



Pymble Ladies' College

Personalised Learning Framework 2017-2020



All' Ultimo Lavoro – Strive for the highest



Theory: Personalised Learning at *Pymble*



Process: Learning Design



Practice: Learning Design Overview

Theory: Personalised Learning at *Pymble*



Successful schools engage with the changing nature of educational discourse. The notion of 'curriculum' is being broadened to embrace:

- Mastery of knowledge and understanding within Learning Areas such as English, Mathematics, Science, History, Social Sciences, Languages, Health and Personal Development, Creative and Performing Arts and Technology
- Development of the skills to synthesise this knowledge to solve complex problems and communicate effectively;
 - to be creative, critical and innovative in thinking;
 - to be flexible, collaborative, resilient and reflective in disposition.

Pymble Ladies' College has set its strategic vision in response to this evolving educational landscape in *Towards 2020*.

The Personalised Learning Framework (2017 – 2020) represents the way our educators work to realise this vision. It embraces the range of learning domains offered by the College, valuing the complementary roles of the academic program, wellbeing development, service learning and co-curricular opportunities for day students and Boarders.

Personalised Learning

Personalised Learning is built upon the conviction that learning is not done to you; rather, it is done with someone who has the expertise to know, guide and challenge you as a learner.

What do we believe about learning?

At *Pymble* we believe that the purpose and measure of all learning is individual growth. Working from the notion that learning proceeds from an identified point of mastery or achieved prior learning, and the concept that individual growth can and should be made visible to students, we believe that learning is a product of one's own thinking when motivation and emotion are positively engaged.

How do we pursue Personalised Learning?

Pymble develops educators with expertise to design learning experiences that achieve growth for all students in their care. *Pymble* educators:

- **Know**, document and track the relative strengths and needs of individual learners;
- **Guide** learners to see and take the next steps in their learning journeys;
- **Challenge**, stretch and build expertise in all learners.

Students with particular needs are supported to access the targeted learning objectives of the core curriculum, while rich extension opportunities to deepen content knowledge, engage with increasingly complex understanding goals, and communicate learning in more sophisticated ways are consistently provided.

Pymble prioritises student growth in the key domains of literacy and numeracy: as students progress in these areas they increasingly control their capacity for independent, robust and deep learning.

What are the outcomes of Personalised Learning?

Personalised Learning is ultimately focused upon individual students. When they are personalised, learning experiences value students' voices, needs, aspirations and passions in authentic ways, because their purpose is to empower those learners to become self directed and independent.

The Personalised Learning Framework (2017 – 2020) places at its heart the learner attributes of passion, scholarship and self assurance; its intention is to foster young women who can delight in their successes and failures because these experiences contribute equally to ongoing learning.

Theory: The Personalised Learning Model



Learning Principles

Learning at *Pymble* is guided by principles that reflect evidence-based practice.

Deliberately-designed

The central role of the educator is diagnosing, guiding and assessing student progress towards specific growth targets within a core curriculum. Learning is designed to ensure all students are challenged in appropriate ways.

Learner-centred

Learners are the focus of activities as they engage in authentic inquiry to construct and communicate their knowledge and understanding via purposeful partnerships with educators, peers and the community of learners beyond their own classroom.

Growth-focused

Learning goals are responsive to individual differences in terms of background, prior knowledge, motivation and needs for both support and extension. Educators encourage all learners to celebrate their growth in relation to learning goals.

Social

Learning is most effective when opportunities to work as part of a co-operative and collaborative community are balanced with times for independent consolidation and personal reflection.

Perspective-rich

Learners engage with multiple perspectives from within their own classrooms, to the wider local and global communities. They learn to value and negotiate different ways of thinking, as well as justify with robust evidence the tenets of their own perspectives.

Learning Accelerators

Educators plan for students to learn in a rich diversity of modes and environments to accelerate growth.

Learning design

Educators make purposeful use of a range of pedagogical approaches including experiential, collaborative and inquiry-based learning. They checkpoint student growth via an ongoing body of learning evidence and authentic assessment of student knowledge, understanding and skills.

Space

Educators make purposeful use of flexible spaces to support deep engagement of agile learners who are comfortable learning in a variety of ways and places.

Technology

Educators make explicit the learning purposes of particular technology applications they or students select for organising and analysing, collaborating and connecting, researching and inquiring, creating and communicating.

Learner Dispositions

The College mission statement defines the attributes we seek to foster within our learners.

Passion

Students can discover a passion for learning when they explore creatively, engage with open minds and think critically.

Scholarship

Scholarship requires students to take responsibility for their own disciplined learning and to participate collaboratively to understand others' perspectives and to contribute to deeper learning.

Self-assurance

Self-assurance is developed as students embrace challenge and accept agency.

