Bellaire Primary School

Catering for the needs of the 21st century learner and teachers through a culture of personalised learning enabled through coaching-supported team teaching in flexible open plan environments.

Aims of the ILE and the Nature and History of the Innovation: holistic picture of the organization

Background and context of school

Bellaire Primary School is a state co-educational primary school located in the suburb of Highton in Geelong (see Figure 1).

The school is situated on four hectares of land and provides an attractive landscaped environment. The site is sloping with large open spaces, new courts and developmental play spaces.

The Bellaire Primary School community prides itself on being a leading school in the innovation of education. Its school motto is 'Aim High'. Students are drawn from Highton and surrounding areas.

Students come to Bellaire from five local pre-schools and a mix of day care centres and community kindergartens. The school’s current enrolment is approximately 590 students with an equal number of male and female students. The number of female students has grown over the past five years. Bellaire has increased its population by 25% over the past five years with approximately half the students travelling past closer schools, crossing ‘boundaries’ to attend the school. There is a strong demand for Prep (first year of school) enrolments in the coming years. The school population is predominantly white and middle class.

While the enrolment is considered large for a primary school, the school prides itself on having a ‘small school’ feel. The school is organised into learning communities based on the Victorian Essential Learning Standards (VELS) framework (VCAA, 2010). The school works to engage students in learning communities with a focus on personalised learning. There are four learning communities: the Prep Learning Community (first year of school); Junior Learning Community (Years 1 and 2); Middle Learning Community (Years 3 and 4); and Senior Learning Community (Years 5 and 6).
Personalised learning enabled through team teaching in flexible open plan environments is the focus of Bellaire’s innovative learning environment. Student personalised learning is strongly supported by teacher coaching and goal setting. Bellaire is well known for its innovative curriculum approaches and has received several teaching awards in recognition of this. The school hosts teachers and principals from across the State wanting to learn more about the teaching programs in the school. Teachers in the school work in teams to provide an excellent educational program for all students. Students participate in specialist classes in French, Physical Education, Music, Library and Visual and Performing Arts.

The school has developed its Library, ICT Lab and Administration area. It has a technology infrastructure integrated across all of the learning communities, including banks of IBM and Mac laptops, netbooks and desktop computers. All classrooms have access to interactive whiteboards and a range of digital tools, such as iPods and iFlips. The school is currently developing a TV and radio station to further engage students in multimedia.

Bellaire aims to foster harmonious and effective communication between all members of the school community. Collaboration and cooperation between staff, students, parents and the wider community is a feature of the school.

Origins and development of Innovative Learning Environment (ILE)

Five years ago, prior to the innovation described in this case study, the school was a fairly traditionally structured school consisting of teachers working in isolation in individual classrooms. While team planning existed, teaching was generally undertaken individually. Of concern to staff and the new Principal were the results of the Student Attitudes to School Survey (ACARA, 2008) which indicated that despite good academic results, student engagement was lacking.

In response, the Principal led a review of curriculum provision for 21st century learners through extensive professional learning and analysis of school data. She had previously been Principal in a school very different to Bellaire where there had been many students at risk in terms of their learning progress.

[The Principal] came from a fairly high risk school where she had just seen some amazing developments happen over time with kids that were at risk. I mean this community [Bellaire] is not that, you would not consider ours an at risk community at all. [We are] very, very different. And so if it could be done with those kids, it could be done plus some, with a very different community of learners. (Assistant Principal)

An action research project initially focused on the establishment of the Senior Learning Unit. The action research plan was reviewed six monthly with progressive changes enacted in funding provision, physical environments, teaming, coaching, pedagogy and assessment.

The work started with our Senior Learning Community and that was driven by the data and what the students were saying about how they were feeling about being at school and how they were feeling about not being necessarily connected to what was going on here and not necessarily liking the curriculum delivery and they were wanting something new and different. And so over a process of time starting with the small project and focusing on small groups in one area of the curriculum it then grew its legs to being what it is today with the school now taking [the innovation] on board. (Assistant Principal)

Over time the review resulted in development of a model (see Figure 2) which enabled personalised learning for both students and teachers (through coaching).
The model is based on the belief that improved student learning can be achieved through personalising learning. Through successive cycles of action research, Bellaire has developed a commitment to personalised learning of all students – and also of teachers. The mechanism for achieving personalised learning is through individual student and teacher goal setting.

To enable personalised learning, funding which was traditionally dispersed to curriculum areas was re-directed to the four learning communities who were responsible for decisions around expenditure. Changes were made to the physical environments in which the teams worked to ensure that no teacher worked in isolation. The model supports effective teacher practice within Professional Learning Teams. Coaching is used as the key element in driving all teachers’ professional learning.

Over the past five years the school philosophy has embraced open plan, team teaching, students setting individual goals in literacy and numeracy - drawn from the Victorian Essential Learning Standards (VELS) - and teacher personalised goal setting through coaching. The school now consists of open learning communities across the whole school cohort, with the following structure:

- **Prep Learning Community** consisting of four home groups (classes). Flexible doors mean that groups can work in single classrooms or in combined spaces to enable team work to occur.
- **Junior Learning Community** (Years 1 and 2 students) consisting of approximately 160 students, with 80 learners in either Junior A or Junior B.
- **Middle Learning Community** (Years 3 and 4) consisting of seven home groups who, in mid 2010, moved into a new contemporary learning space as part of the Building the Education Revolution program.
- **Senior Learning Community** (Years 5 and 6) which consists of seven home groups and works in a learning space that also provides ready access to art, science, theatrette and outdoor learning. This space was built four years ago and has been part of an action research project with the Innovations and Next Practice Branch of the Department of Education and Early Childhood Development (DEECD).

In 2010, at the time of writing this case study, the Bellaire Innovative Learning Environment, personalised learning for the 21st century learner, could be described as having passed through the design, implementation and consolidating phases, and to have entered the sustaining phase (Blackmore et al, 2010).

While the school is developing personalised learning as a whole of school approach, the structured patterns and characteristics of the learning environment are arguably most strongly evident in the Senior Learning Community, the community in which the innovation is most firmly established. Consequently this case study will highlight the Senior Learning Unit in its discussion, while also referring to the other Bellaire learning communities.
Structured Patterns and Characteristics of the Learning Environment: Layout, Sequencing and Mix of Learning Activities

The Years 5 and 6 students work in an open learning community called the Senior Learning Unit (SLU). This area includes seven open home group spaces, a theatrette, outdoor learning space, science and art space alongside interactive whiteboards and computers, including banks of wireless laptops. 162 students (90 grade 5; 70 grade 6) work with seven home group teachers, with approximately 23-24 students in each group. There are three ESL students in the SLU, from Thailand and China. Three Integration Aides support students with disabilities including students with hearing impairment and Autism. Many students stay with the same home group teacher for both years 5 and 6 so developing close relationships.

Layout

The Senior Learning Unit is an open learning community for seven home groups in an adaptive teaching space (see labelled images of areas of the Learning Unit in Figure 3 below).

One approaches the SLU down a long central corridor of a 1960s pebble-mix covered building. During the approach one passes through the Junior Learning Unit (see Figure 3). Units are entered through custom-made doorways which give a sense of ‘entry’ to the learning community as well as creating boundaries between the units.

On entry to the SLU a small stretch of corridor has been retained. It serves as a lobby which has several doors opening off it – to toilets, a cleaner’s room and a workshop room. The lobby also has a noticeboard with photographs of student activities, notices and work samples. Once through the lobby one enters the great space. Dotted around this space are interactive whiteboards with spaces in front of them for students to collect together and work with teachers. Some students sit on the carpet; others in beanbags. Nests of flexible tables are situated down the centre of the great space and to the left and right. On one side of the space are glassed off teacher offices. On the other side is a small theatrette complete with floor to ceiling blue velvet curtain.

If one was to walk from the lobby directly ahead, one would walk past sets of low locker blocks - which enable visual access across the great space – then down five steps to a ‘support’ area which was previously an outdoor breezeway and toilet block. This area has wet spaces for cooking, science and art work and areas for small group work.

To the side of the SLU are doors which open onto outdoor decking adjoining the classroom where students can work in groups on benches or at tables.
<table>
<thead>
<tr>
<th>Image</th>
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<tr>
<td>Lobby with displays of student work, photographs and notices</td>
<td>Southern side of the SLU</td>
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<tr>
<td>A home group area</td>
<td>Students can use the beanbags when engaging in individual or group work</td>
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<tr>
<td>Examples of the flexible tables and furniture used at Bellaire</td>
<td>Teacher offices</td>
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<td>Theatrette adjoining main SLU area</td>
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The spatial aspect of a learning community is also reflected in the design of the Middle and Junior Learning Units. The middle learning community moved into a new contemporary learning space inclusive of art, science, home economics, construction and mini library in mid 2010. This space is technology rich and provides ready access to both indoor and outdoor learning. This $3 million project was constructed as part of the Building the Education Revolution program (see Figure 4).
The new open-plan learning space

The new open-plan learning area

Use of different floor treatments serves as a division between continuous spaces

This large bench/table seats a class group and is used by teachers for meetings

An area that teachers use to work with smaller groups

Reading area

Figure 4. Middle Learning Unit

The Junior Learning Unit consists of two learning communities each housing four home groups. There are approximately 160 students, with 80 learners in either Junior A or Junior B. These two learning communities are separated by a carpeted corridor which houses computers which are shared (see Figure 5).

There is also a Prep Learning Community (see also Figure 5) consisting of 86 students and four teachers in four traditional classrooms. However the four classrooms are not being used in a traditional sense. There are dividers that go between double classrooms (as per the Junior Learning Unit) but they’re permanently opened and teachers team teach across two classrooms. Teachers also plan collaboratively.
Sequencing and Mix of Learning Activities

The Senior Learning Unit curriculum includes all of the traditional subject areas such as Literacy and Numeracy, and includes the Deep Knowledge Unit and the You Can Do It Program. In addition special interest areas – Preparation for Puberty, Debating and the Geelong College Challenge – are included in the program. The students also choose workshops in specialist classes which include Art, Library, Computer Lab, Physical Education, Music, Drama and French.

Students in the Senior Learning Unit are given the opportunity to take on leadership roles. These include School, House and Sporting Team Captains, membership of the Junior School Council, Assembly Leaders, Aussie of The Month and regular play ground mentoring and monitoring roles. Senior Learning Unit students are also involved in a number of outreach programs including kindergarten visits and other community activities. The annual school camp is seen as another
opportunity for students to develop confidence in their abilities and to build relationships that extend beyond the standard curriculum.

There is an expectation that all students at Bellaire PS are able to ‘set learning goals and reflect on their progress’ to ensure they become independent learners. This is scaffolded for younger students. By the time students enter the Senior Learning Unit they have developed skills in goal setting through gradual scaffolding and as a consequence have increased responsibility for their own learning.

All students are actively involved in goal setting to progress their learning with particular emphasis placed on developing responsibility through being organised and showing persistence in working towards achieving their goals. The students are expected to be confident in dealing with challenges yet also resilient when problems occur. Students also discuss staff members’ learning goals.

Each student has a weekly conference with their teacher which has two major purposes: to ensure that their learning is on track; and to make choices about their learning from a range of high interest workshops.

Conferences involve teachers and students discussing their literacy and numeracy goals, analysing the evidence in having reached the goals, recording progress towards goals, and setting further goals (see Figure 6). Each one-to-one conference takes approximately fifteen minutes and these are strictly scheduled. Goals in reading, writing, speaking and listening and mathematics are tracked in an online recording system. Comments are also made by teacher, and the student has the opportunity to clarify, provide feedback, and to raise work-related and social issues. Teachers also discuss their personal goals (set with their coach – see below) with students during this time.
The other major item discussed at conferences is scheduling of workshops. Each of the eight teachers (seven home group teachers and an assistant) creates and conducts workshops which are scheduled and offered to students in five week blocks. These workshops focus on reading, writing,
speaking and listening, and mathematics. They may incorporate some aspect of the current Deep Knowledge Unit (DKU) which may be based on Science, Humanities or Health and Physical Education. In all areas except Mathematics students sign up to workshops and negotiate their own timetable during their weekly conference. In relation to Mathematics, students are allocated to workshops based on the result of a school-devised mathematics test which is administered regularly.

Students also have independent sessions. During these sessions roving teachers support and facilitate students’ learning to achieve their individual goals. On Thursdays students attend specialist classes including French, Art, PE and Drama. Specialist teachers also offer options from which students can choose. As a result of these structures, teachers teach a variety of students from the Senior Learning Community across a number of curriculum areas.

A key strategy used to engage students in behaviour which enables a positive learning environment are Student Trust Licenses. Similar to a driving licence, a trust licence has the student’s photo, signature and teacher’s signature. On the back of the licence (see Figure 6, above) are a set of principles. Students agree to abide by the set of principles at the commencement of the year. In return they are given privileges such as the opportunity to work in outdoor areas and to go to specialist classes unsupervised. Small misdemeanours result in the loss of points. More substantial misdemeanours result in the suspension of the student’s licence and the loss of privileges. Students have the opportunity to try and earn the licence back. Progress towards this is also discussed during weekly conferences.

In the Senior Learning Unit staff seek to provide students with a supportive but challenging finish to their time at primary school as well as enabling smooth transition to the secondary school of their choice. Through flexible grouping and targeted teaching staff aim to capitalise on the strengths of each individual student and build learning partnerships. Overall staff promote a strong group identity that is reliant on harmonious relationships between students and teachers in the unit.

**Nature and Quality of Learning**

Bellaire’s innovation has been to engage students and teachers in renewed roles of what it means to be a learner and what it means to be a teacher. This has involved changes to the ways that students and teachers engage with the processes of schooling. To summarise the key aspects of the student experience described above, the students are involved in:

- personalised learning through individual goal setting
- selection of workshops to meet individual learning needs
- negotiation of principles for flexible learning through privilege-bearing trust licences
- independent sessions with access to roving teachers
- weekly conferences where goal setting, selection of workshops, negotiation of flexible learning principles and independent sessions are monitored.

Bellaire’s whole school approach to personalising learning focuses on the development of student goal setting and reflection from Prep to Senior level. Student goals are drawn from the Victorian Essential Learning Standards (VELS) progression points, modified as ‘child speak’.
The role of teacher

The role of teacher at Bellaire differs from the role in many other schools. Throughout the school, staff scaffold an individualised learning approach to prepare students for the Senior Learning Unit. Teaching and learning is explicit and at the point of need. Each teacher’s role includes the following:

- Learning advisor to each student in their home group, conducting fifteen-minute one-to-one weekly conference to discuss and revise learning goals.
- Developer and facilitator of workshops in five week blocks across the curriculum, for which students sign up and negotiate their own timetable.
- Roving teacher during independent learning sessions, supporting and facilitating students’ learning to achieve their individual goals.
- Blog administrator, tracking learning goals, timetables and forming home–school links, with ICT integrated across the curriculum (wireless MAC laptops, iPods, iFlips, IWBs etc).

Staff are also engaged through a coaching model, in setting unit and individual learning goals for themselves.

The school has two leading teachers who are full time staff coaches. One coaches the teachers in the Prep and Junior Learning Communities and the other coaches the teachers in the Middle and Senior Learning Communities. Each unit develops goals based on the school’s strategic plan. Staff use the GROW model (Whitmore, 2002): Goal (defined in such a way that it is very clear when it has been achieved); Reality (how far teachers are from their goal); Obstacles (factors stopping the teacher getting achieving their goal) and Options (ways of dealing with the obstacles); and Way Forward (action steps which will help achieve the goal).

Each staff member has an individual goal - usually based around their class data or student engagement. An example of a staff coaching goal in the Senior Learning Unit related to the planning of writing topics. A teacher decided to make an authorial goal setting sheet for students which would assist them to focus on writing like an author. In conjunction with her coach she decided to trial the authorial goal setting sheet in her writing workshops, gain feedback from the students about the language and concepts used, refine the sheet and then introduce it to the other teachers in the unit for their use.

Many of the teachers at the school had previous experience of the Bellaire culture through professional experience placements while they were undertaking their university studies. As a result the teachers knew what to expect, and understood that being a teacher at Bellaire involved a different role to that at other schools. As the Assistant Principal explains,

*The understanding is that if you come to Bellaire you know you’re coming into a very different community. You apply knowing that you’re going to be working in an open space. You’re going to be teaming...you’re going to be using data to drive absolutely every decision that you make...The data tells us what we’re doing next and frames the next learning for the kids. So you know when you get people applying and coming in, it’s those people who are really passionate about the same type of philosophy and really want to give it a go. And the way that the units are set up it just is there to support everyone that comes in.*

The school has been strategic in building and empowering autonomous teams of staff in each learning community. This is often referred to as having their own team unit ‘voice’; a voice which the school has been working to strengthen. A number of initiatives have supported this. Prior to the innovation, funding was allocated to curriculum areas rather than unit teams. For example the English committee bought all the English resources. As part of the innovation, responsibility for budgets has been moved to the unit teams as part of the development of unit identities. Unit teams,
each led by a unit leader, make decisions about spending their budget. Accountability consists of reporting on expenditure to the leadership team at the end of the year.

As well as decisions include selection and purchasing of resources, teams select their own professional learning.

There’s no wasted money. Because they’re managing their own pool of funds they’re very discreet about how they spend it and... in terms of professional learning that they access outside of the school, it needs to fit in with the school’s goals and the unit goals, and [they need to justify] whether it’s going to make a difference to them as practitioners. So they sit together as a team. They present what’s on offer in terms of external professional development. They talk about whether or not it’s going to make a difference. Does it fit in with what they’re doing? And then they come to a consensus as to who within the team is going to go, and they spread out the professional development across the school. (Learning Unit Coach)

Prior to the innovation, unit meetings were scheduled and conducted but staff were not seen to be empowered in comparison to contemporary meetings. A survey of staff opinions showed that staff needed communication to be clearer as many felt ‘out of the loop re communication’ (Assistant Principal). Unit leaders now represent teams at leadership meetings, report on resources, professional learning, and unit and individual goal setting. Each learning community has now its own process for intra-team communication. While these differ to suit the individuals in each team, this communication is increasingly online through the school’s platform. Each team also has a newsletter that they develop and distribute to parents. Across the school there are staff meetings, professional development sessions and a bulletin published at the start of each week that communicates events and staff movement. There is also a whole school newsletter for parents.

Leadership, consultation and action research

Consultative and iterative approaches to change have underpinned the success of the implementation of the many changes involved in the Bellaire innovation. Leadership have used an action research approach to underpin change. This model brings the expectation that changes will be trialled, reflected on and their impact assessed as part of the culture of the school. The Assistant Principal explains this in relation to coaching:

The coaching program is like everything else in the school... you trial it, you put it in place, see how it goes, reflect on it, make changes if you need to...it’s not like we say to staff ‘this is it’, and it will never change and look any different. It grows along with them. As their [the staff’s] needs change so does the role that [the coaches] play in the school as well.

The leadership engaged staff in an analysis of school data, particularly around student engagement. They posed the question ‘why do our kids not necessarily feel connected with what was happening at school?’ They undertook an environmental scan to identify models of engaging learning environments. They had discussions about goal setting and reflection and considered becoming ‘a coaching school’ for personalising learning for staff and for students.

They also viewed and discussed videos about the need for change which supports 21st century learners and considered all these discussions to inform an action plan for Bellaire. Through action research they addressed what personalised learning would look like for different age groups. They found that while personalised learning looks different for different stages of learning, it needs to be scaffolded so that it is similar. By revisiting action plans every six months they have made rapid and substantial changes.
Impact and Effectiveness of ILE

The renewed approach to personalised learning enabled through coaching-supported team teaching in flexible open plan environments at Bellaire Primary School can be described as having passed through the design, transition phases, and consolidation phases and to have entered the sustained phase (Blackmore et al, 2010). This reflects the commitment and capacity of the school community to embed the innovation within the school culture. It is within this context that the following remarks are offered.

The ILE has attracted sustained interest and attention since its implementation, as evidenced by the numerous local and international visitors to the school. The ILE has also resulted in an increased number of families sending their children to Bellaire rather than to schools closer to their homes.

There are a number of metrics used to assess the effectiveness of the ILE, including teacher judgement data against VELS standards and progression points, National Assessment Program – Literacy and Numeracy (NAPLAN) and the use of Student Attitudes to School data and Staff Opinion Survey.

The school emphasises the use of teacher judgement data against VELS Standards. Drawing on the school data, individual grade graphs are developed showing the ‘value-added’ by each individual teacher over the course of the year. Teachers meet with the coaches to analyse the data and to develop individual goals for students and to identify students who require an Individual Learning Improvement Plan (ILIP).

The National Assessment Program – Literacy and Numeracy (NAPLAN) data is considered in conjunction with mid-year teacher judgement data and discrepancies identified. Bellaire’s student learning outcomes have resulted in students achieving in the top 40% in Victoria. The percentage of students in Prep - 6 achieving a grade of C or above is above the state mean in all areas. The NAPLAN results were even stronger than the teacher assessed data, with Year 3 and 5 results being well above the State mean.

When comparing Bellaire to other schools on adjusted school performance measures, the Year 3 students are achieving well above average in NAPLAN in Reading. The Year 5 results are similar to the results of like schools. Teacher judgement data against VELS shows an informed but conservative approach to assessment.

The Student Attitudes to School data examines students’ attitudes in the areas of wellbeing, teaching and learning and student relationships. Data from this survey, particularly from the Year 5 and 6 students, was the catalyst for the original innovation. Student focus groups are also conducted to supplement and qualify the survey data. Through this process student voice has highlighted areas for attention and students know that changes have been made based on their responses.

It’s got to be a very honest time. Initially I guess there was only a few students were saying things [which needed attention] and then as they went along all of them have said things ... I write down everything they say. I don’t make excuses because otherwise they’re just going to shut down and not tell me anything. We share that [student responses] with the teachers... and try to pick one area to improve such as teacher organisation. The team consider[s] ... what do you think it would look like for a student if you were organised in class? (Learning Unit Coach)

Student Attitudes to School data has shown a substantial continued improvement over the years 2007-2010 with student satisfaction relatively high (in the 3rd quartile) in all three areas. The trend data shows the school has overcome dips in student satisfaction with healthy rebounds.
Students are clearly satisfied with most aspects of their education. Year 5 and 6 students’ sense of belonging and connectedness is strong. The introduction of the Senior Learning Unit (SLU) with a strong approach to integrating student voice has been successful, and is reflected in strong improvement in survey data over the past four years. Bellaire’s Student Attitudes to School data also strongly indicated that students feel safe at school and have excellent classroom behaviour.

A student focus group identified the opportunity to learn with other teachers, ‘not just our own’ and the ability to follow a timetable assisted them in feeling confident in preparing for secondary school. The students greatly appreciated being able to work with their friends and the privileges associated with trust licences. The major criticism was noise in the SLU which sometimes makes it difficult to work, although they admitted that this was generally confined to changes in activities.

Data from the annual Staff Opinion Survey is collated and distributed to learning communities. Each learning community then presents the data to the whole staff and areas for improvement (e.g. participative decision making or professional learning) are identified and agreed on at a whole staff level about future directions. Changes are monitored through the annual survey.

Data from the Staff Opinion Survey indicates that students have excellent classroom behaviour. Teachers appreciate the learning environments in which they work and the school leadership. The one area of challenge apparent in the survey data is the workload of staff. As the Principal explains...

...when you talk with teachers, they’ll tell you that they work harder here than they’ve ever worked before but it’s good work, and they enjoy the work that they’re doing. The teaming, they find really so much stronger in the sharing of resources and so on, is really different. And I think they feel that they get more professional learning opportunities... they get a chance to first of all be recognised for the work that they’re doing [and they] present and attend conferences and might go and see some practice at other schools.

This acknowledgement that teachers work very hard is borne out through teacher interviews as is a sense of job satisfaction and a thirst to continue to learn and improve their practice to further support students.

Concluding Comments

The capacity of the school to develop and implement a successful ILE has been underpinned by a number of key factors.

The combination of catalysts for the ILE at play included leadership with a strong commitment to staff and student data informing school improvement as well as a consultative action research approach to implementing and reflecting on change. Empowerment of both staff and students underpins the innovation as well as the pursuit of continued improvement. Broad based commitment to and implementation of the ILE is evidence that it has reaching the sustained phase and is part of Bellaire school culture.

Student engagement in learning and catering for 21st century learners was the original impetus for whole school cultural change. This is an ongoing concern with improvement considered a continual and iterative process. Chief strategies within the innovation include promoting student agency through goal setting, monitoring and personalised learning which includes development of self-management and social skills. These have resulted in a changed role of student. Feedback from students involved in the ILE continues to be positive and student achievement continues to track positively. Students have avenues for voicing concerns and mechanisms are in place for tackling student concerns.
The ILE has required changes to the role of teacher. Teachers are now learning advisors to students, sharing responsibility for planning and implementation of workshops and student assessment with a team of teachers. They conduct weekly individual student conferences to discuss and revise learning goals. Teachers are also learners as the Bellaire coaching model is deployed in supporting and developing teachers so that the ethos of personalised learning is enacted and sustained. Within an autonomous, self-managed teaming environment, curriculum coaching was put in place to support teachers with change.

Despite the issue not coming up in interviews, the capacity of the school to attract funding is an evident support which has enabled the creation (or renewal) of flexible workspaces. The learning spaces are a tangible expression of the ILE which has renown amongst the broader educational community both internationally and locally.

By all accounts Bellaire Primary School appears to be a very supportive community committed to personalising learning for students in order to best prepare them for the future. Staff work to maximise individual student learning by engaging them in a stimulating environment based on a process of goal setting and reflection.
References


