Prep to Year 7 students of Jamboree Heights have been studying history both in-person and remotely. This has included reflecting on the achievements of women, local history, and some famous historical figures.

One of the key objectives is to engage students in the study of history, such as investigating historical events, understanding the perspectives of different historical figures, and appreciating the importance of history in shaping our world.

There are many opportunities for students to engage in history learning, such as investigating historical events, understanding the perspectives of different historical figures, and appreciating the importance of history in shaping our world.

For example, one lesson introduced the concept of timelines and the purpose of timelines and how to create a timeline. The teacher guided the students through the process of creating a timeline, and other follow-up activities were implemented to further Key Stage 1 (KS1) students in the creation of timelines.

The first of the history units for Year 1 has been a positive experience too for us as teachers. We are looking forward to seeing what the next step into the Year 1 curriculum will be like for us as teachers.

In every classroom, we witnessed a very organised classroom with good visuals and clear learning objectives. Explicit teaching is intentional and is nothing new. It is simply an approach to learning that doesn’t rely on learning to occur through the teacher’s knowledge of every child in that classroom. It doesn’t mean the teacher is not engaging with the students, far from it. It also settles them into the lesson’s routine and kick-starts tired brains up every day; stretching their memories and minds.

There are GOOD teachers and there are GREAT teachers. We most likely remember “I Do”, “We Do”, “You Do” because it has a place in our learning.

The centenary of State Schools consists of great schools and continually strives to foster great teachers. The centenary of explicit teaching is one such strategy.

There are GOO...
A Taste of History at Jindalee

What do canoe tastings, old maps and wooden toys have in common? They're on display at The Year 1 History curricula at Jindalee State School. Students at Jindalee are studying both the History of Society and Science of Society through the new Australian History Curriculum, which is designed to help students understand the development of society and its culture. The curriculum includes a focus on the importance of understanding the role of early explorers in order to appreciate the contributions of early settlement.

The Vikings are coming to Centenary High! As part of the new Australian Curriculum: History, Centenary State High is introducing the concept of systematic, direct, engaging and success orientated: these are the principles that the school is following to achieve success in all key learning areas. It is based on the belief that explicit instruction is necessary when students have difficulty understanding or learning the necessary skills. It promotes the skills used in the classroom learning environment and encourages students to achieve their best.

Teaching and Learning Environment

The teaching of history as a subject is different from that of other subjects. It involves a range of approaches, including lectures, discussions, case studies, group activities, and the use of visual aids. It is also important to consider the role of primary and secondary sources in the teaching and learning of history. The teacher must be able to select and use a variety of resources to support the learning of history.

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Centenary State High is beginning to incorporate explicit teaching models in an effort to continue to support students to achieve more than they thought was possible.

Jindalee Teachers “Wrap Up”

Systematic, direct, learning and success oriented: these are the principles that underpin John Fleming's Effective Teaching Model. Jindalee Teachers have been trained in this model and are implementing it throughout the school.

Jindalee Year 1 Student’s Wreath Project

The children each make a two-peace wreath and add a special memory to the wreath, which they use to remember an important family member or a historical event. The wreath is then hung in their classroom and shared with other classes to celebrate the memory and to learn about the history of the event.

With the combined efforts of John Fleming’s method of teaching and the explicit teaching model, Jindalee High’s teachers have been able to implement this teaching model successfully. The new model is teaching the students the necessary skills required in this area.

Jindalee Year 1 Students Receive Wreaths

The wreaths were received with great excitement and joy. Each child brings a paper plate for the wreath-making session, and the staff provide all the necessary materials for an item of home decoration. Parents and grandparents are invited to observe the children making their wreaths.

First photos were included, with each child bringing a paper plate for the wreath-making session, and the staff provide all the necessary materials for an item of home decoration. Parents and grandparents are invited to observe the children making their wreaths.

Every Child Matters Every Day!

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A Taste of History at Jindalee

The Year 4 teachers at Jindalee School, under the leadership of Mrs. Katherine Fleming, have embarked on an innovative teaching approach with their Year 4 students. The focus of this approach is on bringing history to life for the students through engaging and interactive activities.

The "Historian’s Desk" located in the school’s library is a popular spot for students. The desk is equipped with historical artifacts, documents, and resources that allow students to explore historical topics in a hands-on manner. The students are encouraged to ask questions, make inferences about the past, and engage in discussions that help them understand the significance of historical events.

One of the key features of this teaching approach is the "I Do, We Do, You Do" method, which is a mnemonic used to guide the instruction process. This approach ensures that the students are actively involved in the learning process, promoting engagement and comprehension.

Teaching and Learning Enrichment

Engaging in this hands-on approach allows students to develop their critical thinking skills, empathy, and an appreciation for the complexity of historical events. The interactive nature of the learning experiences has resulted in increased levels of student engagement and a deeper understanding of historical concepts.

In conclusion, the innovative teaching approach at Jindalee School demonstrates how integrating hands-on learning experiences can enhance the historical literacy of students. This approach not only makes history more accessible but also helps students to connect with the material on a personal level, fostering a lifelong interest in the subject.

One Every Child Matters Every Day!

Every Australian child has a right to an education that is tailored to their individual needs and goals. With the launch of the Every Child Matters Every Day framework, efforts are being made to ensure that every child in the country has access to a high-quality education that is inclusive, equitable, and responsive to their needs.

The framework is grounded in the recognition that education is a fundamental human right and a key driver of social and economic development. It aims to address the barriers that prevent children from accessing education, including disabilities, poverty, and cultural differences.

With the Every Child Matters Every Day framework, educators, policymakers, and communities are working together to create a safe, supportive, and inclusive learning environment for all children. This involves adopting a holistic approach that considers the social, emotional, and physical needs of each child.

By focusing on the comprehensive development of every child, the framework seeks to empower students to become active, engaged, and critical thinkers. It recognizes the importance of building a strong foundation in literacy, numeracy, and science, as well as fostering a love for learning and personal growth.

In conclusion, the Every Child Matters Every Day framework represents a significant step towards ensuring that every child in Australia has the opportunity to reach their full potential. By prioritizing the needs of each individual, we can create a future where the voices of all children are heard and their potential is realized.

Melbourne School Calls on Students to Open eLearning Opportunities

The Melbourne School, located in the heart of the city, has launched a new initiative to encourage students to explore eLearning opportunities. The initiative aims to promote the benefits of digital learning, including flexibility, accessibility, and the ability to tailor learning experiences to individual needs.

By providing access to a range of eLearning tools and resources, the school is empowering students to take control of their education and make the most of their learning opportunities. The initiative includes the integration of digital tools, such as learning management systems, online assessments, and collaborative platforms, into the curriculum.

In conclusion, the Melbourne School’s initiative demonstrates the potential of eLearning to transform the traditional classroom experience. By embracing digital technologies, students are provided with a wider range of learning opportunities that cater to their diverse needs and learning styles.

Jindalee Teachers’ “Wrap Up” Fleming’s Effective Teaching Model

Jindalee School teachers have developed a unique teaching approach that focuses on the principles of effective teaching. The approach, known as the "Wrap Up" model, emphasizes a structured and systematic way of delivering lessons that ensures students are engaged and motivated.

The "Wrap Up" model consists of three key components: Warm up, I Do, We Do, You Do. Each component is designed to ensure that students are actively involved in the learning process, promoting engagement and comprehension.

Warm up: This component sets the stage for the lesson by activating prior knowledge and setting the stage for the upcoming activities. It helps to establish a positive learning environment and ensures that students are ready to engage with the material.

I Do: In this phase, the teacher provides clear and explicit instructions, models the process, and guides students through the task. This component is crucial for ensuring that students understand the objectives and requirements of the lesson.

We Do: This component involves students working together in small groups or pairs to apply what they have learned. It allows for peer interaction, collaboration, and the opportunity to practice new skills.

You Do: In this final component, students are given the opportunity to apply what they have learned independently. This component is designed to assess students’ understanding and mastery of the material.

In conclusion, the "Wrap Up" teaching model at Jindalee School exemplifies the importance of a structured and systematic approach to teaching. By focusing on engagement, collaboration, and independence, the model promotes a dynamic and effective learning environment.

Explicit Teaching at Centenary State High

Explicit teaching is a pedagogical approach that focuses on the delivery of explicit instruction to improve student learning outcomes. This approach involves the systematic and planned teaching of key concepts, skills, and strategies to ensure that students have a clear understanding of the material.

Explicit teaching is particularly relevant in the context of history education, where it can help students develop a deep understanding of historical events and concepts. By explicitly teaching key concepts, such as cause and effect, significant events, and perspectives, students are better equipped to analyze and synthesize historical information.

In conclusion, explicit teaching offers a powerful tool for enhancing student learning in history and other subjects. By focusing on the delivery of explicit instruction, educators can help students develop a deeper understanding of the material, enabling them to become more effective critical thinkers and problem solvers.
Warm Ups in the Humanities Classroom

Centenary teachers were introduced to the idea of warm up lessons. A simple presentation on warm up teaching conceived in Jersey by John Fleming.

The first of the history units for Year 1 has been a positive experience for all students alike taking part in literacy and numeracy warm ups.

The warm ups are being added as part of the day to day classroom experience. A differentiated, scientifically researched spelling program titled Spelling Mastery and SRA kits. Technology is also embedded in a student's long-term memory. Knowledge, hence skill, are embedded in a student's long-term memory. Explicit teaching of State Schools comprises of great schools and continually strives to foster great teachers. GREAT teachers have the passion and the commitment, they engage all learners, they are driven by wanting success for all students, and they know what really matters. The Centenary Learning Alliance of State Schools consists of great schools and continually strives to foster great teachers.

Everyone Belongs

Prep Year 7 students at Jamboree Heights State School have been studying History. History was introduced in Prep Year 1 and 2 and has been extended to Year 3 and 4. Some Prep students were able to observe and engage in the celebrations. All students have worked on projects and have engaged with their classroom teachers and other groups in the community. For students from diverse backgrounds equally belong and make it a better place.

Jamboree Heights State School is in the community of Australian's that have become more involved in Australian's history. This has been achieved through the celebration of Australia's diversity.