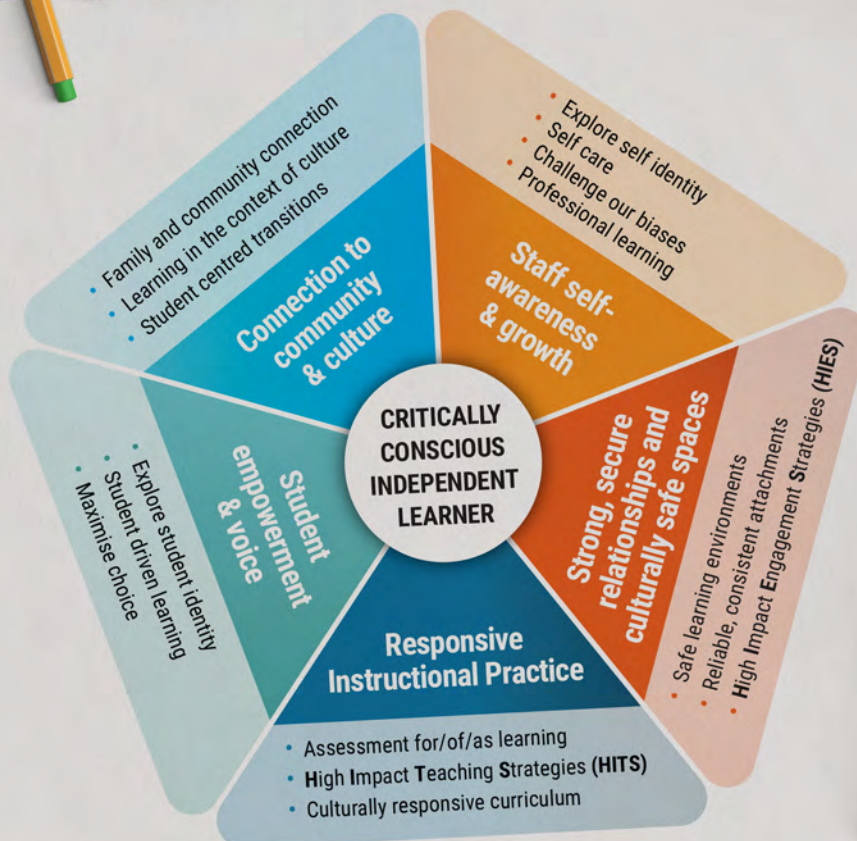
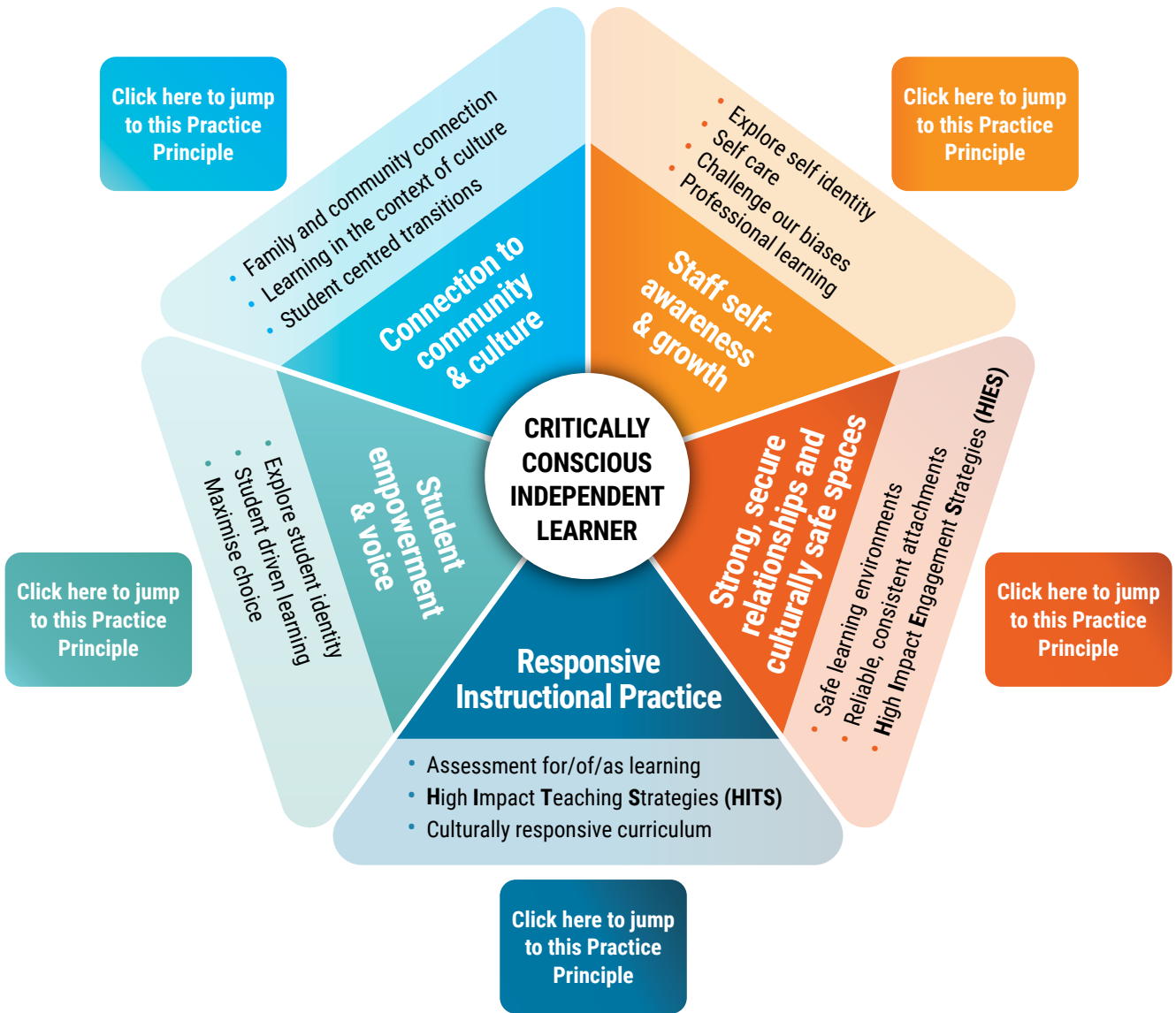


# The Parkville College Model

A culturally responsive evidence-based pedagogy





The Parkville College Model is a pedagogy underpinned by [trauma theory](#), [trauma-informed practice](#), [attachment theory](#), [culturally responsive practice](#), and an extensive research-base of knowledge about effective [instructional practices](#).

At the heart of the model is a [critically conscious independent learner](#).

The pedagogical model articulates five practice principles, all equally weighted:

1. **Staff self-awareness and growth**
2. **Strong, secure relationships and culturally safe spaces**
3. **Responsive instructional practice**
4. **Student empowerment and voice**
5. **Connection to community and culture**

Each practice principle identifies some key components that offer more detail.

Parkville College educators understand that the Parkville College Model is a unifying practice approach that affords students an expectation that a predictable, reliable and consistent relationship with the school will exist between residential units, between precincts and campuses and across enrolments over time. Learning and teaching at Parkville College is consistently delivered through the Parkville Model.

After induction to the school Parkville College educators can:

- Identify the Model's components
- Discuss and implement the Model with students, families and other stakeholders
- See the Model as integral to supporting whole school consistency
- Confidently explain what Culturally Responsive Practice is
- Confidently explain what pedagogy is
- Identify several evidence bases that inform the Practice Principles.

## Why a Parkville College Model?

This document is intended to provide a broad theoretical, practical and contextual overview of the Parkville College Model. When viewed through the lens of a [praxis approach](#), the Model can and should be read as a synthesis of theory and practice in which each Practice Principle informs the other in an iterative cycle.

The Model overview contained on the next few pages seeks to outline the practice principles that guide Parkville College in delivering education for all students. Throughout this document hyperlinks connect to primary source theory, policy, exemplars, suggested reading that together provide an avenue for staff to gain a greater depth of understanding regarding the Model and its Practice Principles or the ideas, thinking and approaches the Model is built upon.

## Practice Principles

The Parkville College Model centres our practice on the knowledge, experiences and wellbeing of students and staff in the service of supporting critically conscious independent learners and their growth.

The five Practice Principles of our Model represent how we approach and deliver education at Parkville College. Each Practice Principle then points to some key components that help to realise or action the Practice Principle. The practice principles are holistic and interconnected. They should not be seen as a 'sequence' of actions but rather as a set of principles and components that are *interdependent and complimentary*.

For educators and students at Parkville College, all practice should be capable of being mapped to one or more of the Practice Principles. The key components held within each Practice Principle offer the educator links and resources that are aimed at realising the practice principle. All practice at Parkville should be directed to supporting the development and growth of Critically Conscious Independent Learners.

The simple act of naming or knowing the structure of a pedagogy is no more valuable to learning and teaching practice than naming or liking a student. The real test for Parkville College is the ability for the whole school to implement the model in practice. At Parkville College, our Model supports our educators to identify their practice that includes:

- knowing and learning about themselves and how they might impact on their students
- the context they work within and how it impacts on them and their students
- the evidence, theories and strategies that underpin education practice
- a fundamental respect and recognition of the value of the student, their voice, community and the knowledge and culture they bring to the classroom.

## Context

Operating within and alongside Youth Justice and Secure Care systems, Parkville College is something of a paradox.

Education in a custodial setting exists with rolling enrolments across a 52 week year, constantly reforming class groups, students coming from across the state, student exits occurring with little or no notice, students preoccupied with court, significant restrictions on equipment and resources and the impacts of an often hostile public discourse about youth crime, law and order and child protection. This context impacts upon how the school delivers upon its vision (see below/add link). The impacts of time in custody stay with children long after they have exited the custodial setting.

As a proud Government School, we support students through all levels of education by applying a learning and teaching approach that focuses on the cultural safety and security of the student, often in a custodial environments that can be volatile, unstable and offer little to nourish secure relationships. In such an environment, we focus on co-creating safe, consistent and secure attachments. Our educators prioritise relationships and class content that is driven by a culturally responsive resources that seeks to focus on student voice. Our high expectations approach to learning and teaching aligns with the State's continuous improvement '[Framework for Improving Student Outcomes' \(FISO\)](#) and is consistent with [Department of Education and Training legislative, registration and policy requirements](#).

## School Vision and Values

Our vision is for every student to have high expectations of their future.

Parkville College attempts to capture this notion by a simple vision statement.

**Unlimited potential** - we will work hard to support you, to achieve all of your goals.

Parkville College values.

**Empowering education** – we believe that education is a human right.

**Unconditional positive regard** – we promise to treat you with respect.

**High expectations** – we want to work with you to set big plans and goals.

**Cultural safety** – we created Parkville College for every student.

**Modelling and demonstrating** – our Parkville College staff won't just tell you how we will show you how.

## Critically Conscious Independent Learner

The Parkville College Model understands that a Critically Conscious Independent Learner:

- has an in-depth understanding of the world and their context in it;
- understands their agency
- is reimagining/transforming their learning space
- is socio-politically aware
- is working towards the common good
- possesses a set of agile skills to expand their choices and opportunities.

## PRACTICE PRINCIPLE - STAFF SELF-AWARENESS AND GROWTH

Staff self-awareness and growth is a necessary and ongoing prerequisite for being able to work safely with our students. This means:

- understanding who we are and what we bring to any interaction or space, especially in relation to our students;
- recognising and challenging our biases/privilege/power imbalances;
- engaging in professional learning; and
- looking after ourselves in a challenging controlled and trauma-saturated environment.

Parkville College students deserve the very best prepared educators. Modelling and demonstrating self-awareness and a commitment to personal growth is a valuable part of the school's vision.

### Key components of the Practice Principle

Parkville College educators need to be conscious of self, what they are bringing into the educative and workspace, including their personal bias and experiences, state of emotional regulation, body language, tone of voice and affect. Parkville College educators are committed to developing self-awareness and growth that is congruent with the school's approach. This includes actively engaging with notions of:

#### exploring self-identity

- a level of self-reflection is required to maximise the learning and teaching relationship between Parkville College educators and students.

#### self-care

- developing a self-care plan and approach is an important part of self-reflection.

#### challenge our biases

- making sense of the world around us is a part of being human. Biases are formed from the beliefs and values that we hold. Understanding the existence of biases and challenging their foundations is a critical component of the self-awareness.

#### professional learning

- professional learning should be directed towards enhancing a staff member's ability to deliver upon the Parkville College Model. This should include a preparedness to work on areas that staff members are less confident in as well as consolidating or enhancing identified strengths.

## PRACTICE PRINCIPLE - STRONG SECURE RELATIONSHIPS AND CULTURALLY SAFE SPACES

We aim to create safe learning environments, culturally safe spaces, strong and secure relationships, and attachments that are reliable and consistent. Building engagement and creating relationships is a fundamental part of developing safe spaces.

#### Many children who experience custody have also experienced significant trauma.

For children, the impact of trauma on the mind and body are huge. Children who have experienced trauma, have often learnt that the world is an unsafe place, and are constantly scanning the surrounding area for threats. Often, they are unable to form and maintain healthy emotional relationships or secure attachments.

### Attachments and relationships

Children who have experienced trauma are often unable to form and maintain, healthy emotional relationships or secure attachments.

Strong and secure relationships support the creation of safe spaces.

The Parkville College Model places importance on recognising the effects of insecure attachment on our students' capacity to develop and relate to others. As these skills are crucial in the school environment, we work

to establish the school as a secure base for our students where they can begin to trust and easily predict the behaviour of educators, therefore beginning to feel safe in the environment and allowed the opportunity to learn.

People create a **secure base** through a relationship with one (or several) attachment figures that are aware of and responsive to our needs. In times when we feel anxious, worried, or under pressure, we can turn to these figures to feel safe and have our emotions soothed. When the child trusts the availability and reliability of this relationship, their anxiety is reduced which allows them to resume, explore, develop, and enjoy the world around them - feeling secure all the while that should they need help again, their secure base will be there.

The link between the secure attachment and the ability to explore is important, and is the foundation for the concept of the secure base. When a child is securely attached they can begin to not only turn to the attachment figure for help, but feel the confidence and resilience to explore other avenues. At Parkville College, when we take on this approach as a collective, a young person's feeling of security to predict the behaviour and availability of one or two staff members, will often be transferred to others. When a young person has a secure base at the school, they may eventually be able to transfer that attachment with anyone they perceive as connected to the school.

It is central to the success of the Parkville College Model to understand that whilst the school itself cannot replace an insecure attachment the child may have with their primary caregiver, the school can impact greatly in offering a secure base. The secure base consists of relationships with trusted adults that they can turn to for support throughout the day. When the establishment of a secure base is achieved for the student they can begin to feel safe, and only then, can they begin to learn. This of course relates not only to students but to educators as well.

## The custodial setting

Custodial settings create **harsh environments** that do not promote feelings of safety and security. Student groupings within custody are also insecure and dynamic. This reality places enormous stress on those seeking to create a safe and valuable learning and teaching space.

## Key Components of the practice principle

The Parkville College Model seeks to mitigate against difficult environments. Much of the focus is on what happens outside of the classroom. Secure relationships and safe spaces ask the Parkville College educator to be mindful of a range of factors. These include:

### safe learning environments

- Educators concentrate on interactions with students that are predictable, reliable and consistent.
- Educators delivering upon a shared practice, the Parkville College Model, that is reliable and predictable for students in every classroom and interaction.
- Educators being committed to having spaces prepared for students prior to their arrival.

### reliable consistent attachments

- Parkville College educators have an understanding of attachment theory and can point to its evidence-based origins.
- Parkville College educators understand the impact trauma backgrounds have on creating attachments and learning and teaching
- Educators understand the value of pre-teaching and work with students outside the classroom.

### High Impact Engagement Strategies (HIES)

- Staff have read the HIES and followed the references?
- Staff can confidently articulate the value of student engagement with respect to enhancing attainment.
- Staff are committed to the notion of repair.

## PRACTICE PRINCIPLE - RESPONSIVE INSTRUCTIONAL PRACTICE

In response to Parkville College students' diverse array of abilities, backgrounds and interests, educators at the school need to develop and deliver a rigorous and flexible range of class resources and approaches that meet the students varying needs and interests and support the delivery of the **Victorian curriculum**.

Responsive Instructional Practice at Parkville College focuses on a Consistent Learning and Teaching Approach, this includes:

- Clear learning intentions and success criteria grounded in diagnostic data
- Explicit instruction that can be linked to real-life
- Descriptive feedback on how students are accomplishing learning intentions
- Focus on building student stamina and perseverance
- Appreciation of growth mindsets

## Learning Intentions

When you know what you need to achieve, you are more likely going to achieve it. Imagine the difference between two tennis coaches. One tells her player to lift her game. The other demonstrates to her player how to improve a serve by doing the “sudden burst” that gives the serve a spin on the ball that’s hard to return. Parkville College educators emulate the second coach. The clearer an educator makes a **learning goal**, the more likely the student is going to engage and succeed in the goal. Educators create explicit goals for their students in their classroom using learning intentions; Educators outline the exact steps students need to take in order to achieve those intentions using success criteria. Whole-class daily learning intentions and success criteria are displayed on the board in all classes.

## Explicit Instruction

Educators demonstrate how to do a skill using information that’s collected from students throughout their time with Parkville College. Excellent writing educators show their students how to grab readers’ attention using emotive language; excellent carpentry educators show their students how to hammer a nail in at 90 degrees; excellent hospitality educators show students the safest and quickest method for chopping vegetables. Lessons are designed so students can apply what they learn in the career and education pathways that they choose. During class, the whole group may work on one skill and project together, or students may apply the skill to their individualised learning plans.

## Descriptive Feedback

“Good job, mate” isn’t enough at Parkville College. Feedback is directly aligned with the success criteria so students know exactly what they can and cannot yet do. After educators show their students how to achieve the learning intention, students practice the task. The educator gives them descriptive feedback on their performance. Descriptive feedback helps students learn by providing them with precise information about what they are doing well, what needs improvement, and what specific steps they can take to improve. **Descriptive feedback** enables the learner to adjust what he or she is doing in order to improve. As students practice the task independently, they self-evaluate how they are doing using the success criteria. When the educator gives feedback, they use the specific success criteria so that students and educators have a shared understanding of what excellence looks like.

All Parkville College educators engage in responsive instructional practice that is evidence-based. Educators:

- employ the High Impact Teaching Strategies (HITS) alongside the HIES. The HIES make the HITS possible
- draw on their content knowledge and knowledge of students and relationships with students to develop a culturally responsive curriculum
- monitor the impact of their teaching on student outcomes in PLCs
- engage in regular practices of supervision, modelling and demonstration, observation, and feedback
- ensure learning is student-driven and students’ opportunities for choice is maximised.
- ensure Individual Education Plans (IEPs) centre students’ voices
- engage students regularly in classes and cultural education programs that aim to support them to explore their identity through curriculum that always strives to be culturally responsive.

## Key Components of the practice principle

### Assessment for/of/as learning

- Parkville College educators understand the makeup and delivery requirements of the schools assessments **WIAT, YARC, Morrsiby**

- Parkville college staff understand the [science of reading](#)
- Parkville College staff understand the distinction between curriculum, educational resources, content mapping, class sequencing, assessment and pedagogy.

#### [High Impact Teaching Strategies \(HITS\)](#)

- Parkville College educators have read the HITS and followed the references.
- Parkville College educators understand the school's commitment to the science of reading.

#### [culturally responsive curriculum](#)

- Parkville College educators are confident in their ability to develop and adjust resources to ensure the content of the curriculum is responsive to the abilities, backgrounds and interests of the students at the college.
- Parkville College educators are deeply committed to differentiating resources with the involvement of their students.

## PRACTICE PRINCIPLE - STUDENT EMPOWERMENT AND VOICE

Parkville College educators celebrate that students' whose input is solicited, feel a greater sense of ownership with the educational process, which increases their engagement and in turn facilitates school effectiveness.

We believe that Student Voice is not simply giving our students the opportunity to tell us their ideas. We provide our students with opportunities to collaborate and make decisions with us, around how and what they learn. We understand that students need [autonomy, support and structure](#) Student voice at Parkville College is about giving our students the power to influence change in their learning and teaching.

For students in custody, this choice is even more important than usual as the custodial environment places incredible limitations of students' empowerment.

Where input is authentically solicited, students feel a greater sense of ownership with the educational process. This increases engagement, and in turn, facilitates school effectiveness. When a student's '[autonomous motives](#)'; that is their interests, preferences, their needs and their personal goals, are used as the guide for their activity and learning, they will be more engaged.

From day one at Parkville College every student is invited to start developing a Student Education Profile. This Profile recognises the formal and informal skills, talents and strengths they bring with them to the school. It supports students to identify their goals and positively reflect on their efforts and achievements.

It would be simple to characterise Student Empowerment and Voice through basic structures like Youth Leadership Councils or Student surveys. Whilst these structures are important, genuine Student Empowerment and Voice should be encompassed in every part of a student's educational journey. The Student Education Profile attempts to ensure this happens in a really thoughtful, [planned and careful way](#).

### Our Paradox

#### Key Components of the practice principle

Parkville College educators understand the juxtaposition of student empowerment whilst they are in custody. Notwithstanding this, Parkville College seeks to engage with student voice through the Parkville College Model. This includes:

##### [explore student identity](#)

- educators committing to delivering upon the Model's goals with the deliberate inclusion of each students' sense of self. This can only be gained from a genuine effort to authentically engage with each student.

##### [student driven learning](#)

- Parkville College staff can demonstrate that the Individual Education Plan (IEP) for each student has had direct input from that student.

##### [maximise choice](#)

- where Parkville College has the ability to offer a student choice (content of a learning task, structure of an education plan, how feedback is delivered, connection to identified support) staff will commit to this.



## PRACTICE PRINCIPLE

### - CONNECTION TO COMMUNITY AND CULTURE

At Parkville College we are committed to the unique strengths and voices of all our students. **Culturally responsive** student-centred teaching allows us to de-centre the cultural norms of the institution and re-centre the culture and context of the student and their community.

The practice principle of connection to community and culture demands us to intentionally connect with family and community, situating learning in the context of culture, and centring students in their transitions. We recognise the cultural and linguistic diversity of our students and the over-representation of particular communities.

#### Key Components of the practice principle

To understand our students and what they need, we need to understand their community and their culture and identity. Notwithstanding the physical and psychological constraints and impact the custodial settings can create to the real and perceived barriers to connecting with community, Parkville College staff commit to working with our students to connect to community and culture.

##### family and community connection

- Educators work with students about engaging with their family and carers.
- Educators and school leaders record and discuss approaches and successes in engaging with family and carers.
- Educators commit to sharing student success with family and carers.

##### learning in the context of culture

- Educators are actively engaged in creating and adjusting resources to reflect a cultural context of students.
- Educators understand that students' knowledge base is reflected in more than resource content.

##### student centred transitions and individual education plans

- Transition and individual education planning at Parkville College will always include the student's voice.
- Transition and individual education planning should always include family and community.
- Transition support staff and educators must engage with family, community leaders, students and existing relationships students have with other staff members.
- Transition and individual education planning must be consistent between units and precincts.