



Amplifying Authentic Whole-School Student-Led Learning – Lessons from an Australian School

Tuesday, November 15, 2022 | 6:00-7:00 PM Eastern
Wednesday, November 16, 2022 | 9:30-10:30 AM Adelaide



Welcome

- **Introduce yourself in the chat box**
- **We welcome your questions, answers, and comments**
- **Share your learning on Twitter (Tag us: @Aurora_Inst)**
- **We are recording and archiving the webinar – the slides and video will be available on aurora-institute.org**

Amplifying Authentic Whole-School Student-Led Learning – Lessons from an Australian School

Nick Johns and Erin Corbyn

Associate Directors, Education

The Connection, Social Ventures Australia

Marg Clark Principal and students

Prospect North Primary School, South Australia



Acknowledgement of Country

We would like to begin by acknowledging and paying our respects to the Traditional Custodians of the lands on which we are gathered upon today.

We would like to pay our respects to their Elders, past, present and emerging, and acknowledge Aboriginal and Torres Strait Islanders that may be here with us today.

We also accept the invitation in the Uluru Statement from the Heart to walk together with Aboriginal and Torres Strait Islander peoples in a movement of the Australian people for a better future.

We invite you to acknowledge Traditional Custodians of the lands where you are located.

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Students bring different values, beliefs and understandings to school.

Students have pre-existing understandings that are always emerging. Learning is not a linear process



Strong nurturing, democratic relationships with significant adults underpin student success.

Building strong relationships helps students to learn, trust and self regulate



Learning involves the social construction of knowledge.

Children perceive new information through social interaction; they process it through personal reflection, practice and social discourse.



Choice and responsibility are strong motivators for creative involvement and achievement.

Children pursue excellence best when they are responsible for their learning



A learning environment that invites curiosity and fosters creativity encourages students to investigate the world around them.

The learning environment is the 'third teacher'



Students are thinkers with their own emerging theories. Quality experiences enables theories to develop and consolidate.

Learning occurs through engagement in meaningful and relevant experiences



Feedback and reflection are essential for students to consolidate what they are learning.

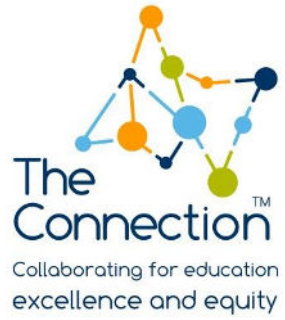
Ongoing feedback from adults and peers helps students consolidate learning and improve outcomes.



Student agency builds resilience and a sense of belonging and connectedness to the school

Students who are in charge of their learning and can see themselves influencing change progress at a faster rate. This is especially true for disadvantaged students.

Building connectedness to the community through nurturing relationships and student agency



Amplifying Student Agency



Social Ventures Australia
Funding • Investment • Advice

Bright Spots
SCHOOL CONNECTION

SAMSUNG

STEM LEARNING

Compassion Curiosity Creativity Resilience

Prospect North Primary School

SOUTH AUSTRALIA

Government of South Australia
Department for Education and Child Development

At PNPS we believe students should;

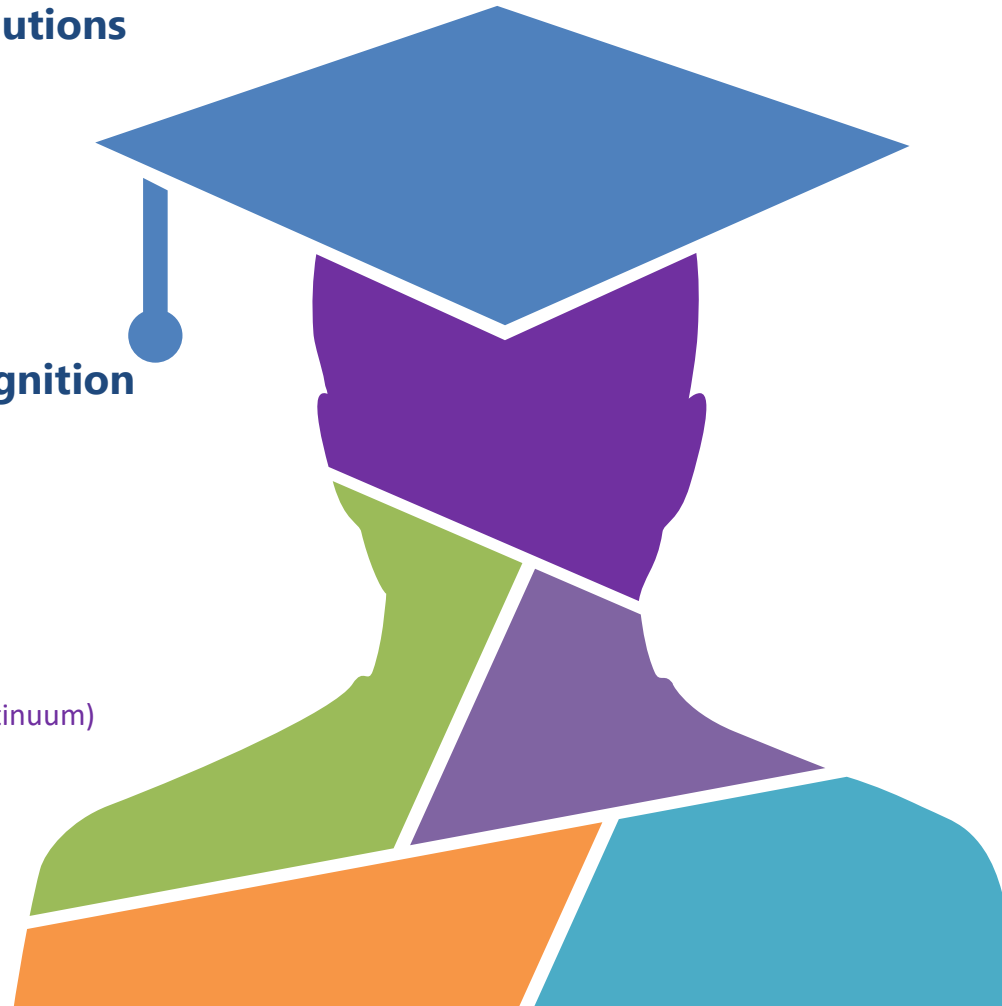
- be connected to the real world near and far
- actively problem find and problem-solve, play and investigate
- understand and be articulate about how and why they learn.
- set their own goals and reflectively assess their progress to inform new learning
- Have the time to explore the curriculum deeply
- Find and follow their passions



Prospect North Primary School

Students as capable learners

4



Real world problems and solutions

- STEM immersions
- Personal Investigations
- Design Thinking and thinking routines
- Kids Teach STEM
- Multi disciplinary teams



Student agency and metacognition

- Goal setting
- Formative assessment
- Co design of learning with staff
- Critique
- Oracy
- Learning progressions (Novice – expert continuum)



Wellbeing for learning and Learning for Wellbeing

- Nurture and interoception
- Circle time
- Paint and Chat
- Student Ministries



Immersive Environments

- Play/ Inquiry based environments
- Radio/TV/DJ - 'Junior Journos'
- Digital leaders and robotics
- Building and tinkering
- Trauma safe
- Flexible timetabling



Critical and Creative Thinking

- Personal Investigations / Play
- Considering perspectives
- Design Thinking
- The Arts
- Critique



Personal and Social Capabilities

- SECRET skills/General Capabilities
- Group work and problem solving
- Student Parliament
- Buddies

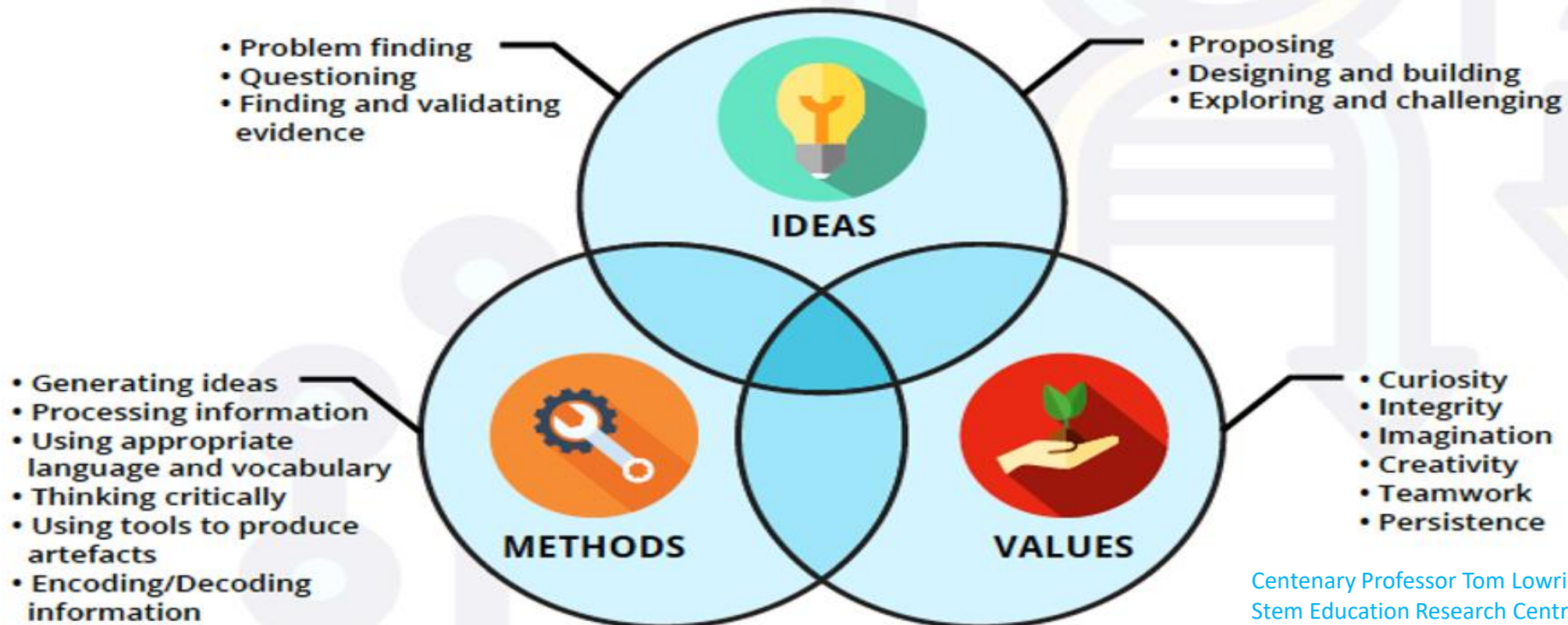
STEM FOR ALL YOUNG AUSTRALIANS

A FRAMEWORK FOR ACTION

Helping children live in their world, by responding to the needs of their community.

STEM PRACTICES

Improve education for Australians in science, technology, engineering and mathematics.



Where does STEM fit?

- Personal Investigations
- Buddy classes
- STEM/Design thinking together – project based learning
- Real world issues
- Digital leaders – High tech
- Extension opportunities to introduce high level programming and STEM based problem solving competitions eg lego league
- PNTV



Long – deep
learning
Time to build
conceptual
understanding
and tackle
misconceptions



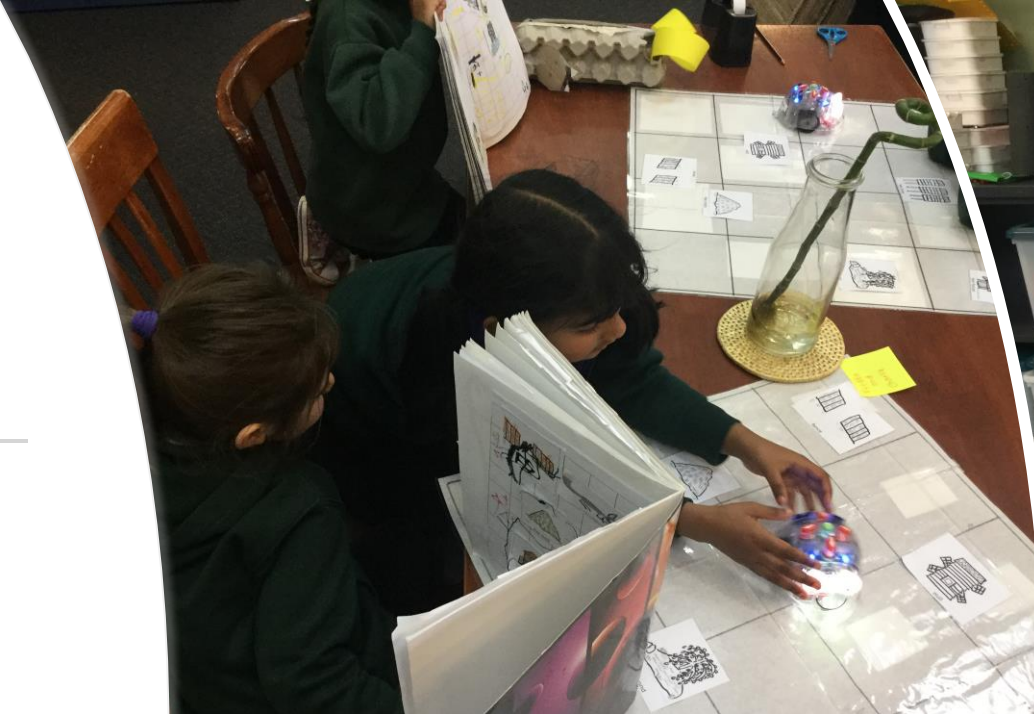


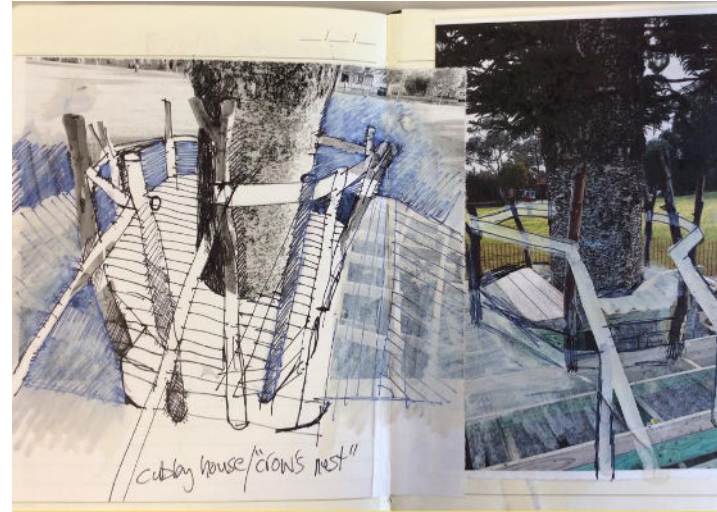
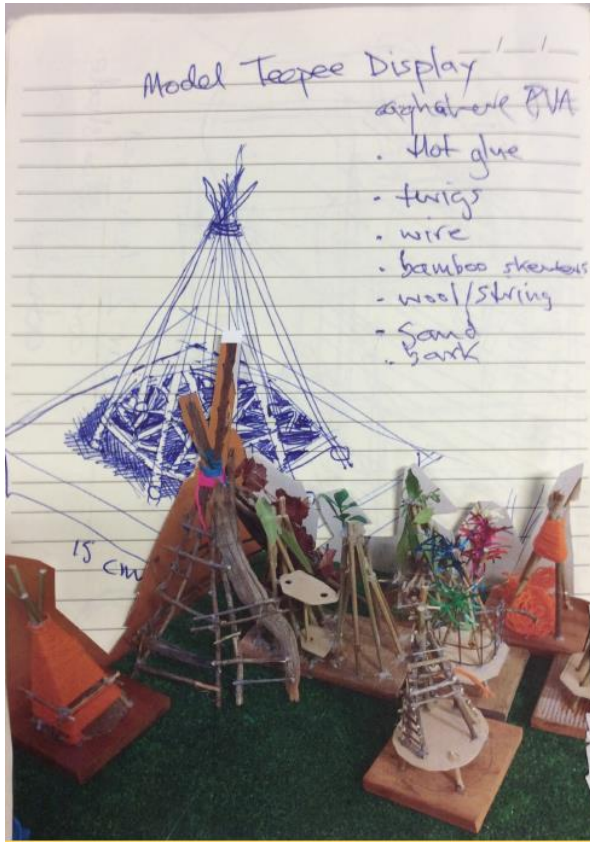
Design Thinking



Build
capacity for
independent
inquiry

Student Initiated learning





Real Life implementation of ideas from the students.



Personal Investigations



- Interest initiated but problem based
- Long term project management
- Follow a process to dig deeply
- Collect different perspectives – may be data or surveys or feedback on a prototype
- Must take some action from what they have learnt
- Workshopped to teach skills just in time on a needs basis as they work through the process
- Targeted teaching of the skills needed eg how to mind map, blueprints, how to ask good questions, which genre should my presentation be in?, technology needed to be successful
- Perfect vehicle for teaching students how to be good learners.



Feed-back
and
Feed-forward

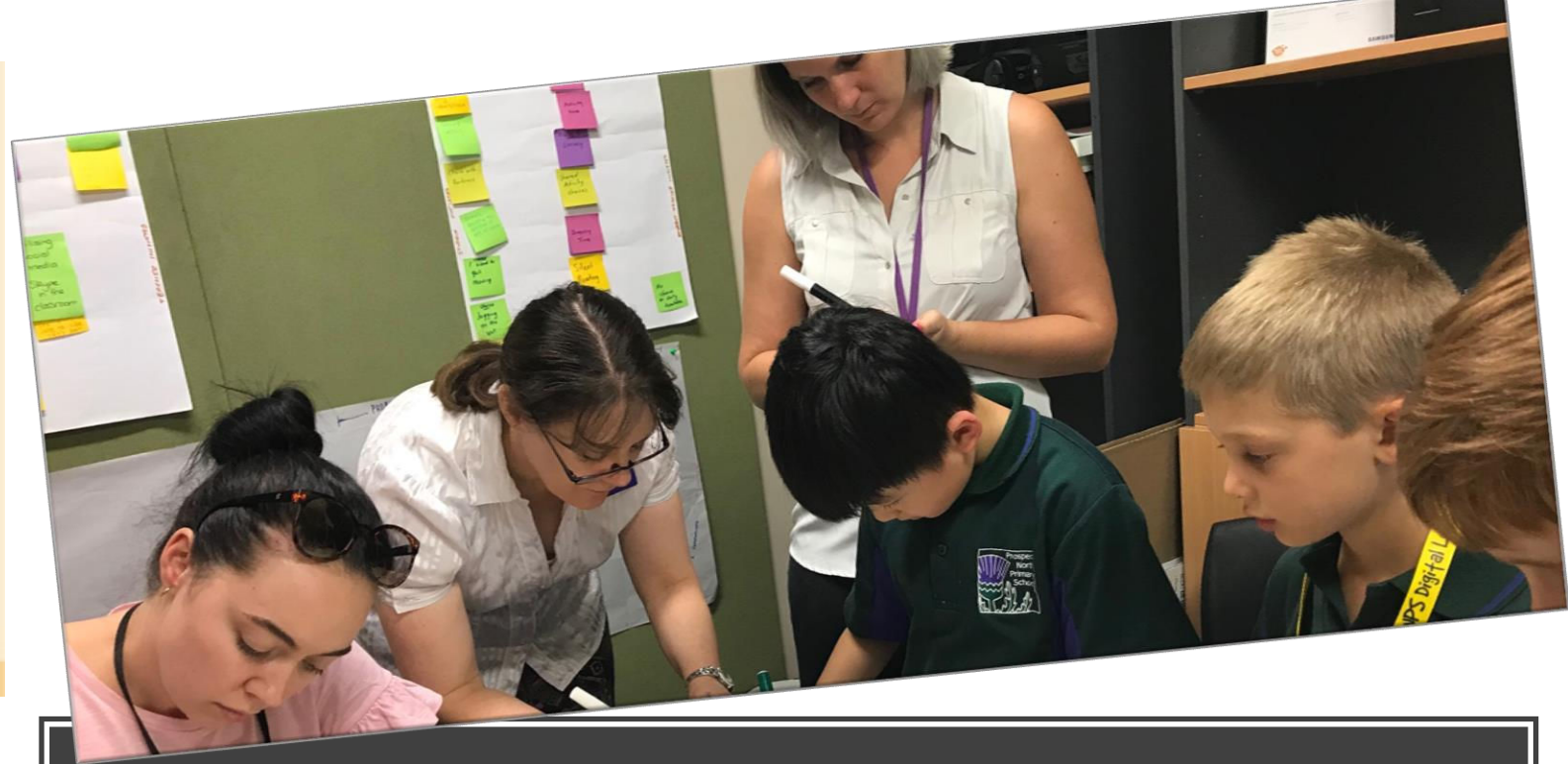
Students and
teachers
learning
together



Domain 2

Create safe conditions for rigorous learning

- 2.1 develop democratic relationships
the teacher shares power with students recognising it as a fundamental condition for learning
- 2.2 build a community of learners
the teacher creates a culture where everyone inspires and encourages each other's learning
- 2.3 negotiate learning
the teacher responds to students' changing needs and involves them in deciding the direction of the curriculum
- 2.4 challenge students to achieve high standards with appropriate support
the teacher has high expectations and guides each student to achieve his/her personal best



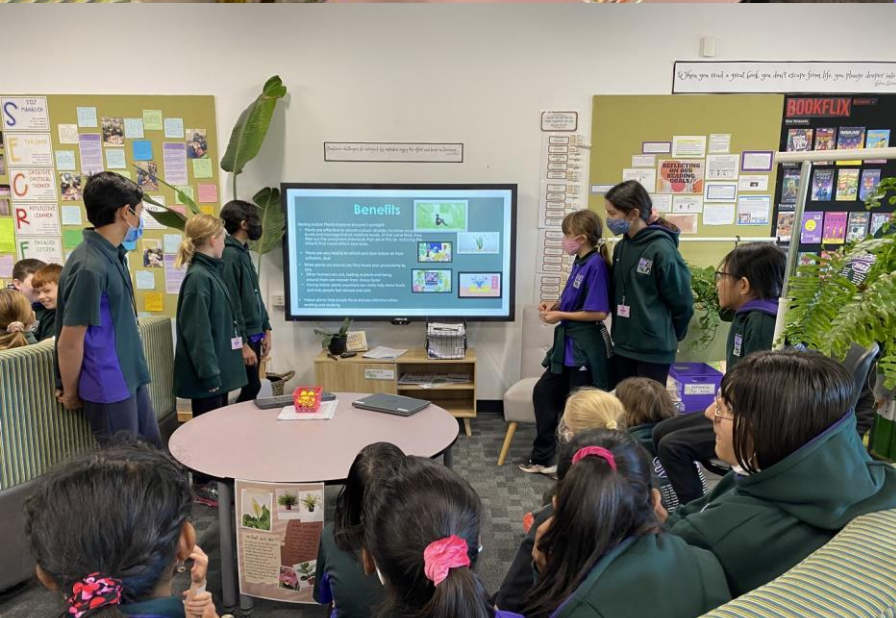
Students and teachers
co- planning a unit of work



By embedding student agency in the learning process we co construct learning so students can age appropriately self-manage their goals, assessments and improvement strategies.



The Senior Studio



We all have SECRET POWERS



SECRET POWERS

Compassion Creativity Curiosity Resilience

GENERAL CAPABILITIES

19

S

SELF MANAGER

Personal & Social

ICT Capability

Ethical
Understanding
Critical & Creative
Thinking

E

ENGAGED CITIZEN

ICT Capability

Critical & Creative
Thinking

Personal & Social

Intercultural &
Ethical
Understanding

C

CRITICAL & CREATIVE THINKER

Critical & Creative
Thinking

Ethical
Understanding

ICT Capability

R

REFLECTIVE LEARNER

Critical & Creative
Thinking

ICT Capability

Ethical
Understanding

E

EXPLORER

Personal & Social

ICT Capability

Critical & Creative
Thinking

Intercultural
Understanding

T





TEAM PLAYER

Personal and Social

Intercultural
Understanding

Ethical
Understanding

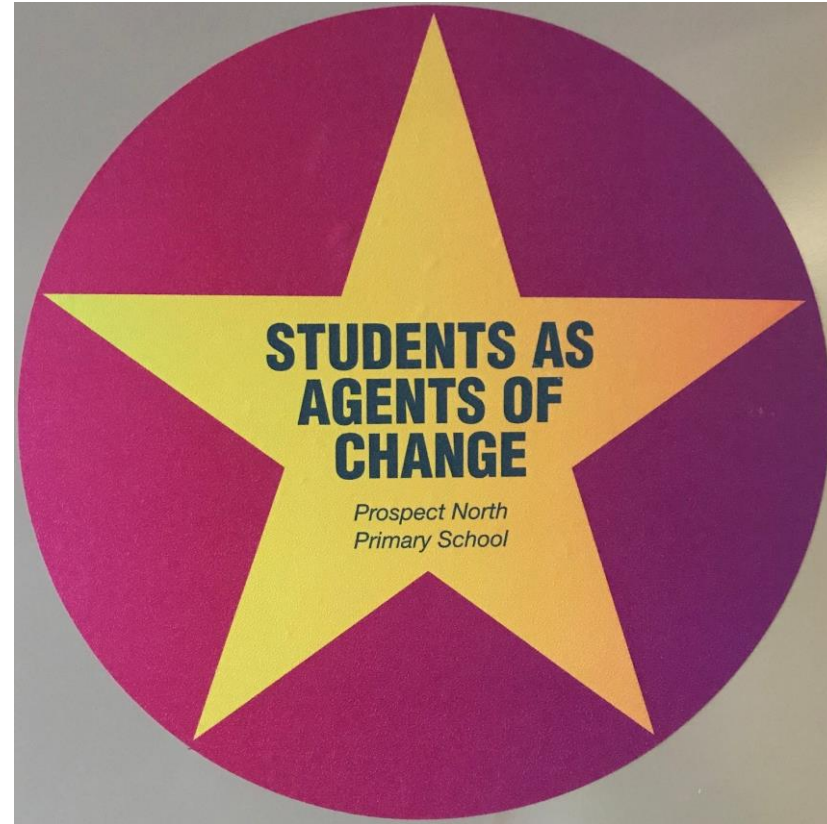
SECRET POWERS

Investigations		
Mathematician	Reader and Writer	Self Manager
I can describe different kinds of big.	I can create books which include patterns in the words.	I can choose to do something and find what I need by myself.
		
Explorer	Engaged Citizen	Team Player
I can set myself a play plan, challenge or goal.	I can give a reason for something I do.	I can identify my rights and responsibilities.
		



Student Parliament

What does
leadership with
agency look like at
PNPS?



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Student Parliament

◆ Cabinet

Whole school decision making
Two Ministers from each ministry
Liaise with Governing Council
Liaise with school Leadership
Liaise with wider community

◆ Teaching and Learning Ministry

Track and monitor teaching and learning across the school.
Collect data through student voice tile sort to set whole school goals.
Work to redesign our reporting processes.

◆ STEM Ministry

Promote and manage STEM programs
Digital leaders
Kids teach STEM
Kids teach STEM online
STEM professionals in school
LEGO leagues and Vex robotics competition
Partner with Rotary club Prospect
Buddies



◆ Indigenous Voice Ministry

Promote and make decisions pertinent to aboriginal perspectives across the school decision making processes.

Gather community perspectives to improve educational outcomes for indigenous students.

◆ Wellbeing Ministry

Promote and make decisions for whole school wellbeing
Promote Circle time
Look at patterns in wellbeing data sets
Design Interception/calm corners in all classes
Peer mediators

◆ Building Community Ministry

Build connections with community organisations to contribute positively to the school.
Way to Go and DPTI project management
Prospect Council
Governing Council
Culturally significant events

Digital Leaders

Digital leaders are volunteers from 2-6

- Aimed at kids who enjoy technology and working out how new things work
- Combines digital prowess and interest with leadership opportunities
- Uses a badge-based system to recognise and acknowledge skills and leadership
- Builds student capacity and takes pressure off teachers when using new technology
- Great advocates for STEM and the school's learning programs



STEM
Capable Learners



Students
Thinking
Exploring
making



2017 Digital Leaders
Sarah

Kids Teach STEM Conferences – From across Australia

Over 600 students, leaders and teachers so far have been involved in conferences with our students.



How do you know if you are a good learner?

What does self – directed learning look like?

Who owns your assessment? and Is it accurate?

How does having Agency in your learning amplify intellectual stretch?

Can everyone improve their learning with more agency?

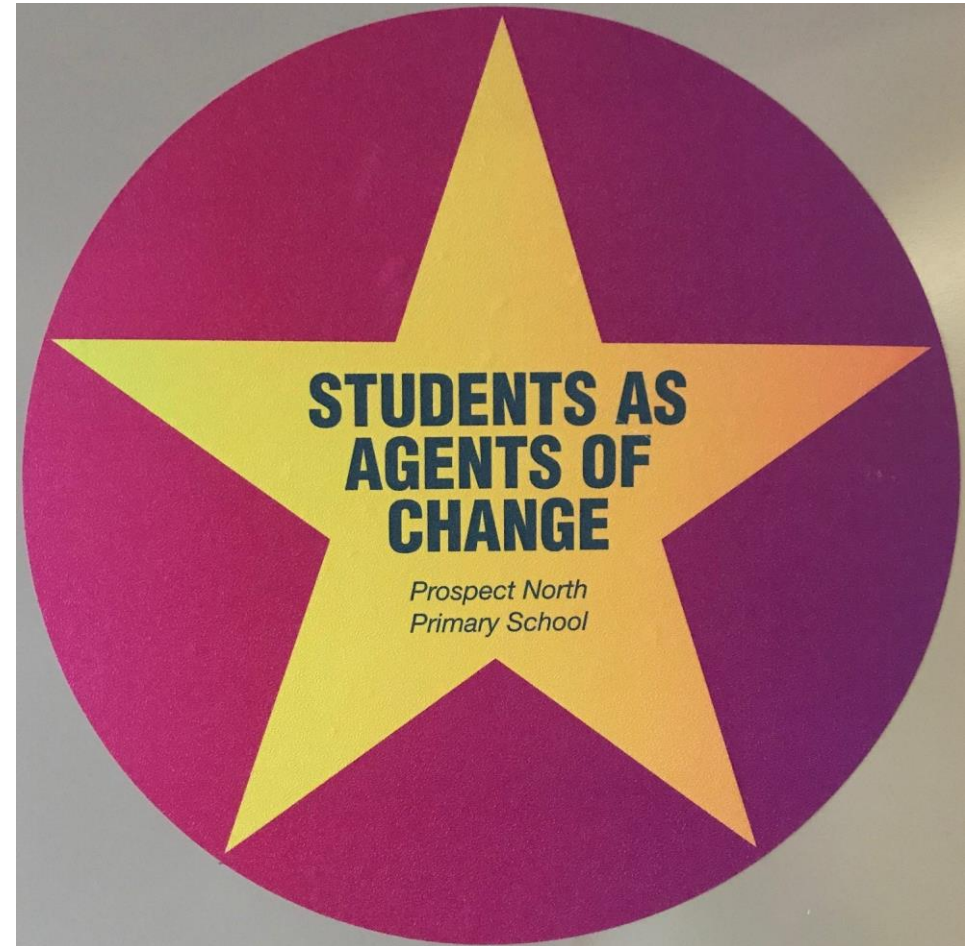




All children are capable of achieving extraordinary outcomes in their learning, sometimes it just takes a step to present learning differently.

Your job as teacher should not be to always lead your students but to instead walk side by side in their learning journeys.

Thank you for letting us speak to you today.



Welcome

Nick Johns

Associate Director
The Connection,
Social Ventures Australia



Find us on socials



@Connection_SVA
#SVATLG
#TheConnectionSVA



@theconnectionsva



The Connection –
@TheConnectionSVA



@TheConnectionSVA
@Social Ventures Australia

Did you know?

- 9,581 schools in Australia
- Approx. 4 million students
- Approx. 4,500 schools in disadvantaged communities
- 2 million of Australian students are in disadvantaged communities
- OECD trend data - bottom 20% demographic at risk of being up to two years plus behind top 20% demographic cohort (Literacy and Numeracy)



Supporting educators to flourish

- Currently there are critical staffing challenges across many schools in Australia.
- Post Covid - wellbeing is critical issue.
- So how can we support educators to flourish?

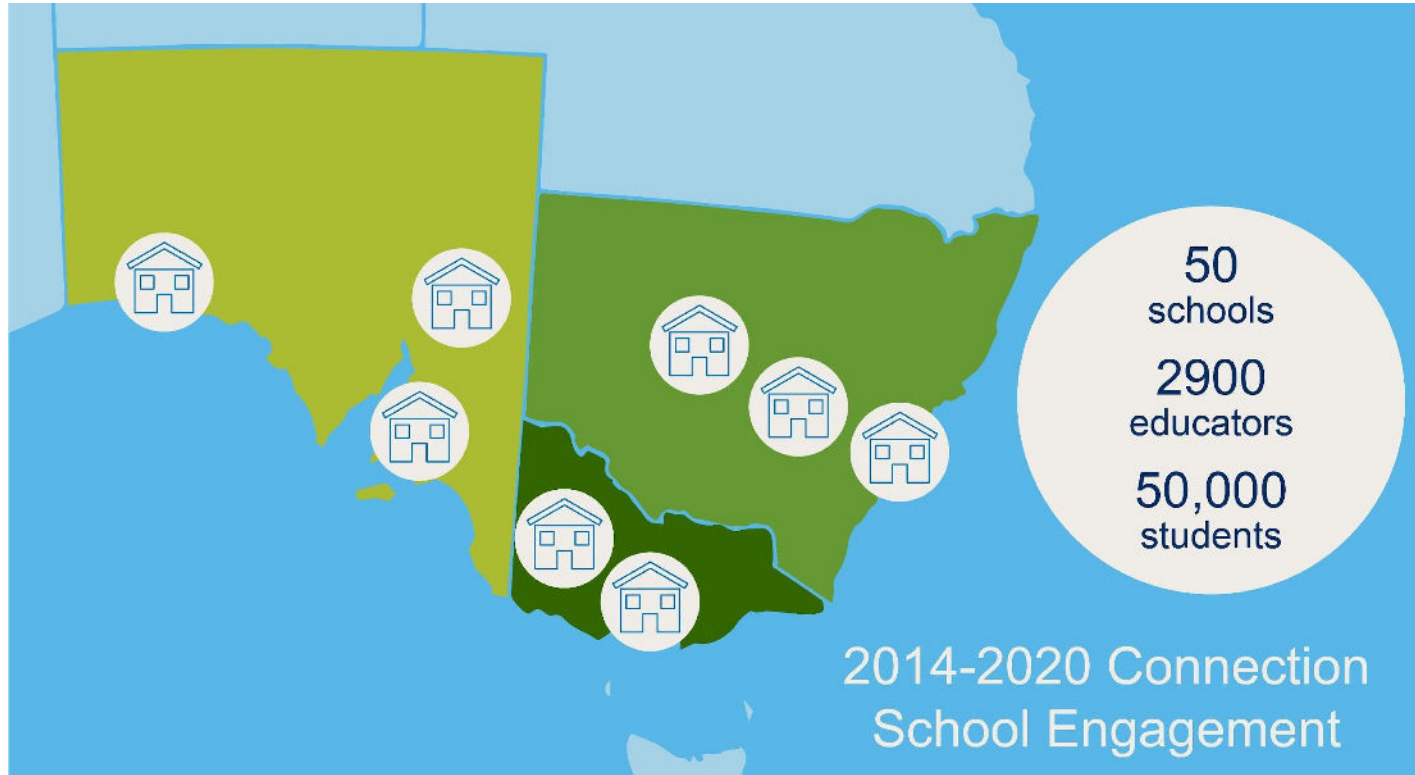


What is The Connection?

- Systems impact initiative of SVA
- Collaborative Leadership Development Network
- Building capacity of high performing and emerging leaders
- Working together to amplify best practice



Where are the sites?



Then and now

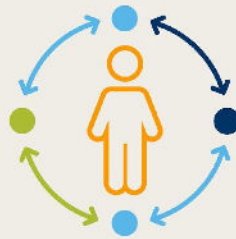
- Began in 2014 with 8 schools in two states of Australia
- In 2022, The Connection has expanded to reach 72 Australian schools serving approximately 50,000 plus learners and is growing across multiple states



Our values



Collaboration



Connection



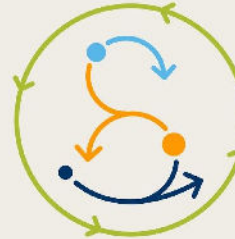
Trust



Equity



Inspiration



Agility

Preconditions for collaboration

- An explicit and shared whole school improvement agenda
- Access to resources, including infrastructure, human and financial
- Close integration between education system policy priority areas and The Connection priorities
- Active, strategic alignment between The Connection's Project Action Plans and education systems' school planning frameworks

Reference: Singhania, A., Hard, N., & Bentley, T. (2020). Unleashing the Power of the Collective in Education: The impact evaluation of SVA Bright Spots Schools Connection. RMIT University

Strategic alignment

“When we talk about the key components of our school, we talk about SVA as a key component of what we’re about as a school... Everything we’ve been doing is aligned to the whole-school improvement journey.”

— SA STEM Learning Hub principal

Characteristics of effective collaboration

1. A shared moral purpose across a diverse cohort
2. A culture of trust and safe environment
3. Collective accountability for shared success and impact
4. A willingness to learn, share and exchange expertise by voluntary inclusive participation and structured inquiry

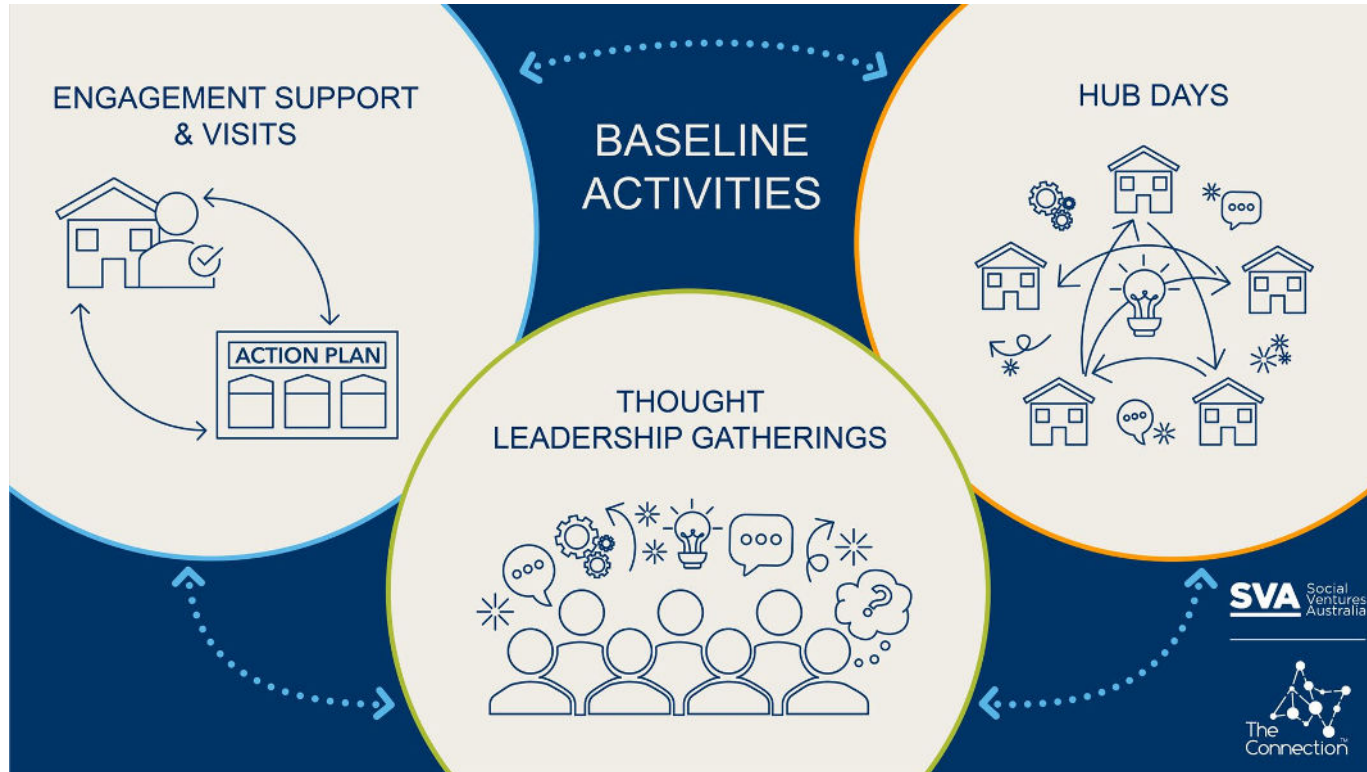
Reference: Singhanian, A., Hard, N., & Bentley, T. (2020). Unleashing the Power of the Collective in Education: The impact evaluation of SVA Bright Spots Schools Connection. RMIT University

A shared moral purpose

“The moral imperative that is shared across The Connection is crucial. For these schools, it’s not just about getting the pay packet. There’s so much more pride when we see our students improve.”

— VIC Star Hub leading teacher

Intentional convening activities

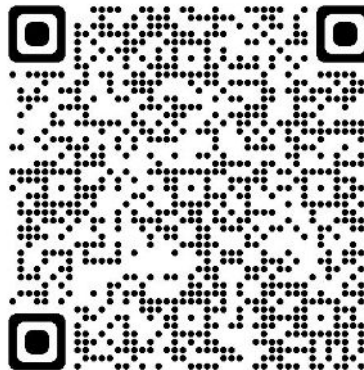
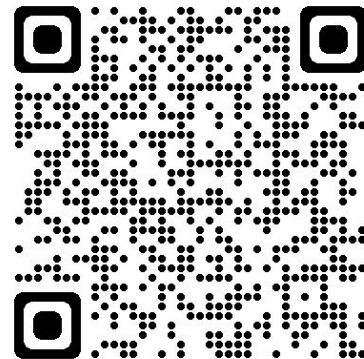


Power of collective expertise



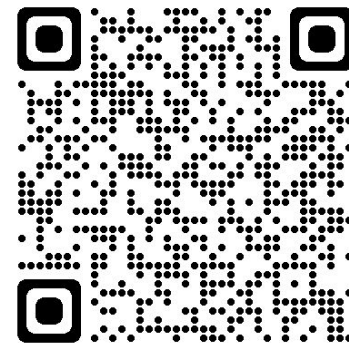
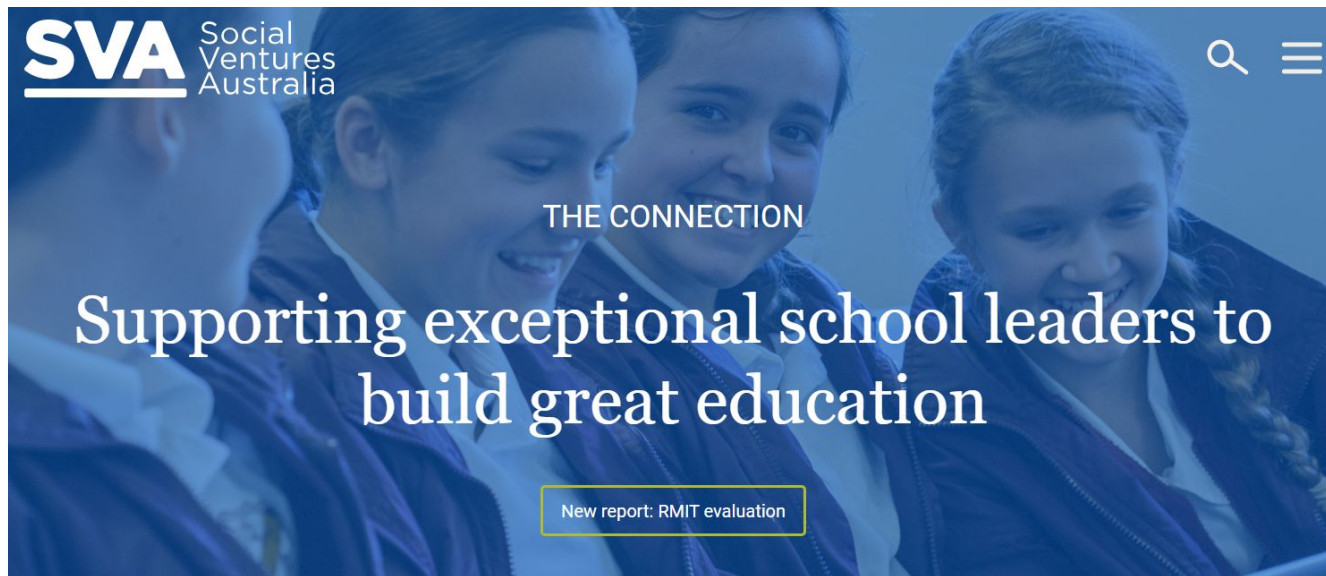
Curious to find out more?

- Case Study in 2022 WISE paper:
Education Reimagined: Leadership for Transformation - WISE (wise-qatar.org)
- Dr Jeffrey Brooks and Dr Alan Daly – SVA Quarterly: Rethinking social networks for equity, excellence and flourishing - Social Ventures Australia



Find us online

- The Connection website



Our details

For further information about our work, contact our team:



Sue Cridge
Director Education
The Connection

scridge@socialventures.com.au



Nick Johns
Associate Director Education
The Connection

njohns@socialventures.com.au



Erin Corbyn
Associate Director Education
The Connection

ecorbyn@socialventures.com.au

Stronger as one



Billy Reynolds is a 15 year old Aboriginal artist from the Dharawal tribe located in Nowra, New South Wales



Thank you!

One-Minute Survey:

**[https://www.surveymonkey.com/r/
Aurora_Webinar_11-15-22](https://www.surveymonkey.com/r/Aurora_Webinar_11-15-22)**

(link in chat box)



Stay Connected

Marg Clark: Principal, Prospect North Primary School
Marg.Clark2@schools.sa.edu.au ♦ @clark_marg @ProspectNorthPS

Nick Johns: Associate Director, Education, Social Ventures Australia
njohns@socialventures.com.au ♦ @johns_education

Erin Corbyn: Associate Director, Education, Social Ventures Australia
ecorbyn@socialventures.com.au ♦ @erincorbyn

Facilitator: Laurie Gagnon: Program Director, *CompetencyWorks*, Aurora Institute
lgagnon@aurora-institute.org ♦ @LaurieGagnon98



www.aurora-institute.org



communications@aurora-institute.org



(703) 752-6216





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Every Learner