BRISBANE GRAMMAR SCHOOL   www.brisbanegrammar.com

Student Leadership : PERSONAL DEVELOPMENT

Digital Learning:
a pathway for creativity, leadership and personal development

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IBSC Melbourne, July 2012

Please note that this PowerPoint Presentation does not include many pictures and video, along with some slides being removed.

Brisbane Grammar School values:

Learning
Leadership
Community
Endeavour
Respect

Student Passport

New World

▪**Post-modern world characterised by**:
- uncertainty, rapid and apparently discontinuous change, ambiguity and ambivalence

▪**Coordinator Personal Development & Leadership Programs considered:**
- ▪the kind of personal & leadership skills required to traverse this new world
- ▪how BGS could best prepare students for the new world journey

▪**Review focus:**
- ▪What does this new world expect of our graduates?
- ▪Can we enhance the current student well-being programs?
- ▪Can we nurture personal traits that will give our graduates an advantage?

Redefinition of Leadership

Old vs. New

Old style of leadership was based on:

- domination

- power

- hierarchy

New style is leadership is based on:

- example

- personality rather than threat

- intrinsic rather than extrinsic motivation

EQ

Our aim is to develop leaders who display the ability to:

- relate well with others

- sense the mood

- see other people's point of view

- be empathetic

- be able to act appropriately within multiple settings

We wanted to provide programs and structures where students could develop the maturity to work towards a deferred reward.

Four Pillars

▪Today's Learners Tomorrow's Leaders
Personal Development and Leadership Curriculum
- 21st Century leadership skills

▪Leadership in Action
Community Service – local and global experiences

▪Leading Self Leading Others
Outdoor Education – building teams

▪Student Leadership Roles
Learning & Leadership Networks -
roles and responsibilities

Leading Self; Leading Others - Outdoor Education

Pepperina Hill: An outdoor education programme that challenges students to work collaboratively in new and unfamiliar environments.
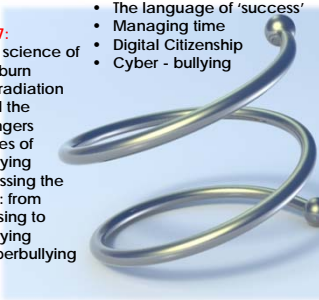
▪ *Each year group has a particular focus:*
  ▪ Year 6 (school & peer connections)
  ▪ Year 7 (diversity & tolerance)
  ▪ Year 8 (team dynamics)
  ▪ Year 9 (leading self)
  ▪ Year 10 (leading others)
  ▪ Year 11 (extension & immersion)
  ▪ Year 12 (coaching & mentoring)
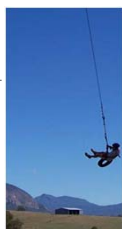
Personal Development and Leadership Curriculum

Relationships

Drug and Alcohol Education

Sex Education

Financial Education

Leadership

Protective Behaviours

Careers

A SPIRALING CURRICULUM: PROTECTIVE BEHAVIOURS

YEAR 8:
- Homework, Study, Organisation
- The language of 'success'
- Managing time
- Digital Citizenship
- Cyber - bullying

YEAR 7:
- The science of sunburn
- UV radiation and the dangers
- Types of bullying
- Crossing the line: from teasing to bullying
- Cyberbullying

YEAR 6:
- What is being 'sun smart'?
- Healthy living and lifestyles
- Public health campaigns
- Nutrition
- Misinterpreting conflict for bullying
- Values and policies
- Being a bystander

A 'Creative' Curriculum Emerges: 3 Key Points

1. The 'packaging' and 'possibilities' of the curriculum for both teachers and students:

- Delivered to teachers and students through OneNote.
- Consistency of layout and lesson design
- Ability to embed multiple documents, audio, and video files
- 'Branding' the document has allowed far greater **buy in** by teachers.

2. The value-adding by teachers as they explore creative ways to teach the curriculum (for example, Dyknow)

3. The learning experiences are now embedded and there is a distinct move towards greater use of inquiry-based and kinaesthetic pedagogies.

Feedback:

" … the activities are more engaging and kinaesthetic … seamless layout and organisation, along with the notice of the units has allowed me to focus more on getting the Form Senior engaged … has allowed me to monitor more closely the personal thoughts and motivations of the students in my class."

" … there is a clear objective for each lesson and a tangible end point … The Power Points really helped in terms of organisation and delivery … contained great activities that were fun and engaging … enabled students to learn key concepts and ideas … video clips were very creative and are an excellent way for students to "get the message" and relate to it meaningfully and 'in their terms'!"

" … format is by far the best method of delivery/organising I have come across in PD, shifting away from the many pieces of loose paper … as for the actual lessons, they have been well-structured with room for individual and group input, and class discussions … providing flexibility for delivery by teachers."

In summary:

- School values are intrinsically linked the development of the curriculum and it's learning experiences.

- Model of teacher as 'action researcher' has emerged from the development and teaching of the curriculum.

- Teachers have engaged with the curriculum like never before.

- Students are actively engaged in a variety of learning experiences.

- The delivery of the curriculum through a digital platform has opened up numerous creative possibilities.

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