



## Pedagogies for Challenge & Stretch

Galileo may have posited otherwise, but our students are the centre of our universe, and our teaching practices and methodologies reflect this. Pedagogies at the ASMS focus on the learner's ownership of their learning journey.

### Context

Pedagogies that challenge and stretch students are ones where the student is actively involved in their learning and has agency over decisions about their learning, be that through co-design, personal exploration of interests, student agency in learning methods, or constructivist techniques. The ASMS values and consistently implements personalisation of inquiry-based learning, student agency, collaboration and self-directed learning.

ASMS pedagogies focus on student innovation and their preparedness for future pathways. The structure and culture of the ASMS promotes collaboration between students and educators to design and experiment with pedagogies that enable students to meet systemic requirements in a variety of extraordinary learning opportunities.

Students, parents, teachers and support staff all need to fundamentally believe in students' capacity to direct their learning and be agents of change.

### What does this look like?

Applying this looks like personalisation. One day, students may all be learning engineering design skills by prototyping their own unique product. Another day, all students may be learning the language and techniques of persuasion, but one is analysing a recent political speech, another is writing their own speech, and another is ranking famous persuasive speeches. Another day, all students may co-develop their entire learning plan for a unit of work, including deadlines, self-assessment and methods of learning.

By the end of Year 12, ASMS students are self-motivated, are confident in using inquiry skills to solve challenges, can transfer knowledge between domains, and reflect on their own growth.

#### Pedagogies for challenge and stretch:

- + Promote student agency by emphasising ownership and personalisation of their learning
- + Rely on teachers' flexible pedagogical expertise to bring coherence and connection to programs
- + Ultimately prepare students for future success





## Pedagogies for Challenge & Stretch

Current research clearly shows that constructivist pedagogies, where the student creates their own knowledge, lead to significantly deeper learning, but also that not all students learn in the same way. With current world and job market trends valuing creativity, critical thinking, collaboration, flexibility and resilience, the ASMS seeks to use teaching and learning methods to support the growth of these capabilities in our students.

### How is this implemented?

Students at the ASMS enact their learner agency in a multitude of ways. They exercise agency over curriculum and design what to learn through specialised programs such as Industrial Design, Insert Learning Here week, Research Project, Passion Projects and sections of their interdisciplinary curriculum such as “Health Choices” in Body in Question or the engineering strand in Engineering a Monster. They exercise agency over learning methods and design how to learn through planning and reflecting on their growth and skills and using self-directed learning skills in every class. They develop beliefs in why they learn this way through school culture and the Learning Studies program.

### What is the role of teaching staff?

Teaching staff see themselves as facilitators of content knowledge and learning strategies, who support, guide and mentor students through their learning journey using pedagogical expertise. Building trusting and professional relationships with students is an essential part of this process. Knowing when to support students with additional scaffolds, when to personalise with appropriate contexts, and when to challenge with activities that stretch comes from these professional relationships. Teachers also need to deeply understand how students learn and apply this knowledge in their teaching practice. ASMS staff have flexible pedagogical content knowledge and are well-versed in using supportive pedagogies such as scaffolding, brain-based learning and higher-order thinking to ensure students are supported to develop their agency.

#### Further reading & resources:

- + Fadel C, Bialik, M, Trilling, B (2015) Four Dimensional Education – The competencies learners need to succeed  
Centre for Curriculum Redesign

