

GREAT LAKES COLLEGE

*One College
Three Campuses
Unlimited Opportunities*



SENIOR CAMPUS

*A collaborative Adult Learning and Working Environment
that encourages and supports students to achieve their
“personal best”, as an integral part of Great Lakes College.*

FOUNDATIONS OF LEARNING IN AN ADULT LEARNING AND WORKING ENVIRONMENT

(Reviewed February 2019)

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Great Lakes College

Senior Campus

Leadership Team
2019



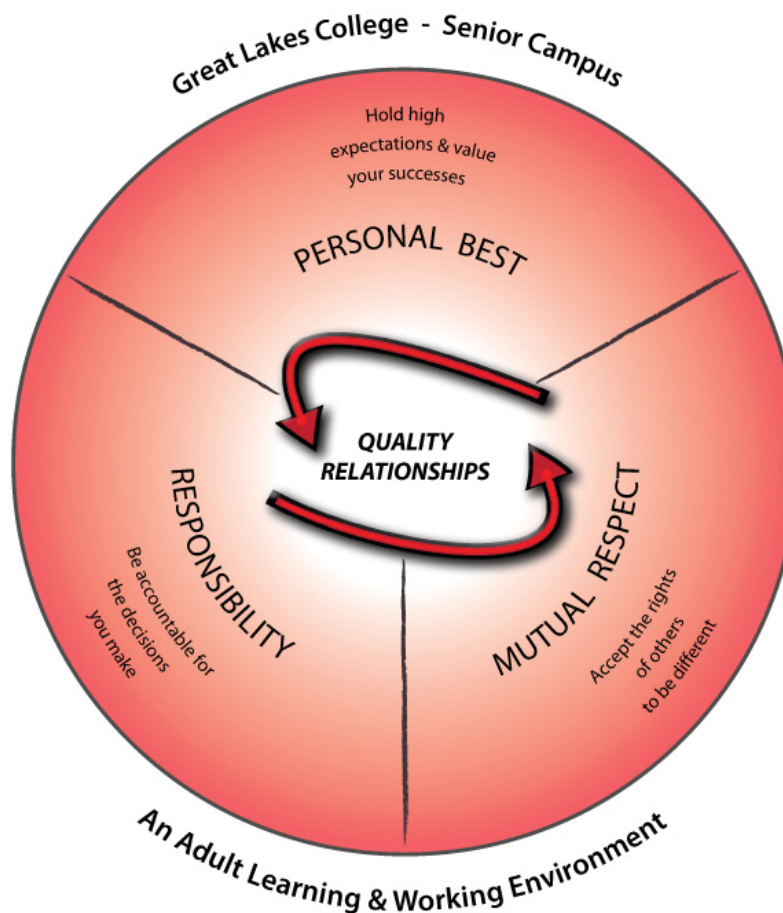
Second Row: Karla Berg, Hunter Leech, Nicholas Phillip, Haylea Legge

Front Row: Brooklyn Daniels, Reilly Palmer, Mr Brad Germon (Relieving Principal), Brooke McCarthy, Jacob Dimitri

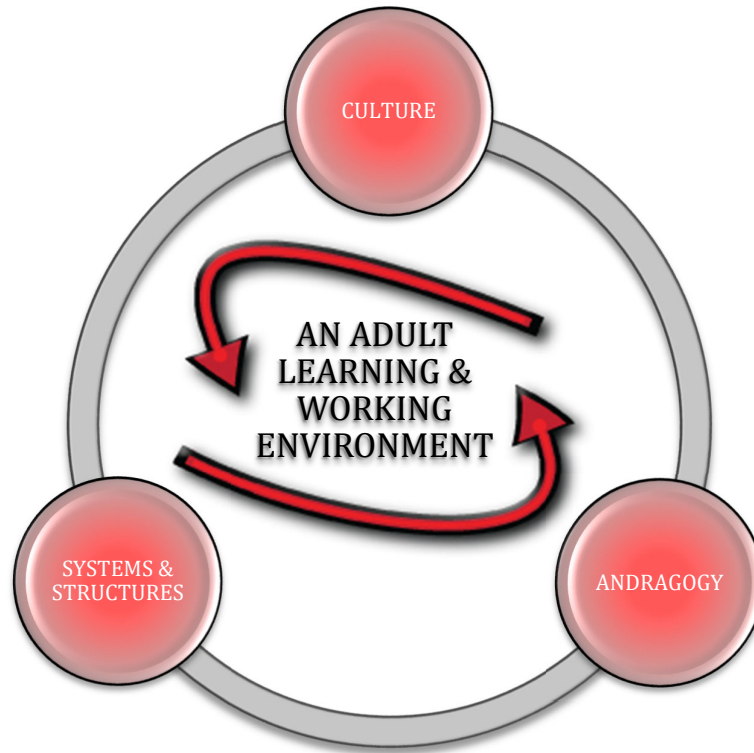
AN ADULT LEARNING & WORKING ENVIRONMENT

BACKGROUND and CORE VALUES

The key principle behind the establishment of the Senior Campus was to provide a discrete 'adult learning and working environment' – one where the students excel beyond the level that would have been expected in a traditional 7-12 school. The heart of the Adult Learning and Working Environment (ALWE) at Great Lakes College is the Quality Relationships, based on mutual respect, developed and nurtured between students, staff and parents/carers. The foundations of these Quality Relationships are the five core values illustrated below. By ensuring all stakeholders pursue these values – Personal Best, Mutual Respect, Responsibility, Fairness and Cooperation – in all their interactions a supportive learning and working environment, where differences are respected and conflict resolved constructively, will exist.



There are many elements to a genuine adult learning and working environment, as illustrated in the model below.



CULTURE	ANDRAGOGY	SYSTEMS & STRUCTURES
<ul style="list-style-type: none"> • Mutual Respect • Discrete facilities shared with TAFE/Universities • Supportive environment • High expectations • Life Ready program • Strong student governance • ALWE privileges • Support Evenings • Adult relationships/rapport • Sydney Experience 	<ul style="list-style-type: none"> • Andragogic model – 12 principles of adult learning • Dovetailing of 12 principles of adult learning with the Quality Teaching framework • High Expectations 	<ul style="list-style-type: none"> • Sign in & out system • Attendance system • Cross-sectoral on-site support e.g. Centrelink • Five weekly progress monitoring • Inspiring, supportive physical learning environment • Focused tutorial support • Formal assemblies recognising achievement

TEACHING AND LEARNING IN AN ADULT LEARNING AND WORKING ENVIRONMENT

Good teaching and learning caters for the individual needs of learners in a supportive environment. At the Senior Campus learners are in later adolescence/early adulthood and teaching and learning must reflect this. Andragogy refers to teaching and learning strategies designed for adults. The campus recognises that learners will not all be at one stage and that any approach to teaching and learning must reflect this (refer to “ALWE – Life Long Learning” model below). Since its opening the Senior Campus has been involved in a process of developing and refining an “Andragogical Framework” to guide the teaching and learning. This model currently has 12 principles, although this has, and may continue to, change as the model develops.

THE ANDRAGOGICAL FRAMEWORK

The 12 principles of adult learning, developed from literature review, staff and student consultation, are:

- | | | |
|---|---|-----------------|
| 1. Learning occurs in an environment of mutual respect and support. | ↓ | Pre-learning |
| 2. The purpose of learning is understood and relevant. | | |
| 3. The learner’s experience and knowledge is used as a resource. | ↓ | During learning |
| 4. Different learning styles are recognised and catered for. | | |
| 5. The learner is involved in planning and implementing learning, and self-directed learning where appropriate. | | |
| 6. Expected standards are clear and understood. | | |
| 7. Learning is challenging. | | |
| 8. Learning is problem centred. | | |
| 9. Learning is shared and collaborative. | | |
| 10. Learning is holistic, linking it to the whole person and life. | | |
| 11. Achievement is meaningfully recognised. | ↓ | Post learning |
| 12. Learning involves regular, meaningful feedback. | | |

These principles are just good teaching practice, however, it is the way these principles are adapted to an Adult Learning and Working Environment that matters. Considerable staff research and professional learning has been invested into evolving the ‘Andragogical Framework’ that guides teaching and learning in the Senior Campus. This model, based on the above twelve principles of adult learning, has been dovetailed with the Australian Professional Standards for Teachers to provide a comprehensive model to guide programming, teaching, learning, assessment and reporting at the Senior Campus. This model will continue to be developed and refined through further research, professional learning and sharing.

HIGH EXPECTATIONS IN AN ADULT LEARNING AND WORKING ENVIRONMENT

Considerable research supports the fact that higher educational outcomes are achieved when:

- Learners hold high expectations of themselves – their commitment, conduct and achievement.
- High expectations of commitment, conduct, attendance and achievement are held by parents/carers
- Teachers hold high expectations of their students in terms of commitment, conduct and achievement.
- Learners know that parents/carers and teachers hold high expectations of them because they are reinforced and modelled.

Teachers are well positioned to reinforce high expectations of learners when:

- They have a thorough understanding of a learner's previous performance.
- They closely monitor a learner's progress.
- Learners are set challenging tasks, appropriate to their ability.
- Learners are given regular, consistent and constructive feedback on their performance.
- They model high professional expectations of themselves.

Staff are committed to modelling high expectations to learners by:

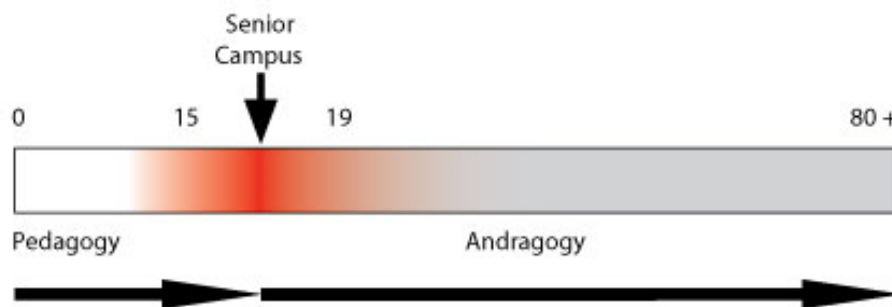
- Always having well prepared, challenging lessons for all learners, ensuring deep knowledge and deep understanding.
- Articulating explicit quality criteria for standards of student work.
- Providing regular, meaningful, individual feedback for learners.
- Demonstrating strong and improved technological skills.
- Being an enthusiastic learner.
- Maintaining fair and reasonable turn-around times for submitted works, always informing learners of expected return dates.
- Always being on time for classes.
- Maintaining currency through HSC marking, professional associations and networking.
- Leaving challenging, meaningful work for learners during their absences.
- Maintaining an inspiring, orderly and high quality learning and working environment.
- Maintaining professional dress standards, consistent with the dress code for NSW teachers and in line with WHS policies.
- Contributing to whole campus initiatives in significant ways.
- Defining the knowledge, practice and professional engagement needed for high quality effective teaching through the Australian Professional Standards for Teachers and Principals.

A SUPPORTIVE CULTURE IN AN ADULT LEARNING AND WORKING ENVIRONMENT

Creating a genuine Adult Learning and Working Environment requires a thorough understanding of the stage of development that 15 to 19 year olds are experiencing, recognising the potential wide gap between the most mature and the least mature in a cohort. Consideration of ethnic and gender factors are also essential. (Cultural Knowledge, Background Knowledge, Inclusivity).

A L W E - Life Long Learning

Learning fluctuates from pedagogy to andragogy depending on the nature of the learning and learner. The learning continuum provides a cognitive apprenticeship using cognitive scaffolding - gradually allowing independent learning with reduced assistance.



To assist students adapt to an Adult Learning and Working Environment a strongly supportive culture exists at the Senior Campus. Features of this culture include:

- mature relationships based on mutual respect
- clearly communicated and modelled high expectations
- effective transition and induction programs
- professional sharing of student data with the 7-10 campuses
- a focused, faculty-based tutorial program
- strong formal and informal feedback systems for learners (such as five weekly progress monitoring, attendance team reports, milestone marking)
- genuine student input to campus governance
- two Year Advisors per cohort
- access to a counselling team
- a proactive Student Services Team managing student welfare issues and planning focused support programs, reflective of the needs of young adults, such as the Life Ready program, cross-sectoral links (e.g. Centrelink, FACS, Homebase, the Chaplaincy Program etc.), and the 'Sydney Experience'.

CONCLUSION

This framework for teaching in an "Adult Learning and Working Environment" is continually developing as performance data, experience, feedback and consultation requires. It is not a static environment, but dynamic, changing and evolving as the educational and social/community landscape changes. The priority always is to provide a world class education for the young adults of the Great Lakes.





