

# Partners in Entrepreneurial Education Revolution (PEER) Network

	What is the problem our students want to solve?	What are the enabling conditions leaders and teachers are putting into place to support the problem solving?
<b>Brighton Secondary School</b>	<p>How can we promote positive school culture through learner voice? (with two sub-strands)</p> <ul style="list-style-type: none"> <li>a) Sustainability</li> <li>b) intercultural and international consciousness</li> </ul>	<p>Developing a scaffold:</p> <ul style="list-style-type: none"> <li>• How do you sharply define our problem-solving question?</li> <li>• How do we plan and facilitate the finding out, the conceptualising solution(s) and implementing doing things differently?</li> <li>• How do we resource and support it?</li> </ul> <p>The group is clear that students want to drive this change (and should drive it), and the role of the adults is to “guide by the side”.</p>
<b>Charles Campbell School</b>	<p>How do we feel about our environment? How can we make a difference to the ways we address waste management?</p>	<p>Need to work with students on researching the issues more deeply. Encourage and support data collection so that the problem can be more clearly understood.</p> <p>Using Critical and Creative general capability to focus on how students and teachers can work together in addressing this issue.</p>
<b>Glenunga International HS</b>	<p>Every teacher, every student and every school have increased student agency. How can we further transform our school (and help others do the same)?</p>	<p>Student Congress (150 students) – plan the next steps on the school's journey to champion world class contemporary learning (21<sup>st</sup> C paradigm).</p> <p>The use of the Action Project to generate capacity building for pedagogical change.</p>

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<p><b>Heathfield HS</b>            "LIFT"            (Leadership ...</p>	<p>Increased choice and flexibility in their curriculum.</p> <p>More learning about careers, financial literacy, time management etc. "the extra-curriculum"</p>	<p>Curriculum review has already taken place.</p> <p>General Capabilities will play a stronger role in the redeveloped approach to curriculum design and to teaching and learning.</p> <p>There is work underway to revise the Year 8-10 program. Students want this to include ways of building on their interests and strengths.</p> <p>Students will co-design the Year 8-10 program with teachers and leaders.</p> <p>Project-based learning (PBL) approach already underway. PBL will be strengthened through this entrepreneurial work.</p>
<p><b>Marryatville HS</b></p>	<p>Student connectedness (within the school, but also externally - locally &amp; externally - globally)</p> <p>Increased student voice in the design of learning.</p>	<p>Developing a vertical "Connectedness" (Years 8 – 11) subject. This subject will be a choice subject (different problems related to different interests of connectedness undertaken by students with different passions). A "social entrepreneurial" approach. (Social Enterprise Connectedness or SEC)</p> <p>Open classroom approach (where the PEER students provide "governance" for the course) and other teachers and students can observe what the "Connectedness" class is doing.</p>

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<b>Norwood-Morialta HS</b>	How can we empower more students to add value for others and to increase their connectedness?	<p>Three different but related projects:</p> <ul style="list-style-type: none"> <li>• PLP (links with Morialta Rotary Club)</li> <li>• Global Summit</li> <li>• Social Entrepreneur</li> </ul> <p>Students want to co-design how these programs/projects evolve.</p> <p>Challenge-based learning underway at NMHS, and the learning from this will impact on these other projects.</p>
<b>Seaton High School</b>	Entrepreneurial learning for increased engagement in Years 10/11	<p>The teachers and leaders want to create a subject (and time within the timetable) to enable "Entrepreneurial Learning" to run.</p> <p>The PEER Network suggested that this subject could in fact be a PLP approached through a student / teacher co-design. Seaton HS indicated that the nature of "Entrepreneurial Learning" would be collaborative – different passions and different personalities to develop an effective team-based learning.</p>

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<p><b>Thebarton Senior College</b> "Student Voice for Student Choice"</p>	<p>How do we increase student voice?</p>	<p>To empower students with ownership of their school-life.</p> <p>Try to ensure that student voice is inclusive.</p> <p>Create a peer mentoring program that is student-driven.</p> <p>Teachers to work this program into a SACE local subject framework so that students get credit.</p> <p>If it runs as a subject, then the following applies:</p> <ul style="list-style-type: none"> <li>• Student participation is part of the SACE program</li> <li>• teacher facilitation time can be factored in.</li> </ul>
<p><b>Victor Harbor HS</b> Five by Five strengths-based approach to learning ELF Phase 3</p>	<p>The students focus is "War on Waste" and, in unpacking this learning, there are many wonderings about how this might look in the current structures and learning environment.</p>	<p>Entrepreneurial Learning Framework (ELF) will provide an opportunity for students to learn in a cross aged environment where learners are safe to be creative, critical, trial, make mistakes, revise, and learn. The plan is to deliver the subject in Semester 2 2018 in (ELF), Students will be guided through theories of Design Thinking to prototype solutions to problems they identify as significant and relevant in their world. Student assessment against the ACARA General Capabilities.</p>

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Wirreanda Secondary School	Learner-passions, leveraged for greatness.	Raising students' aspirations Defining and developing patterns & interests based on learner-passions. Hold an "Exposure Day" to raise awareness of opportunities. Teachers and students co-designing and planning Extra-curricular program (Wednesday afternoons).

**Next steps:**

1. Booking system for schools to work directly with Professor Zhao. Schools to email Yong at: [yongzhao.uo@gmail.com](mailto:yongzhao.uo@gmail.com)
2. Agree on date(s) when the PEER network can come together and work in real-time across a Zoom / Web Ex platform at the Learning Hub, Thebarton Senior College (Late November, 2018 and April 2019)
3. Agree on possible dates when 12 months of this work might be showcased; i.e., May 2019. Week 5, Term II = 27<sup>th</sup> – 31<sup>st</sup> May or Week 6 Term II = 3<sup>rd</sup> – 7<sup>th</sup> June 2019. (post-NAPLAN). The group is still considering how this might work. Perhaps a Twilight Session the evening preceding the 2019 SASPA Conference?

**Suggested reading and viewing:**

<https://cambridge.nuvustudio.com/> and

[https://www.huffingtonpost.com.au/entry/high-school-lets-teens-de\\_n\\_2819477](https://www.huffingtonpost.com.au/entry/high-school-lets-teens-de_n_2819477) and

<http://www.edcorps.org/>

**How can we be sure that this is better, not just different?**