We are the creators of our own legacy
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The Scots College
• Established 1893
• Inspire boys to lead, learn and serve as they strive for excellence together
• Scots is a non-selective Presbyterian GPS boys' school for day and boarding students

Stage 3 perspective
• 10 Classes Yrs 5 & 6 (250 Boys)
• Specialist teachers in Art, Music, Dance, Drama, Languages and PDHPE
• Laptop program Years 5-12 inclusive
• Shift of platform to Mac 2010 - completed in 2011

Workshop overview
• Our objective: to demonstrate and model the collaborative process that unearths creativity in our boys through the Living Historians program.
• Overview of Living Historians program
• Samples of work from 2011 LH
• Placemat task – what is legacy?

Overview of LH program
• The concept of the Living Historians program evolved from the Holocaust survivors oral history program held at Masada College in Sydney.
• Draws on different cultures who value oral history
• The program highlights the importance of the unwritten histories of ordinary people, who have done extraordinary things.
Overview of LH program

- This program aims to enrich the educational experiences of our boys, by providing an opportunity to develop a partnership with our local community.
- The program gives our boys a broader understanding of a life that they have only read about or seen in films.

The Theory in Practice

- Boys are grouped according to ability, confidence in speaking and learning styles (three to four per group).
- 40 ‘Living Historians’
- Old Boys
- Attendees of a recent computer skills program
- Members of the local community.

The Theory in Practice

- Three allocated lessons per week (50 mins) – teacher directed sessions, group discussions, final product development.
- Two interviews with historians
- Final presentation session
- Reflection work – ‘mantra’ / legacy
A Sample final product

Short interviews in Pairs*

Using the questions provided on the next slide as a starting point, choose someone you don’t know to interview!

Structure:
• Eight minutes – conduct two interviews (four minutes each)
• Flip cam demonstration

Sample Questions
• Who/what/where/when/why?
• Where was your first teaching position?
• How has this influenced your teaching and pedagogy today?
• Who is the student you remember most throughout your career?
• What made this student memorable?
• Which teacher from your own schooling days do you remember most? Why?
• Are there any elements of their practice that you have adopted?
• How would your students describe you?
• In your retirement farewell speech, your colleagues will refer to you as the teacher/person/leader who...
Moving into the next century

We are all here because of the sum total of everyone in our family tree, doing the best they could to make sure the next generation had the best start they could give them.

Like a running relay – we have now had the baton passed to us to carry our family forward. Each of our decisions makes a difference to the outcome of our family’s next hundred years.

The students look at this in several areas of their own lives:

- Physically
- Spiritually/Religiously
- Mentally
- Relationally
- Emotionally

Students write down one (or more) ways they are committed to ensuring their family moves into the 21st, and 22nd Centuries as best as they can.

Defining your ‘mantra’

- Enduring understanding = we are the creators of our own legacy
- Culminating all ideas from interviews
- Review quotations to help develop mantra
- Beginning with the end in mind
- Unpacking creativity worksheet
Moving into the next century

As Mother Teresa said:
“Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin.”

“What are you doing to provide the best head start for your family to be successful in the 21st Century?”

2011 reflection video