



Teaching at MET School

INFORMATION PACK FOR TEACHERS
2017



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A message from the School Leadership Team:

"We believe motivated and innovative teachers are the very heart and soul of our vision to provide a well-rounded holistic education that develops all students to their optimum potential.

We offer an outstanding and supportive working environment with competitive remuneration, good student discipline and proven academic performance.

MET School is a high-achieving, exciting and innovative team to join.

We hope the following information enlists your interest and we welcome enquiries from teaching professionals looking to further their career".

The MET School and OneSchool Leadership Team

Welcome to MET School NSW

**To provide a progressive and modern education, it takes the very best teachers...
we want to tell you about our vision and we hope you are inspired to join us**

MET School* is an accredited, independent, co-educational Christian School with 15 locations across NSW, delivering the BOSTES curriculum to years 3 to 12. In 2016, MET had 1191 students and 158 staff.

Individual campuses are very collegiate, with a small staff cohort and student numbers. The largest campus is Oatlands in Sydney with 300+ students.

Campuses right across NSW

Albury, Armidale, Condobolin, Cowra, Goulburn, Illawarra, Leeton, Maitland, Mount Victoria, Oatlands, Orange and Wagga Wagga.

The MET School system is highly collaborative with regular interaction and events between campuses. Subjects and study programs are run cross-campus with a common timetable, necessitating a high level of networking and communication.



The MET School and OneSchool Story

How it all began

We believe a child in a morally safe environment has the best opportunity to learn effectively.

During the early 1990's a number of Christian parents who were members of the Plymouth Brethren Christian Church (<http://www.plymouthbrethrenchristianchurch.org/>) were concerned about the deterioration of behavioural standards and lack of student control in mainstream schools. They set out to create a safe and supportive learning environment where Christian values would be upheld, including the moral protection of youth.

Achieving registration

These parents worked together, with the help of professional educationalists, to develop approved educational facilities catering for students from year's seven to twelve. This became a NSW

government registered private school.

The first school for Brethren students opened in 1994 in Meadowbank, NSW. In the ensuing years other sites were established throughout NSW as Campuses of Meadowbank Education Incorporated.

A similar structure was established in the other states of Australia and New Zealand in 2004, with a central registered body operating across multiple campus sites.

MET School pursued high ideals for its students from the outset and has constantly produced outstanding academic results.

MET School, in Sydney, was the first of the OneSchool entities.

MET is not a religious School

“Debunking a myth and a misconception about our schools”

MET is a secular school. We don't have any formal religious observances, religious teaching or services.

Students at MET School belong to the Plymouth Brethren Christian Church community. The brethren believe in the truth and authority of the Holy Bible. We are a comparatively conservative group seeking to live in accordance with moral standards based on The Bible, and an emphasis on family values.

Conservative and progressive

We are conservative in the sense that we uphold strong Christian values and beliefs, yet are progressive in our educational goals and methods.

Whilst we require teachers that are sympathetic with our ethos, our values and our standard of propriety, teachers are not hired on their faith or religious leanings.

You can read more at <http://www.plymouthbrethrenchristianchurch.org/>



How MET School operates

A professional and community partnership

MET School has a Central Office in Sydney that provides administration and academic direction to the twelve MET School campuses.

This includes compliance with the requirements of BOSTES accreditation, coordination of a state-wide timetable, teacher accreditation and coordination of KLAs (Key Learning Areas) across the campuses.

Professional structure

The MET School Principal and Head of Agency is based at the central office.

Regional Principals provide leadership in learning across multiple campuses, ensuring collaboration and best practice.

Each campus, or in some cases a cluster of small regional campuses, has a Head of Campus as a full time on site Leader of Learning.

Each campus has a community Board of Directors and community Campus Administrators responsible for providing and managing physical infrastructure and finance. These community

management teams work in consort with the professional educational leaders to ensure the campuses are resourced with highly qualified teaching staff.

Collaboration is key

MET School is a very collaborative organisation in both staff and student spheres. Heads of Department in each KLA team with their teachers to develop and implement subject programs.

Heads of Department, Heads of Campus, and Regional Principals gather regularly to strategize, share ideas, discuss issues and the progress of goals aligned to the MET vision.

The OneSchool National Office in Sydney also provides strategic direction, governance and ICT resource management for all campuses around Australia.

This means there is a small responsive team of professionals working at a national level to ensure the smooth running of the campuses from a holistic perspective. The intention of this is that the individual campuses will have more capacity to focus on what they do best, educating students.

The MET School Mission, Values and Ethos

Our mission is to develop all students to their optimum potential, teach them how to learn and to give them a well-rounded education preparing them for the pathway ahead.

MET School Achievement Goals

To enhance children's learning and future prospects by:

- Providing high quality learning Programmes matched to the needs of individual students
- Recruiting, developing and retaining the best available teaching and support staff – they are the heart and soul of the school
- Engaging with a supportive family and business community and responding to its educational needs – with a focus on high employability and entrepreneurship
- Ensuring equity for all students
- Resourcing campuses with the best facilities and technology

Mission Statement

Our mission is to ensure that our students develop the understanding, skills, knowledge and attitudes which are not only compatible with their beliefs, but will also enable them to fulfill their potential and contribute to their community and the community at large.

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School Ethos

At this School, students are encouraged to develop their full potential and acquire the discipline of learning how to learn, while upholding Christian teachings and beliefs.

The truth and authority of the Holy Bible and strong family values underpin the commitment of the School to provide quality in every facet of education – curriculum, teachers, facilities, management and discipline - in a safe and caring environment.

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Values Statement

In coming to this School each student, parent and staff member shall uphold the values of the School which include:

- **Integrity** - uprightness, honesty and decorous conduct, governed by the Holy Bible;
- **Care & Compassion** - kindness, consideration and generosity to all;
- **Respect** - for all people, property, opinions and authority;
- **Responsibility** - for our actions, progress and the environment;
- **Commitment** - to self-discipline and the pursuit of excellence.

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Learning to Learn

The School is committed to creating and delivering learning programs that meet the educational needs of each student, and to nurture the attitudes and skills necessary for continual learning and personal growth throughout life.

"Learning to Learn" means to use learning as a tool whereby students are equipped with the ability to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently in order that they fulfil their true potential.

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Outstanding Results

MET School students are high achievers

In 2012 we achieved our best effort to date, ranking 75th in NSW HSC results, based on the Distinguished Achievers Count.

This is achieved by a dedication to the pursuit of “world’s best educational practice” and hiring teachers with strong academic credentials.

The Learning to Learn Framework

Our educational aims and philosophy.

“Learning to Learn” is the MET School/ OneSchool foundational motto.

From the outset, our goal has been to equip students with the skills and disposition to become lifelong learners and to fulfil their true potential.

“Learning to Learn” means to use learning as a tool to think critically, process information perceptually, analyse data accurately and evaluate situations intelligently.

This simple vision is our basis for pursuing best practice in teaching and learning.

“Learning to Learn” has spawned the “Self-Directed Learning” initiative and the pursuit of other exciting practices including implementation of the “Harvard Project Zero Cultures of Thinking” program.

Self-Directed Learning

Self-Directed Learning is a way to give all students the skills and opportunities to direct their own learning, to develop the capacity to understand the way in which they learn, and to become more responsive, independent and self-motivated as learners and future workers.

The Self Directed Learning methodology models the adult workplace and equips students with the skills to manage their time, solve problems creatively, meet deadlines and work collaboratively with their colleagues and their teachers.

It is based on and supported by extensive research into best practice in education, developed with the unique challenges and opportunities of the OneSchool network firmly in mind.

The Harvard Project Zero Cultures of Thinking Project

Implementing world best practice in Professional Development and teaching

In 2015 MET School embarked on the Cultures of Thinking Project. This is a whole-school focus on developing a “Culture of Thinking”, to place thinking at the heart of what happens in classrooms.

We engaged Mr Simon Brooks, a fellow of the Project Zero Institute at Harvard University, to provide professional development to staff in weekly sessions and steer the program. This involves teaching staff new techniques such as “visible learning” that stimulate and engage the student mind.

Visionary Learning Spaces and the Learning Centre theme

State-of-the-art Learning Centres (LC) are a fundamental part of the new vision for teaching and learning at MET campuses.

The LC is an environment that facilitates both collaborative and independent research based learning. It is a space where teachers guide students in problem solving and critical thinking rather than class type explicit teaching.

Educational architecture

The LC spaces were designed with input from leading educational architects. The concept of an LC is to provide an inspirational, welcoming atmosphere, conducive to creativity, similar to a flexible “activity based” office environment.

Far from being just another classroom, a successful LC must incorporate design elements that support a variety of learning and work practices, such as one-to-one teacher with student, small collaborative discussion groups, technology based groups and solo study.

Broadly speaking, the LC facilitates the Oneschool-wide Self Directed Learning model. It allows students to choose the environment that best suits their immediate study requirements.



Technology

DIGITAL RESOURCES, VIDEO CONFERENCING AND STUDENT DEVICES

The use of high quality video conferencing equipment for campus-to-campus communication and specialist subject teaching is well established throughout the school. This has been a great success in broadening the subject range for senior students, as well as in making the best use of our human and material resources nationwide.

VC has been an essential plank in the OneSchool connected style of learning. It offers the best opportunity for teachers and students' to access a wide range of knowledge, support and expertise right across the country, and it has also allowed a greater variety of subject choices, particularly those from small campuses that could not have supported specialist subjects for just a few students.

The importance of face to face teaching

The teacher's skills are more important than the medium for student learning. Typically, a OneSchool student taking any subject will have time with their teacher (either VC or face to face) and be expected to work independently and/or with their peers in the



learning centre, online or in a study space every week.

VC, Moodle and students working on their laptops are an everyday part of the culture across the school and students are

actively encouraged to take ownership and responsibility for their own learning goals, progress and outcomes. Our LC spaces are created as a collaborative environment that fosters independent, self-directed thinkers and learners.

Learning Management Systems

OneSchool and MET recognise the need for progressive thinking in relation to the use of appropriate and up to date Learning Management Systems.

LMS' such as Moodle and Canvas are seen as critical to promoting the Self-Directed Learning concept. They allow efficient student-teacher-student interaction, as and when appropriate, as well as ready access to student coursework and learning resources.

The development and use of leading edge Learning Management Systems is viewed by the board as an important part of running a modern school. Teacher input is always valued in the careful selection and implementation of relevant LMS initiatives.



Other Guiding Principles that affect our school

The principles of belief, teachings and practice of the Brethren give rise to the following Guiding Principles for the operation of the School and its Campuses:

Directors

The Directors of the School, as practising members of the Brethren, are committed to a way of life that is governed at all times by the Holy Bible. The conduct of the parents, students and staff must consistently reflect Biblical values.

First principles

In our community, as in our schools, the chastity and the sanctity of marriage are upheld as first principles, essential for the moral protection of the children. Careful attention is paid to protect all students from morally degrading material or behaviour.

Dress Codes

A dress code applies to staff at all times. A differentiation between male and female dress must be maintained.

The wearing of short trousers by male staff, other than for sporting events, is not considered appropriate, and female staff must wear dresses or skirts (at least knee-length). Clothing must be modest and not revealing or low cut in design. Casual dress, and unshaven appearance or long hair for men is inconsistent with the attitude and image promoted by the School.

Teacher-Student Interaction

Interaction between staff and students should be positive and professional at all times. Discussions with students regarding their personal relationships, and their personal lives is best avoided. It is important to realise that the community is essentially a very supportive and sympathetic family that seeks to care for its own.

Teaching Resources

All teaching programmes and resources used at the School are to be approved by the School Board to ensure their compliance with the Ethos and Values Statement. The School Board maintains a broadminded approach towards working with you. We want to encourage “out of the box” thinking that allows teaching professionals creativity to flourish, whilst remaining within the ethos of the school.

Thank you for your interest in exploring teaching opportunities with OneSchool.





M E T
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MET School
Head office
The Precinct
Level 5, 10 Herb Elliott Ave
SYDNEY OLYMPIC PARK NSW 2127
Ph 1300 724 024
info@metschool.nsw.edu.au
www.metschool.nsw.edu.au