



MLC

Methodist Ladies' College



About

Methodist Ladies' College (MLC) is a Pre-Primary to 12 school based in Claremont, WA, that has been providing girl-centric education for more than a century. The school focuses on celebrating the individual talents and gifts of their students while establishing itself as an international leader of holistic learning and teaching.

Meagan King

Director of Innovation, Meagan talks to ReadCloud about how we are helping her school to make teachers and students access to content easier and help the school simplify teaching.

Background

MLC's teaching and learning strategy focuses on a differentiated framework. The College seeks to focus on differentiated learning by helping teachers to monitor and promote the academic development of students through data tracking and targeted learning experiences.

Classroom resources and content



When we are looking at resourcing or when we are looking at what happens in the classroom, the teachers have to both proactively and reactively plan for differentiation, which requires an enormous amount of resource development and linking all of that into their planning documents.

MLC combines proactive planning and reactive planning through planning but also documentation that incorporates evidence about student adjustments and learning plus informs the appropriate resourcing needs.

Engaging with resources and delivering learning experiences

MLC has a 1:1 model for their school, so that all students can access a device. This has been in place for some years in the Years 5-12 classes but since the beginning of 2021 has now been rolled down to Pre-Primary, recognising that giving students opportunities to engage with digital tools from the beginning of their schooling is crucial.

These play a crucial role for the school in supporting its approach to differentiation, by ensuring that not all girls are working on the same thing at the same time, but having the scope to focus on literacy numeracy as well as coding or robotics amongst others using a number of online platforms. This however comes with its own set of challenges.

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A main barrier [to digital learning] is every single different online platform that you use, has different login details, and has different arrangements with different groups.

And you can spend a whole lot of time getting students to try and access a digital tool where they could actually be engaging in teaching and learning.

This challenges teachers, who should be spending their time developing and delivering quality differentiated learning experiences rather than managing technology and platform requirements.

Working with a partner that is willing to come on the journey with MLC

MLC connected with ReadCloud to see if it could help staff and students simplify the way they accessed online platforms and other resources in a way that suited them.

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There should be a simpler way for teachers and students to access different online platforms ... in terms of my role as being a Director of Innovation, I think that that's an amazing direction for a company to take.

ReadCloud is enabling students at MLC to access all of their online platforms in a seamless way. All students and teachers access through one point - the same username and login that they use as their school credentials. It is also helping Meagan and the MLC team to manage cyber security risk, by having all access through a single location.

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Therefore teachers [are] spending time on what they should be doing, which is delivering differentiated content and skills as compared to being a tech support person.

Meagan shares advice about making digital a success

Schools should focus and think a little differently about the tech they use, including:

- Scope and sequence,
- What's the appropriate age to introduce a tool,
- How is it used and embedded in the curriculum and in teaching and learning

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Digital tools being used across subject areas and working to see that happening across year levels or across departments... is the direction that I believe schools should be going in.

