

Catholic Network Australia (CNA)



Models of Contemporary Learning (MCL)

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Contemporary Learning Resources

A key *Catholic Network Australia* (CNA) objective is to provide easy access for staff in Australian Catholic schools to relevant digital resources.

CNA [Contemporary Learning Resources](#) is to be provided as a core service for teachers in Catholic schools and will be available in 2009 after sites commit to connect to CNA.

The following resource repositories are to be available from *CNA Contemporary Learning Resources*:

1. CNA Digital Learning Resources published by dioceses/participants
2. *The Learning Federation* objects and resources
3. Other negotiated third- party content

Teachers can choose to use these content repositories but are not required to use them if they are accessing resources such as *The Learning Federation* content from other existing sources.

Diocesan sites connecting to CNA are invited to provide content for the development of the resources. The establishment of these resources will contribute to the creation of a Catholic identity at a national level through the sharing of teacher reflections and resources designed to support the development of the whole person and to assist the integration of faith, culture and life.

Following is a description of the repositories in the *CNA Contemporary Learning Resources*:

1. CNA Digital Learning Resources

This repository will provide a central place from which teachers in Catholic schools across Australia will access high quality, educationally significant digital resources. Digital learning resources will include video, still images, sound, and text.

Resources submitted will be provided by dioceses for use by teachers to support learning and teaching. Contributions will be guided by policy agreements on quality assurance, intellectual property (IP) sharing and maintenance of agreed interoperability standards. Only content approved by dioceses in line with agreed quality assurance procedures will be published.

The initial focus of the *CNA Digital Learning Resources* will be Religious Education materials. There are many Religious Education resources that have already been developed by dioceses. Religious Education digital learning resources will be resources which support existing Religious Education frameworks in each diocese rather than particular framework documents. Sharing digital resources will result in a rich variety of materials being available for teachers to use in Catholic Schools in line with their respective diocesan frameworks.

Over time the CNA digital learning resources will include technical manuals and other learning resources. Sharing resources over time will lead to efficiencies for staff locating suitable resources and staff have easy access to a rich resources.

2. The Learning Federation (TLF) online curriculum content

- TLF Learning objects (interactive, multimedia resources)
- TLF Digital resources (audio, video, and images sourced from Australia and New Zealand's premier cultural institutions)

Australian and New Zealand Education Ministers have collaborated, through The Learning Federation, to develop online curriculum content for all schools. This has resulted in over 6000 items of educationally sound, copyright-free multimedia content being available to be used by schools to support learning.

ACENC has negotiated with TLF for teachers in Australian Catholic Schools to access TLF digital content through the *CNA Contemporary Learning Resources* should they wish to do so.

3. Third-party online curriculum content

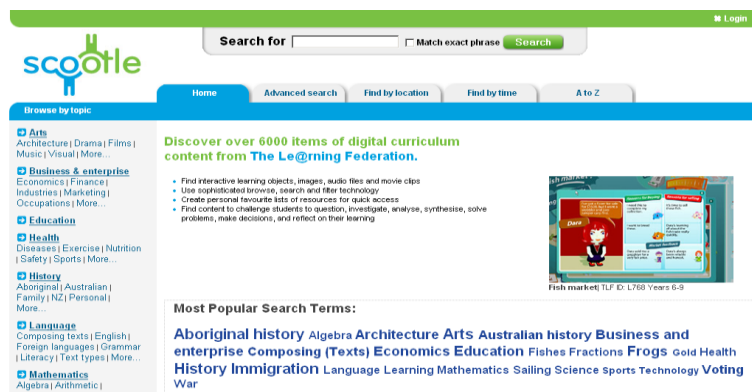
There are a number of online content repositories that schools/dioceses currently subscribe to or have purchased. Economies of scale could be achieved through CNA-brokered purchasing of these repositories for interested dioceses. These repositories could include:

- Liturgy Help
- Origins
- Atomic Learning

ACENC has negotiated with The Learning Federation for teachers in the Catholic Network Australia to access CNA digital learning resources developed by dioceses as well as TLF and third party content through their new, robust search interface (Scootle) which allows users to search, view and sequence digital content. Teachers will be able to:

- Easily find and download interactive learning objects, images, audio files and movie clips
- Use sophisticated browse, search and filter technology
- Create personal lists of resources for quick access
- Find content to develop sequences for students to question, investigate, analyse, synthesise, solve problems, make decisions and reflect on their learning

[Scootle](#) has the capability to accommodate one million concurrent users. It will allow teachers to quickly and efficiently locate resources.



Using Scootle, teachers are able to search or browse by:

Resource Type	Keyword																								
<div><p> Learning objects Learning objects interactive, multimedia resources to support learning of concepts and skills in a range of curriculum areas in the p-12 years</p><p> Images Historical and contemporary digital photos, artworks maps, posters, documents.</p><p> Audio Speeches, interviews, songs</p><p> Video Short clips from documentaries, advertisements, movie news, feature films, TV programs; government agencies</p><p> Collections Collections combinations of digital content in specialised themes</p></div>	<div><p>Choose an alphabet letter to browse keywords:</p><p>Others A B C D E F G H I J K L M N O P Q R S T U V W X Y Z</p><p>Limit range of results to display:</p><ul style="list-style-type: none">AAMWS - ActorsActs of Parliament - Agricultural showsAgriculture - Alluvial goldALP - Animal welfare, Extinct mammals, Extinction, Thylacines, Beumaris Zoo (Hobart)Animated cartoons - Ararua SeaAranda - Ashes seriesAsia - Australian Army Amenities ServiceAustralian Army Medical Women's Service - Australian Tennis ChampionshipAustralian test cricket team - Ayrshire cattle<p>Displaying results 1 - 100 of 848</p><table><tbody><tr><td>AAMWS</td><td>Abacus</td><td>A.B. (Benno) Peterson</td><td>A.B. (Benno) Peterson</td></tr><tr><td>Admiral</td><td>Abdominal pain</td><td>Abolition</td><td>Aboriginal House</td></tr><tr><td>Ade Roman</td><td>Ability</td><td>Ability</td><td>Ability levels</td></tr><tr><td>Aboriginal</td><td>Aboriginal activism</td><td>Aboriginal art</td><td>Aboriginal communities</td></tr><tr><td>Aboriginal crafts</td><td>Aboriginal culture</td><td>Aboriginal English</td><td>Aboriginal films</td></tr><tr><td>Aboriginal flag</td><td>Aboriginal foods</td><td>Aboriginal handicrafts</td><td>Aboriginal history</td></tr></tbody></table></div>	AAMWS	Abacus	A.B. (Benno) Peterson	A.B. (Benno) Peterson	Admiral	Abdominal pain	Abolition	Aboriginal House	Ade Roman	Ability	Ability	Ability levels	Aboriginal	Aboriginal activism	Aboriginal art	Aboriginal communities	Aboriginal crafts	Aboriginal culture	Aboriginal English	Aboriginal films	Aboriginal flag	Aboriginal foods	Aboriginal handicrafts	Aboriginal history
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Aboriginal crafts	Aboriginal culture	Aboriginal English	Aboriginal films																						
Aboriginal flag	Aboriginal foods	Aboriginal handicrafts	Aboriginal history																						
<div><p>Location</p><p>Use the map or list to choose a location</p><p>Locations</p><ul style="list-style-type: none">Australian Capital TerritoryNew South WalesNorthern TerritoryQueenslandSouth AustraliaTasmaniaVictoriaWestern AustraliaNew Zealand</div>	<div><p>Timeline</p><p>Select a period to begin your search</p><ul style="list-style-type: none">21st century (2000-2099)20th century (1900-1999)19th century (1800-1899)18th century (1700-1799)60,000 BC - 1699 ADBefore 60,000 BC<p>Or select a range</p><p>From <input type="text" value="1800"/> to <input type="text" value="1810"/> Search</p></div>																								

Models of Contemporary Learning

Another key CNA objective is to support staff professional learning across Australian Catholic Education and the sharing of resources to support pedagogical change and professional learning of all teachers.

Dioceses will be able to publish professional learning resources for staff in Catholic schools across Australia. In particular, ACENC member dioceses are collating *Models of Contemporary Learning* that are designed to support the implementation of MCEETYA's *Contemporary Learning – Learning in an Online World Statement* and *Pedagogy Strategy*. The initial set of *Models of Contemporary Learning* was published in 2009.

Participants are invited to add to the initial set of *Models of Contemporary Learning* by working with teachers to capture reflections on contemporary learning. These models of learning will embody implicit and explicit expressions of the Catholic ethos in terms of learning. They will demonstrate how students can engage with the contemporary world using a range of learning tools.

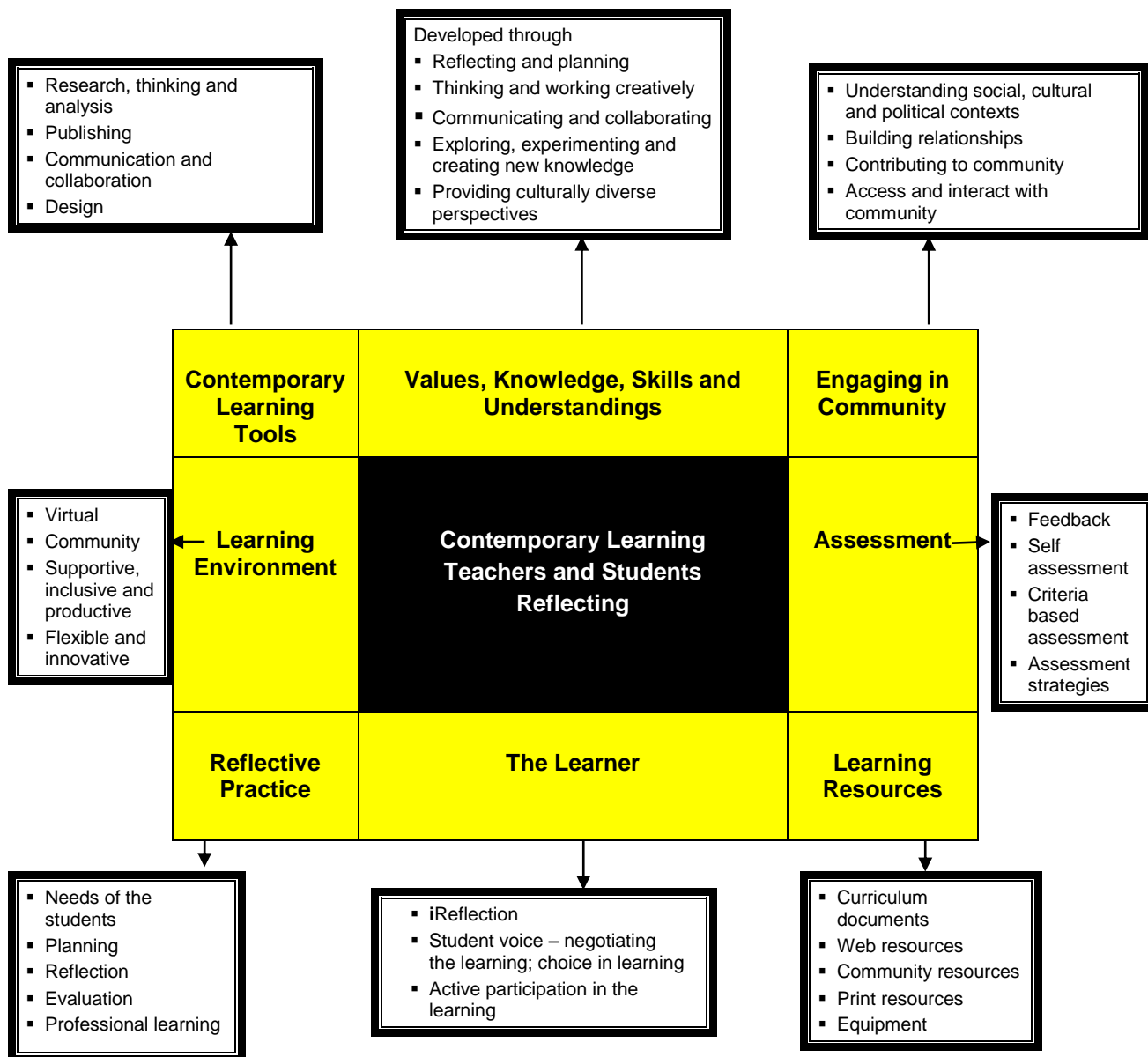
The models of contemporary learning will include a central multimedia story of learning which captures teachers and students reflecting on the learning process. The stories will focus on relevance, understanding, rigour and depth, and the engagement of students in authentic learning. They will demonstrate how students have been led to a deeper level of understanding of themselves and the world. The stories will show how knowledge, skills and understanding have been developed through critical, creative and reflective thinking enhanced through communication and collaboration.

The models of contemporary learning will demonstrate students and teachers engaging with contemporary literacies - being able to communicate with and understand others in a range of modes as well as developing the critical literacy practices vital for discernment in this knowledge era.

These models of contemporary learning will present a holistic reflection of a learning sequence. It has been agreed that the following elements need to be included in each model:

- Engaging in community
- Developing values, knowledge skills and understandings
- Contemporary learning tools
- Contemporary learning environment
- Reflective practice
- The role of the learner
- Resources
- Assessment

The diagram below represents the integrated components of the models of contemporary learning.



There are many work samples available online from both national and international sources but they vary in their relationship to the goals of contemporary learning. It is not the intention of the *CNA Models of Contemporary Learning* to replicate these. One of the key drivers for the establishment of CNA is to support teachers in Catholic schools across Australia to engage in pedagogies which support contemporary learning.



The models of contemporary learning could be used by dioceses to provide guidance and assist develop understanding of and practice in contemporary learning and to support existing learning and teaching frameworks used by dioceses. The content will also be accessible to individual teachers seeking out examples of good contemporary practice. The models of contemporary learning will support teachers in the process of reflecting on and evaluating current practice in relation to contemporary learning.


CNA Models of Contemporary Learning and the *CNA Digital Learning Resources* will be tagged according to the TLF metadata schema. It will then be uploaded by dioceses to the TLF sharing exchange for teachers in the *Catholic Network Australia* to access via Scootle's sophisticated search. Access to this content will be restricted to teachers in diocese who are committed to connect to *Catholic Network Australia*.

Catholic Network Australia (CNA) Login Details

Go to the CNA Portal Logon

<http://ims.cathednet.wa.edu.au>



Catholic Network AustraliaIdentity ManagementSchools Service Portal

Enabling equitable Catholic Education through the use of contemporary information and communication technologies and services

Service Provider Authentication

[User Login](#) | [Cancel](#)

Username:


Password:






[Privacy Policy](#) | [Disclaimer](#) | [Site Map](#) | [Contact Us](#) | *Connecting Catholic Education in W.A.*

Enter your CathEdNet user id and password and **login**

User id ...<surname.firstname>

Password: <your CathEdNet password>



EDUCATION RESOURCES

CNA Education Staff Portal

CNA Education Staff Portal > myCNA

My Collaborative Spaces

Collaborative Spaces Available Spaces

Name	Members	Actions
CNA Education Staff Portal	52670	<input type="button" value="Actions"/>

Showing 1 result.

Announcements

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You will be welcomed to CNA

Click on tab "Education Resources"

Manage Help peter Carey (Sign Out)

CNA
Catholic Network Australia

CNA Education Staff Portal

CNA Teacher Resources Links

CNA Education Staff Portal > myCNA

My Collaborative Spaces

Collaborative Spaces Available Spaces

Search

Name	Members	Actions
CNA Education Staff Portal	52670	

Showing 1 result.

Announcements

Entries

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Click on the “CNA Teacher Resources” icon

Manage Help peter Carey (Sign Out)

CNA
Catholic Network Australia

CNA Education Staff Portal

CNA Education Staff Portal > Education Resources

CNA Teacher Resources

scottle ePotential CONTEMPORARY TEACHING CONTINUUM Intel® Teach Elements

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Click on the “Scottle” icon

You may be asked to register first. If so, do so.

You will then be automatically logged in to “My Scottle dashboard”

You are logged in as carey.peter@cathednet.wa.edu.au | Log out | Student PIN access | My dashboard | Contact us | Accessing Scootle

scootle Scootle

Search Advanced search

Home Find by Australian Curriculum Find on map Find on timeline A to Z Learning paths Use Improve

Administration

Manage

- » My details
- » Jurisdiction details
- » Jurisdiction schools
- » Jurisdiction users

Reports

- » Jurisdiction administration [5]

Shared learning paths

Shared with

- » Public

My learning paths

My Scootle dashboard Peter Carey

Twelve-month user growth (CNA-WA)

Top 10 resources (CNA-WA)

- 1 L5443 Super! The weather
- 2 L5281 Chouette! My house
- 3 S3971 Exploring Indonesia with Melbourne ...
- 4 S2349 Garden Mathematicians
- 5 L10 Experience the weather [includes ...
- 6 S4981 From Cow to Carton
- 7 L2359 Mystery substances: pure and mixed ...
- 8 M007943 The First Fleet - dataset
- 9 S4526 Water and Waste
- 10 L9760 Lights, camera, action: romantic ...

Top 10 resources (Nationally)

There are currently 1652 teachers registered in CEOWA through the CNA site

You are logged in as carey.peter@cathednet.wa.edu.au | Log out | Student PIN access | My dashboard | Contact us | Accessing Scootle

scootle Scootle

Search Advanced search

Home Find by Australian Curriculum Find on map Find on timeline A to Z Learning paths Use Improve

Administration

Manage

- » My details
- » Jurisdiction details
- » Jurisdiction schools
- » Jurisdiction users

Reports

- » Jurisdiction administration [5]

Manage my jurisdiction

Name CEO Western Australia

Sharing exchange ID CNA-WA

Support details

Support email carey.peter@cathednet.wa.edu.au

Actions

- Edit details

Users (1652) **Schools (160)**

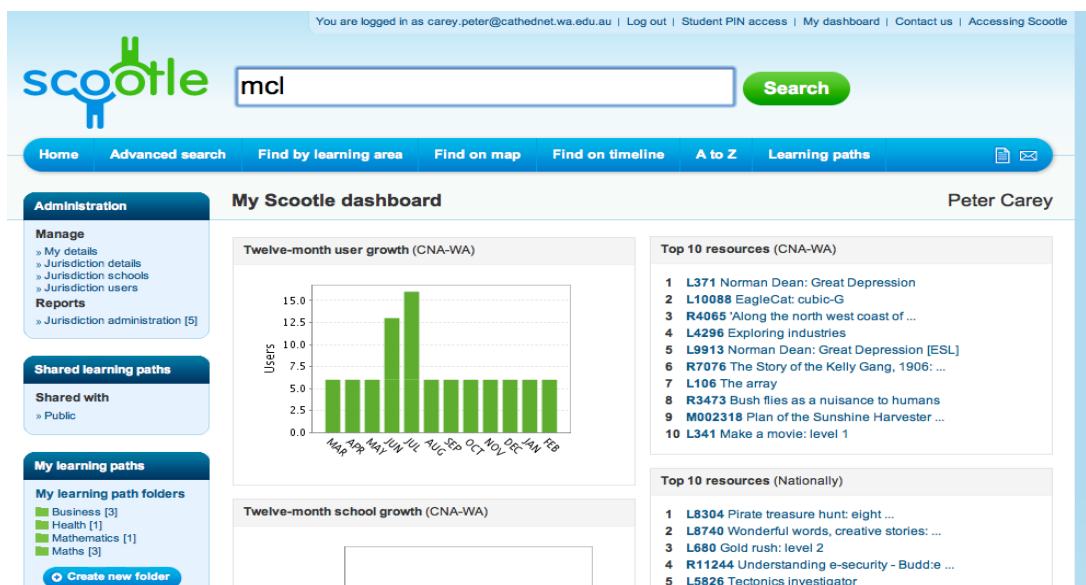
Find **in** ☒ First name ☐ Last name ☐ Email ☐ ID **Find user**

Displaying 1-20 of 1,652 users 112131415161718NextLast

ID	First name	Last name	Email	Actions
52832	Yol	Abe	abe.yol@cathednet.wa.edu.au	Confirm Edit Delete
81700	Natalia	Achino	achino.natalia@cathednet.wa.edu.au	Confirm Edit Delete
63491	Sherrin	Adams	sadams@mercedes.wa.edu.au	Edit Delete
81643	Christina	Adornetto	Adornetto.Christina@cathednet.wa.edu.au	Confirm Edit Delete
79111	Gretel	Ah-Tive	Ah-Tive.Gretel@cathednet.wa.edu.au	Confirm Edit Delete
63506	CHERYL	ALACH	calach@mercedes.wa.edu.au	Edit Delete

NOW: Type “mcl” in the search engine to view the examples of *Models of Contemporary Learning* produced by **Catholic Australian Dioceses**. There are 26 *Models of Contemporary Learning* (MCLs) at present.

You can also go to the home page tab to access the Learning Federation *Learning Objects and Assets*. You can also create Student “Learning Pathways” as well through Scootle to provide student access.



You should now be able to view the MCLs. To get a better view click on the tab “Gallery View” - this is to the left of the screen above the first model displayed

You are logged in as carey.peter@cathodnet.wa.edu.au | Log out | Student PIN access | My dashboard | Contact us | Accessing Scootle

scootle

Home Advanced search Find by learning area Find on map Find on timeline A to Z Learning paths

Search for in

Refine search by

Year level

- ☒ All levels
- ☒ P-2
- ☒ 3-4
- ☒ 5-6
- ☒ 7-8
- ☒ 9-10
- ☒ 11-12

Resource type

- ☒ All types
- ☒ Learning objects
- ☒ Image
- ☒ Audio
- ☒ Video
- ☒ Collections
- ☒ Teacher resource
- ☒ Assessment resource

Learning area

Your search for 'mcl' returned 26 results **Sort by:** Relevance | Title | Published date | Rating

Sourced from: ☒ Shared resources [26]

1 | 2 | Next

☐ Select all

Youth Connections Radio Project

This model features a NSW Vet Entertainment Course that equips students with the industry skills needed to design, plan, construct and deliver a public radio broadcast on Coast FM.

Details View

Learning areas Arts; English; Technology
Year levels 12; 13
Published 25/02/2010
TLF-ID S2348
Not rated

Below is the “Gallery View” page

You are logged in as carey.peter@cathodnet.wa.edu.au | Log out | Student PIN access | My dashboard | Contact us | Accessing Scootle

scootle **Search**

[Home](#) [Advanced search](#) [Find by learning area](#) [Find on map](#) [Find on timeline](#) [A to Z](#) [Learning paths](#)

Search for in **Search**

Refine search by

Year level

- ☒ All levels
- ☒ P-2
- ☒ 3-4
- ☒ 5-6
- ☒ 7-8
- ☒ 9-10
- ☒ 11-12

Resource type

- ☒ All types
- ☒ Learning objects
- ☒ Image
- ☒ Audio
- ☒ Video
- ☒ Collections
- ☒ Teacher resource
- ☒ Assessment resource

Learning area

Refine search

View as gallery **View as list** **View on map** **View on timeline**

Your search for 'mcl' returned 26 results **Sort by:** Relevance | Title | Published date | Rating

Sourced from: **Shared resources [26]**

1 | 2 | [Next](#)

☐ **Select all** **+ Add 0 item(s) to my learning paths**

 Youth Connections Radio Project TLF-ID: S2348 Matched Add to my learning paths	 Survivor - Stronger Together TLF-ID: S2352 ★★★★★ Matched Add to my learning paths	 Who Am I Called To Be? TLF-ID: S2338 ★★★★★ Matched Add to my learning paths	 Go Kart TLF-ID: S2376 ★★★★★ Matched Add to my learning paths
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Click on one of the models to view.

Moderation - Models of Contemporary Learning

Title of Model:

Story of the Learning	<ul style="list-style-type: none"> Is the learning intention clear? Does the learning engage the students with the contemporary world? Are contemporary tools used to enable the learning Does the story have the potential to inspire action and engage teachers to explore further? <p><i>NB: The central multimedia story of learning should be no longer than 4½ minutes.</i></p>	Comments

In order for the MCL to be considered for inclusion in CNA Contemporary Resources, there needs to be evidence of at least one element of every dimension. For each dimension please consider: Is the evidence contemporary and exemplary?

Dimensions	Elements		Comments
Engaging in the Contemporary World	Engaging with diverse perspectives	Is there evidence of one or more of the elements?	
	Understanding social, cultural, religious and political contexts	What opportunities did the teachers give the students to engage in...	
	Building relationships		
	Accessing, interacting with and contributing to community		
Knowledge, Skills and Understanding Developed through:	Reflecting and planning	Is there evidence of students developing knowledge, skills and understandings through ...?	
	Thinking and working creatively	Teacher and student reflections	
	Communicating and collaborating		
	Exploring, experimenting and creating new knowledge		
Learning Spaces	Virtual learning environments	Is there evidence that contemporary learning environments contributed to the learning?	
	Community environments		
	Supportive, inclusive and productive environments		
	Flexible and innovative environments		

Dimensions	Elements		Comments
Student Learning	<i>Learning Process</i>	Is there evidence of students demonstrating and articulating their learning? <i>Example:</i> <i>active participation in the learning</i> <i>negotiating the learning</i> <i>demonstrating choice in learning</i> <i>demonstrating understanding of the learning process</i>	
	<i>Learning Products</i>		
Assessment	<i>Assessment for Learning</i>	Is there evidence that assessment contributed to the learning process?	
	<i>Assessment of Learning</i>	What tools did the teachers and students use to support the learning? <i>E.g. criteria based assessment, self-assessment, peer assessment, feedback assessment for, of and as learning</i>	
Learning Tools	<i>Research, thinking and analysis</i>	Is there evidence that the use of contemporary tools enabled the learning?	
	<i>Publishing</i>		
	<i>Communication and collaboration</i>		
	<i>Design</i>		
Reflective Practice	<i>Needs of the students</i>	Is there evidence of teachers reflecting on their practice in terms of context and students?	
	<i>Planning</i>		
	<i>Evaluation</i>		
	<i>Professional Learning</i>		
Resources	<i>Curriculum Documents</i>	Is there evidence of the resources used to support the learning?	
	<i>Web Resources</i>		
	<i>Community Resources</i>		
	<i>Print Resources</i>		
	<i>Equipment</i>		

CONTEMPORARY LEARNING within the context of the CATHOLIC SCHOOL

Supporting the Learner

Reflective Practice

that considers:

- Needs of the students
personalised, scaffolded
- Planning for rigorous and relevant learning opportunities
- Evaluation
- Professional Learning



Assessment

that involves:

- Assessment for Learning
- Assessment of Learning



Learning Spaces

that are:

- Virtual learning environments
- Community environments
- Supportive, inclusive and productive environments
- Flexible and innovative environments

Enabling the Learner

Knowledge, skills and understanding

developed through:

- Reflecting and planning
- Thinking and working creatively
- Communicating and collaborating
- Exploring, experimenting and creating new knowledge



Student Learning

displayed through:

- Learning process
 - Learning products
- involving interacting with and creating multimodal texts*

Engaging the Learner in the Contemporary World

Engaging in the Contemporary World

Developing deep understandings about self, others and the world *through:*

- Engaging with diverse perspectives
- Understanding social, cultural, religious and political contexts
- Building relationships *within and beyond the classroom*
- Accessing, interacting with and contributing to the community

Learning Tools

used for

• Research, thinking and analysis

• Communication and collaboration

• Publishing

• Design



Quality Assurance Checklist for the Models of Contemporary Learning

Please Note: It is the responsibility of the diocese publishing content to check the quality of the content and ensure that content does not infringe copyright or intellectual property.

Title	
Producer	
School Name and Location	
Date	

	Checked	Comment
Moderated against criteria		
Follows template specifications		
Movie title and credits		
Metadata		
Terms and Conditions		
Acknowledgements		
Permission documents filed		
Third Party Content (copyright) <i>not covered by NEALS</i>		
Proofread		
File size		
Video (flv)		
Audio		
Alt tags		
Links		

QA completed by	
-----------------	--

Approval to publish	
---------------------	--

Creating a Model of Contemporary Learning

index.htm

1. Save the video of the story into the images folder.
2. Type the title of The Story in the middle of the flower.
3. Link the title to the video.
4. Set the target to 'Blank'.

Individual folders

Each dimension of Contemporary Learning has its own folder. This folder contains an artefacts folder and a page for each element.

1. Save all work samples, screen dumps, video files and images into the artefacts file
2. Open index.htm and delete the elements where evidence has not been included.
3. Open the page for each element and include a description about the collected artefacts.
4. Create links to each artefact ensuring the target is set to 'Blank'.

Each element will have the dimension logo, linked back to the dimension index page on the top left and a home button on the top right.

Guidelines for Page Content

1. Please ensure that the file extension on web pages is htm not html
2. Mac users must ensure that all files have the appropriate file extension.
3. If linking to other websites from the Web resources page, links must open in a new window.
4. The site is CSS driven with the default font set as arial, helvetica, sans serif. The default paragraph is set as are Heading 1, 2, 3 and so on. These need to be used to ensure consistency.
5. If you wish to use a font size smaller than the default paragraph, use Style small.
6. If copying and pasting from another file, make sure it is plain text and then format within the web editor.
7. All file names must be all lowercase and no spaces e.g. saving_files_with_no_spaces.htm

Video files

1. Files must be less than 10mb.
2. Files should be saved as an swf file
3. Videos should open in a new window
4. Videos need to include player controls
5. The central story should be no longer than 4 1/2 minutes and can be 640 x 480 provided the file size is less than less than 10mb
6. Supporting video files will be 320 x 240

Image Files

1. All images files should not be more than 250 pixels in height and width. If you wish to include larger images these can be linked to the smaller image and open in a new window.
2. All images must have an alt tag
3. Images need to be resized within photo editing software
4. Photos should be saved in jpg format
5. All images that are not photos should be saved as gif

Audio files

1. Audio files need to be saved in mp3 format
2. Audio files should not be larger than 5mb
3. Links must open in a new window

Other Non-html files

1. Any non html document should be saved as a pdf.
2. The following needs to appear next to the link (pdf – filesize) e.g. (pdf – 34kb)
3. Links must open in a new window

Sample Permission

for the <<insert diocese/sector>>

to Use Photos, Video/Audio and Work Samples

Please complete and sign this form and return it to the school

I give permission for photos, video/audio and samples of work created or contributed to by the person below to be used without acknowledgment, remuneration or compensation in publications (print, websites, DVDs, CD ROMs) and/or presentations of the << >>.

Licensed under NEALS

The photos, video/audio and samples of work will appear in material which will be available to schools and education departments around Australia under the National Educational Access Licence for Schools (NEALS), which is a licence between education departments of the various states and territories, allowing schools to use licensed material wholly and freely for educational purposes.

I authorise the << >> to include the photos, video/audio and samples of work in material available free of charge to schools and education departments around Australia for their educational purposes.

Name of Person: _____

Address: _____

School (if applicable): _____ Year Level: _____

Tel: _____ Email: _____

Signature (optional, if person is a minor): _____ Date: _____

If the person is under 18, the form must be signed by a parent or guardian.

Name of Parent/Guardian (cross out whichever is inapplicable): _____

Address: _____

Tel: _____ Email: _____

Signature: _____ Date: _____

Any personal information will be stored, used and disclosed in accordance with the requirements of the *Privacy Act 1988* (Cwlth).

Comments or restrictions on use of photos, video/audio and samples of work:

Metadata for Models of Contemporary Learning

This guide needs to be used to input metadata for each Model of Contemporary Learning when uploading to the Learning Federation Sharing Exchange for Catholic Network Australia.

Title of Model:

Identification	
Identifiers	<i>Pre-populated</i>
Title	<i>Short and sharp!</i>
Description	
Resource description	
Resource language	
Idea	
Keywords <i>separate with semi-colons (;)</i>	
Audience	
User level <i>0 - 13</i>	
Age range	<i>Automatically calculated when user level entered</i>
Audience role <i>intended end user</i>	<i>Choose from: author, learner, manager, teacher Can also add custom role/s if appropriate eg REC</i>
Discipline	
National key learning areas and strands	<p>**NB These are based on previous consensus amongst jurisdictions Future vocab changes will align with the National Curriculum Initiative</p> <p>Choose appropriate KLAs and strands from: ARTS: dance; drama; media; music; visual arts ENGLISH Reading and viewing; speaking and listening; writing ENGLISH LITERACY ENTERPRISE HEALTH AND PHYSICAL EDUCATION: health of individuals and populations; human development; human movement; human relations; people and food; physical activity and the community; safety LANGUAGES HER THAN ENGLISH: oral interaction; reading and responding; understanding culture; understanding language; writing MATHEMATICS: algebra; chance and data; measurement; number; space; working mathematically NUMERACY SCIENCE: earth and beyond; earth and change; life and living; natural and processed materials; working scientifically STUDIES of SOCIETY and the ENVIRONMENT: civics and citizenship; culture; investigation, communication and participation; natural and social systems; place and space; resources; time, continuity and change TECHNOLOGY: designing, making and appraising; information; materials; systems VALUES EDUCATION VOCATIONAL LEARNING</p>
Objective	
Educational value	

Contributors	
Role	Publisher
Date of Contribution	<i>To be entered at the time of uploading to the sharing exchange</i>
Organisation	Catholic Network Australia
Role	Author
Organisation	<i>School Name, Location</i>
Meta-metadata	
Metadata language	English
Technical and Security	
Learning resource type	Teacher Guide <i>This is the most appropriate category for MCL</i>
Rights	
Rights description	© <i>contributing diocese</i>

TLF Sharing Exchange Licence

Standard Licence

1. Copyright in the Content is owned or controlled by the Participant which contributed the Content. Refer to the Content for specific acknowledgements.
2. Each Participant is granted a right to copy, download, communicate and display the Content free of charge for non commercial educational use in Australia. This right may be extended to schools of the Participant. Participants and their schools are not required to make any payment to any copyright collecting society in relation to any copying of the Content.
3. Participants are not permitted to:
 - a) modify or adapt the Content; or
 - b) make the Content available on a publicly accessible website.
4. Any copyright notice and/ or acknowledgements in any copies made of the Content must be retained.
5. The Content is provided 'as is'. While Participants posting Content on the Exchange have made reasonable efforts to ensure that other Participants can use their Content, no warranty or representation is given that the Content:
 - a) does not infringe copyright;
 - b) is free of error, defect, virus or other harmful element; or
 - c) is accurate, complete, up to date or fit for the purpose a Participant proposes to use it.
6. The Standard Licence is perpetual.
7. The Standard Licence may be varied by special conditions. Where the special conditions contradict to the conditions of the Standard Licence, the special conditions override the conditions of the Standard Licence.

Models of Contemporary Learning: Terms and Conditions

1. Copyright for this Model of Contemporary Learning is owned or controlled by the Diocese which contributed it. Refer to the Acknowledgements page for specific acknowledgements.
2. Each Participant (Educational organisation participating in the Sharing Exchange) is granted a right to copy, download, communicate and display the Model of Contemporary Learning free of charge for non commercial educational use in Australia. This right may be extended to schools of the Participant. Participants and their schools are not required to make any payment to any copyright collecting society in relation to any copying of the content.
3. Participants are not permitted to:
 - a) modify or adapt the Model of Contemporary Learning; or
 - b) make the Model of Contemporary Learning available on a publicly accessible website.
4. Any copyright notice and/ or acknowledgements in any copies made of this Model of Contemporary Learning must be retained.
5. This Model of Contemporary Learning is provided 'as is'. While Dioceses posting Models of Contemporary Learning on the Sharing Exchange have made reasonable efforts to ensure that other Exchange Participants can use their content, no warranty or representation is given that the content:
 - d) does not infringe copyright;
 - e) is free of error, defect, virus or other harmful element; or
 - f) is accurate, complete, up to date or fit for the purpose a Participant proposes to use it.

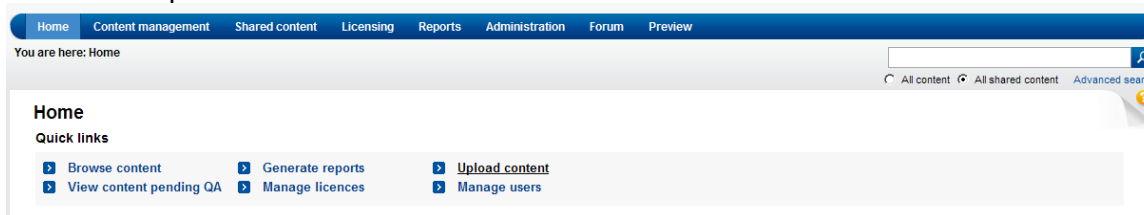
Sharing Exchange Upload Instructions for Models of Contemporary Learning

NB: It is the responsibility of the diocese sharing content to ensure that the appropriate Quality Assurance processes have been followed and that any copyright and IP has been cleared.

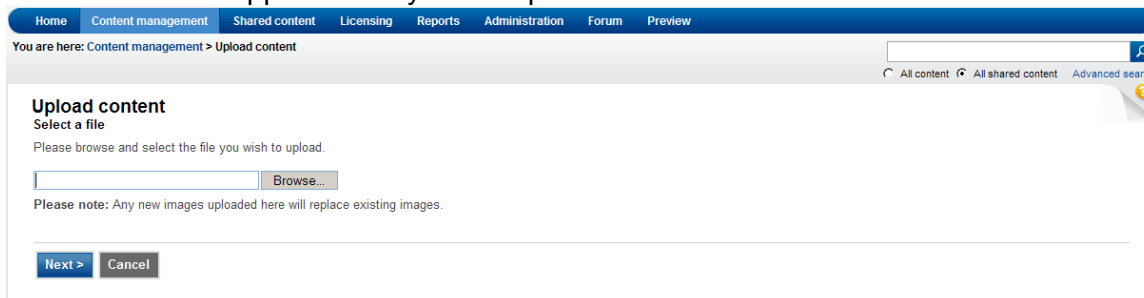
Save the Model of Contemporary Learning as a zipped file before uploading.

1. Login to the Sharing Exchange at:
<http://sharing.thelearningfederation.edu.au>

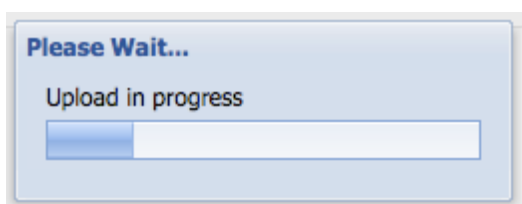
2. Choose Upload Content



3. Browse to the zipped file on your computer and then click **Next**



4. The upload dialog box will appear while the file is uploaded. This may take a while depending on the size of your file and the available bandwidth (indicative test: less than 2 minutes for a 85Mb file on a 10Mb link). Note it is advised that an MCL should not exceed 100mb in size



5. Enter a name for the file and click the **Next** button. This is the name which will appear in the list of content

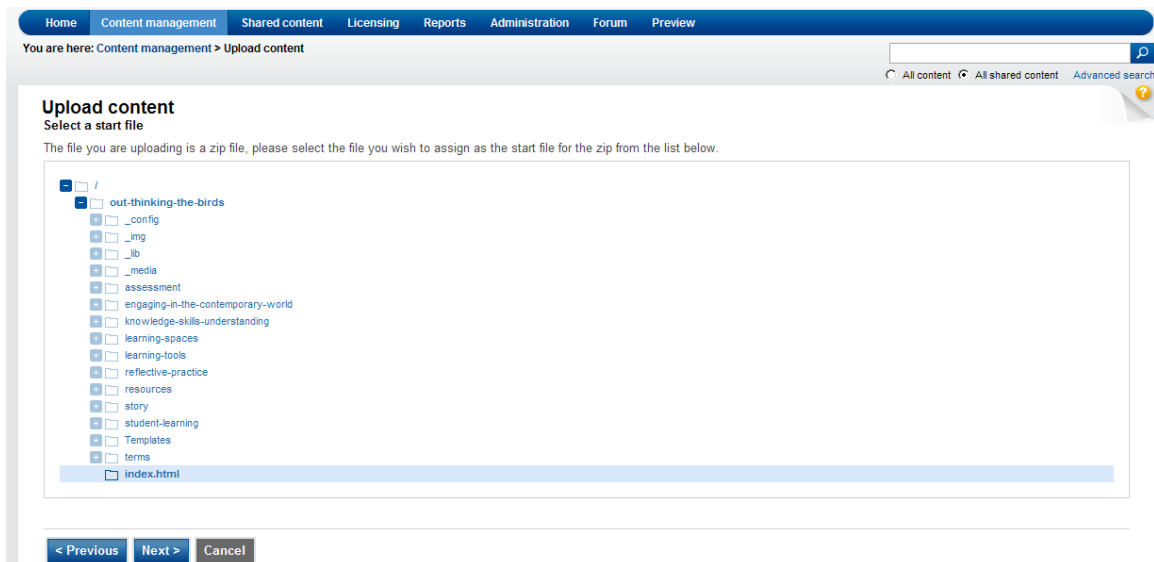
Upload content

Enter a title

Please provide a title for the file you are uploading.

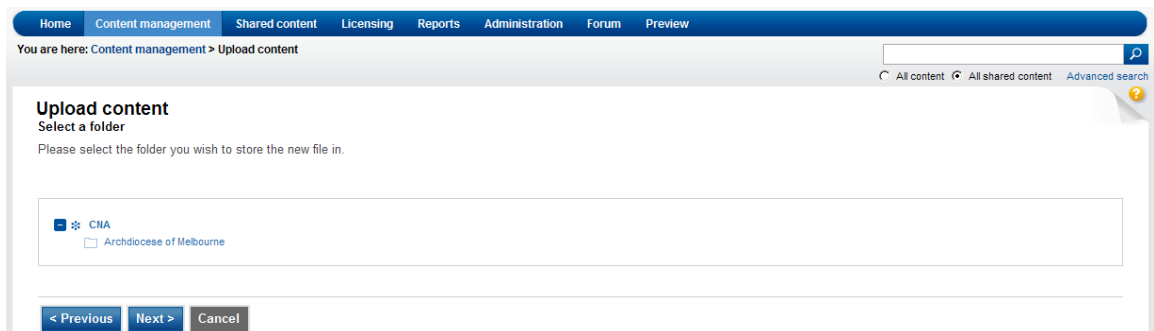


6. Identify the start file – this will be the index.html file (click the icon to expand the folders)...

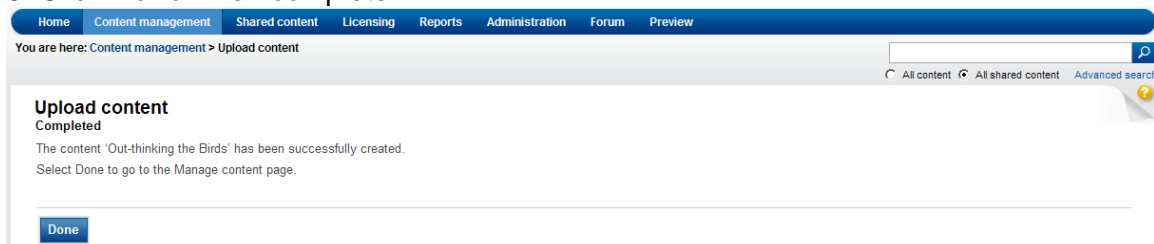


then click the **Next** button

7. Select the folder you wish to store the upload in (note this is only a file management process and will not affect how the users locate or access the resource) A folder will be made available for each participating diocese.



8. Click **Done** when complete




9. The following screen will appear. The next step is to share content.

Home Content management Shared content Licensing Reports Administration Forum Preview

You are here: Content management > Manage content

All content All shared content Advanced search

Manage content

ID	Sharing Exchange Learning Resource S2001
Version	1
Status	In progress
Title	Out-thinking the Birds
Description	
Intellectual property status	Pending
Quality assurance status	Pending
Metadata status	Pending
Added to preview status?	No
Shared	No
Thumbnail	 No thumbnail available

To add content to preview area:
To make the content available in the preview area, please select the 'Add to preview area' button below:

[Add to preview](#)

Share content
In order to share this content you must perform the following tasks:

- [Clear QA](#)
- [Clear IP](#)
- [Add metadata](#)

Once you have performed these tasks, the 'Share' button will become available:

[Share](#)

Content tasks

- [View content](#)
- [Download content](#)
- [Delete content](#)
- [View version history](#)
- [Upload new version](#)
- [View reviews](#)
- [Set start file](#)
- [Upload thumbnail](#)

Sharing tasks

- [QA content](#)
- [Manage sharing](#)

Intellectual property tasks

- [Clear IP](#)
- [Request TLF IP Services](#)

Metadata tasks

- [View metadata](#)
- [Edit metadata](#)
- [Copy metadata](#)

10. In order to share content the following tasks **must** be performed.

- Clear QA
- Clear IP
- Add metadata

11. Click on **Clear QA**.

Each of the statements must be checked before proceeding further.

Home Content management Shared content Licensing Reports Administration Forum Preview

You are here: Content management > Manage content > QA content

QA content

S2001 Out-thinking the Birds

Please complete the following quality assurance checks.

This digital resource has been moderated at a diocesan level	<input type="checkbox"/>	Last updated by
This digital resource has undergone the CNA quality assurance process.	<input type="checkbox"/>	
This digital resource has been cleared for publication by the appropriate diocesan authority.	<input type="checkbox"/>	

[Save](#) [Cancel](#)

11. Click the **Clear IP** link.

Share content

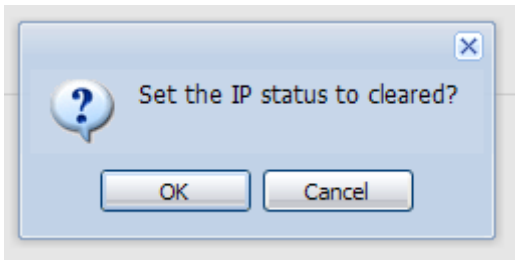
In order to share this content you must perform the following tasks:

- > Clear IP
- > Add metadata

Once you have performed these tasks, the 'Share' button will become available:



The following dialogue box will appear.



If IP has been cleared, click OK.

12. Click the **Add metadata** link

Share content

In order to share this content you must perform the following tasks:

- > Add metadata

Once you have performed these tasks, the 'Share' button will become available:



Complete the fields as per the *Metadata Template MCL.doc* document

Edit metadata

S2001 Out-thinking the Birds

☐ Collapse all ☒ Expand all

Please note: all fields marked * must be complete for sharing.

13. Go back to Manage Content

14. Click Share – and choose which jurisdictions you are sharing with

Share content

All the tasks are completed and you can now share this content:



15. Click the **Home** button to view your recently uploaded content