



QUESTION

HOW IT WORKS
WHY IT HAPPENS
WHY IT'S THERE
WHAT'S IT FOR
WHO NEEDS IT
WHEN IS IT NEEDED
HOW CAN I TEST IT
?



SIGNIFICANT LEARNING EXPERIENCE

- ▶ What was a significant learning experience for you at school?
- ▶ What were the 3 key elements of this experience?





The Six A's of Designing Projects

Academic Rigor

- How do the projects address key learning concepts, standards or help students develop habits of mind and work associated with academic and professional disciplines?

Authenticity

- How do the projects use a real world context (e.g., community and workplace problems) and address issues that matter to the students?

Applied Learning

- How do the projects engage students in solving semi-structured problems calling for competencies expected in high-performance work organisations (e.g., teamwork, problem-solving, communication, etc.)?

Active Exploration

- How do the projects extend beyond the classroom and connect to work internships, field-based investigations, and community explorations?

Adult Connections

- How do the projects connect students with adult mentors and coaches from the wider community?

Assessment Practices

- How do the projects involve students in regular exhibitions and assessments of their work in light of personal, school and real-world standards of performance?

Note: The Six A's were created by Adria Steinberg
c Jobs For The Future, 1996

WIGGIN'S HOW TO DESIGN A PROJECT

BACKWARD:

- DEVELOP A CLEAR UNDERSTANDING OF WHERE ALL WANT TO GO
- MAP OUT THE STEPS TO GET YOU THERE
- BEGIN WITH THE END IN MIND

DESIGN

- TO HAVE PURPOSES AND INTENTIONS
- TO PLAN AND TO EXECUTE

"TELLING IS NOT TEACHING, KEEP IT ACTIVE. DOING IS WHAT LEADS TO LEARNING." - DENISE POPE

PROJECT TUNING IS THE MOST IMPORTANT TOOL A PBL TEAM CAN HAVE AND IT CAN HAPPEN AT ANY TIME THROUGHOUT THE DESIGN PROCESS HOWEVER THE OPTIMUM TIME IS HERE AFTER STEP 2 AND BEFORE 3.

STEP 3: DESIGN LEARNING EXPERIENCES AND INSTRUCTION

- THE DAILY LESSONS
- THE ACTIVITIES TO BUILD ON STUDENT KNOWLEDGE TO HELP MEET THE AUSTRALIAN CURRICULUM

THE ACHIEVEMENT STANDARDS OF THE AUSTRALIAN CURRICULUM WILL BE THE DRIVING FORCE FOR YOUR PROJECT

STEP 2: DETERMINE ACCEPTABLE EVIDENCE OF LEARNING/ASSESSMENT

- HOW WILL THE AUSTRALIAN CURRICULUM STANDARDS BE MET IN EACH SUBJECT?
- WHAT WILL EACH TEACHER ACCEPT AS EVIDENCE OF STUDENT UNDERSTANDING AND ACHIEVEMENT?
- HOW WILL TEACHERS KNOW THE STUDENTS ARE MEETING THE AUSTRALIAN CURRICULUM ACHIEVEMENT STANDARDS?

WHEN MEETING AS A TEAM FOR THE FIRST TIME AND BEFORE DISCUSSIONS ABOUT POSSIBLE PROJECTS BEGIN TRY THE FOLLOWING TASK.

IN SILENCE WRITE DOWN WHAT STUDENTS NEED TO KNOW, UNDERSTAND AND BE ABLE TO DO IN YOUR SUBJECT AND WHEN THEY NEED TO DO IT. FURTHERMORE, IS THERE ANYTHING EXTRA WORTH THE STUDENTS LEARNING? THEN EACH MEMBER PRESENT UNINTERRUPTED BEFORE LETTING THE DISCUSSIONS BEGIN. THIS CAN START A MAPPING PROCESS OF IDEAS.

EXAMPLES OF EVIDENCE

- PRODUCTS
- TESTS
- ESSAYS
- ORALS
- PERFORMANCES
- PRESENTATIONS

MAKE SURE THE STUDENTS ARE ENGAGING WITH

- EXPLANATION
- APPLICATION
- INTERPRETATION
- EMPATHY
- PERSPECTIVE
- SELF KNOWLEDGE

- DENISE POPE

FROM THIS POINT THERE IS NO RIGHT OR WRONG WAY TO GO ABOUT COMING UP WITH A PROJECT. JUST KEEP IN MIND. WHAT IS THE DESIRED "ESSENTIAL QUESTION", "REAL WORLD CONNECTION" AND PRODUCT GOING TO BE.

WILL THERE BE OPPORTUNITIES FOR REVISION AND/OR REDEMPTION?

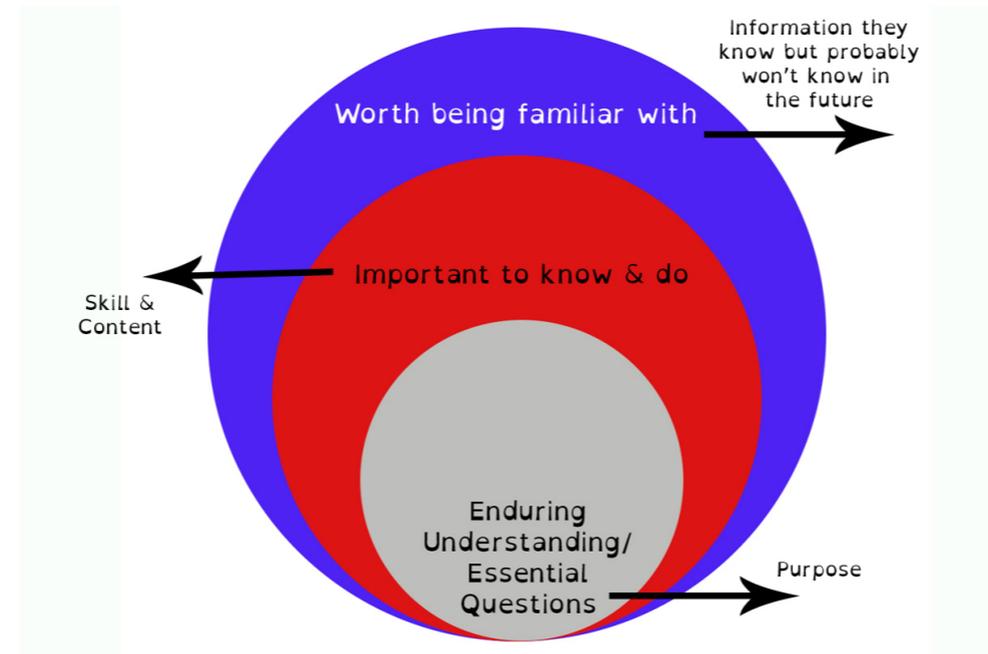
STEP 1: IDENTIFY DESIRED LEARNING

1. IDENTIFY WHAT EACH TEACHER NEEDS THE STUDENTS TO LEARN AND WHEN THEY NEED TO LEARN IT.

IF A PBL TEAM IS STRUGGLING TO DECIDE ON A FINAL PROJECT/ PRODUCT/ESSENTIAL QUESTION PROJECT TUNING IS RECOMMENDED HERE

HOW TO DEVELOP ENDURING UNDERSTANDING AND ESSENTIAL QUESTIONS

What do our students need to learn?



FILTERS FOR SELECTING ENDURING UNDERSTANDING GOALS AND ESSENTIAL QUESTIONS

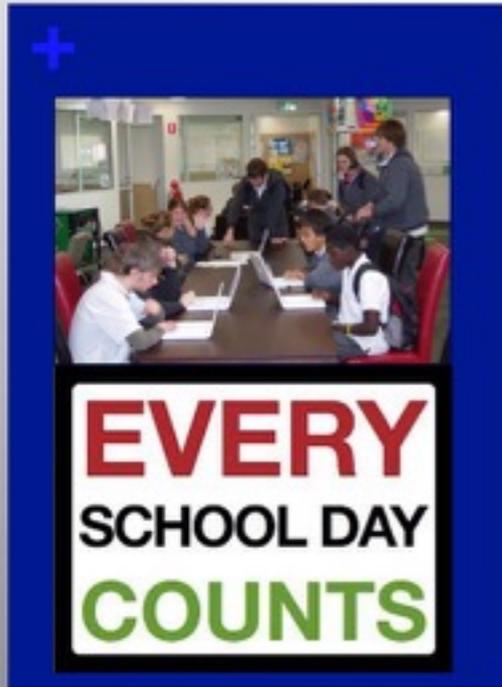
- Representing a big idea with enduring value beyond the classroom
- Resides at the heart of the discipline
- Is open-ended, complex, provocative
- Is relevant and developmentally appropriate for students “you cannot engage your students if you don't know where they're at” *John Dewey - Sympathetic Learning.*

CHECKLIST FOR ENDURING UNDERSTANDING GOALS AND ESSENTIAL QUESTIONS

- Organises and focuses learning
- Defines the essence of what students will learn
- Cannot be answered in one sentence and has no easy answer
- Can be examined from multiple perspectives
- Allows students to think deeply
- Is kid friendly and easily accessible, publicly displayed
- Core concepts, principles, theories, and processes that anchor curriculum
- Is this what we want students to remember
- Students will understand and be able to use long after high school

WHY PBL?





History

- category one school
- low retention
- low completion
- low attendance
- low engagement

3 NON-NEGOTIABLES

1. Children must be able to trust their teacher
Relationships are paramount – *duty of care*
Relationships are child-centred – *believe in every child*
2. Children must be provided with work at their level
-differentiation
3. Children must belong
- have friends & empathy

EVERY CHILD, EVERY DAY

- Children have the right to learn.
- If we infringe on their right to learn we must be very clear about our reasons and alternative learning options.
- *We teach every child as if they are our own*

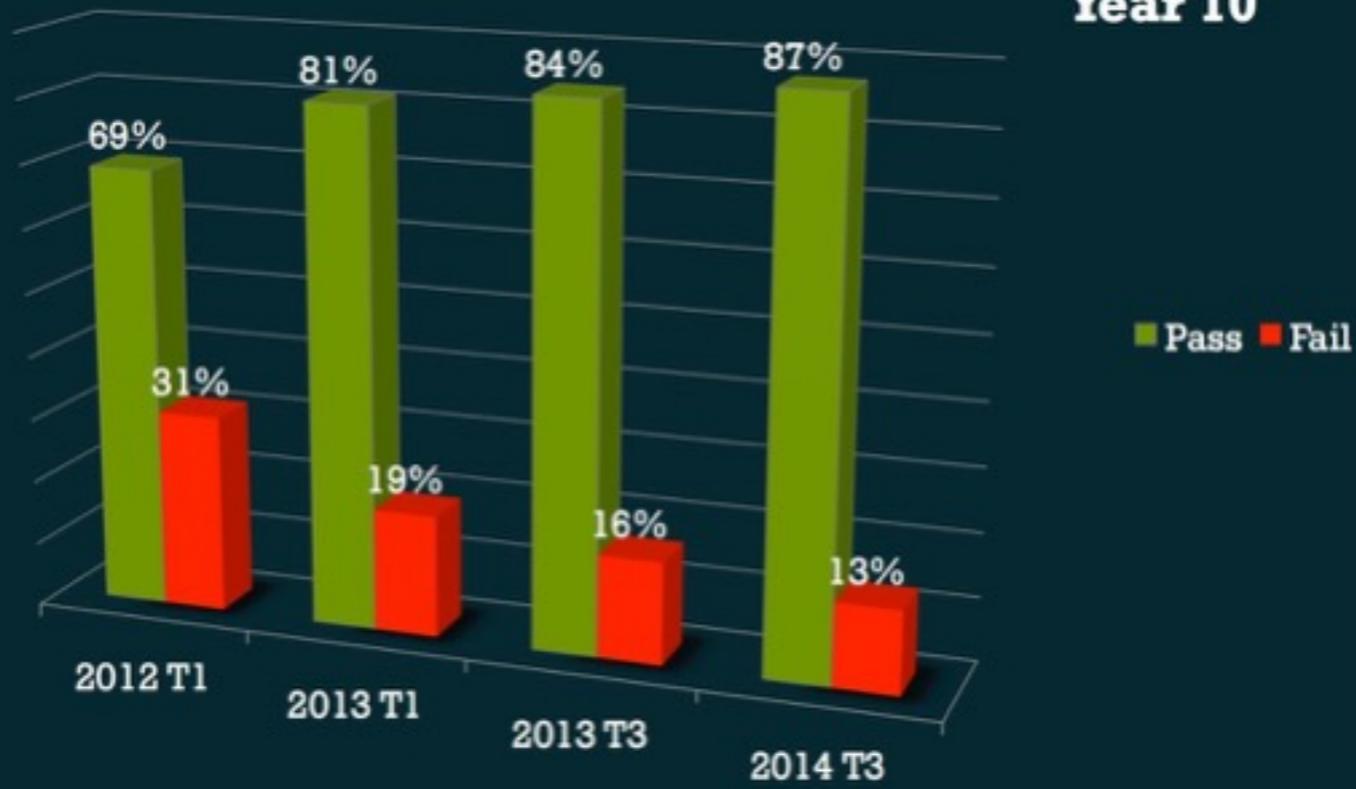
Greatest change makers

- staff and students agree

learning - clear protocols & expectations
more time & curriculum integration
less movement - blocks & fewer teachers



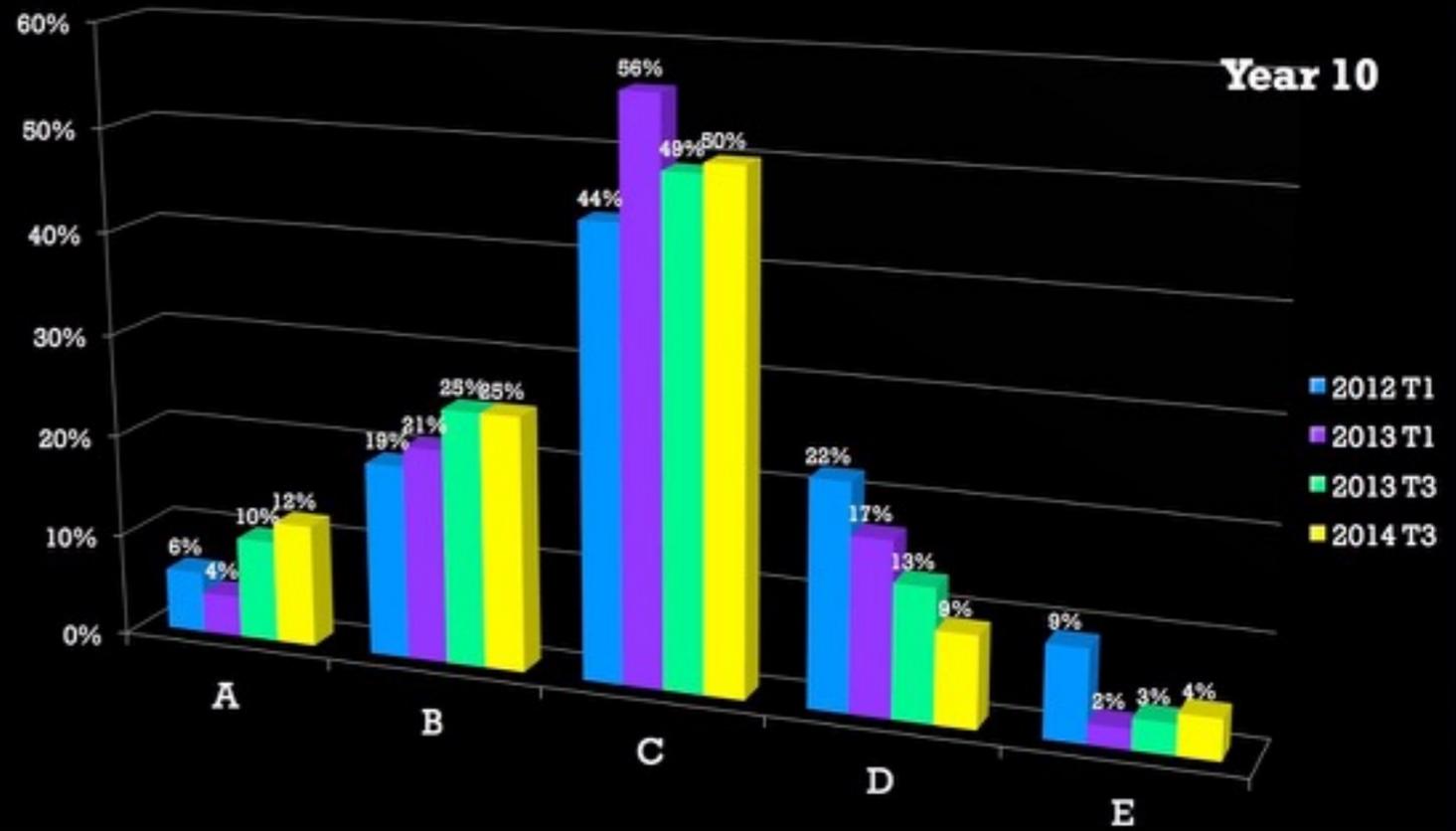
Year 10



2015 YEAR 12 SACE

100% COMPLETION RATE

Year 10



There are three major reasons why we hold Exhibitions of Learning at Mark Oliphant College.

The first is to allow students to create public products. “Products” are tangible things or presentations that solve problems or answer essential questions that the teacher has presented to them. Creating products that are public develops authenticity, adds to Project Based Learning’s motivating power and encourages higher quality work. Think of what often happens when students make presentations to their classmates and teacher - the stakes are not high, so they may slack off, not take it seriously and not care as much about the quality of their work. However, when students have to present or display their work to an audience beyond the classroom, the performance bar raises.

Secondly products make what the students have learned tangible so that they can be shared publicly. Instead of being a private exchange between student and teacher it adds a social dimension and the learning becomes more important because a learning community can discuss the students performance.

Finally, making student work public is an effective way to communicate with parents, community members, and the wider world about what PBL is and what it does for students. When a school opens itself up to public scrutiny, the message is, “Here’s what our students can do.” When the public sees what high-quality products students can create here at MOC, they’re often surprised and eager to see more.

