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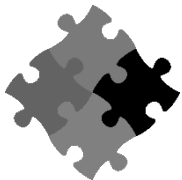
AUSTRALIAN
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Yr 10 + 11 + 12

Learning@ASMS

The approach to learning at the ASMS is research informed and future focused. We recognise that our world is experiencing significant economic, social, environmental and technological change and that to help prepare our students we need to provide opportunities for them to develop the skills, understandings and capabilities they require for their future.

At the ASMS learning for understanding is supported through....



Connection. Ensuring learning has direct meaning and value to the learner by relating new ideas to previous understandings and connecting with and using real-world contexts and contemporary issues of relevance to the learner. Opportunities for thinking outside the boundaries of disciplinary knowledge in an interdisciplinary and collaborative way enable learners to see the relevance of discipline based knowledge.



Agency. Involving the learner in making meaningful decisions about their learning enables personalisation by the learner, not for the learner. Using information about their learning supports students to understand themselves as learners, developing the capacity to self-direct and self-regulate learning identifying learning directions and goals that are personally challenging and encouraging a growth mindset.



Coherence. Learning with insight and understanding enables the synthesis, transfer and stretch of new ideas and knowledge. Integrating diverse elements, perspectives and relationships and taking a broad view creates deeper understanding and ultimately enables progression from basic to more advanced concepts building an understanding of big ideas.

Supporting ASMS documents include:

ASMS Learning Design Principles | ASMS Wellbeing for Learning Framework | ASMS Teaching Manifesto

Our work is informed by:

Teaching for Effective Learning. SA Department Education and Child Development. 2013

How people learn: Brain, Mind, Experience and School. Bransford, Brown & Cocking. 2000

Beyond Certainty. A process for thinking about futures for Australian education; 2018. Reid, A.

Melbourne Declaration on educational goals for young Australians, 2008

The Future of Education and Skills. Education 2030. The future we want. OECD 2018



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