



Learning@ASMS

What is 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 it is our responsibility to help prepare our students for this and provide opportunities for them to develop the skills, understandings and capabilities that they require for their future.

Why do we use this approach?

The ASMS vision challenges us to make learning extraordinary and to empower our learners to act on their curiosity. Nurturing AGENCY to achieve this is a critical aspect of our learning design and sits at the heart of our Learning@ASMS framework. Ensuring that our learning programs are COHERENT between and within themselves enables students to smoothly transfer their skills and knowledge to a variety of different contexts. Designing the curriculum with maximum real-life CONNECTIONS builds confidence with our learners that they will indeed make a positive contribution to the world that they will inherit.

What matters? The student perspectives...

Agency to learn: "In BioDiversity class we were able to choose whichever ecology-based experiment that we wanted to do. My group chose to study the behaviour of ants and other students in the class looked at things like moisture or pH in soil. When we are able to be agents of our own learning it allows us to do something we are passionate about which increases our motivation to learn." – Troy, Year 10

Connection to real life: "In the Dream Design Develop course we get to explore our passions and how we might possibly be using these skills in real life. We get to have a peek at our jobs

of the future. I want to get into medicine so got to practice dissections, learn about many body parts and functions, and how some technologies are woven into medicine and where this might go in the future. I get to study the books that I want to, I get to think like a doctor, work like a doctor, and also learn how to work with many other people from many other backgrounds. Working with others is important in real life jobs." – Manabi, Year 11

Coherence between topics: "We are introduced to an array of scientific and social concepts across all of our classes, all of which are applicable in understanding the world, and gaining the capacity to conceptualise new ideas. For example, in the Truth and Perception class, our first unit covered the science of light. While understanding the scientific reasons behind our ability to "see" light may not matter to many people, it truly was an enlightening idea for me, and I realised cameras are the medium between light and a huge piece of our culture. I love photography now but understanding the relation of light to it increased my appreciation so much – this synthesis happened with many of the smaller scientific introductions throughout Years 10 and 11." - Ayden, Year 12

Further reading & resources

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



How Learning@ASMS underpins course design

At the ASMS learning for understanding is supported through...	In the Body in Question course we meet this goal by...
 <p>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.</p>	<p>The “Health Choices” unit allows students to specialise and personalise their learning program with agency by focussing on a passion field such as Exercise Science, Psychology, Nutrition, Reproduction, or any other teacher-approved topic. Facilitator-led lessons combined with self-regulated learning supports students to develop the skills they need to identify their own passions and learning goals. All of the assessment tasks in Body in Question have student-choice embedded in the subject/context of which learning they wish to showcase for the semester.</p>
 <p>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.</p>	<p>The “Going Viral” unit is about the spread of a pathogen, how it can be modelled mathematically, and how this informs society on the solution-actions we can take. This topic is highly relevant to our learners and connected to their lives outside of school because of the current real-world COVID pandemic. The “Body as a Machine” unit combines interdisciplinary physics + maths + anatomy topics to gain an understanding of the biomechanical movement of our bodies. Since we all have bodies, this is quite relevant to our ‘real-world’.</p>
 <p>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.</p>	<p>There is coherence between the units in Body in Question, as they all focus on the broader umbrella of human health. Students can transfer their Body in Question learning to other classes and life outside of school, or stretch their knowledge further because the program allows them to:</p> <ul style="list-style-type: none"> • Place their human body in a societal health context, and understand how their personal health contributes to society • Apply biological/anatomical literacy (vocab/terminology) regarding the musculoskeletal system, for the remainder of their lives • Apply understandings of force, acceleration, mass, springs, stress, and strain (numeracy) to minimise musculoskeletal injuries in their lives.