

Welcome to Wednesdays ECC and MCC

Learning Tasks:	Who, Where and Why:
<p>Arrival: Board Games- engage every child with a game (active participation rather than just observation). Focus is on following game protocol and rules, chance and data, purposefully interacting with others, enjoyment, strategy games, literacy and numeracy games, Chinese games (LOTE)</p> <p><i>Parents welcome to set up and engage with games and reading stories. Help with fruit preparation also appreciated each Wednesdays.</i></p>	<p>Altogether in Early Years ECC building:</p> <ul style="list-style-type: none"> • Communication: Language of interaction and negotiation. • Taking turns, patience, adapting games to meet skill, age and interest level. Challenge. • Developing a wider range of work place relationships. • Following defined rules in order to play a game and practice skills (counting, reading, strategy, prediction)
<p>Fitness and physical skill builder:</p> <p><u>Safety talk</u>- sun, hydration, snakes, footwear, pacing one's self, realistic personal goal setting</p> <ul style="list-style-type: none"> • Ability groups - walk/run around bike track or around lake- set goals and log PBs (time Personal Bests) – Fit For Life focus • Targeted physical Education Programmes Yr 3-16 eg: Mountain Biking, Quick Kids Speed Skating, orienteering OR • Skill groups – Ball skills, obstacle course, mini team games (modified sports or fun games), skipping, circus equipment. Focus on technique + body control. Games and game protocols, rules, physical education skills P-6. 45 minutes (ish) <p><i>Parents welcome to help set up and interact in both sessions.</i></p>	<p>Bike Track- younger group + 1 educator. Track for older group + 2 adults (1 educator and first aid kit + phone and whistle).</p> <p>Log game and fitness/physical skill in personal Wednesday book (draw, label, caption, personal comment, fitness goal, time – if appropriate)</p> <p>Personal Qualities - coaching and encouraging others, positive self talk, perseverance, determination</p> <p>Pacing one's self - interval training- walk, jog, walk, jog</p>
<p>Fruit and Shared Buddy Literacy:</p> <p>Read, write and draw together with Pie Corbett's Talking for Writing strategies, using oral language to build literacy skills and add academic rigor to activities.</p>	<p>Same group/buddy all term.- develop working relationships, mentoring and explicit communication skills.</p> <ul style="list-style-type: none"> • Read together and/or write together • Educators will set central questions or a shared focus eg; MCC- procedure regarding game just played or a description of a set activity. ECC- sentence building orally, through drawing and copying key words. • Active and responsive listening. • Developing subject specific vocabulary and understandings/purpose/intent of why engaging in activities. • Respectful work relationships – verbal and non-verbal communication.
<p>Co-operative and collaborative group projects:</p>	<p>Educator selected groups that remain together over the term. Groups remain on same project until completion.</p>
<ol style="list-style-type: none"> 1. Open Studio: Arts – visual and performing, skill and understanding based. Set flow on activities eg: still life drawing, model making- plasticine + art books and shared construction. Defined work spaces and tasks, check off with photo and record in Wednesday book. 2. Kitchen Garden- Paddock to Plate and natural science sessions, cross curriculum capabilities - Asia and Aboriginal studies, sustainability. (eg: bird watching, food chains, food webs, bush tucker, cooking and dining, food production-scale- Asia specific)+ flow on activity (eg: menu making and decorating, play-dough 'cooking/bakery' - age and interest appropriate. Lunch like a restaurant – set up. Define work spaces and tasks, check off with photo and record in Wednesday book. 3. Integrated Science- practical experiments + flow on activity- age and interest appropriate, academic rigor- following process, predictions, subject specific vocabulary... 	<ul style="list-style-type: none"> • Life skills, self-help skills, self- sufficiency, generating ideas compatible and aligned with topic/concept under investigation/project parameters • Concepts of sustainability from a child's perspective and active participation • Intercultural understandings, personal and social awareness and management, ethical thinking, creative and critical thinking • Cross curricula interdisciplinary literacy and numeracy • Historical concepts and skills (in relation to Paddock to Plate and Indigenous perspectives and living) • Communication, skills and language for interaction. • Contribution to a project- system/process • Applying skills to practical projects across the arts and science, integrated into physical environment and conceptual learning eg: Dairy industry project- Cows Create Careers or Habitat Health Make-Over, Local Environment Studies- Lake etc, Enterprise/micro-business: making natural soaps, insect repellents...

Community Lunch and Social Skills: Shared lunch at tables, shared responsibility to clear away and interactive choices outdoors.		<ul style="list-style-type: none">• Personal Qualities of perseverance, patience, tolerance, ingenuity, personal satisfaction, adaptability, flexibility, kindness, multiple perspectives• Social etiquettes surrounding shared food experiences, hygiene, healthy eating, appropriate conversations, conversational skills		
Child Side Lifeskills – connections, cooperation and collaboration, personal responsibility, world events and affairs General Capabilities – personal and social competence, ethical behaviour, critical and creative thinking, literacy, numeracy Big Picture Education – personal qualities and reasoning skills and understandings. Personal Qualities of perseverance, patience, tolerance, ingenuity, personal satisfaction, adaptability, flexibility, kindness, multiple perspectives, commitment Values – social and civic responsibility, environmental responsibility				
Social etiquette (serving and being served)	Healthy eating	Healthy attitudes (conversation)	Active citizenship (shared responsibility)	Constructive choice (indoors/outdoors)

YAC Yr 7-10 Shape of Wednesday:

Community Skill Builder: School led initiative Practical Component: Term or semester long project: Participating in a community task or initiative (school, local or regional community) BPEA applied structures and protocols with advisory. Meaningful work that engages heads as well as hands E.G: Edible Garden Incorporates programmes such as Cows Create Careers and work experience in the agriculture industry (dairy farming, orchard, vegetable gardening, commercial) in which our community is based. OR Environmental studies- practical component dedicated towards a specific project (school based OR community based) eg: eradication programmes, adopt a beach, marine studies-Dolphin Discovery Centre. OR Global Studies- micro business linked to MICROECONOMY: Hands-on, practical aspects of system thinking applied to producing items to create a financial micro-business ASX- Share Trading Inter-School Game OR Arts Based task- E.G: creating 2D/ 3D objects such as sculptures, murals, mosaics for school led project or performing arts- music, dance, festival performance (3 rd term)		<ul style="list-style-type: none"> incorporating biological sciences, geography (seasons, climate, soil, topography), permaculture and indigenous perspectives... incorporating occupational health and safety skills, risk awareness and risk management eg: bee keeping, feeding calves (project based), edible garden, health standards surrounding food products learn, understand and practise production and exchange. They make decisions regarding produce and sales, learn to judge markets and comparative values, and decide upon which goods will be the best for market. 'Best' being more than just most-profitable, but balancing the needs of the environment, diet and education. Links to whole school Enterprise sessions. Comparisons with how business conducted across range situations, corporations to subsistence living/farming/production. Industry Driven projects eg: Cows Create Careers with the Dairy Industry or F1 Challenge in Schools. Incorporate academic rigor throughout practical sessions as well as during associated roundtables and required reading/reflection. Develop and apply associated subject specific/industry vocabulary and terms. Text to Life and Life to Text intentional connections 		
Curriculum specified initiatives: Subjects where there is a core curriculum that must be covered but how the content is covered is still negotiable. Undertaken with advisory educator, digital materials and 'living books'. (Semester/term long) E.G: Big History Project-		<ul style="list-style-type: none"> ICT skills learned and applied Research skills learned and applied- including credible, relevant sources, multiple perspectives and note taking, word webs, flow charts, brain storms, Bubbl.us graphic links.... Group and individual analysis of topic, content, 		

<p>on-line learning: academic and arranged learning and/or Depth study for specific HASS unit of knowledge focusing on powerful knowledge rather than facts</p> <p>OR</p> <p>Physical Health and Well Being- practical and academic components (linked in with choices from Other Schooling Options) incorporating mental health and social/community health – driving, addiction, parenting, protective behaviours, OHS, economic independence/interdependence, personal finances and budgeting, relationships, human biology in particular to health and puberty, personal goal setting. Access to living books and powerful experiences- text to life and life to text.</p>	<p>powerful knowledge with focus on causes and effects, historical perspectives, inquiry approach</p> <ul style="list-style-type: none"> • Creative, critical and ethical thinking • Big Picture thinking and communicating • Social reasoning, empirical and quantitative reasoning • Interdisciplinary approach to receptive and productive modes of learning
<p>Leaving School to Learn Initiative: (Early Close-Family Flexible). 2pm close. Time can be used to undertake preparation for seeking work experience, after school employment, volunteering opportunities, gaining skills such as AIS on-line modules for coaching/officiating in chosen sport, Music practice, recreational sport and fitness, engaging in short courses such as Barista course, Bronze medallion, Skippers Ticket, Personal Fitness... Learners and families are encouraged to think outside the square for what is possible! Families, learners and educators can negotiate leaving school to learn options (by application to leadership team). Undertaken through families and with advisory educator input. The expectation is that at least one of these is undertaken per semester over the 4 years in the EAC. These develop both/either educational and/or work based partnerships. Educators help develop academic rigour and help make authentic links, documenting life and work place skills. Incorporate evidence in weekly planners, Termly reflective narratives AND annual portfolio.</p>	<p>Personal Qualities of perseverance, patience, tolerance, ingenuity, personal satisfaction, adaptability, flexibility, kindness, multiple perspectives, commitment, initiative, curiosity...</p> <p>Personal management- time management etc</p> <p>Adaptability to work place expectations, accreditation expectations, personal gain and satisfaction, personal interest and dedication to task</p>