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
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?

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**Student Passport**

**New World**

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**Redefinition of Leadership**

**Old vs. New**

**Old style** of leadership was based on:
  - domination
  - power
  - hierarchy

**New style** of leadership is based on:
  - example
  - personality rather than threat
  - intrinsic rather than extrinsic motivation

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**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

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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 dynamic)
  - Year 9 (leading well)
  - Year 10 (leading others)
  - Year 11 (extension & immersion)
  - Year 12 (coaching & mentoring)

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Personal Development and Leadership Curriculum

- Relationships
- Drug and Alcohol Education
- Sex Education
- Financial Education
- Leadership
- Protective Behaviours
- Careers
A SPIRALING CURRICULUM: PROTECTIVE BEHAVIOURS

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

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

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

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 for 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 closely 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 to the development of the curriculum and its 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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