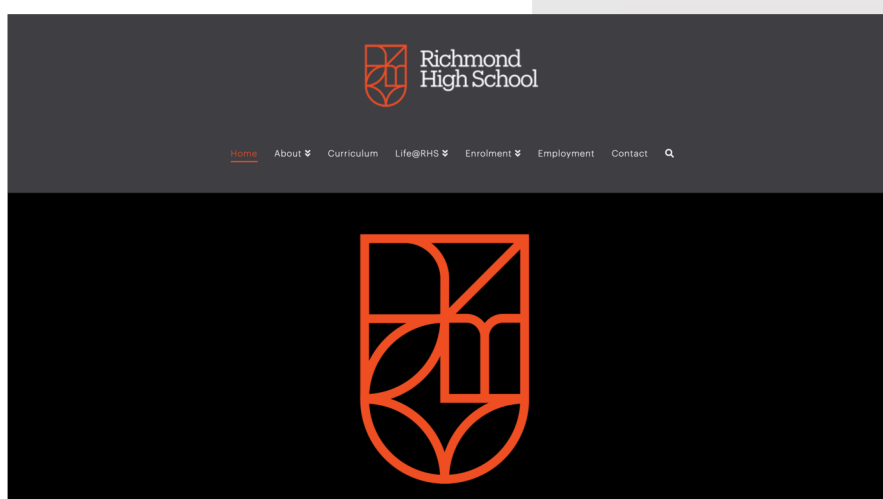




Designing the Future of Education  
Saturday 23 March 2019

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## We have a building...

*“Set in a diverse neighbourhood with a large cohort of students, Richmond High School touches on a number of key design areas in terms of vision and values. Community, diversity, wellbeing, sustainability, safety, technology and **ensuring learners are at the centre of everything** – these elements were equally critical to the brief and areas we prioritised with every aspect of design for this exemplary urban vertical school.”*

David Tweedie, Director at Hayball and Project Director on Richmond High School

## What do you do with this?

- This project has an interesting history.
- On my appointment I asked some **big questions**.
- School, **culture** climate and **connectedness**
  - Charter of Respect
- **Type** of teacher, school climate and **connectedness**
  - Documentation to explain this
  - Student Agency by participation on Teacher Selection Panels.
- **Scientific** approach to teaching and learning.
- **Framing** our school through a Project Plan

## Science of teaching and learning

- Education does not currently adhere to the medical model of **evidence-based practice** (Roediger, 2013). However, over the past few decades, our field has made significant advances in applying cognitive processes to education.
  - Weinstein, Y., Madan, C.R. & Sumeracki, M.A. Cogn. Research (2018) 3: 2. <https://doi.org/10.1186/s41235-017-0087-y>

## Richmond High School

Richmond High School is a bespoke, multi-level co-educational learning space created to serve the local community.

We are welcoming and inclusive, embracing difference and diversity in its many forms. **We offer a strong academic focus that encourages creativity and original thinking.**

We have high expectations of our students as learners, balanced by care and support whenever it is needed. We hope to equip the students in our care for an ever-changing world, encouraging them to embrace learning for life and the desire to make a difference.

## Foundation Principal - Colin Simpson

*"If I think about our school as achieving many things, leading by example...offering a quality education and positive experience, well, that might be enough. For me though, that is never enough. I remain committed to this profession and the the impact of schools on the lives of young people.*

*Trusted adults, values driven, with expertise, and intellect, working in a caring and demanding way with young people with knowledge of them as people and learners. I can think of nothing better to do each day."*

## Vision and Mission

Richmond High School will be an inclusive, high quality co-educational school, serving the children of its local area. Students from Richmond High School will be active and informed, creative thinkers, self-motivated, skilled and knowledgeable, lifelong learners, entrepreneurial, collaborative, critical thinkers and great communicators. They will also be resilient, self-confident, passionate and compassionate individuals, who will have developed beyond their expectations. They will be significant contributors to the life of our community.

## Vision and Mission

- At Richmond High School we combine high expectations with genuine care and support. We embrace difference and diversity in its many forms. We work to make a difference in the lives of the students in our care. To help them appreciate their innate value. To encourage them to become learners for life. To inspire creativity and original thinking. To prepare them for an ever-changing world. **To guide and craft them into young adults who in their own way make a difference in the world.**

## School Values – Creativity, Diversity, Intelligence, Expectation. Making a difference.

**Creativity** - Young people need to be forever creative in an ever-changing world. We believe education should foster creativity and adaptability.

**Diversity** - We emphasize inclusion and respect for all, embracing difference and diversity in all its forms, including ideas.

**Intelligence** - We aim to develop intellect, inspire imagination and encourage original thinking. We hope to instill a thirst for knowledge and learning for life.

**Expectation** - We have high expectations of our students. We expect them to work hard, set high standards for themselves and strive to be their best. We also set high expectations for ourselves.

## Make a Difference

We hope to make a **profound difference** in young people's lives – to model and mentor positive attitudes and actions. **We want school life to be a rewarding, challenging and enjoyable experience.** Our ultimate aspiration for our students is that they be a force for good in whatever endeavours they choose to follow.

What is making a Difference?

*Through the power of education Richmond High School provides the tools necessary for students to be a force for good in the world – to make a difference.*

## Some key ideas we are exploring

- **Collaboration and Peer Learning** – We see the school as part of the global learning network and connected with others.
- Students have peak learning times throughout the day. Our **flexible schedule** allows students to be in school when they learn best.
- Students customize their education plans.
- **Equity at the heart.**
- **The creation of experiences.** Authentic learning comes about as a result of hands-on experience.

## The interface between building, culture and program

- Students come to school ready to learn at 9:05am, the first session commences at 9:15am.
- Recess is 20 minutes, Lunch is 30 minutes.
- Extension and Clubs commences at 3:05pm
- Year 10-12 will commence at 10:15am
- We think about **building flow**, and how to maximise **trust and individual use** of the building.
- Our Project-Based Learning will enable students to problem-solve, iterate, take risks, inquire, innovate, influence and inspire others.

Year 7 and 8 – Consolidation and Growth	Time Allocation
English	4 sessions 200 minutes
The Humanities, History and Geography	4 sessions 200 minutes
Foreign Languages – we are a multi-language school Chinese Other languages through negotiation Cultural Studies/Mainstream Chinese Year 8	4 sessions 200 minutes Chinese is our school language and an Enhanced Chinese Language Program is in place for highly able students
Mathematics	4 sessions 200 minutes
Science	4 sessions 200 minutes
Lifecycle •Physical, Personal and Social Learning •Leadership and participation •Extra-curricular Sport and Clubs	3 sessions 150 minutes
The Arts •Dance and Movement, Music, Drama and Visual Arts •Instrumental and Ensemble Music	4 sessions 200 minutes or 3 sessions 150 minutes
Innovation •Interdisciplinary Learning and Technology	3 sessions 150 minutes
	30 sessions - 1500 - 300 minutes each day

Year 9 – Project and Experience Based Learning Area – The Projects	Time Allocation
The Inspiration Project - English and The Humanities	6 sessions 300 minutes
The Cultural Project – Foreign Languages <ul style="list-style-type: none"> <li>• Chinese</li> <li>• Cultural Programs for children not doing a language</li> <li>• Other languages through negotiation</li> </ul>	4 sessions 200 minutes Chinese is our school language and an Enhanced Chinese Language Program is in place for highly able students.
The Universe Project - Mathematics, Science and Innovation	5 sessions 250 minutes
The Life Project <ul style="list-style-type: none"> <li>• Physical, Personal and Social Learning</li> <li>• Life competency skills</li> </ul>	5 sessions 250 minutes
The Invention Project <ul style="list-style-type: none"> <li>• Food and Nutrition</li> <li>• Design and Technology</li> <li>• Media</li> <li>• Systems</li> </ul>	5 sessions 250 minutes
The Imagination Project <ul style="list-style-type: none"> <li>• The Arts, Dance, Music, Theatre and Visual Arts</li> <li>• Instrumental and Ensemble Music</li> </ul>	5 sessions 250 minutes
	30 sessions - 1500 - 300 minutes each day
The Entrepreneur Project – each year 9 student will undertake an intensive in developing their Entrepreneur skills	Homework

## The opportunity to be at the forefront

Once we move our students past the consolidation stage and into the Project and Experience Learning Year 9 Space, we are thinking of only, for that year, reporting on the Victorian Capabilities

- Critical and Creative Thinking
- Ethical
- Intercultural
- Personal and Social

And perhaps the students create a Vlog for us and their family about their learning?



Senior Studies – Pathways Creation	Time Allocation
Year 10 Core English, Core Mathematics 4 sessions 200 minutes Unit 1 and 2 VCE Units. Strong Mathematics students can accelerate into Unit 1 and 2 General Mathematics. ECP does Unit 1 and 2 Chinese.	4 sessions 200 minutes Unit 1 and 2
Year 11 Unit 1, 2, 3 and 4 Studies to a program and advancement plan. The World of Work. The World of Recreation. Volunteering and paid employment commences. ECP does Unit 3 and 4 Chinese.	4 sessions 200 minutes Unit 1 and 2 or 5 sessions 250 minutes Unit 3 and 4
Year 12 Unit 3 and 4, Pathways planning.	5 sessions 250 minutes Unit 3 and 4
Vocational Studies will be explored	
Centre of Higher Studies	
	30 sessions 1500 - 300 minutes each day

## Connectedness, collaboration and co-creation

- The concept of a teacher standing in front of a room full of students who listen and respond to direction is increasingly a **thing of the past**. That does not mean teachers do not lead though.
- While not an entirely new approach, **student learning spaces will supersede the typical classroom** that we know today. This will see students become partners or **co-creators** of their own learning.
- Experiences that allow **collaboration, communication and teamwork** for all students often happen beyond classroom walls. We need to facilitate for these experiences in context, and our classrooms need to be a reflection of this.
- Learning Spaces allow collaboration to occur on learning projects between individuals, small groups or larger groups.
- **Classrooms will coexist as physical spaces and online**, flipping the current learning model upside down so that students can learn at home and spend class time collaborating and applying their knowledge to real-life issues.