

MIPs Best Practice Framework

Best Practice Framework	Current Situation	Ideas for strategies	
	Rate and Comment	School Planning	Cluster Planning
<p>1. Whole School Management</p> <p>1.1 Senior staff in the school demonstrate a broad view about what MIPs can achieve, and regard the MIPs objectives as part of a school’s core business. While external agencies might be brought in to provide services or some aspects might be outsourced, the school retains responsibility for MIPs outcomes.</p> <p>1.2 Senior school leadership demonstrates strong support for and involvement with MIPs staff and ensures that strategies for achieving MIPs outcomes are incorporated into whole school curriculum planning.</p> <p>1.3 A MIPs team operates within the school consisting of those with roles dealing with students in the post-compulsory years (VCE, VET, VCAL, and senior school coordinators, and assistant principals).</p> <p>2. Coordinated Delivery</p> <p>2.1 An integrated model of support delivery that includes MIPs, careers and student welfare improves collective knowledge of student needs and aspirations.</p> <p>2.2 Within the MIPs team there is an identifiable point of coordination of pathways planning and case management reporting to the school and community on the effectiveness of pathways planning and case management.</p> <p>2.3 The response to the data and information produced through pathways planning strengthens the capacity of school staff to understand the diverse needs of the student population, and drives appropriate and relevant program provision.</p> <p>3. Pathways Planning Processes</p> <p>3.1 There is recognition that student engagement and retention are issues commencing before the post-compulsory years, and the school has developed strategies using the new Victorian Essential Learning Standards to embed pathways planning across all year levels.</p> <p>3.2 The pathway plans developed are comprehensive in their nature and regularly monitored to ensure they remain relevant.</p> <p>3.3 Pathway plans are used within the school in ways that lead students to access, value, identify with and ultimately retain their plans. Students retain their plan when they leave or transfer to another school.</p> <p>3.4 Effective parental involvement is sought and encouraged by school staff as part of a process of continuous improvement.</p> <p>4. Students at risk</p>	<p>(High) 5 4 3 2 1 (Low)</p>		

<p>4.1 There are planned and systematic processes for identifying students ‘at risk of early school leaving’, and a recognition of the need for priority support for these students.</p> <p>4.2 Appropriate case management is used for these identified students.</p> <p>4.3 Links are developed between schools and other relevant community agencies to broaden options and increase resources to assist student engagement, retention and successful transition to post-school options. These external agencies and resources may form part of the MIPs team in the school.</p> <p>4.4 Case managed support for early school leavers continues to be provided for at least six months to those who have not achieved an outcome equivalent to Year 12.</p>			
<p>Other</p> <p>5. Career Development Culture</p> <p>5.1 The school promotes a career development culture that aims to help students manage their lives, learning and work.</p> <p>5.2 Employability skills are embedded into curriculum planning.</p> <p>5.3 There is a planned program of leaning experiences that will assist students make informed decisions about their study and/or work options to enable effective participation in working life.</p>			

Victorian Essential Learning Standards (VELS)

Year 9 & 10 – Developing Pathways

Level 6

In these years students develop greater independence of mind and interests. They seek deeper connections between their learning and the world around them and explore how learning might be applied in that world. They need to experience learning in work and community settings as well as the classroom. They are beginning to develop preferred areas for their learning.

Key characteristics of students at this level;

- Looking towards adulthood
- Making choices about the future
- Having a career orientation
- Employing a range of coping skills
- Increasing differentiation and specialisation across domains
- Building expertise through formal methods of inquiry
- Participating as a community member both within and beyond the school

Strand *(relevant to ABCD)*

- **Physical, Personal and Social Learning**

Within the Physical, personal and Social Learning strand the learning domains are:

- Health and Physical Education
 - **Interpersonal Development**
 - **Personal Learning**
 - Civics and Citizenship
- (relevant to ABCD)*

Standards in the **Interpersonal Development** domain are organised in two dimensions:

- **Building social relationships**
 - **Working in teams**
- (relevant to ABCD)*

Building social relationships

Learning in the *Building social relationships* dimension supports students to initiate, maintain and manage positive social relationships with a diverse range of people in a range of contexts. Students learn about and practise the social conventions which underpin relationships and learn how to act in socially responsible ways. Strategies for understanding, managing and resolving conflict are also an important focus.

Working in teams

In the *Working in teams* dimension students develop the knowledge, skills and behaviours to cooperate with others to contribute to the achievement of group goals. The focus is not only task achievement, but also on contributing to, and reflecting on, the learning which occurs through being part of a team.

Standards in the Personal Learning domain are organized in two dimensions:

- **The Individual learner**
- **Managing personal learning**

The individual learner

The individual learner dimension focuses on students developing knowledge about their personal characteristics and capabilities, and those they need to develop to support their approaches to and reflections about learning. Students explore and practice skills and behaviours which support learning. They develop the capacity to monitor their own learning, identifying learning strengths and areas requiring improvement. They seek and use teacher feedback to develop their content knowledge and understanding. They explore the ways in which personal values affect learning and recognise the need to develop ethical frameworks for operating fairly within the classroom and recognising and respecting individual differences of class members. Students recognise their learning preferences and needs and respect that these may differ from those of others. They develop confidence in making informed decisions about their learning.

Managing personal learning

The managing personal learning dimension focuses on the knowledge, skills and behaviours required to enable successful management of personal learning. Students develop skills in goal setting and time and resource management and focus on task achievement. They increasingly develop the skills to work independently, becoming autonomous learners. Students develop strategies to manage their emotions and develop positive attitudes towards learning