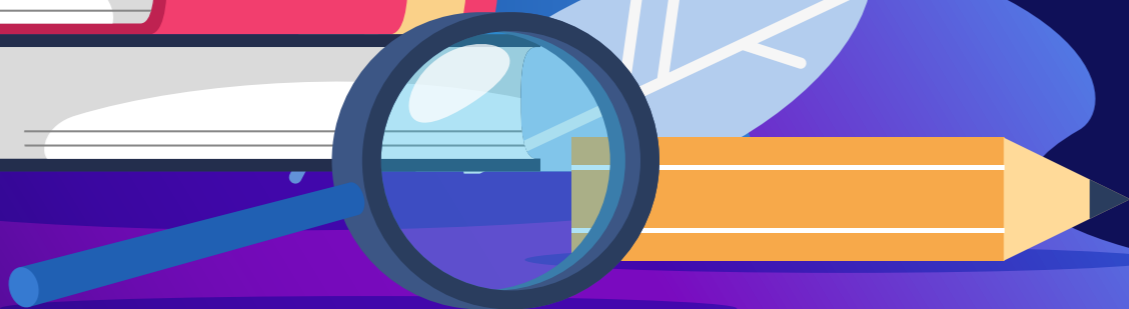
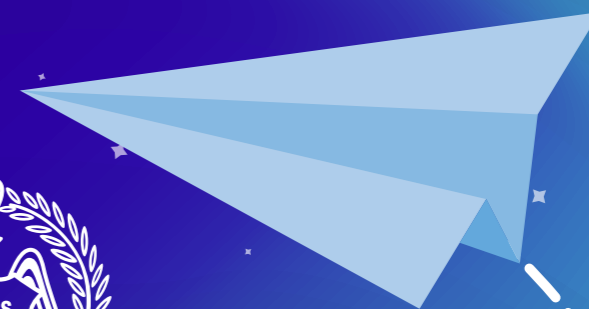








# my Learning JOURNEY



# 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 redesigned 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



(Dr S. Breakpear)

## 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.*



# Redesigning Learning at SHC / Mapping our progress

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



## WAVE 1

## WAVE 2

## WAVE 3

2017  
SEMESTER 2

2018  
TERM 1

TERM 2

TERM 3

TERM 4

2019  
SEMESTER 1

- Transdisciplinary Learning:**  
The Bradbury Club
- Educational Partnership:**  
Deakin University
- Master Plan:**  
Opening of The Court Precinct – Stage 1

**Cross-age Student Groupings:**  
Mixed Mentor

**Student Choice:**  
Year 9 Personalised programs based on student choice  
Self-directed learning  
Personal project

**Transdisciplinary Learning:**  
Pitch Perfect (IDEAS/ Entrepreneurial Thinking)  
CSI Forensics (STEAM)  
VCAL Integration

**Industry Partnerships:**  
AusNet Services  
CompNow  
Southern Piling Works

**Student Choice:**  
Years 8–12 Students encouraged to personalise their 2019 learning programs  
Increased uptake of self-directed learning

**Restructure of staff leadership positions**

**Master Plan:**  
Opening of The Court Precinct – Stage 2

**Development of Learner Dispositions**

**Renewed Disciplines:**  
Banished (History)  
To Catch a Killer (Legal Studies)  
CLIL (Languages)

**Online Learning:**  
Studiosity on demand (after-hours learning experts)

**Master Plan:**  
The Court Precinct Stage 2 Makerspaces  
Personal Projects

**Transdisciplinary Learning:**  
iTinker (Design/ Entrepreneurial Thinking)  
iArt (Design/ Entrepreneurial Thinking)  
CSI Forensics and To Catch a Killer (STEAM)  
Antipodeans - Global Immersion Program (Mercy Works)  
Cafe Culture (Mercy works)

**Student Grouping:**  
House Structure

**Staff Grouping:**  
Learning Framework Teams, Project Teams, Learning Sprints

**Online Learning:**  
John Monash Science School Online

**Learner Dispositions:**  
Incorporated into units of work

**Visible Wellbeing:**  
Teaching itself as a factor that builds student wellbeing

**Renewed Disciplines:**  
Maths Pathway PA40+ (PE alternative)  
Product Design: Wood Big Issues (RE)  
Religion through Art (RE)  
Page to Stage (The Arts)

**Student Choice:**  
Personalised learning (embedded in current Year 8 program)

Continued overleaf >



Our partnerships





# Redesigning Learning at SHC / 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)  
Faculty Arguments  
Communities Helping Communities



### Online Learning:

Digital Citizenship Course



### Student Groupings:

Investigating Connect Time  
Coaching conversations



### Positive Education:

Implementation of new Student Leadership structure and election process



### Restructure of staff leadership positions

Development of Leadership positions continued



### Visible Wellbeing:

Staff completed character strengths and emotional intelligence modules



### Industry Partnerships:

Embedded Placement Geelong program for pre-service teachers (ACU)  
Healthy Food Charter (Deakin)



### Further development of Learner Dispositions:

The Hallmarks of a Sacred Heart College Experience



### Master Plan:

Completion of The Court Precinct - Final Stage  
Landscaping of The Court Precinct



### Parent Engagement:

Maths Academic Parent Teacher Teams (Year 7)



### Master Plan:

Stage 5 Sports and Wellness Centre  
Town Planning

Our partnerships



## The Bradbury Club (STEAM)



The Bradbury Club is a unique collaborative group of students, staff, academics and industry professionals performing long-term, problem-solving projects that benefit the community.

It includes students and staff from Sacred Heart College, St Joseph's and Clonard, plus nine partner organisations including the University of Sydney, University of Melbourne, Deakin, the Garvan Institute, EnviroLab, Healthy Communities and the Australian Bureau of Statistics.

## IDEAS Group (Entrepreneurial Learning)

Common Learning after which students choose one of the following projects:

**The Upstart Challenge:** An entrepreneurial program and business ideas competition for secondary school students aimed at building an entrepreneurial culture and fostering strong relationships between students, educators, industry partners and the community.

Upstart builds skills and experience to help our young people make their mark in the new economy. These skills include problem-solving, business planning, teamwork, networking, public speaking, and resilience to failure. Upstart encourages students to be creative and innovative.

**Tournament of Minds:** An international competition that offers a range of creative opportunities to extend student thinking. Working on challenges encourages the development of positive learner behaviours such as persistence, risk-taking and problem-

solving. Students are challenged to be open to ambiguity, to tolerate difference and to value a sense of the ridiculous. Each of the four challenge areas encourage investigation into literature, engineering mathematics, information communication technology or the humanities. A range of deeper thinking and collaborative learning skills can be developed using the challenge framework. Students can also display particular talents in the Arts.

## Mixed Mentor Groups

To aid student development, the Mixed Mentor Group pilot was established in Semester 2 of 2017 to trial a model of pastoral care comprising of cross-age student volunteers from Years 7 to 12.

The aim of this model is to support student development by reimagining the ways in which students can develop community without the limitations of age. Informed by Steve Biddulph's research into what girls need most, the model focuses on four key areas identified in his work:

- Spark – identifying and igniting it, keeping it alive
- Aunties – the role of significant adult women
- Dad's and Daughters – the role of significant adult men
- Spirit – fostering spirituality

## House System

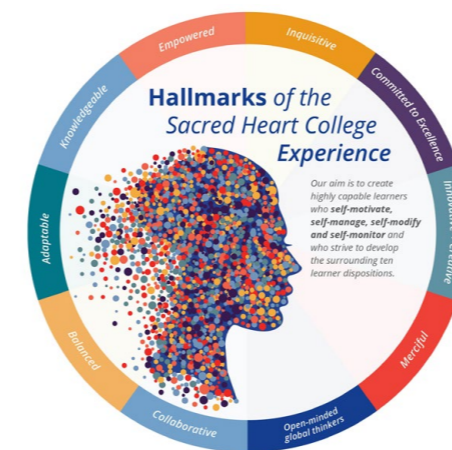


The learnings from our pilot Mixed Mentor groups has enabled SHC to structure homerooms according to Houses. The House System aims to create smaller 'schools within schools' bringing students and staff together with a common purpose or interest (House

identity and pride). Students are grouped vertically in Mentor Groups (Year 8 to 9 or Year 10 to 12) and stay with their group and Mentor teacher for a number of consecutive years, building 'safe' supportive mentoring relationships.

Cross-age interaction of students within the Mentor Group and House system also creates the opportunity for peer mentoring between students, enhancing the confidence and leadership skills of our young people. The Student Development Coordinator of the House works with the same students and families during their time at SHC, enhancing relationships between the school and parents.

## Learner Dispositions



In order to: further support student development; enhance and complement wellness for learning; encourage a growth mindset; and expose students to learning by failing, teams of staff have worked on identifying and describing the dispositions that, when developed, enable students to be highly capable learners.

Working together with Dr Adrian Bertolini, Director of Learning at Intuyu Consulting, ten dispositions have been identified.

The dispositions, along with the Mercy Values have become the Hallmarks of an SHC Student.

## The Court Precinct



The development of the Sacred Heart College physical learning spaces has provided a learning environment consistent with the network model of learning. To date, students have access to Stages 1, 2 and 3.

Stage 1 consists of junior science and physics laboratories, biology and chemistry laboratories, a science preparation area, multiple collaborative spaces, four general learning areas on the ground floor and a further three general learning areas on the first floor. Stage 2 is comprised of the Makerspace, five general learning areas, two science laboratories, multiple art studios and various collaborative spaces.

The recently opened Stage 3 provides an entry from Aphrasia Street leading to a large Atrium space, with four general learning areas, staff spaces and a gathering space. The Atrium also has a cafe and will be used for gatherings, functions, and events.

Stage 3A landscaping work is currently occurring on the northern forecourt of Stage 3, and will consist of a green open space. It is planned to be finished by the end of 2020.

## Studiosity

In recognition that learning happens anytime and anywhere, and to empower students to take ownership of their learning, the following virtual learning opportunities have been piloted:

**Studiosity** is an online platform that provides assistance to students in two ways. ConnectLive connects students with a subject expert who aims to get students

'unstuck' when they need help working through a problem. Mathematics, Sciences, English, Commerce and general study skills are currently supported. The other service, Writing Feedback, enables students to upload any form of writing for review. Students receive feedback on academic literacy, including structure, spelling, grammar, punctuation and referencing and typically receive a response in less than 24 hours.

**Zoom** is a simple, high-quality video conferencing platform which enables four distinct services to amplify learning at Sacred Heart for:

1. *People who are not on-site, that normally would be.* Students who may be absent from school for various reasons. External students or staff who are absent have all been able to connect to their classrooms remotely from a simple one-click link via Canvas, the college learning platform.
2. *Access to external experts.* To foster and maintain strong relationships with parents and alumni, Zoom is used to bring the outside in, providing our students and staff with access to experts who normally would not be available to them due to distance, travel or availability.
3. *Remote meetings and interviews.* Parents often find it difficult to attend the College due to their own work commitments. Zoom is being used to hold meetings with parents and others that normally would not be possible, for example, removing the need to travel to school, simply clicking a link and being able to have a 15-minute conversation.
4. *Making our resources available to others.* Using the Zoom Facebook Live connector we able to broadcast high-quality live video streams to our parents and the wider community. Workshops, lectures and parent information nights have all been broadcast.



## External Experts

The CSIRO STEM Professionals in Schools project offers schools an opportunity to invite external experts into the school to enhance students' understanding and problem-solving of real-life issues. In 2019 Stephen Plowright, a Cyber Security analyst at IBM, worked with a small group of senior Maths students in completing a graduate level.



'SEAing the Unseen' is a CSIRO partnership project led by Dr Melanie Thompson who holds extensive experience in industry and tertiary laboratories. This project explores how we can reduce drag on ships' hulls to reduce the emission levels produced by container ships bringing imports into Australia. Students took part in a field visit to VIVA Energy and created a corroded fish sculpture (putting the A into STEM).

The John Monash School of Science also provides Science Intensives delivered to students online.

## Student Leadership Team

The new Student Leadership Team model is designed to deepen students' understanding of their place in a global society through authentic leadership opportunities, both formal and informal.

The structure will provide more opportunities for students to be elected based on their dedication, experience and skill set rather than their year level.

This will promote cross-age opportunities and relationships, increasing community engagement whilst maintaining our Mercy values and identity.

2019 Student Leadership Team		
College Captain	House Leader	Focus Group
Year 12:  Ignace College	Year 12:  Ignace College	Year 12:  Ignace College
Year 11:  Ignace College	Year 11:  Ignace College	Year 11:  Ignace College
Year 10:  Ignace College	Year 10:  Ignace College	Year 10:  Ignace College
Year 9:  Ignace College	Year 9:  Ignace College	Year 9:  Ignace College
Year 8:  Ignace College	Year 8:  Ignace College	Year 8:  Ignace College
Year 7:  Ignace College	Year 7:  Ignace College	Year 7:  Ignace College
Year 6:  Ignace College	Year 6:  Ignace College	Year 6:  Ignace College
Year 5:  Ignace College	Year 5:  Ignace College	Year 5:  Ignace College
Year 4:  Ignace College	Year 4:  Ignace College	Year 4:  Ignace College
Year 3:  Ignace College	Year 3:  Ignace College	Year 3:  Ignace College
Year 2:  Ignace College	Year 2:  Ignace College	Year 2:  Ignace College
Year 1:  Ignace College	Year 1:  Ignace College	Year 1:  Ignace College

The new Student Leadership Team will include the following:

- Three College Captains (Year 12)
- Ten House Leaders for each House, from any year level. *This replaces Year Level leaders.*
- Four Focus Groups: Mercy and Mission, Caring Communities, Community Engagement and Learning Leader. Each Focus Group has five representatives from each House (Years 7 to 12). *These replace the student sub-committees.*
- Peer Mentors and Mercy Captains will remain as a leadership opportunity for students throughout their time at the College.

## Connect Time

Connect Time aims to provide an extended period of time each day, preferably after lunchtime, where Mentor teachers and students within their mentor group can spend time together building relationships and making connections.

This time will also provide opportunities for Mentor teachers to provide academic mentoring/coaching with students within their class.

## Coaching Conversations

Coaching incorporates teaching, counselling and mentoring skills. It assumes that every young person is the expert in their own life, and involves supporting someone to set goals, overcome obstacles and take action to succeed in their life and move from their present state to a future vision.

Coaching Conversations turn problems into solutions, blame into responsibility, obstacles into opportunities and inaction into action. The aim is for Coaching Conversations to be incorporated into Connect Time as a means of providing students with a supportive adult to help support their individual learning journeys.

## Staff Groupings

Across 2019 and 2020, new Positions of Leadership (POL) have been developed at the College to support and drive the innovations and initiatives that are occurring in our new network model of learning. Staff work effectively in self-managed teams to develop new and renewed curriculum and learning opportunities for students.

## Digital Citizenship Course



Year 9 students and incoming 2020 Year 7 students will be required to complete a Digital Citizenship course before they collect their laptop. This course is completely self-paced and delivered through Canvas.

Students will obtain a Digital Licence Certificate from the Allannah and Madeline Foundation and complete a series of activities to increase their understanding of the risks and benefits of the online world.

## Visible Wellbeing

Sacred Heart is proudly a Visible Wellbeing Partner School. The Visible Wellbeing program meaningfully combines the science of learning and the science of wellbeing.

During 2019, all staff have embraced professional learning in Professor Lea Water's SEARCH framework and have been working to embed this within the classroom and wider community, including collecting evidence of action and measuring impact. Students are increasingly owning this process, ensuring that student voice guides the growth of our wellbeing culture.

## Healthy Food Charter



In 2019, a group of students, staff and parents worked with experts from Deakin University to create the SHC Healthy Food Charter. The Charter outlines the four key pillars of our food philosophy: empowered, communal, balanced, and sustainable.

This charter will see us aspiring to create a community that consciously chooses ethical and nutritious food to share with each other and enhance our Wellness for Learning through food.

## Embedded Placement Geelong Program

In 2019 Sacred Heart College established a partnership with Australian Catholic University. This innovative partnership has allowed for the development of Embedded Placement Geelong, a unique program that brings together both Primary and Secondary Catholic schools in the Geelong region.



The chance to learn and grow



Embedded Placement Geelong provides a leading-edge program for Pre-Service teachers that provides future educators with a comprehensive real world experience.

The Embedded Placement Geelong program provides opportunities for Pre-Service teachers to undertake a year-long placement in a participating school, offering them the chance to develop advanced skills in direct instruction, facilitation and curation of learning, as well to experience teaching across a full school year.

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*Sacred Heart College is building a culture where students and teachers work together to contribute to the notion of empowerment through student voice, agency and leadership.*

*Student voice empowers students to influence change in collaboration with adults to make decisions about what they learn and how it can be assessed.*

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### **Student Choice**

SHC is building a culture where students and teachers work together to contribute to the notion of empowerment through student voice, agency and leadership.

Student voice empowers students to influence change in collaboration with adults to make decisions about what they learn and how it can be assessed.

Student agency gives students a level of autonomy to direct and take responsibility for their own learning by becoming self-regulated learners.

### **Renewed Disciplines**

From 2020, SHC has reimagined how staff and students work together to promote an interdependent and interdisciplinary curriculum that continues to foster the foundation skills in distinct disciplines. SHC prepares students for the work of their generation by championing interdisciplinary education.

Students demonstrate interdisciplinary understanding of a particular topic when they can bring together concepts from two or more disciplines to solve a problem, create a product, or raise a new question in ways that would have been unlikely through a single disciplinary means.

### **Academic Parent Teacher Teams**

We have adopted an APTT model of family engagement that recognises how students thrive when parents and teachers work together to maximise student learning outside of school. The APTT model seeks to build relationships between school and home for the benefit of learning. It creates opportunities for teachers and parents to meet in groups focused on particular learning areas (Year 7 Maths in 2019) to build the capacity of parents to support their child with specific strategies explained by the teacher, and for teachers to understand more about their students' unique circumstances.

