



Transformed Futures

Extended Exploration session
NCGS Conference 2017

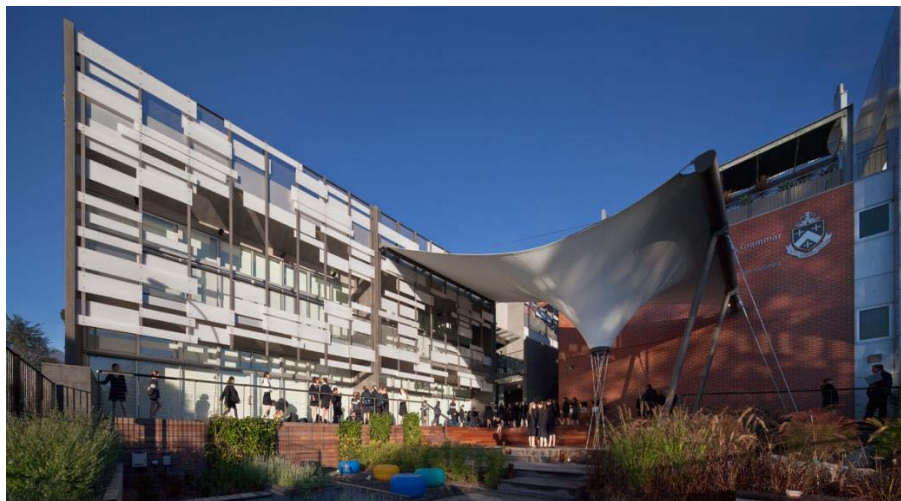
Catherine Misson, Principal
Nikki Kirkup, Director of Senior Years
Melbourne Girls Grammar

26 June 2017

MELBOURNE
GIRLS GRAMMAR
AN ANGLICAN SCHOOL



Reframing the Middle



Challenge and Choice



Experiential Learning

“It’s all about teamwork!”



Mentoring in the Middle



Physical Pathway – A Proactive Wellbeing Agenda



MGGS Senior Years Program



4 Key Components
over which students
exercise a degree
of control



Leveraging the Digital Ecosystem

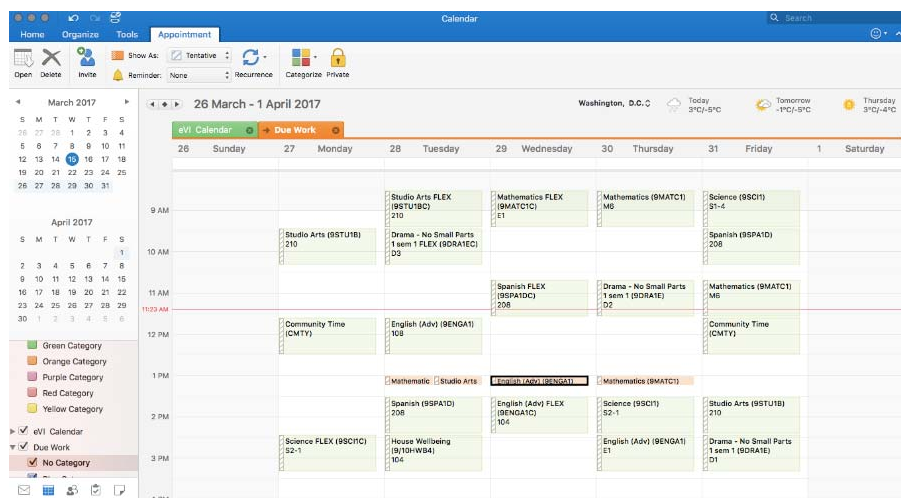
Leveraging Existing Technologies

Comms/Calendar: Outlook

Blended Learning: Schoolbox

Wellbeing: Visual Coaching Pro

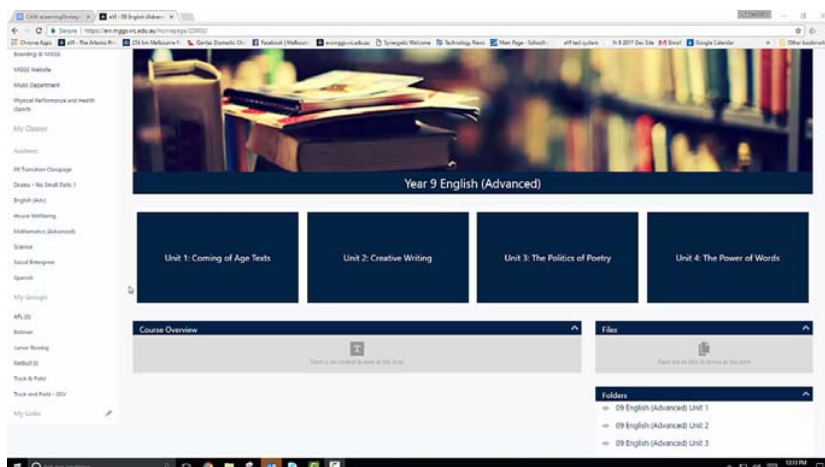
Fitness: Links Modular & VCP



Outlook Shaping the day



LMS: Schoolbox



COMBINED LEARNING FOR PARENTS ONLY

Today February – March 2017 Semester 3 Month Week

Assessment	We 1	Th 2	Fr 3	Sa 4	Su 5	Mo 6	Tu 7	We 8	Th 9	Fr 10	Sa 11	Su 12	Mo 13	Tu 14	We 15	Th 16	Fr 17	Sa 18	Su 19	Mo 20	Tu 21	We 22	Th 23	Fr 24
09 Transition Classpage (STRAND)																								
English (ENGL)																								
French (FREN)																								
House Wellbeing (S&T/10/11)																								
Latin (LATIN)																								
Mathematics (Advanced) (MATHS)																								
Science (Advanced) (SCIENCE)																								
Studio Arts (STUDIO)																								

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MELBOURNE GIRLS GRAMMAR AN ANGLICAN SCHOOL

Student Tracking

Mastery Mark Book

Coming of Age in Literature	Coming of Age Genre	Article Plan Project Task	Saving Frances
Mastered			
Mastered	Mastered		
Mastered	Mastered		
Mastered	Mastered		
Mastered	Mastered		
Mastered	Mastered		
Mastered	Mastered		
Mastered	Mastered		

Page diagnostics

TOP VISITORS

Visitor	Visits
Ms Joanna Baker Teachers	100
Student: 11	15
Student: 11	15

MELBOURNE GIRLS GRAMMAR AN ANGLICAN SCHOOL

Student Tracking

Student access to log of course results and feedback

ASSESSMENTS		
Coming of Age Introduction: 2 Minute Voice Recording <i>English (Adv) History</i>	Mastered "You define the problematic well. Make sure to articulate well and clearly by pronouncing your words carefully. Nice vocabulary choice. I like how you synthesize the information from the different learning areas very well and define the various factors, that contribute to coming of age, succinctly and in your own words. Well done for also using specific examples to help clarify your main arguments. Avoid using "things". As for your conclusion, don't you think that we continue throughout life to learn from the people around us?"	Due 17 Feb 2017
Bildungsroman: Written Piece <i>English (Adv) History</i>	Mastered "Video feedback! https://milo.office.com/watch/crsrswae1ou "	Due 3 Mar 2017
Plan <i>English (Adv) Project Task</i>	"This would be a very satisfactory plan Eliza, but beware that most students will follow the structure of a Bildungsroman in order like you do. Therefore you might want to mix things up a bit and focus more on the areas that are the most important, in your opinion, in defining an effective coming of age novel? Remember to focus on the purpose of the genre and impact on the readers. The notes to yourself are very good and make sure to integrate them in your writing."	Due 10 Mar 2017
Draft <i>English (Adv) Project Task</i>	"Some excellent ideas Eliza, however you are rather inconsistent with your use of evidence with plenty of well-integrated quotes in BP1 and hardly any in BP2. Also, by making your writing more original and personal by highlighting why these aspects, in PG staff opinion, are really important in the construction of a great Bildungsroman."	Due 21 Mar 2017
Jane Eyre: Written Piece <i>English (Adv) History</i>	Mastered "https://milo.office.com/watch/1p6eek5bacli"	Due 21 Mar 2017
Final Essay <i>English (Adv) Project Final</i>	B+ "This is really thorough work Eliza. You demonstrate a solid understanding of the novel and its main concerns. You did well to choose three aspects of the Bildungsroman to focus on but a stronger analysis of the impact they might have on the readers and the social function of the genre would have helped to push your analysis further. Be careful with some storytelling and re-telling!"	Due 28 Mar 2017



Leveraging 3rd Party Platforms

Stile diagnostics

Wolfram
 Stile
 Pearson
 Language Perfect
 Cambridge Latin Online

1. You	2. With	3. Spins	4. Back	5. The	6. The	7. This	8. Vals	Quilch	50 Ext.	70 Ext.	20 Ext.	APA	10. Ap
75%	53%	57%	100%	✓	64%	57%	✓	✓	✓	✓	✓	✓	✓
75%	80%	57%	100%	✓	71%	77%	✓	✓					✓
88%	80%	50%		✓	✓	✓							✓
88%		57%	✗	✓	✓								✓
75%	73%	64%	✓	✓	100%	✓	✓	✓					✓
100%	90%	71%	86%	✓	93%	70%	✓	✓			✓		✓
88%	67%	100%	100%	✓	100%	63%	✓	✓	✓	✓			✓



Visual Coaching Pro Wellbeing Self Reporting



Links Modular Physical – Fit For Life

Home My Profile Buy Online **Book Online** Classes Logout

Book Online

Melbourne Girls Grammar

Group Fitness Sessions - Thu 16 Mar

Click on an available slot to book

Wellbeing Coach Ergo Zone
Functional Training Zone
Group Fitness Sessions
Movement Zone
Spin Zone
Ten Track

Show Advanced Filter

Today	Tomorrow	Thu 16	Fri 17	Sat 18	Sun 19	Mon 20	Select Date	List View
Time								
Strength Conditioning								
Thu 16								
Mar		07:00am						
Thu 16								
Mar				09:30am				
Thu 16								
Mar						10:50am		
Thu 16								
Mar								11:45am



Artemis Centre: A gendered expression of the strength of girls



Academic Coaching Model



Wellbeing Coaching Model



Our Paradigm is student centred

Senior Years Program: The 2020 MGG Graduate

Independent:
Self-disciplined
Persistent
Resilient
Solution-oriented
Effective communicator

Enterprising:
Aspirational
Open-minded
Team player
Adaptable

Ethical:
Honest
Conscientious
Just
Empathic
Collaborative



Who I am, the beliefs and values that anchor me

My capacity for action and influence, the skills and attributes that enable me to be productive and adaptable

Agency, the ability to imagine possibilities and actively determine my future



Our graduates 2020+

Testimonials from our girls:

The Senior Years Program has been a fantastic opportunity for me to take responsibility for my learning as I feel it is preparing me for the future. So far the program has been a success for me as it is a great privilege to be allowed the independence of working at my own pace.



Our graduates 2020+

Testimonials from our girls:

I believe that the Senior Years Program really enhances our abilities, both technologically and academically, thus allowing us to be the female leaders of the future.



Our graduates 2020+

Testimonials from our teachers:

I am continually amazed by the poise and determination of these girls. They have been bestowed with a huge amount of agency and they are taking it in their stride and running with it.



Our graduates 2020+

Testimonials from our teachers:

I am struck by the fact that the Senior Years Program is asking of me (as an Instructional Designer and also as a teacher) exactly what it is asking of the girls: creative and critical thinking, problem solving skills, the ability to collaborate with others in meaningful ways and for a higher purpose, big picture thinking, imagination, independence and initiative, time management skills, flexibility, adaptability, courage and resilience.






CEE@
Melbourne
Girls Grammar
Centre for Educational Enterprise



A GLOBAL EDUCATIONAL HUB

INNOVATION & LEADERSHIP
in educational practices



**LEARNING
BEYOND SCHOOL**

**CAREERS
INSPIRATION**

**STUDENT
PHILANTHROPY**

LEADERSHIP

**STUDENT
ENTERPRISE**

**Beyond the
Curricular**





**COMMUNITY
ENTERPRISE**

**Offering
Personalised
Teacher
Development**



DIRECTOR'S SERIES

PROJECTS

EXTERNSHIPS

BIENNIAL CONFERENCE

**MIDDLE MANAGEMENT &
EXECUTIVE STRATEGIC LEARNING**



 **CEE@** Melbourne
Girls Grammar
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**OUR
CONFERENCE**

**enterprising
minds**

**10 & 11
august**
MELBOURNE
AUSTRALIA

**IS JUST
AROUND THE
CORNER**

**GLOBAL
EDUCATION
NETWORK**

A SPACE for
enterprising
partners from across the
globe preparing our students for
a world of change to...

CHALLENGE

INSPIRE

LEAD

join our network

bit.ly/2rNZaZk

CEE MEMBER SCHOOL
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