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Position:	Currently Deputy Principal and PBL teacher (role will be changing)
Abstract title:	Problem & Project Based Learning for Teacher & Student Wellbeing & Engagement
	<p><i>"This is boring", "What has this got to do with me?", "when am I ever going to need this?"</i></p> <p>All statements I never heard once in 2019.</p> <p>When teaching our new PBL course called 'Launch' to Year 12 & 13 students, I only heard things like, <i>"this is the only reason I come to school", "It makes me so happy to be able to be in charge of my own learning and make decisions, even if they don't work out every time."</i></p> <p>We all know that curriculum integration is what's needed to best serve the needs of our current and future students. We know that learning purely in "siloes" or discrete subject areas will not support our learners to see and practice opportunities to transfer their skills seamlessly into different contexts if they are not also taught in this way.</p> <p>But how do we make the shift from our traditional model into a more integrated one?</p> <p>I pioneered a Level 2 & 3 Problem Based Learning course in my high school, and it was a huge success. Engagement was at an all time high, students were happy, driven and attending school every day! There is no need to "throw the baby out with the bath water", or "change everything overnight". It was also the most rewarding and happy teaching year I've had in my career. Everyone can have this!</p>