

The Royal Children's Hospital

education institute

Annual Report 2011



OUR VISION

The Royal Children’s Hospital,
a GREAT Children’s Hospital,
leading the way

OUR VALUES

Unity, Respect, Integrity, Excellence



LEFT Aerial view of the current
and new RCH. BELOW Main Street.
BOTTOM Activity room on
Mountain Tops (level 4).

ON THE MOVE TO A NEW ROYAL CHILDREN’S HOSPITAL

Opening in late 2011, the new Royal Children’s Hospital will provide world-class facilities befitting of our great hospital for children, families, visitors and staff.

With the building of our new hospital, we have taken the opportunity to create an environment that is uniquely designed for children and adolescents—creating spaces that are fun, stimulating and take healing beyond the bedside.

The design reflects growing evidence of the importance of nature and environment to the healing and learning process and there is an overwhelming sense of colour and light throughout the building, with beautiful artwork designed to appeal to and interest children of all ages. Our patients have been actively involved in the design process and, like us, are excited about the move to our new home...it’s not long now!



Chair’s report	2
Executive report	4
Education support summary 2010–11	6
Arts for learning	8
Ambient technology	10
VCE in the RCH	12
iPads for Learning Trial	14
Partnering for better outcomes	16
A health place as a learning space	18
Our education community	20
Research	22
Youth Advisory Council	24
The year ahead	26
Our structure	28
Financial summary	31
Friends and supporters	32

ON THE COVER RCH patient Dillon

explore



The 2010–11 period has been another very productive year for the RCH Education Institute.

The Royal Children's Hospital's commitment to providing children and young people in our care with evidence-based educational support is captured in the hospital's strategic goals, specifically, 'Ensure provision of evidence-based educational support for patients in an innovative and creative patient-centred learning environment.'

To achieve this, we have a passionate team of teachers, researchers and support staff providing teaching and learning in our unique environment with an approach that is informed by sound pedagogy and innovative practice. The hospital these days is alive with evidence of the Education Institute, from children and young people engaged with iPads and other technological tools, to colourful and informative displays featuring, for example, NAIDOC Week and Education Week, to the sound of Rockhubs making music in Outpatients. I must say that technology and innovative practice is continuing to transform learning in the hospital space.

The RCH Education Institute has continued to build partnerships with education and cultural institutions in the wider community, so that our young people have the opportunity to connect with learning in a broader social context. Organisations such as the Australian Centre for the Moving Image, the State Library of Victoria, Museums Victoria and Zoos Victoria provide great opportunities for our children and young people as they manage their health issues.

Our 2010–11 research program spanned 13 projects conducted in collaboration with research partners including The University of Melbourne, Murdoch Childrens Research Institute, the RCH Centre for Adolescent Health, the RCH Centre for Community Child Health, and others. Translating the evidence of these projects for use in policy, programs and day-to-day practice is a growing focus of the Education Institute.

A flagship research project for the Education Institute is Children's Learning at the RCH (CL@RCH), which is scheduled to report at the end of 2011. We're anticipating this research project will result in a policy and procedure that will embed an innovative and high quality model of education support for children and young people at the RCH.

The work of the RCH Education Institute is enabled by funding provided by the Department of Education and Early Childhood Development (DEECD). Other partners in our commitment to delivering exceptional education support to young people in hospital and supporting our research program include the Fight Cancer Foundation, the Foundation for Young Australians and the National Health and Medical Research Council. We are also grateful to KOALA Foundation and KOALA Kids for the thousands of dollars of teaching resources they have donated for use with children who have cancer.

These funding partners have, like our Board, staff, teacher volunteers, health and education colleagues and supporters, a shared commitment to our goal to provide children and young people in our care with high quality, evidence-based and innovative teaching and learning and ensure they remain connected to their schools.

The RCH Education Institute was awarded the hospital's 2010 CEO Award for its exceptional contribution to the strategic goals of the RCH and its part in cross-departmental initiatives. The Education Institute is regarded as a valued member of The Royal Children's Hospital family, helping to realise the hospital's vision as a great children's hospital, leading the way.

John Stanway
Chair
The Royal Children's Hospital Education Institute

GOVERNANCE

The Royal Children's Hospital Education Institute is a company limited by guarantee. We are governed by a Board of Directors that oversees management's implementation of policies, strategic plans and priorities. Members are elected to the Board following nomination.

**“Thank you
to our Board,
our staff,
volunteers,
health and
education
colleagues,
and our
supporters”**

John Stanway, Chair

OUR BOARD

Chair John Stanway

BEconomics, GradDip (Industrial Relations), GAICD
Executive Director, Operations, The Royal Children's Hospital
Director since April 2006

Professor Field Rickards

BSc (Hons), Med, PhD
Dean, Melbourne Graduate School of Education,
The University of Melbourne
Director since October 2004

David Huggins

BA, DipEd, BSoc Studies, GradDip (Vocational Educational
Counselling) MAPs, Vic Psych.Reg.MACE
Assistant Director, Student Services, Catholic Education
Office Melbourne
Director since August 2000

Christine Minogue

RN, RM, BA, MHA
Program Manager, Integrated Mental Health Program,
The Royal Children's Hospital, Australian Council of
Healthcare Standards (ACHS) surveyor/coordinator
Director since August 1998

John Allman

DipEd, MEd Management
Acting Deputy Secretary, Office for Government School
Education, Department of Education and Early Childhood
Development
Director since May 2005

Professor Frank Oberklaid AOM

MBBS, MD, FRACP, DCH
Director of The Royal Children's Hospital Centre for
Community Child Health, Professor of Paediatrics,
The University of Melbourne
Director since August 1998



report

“We proudly support the work of The Royal Children’s Hospital Education Institute in its commitment to keeping students engaged with their learning when a health condition disrupts their formal education. I am delighted that the RCH Education Institute has joined the Department’s Ultranet, a statewide, secure online learning environment that students, parents and teachers can access. This technology has the potential to greatly enhance the connection between students in hospital, their teachers and peers. We are excited by the impending move of the hospital to the new RCH, which will provide rich opportunities to create new and innovative learning spaces for the benefit of all Victorian children and young people.”

Martin Dixon

The Hon. Martin Dixon, MP
Minister for Education

“For more than 140 years, our hospital has provided outstanding care for young patients and their families. In providing care, we not only consider children’s clinical needs but also their emotional needs and are committed to creating as much as possible a sense of normality about the hospital experience. Keeping children connected to school is imperative to this and is why the work of the RCH Education Institute is so important. With the generous support of the Department of Education and Early Childhood Development, the RCH Education Institute provides personalised learning opportunities for children and young people and allows them to continue their learning whilst in our care. I feel incredibly proud of the work of our teachers and teacher volunteers in creating an innovative and child-centred learning environment for our patients.”

Christine Kilpatrick

Professor Christine Kilpatrick
Chief Executive Officer
The Royal Children’s Hospital

“We at the RCH Education Institute have a shared moral purpose: to provide high quality, personalised education support to children and young people associated with the hospital and beyond. Our teachers and researchers are a wonderful group who work in partnership with the broader hospital community and campus partners to provide evidence-based practice in a unique learning space. We celebrate all children and young people as learners and work hard to keep them connected to their schooling. It’s a privilege to work as part of such a great organisation.”

Glenda Strong

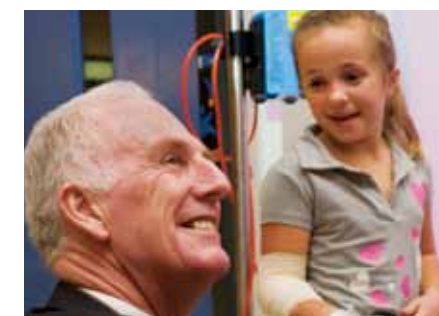
Glenda Strong
Executive Director
The Royal Children’s Hospital
Education Institute

CLOCKWISE FROM TOP Minister for Education, The Hon Martin Dixon, MP visited young learners in the hospital in June 2011; Minister Dixon meets RCH patient Chloe in the Ambulatory Care Centre; RCH patients enjoy the hospital’s playground; RCH CEO Christine Kilpatrick, RCH Education Institute Executive Director Glenda Strong, Minister Dixon, RCH Chairman Tony Beddison AO.



**“We celebrate
all children and
young people
as learners”**

Glenda Strong, Executive Director



lead

support

Providing learning opportunities for all children

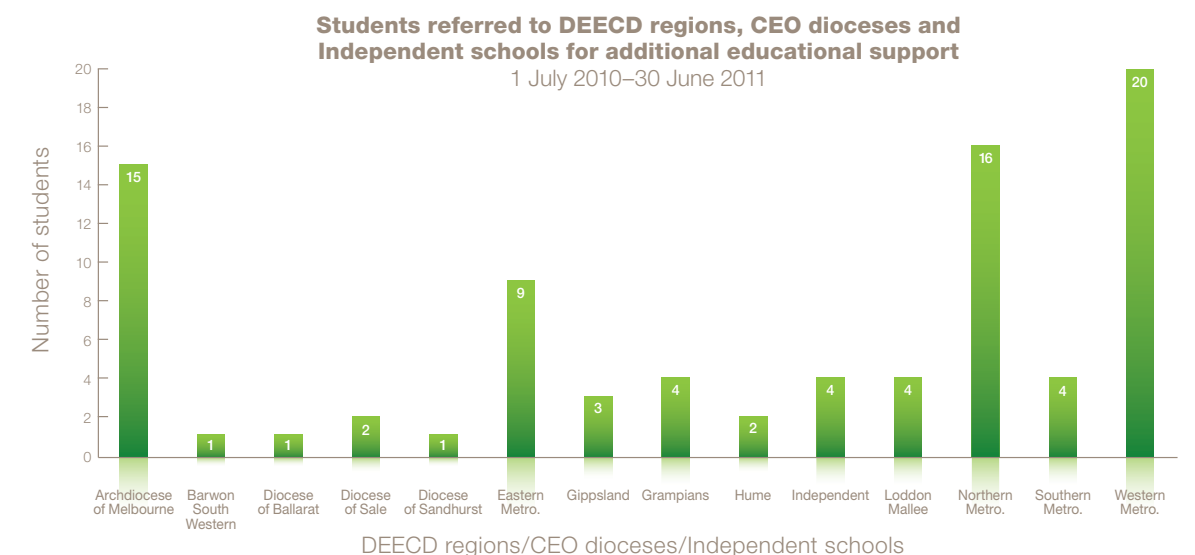
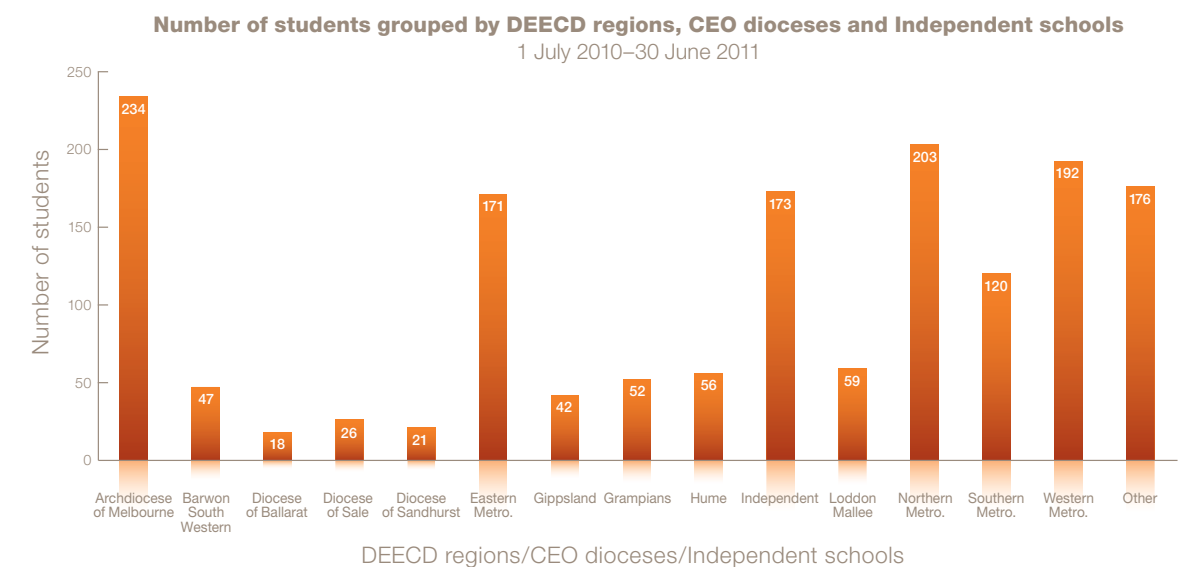
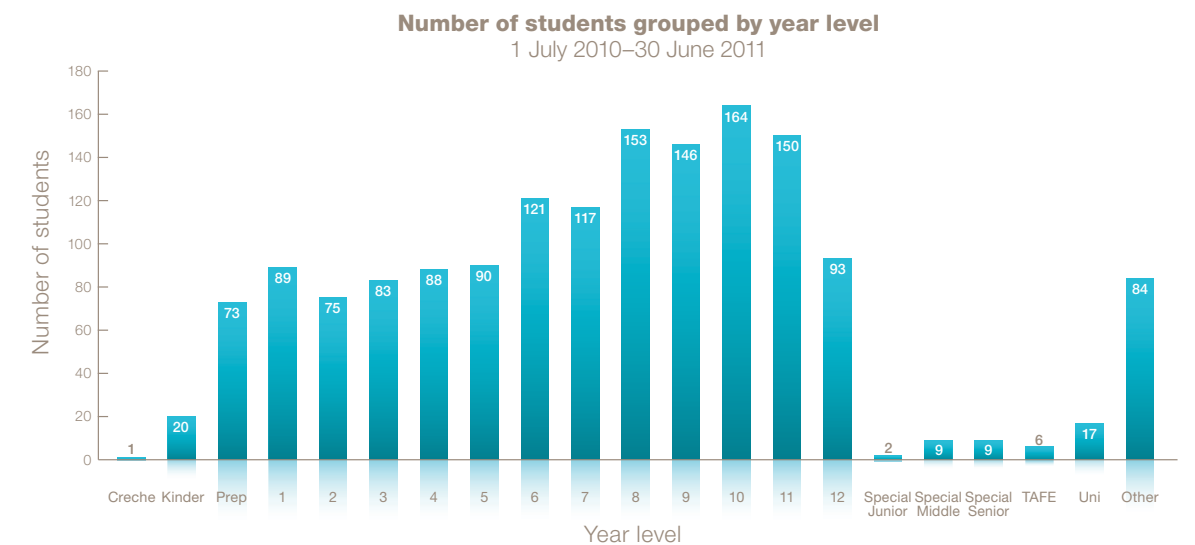
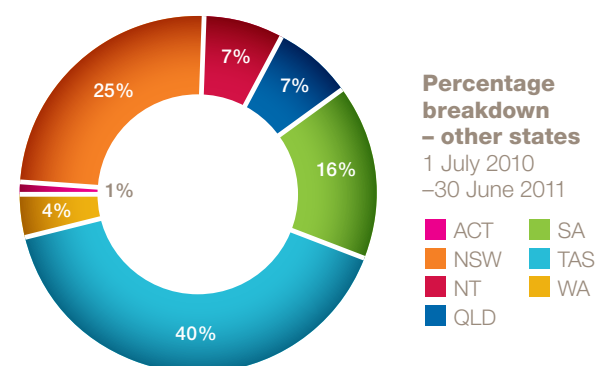
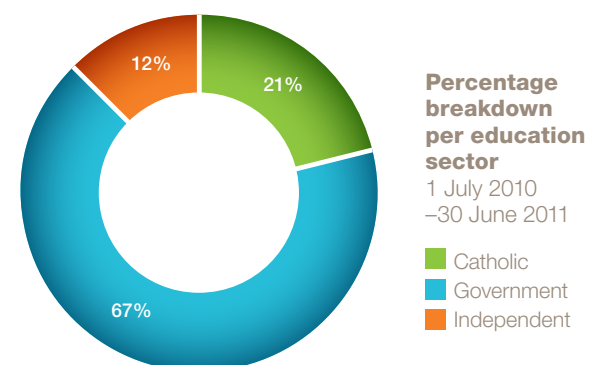
RCH teachers provide inclusive learning opportunities across the hospital for all children and young people who visit.

For children who are identified as 'priority patients', that is, children with ongoing chronic health issues and/or long stays in hospital, a personalised learning program is developed and direct education support is provided by our teachers. Establishing connections and consulting closely with children and young people, families, schools and health professionals is an essential part of this service. On discharge from hospital, children and young people who are identified by teachers as requiring ongoing education support are referred to the relevant education authority for follow up.

During 2010–11:

- 1,590 children and young people received direct education support at the RCH
- 23 Indigenous students received direct education support
- 89 students were referred to relevant education authorities – of these, 27 per cent were enrolled in years 9 and 10

Additionally, our teachers play an important role in a number of clinics and services across the hospital, collaborating with a team of professionals to ensure appropriate health care is provided. These include the Victorian Paediatric Rehabilitation Service, the Paediatric Integrated Cancer Service, ADHD Assessment Clinic, RCH Immigrant Health Service, Rheumatology Outpatients Clinic, Neurobehavioural Clinic and the *Wadja* Health Clinic for Aboriginal and Torres Strait Islander children.





A place for the creative arts

RCH teachers and education support officers use art to engage and connect young people during their hospital stay.

Art provides teachers with a creative medium to stimulate young people's thinking and explore new understandings. RCH leading teacher Ross Dullard uses art to allow young people to create, participate and think about things that have meaning to them. "Through their art they have a voice; they are able to use a different language to say what they think and feel," Ross said.

Creative arts resources are useful in the creation of learning experiences that cater to children's particular abilities and needs. The introduction of digital-based music technology in 2010—Soundhouse Rockhubs, as well as iPads and Flip digital video cameras—has resulted in RCH teachers being equipped to facilitate hospital-based experiences that motivate, educate and entertain children and young people. Using the Flip cameras, children at the hospital have worked together to create claymation videos. Our young learners have also worked in cross-age groups using artistic skills such as story-boarding, illustration, music arrangement and hands-on character and scenery modelling.

With the Rockhubs (portable music hubs that are customised for the hospital setting) young people are exploring composition and arrangement of music, integrating music making and technology. In the hospital's outpatient areas, RCH teacher Mikaela Little enjoys using the Rockhub with children while they wait for appointments.

"Having the Rockhub in Outpatients, you can see the children immediately interested in the possibilities of making music. They love exploring the sounds created by the different instruments and composing music with other children. It's sparking valuable snapshots of learning in a waiting room environment," Mikaela said.

The arts hold an important place in a health setting; they connect people through a common language socially, historically and culturally. These connections are especially important when supporting children and young people from a variety of backgrounds and experiences of learning. We are seeing how the creative arts allow children and young people to explore their environments and build meaningful understandings of themselves. Art at the RCH is increasingly emerging as a medium for expression and a launching pad for inquiry-based learning. Its success in engaging young people in the hospital in meaningful learning is evident every day in the hospital.

LEFT Kalysha takes time out from treatment to enjoy some hands-on painting. TOP RIGHT Kelita concentrates on a drawing activity in the hospital's 'Cool School' program. BOTTOM RIGHT RCH teacher Allesha Fecondo collaborates with Josh on a music composition in the adolescent learning space.



**"Through
their art
they have
a voice"**

Ross, RCH teacher



connect

Creating presence with ambient technology

Research at The Royal Children's Hospital has been exploring the impact of a broadband-enabled technology to strengthen hospitalised children's sense of belonging with their classroom.

Many of the thousands of school-aged children admitted to The Royal Children's Hospital (RCH) each year are found to experience significant disengagement from school and disruption to family life.

There is a risk that 'out of sight, out of mind' may contribute to their disconnection with school.

During 2010, researchers from the RCH Education Institute and the Department of Information Systems at the University of Melbourne were awarded funding by the Institute for a Broadband Enabled Society to develop and test the use of ambient orb technology for hospitalised children to create a presence of themselves in the school classroom.

The child in hospital controlled colour changes in a friendly-faced ambient 'orb' that resided in the child's regular classroom. Classroom-based students were reminded of the hospital-based classmate when the orb lit up or changed colour. The ambient technology captured the imagination of children at school and in hospital.

"If you didn't have this [orb] you wouldn't be thinking of Jerry that much," Jerry's classmates said.

A hospitalised child may not feel well enough or ready to have a physical presence among their peers through other technologies, so the ambient technology proved to be a subtle, non-intrusive way of creating a classroom presence without having to interact with their classmates. Essentially, the orb promoted an awareness of the absent child, something that RCH patients, including Felix, valued immensely.

"I think it [the orb] is a smart idea because it's like I'm in school, when I'm not at school, and they can know I'm thinking of them, and they can think of me. And that's good. It's a good idea," Felix said.

For students in the classroom, the orb encouraged speculation on the absent child's wellbeing and progress in hospital. Students discussed what the changing colours might represent for their classmate in hospital. The technology also had an impact on the child's teacher.

"It gave me a sense that Felix was around...Other days when Felix is away, I know he's away, and I mark the roll, and that's it. But with the orb in the classroom, and the change of the colour, it just has more presence about it," Felix's class teacher said.

Keeping hospitalised children socially connected to family and peers is critical to their continued engagement with learning.

In 2011, the RCH Education Institute continues this research partnership, embarking on the next phase of research with broadband-based ambient technologies by exploring the potential to connect children to their school communities and to home.



"Sometimes children don't necessarily want to be visual with their classroom. This is simply a bit of an on/off switch, it's just 'please think of me'"

Dr Amy Nisselle, Research Fellow

“Most of my regular teachers will email me work when I am in hospital. The RCH teachers will help me get organised to study or to complete an assignment”

Natasha, 18

study

Supporting success in the senior years

The RCH Education Institute supports students so that they continue to engage in learning and remain connected to their school community throughout their health journey.

For young people in the senior secondary years, chronic illness can result in frequent interruptions to their schooling.

The demands of undertaking the Victorian Certificate of Education (VCE) while in and out of hospital can be particularly challenging for students with a health condition. Managing a heavy study workload while away from school support and also undergoing medical treatment for a health condition has the potential to compromise a student's engagement in learning.

Many young people admitted to the hospital are in their final year of schooling. RCH teachers make direct contact with these young people on admission and identify the support the student needs to fulfil VCE requirements, like SACs (School Assessed Coursework) and exams.

An RCH teacher will also provide advice to VCE students undergoing hospital treatment, on provisions such as special exam arrangements, time extensions and Special Consideration of final VCE results. Discussion of tertiary education goals and transition to continued education and training may also play a part in an RCH teacher's engagement with a VCE student in hospital.

Natasha is currently studying for her VCE at a large regional secondary college. Her health condition means that stays at the hospital are frequent and sometimes lengthy. Already this year, Natasha has been admitted to hospital four times, and while she usually schedules her treatment to coordinate with

school holidays, there are times when Natasha misses important VCE classes during term.

To help Natasha stay on track with her learning RCH teachers, Ross Dullard and Allesha Fecondo make contact with Natasha as soon as she is admitted for treatment.

“Working with Ross and Allesha is easy-going. School work becomes almost fun rather than a chore because it's much more relaxed and made to be health first, homework later. The two of them are always friendly and easy to approach and talk to. Everything is organised so efficiently that when I return to school I don't have all the catch up work that I could otherwise have,” Natasha said.

Surprisingly, studying at home and at hospital isn't always that different for Natasha.

“I do most of my study and homework in bed at home, so I do much the same thing when I'm in hospital. It can get a bit distracting sometimes though, especially if there is a lot of activity in the ward. If it's really busy, I'll use one of the meeting rooms or in nice weather, sit in the garden to do my school work,” she said.

So where to after VCE for Natasha?

“After my VCE, I'm planning on a gap year to get my health on track and possibly save some money to travel. After that, I'd like to study Exercise Science at uni because it combines several of my interest areas; it's a good mix of nutrition, psychology and fitness,” Natasha said.

“Supporting partnerships between schools, youth transition and wellbeing support agencies, and parents of young people with health conditions is a focus of recommendations from the Staying Engaged research undertaken by the RCH Education Institute and Researching Futures.”

Henry et al 2011, Young People with Health Conditions – Staying Engaged during the Secondary Years of Education
www.rch.org.au/education/research/cfm



LEFT Natasha finds a quiet place to study in the hospital's garden. ABOVE RCH teacher Allesha Fecondo helps Natasha with her VCE Biology work.

The Royal Children's Hospital (RCH) Education Institute teachers are always on the lookout for new and innovative ways to engage children and young people in learning.

When the Department of Education and Early Childhood Development (DEECD) announced they were running an iPad trial, the RCH Education Institute welcomed the chance to be involved.

The trial is examining the impact iPads have on students' learning as well as how this technology can benefit and transform teaching practice, in 10 educational settings across Victoria.

RCH teaches Allesha Fecondo and Kiri Kane have observed how the iPad trial is transforming RCH students and encouraging collaborative approaches to learning as part of the Trans-Tasman Project, an initiative being led by RCH patient Giuseppe.

"The Trans-Tasman Project encourages students to explore the real-world effects of the devastating Christchurch earthquake. Using the iPad technology and apps, RCH students on the adolescent and neuroscience wards have



collaborate

Trans-Tasman Project

Technology is fast moving and young learners are moving with it. The iPads for Learning Trial findings will assist The Royal Children's Hospital Education Institute to continue to innovate and engage students in rich learning experiences.

acquired a deeper understanding of the earthquake and even created their own blog," Allesha said.

Relationships have also been established with Chisnallwood Intermediate School in Christchurch, providing valuable first-hand insights for students.

Through this process, one student in particular has been inspired by the Trans-Tasman Project to take learning to the next level.

A quiet achiever, Giuseppe became a key driver of a fundraising campaign to raise money to help Chisnallwood Intermediate students recover from the disaster.

Using the Walkie Talkie apps and the blog, Giuseppe led the team of students to generate ideas and make shared decisions about the direction of the campaign.

"Giuseppe's project is an example of how iPads can help big ideas come to life. The iPads have enhanced and improved the collaboration among students," Kiri said.

The project also demonstrates how iPads can be an innovative tool to engage students in a hospital setting, enabling them to collaborate wirelessly from different wards and floors where health conditions restrict students from working in a shared space.

"The iPads are fun and the students have really enjoyed using the technology. The trial has encouraged me to learn more about iPads too, and how to better use them when working with students," Kiri said.

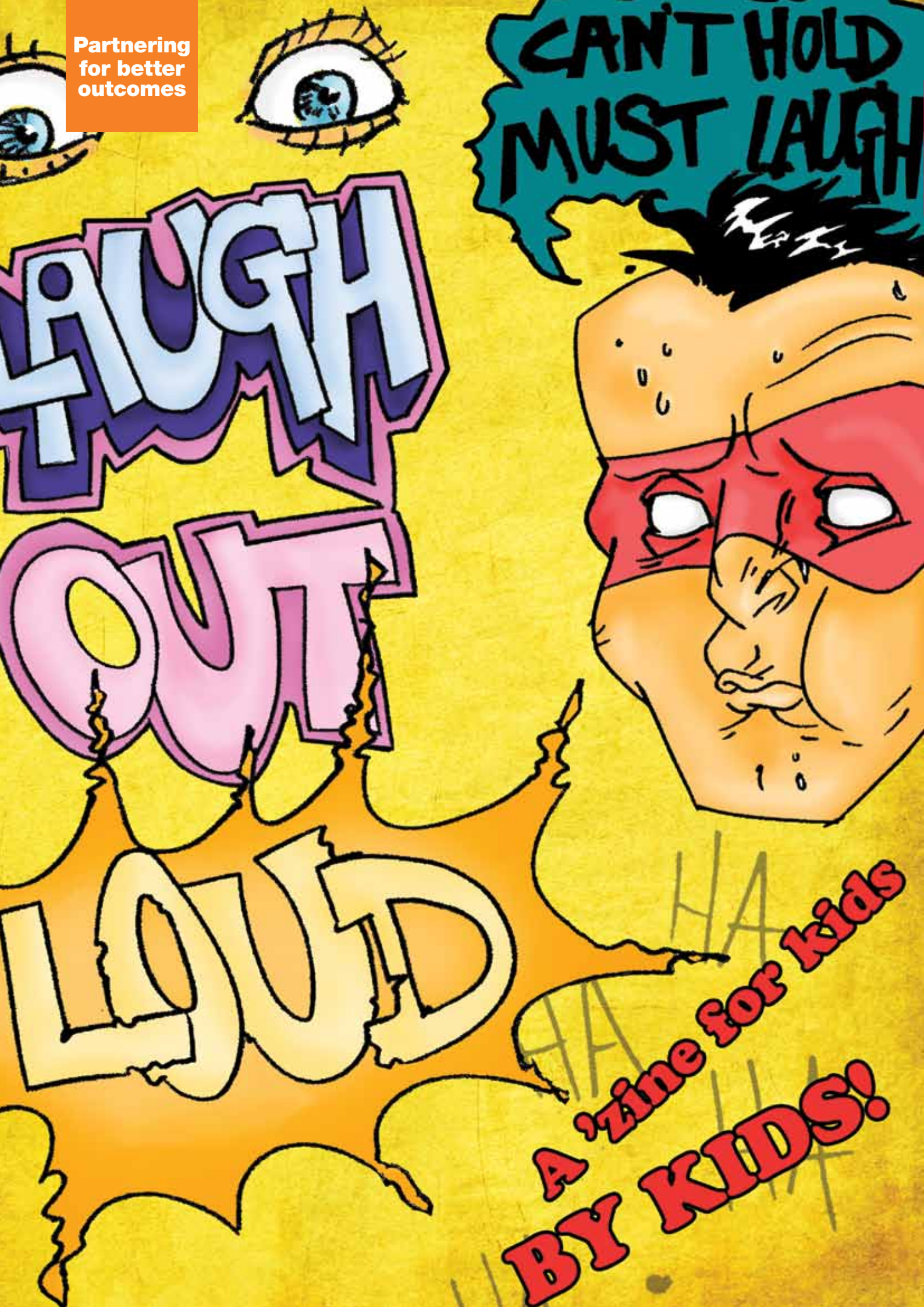
"The iPads helped us work together and make decisions"

Giuseppe, 16



FAR LEFT Students involved in the Trans-Tasman Project organised fundraising merchandise like these 'Help Fill the Cracks' wristbands. CLOCKWISE FROM TOP Sixteen-year-old Giuseppe took on a leading role in the Trans-Tasman Project; Letters from students at Chisnallwood Intermediate School to Giuseppe are displayed on the Trans-Tasman feature wall at the hospital; The Christchurch Earthquake Fundraiser blog developed by RCH students; Peter and Jamie do some research on the iPads; Student investigations into the Christchurch earthquakes are displayed in the hospital's adolescent learning space.





unite

Laugh Out Loud

Community involvement is key to providing children and young people with rich and varied learning opportunities in any educational setting.

Humour is a universal language. When a group of students from The University of Melbourne decided they wanted to work with the children and teachers at The Royal Children's Hospital (RCH) to make a youth-centred magazine, humour was the key to the project. As Linda Trinh, one of the university students says, "Humour is a way to connect." In fact, it's this connection to the wider community that makes the educational experience for hospitalised children and young people much richer and more engaging.

The project, Laugh Out Loud, came about when a group of students were awarded a 2010 Dreamlarge Student Engagement Grant from The University of Melbourne, as part of the Student Ambassador Leadership Program.

Michael Issa, another of the university students, wanted the youth magazine to highlight the creativity, imagination, and determination of the children at the RCH.

"Unfortunately illness, and more importantly time spent in hospital, can have a considerable effect on young people's learning and development. We wanted to help these young people to explore their creativity and continue to achieve their educational outcomes," Michael said.

The project has resulted in the collation and publication of a youth friendly magazine, full of jokes, stories and artworks created by the children and young people in the hospital. RCH leading teacher Tara Linke says community involvement adds an important dimension to education programs at the RCH.

"Having members of the community, like The University of Melbourne students, participating in educational programs here, enables us to provide a greater scope of educational opportunities to young people at the RCH," Tara said.

It is this connection to community, linked to engaging subject matter that really encourages young people to achieve educational excellence in a non-traditional educational setting.



onTrac@PeterMac

The RCH Education Institute supports the learning of adolescents and young adults involved with onTrac@PeterMac through provision of a part-time education and vocation teacher.

This teacher works as an integral part of the onTrac@PeterMac team providing education and vocation support and advice and guidance to young adults, their families, education providers and employers.

The teacher's role with the team is to develop partnerships with education providers, employers and community organisations to ensure that learning opportunities continue throughout a young person's cancer journey.

Services offered include consultation, advice and guidance, provision of professional development to education providers and employers, assistance with Special Consideration applications, collaboration with Local learning and Employment Networks and access to netbooks and direct education support for inpatients at Peter MacCallum Cancer Centre.

"We wanted to help young people to explore their creativity and continue to achieve their educational outcomes"

Michael, student, The University of Melbourne



OPPOSITE The Laugh Out Loud magazine, produced by students from The University of Melbourne and children at the RCH, is full of jokes, stories and artworks. LEFT Students from The University of Melbourne's Student Ambassador Leadership Program. ABOVE The onTrac@PeterMac team.

learn

A site for health and education

The Royal Children's Hospital (RCH) is more than a hospital, it's also a potentially rich learning environment, not in a traditional sense, but much more exciting than that.

Each year, more than 11,000 school-aged children and young people are admitted to the hospital. What they find when they get here is not only outstanding health care, but an environment that increasingly speaks to them as ongoing learners. It is a place that has teachers, education support officers, teacher volunteers, books, netbooks, iPads, interactive whiteboards, etc; in fact, all the things that they would expect to find in their schools and early childhood settings.

The hospital also has displays of children's work that makes their learning visible, such as the celebration for NAIDOC Week, Children's Book Week and National Science Week, all reminding children and young people and the RCH community that although the reason for children attending the RCH is due to a health condition, they don't stop being learners.

Teachers constantly use areas within the hospital setting that can facilitate a group discussion, individual work, social interaction, peer support and family involvement. These spaces are found in Outpatients, at the bedside, in the garden, in play/activity rooms, even in the in-house television studio.

“Hospitals can be a vehicle for traditionally held ‘health’ spaces to become re-conceptualised as shared spaces to accommodate the multiple identities of children”

Nisselle, Green and Scrimshaw 2010,
‘Transforming children's health spaces into learning places’,
Health Education Vol.111 No. 2, 2011.

The use of technology is increasingly the means by which teachers, children and young people connect—across and between wards, with their homes and schools and with the relevant education authorities.

The ins and outs of Outpatients

For the tens of thousands of school-aged children that attend regular or occasional appointments in RCH Outpatient Clinics each year, time in the hospital is time away from school. Hospital appointments may be as regular as weekly, fortnightly or monthly for many young people with chronic health conditions and this absence from school can cause significant barriers for continued education. Out-of-school learning environments like the hospital can provide opportunities to maintain children's learning identities during school absences.

Historically, Outpatients in the hospital was perceived as a ‘health space’. These days, the presence of families and staff that includes paediatricians, nurses and allied health professionals, but also play therapists, music therapists and teachers, make the Outpatient waiting room a dynamic shared learning space. Equipped with an interactive whiteboard, tables and chairs, iPads, netbooks and numerous learning resources, the space promotes activities that are designed to be informal, loosely structured and fun.

RCH leading teacher Chantel Scrimshaw aims to make Outpatients just seem like another learning environment.

“Okay, so the student's not in school, but while they're here they can have a learning interaction, they can feel like they're normal. They're not missing out,” Chantel said.

Unlike in schools, parents are constantly present with their children in hospital, particularly in the earlier years. This unique setting fosters shared experiences of learning between children and their parents. While conducting a learning project that explored the many backgrounds and cultures of young people that visit the hospital, Chantel was struck by the level of engagement of parents in their child's learning.

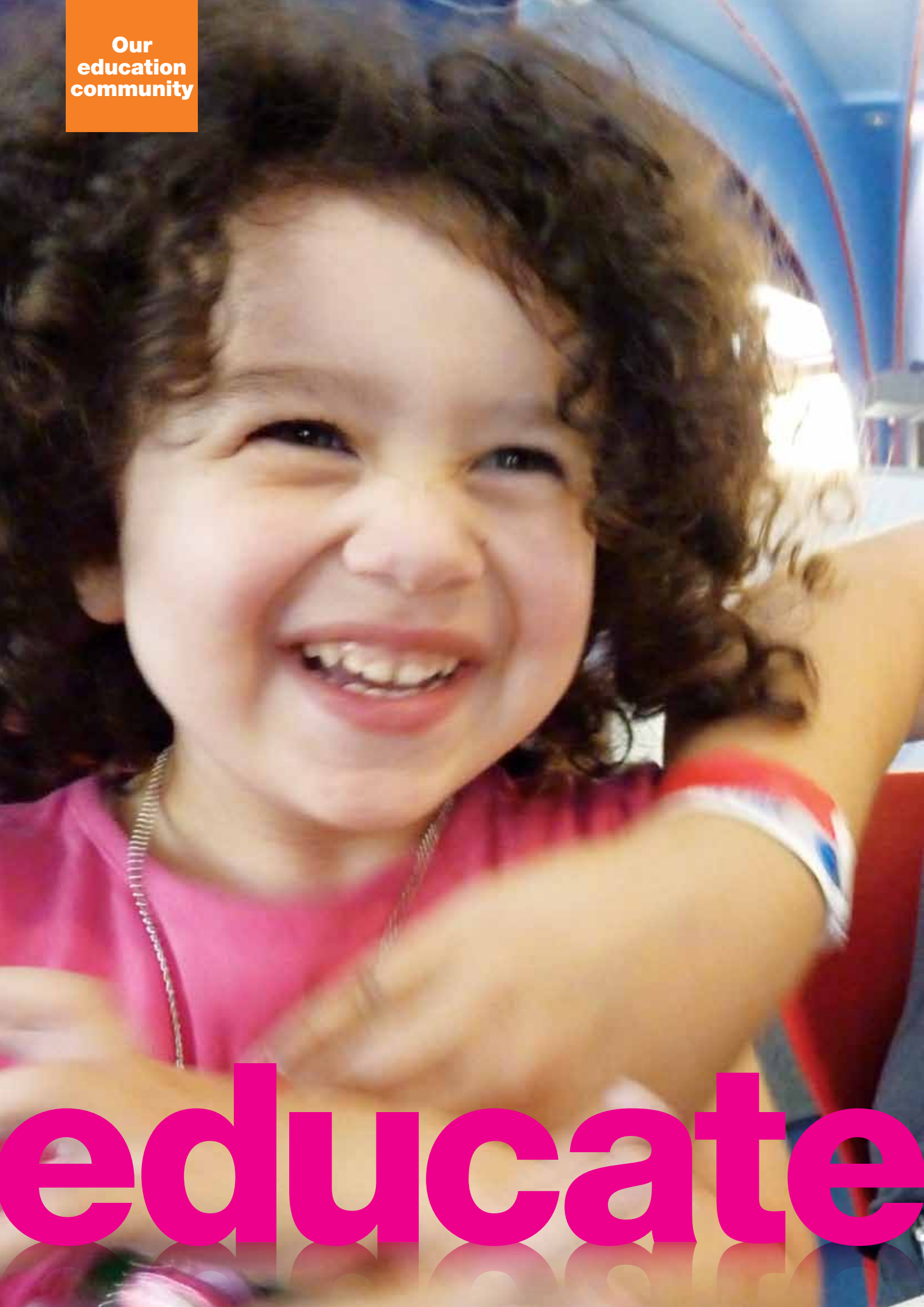
“During the Around the World project I received lots of positive feedback from parents and families...Sometimes the parents got so interested; I had one student and her dad was talking to her about the flag, pointing out the map, showing me [where their family came from],” Chantel said.

Chantel says catering for a variety of age groups, learning styles and interests is all part of the challenge of teaching in Outpatients.

“Some kids are visual, some like to listen, some are hands-on and most kids have a bit of everything. The students are all different ages, I might have a preppie and a year 12...the preppie might be drawing while the other student is looking up the capitals of countries on the interactive whiteboard,” she said.

A child or young person may spend minutes or hours waiting for their appointment in Outpatients. RCH teachers ensure that every moment of this time becomes a valuable learning opportunity in a stimulating and child-centred environment.

ABOVE Ruby stays connected to her learning even while she awaits treatment, with the help of RCH teacher Chantel and RCH nurse Jess.



educate

A community for quality learning

The Royal Children's Hospital Education Institute works towards developing inclusive partnerships that support learning in a hospital environment. We work with families, schools, education systems, teacher volunteers, community support groups and local cultural and education institutions to achieve positive learning and wellbeing outcomes for children and young people in the hospital.

Families

The RCH Education Institute acknowledges the significant influence of families in the growth, development and educational success of their children.

"The teachers' passion for teaching comes through in the way that they engage with students and their families...they take the time and make the effort to get to know Jordan and how he learns."

Sarah, Jordan's mum

Teacher volunteers

Our teacher volunteers come from a range of teaching backgrounds and lend their expertise at the RCH on a regular basis.

"I'm scheduled to visit once a week, but we have had lots of Maths students in recently that have needed my expertise. It's very rewarding."

Geoff Austerberry, RCH teacher volunteer

Teacher trainees

Since 2009, the RCH Education Institute has partnered with a number of teacher training universities including Deakin University, The University of Melbourne, RMIT University and La Trobe University.

"To create meaningful learning opportunities in the hospital, you need to really think outside the square. It has been a great challenge for me both professionally and personally."

Naomi McBride, teacher in training, Deakin University

Schools

The partnerships that are formed between hospital teachers and school-based teachers are critical to ensure that individual learning plans reflect the needs of children and young people.

"We have been given excellent assistance from the RCH Education Institute regarding the best way to inform other parents and children at the school, as well as information about symptoms and behaviours we might expect. The Individual Learning Plan has also been most helpful."

Liz Dwyer, Deputy Principal, St Mary's Primary School, Bairnsdale

Thomas Carr Secondary College

Year 11 students from Thomas Carr have visited the RCH as part of a community-based school elective. They have developed a series of resources to assist young people to keep up with school work.

"Our students get a lot out of this elective. The whole process really engages our students and teaches them a lot about the importance of education for everyone."

Kylie Cox, teacher, Thomas Carr Secondary College

Our Lady of Sion College

Sion College's Year 9 community service program provides students with learning experiences to encourage them to develop a greater understanding of self, of their community and of their world.

"This experience is a life-changing one for our students, allowing them to see a great organisation at work and to develop their skills of empathy and communication."

Lisa McLean, Middle Years Program Coordinator, Our Lady of Sion College

North Melbourne Primary School (Errol Street)

Siblings of patients from the hospital can be greatly affected when their sister or brother is hospitalised for an extensive period. North Melbourne Primary School has, on numerous occasions,

enrolled children for short periods, particularly those from regional Victoria and interstate.

"The staff and school community at Errol Street believe it is a privilege to be involved in a sibling partnership program with the RCH. The reciprocal learning that takes place as our students learn about the unwell siblings and 'happenings' at the RCH is incredibly valuable."

Sally Karlovic, Principal, North Melbourne Primary School

DEECD regions and CEO dioceses

Colleagues from education regions across the state partner with the RCH Education Institute in supporting children and young people who, on discharge from hospital, are identified as requiring additional education support.

"The RCH Education Institute collaborates with schools and regional staff to ensure appropriate and effective transition and pathways support and advice is provided."

Gary Buckeridge, School Development Officer, Student Learning Unit – Youth Transitions, Eastern Metropolitan Region, Department of Education and Early Childhood Development

Local cultural and educational institutions

We celebrate major education events such as National Children's Book Week, Children's Week, Science Week and NAIDOC Week. We are supported in this by cultural and educational institutions such as the State Library of Victoria, Museums Victoria, Scienceworks, Zoos Victoria, Koorie Heritage Trust and the Australian Centre for the Moving Image.

"There is great synergy between the work of the RCH Education Institute and the State Library's education programs. We're both working to foster literacy and learning where access to regular programs is compromised. It's a great collaboration."

Paula Kelly, Reader Development and Offsite Learning Manager (inc. Centre for Youth Literature), Learning Services, State Library of Victoria

LEFT Leilawi is one of the many siblings of hospital patients who are made welcome in RCH learning spaces. The RCH Education Institute encourages family participation in our learning programs.



Research

Caitlin designs her ideal learning space in a room at the new RCH as part of the CL@RCH study.

Researching practice, pathways and places

Research is an integral part of The Royal Children's Hospital (RCH) Education Institute.

Among the busy research agenda this year, two prominent projects are influencing future pathways for children and young people's learning in school and out-of-school settings such as hospitals.

The Staying Engaged study looked at the issues associated with keeping up with the demands of schoolwork and access to pathways into further education and employment for young people with health conditions who are in their post-compulsory years of schooling in Victoria. Funded by the Foundation for Young Australians and completed in March 2011, the research particularly focussed on the experiences of young people and their parents to identify best practice and the critical factors that successfully keep young people with health conditions actively engaged with their senior years of secondary education. The research is being translated into resources for education and health professionals working with and supporting young people.

The Children's Learning at the RCH (CL@RCH) study seeks to examine a whole-of-hospital approach to promoting children's learning and providing stimulating learning environments as an important dimension to their health. The study is understood to be the first of its kind internationally and is an integral part of achieving the hospital's strategic objective of 'Creating a world-class precinct that facilitates learning'.

The 2010–11 year has marked the start of this flagship piece of research that will drive the direction of children and young people's learning in the new RCH.

Under the guidance of the RCH Education Institute Executive Director Glenda Strong and Deputy Director and Head of Research Dr Julie Green, and drawing on expertise from the Department of Education and Early Childhood Development and experts at the RCH, the study will form the foundation for the development of a framework, policy and procedures for a whole-of-hospital approach to promoting children's learning.

Julie explains that children are constant seekers of new knowledge.

"We know that children who are away from education settings due to their health run the risk of having lower educational outcomes," Julie said.

"The study will identify how a children's hospital can provide a culture of learning and best reflect the significance of learning in children and young people's lives."

CL@RCH will address several significant gaps that exist in education-health research. It will be an important blueprint for education professionals, health care providers and policy makers from both the health and education sectors here, and internationally.

"Interest in innovative learning spaces is high, both here in Victoria and internationally," Julie said.

"We're interested in examining how the hospital environment speaks to children's learning—through its physical spaces, its creative arts, how health professionals and parents advocate for learning and how a hospital community and partnerships can enhance learning."

RCH Education Institute research and project summary 2010–11

www.rch.org.au/education/research.cfm

RESEARCH THEME	PROJECT	FUNDING SOURCE
Learning spaces	Children's Learning at The RCH (CL@RCH): the development of an evidence-based approach to children's learning and education at The Royal Children's Hospital	RCH Education Institute through Department of Education and Early Childhood Development (DEECD)
Technology for learning	Link & Learn: An investigation into strategies for using information and communication technologies to address educational disadvantage resulting from prolonged school absence Evaluation of the use of netbooks by children and young people at The Royal Children's Hospital	Australian Research Council (ARC) Linkage Grant
	Using broadband-enabled technology to create a presence in classrooms for children who are absent due to health conditions	Institute for a Broadband Enabled Society, The University of Melbourne
	iPads for Learning Trial	DEECD
Inclusion and connections	Staying engaged: the education needs of young people living with health conditions in the post-compulsory years of schooling	Foundation for Young Australians
	Australian Early Development Index (AEDI) language and cultural diversity study	AEDI National Office
	Utility of AEDI in identifying children at educational risk at the RCH	Postgraduate student project
Children and communities	Improving communication approaches in the early years across the home-school-early years settings	National Health and Medical Research Council
	An Adolescent Friendly Children's Hospital: Quality Improvement Survey	Adolescent Model of Care, with RCH Centre for Adolescent Health
Health and wellbeing	The knowledge and practices of education and support staff concerning mental health conditions among senior secondary students	Department of Education, Employment and Workplace Relations through National Disability Coordination Office, Inner VET Cluster
	African youth and obesity: The role of the intergenerational acculturation gap	ARC Discovery Grant, with Deakin University
	Parents' experiences of health service delivery: Doctoral research investigating parents' experiences of health service delivery within an educational setting for adolescents with chronic disease	Australian Postgraduates Award scholarship

Youth Advisory Council members meet regularly to have their say about the hospital experience for young people. In August 2011 the Y@K will host the first RCH Youth Forum.

experience

Creating a more youth-friendly hospital

Youth at the Kids (Y@K) is a group of young people that comes together to share ideas, thoughts and advice about how to make The Royal Children's Hospital a better place for all children, young people, families and staff.

Since 2009, The Royal Children's Hospital (RCH) Education Institute has partnered with the RCH Centre for Adolescent Health to establish a youth advisory council in the hospital known as Youth at the Kids, or Y@K.

In the context of an RCH policy of being patient and family-centred, Y@K members actively work towards injecting youth consumer voice into discussions and decisions affecting children's and young people's hospital experiences.

The Y@K members, aged between 12 and 20 years, have experienced the RCH for many different reasons. They are, or have been, inpatients, outpatients, siblings or friends of patients. And they have a common goal—to influence policy and procedures at the RCH.

Young people who join Y@K have the opportunity to gain skills in public speaking, events management, website design and leadership, just to name a few.

In 2010–11, Y@K members were invited to have their say on various aspects of the RCH. These included major decisions around design elements of the new RCH, development of information brochures and a website, input to the RCH response to youth rights and patient surveys and provision of general information.

In August this year, the Y@K, with support from an across-hospital working group, will host the first RCH Youth Forum. This event, which aims to attract approximately 150–200 12–20 year olds, will provide an opportunity for participants

to contribute their ideas to make the RCH a more child and youth-friendly hospital and to identify youth health issues in 2011.

Any young person, who is involved with the RCH and would like to have their say, is welcome to join Y@K.

Mary's experience with Y@K has helped to clarify her goals in life.

"Being a Y@Ker has helped me to realise what I want to do after university. It has given me confidence to strive for higher goals and achieve more than ever," Mary said.

For further information visit: www.rch.org.au/yac

"It's important that our voice is taken into account when decisions about us are made"

Brooke, Y@K member



Moving forward on a learning journey

A parkland setting, world-class facilities, interactive displays and an abundance of outdoor spaces are just some of the features that will enrich the learning journeys of children and young people in the new Royal Children's Hospital.

ON THE MOVE

The move to the new Royal Children's Hospital in November 2011 holds wonderful opportunities for children and young people to be exposed to an innovative and creative learning environment.

A parkland setting, world-class facilities, interactive displays and an abundance of outdoor spaces are just some of the features that will enrich the learning journeys of children and young people.

We are in advanced stages of planning for our teacher resource area and the different uses of activity rooms across the new hospital to inspire children and young people to encounter new possibilities for learning.

Our partnerships with our colleagues from Educational Play Therapy and Travancore School continue to strengthen as we explore how we can work together in different ways that make the most of what the new hospital has to offer.

Excitement is building as we negotiate the creation of a Scholastic Book Bunker and identify the capacity for the educational benefits of the creative arts in learning and creating greater participation and connections for children and their families.

We are continuing to strengthen our links with the education authorities and the region-based offices and are looking to develop new partnerships both internationally, such as with Hanoi University, and closer to home, for example through our discussions with Apple, United Way and Fuji Xerox.

CHILDREN'S LEARNING

Underpinning the work of the RCH Education Institute is a commitment to the building of rich learning opportunities, where children continue to make connections to learning and encounter stimulating environments.

Refining our pedagogy is an ongoing process. Everything in a child's immediate environment affects how a child grows and develops. Our pedagogy is influenced by a deep commitment to children as active learners, so our teaching and learning is based on children making meaning. The new hospital is a catalyst for us to continue to develop an environment in which children can continue to carry out their investigations, building on their knowledge within their social and cultural contexts, including the hospital.

The hospital lends itself to teaching practices based on personalised and inquiry-based pedagogy. Each child brings a unique set of learnings and experiences to the hospital. It is our task to build on these in order to support the child's development and progress.

This work speaks to Loris Malaguzzi's image of the child as competent from birth and the importance of valuing the 'hundred languages of children'. This is the task we are setting ourselves for the year ahead.

NATIONAL YEAR OF READING 2012

The RCH Education Institute is proud to partner with the National Year of Reading 2012.

The partnership means that children and young people at the RCH will have the opportunity to participate in nationwide literacy programs and events, just like their peers in school.

The National Year of Reading 2012 provides a wonderful opportunity for RCH teachers and education support officers to promote the benefits and love of reading to young people who are often challenged by literacy due to periods of absence from school. The RCH Education Institute aims to engage the entire RCH community in reading through a series of structured programs and events in the lead up to and throughout 2012.

AMBIENT TECHNOLOGY

Using ambient technology to create a presence at home and at school for hospitalised children.

In 2010, we created and tested the use of ambient orb technology to help absent children create a presence for themselves in their school classroom, thereby alerting their teacher and schoolmates to their desire to be 'present'.

During 2011–12, we will continue our ambient technology research and investigate how an awareness of the absent child in the home and the classroom can lead to an increased sense of belonging and enhanced connection to children's core communities. In collaboration with colleagues at the Department of Information Systems at The University of Melbourne, we will explore the ways in which broadband-based ambient technology is useful in promoting awareness of children absent from home and school and the role of this technology in creating a greater sense of connection.

RCH JOINS THE ULTRANET

The Ultranet is a secure online student-centred learning environment that supports high-quality learning and teaching and connects students, teachers and parents.

The RCH Education Institute is looking forward to becoming an Ultranet site for Victorian Government schools. This will enable our teachers to link to a child or young person's school to support their ongoing learning needs while they are absent. Access to relevant information at the child's school will assist hospital teachers in developing Individual Learning Plans and communicating effectively with classroom teachers.

RCH teachers will be able to develop online collaborative learning spaces (open or private) and access a wide range of quality digital learning resources that can be used to enhance learning and teaching at the hospital.

advance



**Children,
young people
and families**

GLEND A STRONG
Executive Director

CORPORATE SERVICES

Jessica Boffey
Anna Conti
Shari Dean
Sabah Haddara

KNOWLEDGE TRANSLATION

Tegan Addinsall
Bridie Mackay
Belinda Morrish

DR JULIE GREEN
Deputy Director and
Head of Research

RESEARCH

Dr Liza Hopkins
Dr Tsharni Zazryn
Xuan Thu Dang
Shaun Hanns
Kira MacLeod

TONY POTAS
Manager, Education Support

EDUCATION SUPPORT

Carly Bisset	Emma Fraser
Frances Burns	Kiri Kane
Tara Butler	Tara Linke
Kim Cartwright	Mikaela Little
Renee Charlton	Hamish Macleod
Stacey Cumming	Marika Marks
Ross Dullard	Amanda Miller
Nicole Edwards	Chantel Scrimshaw
Barbara Emblin	Brittany Whelan
Allesha Fecondo	

structure

Financial summary

Comprehensive Operating Statement for the year ended 30 June 2011

	2011 \$	2010 \$
Revenue	3,006,652	2,733,866
Employee benefits	(2,357,321)	(2,028,358)
Depreciation and amortisation	(81,938)	(60,483)
Audit fees	(6,800)	(6,700)
Consulting costs	(10,724)	(9,000)
Repairs and maintenance	(71,881)	(126,084)
Rental expense	(72,127)	(70,555)
Website development	(20,793)	(35,019)
Professional development and learning	(76,565)	(25,667)
Other expenses from continuing operations	(296,773)	(381,939)
COMPREHENSIVE RESULT FOR THE YEAR	11,729	130,302

Balance Sheet as at 30 June 2011

	2011 \$	2010 \$
ASSETS		
Current assets		
Cash and cash equivalents	564,097	634,397
Trade and other receivables	66,012	135,909
Term deposits	900,000	850,000
Total current assets	1,530,109	1,620,306
Non-current assets		
Plant and equipment	135,358	173,369
Intangible assets	-	1,881
Total non-current assets	135,358	175,250
TOTAL ASSETS	1,665,467	1,795,555
LIABILITIES		
Current liabilities		
Trade and other payables	210,495	401,581
Provision for employee benefits	230,106	200,244
Revenue in advance	32,530	22,495
Total current liabilities	473,131	624,320
Non-current liabilities		
Provision for employee benefits	30,067	20,694
Total non-current liabilities	30,067	20,694
TOTAL LIABILITIES	503,198	645,014
NET ASSETS	1,162,269	1,150,541
EQUITY		
Accumulated surpluses	1,162,269	1,150,541
TOTAL EQUITY	1,162,269	1,150,541

Cash Flow Statement for the year ended 30 June 2011

	2011 \$	2010 \$
Cash flows from operating activities		
Cash and cash equivalents	2,801,432	2,719,838
Receipts from DEECD	56,417	27,472
Interest received	203,984	133,542
Education program fees received	(2,318,086)	(2,030,056)
Payments for employee benefits	(823,760)	(343,804)
Payments to suppliers	330,103	178,272
Other receipts	(228,341)	(244,284)
GST paid to ATO		
Net cash provided by operating activities	21,749	440,916
Cash flows from investing activities		
Purchase of other financial assets	(50,000)	(850,000)
Purchase of plant and equipment	(42,047)	(113,622)
Net cash used in investing activities	(92,047)	(963,622)
Net increase/(decrease) in cash held	(70,298)	(522,706)
Cash at beginning of the financial year	634,397	1,157,103
Cash at the end of the financial year	564,099	634,397

Please refer to www.rch.org.au/education for the complete 2010–11 RCH Education Institute financial report.

finance

The RCH Education Institute extends a special thank you to our major funder, the Department of Education and Early Childhood Development (DEECD).

We thank the DEECD central office and regions, as well as the Catholic Education Office and Independent Schools Victoria. Their ongoing support of our work and their commitment to the teaching and learning needs of children and young people with health conditions is greatly appreciated.

3P Learning (Mathletics)
Adam Scott Foundation
Adam Smith
Apple
Association of School Councils in Victoria
Australian Centre for the Moving Image
BAE Systems Australia
Bialik College
Bill and Jenny Gordon
Book Bonding
Camp Quality
CanTeen
Carlton Football Club
Catholic Education Office – Melbourne, Ballarat, Sale and Sandhurst
Challenge
Council of Adult Education
Country Women's Association
Deakin University
DEECD iPads for Learning Trial
Department of Health, Victoria
Dr Anne Cloonan
Dr Anthony Jones
Dr Pamela St Leger
Dr Karina Wilkie
Dr Lyn Yates
Echuca College
Edsoft
Fight Cancer Foundation

Foundation for Young Australians
Hawthorn Football Club
Immigration Museum
Independent Schools Victoria
Jim Spinks
Kim Scrimshaw
KOALA Foundation
KOALA Kids
Kylie Cox
Lalor North Secondary College
Languages and Multicultural Education Resource Centre
Lenovo
Livewire.org.au
Mandy Mandie
Melbourne Aquarium
Michael Salmon
Minds at Work
Monash University
Morris Gleitzman
Murdoch Childrens Research Institute
Museum Victoria
National Disability Coordination Office, Inner VET Cluster
National Gallery of Victoria
National Sports Museum
Netspace
North Melbourne Primary School
Officeworks
onTrac@PeterMac
Our Lady of Sion College
Paediatric Integrated Cancer Service
Professor Roger Slee
Redkite
Researching Futures
Richmond Football Club
RMIT University
Ronald McDonald Learning Program
Sally Rippin
Scienceworks
Sharon Turner, Scholastic Australia
Silverton Primary School
Simon & Schuster Australia

Slater & Gordon
Smart Geelong LLEN
Soundhouse, Debney Park
South Gippsland Region LLEN
St Kilda Football Club
Stackeroos
Starlight Children's Foundation
State Library of Victoria
The R.E. Ross Trust
The Royal Children's Hospital Auxiliaries
The Royal Children's Hospital Family Advisory Council
The Royal Children's Hospital Foundation
The Royal Children's Hospital Research Development and Ethics
The Royal Children's Hospital Youth Advisory Council (Y@K)
The Song Room
The University of Melbourne, particularly the Melbourne Graduate School of Education, the Department of Paediatrics, the Institute for a Broadband-Enabled Society, the Community Project Team and the Department of Information Systems
Thomas Carr College
Travancore School
Treelight Development Group
Victoria Police
Victorian Auditor-General's Office
Victorian Curriculum and Assessment Authority
Western Bulldogs Football Club
Wooranna Park Primary School
Zokky the Kangaroo
Zoos Victoria
Zscaler

And our Board, staff, teacher volunteers, health and education colleagues and, most importantly, the children, young people and families we support.

**THE ROYAL CHILDREN'S
HOSPITAL EDUCATION
INSTITUTE**

159 Flemington Road
North Melbourne
Victoria Australia 3051
Telephone +61 3 9322 5100
Facsimile +61 3 9328 4433

www.rch.org.au/education

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