



# My Path

What is My Path and how will it help my child's learning?

Dear Parents/caregivers

As we reach the half way mark of this year, our staff are busy planning and implementing a new process to support student learning. This email is to let you know more about this process and how you can support your child.

At Mansfield we aim to develop a collaborative learning culture. Our goal for students is “doing good and feeling good” because we recognise that students do their best when they feel positive about themselves and are working towards achieving goals that they have set. This learning approach is supported by current research, which shows that students who are partners in their learning, who are responsible for their goals, develop confidence and become resilient students.

Building confidence and resilience empowers students to better deal with the challenges of school life. Students today face issues unique to their generation. They need support and scaffolding to develop the skills to recognise their own strengths and to identify the areas where they need help. They can be distracted and not reach their potential if they are not engaged in the learning process.

The “resilient mindset” as identified by Andrew Fuller, a guest speaker at the school in 2019, gives all students including anxious and avoidant learners the strategies and tools to address issues they encounter. At Mansfield, this includes making a big school feel small. Knowing where and how to get help so that no one feels lost.

To formalise this school goal and implement a structure that all students can participate in, Mansfield is rolling out an engagement tool called My Path. My Path is the scaffolding to help students identify where they are on the learning continuum which is shown below.



## WHAT DOES LEARNER ENGAGEMENT LOOK LIKE?

ACTIVE <.....> PASSIVE <.....> ACTIVE					
Disrupting	Avoiding	Withdrawing	Participating	Investing	Driving
<ul style="list-style-type: none"> <li>▪ Distracting others</li> <li>▪ Disrupting the learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Looking for ways to avoid work</li> <li>▪ Off task behaviour</li> </ul>	<ul style="list-style-type: none"> <li>▪ Being distracted</li> <li>▪ Physically separating from the group</li> </ul>	<ul style="list-style-type: none"> <li>▪ Doing work</li> <li>▪ Paying attention</li> <li>▪ Responding to questions</li> </ul>	<ul style="list-style-type: none"> <li>▪ Asking questions</li> <li>▪ Valuing the learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Setting goals</li> <li>▪ Seeking feedback</li> <li>▪ Self assessment</li> </ul>
Disengagement			Engagement		

Source: Berry, A. (2020). Disrupting to Driving: Exploring upper primary teachers' perspectives on student engagement. Teachers and Teaching, 26(2), 145-165. Doi:10.1080/13540602.2020.1757421

In Student Development Program (SDP) classes, students have been learning the language of the continuum and identifying how they work in class. To individualise this approach, students in all year levels have been placed in small groups and are guided by a learning “Coach”. On Wednesday 1 June, students met with their coach and participated in activities designed to learn more about each other and their coach. As your child progresses, this journey will become student led, where the role of the coach is to support and encourage your child to set goals and identify how they will reach them. This is similar to student led learning you may have experienced in primary schools, where a focus on visible learning strategies teaches students to recognise their learning goals, what strategies they will use and how they will know when they have reached the goal.

In Term 3, you will be invited to attend a My Path meeting on **Wednesday 3 August** with your child and their learning coach. This meeting is an opportunity for you to learn about your child’s engagement journey. Supported by their coach, students will identify their strengths and weaknesses and plan strategies to work along the learning continuum to reach their potential. While this process is student led, coaches are there to guide and support students and parents as they become comfortable and familiar with this process.

My Path meetings will replace the Term 3 parent teacher interview and the Year 10 SET planning which has been traditionally offered. Instead, each year we will now offer a Parent Teacher interview in Term 2 and a My Path meeting in Term 3. Outside of these formalised meetings, you are encouraged to contact your child’s teachers if you have concerns. This can be done through email and staff can arrange a suitable time to phone and discuss with you concerns. Teachers are also proactive in this relationship and will reach out if they are concerned.

We encourage you to talk to your student about their My Path experience so far. Your child can share with you who their coach is and what they did during this first coaching session. Some students may have a clear goal already, while others may be early in this journey. Talking with your child and using the language on the continuum diagram is a great place to start to support this process.

To accommodate every student meeting with their coach and parent, Wednesday 3 August will be a student free day. Next term you will be sent an online permission form to give consent for your student to stay at home. Supervision at school will be provided for students who do not have consent.

Bookings to attend My Path meetings will be made through the Parent Teacher Online (PTO) booking system, with times available throughout the day and early evening to accommodate parent commitments. This information will be sent out in Term 3.

Questions about My Path can be directed via email to [Elaine Hamilton](#) and [Danielle Goschnick](#). We look forward to working with you to support your student on their learning journey.

Kind regards

Elaine Hamilton  
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