

Let's thrive and flourish

Our learning journey and
practical steps for you
wherever you are in yours

INNOVATIVE
PEDAGOGY

INSPIRING & INQUIRING THE MIND

who are we?

You mean
besides the
coolest people
ever right?



AMBARVALE HIGH SCHOOL



Year 7- 4See (PBL Principles, Design Thinking Elements)

Year 8- STEM (Design Thinking Principles, Integrated Curriculum Sci, TAS, Maths)

Year 9- SEED (PBL/SOLE, Integrated Curriculum Eng/HSIE)

Year 10- No Limits (Student Self Directed Passion Project)

SUPPORT- PROFECTUS (PBL Framework/Different Pedagogies

“Pods of Innovation”



4See Recent Product


A living, breathing, authentic, real-world product that stays publicly displayed :)



what does the Research say?

Thomas (2000) (Bradley-Levine & Mosier, 2014) defines PBL as “A complex task, based on challenging questions or problems, that involve students in design, problem-solving, decision making and investigative activities. Giving students the opportunity to work autonomously on realistic products”

Bell (2010) and David (2008) explain PBL as a way that students control their own learning through investigation, as well as collaboratively working to investigate and establish projects that manifest their knowledge, with the aid of a teacher as a facilitator.



Continued

Rosefsky Saavedra (2012) “Globalisation, economic necessity and low civic engagement compound the urgency for students to develop the skills and knowledge for success

“The 21st Century skills movement will require keen attention to curriculum, teacher quality, and assessment” (Rotherham 2009)

Flippatou & Kaldi (2010) find a positive effect on student’s peer interactions and social groupings as well as effective commitment in the education procedures.

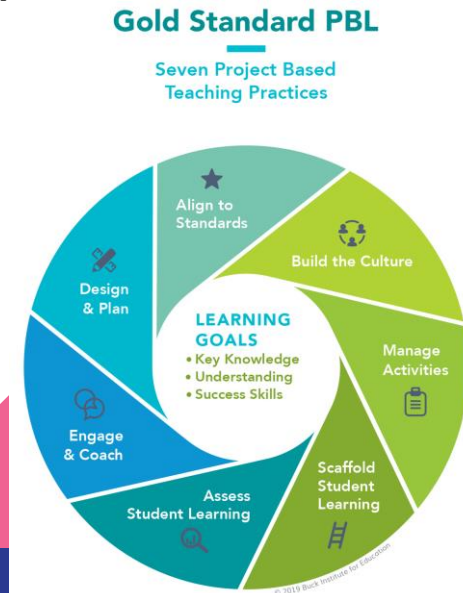





- Students with learning difficulties must develop skills to be able to navigate social situations.
- Students with learning difficulties must develop skills to be able to regulate their own emotions.
- Students must develop necessary skills for a workforce that is not yet created.
- Using only traditional teaching practices is not meeting the individual learning needs of all students
- Learning should be deep, authentic, relevant and fun :)

Starting Point - PROFECTUS - what is it?

- PBL Framework
- Foundation of the **4 C's Communication, Collaboration, Critical Thinking and Creativity.**
- Other Pedagogical approaches embedded within.
- Learning experiences are created to foster the 4 C's while working toward the completion of a final product.
- Highly scaffolded to allow full range of learning abilities.
- Planned with the knowledge of student behaviours.



WHERE are WE AT!

- 5 years into this iteration of the program.
 - Currently now have a framework and process we use for all projects. Paperwork
 - 6 Teaching Staff/12 SLSO's
 - 2 IM Classes, 2 IO Classes, 2 MC Classes total 61 students
 - Two 'Learning Sessions' over the fortnight timetable (2 Hours consecutive P1/2 Wk 1, 3 Hours consecutive P1-3 Wk 2)
 - Not finished, still improving, still critiquing, still learning
 - Committed to the cause
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MUST HAVES

- High level **EXECUTIVE** buy in
- CASH (and plenty of it)
- **Staff buy in**
- TPL
- A Framework for Success (Meetings, Programs, Sessions, Resources, Expectations)
- A clear team vision with **actionable** individual steps on how to get there
- Equal opportunity and **responsibility** for the individual steps
- A **committed** culture
- An uncompromising and ridiculously obnoxious drive toward achievement no matter what the circumstances.
- The adaptability to be 'like water' in any learning situation.
- Curriculum.....? That's not **what drives** our learning !!!
- STUDENT INPUT THE WHOLE TIME DERRRRRR



How do you set it up?

PROJECT IDEA


- Get all staff together
- Ideate
- **Map it out** (must haves below)
 - Driving question
 - Hook events
 - Research parts
 - Multiple drafts
 - Feedback sessions
 - Final products
 - Short snappy activities
 - CoL
- **Ongoing Collaboration between staff**

LOGISTICS/PAPERWORK

- Timetabling (how often/how long)
 - Where is the time coming from?
- Framework for Programming
 1. Runsheet https://drive.google.com/open?id=1kZ17A7E_ditta-58JpV5ydxActDwPaGhL0ZLD86fM
 2. Plan Grid <https://drive.google.com/open?id=10T6a4FhmJbP06vj@YIbGDPL6gfsqUJERcKVTduETo>
 3. Action Sheet <https://drive.google.com/open?id=1kFE6kxFOC3rmqN1CcsYSp-ZMdyGbkNEUR99sxCXdtis>
- Resources (**creation/distribution**)
- Reporting templates
- **Pre-prepared** google forms for **DATA**

Sticking Points (get comfortable)

Sessions	Logistics	Paperwork
<ul style="list-style-type: none">● Use of experts● Inclusion● Group Dynamics● Rooming● Staffing● Activites● Alternatives● Timing● <u>LIKE WATER</u>● <u>REMEMBER</u>	<ul style="list-style-type: none">● Funding● Budget allocation● Staff buy in/PL● SLSO buy in/PL● Time● Resource creation/allocation● Accountability● Responsibility	<ul style="list-style-type: none">● Framework● Runsheets● Plan Grid● Action List● Accountability● Responsibility● Time



Different Ideas we have covered

- The Tudors
- Endangered Animals
- Sustainability
- Ancient Egypt - **FAILURE** (but funny story)
- Inspire Cafe
- Short Films [Short Film Clips](#)
- **Ready, Steady, Cook:** How can you create a menu, dishes and experience to show off a culture to the AHS community?

https://drive.google.com/open?id=1kZ17A7E_4itta-58JpV5-ydxtAcTDwPqGhLQZLD B6fM



Example Products (good and bad)



DON'T FORGET TO HOLLA YA HEAR

- kelly.whitehead1@det.nsw.edu.au 'Mrs Whitehead'
- steven.taraboulsis1@det.nsw.edu.au 'Mr T'
- Ambarvale High School 46271800 EXT 131





O & A

TIME!

References

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