our brain can be.

I definitely think that the program is worth continuing, as it has benefited my learning and my peers around me, and it's taught me things that I will take with me throughout my whole schooling journey. I think that something important you should tell people before they take the course is to be ready to learn about some incredible things that the brain can do and be ready to listen and take notes on ways to enhance your learning experience, to maximize productivity, and minimize wasted time.





Geelong Design Week

Young Masters: UnpredictABLE

On Monday 22 March the College proudly hosted Young Masters: Unpredict-ABLE. The evening was part of the wider Geelong Design Week, an initiative of Geelong UNESCO City of Design.

Unpredict-ABLE was an engaging evening and something quite new for us, with a number of our Old Scholars returning to College to both participate in the event, as well as reconnect with old friends and staff. Delivered in two parts, the event celebrated designers responding in moments of surprise or when facing the unexpected. We explored innovation and design thinking emerging when we encounter the unpredictable. Featuring design disciplines

including fashion, architecture and visual media, we showcased young local designers and sought to inspire current or prospective design students.

The audience were treated firstly to three presentations from Old Collegians, who shared with us a story of their career so far. We asked each of them to share with us something unpredictable in their journey to date. It may have been finding their current career path, a single conversation, or a moment when everything changed.



Lachlan Patrick (OGC 2014)

Lachlan is a Mechatronics Engineer specialising in rapid prototyping, Autonomous Surface Vehicles and Humanitarian Engineering. Lachlan has worked as an engineer in a number of roles including welding robotics, ASV research, MSLA resin 3d printing with a 3d printing Start-up Company in Beijing as well as humanitarian engineering work in Vanuatu and India. Lachlan spoke of his early passions and many machinations, twists and turns that have since followed to result in him now being a Mechatronics Engineer and STEM program developer and educator at the Geelong Tech School.



Nick Manton (OGC 2016)

Nick is a Melbourne-based graphic designer-illustrator, heavily influenced by his passion for music. He is currently working across a range of media including illustration, branding and web design. Nick's interest in design began observing album cover artwork and rock posters. This led to his passion for detailed illustration which combines type and vector graphics with plenty of gritty texture. He explained that his 'light bulb moment' was when another Old Collegian in Eamon Donnelly (OGC 1999) visited Nick's Year 11 Visual Communication Design class to talk about his own career as an illustrator. This chance meeting became the catalyst for Nick to commit to his passion and I am sure we will continue to see great work from this young designer.



Will Ritchie (OGC 1997).

Will, who holds a PhD in Molecular Biology, is a renowned wildlife artist. He constructs highly realistic paintings, drawings and sculpture. He sees realism as the ultimate test of skill and expression of understanding — a way of incorporating science into art where he portrays subjects in ways that invite others to learn about and better appreciate them. William now lives in Victoria's Macedon Ranges and primarily paints landscapes and wildlife, working mostly in oils but also in gouache, watercolour and graphite. He spoke of spending much of his formative school years staring out classroom windows drawing birds. Will's candid discussion of the power of art was just as articulate and detailed as his wildlife artworks.



The second part of the evening was a Q&A discussion moderated by special guest, Tuba Kocaturk, Professor of Integral Design, Deakin University, School of Architecture and Built Environment. Tuba moderated the discussion superbly over the 45 minutes, navigating responses to the provocations of: designers as connectors; design as a “human-centred” approach to problem solving; and the role of imagination & communication in design.

Each panellist was able to articulate through their own experiences and practices how the life of a designer is never predictable, and always exciting. From explanations of their creative processes to connecting people and stories through design the conversation allowed the audience to join in the celebration of art and design as both a career and a medium for expression.

The College was very proud to have been invited to be part of Geelong Design Week 2021 and we were thankful to our Old Collegians and Tuba Kocaturk for their energy and willingness to be part of the event.

Kate Fitzpatrick (OGC 1993) co-founder and Director of Auhaus Architecture. On leaving school, Kate completed her architectural degree at the University of Melbourne. Auhaus has now been operating for 10 years and works predominantly on the Surf Coast and Bellarine Peninsula, designing houses the respond to and sit gracefully in the environment.



David Gilbert-Kent (OGC 2002) founder and Director of Geelong creative agency, Three Names Creative. Having worked in the design industry for over 15 years in Melbourne, David started his own business in 2017, specialising in three main areas – brand, design and digital. David loves the diversity of work, be it designing a new brand for a start-up construction company, building a website for a law firm or creating a large scale e-commerce platform for baby products!



Ferne Millen (OGC 1996) a multi-disciplinary, creative artist whose main focus is on storytelling through photography and installation. From a young age her love of culture and the land was nurtured by her parents who took her and her siblings to many national parks to enjoy the natural world. Ferne went to the Victorian College of Arts where she majored in Photography and Theatre. Ferne's love of performance saw her focus on photographing live music and theatre. Her vision for this photographic journey is to continue to develop it into a library of images, and sound bites, that are accessible to a wider audience, before these images and their related stories are fragmented and lost.



Casey Egan (OGC 2004) Ripcurl's Global Head of Design, Men's Surf Wear. Casey attended Shillington College in Sydney to further his interest in Graphic Designer before finding himself working at Quiksilver in the Art Department. After 4 years he was hired by Levi's Strauss & Co as the Global Progressive Denim Designer based in San Francisco. Some of the benefits of now working for a core surf brand (besides surfing daily) is he can continue to further his passion for design on a global scale, collaborate with extremely talented artists, innovative fabric mills and help world class athletes to create exciting new products for the consumer.





Rites of Passage – Presentation by Dr Arne Rubinstein

Dr Arne Rubinstein visited The Geelong College on Thursday 17 June. Throughout the day he met with students, staff, the College Council and parents to find out more about the activities at The Geelong College which build connectedness for our students in their journey from childhood to adulthood.

The enthusiastic audience enjoyed Arne's presentation about rites of passage in our contemporary context and ways of us exploring avenues to develop meaningful experiences for our young people in their adolescent years. In particular, Arne spoke of the need for our young people to experience healthy challenges, constructed by adults who we know and trust, at school.

Arne's visit has provoked discussion among students, staff and parents about the experience we provide through our co-curricular programs and formal school experience. We are seeking to ensure our young people are engaged in learning and connected to their school community. Arne encourage parents to include young people in their social gatherings and to construct them so they are a constant part of their parents' world. Arne emphasises how mentoring and connections with older people in a community are a key to this too.

- Dr Peter Miller, Principal

2021 Professional Development

2021 was another year of unknowns including the availability of professional development. But our amazing teachers managed to attend, in person or online, some very rewarding professional development sessions. Here is what some of them attended.

Report on AITSL National Dialogue on Cultural Competency.

The National Dialogue brought together key stakeholders from Aboriginal and Torres Strait Islander communities and the Education sector to develop a greater understanding of Indigenous perspectives and knowledges and how to embed this within schools with the aim of improving the learning outcomes for all students. Our attendance allowed us to be part of this important AITSL project and to contribute our learnings from our work here at College. We look forward to contributing further as this project develops.

- Ros Molyneux, Director of Early Learning and Joan Gill, Director of Student Wellbeing (Programs)

'Nurturing Creativity' Zart Art conference

In September, I felt very privileged to take part in the annual 'Nurturing Creativity' Zart Art conference. The focus this year was Australian Aboriginal Art and the line-up of guest speakers was truly inspiring. We have such an enormous breadth of Aboriginal artists and their varying techniques and stories to share with our students. I am excited about the new ways in which I will

embed these valuable new learnings into our Geelong College curriculum and share this knowledge with my colleagues. I am grateful and inspired from this opportunity to gain further insight and understanding into our rich and diverse culture and to connect with other art educators around our country.

- Dana Dear, Middle School Art Teacher

Psychology teacher's conference

I attended the annual Psychology teacher's conference online in Term 1 this year. I think there were 4 selectable workshop sessions throughout the day and I chose these based on personal interest.

This is only my third year teaching the subject, so it was especially interesting to hear about how other teachers approach each part of the course. I certainly gained a good 'feel' for how this subject is taught and administered across Victoria.

- Al Smith, Senior School Environmental and Psychology Teacher

VCE Chemistry conference

I attend the VCE Chemistry conference online. The conference covered areas such as online assessment. A keynote address

explaining the importance of proteins which was linked to the VCE Chemistry course. There was also a discussion of the new study design commencing in 2023 and a report on the exam from the chief assessor. It was very informative day which covered many important areas.

- Gerard Donovan, Senior School Science Teacher

Science of Language and Reading (SOLAR) Lab Intermediate course

Completing the Science of Language and Reading (SOLAR) Lab Intermediate course through Latrobe University was the most impactful Professional Learning I have undertaken in many years. The wonderful Professor Pamela Snow took our Junior School Leadership Team through the scientific process of reading, based on cutting edge brain research, and the implications for teaching. It has contributed a complete overhaul of our literacy teaching practices to ensure they are in line with what the evidence tells us, and ensures that no children are left behind. When we know better, we do better.

- Christie Barrett, Leader of Learning, Junior School

Digital Learning and Teaching Victoria (DLTV) workshops

I have had the absolute pleasure of attending many and varied professional development webinar's so far this year. Given the cancellation of almost all face-to-face sessions there have been many more offerings online, which have meant people can attend training they may not have had access to ordinarily. I would like to highlight two Digital

Learning and Teaching Victoria (DLTV) workshops (VCE Applied Computing Teachers Webinar and VCE Exam Prep) I attended this year. They have been pivotal in improving how I deliver content to students and improving teaching techniques.

DLTV supports and promotes best practice through its publications and participation in innovative projects, they also provide leadership, support, services, programs and resources to all members including primary and secondary teachers across all curriculum areas.

- Kellie Winter, Head of e-learning

VCE Applied Computing Teachers' Webinar

The "VCE Applied Computing Teachers' Webinar" was collegiate led, which meant you were learning from experienced teachers about their planning, practice, teaching and assessments. Each of the three sessions included an activity and discussion time. I found these sessions particularly helpful in affirming what I had already set for my students, as well as challenging me to make some subtle changes to extend and challenge students. The "VCE Exam Prep" session was excellent as the facilitator took us through a VCE exam and broke down each question as you may do in your own classroom. We all worked together as equals, regardless of experience and collaborated on the answers, and discussed the tricky ones. I will certainly use this technique within my own teaching practice.

- Kellie Winter, Head of e-learning

Staff undertaking post-graduate studies

Graduate Certificate in Education Research **Delle Ritchie**

The role and influence of teachers' group story reading practices and beliefs on young children's engagement with stories. After completing my Masters several years ago, I still had a study itch that needed to be scratched. I had questions that I wanted answered and finally drummed up the courage to ask them out loud. I enrolled in the Graduate Certificate of Education Research at Deakin University to add the Master of Education (Early Childhood) which was course work only. I am hoping that my study will continue and go onto a Doctorate of Philosophy in Education.

With the support of my Director at Early Learning, Ros Molyneux and the Head of Junior School Sondra Wood I approached Emily Fitzsimons as the Head of Teaching and Learning and School Principal, Dr Peter Miller with my idea. I told them that I wanted to explore how teachers' story reading beliefs and practices influence the children's engagement in story

reading. After discussions, ethics approval from Deakin and the school and the amazing

support of The Geelong College community of teachers and parents I am 3 units into my 4-unit course of study, with a 12,000-word research paper due for submission in October.

My research aims to develop understanding of the relationship between teachers' group story reading practices and beliefs, and young children's engagement with stories. The study intends to build on already documented literature and strives to enhance understanding of the relationship between what teachers think, do and present during group story reading and children's engagement.

Methods: The study involves an



observation of a group story reading session with teachers' classes in their natural workplace setting. They were asked to read a story I have chosen and in addition, their favourite story, as they would when reading any text to their students. These two reading sessions took 10-25 minutes in total. During this story reading session I filmed their reading, for later analysis, while I observed and took field notes on the group of students, noting their engagement behaviours. I invited all Early Childhood teachers, assistants, and the children from their classes to participate. After the story reading sessions I conducted short semi structured interviews via zoom, at school with the educators and transcribed the discussion. At the interview I asked the teachers about the story reading session and their beliefs around story reading.

Benefits: The significance of this study is that it could influence the relationship between practice and beliefs teachers hold about story reading to groups of

children. The beliefs that teachers hold may have an influence on the practices they employ, and that relationship of belief and practice could affect the engagement behaviours of children. In taking part in this study, the teachers will be encouraged to reflect on their practice while reading (while they are being filmed), during the semi-structured interview and when they review their transcripts. The teachers can use these instances of reflection as an opportunity to improve their own practice and in turn improve the educational and developmental experiences of students. In reading the report, and hearing about the project's outcomes, their participation may assist colleagues to be equally reflective about their own teacher practice as well.

I am looking forward to sharing my research with The Geelong College community and continuing to be a life-long learner as an example to my own children and the children in my care.

***Master of Education: Educational Leadership & Policy.
Justine Dyson, Middle School Head of Humanities***

In the middle of 2020, amongst the chaos of an extended period of Lockdown and Remote Learning I successfully handed in my final thesis and completed a Master of Education: Educational Leadership & Policy. I studied at Monash University, part time over two years, and thoroughly enjoyed reflecting on my teaching practice (pedagogy) whilst learning new things, especially in relation to educational policy. One of the major success stories from my

studies was being able to engage with middle years literacy and research the importance of Discipline Based Literacy in Humanities classrooms.

As the Curriculum Coordinator of Humanities at the Middle School this time



spent has been invaluable and gave me a greater insight into the cross curricula need and necessity for literacy across all subject areas. I am excited about the relationship the College has formed with Jared Cooney-Horvath and his research into cognitive brain science as I have seen many links between his research

and writing and some of the findings of my own studies (albeit at a very beginner standard!). I look forward to bringing my learning and passion for literacy into leadership of my team at the Middle School and to all of my colleagues who I love to share with and support.

Master of Education (Leadership and Management)
Emma Watters, Middle School Leader of Learning

I am currently working towards achieving a Master of Education (Leadership and Management) at Deakin University. Some of the highlights of the program so far have been learning about leading with Data and Evidence, engaging with Educational Leadership styles as well as learning more about Capacity Building in teams. Most recently I have been engaging with reading material around Governance and Policy as well as Professional Learning and Development in relation to working with larger teams and systems. I believe it has been

a valuable experience to be engaging in further study whilst teaching as often there are parallels between what I am learning about theoretically, and what I am engaging with in our school context. I am looking forward to the next phase of my degree which will involve a significant research project.



Master of Education (Educational Leadership and Student Wellbeing)
Georgina Rolls, Deputy Head of Middle School

I am studying a Master of Education (Educational Leadership and Student Wellbeing) at The University of Melbourne. Having completed subjects in wellbeing, educational evaluation plus leadership and management of educational organisations, it has been

wonderful to embed some of this learning in day-to-day practice at the Middle School. I am currently completing my final subject; a research project in



leadership development. It has been challenging, at times, to meet the demands of full-time work and part time study, particularly throughout these Covid years, however, I have relished in the

opportunity to meet and collaborate with teachers and educational leaders from other schools throughout Australia.

***Independent Schools Victoria – Teacher Fellow
James Colbert, Year 4, 5, and 6 Coordinator***

This year I was lucky enough to be selected as an ISV Teacher Fellow. An ISV Teacher Fellowship enables emerging leaders within schools an opportunity to facilitate action research projects, work collaboratively with like-minded educators and lead groups of teachers in identifying ways to problem find and look for solutions within individual school context.

The overarching philosophy of the program says; 'Teachers have highly complex roles and care deeply for students in their charge. They continuously learn, apply, analyse, synthesise and evaluate while administering, directing, responding, creating and communicating with insight and humour. ISV's Teacher Fellowship Program aims to recognise the best of these teachers and create a community of practitioners across schools to learn with and from the best.'

I have been lucky enough to work with a co-facilitator focusing on assessment of transdisciplinary learning across the middle years. The lens I have used is

what does this look like through the inquiry units of the Upper Primary classes? The challenge has been finding

the time to work with teachers in these year levels as COVID-19 restrictions has impacted and compromised onsite learning. The challenge will be to come back to this in the future and reengage with this concept.

If you are thinking of applying for this program, I would highly recommend looking into it. This program will develop your skills as a leader, broaden your professional network and share your passions with others. It has allowed me to grow and find future direction in areas of educational pedagogy and connect with others who share this.



Pre-Service teachers

Every year across the three schools The Geelong College teachers take on a supervising and mentoring roll to teaching students from some of the leading universities. Pre-Service teachers undertake a range of tasks, including teaching, class planning, observing, reporting and adapting to teaching remotely.

The Geelong College is a sort after school for pre-service teachers, this year we had 41 placements

- Australian Catholic University – 2
- Australian College of Teachers Aides and Childcare – 1
- Charles Darwin University – 1
- Deakin University – 24
- Federation University – 4
- Monash University – 1
- Southern Cross University – 1
- Swinburne University – 2
- University of Melbourne – 2
- Victoria University – 1

Justine Dyson- Head of Humanities, Middle School

This year we have been inundated with requests from Pre-Service Teachers desperate to share their skills, practice their techniques and grow their knowledge of all things real-life-teaching. This year alone I have been lucky enough to have had four Pre-Service Teachers, from a range of universities, join me at The Middle School to teach Humanities to welcoming and engaged students. This only continues with more requests already being processed for Term 4. With the void created in 2020 by Covid restrictions and limitations placed on schools we have seen university students advocating for themselves to fill placement requirements, and their tenacity, spirit and enthusiasm is coming alive in our classrooms.

I always love sharing my space with pre-Service Teachers. They bring with them a wealth of modern, contemporary theory and thinking and are busting to practice this in class with students. They provide a lovely break from the sometimes-solitary environment of teaching a class on your

own. It has been great to not only model classroom teaching, explicit instruction, behaviour management and assessment and feedback but to mentor and coach new and impressionable teachers about pedagogy.

For me the benefit of seeing other teachers teach and work with students is so beneficial and allows me to reflect on my own practice and sense of purpose. I have loved changing up my own teaching style and love seeing different students respond to the differing environment. Finally, I have genuinely been blown away by the skills and expertise these teachers are bringing to the classroom. I feel that I benefit so much by their individual strengths and I see what they have to offer future students and the schools that they will be swooped up by upon graduating. If I had the means to hire them and work with them in my Humanities team I would. The overall winner in this system is the children that will benefit from their skills, passion and excitement.

Laura Zarb – Pre-Service Teacher, Fourth Year Bachelor of Education, Deakin University

As a pre-service teacher studying at Deakin University, I was privileged to spend my final placement at The Geelong College working with and learning from the College community. My seven-week placement in Terms 3 and 4 saw me working with both the Drama and Mathematics faculties developing my teaching practice with the Year 9 classes in these subject areas. This placement allowed me to become involved in the life of the school, develop my teaching practice and helped me on my journey towards obtaining my first job as a 'real' teacher.

The practical experience of placements are essential for developing as a teacher and I am grateful that I could do this in a supportive environment that recognised the necessity of ongoing learning. An important aspect of this was the opportunity to have full control over the classes I taught, preparing me for my future career. This was done with the support of my passionate mentor teachers who were always ready and willing to answer my questions and provide guidance before, during and after the lessons. This allowed for a continuous cycle of reflection helping me improve the quality of my teaching to ultimately improve the quality of learning. Through my observations I witnessed the ability of the dedicated teachers at The Geelong College to build relationships with their students, focusing on the whole

person not just academic success.

This placement was an incredible learning experience for me as I saw first-hand how seamlessly the school moved in and out of remote learning. Out of my seven weeks of placement I spent only three weeks on the beautiful, historic campus and the other four in remote learning. I took remote learning as an opportunity to utilise innovative approaches to engaging students online and was very impressed with the adaptability and willingness of the students to engage with practical drama work in this challenging environment.

I would also like to extend my thanks to the families of the College, particularly those who let me observe their Parent Teacher Interviews, a valuable learning experience that is not always afforded to pre-service teachers.

My experience at the college instilled the importance of practicing the values of honesty, integrity, fairness, respect and responsibility in all aspects of my work and setting high expectations of all learners, whilst responding to their needs with care and compassion. Overall, this placement has let me embrace the role of a teacher, including all the challenges and I look forward to putting what I have learnt on this placement into practice as I move from a pre-service teacher to a graduate teacher.

The CLRI Team

Emily FitzSimons, Director of the CLRI and Director of Teaching and Learning at The Geelong College

Emily is an educator with over 25 years' experience, as both a senior classroom teacher and school leader. She has a particular passion for building learning cultures; teacher and leadership development; and the science of learning and student wellbeing.

Nicole Roache, Marketing Manager

Nicole manages the Centre's marketing and promotional presence, in the media and online. A marketing specialist and copy writer, she learns every day and knows what is happening in the Geelong market.

Sam McIntosh, Creative Media & Design

Sam is the Centre's designer and media producer. A teacher and graphic artist, Sam understands learning, is a genius behind a camera and creates digital experiences with creative flair and insight.

Kris Oliver, Administrative Assistant

Kris is the Centre's Administrative Assistant and brings a wealth of events knowledge and efficiency to the Centre. She is your first point of contact and will inform you about what we can offer students, teachers and the wider community.

Events for 2022

Highlights of our 2022 programs will include;

- Further work with our Neuroscientist-in-Residence throughout the year
- Hosting a School TV event on student wellbeing, with Dr Michael Carr-Gregg
- Partnering with Digital Learning Teaching of Victoria (DLTV) in hosting a technology showcase. This will be in the second half of year.
- Another wonderful Geelong Design Week event (March 19-20), Conversations of Belonging
Participants will attend an interactive art-making workshop to learn about Indigenous flora and fauna of the Geelong region, collaborating with and learning from a Traditional Owner.
- A parent workshop with nationally-renowned parenting expert, Dr Justin Coulson, 24 May



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