

**Solution Fluency**  
Think critically to problem solve

**Information Fluency**  
Intuitively interpret information

**Media Fluency**  
Analytically view and create communications

**Collaboration Fluency**  
Unconscious ability to work cooperatively

**Creativity Fluency**  
Innovative design to add value



# Vasse

EST<sup>D</sup> 1869

## Preparing for the Future

### 21st Century fluencies

leadership, ethics, altruistic service, environmental stewardship, global citizenship, digital citizenship, and personal responsibility.





## Preparing for the future

# My Beliefs

An educational leader  
facilitator

Quality

School Board Accountability School Management Group

work ethic

Integrity

supported and supportive

honesty

Coaching Reflective

self-development

Book Club

relationships

Collaboration

connections

school structure

Innovation personal web page

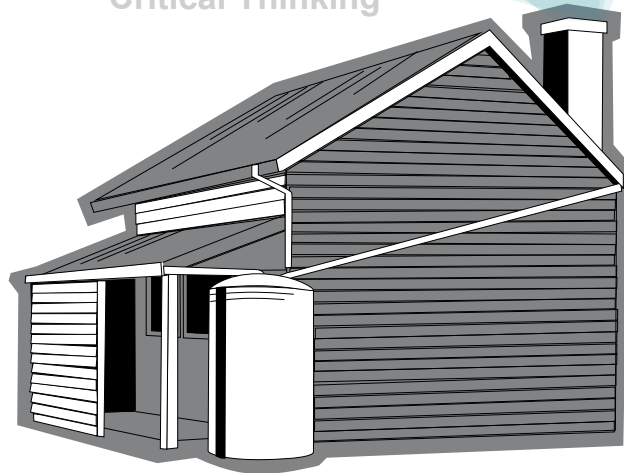
Middle School

Arts Grant

Creativity

Resourcing

Critical Thinking



EST<sup>D</sup> 1869

The old paradigm of education is also wearing out, and parts of the new paradigm have been emerging in my lifetime. John Dewey (1966)

### Changing paradigm of teaching

In the old paradigm of teaching, the teacher's knowledge is transferred to passive learners. The absolute, necessary, and sufficient requirement for teachers in this context is complete mastery of the content. The classic classroom is the teacher lecturing and students listening. The students are silent, passive, and in competition with each other.

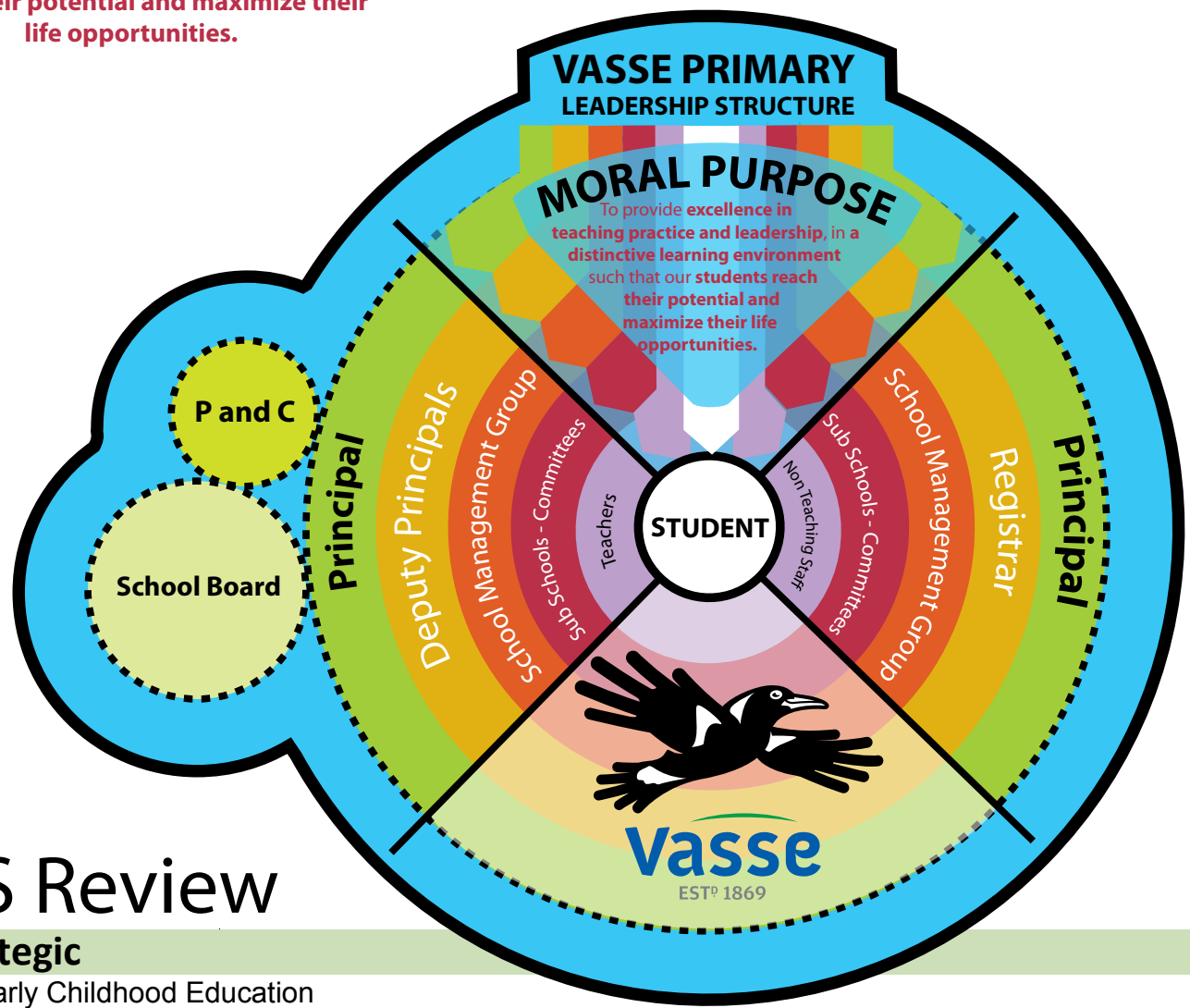
The new paradigm of teaching is based on the theory and research that have clear applications to instruction. In the new paradigm of teaching, **knowledge is actively constructed, discovered, transformed, and extended by students.**

**The teacher's effort is aimed at developing students' competencies and talents; education is a personal transaction among students and between teacher and students as they work together.**

(Johnson, Johnson, & Holubec, 1998).

To provide **excellence in teaching practice and leadership**, in a **distinctive learning environment** such that our **students reach their potential and maximize their life opportunities.**

# Shared Leadership



## IPS Review

### Strategic

- Early Childhood Education
- Development of a Learners culture
- Community engagement
- Development of the Arts
- ICT hardware development

### Operational

- Consistent whole school and classroom data collection and collation
- Whole school leadership development and function
- Appropriate Professional Development
- Timetabling for
  - Coaching
  - Moderation
  - Collaboration

### Curriculum

- Critical and Creative Thinking
- ICT
- Early intervention
- AC Maths
- AC English

**‘Preparing for the Future’**

**Review Process:** Plan and Act, Review, Respond

**Review focal point:**

- 1: Effective school leadership. (whole School)
- 2: High expectations and high teacher efficacy
- 3: An orderly learning environment
- 4: A clear and shared focus on 'what matters most'

Teaching and Learning	Learning Environment	Connections with Community	Leadership
All students without a diagnosed disability will achieve above NAPLAN Benchmark in Literacy	By 2015 Whole school programs will be in place for: English, Maths, Science, Humanities, PBS	By 2015 the school will be able to demonstrate increased community connection and understanding in governance progress events	By 2015 School leadership will demonstrate a developed and supported responsibilities structure
All students without a diagnosed disability will achieve above NAPLAN Benchmark in Numeracy	By 2015 school will have achieved 80% of implementation average for Tier 1 PBS	By 2015 the Board will demonstrate improved effectiveness through analysis of a review survey	By 2016 an implementation and assessment process will be developed to measure (1) Intercultural understanding (2) Ethical Behaviour
All year 5 students without a diagnosed disability will achieve results equivalent to statistically similar schools as measured by WAMSE in Science	By 2015 three streams of specialist Art Teaching Programs will be in place Music, Visual arts, Performing arts	The annual school survey results will show improvement in the level of parent satisfaction	By 2015 all staff will have embedded reflective practice inquiry into Professional practice and demonstrate this through a professional journal and completing P.M processes
Assessment of attendance data will show improvement	By 2015 all students will demonstrate progress along the Critical and Creative Thinking continuum (CCTC)	By 2015 the existing sustainability policy will be fully implemented	By 2015 a documented self-assessment process is implemented and prepared for DES Review
On Entry Assessment data will show an improvement in the difference between February and November results			
All students will demonstrate an improvement of at least 2 skills on the ICT Scope and Sequence reference			

Characteristics of High-Performing Schools (Bergeson, 2007)

School Audit:  
Internal / External  
*Actual to Ideal*



# Shared Purpose Preparing for the Future

## Learning



**Belonging**



**Enthusiasm**



**Leadership**



**Excellence**



**Connections**



**Relationships**



**Understanding**



**Ownership**



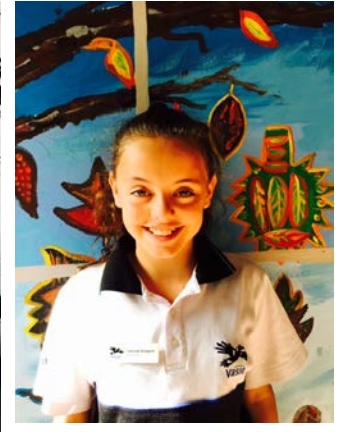
**Sharing**



**Technology**



**NQS**



**Commitment**

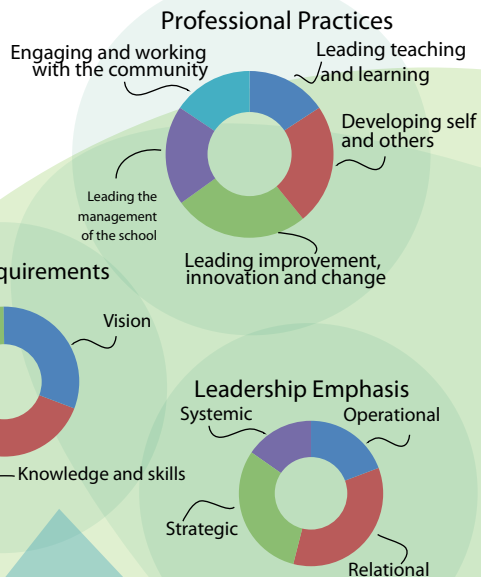


Creativity A Pocket of Creativity Century Fluencies

Learning to learn

# STUDENT

Blooms



## LEADER EDUCATOR Facilitator

# CONTENT

Content is a fixed medium in a fluid world, process and strategies create learners fluent in the 21st century



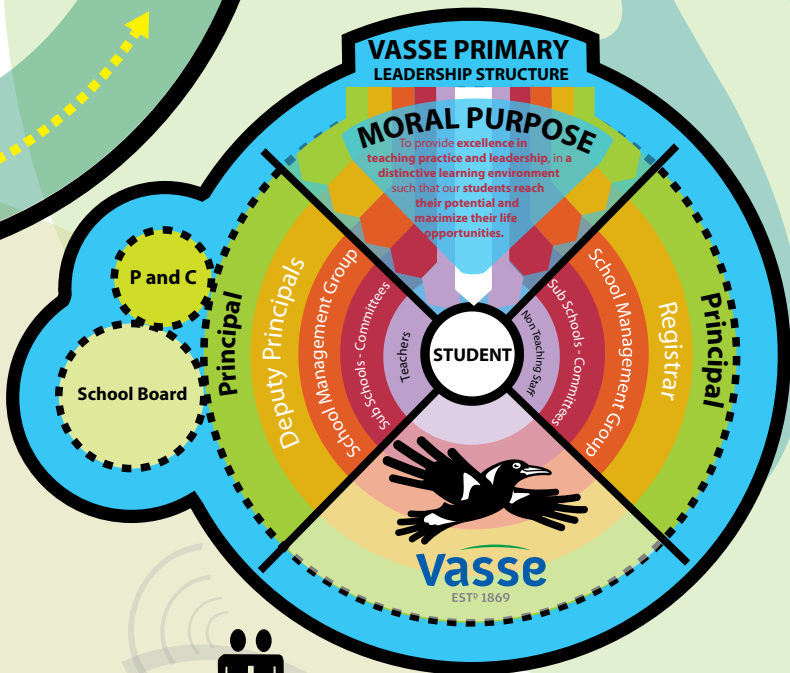
### A starting point

## Australian Curriculum

Ever changing v7.5

School Curriculum and Standards Authority

### Early Years Learning Framework NQS



NBN



ADSL2



### Content can be overwhelming

If you combine digital memory and analog devices, like books, humankind is able to store at least 295 exabytes of information. (Yes, that's a number with 20 zeroes in it.) That's 315 times the number of grains of sand in the world.



# Shared Vision

Principals lead and manage through:

- Personal Qualities and Social and Interpersonal Skills
- Knowledge and Understanding
- Vision and Values

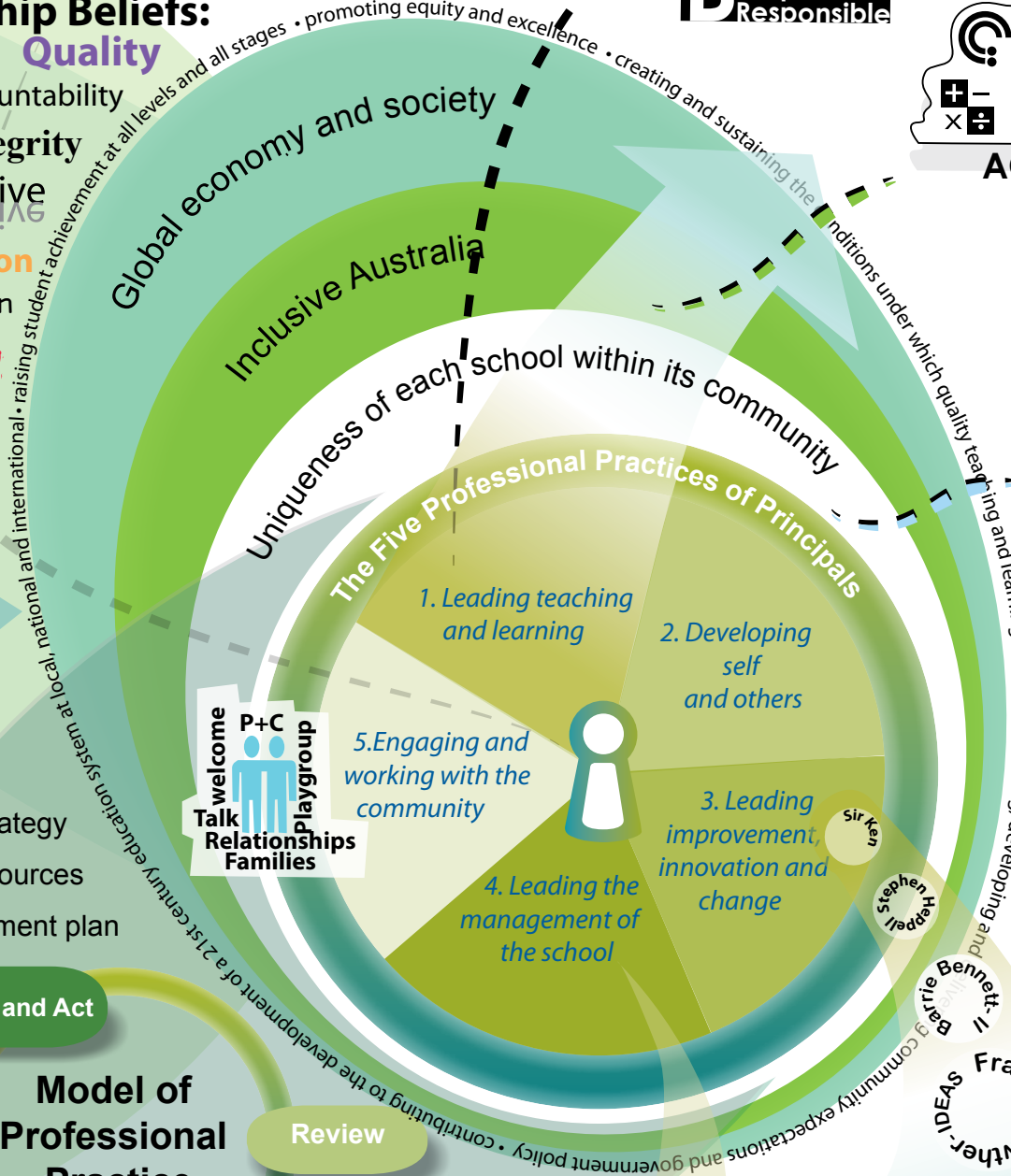
Digital Blooms

**21<sup>st</sup> Learning**

- Ways of Thinking Working
- Tools for Working Working
- Skills for Living in the world

## Leadership Beliefs: Quality

- Accountability
- Integrity
- Reflective
- Collaboration
- Innovation
- Creativity



**AC-Cloud**

Aust. Curric.

**Unique Places People Purpose**

The National Professional Standard for Principals (the Standard)

Influencing, developing and thriving under which quality teaching and learning thrive

- Develop strategy
- Align resources
- Implement plan

Plan and Act

## Model of Professional Practice

Respond

Review

- Make decisions
- Gather information
- Analyse data



- Change what we do
- Consolidate how we do things
- Change how we decide what to do

**L Thinking R**

Problem solving

critical thinking

decision making

**SCFM** Student Centred Funding Model

Occupational Therapy

Speech Therapy

Medical Support

Mental Health

My Way Collective approach

**Inclusive Accountability**

Differentiation

Demographic

## Reflective Practice

If we teach today the way we were taught yesterday we aren't preparing students for today or tomorrow.

ELTL  
DSO  
LIIC  
LMS  
EWC

### Primary Style is **Achievement**

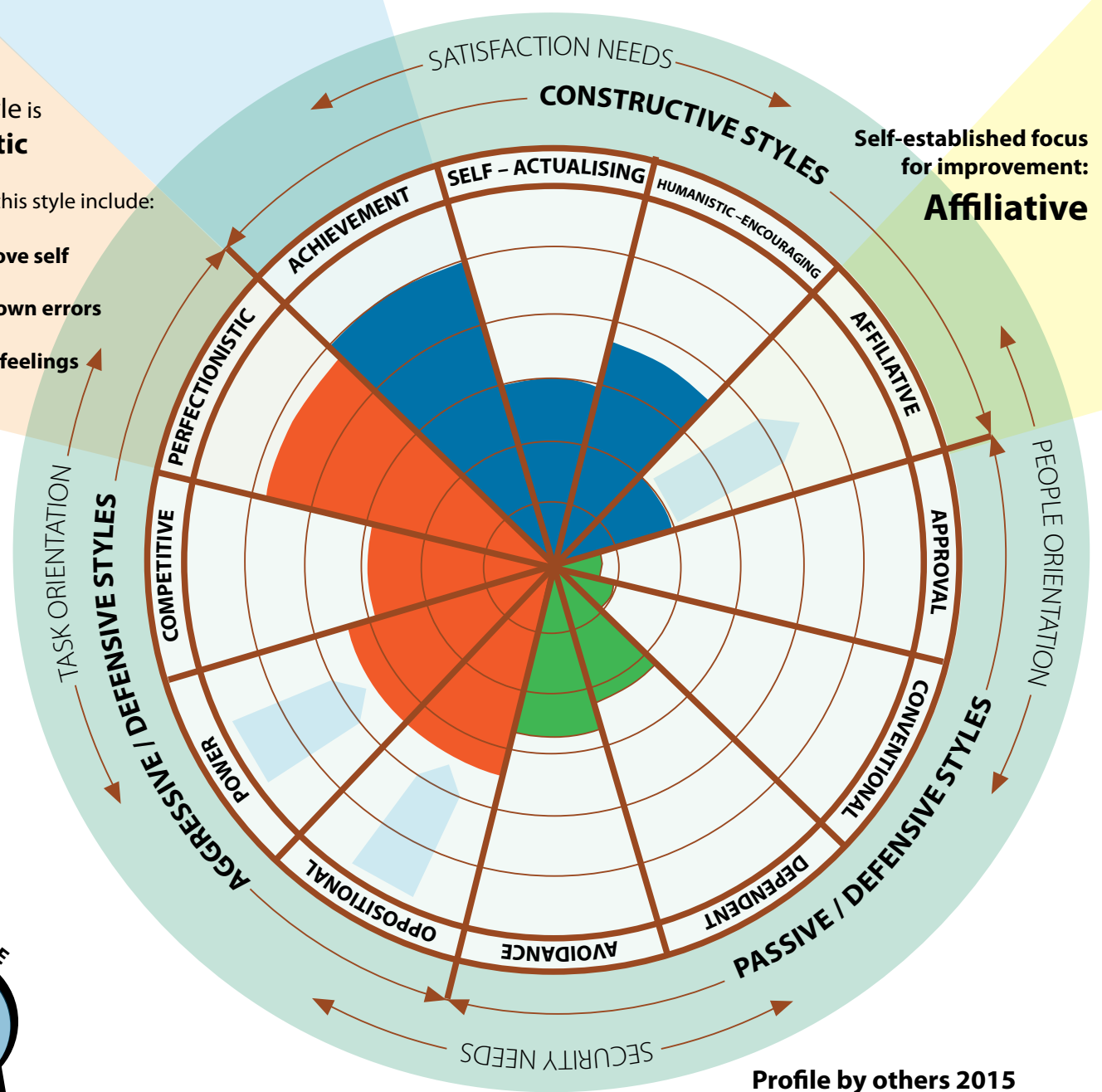
- Items measuring this style include:
- \*Enjoys a challenge
  - \*Usually thinks ahead
  - \*Sets own goals

## Life Styles Inventory Human synergistics 2015

### Secondary style is **Perfectionistic**

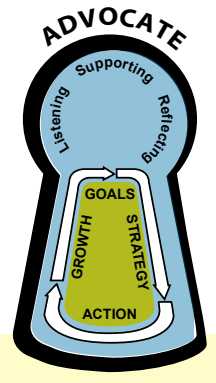
- Items measuring this style include:
- \*Tries hard to prove self
  - \*Impatient with own errors
  - \*De-emphasises feelings

Self-established focus for improvement:  
**Affiliative**



Profile by others 2015

Staff Feedback



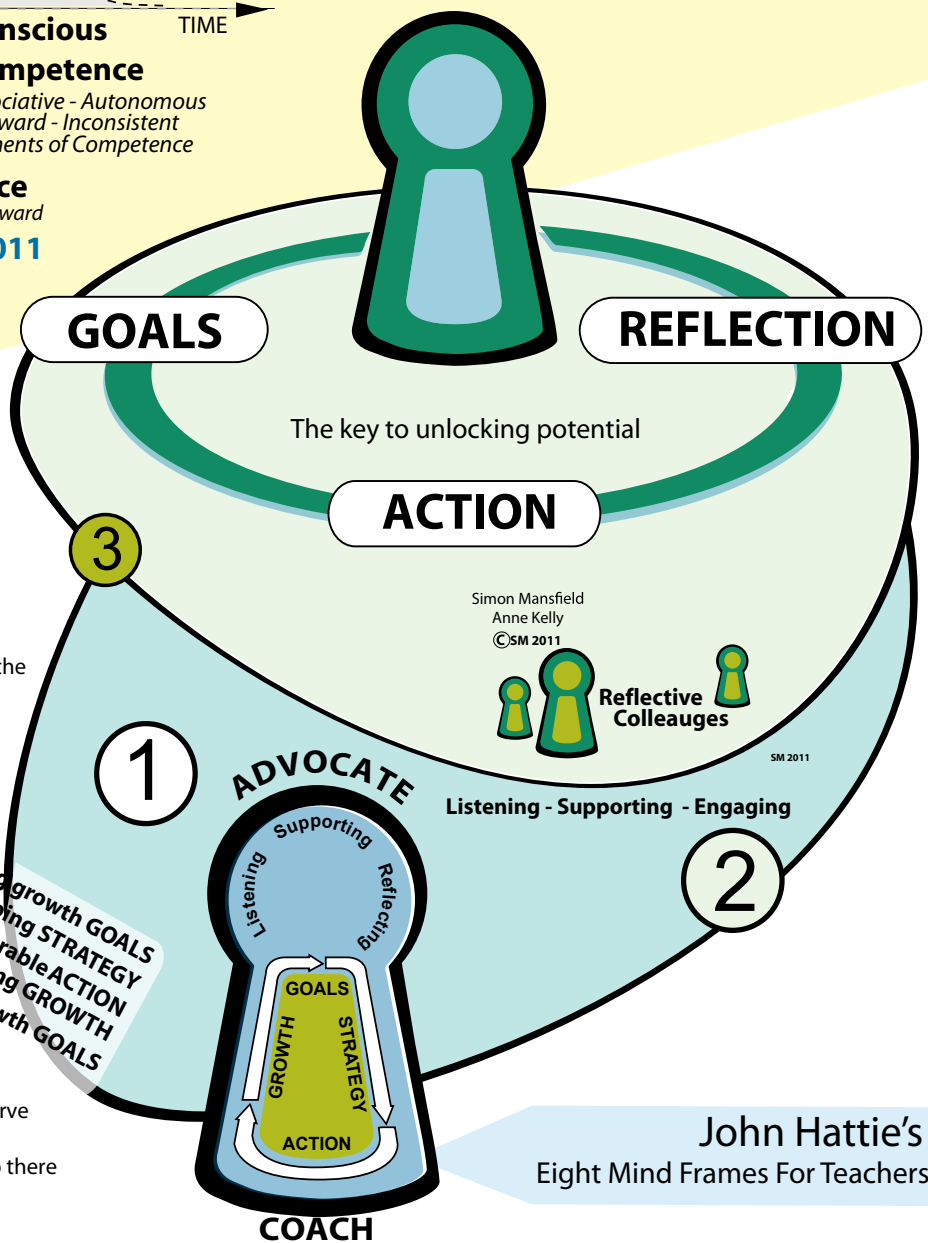
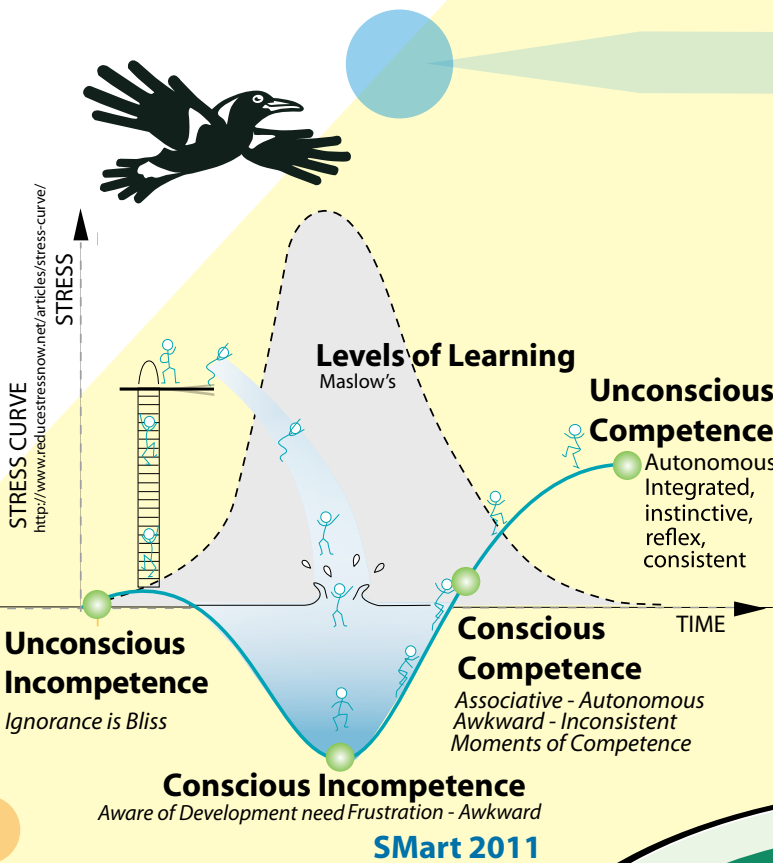
### Coaching Partners Principal Mentors



For learners – Children and Adults  
Professor Carol Dweck

## Reflective Practice

**2011:** The 'Reflective practice' a model of professional development that was designed to encourage participants to embrace a process of reflection goal setting and action. This Process provided feedback to participants about their current teaching practice, while also challenging them to explore the impact of their teaching practice. The goal of 'Reflective practice' is to create a state of conscious awareness of participants teaching skills and tweak them to achieve better learning outcomes for students.



## The Coaching Model 2011 - 2015

- 1 The 'Coach' underpins the process, working with the participant to facilitate their goals. Providing the participant with a safe and collaborative environment that specifically focuses on the individual's needs, while maintaining a direction this is consistent with the schools philosophies.
- 2 The 'Reflective Colleague' supports the goals, strategies and actions developed by the 'Coach' and the participant. They may meet with the participant regularly or informally. Their role may also be to participate actively in the action with in the participants goals; for example they may observe and provide feedback about a lesson or they may implement a strategy trialled by the participant so there can be context for development of understanding.
- 3 The participant builds a growth relationship with the coach and a support relationship with the 'Reflective Colleague'. The participant actively participates in the Goal, Action and Reflection process. The participant determines the goals and actions with support from the 'Coach' and 'Reflective Colleague'. The participant works to record their reflections of progress and uses these to determine future short and long term actions.

John Hattie's  
Eight Mind Frames For Teachers

**\*My fundamental task is to evaluate the effect of my teaching on students' learning and achievement.**

**\*The success and failure of my students' learning is about what I do or don't do.**

**\*I want to talk more about learning than teaching.**

"If you can't tell me why you are teaching the way you are and can't back it up with research. May be there is a better way."

Adapted from a John Fleming statement

\*I am a change agent. \*Assessment is about my impact. \*I teach through dialogue not monologue. \*I enjoy the challenge and never retreat to "doing my best". \*It's my role to develop positive relationships in class and staffrooms. \*I inform all about the language of learning.

ELTL  
DSO  
LIIC  
LMS  
EWC



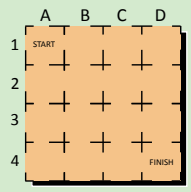


**Habit 1  
Be Proactive**



**I'm in Charge**  
 I take initiative  
 I'm a responsible person  
 I choose my actions, attitudes, and moods.  
 I do not blame others for my wrong actions.  
 I do the right thing without being asked,  
 even when no one is looking

**Habit 2  
Begin with the  
End in Mind**



**Have a Plan**  
 I plan ahead and set goals.  
 I do things that have meaning  
 and make a difference.  
 I am an important part of my classroom  
 and contribute to my school's mission and vision.  
 I look for ways to be a good citizen.



**STUDENT  
The 7 Habits  
&  
Growth Mindset**

**Habit 3  
Put First Things First**



**Work First, Then Play**  
 This means I say no to things  
 I know I should not do  
 I spend my time on things that are most important.  
 I set priorities, make a schedule, and follow my plan.  
 I am disciplined and organized.

**Habit 4  
Think Win-Win**



**Everyone Can Win**  
 I balance courage for getting what  
 I want with consideration for what others want.  
 I make deposits in others' Emotional Bank Accounts.  
 When conflicts arise, I look for third alternatives.



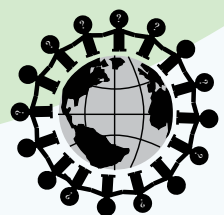
Learning Behaviours

**Habit 5  
Seek First to Understand,  
Then to Be Understood**



I listen to other people's ideas and feelings  
 I try to see things from their viewpoints  
 I listen to others without interrupting  
 I am confident in voicing my ideas  
 I look people in the eyes when talking

**Habit 6  
Synergize**



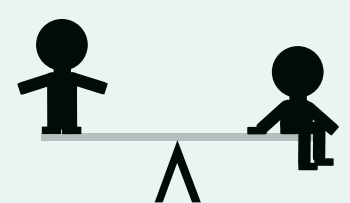
I value other people's strengths and  
 learn from them  
 I get along well with others, even  
 people who are different than me

**Together Is Better**  
 I work well in groups  
 I seek out other people's ideas to solve  
 problems because I know that by teaming  
 I am humble

**Balance Feels Best**

I take care of my body by eating right,  
 exercising and getting sleep  
 I spend time with family and friends  
 I learn in lots of ways and lots of places, not just at school  
 I find meaningful ways to help others

**Habit 7  
Sharpen The Saw**

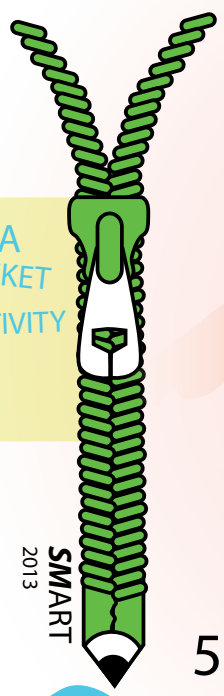


# Five Things You Can Do to Become More Creative

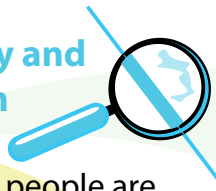
## 1. Pattern Recognition and Critical Thinking



Creative people see connections others overlook. To develop this trait, start questioning everything. Challenge authority, test common sense .



## 2. Curiosity and Exploration



Creative people are insatiable when it comes to taking in wonder. They find the world infinitely fascinating and thirst to know more. Want wonder? Start tinkering. Take a toaster apart. See if you can find Saturn in the sky. Look around and start investigating anything that piques your interest. You'll find the process addictive.

## 3. Decisiveness and Completion



People who get creative work done do two things. They make decisions and they keep making them until they get the job done. It takes courage to make a creative call. Make decisions and live with the consequences. The more you make, the more decisive you will become.

## Understanding Creativity



## 4. Persistence and Persistence



Persistence is what persistence does. There's no other way to rise to the level of persistence required to crack the toughest problem-solving challenges except to keep on keeping on. Start with little problems and don't give up till you solve them. You will build endurance and a list of creative successes as you go.

## 5. Optimism and Purpose

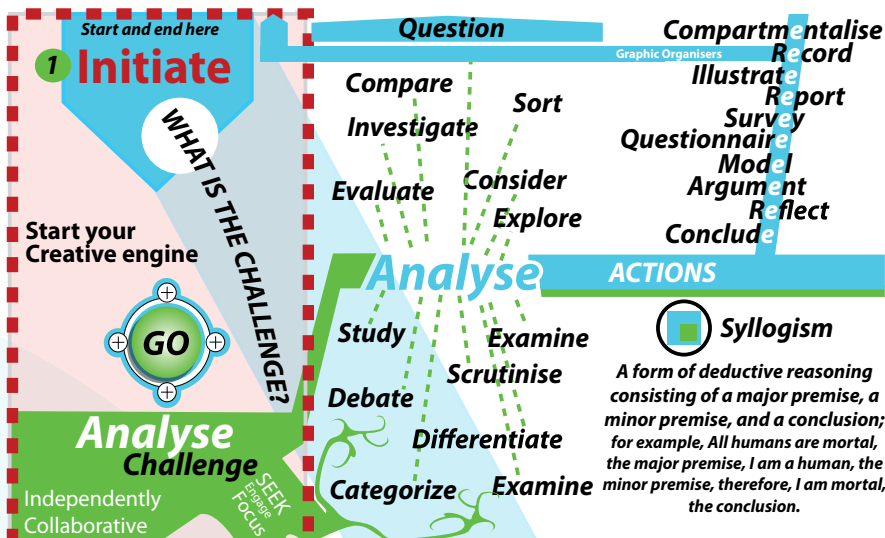


How creative people come to the optimism that drives them differs greatly. But overall, it comes from a sense of purpose. If you have a passion, you have a purpose. If you have a purpose, you will find ways to innovate, invent, and create. And even when you don't succeed, you will believe you will succeed in the end.

Peter Lloyd

DSO  
LIIC  
LMS  
EWC



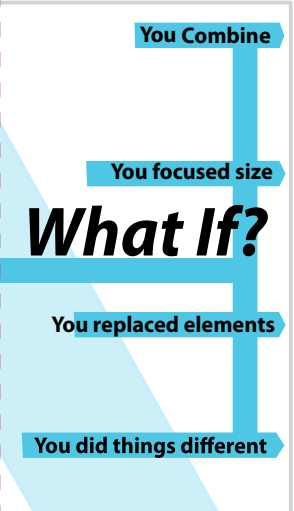
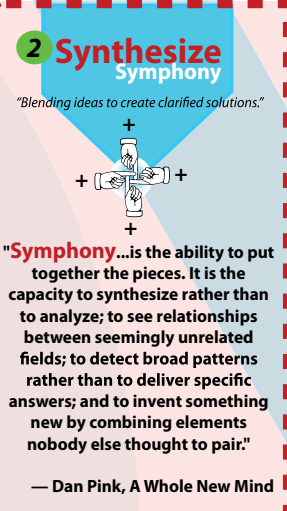
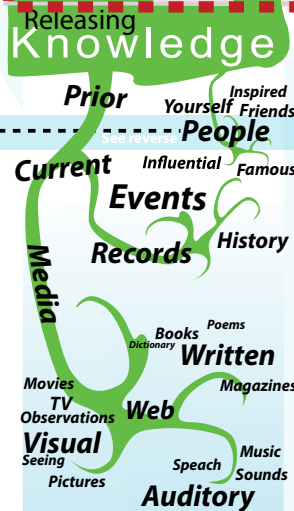


To be creative you actually have to do something. It involves putting your imagination to work to make something new, to come up with new solutions to problems, even to think of new problems or questions.

**IMAGINATION** is not the same as **Creativity**

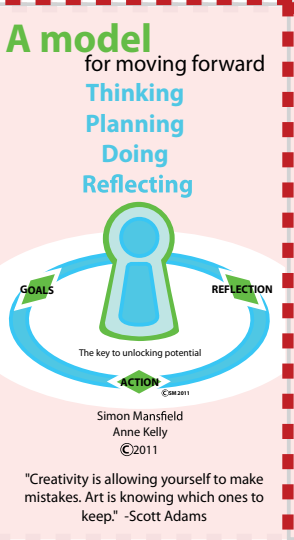
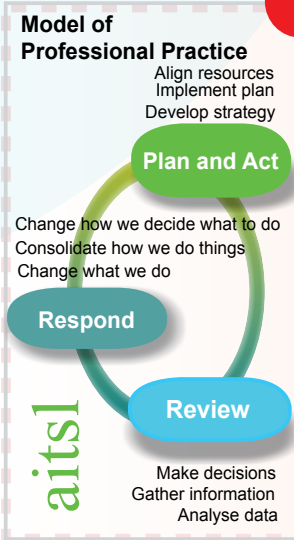
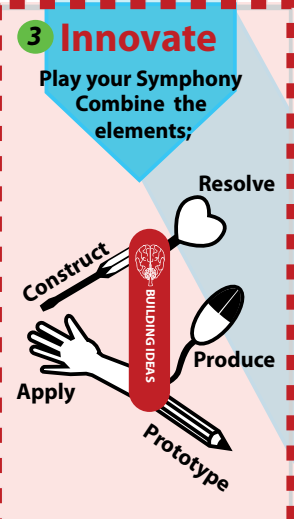
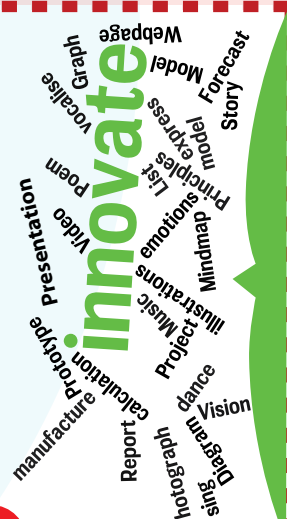
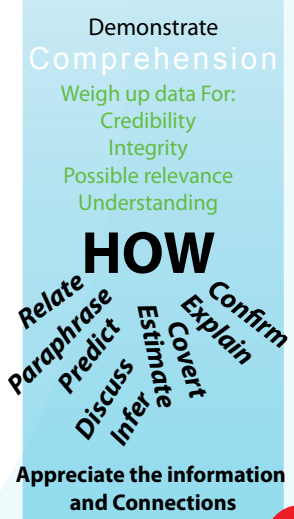
Creativity takes the process of imagination to another level.

Sir Ken Robinson definition of creativity is "the process of having original ideas that have value."



- Some thoughts
- animals + plants
  - plants + stationary
  - stationary + clothes
  - clothes + animals
- Bigger, smaller, wider, narrower, longer, taller, heavier, lighter
- adapt adopt alter
- Draw a picture of the challenge.  
write a story of the challenge.

Imagination can be entirely internal. You could be imaginative all day long without anyone noticing. But you never say that someone was creative if that person never did anything.





In 2016 Vasse Primary school is looking to further prioritise the development of critical and creative thinking (Australian Curriculum General Capability) amongst staff and students. This project will endeavour to provide opportunities for staff and students to develop their own creative thought and critical thinking process in a range of Australian curriculum areas. The project will consist of creating a knowledge base amongst students around their ability to resolve create ideas using a variety of technological experiences.



**\$30,000**

The focus will be specifically looking at the development of the idea that **'creativity is a cognitive experience that is restrained only by an individual's ability to physically express it, and it occurs whenever and wherever an expressive challenge arises, not just in the art room.'**

The project proposes to use a local ceramic artist to develop the use of 3D modelling/ scanning and printing (creating) technologies in workshops, team activities and individualised experiences. The ceramic artist will work with the schools art team to develop a process to electronically create items that students have conceptualised and then print them in a ceramic medium. **The process will give opportunities to and enhance the ability of students who may not ordinarily have the inclination or the physical ability to express their creative ideas.** The project will also allow us to create a creative space / lab for students to create, share and immerse themselves in problem solving and critical thinking activities in their own time or through structured lessons.



**Innovation  
Community  
Creativity  
Excellence**

ELTL  
DSO  
LIIC  
LMS  
EWC



# Connection

Wonder

Learn



ELTL  
DSO  
LIIC  
LMS  
EWC



Err



Collaborate



Change



Embrace

and adults  
If children feel safe, they can take risks, ask question, make mistakes, learn to trust, share their feelings and grow.

Adapted from  
Alifie Khon  
Punished by Reward



Experience

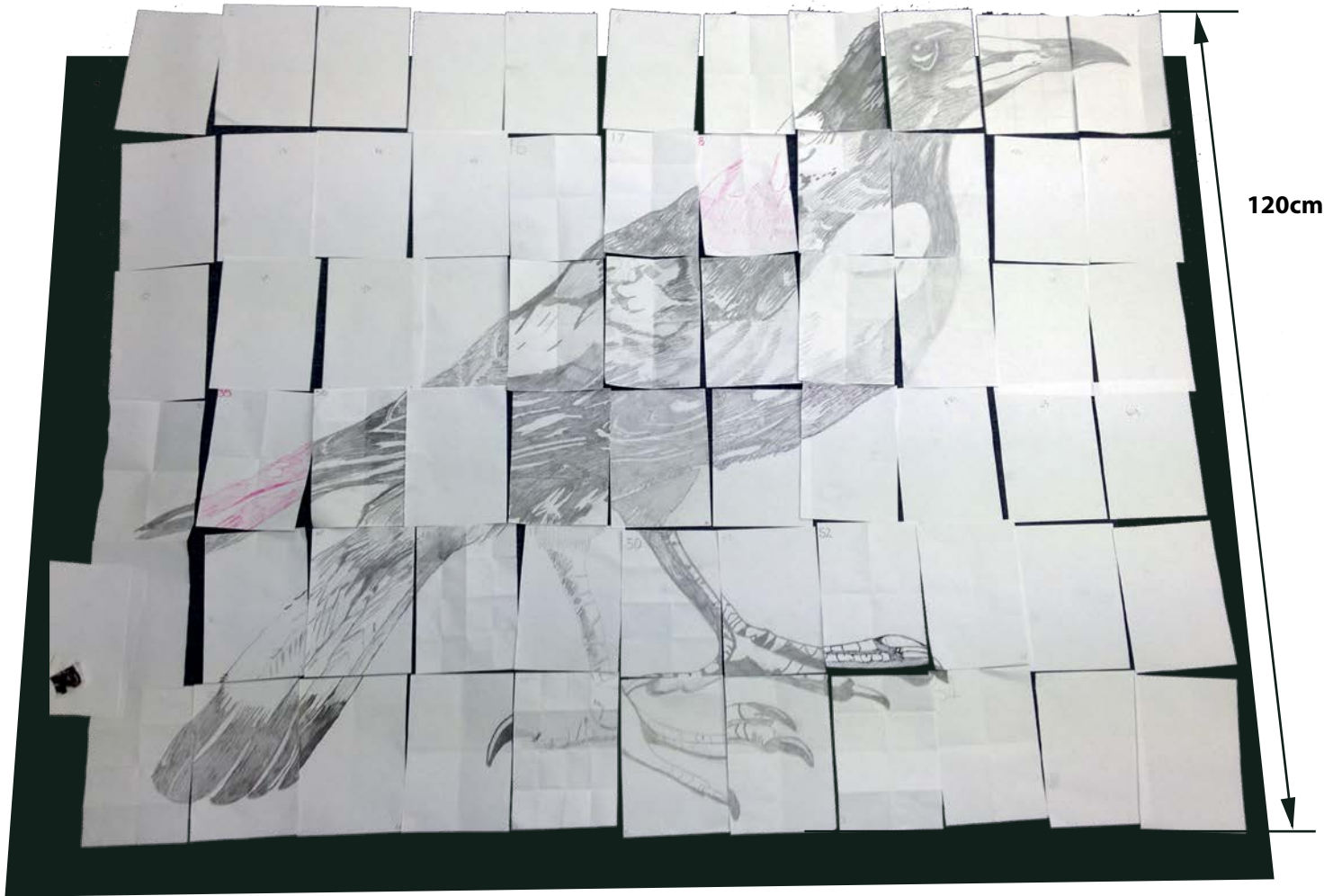


Persevere

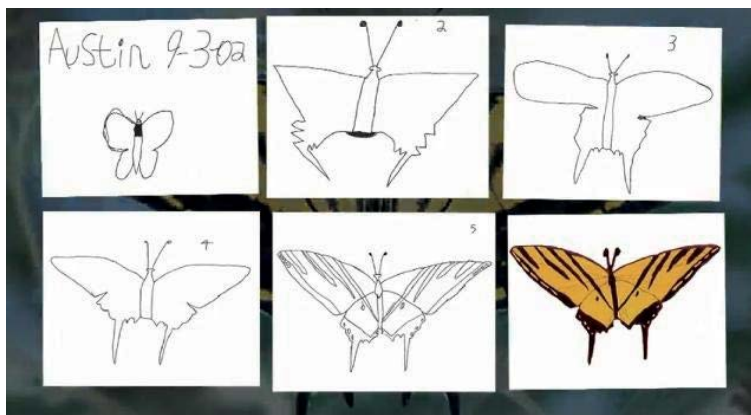


When the student is ready, the master appears. ~Buddhist Proverb

## Building a team, defining a school



Austin's Butterfly:  
Building Excellence in Student Work  
Models, Critique, and Descriptive Feedback





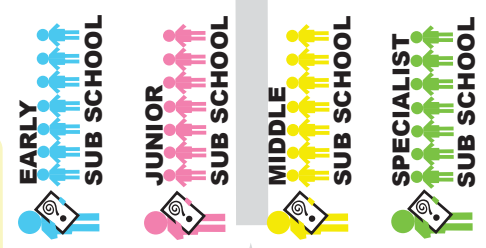
# VASSE Strategic Decision Making Process

**1** The School Management Group judge the need to take a decision through the **Strategic Decision Making Process**.

*Note: Some school decisions will fall into the operational category and will not need to be addressed through the process.*

**2** Discussion about proposed decisions are to be placed on the agenda of the nearest sub school meeting.

This agenda needs to be provided to all sub schools members, via- email or photocopied message (in writing not in an oral message) by sub school leaders no less than a week before the meeting. (This gives members time to consider the decision being made.)



**Approved decisions** are placed on the agenda of the nearest sub school meeting.

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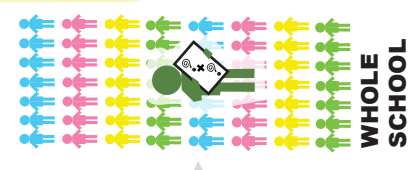
**Approved decisions** are placed on the agenda of the nearest sub school meeting.

**Approved decisions** are placed on the agenda of the nearest sub school meeting.

**5** Discussion about **proposed draft document** is placed on the agenda of the staff meeting. (Week 6, Terms 1 - 4)

The **proposed draft document** needs to be emailed to all staff members, (in writing not in an oral message) no less than a week before the meeting. (This gives members time to consider the decision being made.)

*The school union representative will receive an of a copy of the draft document.*



**7** Approval of the **proposed draft document** needs to be gained through a consensus of the 2/3 Majority. When consensus is reached the **proposed draft document** moves into **POLICY**

**The Voting process:**

- Voting will take place at the meeting.
- All teachers have the right to vote.
- If teachers are not present on the day of the vote, they may lodge a valid vote no later than 12:00 pm on the day of the vote. This vote can be lodge via email or on an official voting slip with senior school officer or the Registrar.
- Voting slips will be formatted as following:
 

I support the proposed draft document (Name of the document)	<b>YES</b>	<b>NO</b>
--	------------	-----------
- All votes will be added up at the meeting.
- A  $\frac{2}{3}$  majority must be achieved for success ( $\frac{2}{3}$  of the total number of votes cast)
- All blanks are counted as a positive response

**8** **SCHOOL BOARD**

All **proposed Strategies** approved through the **Strategic Decision Making Process** will be presented to the School Board for consideration and clarification.

If the  $\frac{2}{3}$  majority is not reached. The **proposed draft document** is returned to the School Management Group for reconsideration.

**4** The School Management Group collaboratively create a draft resolution document for presentation to staff. They will give consideration of relevant Acts, Agreements or Policies and produces and any sub school concerns.

- The relevant Legislation is
- School Education Act 1899
  - Public Sector Management Act 1984
  - Equal Opportunity Act 1982
  - Industrial Relations Act 1979
  - OHS Act 1984
  - General Agreement 2011
  - Teachers Award 1993


**3** A minuted discussion about proposed decisions will take place in sub schools groups.

This discussion should address;

- The purpose of the change,
- The whole school implication,
- The Sub School groups resolution and concerns.

**6** The School Management Group presents the **proposed draft document** to all staff. (Week 6, Terms 1 - 4)

A review timeline will be established and included in the endorsed policy document



**9** **SCHOOL POLICY**

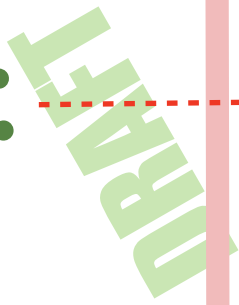
Once endorsed the proposed draft document becomes **POLICY** and is **mandated for all staff**

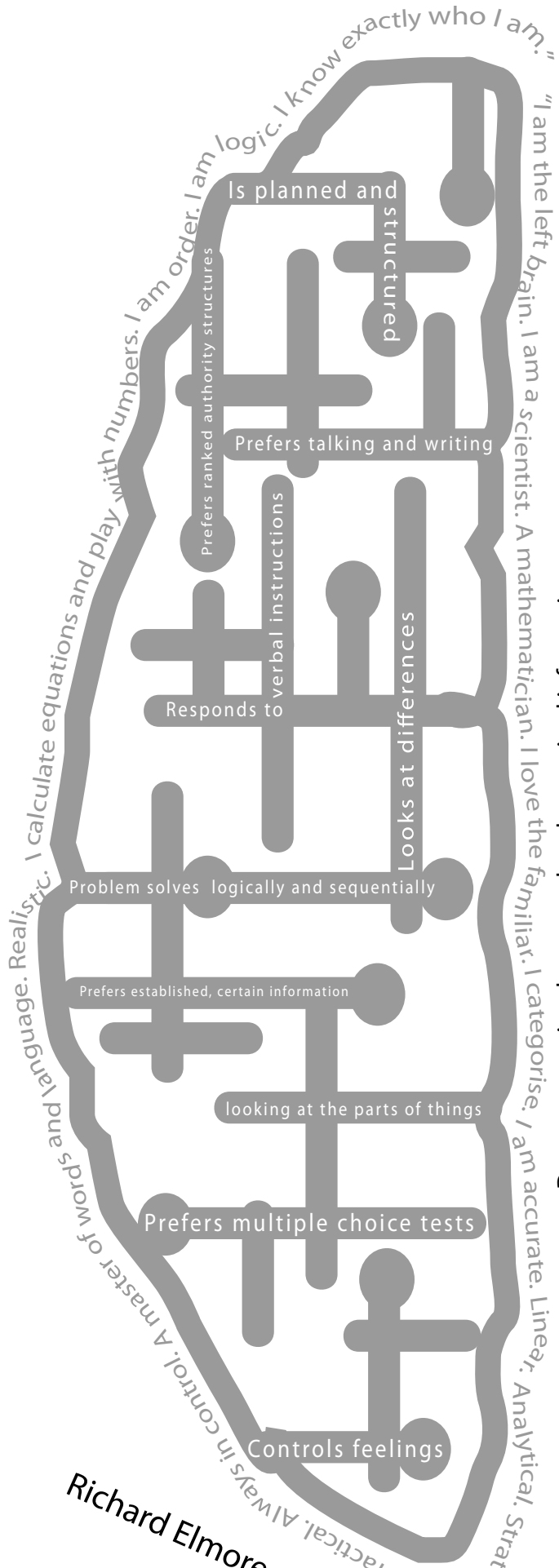
**!** **Urgent strategic decisions:** Strategic decisions deemed as a priority can be implemented as a draft policy document at the School Management Group's discretion until the policy is able to be reviewed through the next decision making process.

**Review Schedule for this process:**

**This review process will be:**

- The **SDM process** is reviewed by the **School Management Group**
- The **SDM process** is taken to sub schools for input
- The **SDM process** reflections are then reviewed by the **School Management Group** for collation and endorsement. Part of this process will be to set new review





inside the box  
**NAPLAN**  
 Multiple Choice  
 A ○  
 B   
 C ○  
 D ○

Process info in a linear manner

Identify Important Details

Analytical

Move in sequential order

Use logic to solve problems

Analysis  
 Application  
 Understanding  
 Knowledge

- Info processing
  - Project Engagement
  - Perception
  - Workflow
  - Problem solving
- <http://www.mindjet.com>



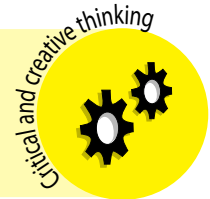
Rational

Function  
 Segregated  
 Concrete  
 Local  
 Reason  
 Objective  
 Sequential  
 Analytical  
 Verbal  
 Rational

Johnson and Johnson  
 BLOOMS  
 John Hattie  
 Tony Bazan  
 Howard Gardner  
 Stephen Heppell  
 Barrie Bennett  
 Sir Ken Robinson  
 Steven Covey  
 Christine Ward

# Symphony

"Blending ideas to create clarified solutions." Subjective Simultaneous Perceptual Visual Intuitive



Ethical behaviour

Personal and social competence

Critical and creative thinking

Intercultural understanding

Information and communication technology (ICT) competence

POVERTY FRAMEWORK  
Design

Integrated  
Abstract  
Global  
Emotion

m.i.

Process info  
Holistically

PBS

Design

Meaning

E.I.

Empathy

Story

MINI SAGA

Use intuition to solve problems

Creative

Use intuition to solve problems

Move randomly from task to task

Play

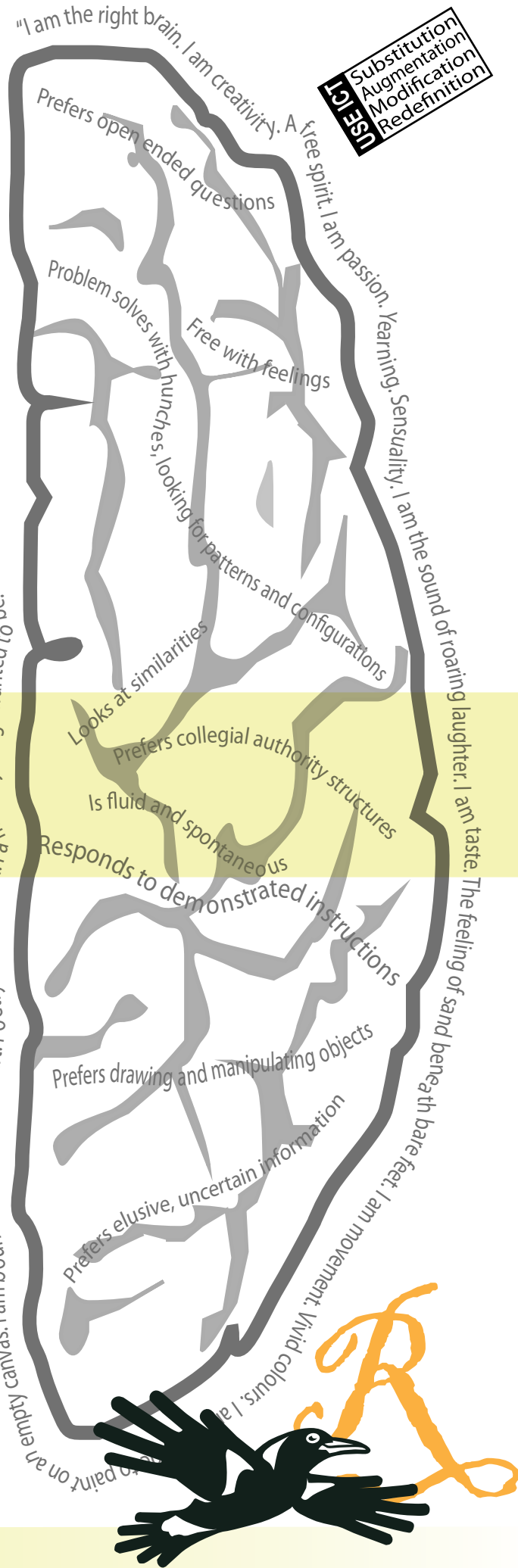
Synthesis  
Evaluation

Ian Jukes

Daniel Pink

Draws on unbounded qualitative patterns that are not organised into sequences, but that cluster around images

"I am the right brain. I am creativity. A free spirit. I am passion. Yearning. Sensuality. I am the sound of raining laughter. I am taste. The feeling of sand beneath bare feet. I am movement. Vivid colours. I am to paint on an empty canvas. I am boundless imagination. Art. Poetry. I sense. I feel. I am everything I wanted to be."



USE ICT  
Substitution  
Augmentation  
Modification  
Redefinition

# Infoxication



The age of Enlightenment

Simon Mansfield 2015

