

Redesigning Learning at SHC

The current model of education was designed for an 'Industrial Age', where success comes from **being able to do well what you were taught to do**. In this model, learning is based on linearity, conformity and compliance:

- Students sit at desks, facing the front while the teacher instructs, explains and sets assignments.
- Curriculum is a body of materials to be learned, arranged in various subjects, taught by different teachers.
- The school day is divided into blocks in a repetitive weekly schedule.
- Students are typically organised into separate year groups, determined by date of birth.

At Sacred Heart, we are **preparing our girls for a 'Knowledge Age'**, where success depends on being able to do well what you were not taught to do. (Seymour Papert)

This **new world environment** is characterised by:

- **Smart learning**
 - Problem solving
- **Smart thinking**
 - Critical thinking
 - Communication and interpersonal skills
- **Smart doing**
 - Developing an entrepreneurial mindset

(FYA New Work Smarts, Thriving in the New Work Order, July 2017)

Research

When Gen Z learners leave education... they are likely to have **17 employers across five separate careers**, working in jobs that don't currently exist. (AITSL 2016)

...new jobs in Australia will outnumber job losses at a rate of ten to one. (Future of Work - Setting Kids up for Success, 2016)

...75% of the fastest growing occupations, including those in the creative industries and humanities, will require STEAM-related skills and knowledge. **Critical thinking and problem solving, analytical capabilities, curiosity and imagination** have all been identified as critical 'survival skills' in the workplace of the future. (Girls' Future Our Future, The Invergowrie Foundation STEM Report)

...a growing global consensus suggests **student wellbeing and student learning go hand-in-hand** to help all students thrive. (TLN, Vol 24, Issue No 3, 2017)

Methodology

At Sacred Heart, we have taken an **agile approach to innovation, change and improvement** by setting up teams to respond, learn from, and adapt to change.

Critical to this approach:

- A bias towards action
- Continuous experimentation
- Seeking rapid, real feedback to guide new iterations

Focus is on:

- Impact
- Learning by doing
- Iterating (continuously improving) based on evidence



THE CHALLENGE

To educate our students for the life they will live.

To move from a hierarchical model of learning, based on an industrial model of education.

To redesign learning to reflect a network model of learning.

If we...

Empower students to learn across cognitive, social emotional, physical and spiritual domains.

Offer a curriculum focused on global perspectives and 21st century skills and competencies—where traditional disciplines are renewed and content is used as a tool for thinking and action—coalescing in transdisciplinary work.

Provide teachers who are advanced in direct instruction, facilitation, learning curation and opportunity coordination. Experts in their fields who can foster safe and inclusive relationships.

Construct new facilities and upgrade existing facilities to enable 21st century learning.

By...

- *Embracing the principles of positive psychology as reflected in positive education*
- *Continuously using positive behaviours so that they become habits of learning*

- *Emphasising skill development and competencies*
- *Building partnerships within and beyond the community*
- *Providing students choice and ownership of learning*
- *Using technology to amplify learning*

- *Engaging in professional learning and practice*
- *Working with universities to influence the development of pre-service teachers*
- *Attracting and retaining exceptional and specialised staff*

- *Delivering Stages 2, 3 and 3A – The Court Precinct (STEAM) and Stage 5 – The Sports and Wellbeing Precinct*

This will result in...

Learners who strive to be knowledgeable, empowered, inquisitive, collaborative, committed to excellence, innovative, creative, merciful, balanced, open-minded and adaptable.

Students who are modern-day amateur experts in their chosen disciplines, able to transfer learning from one discipline to another through open-ended projects, and who are confident to problem-solve and engage in learning collaboratively via doing, design and experimentation.

Learning opportunities that are co-created by staff and students, where staff are designers of learning and students are active partners in the journey.

Purpose-built learning spaces that encourage innovation, collaboration and design, and that encourage student wellness and assist them to create balance in their lives.

And this leads to...

Developing life-long habits that cultivate caring, responsible and productive young people.

Highly capable learners who can self-motivate, self-manage, self-modify and self-monitor, who enjoy diverse learning experiences unique to each year.

Collaborative learning and improved student outcomes.

Balanced and adaptive learners.

OUR GOAL

Our students are prepared for life after school and can become **global citizens** ready to:

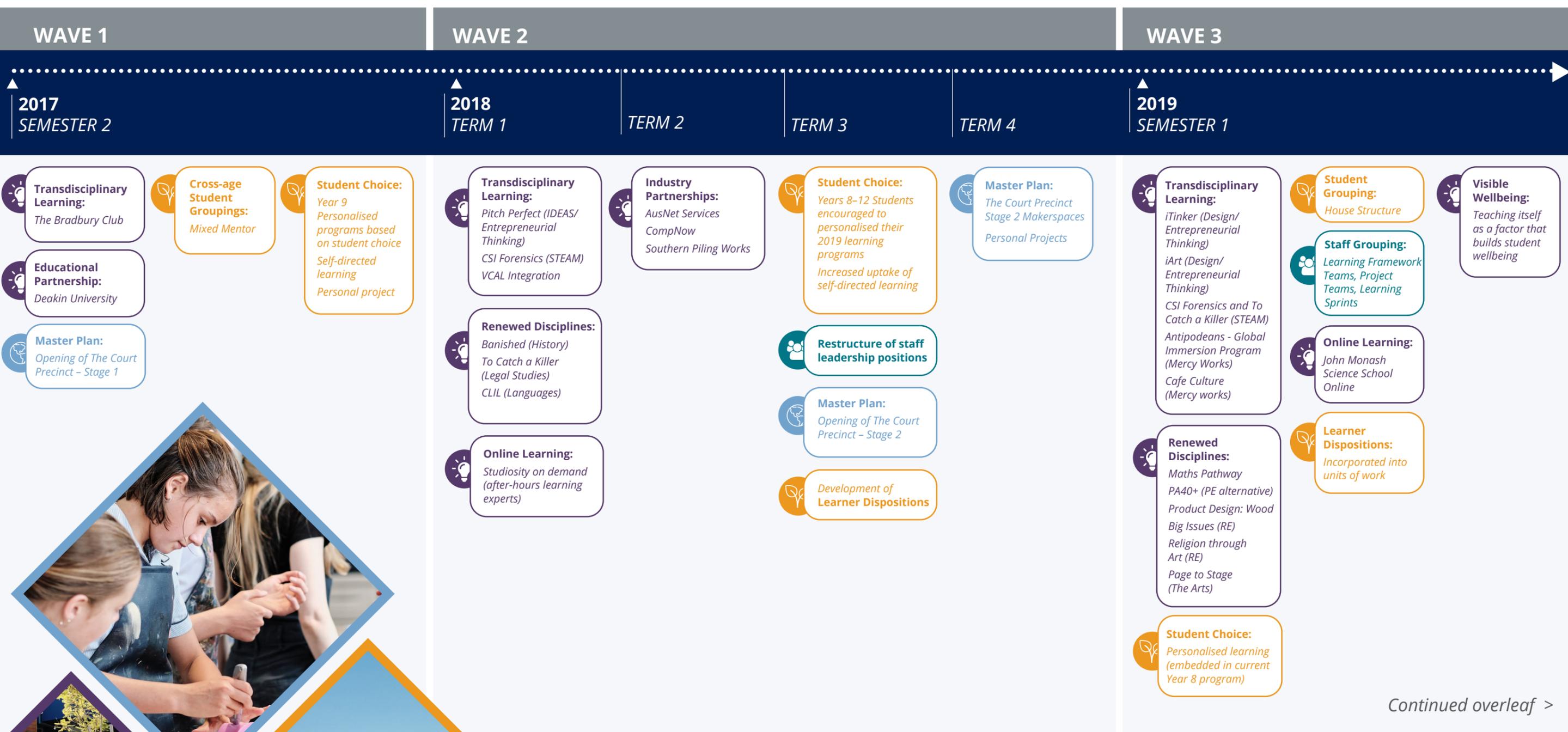


and make: **a positive contribution to society that reflects our Catholic identity and the Mercy ethos.**



Mapping our progress

Transitioning from an industrial model of learning to a network model of education



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Partnerships:





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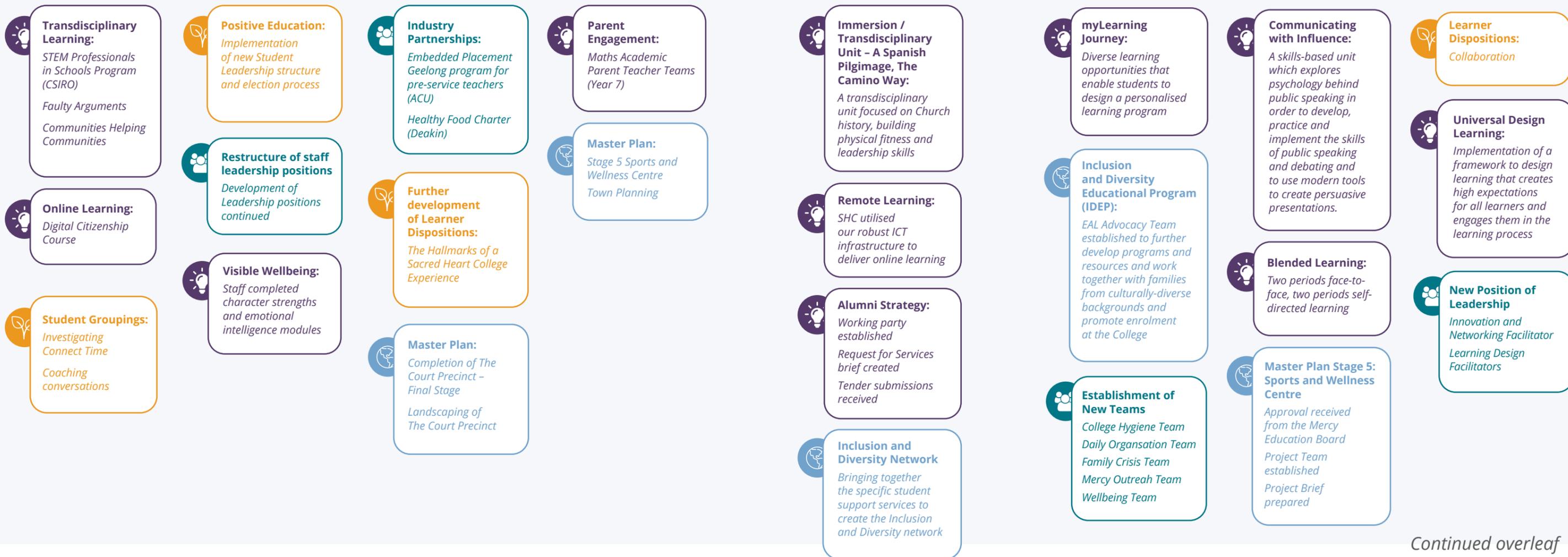
WAVE 4

WAVE 4

2019
SEMESTER 2

2020
SEMESTER 1

2020
SEMESTER 2



Continued overleaf >

Partnerships:





Mapping our progress

Transitioning from an industrial model of learning to a network model of education

WAVE 5

2021
SEMESTER 1

2021
SEMESTER 2

Strategy 2021 and Beyond:

Launched at the Maguire Celebrations 2021 with key strategic priorities: Living the Sacred Heart Way, Clever and Creative Learning, Culture of Wellness and Care for our Common Home

Master Plan Stage 5 Sports and Wellness Centre:

Town Planning approval

> Mentored Workplacement

Pilot program to offer Year 11 students the opportunity to spend five days in a mentored work placement role with a local business.

Following their placement, they will be assigned a female business mentor who acts a contact point throughout their Year 12 and beyond

> Augmented Reality Learning Partnership:

In partnership with Phoria – a world leader in immersive technology using cutting-edge Virtual, Augmented and Mixed Reality (VR/AR/MR/XR) technologies – we are creating training workshops and innovation developments for our students to take part in.

FUTURE-FOCUSSED PROJECT:

> Stage 2 – Vertical House Structure:

In 2019 we began Stage 1 and in 2022 we will move to a full Vertical House Structure.

The key focus of Stage 2 is developing high quality learning relationships that enhance the engagement of students, staff and families in the learning journey of each student.

FUTURE-FOCUSSED PROJECT:

> Everest Project

For implementation in 2022

FUTURE-FOCUSSED PROJECT:

> Organisation of Time:

Design a school schedule that supports deep learning and visible wellbeing, and provides for flipped learning, direct instruction and time mastery - for implementation in 2023

FUTURE-FOCUSSED PROJECT:

> Mission Team Structure

For implementation in 2022



Partnerships:

