

## **Matt Krieg**

Director of Curriculum: Teaching & Learning

## **Tim Kloeden**

Assistant Principal: Senior School & SACE Improvement



# PLAYFORD INTERNATIONAL COLLEGE



# The Journey – Setting the scene

- School reputation – Community perception of poor behaviour and lack of achievement)
- Category 2 Index of disadvantage (67% of families in lowest quartile of social-economic advantage)
- Unemployment Rate (18.8%)
- Single parent households (41.7%)
- 70% of students on school cards (Family earning less than \$37000p.a)
- Attendance issues

*“Anything that can be outsourced, automated or turned into software will be”*

*“In the 21<sup>st</sup> Century work culture, everything from the neck down is going to be minimum wage”*

# What's our why?

*Develop students that are **active** participants  
in their learning and not just recipients of  
**information***

*Want*

*Willing*

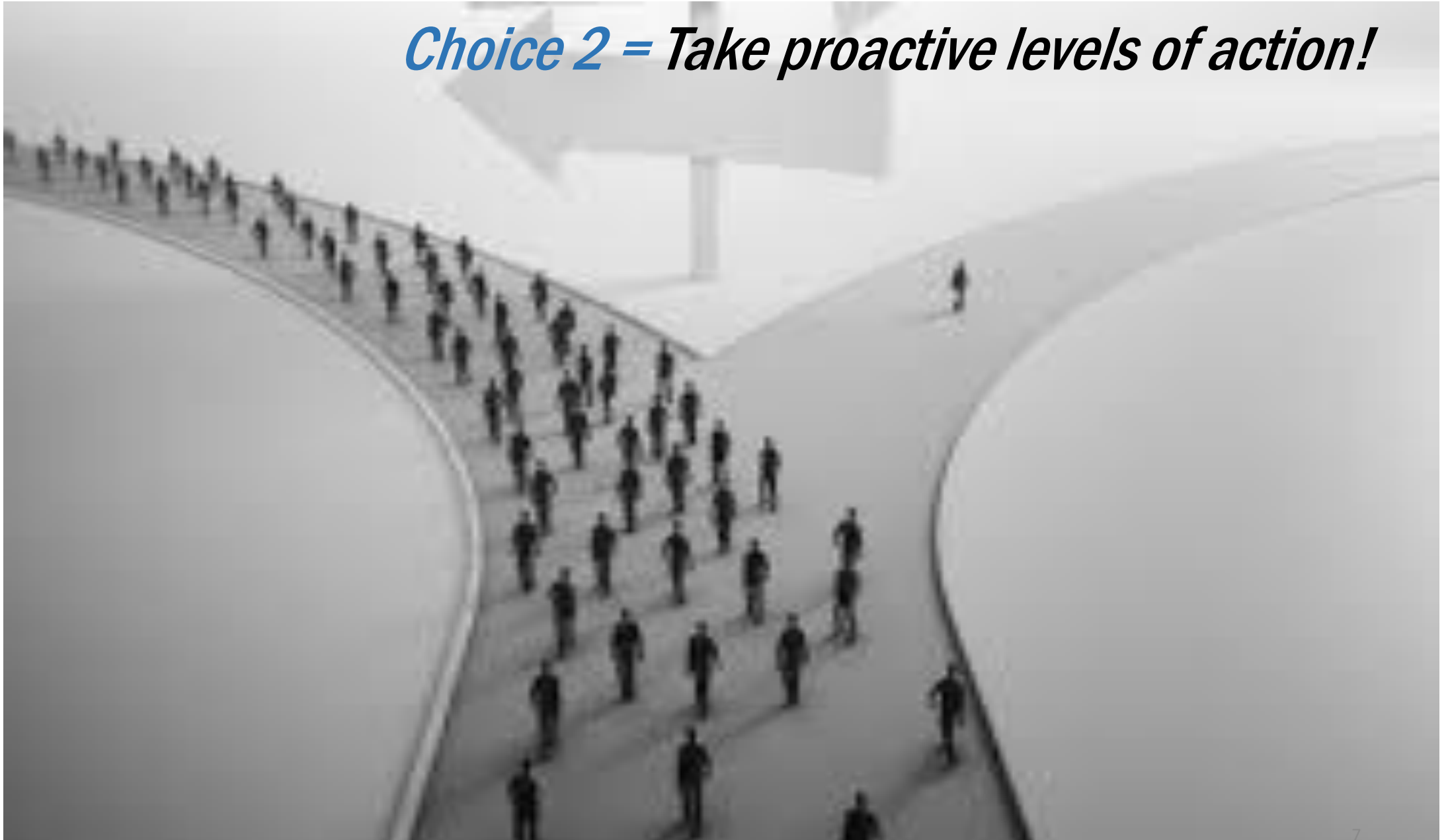


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*Choice 1 = Do what we have always done!*



*Choice 2 = Take proactive levels of action!*



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## Our Practice – 21C pedagogy

- Project Based Learning
- Building Powerful Learners
- Feedback Of and For Learning
- Elective and Academy

## Our Students – 21C Learners

- Curriculum Coaches
- Active participants (Electives & Academy subjects)
- Learning Dispositions (seminar series & PIC positive approach to schooling rubric)

## Our School – 21C Learning Space

- Celebration of effort
- Transformed Learning Areas (Composite classes)
- Collaborative Classrooms (Beacon Foundation)

## Our People – 21C Educators

- Coaching and Mentoring
- Collaborative Practice (Monday Program)
- Professional Learning Communities (Monday Program)
- Professional Development (Wednesday Program)
- Action research (Wednesday Program)





## 21<sup>st</sup> Century Pedagogy

**Q: How do we commit to a timetable that encourages deep learning and PBL?**

**A: Change the name from lessons to learning blocks and time of blocks from 50mins to 120mins.  
Lessons = lines, whereas blocks = jigsaw puzzle**

**Trialled in 2016 and the decision was made that as a staff we are not quite equipped to fully maximise 120min blocks.  
2017 has seen blocks reduced from 120mins to 80mins. 120mins blocks is still the end goal though!**

**Q: As a school how do we improve feedback of and for learning?**

**A: Remove end of term and semester comment based reports (continuous reporting and assessment framework). This extends the assessment period and further helps foster depth in learning. End of semester exam week has also been removed for the same reason.**

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## 21<sup>st</sup> Century Learners

**Q: What could be learnt from an analysis of the social capital of the local community?**

**A: A new looked structure to the school day that provides a platform for increased engagement;**

**Later start to the school day**

**4 learning blocks a day**

**MS Core curriculum in the mornings (5 core areas) – AC requirements met in this structure**

**MS students spend 1/3 of their week undertaking elective programs and/or specialist academies**

**Majority of elective and specialist academy learning blocks are timetabled for the end of the day**

**Learning time variation across subjects**

**Seminar series program – looks at building student capacity with a focus on the learning dispositions**

**Introduction of Workplace Practices as a compulsory for stage 1 students**



## 21<sup>st</sup> Century Space

**Q: How can we create a learning environment to suit the needs of our students?**

**A: Design and implement a curriculum model that aligns with students' needs and interests;**

**MS Core curriculum has a banded learning model**

**MS electives and specialist academies are vertically group (composite classes of years 8-10)**

## 21<sup>st</sup> Century Educators

**Q: How do we support staff to meet the challenges of the new curriculum and timetable structure**

**A: Invest money, time and effort into building the capacity/collective intelligence of staff;**

**Expert support people for teachers and learners in the classroom (curriculum coaches)**

**External instructional coach**

**Early finish days;**

**Targeted PD program aligned to our transformational plan (Wednesday night)**

**Quarantined time specifically dedicated to improve “teaching & learning”  
(Monday nights – common location; faculty, collaborative teams, workshops)**

## Grades:

