Iona College is a Years 5 to 12 Catholic school for young men in Lindum.

Founded and run by the Missionary Oblates of Mary Immaculate.

Rector: Fr Michael Twigg OMI.
The 21st Century Thinking Skills

- Critical Thinking
- Creative Thinking
- Communication
- Collaboration and Teamwork
- Personal and Social Skills
- Information and Communication Technologies (ICT) skills
Preparing Staff for Cognitive Verbs
Categorisation of the Verbs

- **Point of Mastery**

- Original document had the year levels as you can see. However, this was not valid, it was complexity of verbs rather than age specific.

- It is important to show you the original as it demonstrates the progress we have made in our understanding of cognition.

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The ‘Cog Verb Team’

- 6 people form the foundation team:
  
  Deputy Principal
  Dean of Learning and Teaching
  Dean of Analytics and Performance
  Director of Pedagogy
  Teacher of Legal Studies/Accounting
  Teacher of English
Describe the mood of the painting.

We realised:

1. We didn’t understand the cognitive verbs
2. We haven’t explicitly taught the cognitive verbs
3. We are really good at making lists

Therefore, the students did not understand nor could they demonstrate mastery of these skills
Supporting Staff

1. Professional Growth Teams
   - Explicit teaching of cognitive verb lessons to smaller groups of staff
   - These were replicas of the lessons we have delivered to students.

2. April 16th 2018 (Commonwealth Games Day)
   - Time allocated (whole day)
   - Mapped the verbs
   - Rewrite of all years 5 to 10 assessment item and rubrics continued
Preparing Students for Cognitive Verbs
Timetabled lesson once a week – one year measure

Used Mighty Minds textbook, work of Patricia Hipwell, Academic Guides from Universities and ITC Publications’ resources to develop teaching material

What does a 10SSP lesson look like at Iona College?
Analyse what the crest visually suggests about the values of the house.
**ANALYSE**

**Definition:** To separate key parts for examination, interpretation; to understand how each part contributes to the whole.

**Detailed:** the process of examining specific elements in detail and the relationship of the parts to each other and to the whole.

**Key words:** argue, deconstruct, differentiate, describe, compare, explain, interpret, synthesise, distinguish

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**SUGGESTED GRAPHIC ORGANISERS**

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**Sentence Starters**
- When .......... states .......... this suggests ..........
- .......... clearly believes that ..........
- Through the use of .......... the author reveals ..........
- From .......... it is evident that ..........
- By using .......... the reader understands
- Through the use of .......... it is established ..........
- It is clear, therefore, that ..........
- This demonstrates ..........
- The implication being ..........
- The issue of .......... can be viewed from several different perspectives.
- There is a strong connection between .......... and ..........
- If .......... then ..........
- There is a relationship / no relationship between ..........

**Connecting ideas within and between sentences**

- by contrast
- on the other hand
- however
- in comparison
- whereas
- in addition
- although
- especially
- moreover
- as a result
- consequently
- for this reason
- thus
- for instance
- therefore
- would increase / decrease

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This remains the property of Iona College 2018

**Level 2**
**ANALYSE**

**Definition:** Break down into parts in order to understand.

**Detailed:** Looking at the parts of something in detail and considering how those parts connect to each other and to the whole.

**Key words:** break down, argue, describe, explain, compare

**Everyday Context:** We break down texts to understand what they mean everyday. For example, we look closely at the characters and events in novels in English to understand the themes. We look closely at Jesus’ actions to understand his relationship with God.

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**SUGGESTED GRAPHIC ORGANISERS**

![SWOT Analysis Diagram]

**Sentence Starters**

- By using ............, the author says ..........
- From ............, it is clear that ..........
- It is clear, therefore, that ..........
- This demonstrates ..........
- This shows ..........
- There is a strong connection between ............ and ..........
- There is a relationship / no relationship between ............ and ..........

**Connecting ideas within and between sentences**

- on the other hand
- however
- in comparison
- in addition
- although
- as a result
- for this reason
- for instance
- therefore
- especially

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This remains the property of Iona College 2018
QCE task

- Old – 50 minute lecture. 1 expert and 200 students

- New – 6 facilitators and 200 experts

- Task: You need to analyse the new senior system in the handout and write a paragraph of the key features for the newsletter.
The world is changing which also means that our education system must adapt to the constantly evolving society we immerse ourselves in every day. The new Queensland Certificate of Education (QCE) system has been designed in order to better prepare the student of tomorrow for the challenges and tasks they will face in their time at and after school. However, this change will not occur immediately, like a light switch, there are many procedures in place to help the graduating students of 2020 and beyond.

One of the most noticeable changes includes the altering of ranking system for university from Overall Position (OP) to Australian Tertiary Admission Rank (ATAR). In order to be eligible for ATAR there are three specific combinations of subject types students must choose, which are:

- Five General Subjects
- Four General Subjects and one VET qualification at Certificate III or above
- Four General Subjects and one Applied Subject

You must also pass an English subject, however, your result will only contribute to your ATAR if it’s one of your best five subjects. The way in which students will be assessed in senior will also differ in comparison to the existing system. Four assessments will count towards your final grade in each subject. One external assessment is being introduced. In most General Subjects, the internal assessment will count for 75% of the overall result. In Maths and Science, the internal assessment will contribute to 50% of the overall result. External assessment for each subject will be held on the same day in all schools across the state.
For students graduating from 2020 onwards, the new QCE system will be implemented to give students the skills for success in both work and life in the future. Similar to the existing OP system, students will select from a wide range of courses and subjects.

Each student will complete four assessment tasks, three of which are internal; written and viewed by the College, and the fourth will be external; written by an external source and taken by every student across Queensland. Assessment in 2020 onwards will consist of in class tests, essays and assignments.

Each assessment task will count for 25% of overall grade, except in Math and Science subjects where external will be worth 50%. For students to be eligible for ATAR, they must select either five General Subjects, four General Subjects and one VET qualification at Certificate III or above or four General Subjects and one Applied Subject.

For students not interested in an ATAR ranking, they can select from a wide range of applied courses. Although it seems daunting, the College will help students plan for Years 11 and 12 and you will be able to discuss career and job options.
Student Feedback

- Initial Reactions
  - Negative. Why are we doing this? What’s the answer? Am I missing PE for this? We stepped it up, and it took a while for them to follow!

- The Data
  - Terrible. The grades have dropped. Academic outcomes appear to be worse than ever before. We see this as hugely positive. Teachers have responded to the program and the rigour is up. Change is visible. We now need to bring the students with us.

- A Common Understanding
  - After a single term, there is a realisation amongst Year 10 of why they are there. We still need to pace it, add variety and remember they are Year 10.
The Future
Next Steps

- **Deploy** CVs in house lessons
- **Implement** verbs to support career planning
- **Develop** parental understanding
- **Evaluate** outcomes
- **Generate** confidence
- **Construct** OneNote
Questions?

Presented by:
Mr Richard Cornish – Dean of Learning and Teaching
Mrs Rebecca Adamson – Director of Pedagogy
Contributors to our program

- A number of resources have contributed to the creation of the SSP program at Iona. They are:
  - Mighty Minds
  - Patricia Hipwell
  - ITC Publications
  - Multiple University Academic Guides
  - TrackOne