

# 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

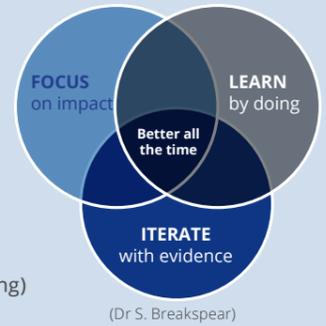
At Sacred Heart, we have taken an **agile approach to innovation, change and improvement** by setting up teams to respond, learn from, and adapt to change.

**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 21<sup>st</sup> 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.

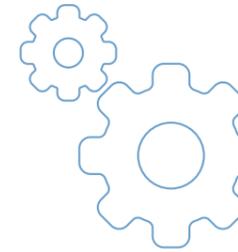
## OUR GOAL

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

- challenge
- engage
- lead

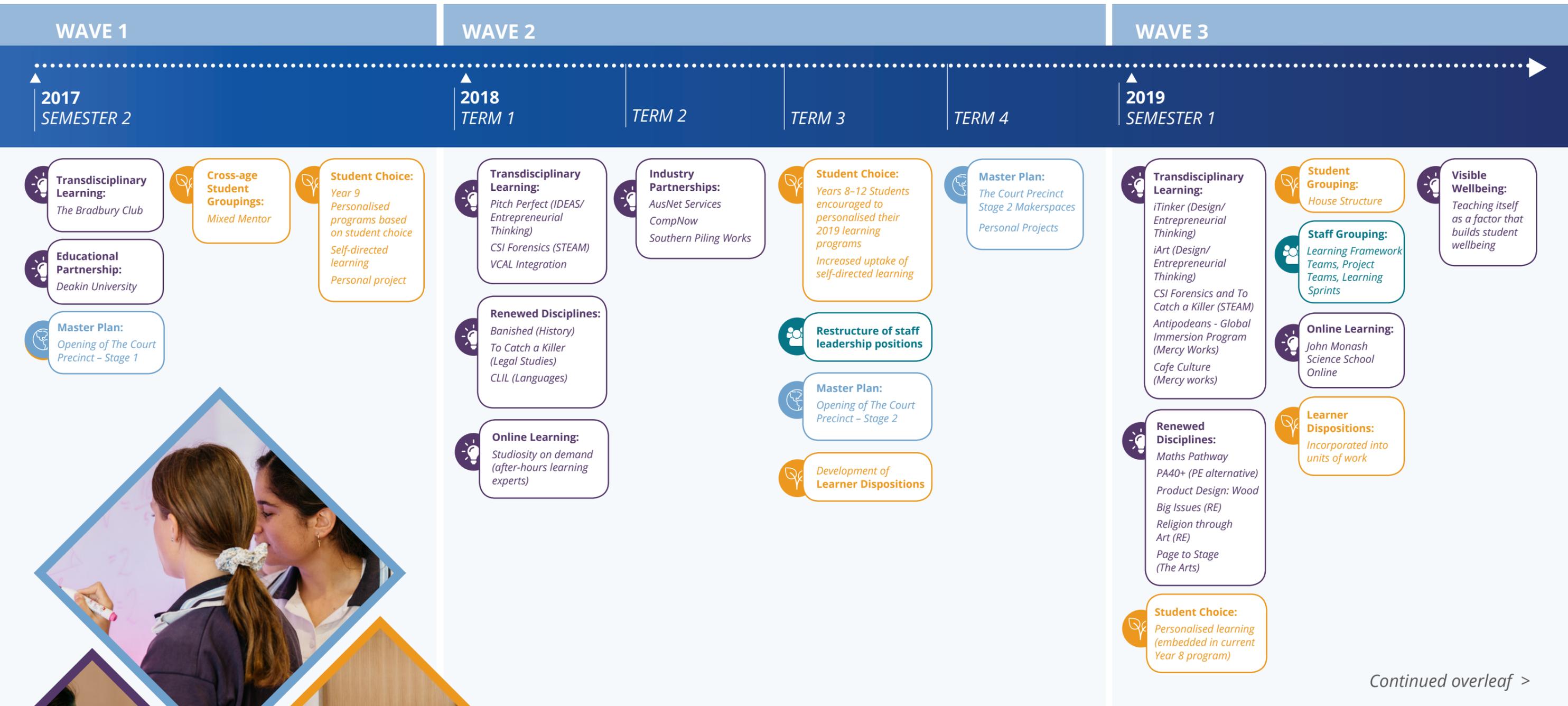
and make: **a positive contribution to society that reflects our Catholic identity and the Mercy ethos.**





## Mapping our progress

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



Continued overleaf >

Partnerships:





## Mapping our progress

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



### WAVE 4

2019  
SEMESTER 2

To be continued

- Transdisciplinary Learning:**  
*STEM Professionals in Schools Program (CSIRO)*  
*Faulty Arguments*  
*Communities Helping Communities*
- Positive Education:**  
*Implementation of new Student Leadership structure and election process*
- Industry Partnerships:**  
*Embedded Placement Geelong program for pre-service teachers (ACU)*  
*Healthy Food Charter (Deakin)*
- Parent Engagement:**  
*Maths Academic Parent Teacher Teams (Year 7)*
- Online Learning:**  
*Digital Citizenship Course*
- Restructure of staff leadership positions**  
*Development of Leadership positions continued*
- Further development of Learner Dispositions:**  
*The Hallmarks of a Sacred Heart College Experience*
- Master Plan:**  
*Stage 5 Sports and Wellness Centre*  
*Town Planning*
- Student Groupings:**  
*Investigating Connect Time*  
*Coaching conversations*
- Visible Wellbeing:**  
*Staff completed character strengths and emotional intelligence modules*
- Master Plan:**  
*Completion of The Court Precinct - Final Stage*  
*Landscaping of The Court Precinct*

Partnerships:

