

Shifting education with more than just netball

Capabilities & Learner Profile

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The most significant change for me was understanding how to create learning opportunities to help students develop and evidence, including immersion experiences but also widening into systems, structures, and processes.

We want to think more about how students can provide evidence of learning but need to consider where we create time to do this. We want the student to be proactive in showing their portfolio or evidence but need to support them to do that. Students who were engaged in the pilot raised concerns about showing evidence of learning whilst managing the stress of Year 12. One student said, “sometimes I just want netball to be netball and not have to worry about having to collect evidence of engagement”.

For the pilot we deliberately chose teachers who did not just meet the criteria but also taught across a range of subjects. We were exploring pedagogical practice and saw change as the teachers started to think differently about what they were looking for. Almost all pilot teachers said they would write their LAP differently based on their experiences this year, to provide more formative experiences for the students.

Tutors found this pilot easier as they saw more of the student and showed more confidence in reporting the capabilities evidenced in sustained behaviour. If subject teachers were unsure if they had witnessed enough of the capability from the student, the tutors at this school were able to back them up, validating the student’s capabilities.

Change in teacher pedagogy in terms of experimentation and strategic thinking was already happening within the school, so the specific scale of the pilot and shift of how we work within the current SACE structures to achieve the targets was the focus for our pilot.

This project is shifting culture. The dominance of the ATAR means that the reality of post school pathways hasn’t changed for the students yet, but through this we can shift the narrative.