



Year 7 (1.0 FTE) Position Context Statement

Moving Year 7 to Secondary School

This decision is primarily about meeting the learning, social and emotional needs of young people across all Catholic Schools. It is also about strengthening pathways from primary to secondary schools across Catholic Education. Offering a consistent entry into secondary school at Year 7 makes it easier for students to explore and access all options.

We believe young people are ready for the learning opportunities provided in a secondary setting. Access to specialist staff and facilities will promote a greater depth of learning, challenge and growth. At this age, socially and emotionally, young people are ready for more independence and can further their learning with specialist teachers in specialist facilities. Promoting Year 7 to secondary school places South Australia in line with the rest of the Nation and hence allows us to fall in line with the Australian Curriculum (ACARA) which bands together Year 7 and Year 8.

Parents and Caregivers are encouraged to partner with College staff in establishing a seamless transition to secondary school and provide necessary support and pastoral care.

Year 7 at Gleeson College

A proven model of learning to support transition from primary to high school has been in place at Gleeson College for some years at middle school level – ‘Learning Teams’. From 2018, this structure will extend to include Year 7 Learning Teams.

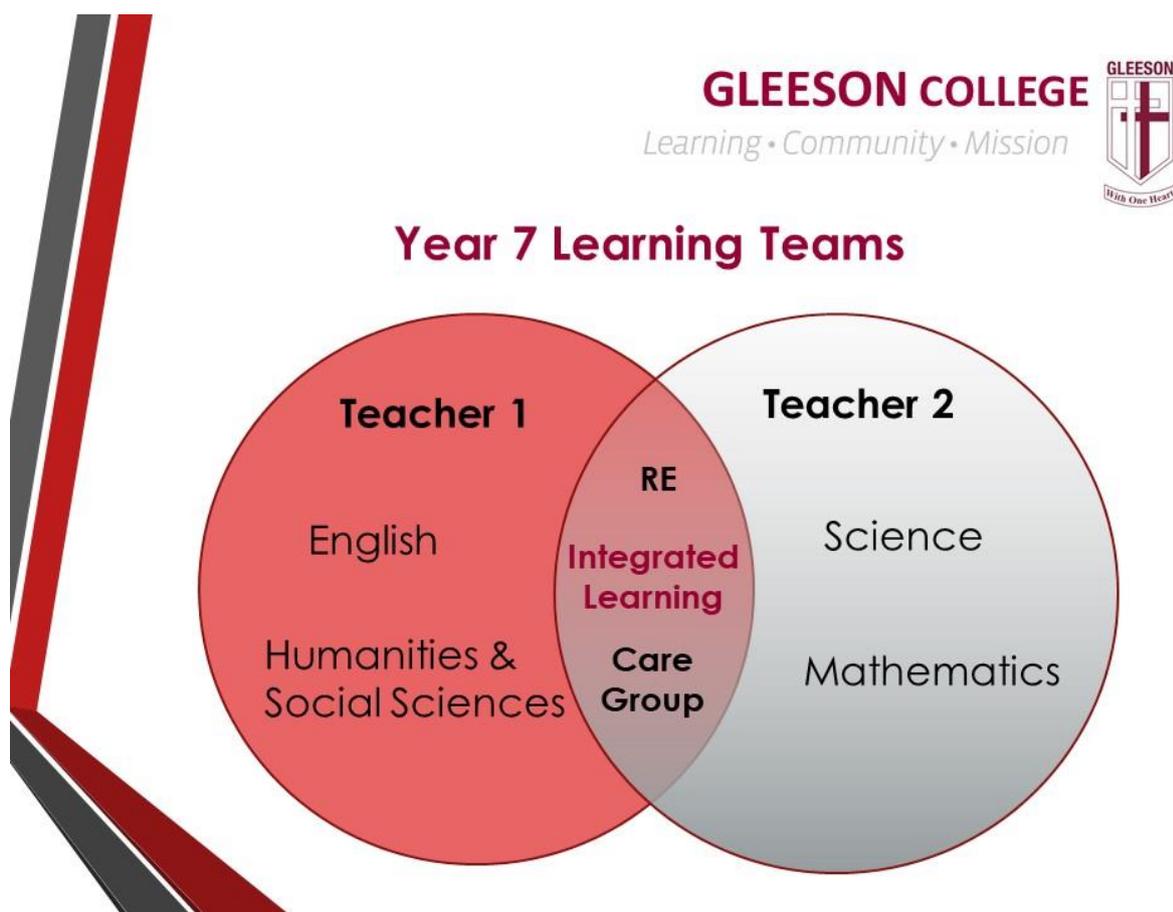
Learning Teams comprise two staff, each exceptional teachers with the capacity to specialise in their own fields, providing greater depth of expertise and knowledge for middle school students. One teacher is an English/HaSS specialist, the other a Mathematics/Science specialist. One of these teachers could also be a Care Group teacher, one may also teach Religious Education, Digital Technologies or even another specialist subject dependent upon experience and timetabling fit. There is also real possibility for a Learning Team teacher to teach in their specialist areas across more than one Learning Team.

Learning Team teachers have timetabled meeting and planning time to support the needs of their cohort, establish common routines, expectations and communication. This time is also utilised to plan integrated/themed units of work.

The premises behind the Learning Team structure are:

- Fewer key teachers than a normal ‘high school’ model, allowing for development of strong and positive relationships
- A holistic approach to teaching and learning
- Improved pastoral care and partnership between home and a school (a team of 2 teachers)
- Flexibility in timetabling, providing Year 7 students with access to all learning areas and facilities
- Student participation in decisions and ownership of the learning space.

The Learning Team structure is illustrated below:



Gleeson College

Gleeson College nurtures potential in young men and women in a secondary Catholic setting. We work in partnership with students and families to achieve excellence in chosen pathways - to achieve goals for university, training and employment.

Gleeson College values community, difference, boys' and girls' education and knowing our students as individuals.

Specialist programs in Soccer and Netball are offered as well as broad extra-curricular opportunities - including the Performing Arts, STEM, sport and Social Justice initiatives.

We welcome families of many faiths and our Religious Education program provides students opportunity to experience a faith journey, make connections to our world and work towards our shared values – The Gleeson 10. Our employees are guided by The Gleeson Staff 5.

Our Flexible Learning Centre assists students requiring additional learning support, extends those who are gifted and provides guidance to students interested in vocational and training pathways. We provide generous sibling discount and our dedicated Finance Team work with families to ensure an affordable, quality education.