



Pulteney Learner Compass

The Pulteney Experience

The Pulteney Experience is about a personalised education where:

- There are boundless opportunities that offer students direction and purpose.
- There is an integrated student experience with a balance of explicit instruction, implicit learning and active participation which plays out across multiple contexts across the School.
- There are broader measures of achievement that are recognised through both established and new ways of assessing, for the purpose of growth, throughout Reception to Year 12.

Our purpose

As a school, we have been exploring at depth the purpose of schooling in our strategic planning processes. The purpose of schooling has long been debated.

Ask anyone why school is important and no doubt you'll get a variety of responses with some common themes. Historically, and quite simply, an education taught you how to work, so that you could get yourself a job, earn an income in usually one profession and survive.

Preparing graduates for the workforce continues to be an important outcome in schooling but it is not the only one. Education today should prepare young people for a life in which they can prosper in a holistic sense - emotionally, physically, spiritually, academically, in a world that is complex, uncertain and changing. The world of work has dramatically changed since we began our lives at school, to one now, where jobs across multiple professions will be experienced; where the capacity to adapt and to collaborate will be vital; where transversal, transferrable or soft skills, will be applied in many contexts to solve problems that require novel solutions; and where passions perhaps ignited in childhood, can evolve, transform and shape a better future.

It is also about supporting students to be successful not only for their futures but also for the lives they experience now. It is about building connectedness, and for students to identify and apply their own unique strengths and talents purposefully as well as developing competence and confidence in areas of challenge or difficulty.

Pulteney Learner Compass

Pulteney's Learner Compass is a model of 21st century learning that is our Teaching and Learning Framework. The teaching and learning framework underpins the entire teaching and learning development of the School R-12. It is the foundation upon which all aspects of the vision for education rests at the classroom level.

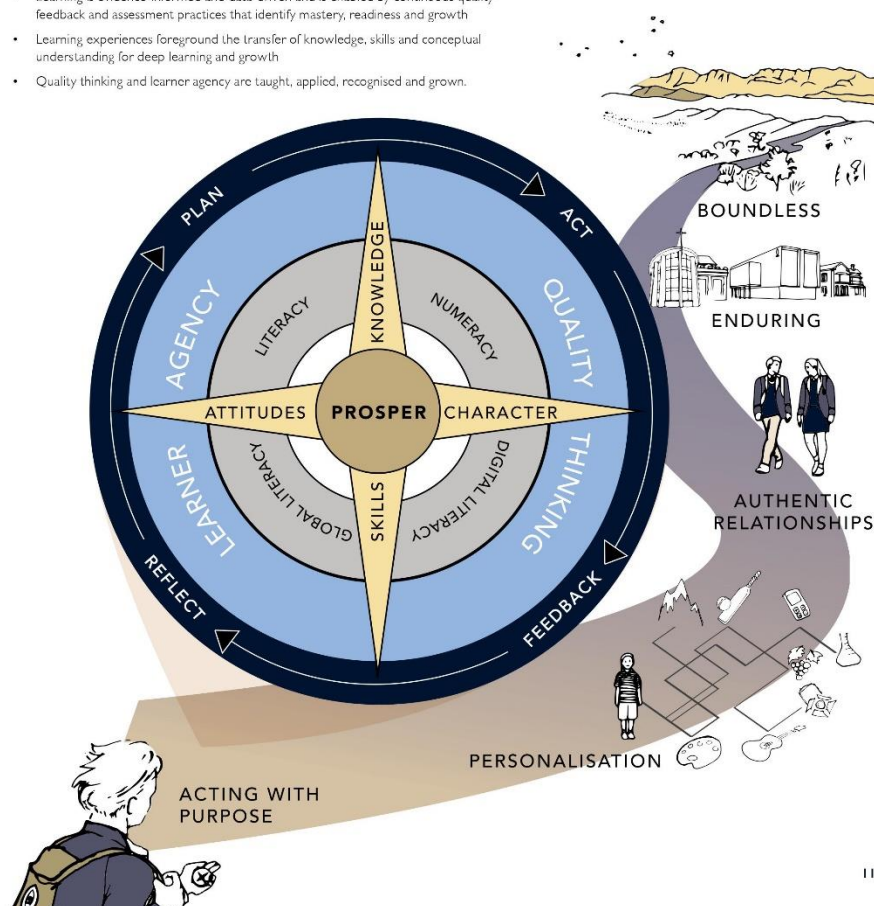
Through the distillation of a 12 month process of research, design and development, led by the Teaching and Learning Committee, five ambitious, fit for purpose and evidence based **Principles of Learning** were identified through engagement with educational literature, identification of the ingredients of future-focused contemporary practice and engaging with leading international educational thought leaders. These underpin teaching and learning from Reception to Year 12.

The Learner Compass

Our Learning Principles

Pulteney students prosper when:

- Learning is socially constructed and connected: locally, globally and digitally
- Learning is inclusive and personalisable and is designed in recognition of a student's strengths, interests and passions to inform learner pathways
- Learning is evidence-informed and data-driven and is enabled by continuous quality feedback and assessment practices that identify mastery, readiness and growth
- Learning experiences foreground the transfer of knowledge, skills and conceptual understanding for deep learning and growth
- Quality thinking and learner agency are taught, applied, recognised and grown.



The Learner Compass is an important metaphor for teaching and learning at Pulteney, to assist students in "navigating towards the future they want". The compass is a metaphor that enables students to navigate the various dimensions of their learning at Pulteney, beyond simply the transmission of knowledge and skills.

It also helps us as educators to foreground what we believe is important in a contemporary purposeful education and provides a common reference point for all stakeholders in the learning process.

The core components build commitment to the strategic intent and these, along with the learning principles, articulate what we believe about teaching and learning and inform every aspect of Pulteney's Teaching and Learning approach, philosophy, practice and operations, including our improvement and innovation work, our recruitment, performance and development focus.

Prosper

At the centre is the concept of learner prosperity, which occurs at multiple levels. Education futurist, Valerie Hannon sees human thriving as occurring at four levels: that is at the intrapersonal level; the secure sense of self that begins with self-awareness and responsibility for our personal health, fitness and wellbeing, the interpersonal level, our relationships in diverse technologised societies; the societal level, navigating our place in community, economy and participation in our democracy; and the global level, knowing our place in the planet and acting with global competency.

Compass Points: Knowledge, Skills, Character and Attitudes

Since ancient times, schools have been tasked with helping students build a foundational understanding on which they can later rely when they hone their expertise. The importance of relevance, or meaning, to education and the usefulness of knowledge has always been crucial for making sure that what is learned in school is transferrable.

Approaching any new situation that requires using one's knowledge, whether it is a real-world application or learning a more advanced topic in a given discipline, involves leveraging what one has already learned. The more robust a mastery one has developed of the fundamentals of a topic, the easier it is to leverage it to learn even more. By internalising the most important concepts of each discipline and across disciplines, students are better equipped to deal with multifaceted problems and have a more diverse set of tools with which to interpret the world.

Education, too, has always been about transfer (the process of making use of knowledge outside of the context in which it was learned) and expertise (a highly developed understanding of some domain of knowledge, including particular ways of perceiving and interpreting information), but now there is more than ever the need to make these the focus of an education in a deliberate way.

Charles Fadel points to advances in technological innovation providing the opportunity for the emphasis of teaching and learning to be flipped so that students spend more time focused on transfer and expertise via application of concepts rather than on learning content that can now be easily accessed and manipulated. Search functions and Artificial Intelligence (AI) algorithms first encroached on the more fundamental aspects of knowledge (basic facts and processes), but these are now reaching the level of specific expertise. So rather than spend undue amounts of classroom time amassing information, the time can now be much better spent reaching the more profound goals of an education, namely expertise and transfer, which are not only more empowering and engaging for students but also play a part in preparing students for the types of tasks they will actually be expected to do beyond school.

We know that knowledge and skills are not entirely sufficient to prepare learners for their future challenges, and character qualities may be much better predictors of student success in further learning, productive work and careers, and active engagement in civic responsibilities. Character

qualities, or how we behave and engage in the world, are distinct from skills, the ability to effectively use what one knows, and both need to be taught, applied and grown.

At Pulteney the connection between wellbeing and teaching and learning, is viewed as inextricably linked, and is represented by the intersecting needles of a compass: knowledge, skills, character and attitude, or put another way, these are our North, South, East and West. All orientate our students towards the future they want.

Foundational Literacies: Literacy, Numeracy, Global literacy, and Digital literacy

Foundational literacies are core to the compass because they give students the foundations to access higher-order skills and other parts of the curriculum. With mastery of these literacies, children follow a steeper learning trajectory to not only unlock new concepts but also to enable greater depth of understanding in the subjects that they pursue.

In Pulteney's Junior School, a greater focus is placed on the development of literacy and numeracy, and learning progressions are used to track students' progress and provide feedback to students on their next steps. Proficiency in the foundational literacies develops over the full range of a child's schooling, as does the development of digital literacy and global literacy, which relates to the development of perspective taking, intercultural understanding and taking action in the world beyond school.

Transversal skills: quality thinking and learner agency

There is a plethora of these skills that are deemed important both outside and inside of education, such as the General Capabilities and SACE Capabilities.

Across the full range, Pulteney has identified two core capabilities that we want to intentionally teach, apply, recognise and grow across our School Reception through to Year 12.

These are:

Quality Thinking - The capacity to think critically, creatively and reflectively

Learner Agency - The capacity to take purposeful action - agency involves aspects (creative, economic, moral and political) and also levels - the individual, collaborative and collective level.

Metacognition

In addition to the foundations and complex capabilities, we believe that there needs to be a meta layer of teaching and learning, in which students practice reflective thinking processes.

Metacognition, simply put, is the process of thinking about thinking.

Perhaps the most important reason for developing metacognition is that it improves a student's understanding of themselves as a learner, teaches the important art and science of self-reflection, goal setting, the pursuit of goals and self-awareness and self-regulation strategies.

School Values

Our School values provide a context for learning at Pulteney.

These values are:

- Personalisation
- Authentic
- Relationships
- Enduring
- Boundless.

Acting with Purpose

It is essential to a student's self-concept and self-efficacy that learning is purposeful and students are supported to take control of their own learning so that they can act with purpose and direct their own learning across diverse contexts.

Personalisation

Meaningful learning experiences attend to learner diversity and are supported by multiple entry points, personalised pathways, and inclusive practice.

We know that personalised learning and teaching are effective at improving education outcomes for all students. This holds regardless of a student's circumstances, whether they are students with disability, students in rural or remote locations, those from non-English speaking backgrounds, low socioeconomic backgrounds, gifted and talented students, or any combination of these.

Personalisation might occur via subject pathways, special interest cocurricular pathways, learning design level in the classroom or through choice, learning environment and learning processes.

Authentic relationships

Authentic relationships are trusting, healthy, and mutually enabling of learning, growth, and wellbeing. They exist between students, parents, teachers, experts, or employers, who collaborate to support this learning ecosystem.

Enduring

Enduring is about learning that sticks, as well as the legacy of what it means to be a navy blue and the residuals of a Pulteney education, how that impacts and carries through within the context of a student's pathways.

Boundless

Learning at Pulteney is expansive with abundant opportunity and diverse contexts in which to learn. We want tomorrow's Pulteney graduates to view learning as boundless, where learning occurs in multiple locations, both in and outside of School, and across multiple contexts, such as curricular pathways, cocurricular pursuits and transformative experiences.

Our vision for our learners

If learning is to be boundless, authentic, purposeful, personalised and enduring then our teaching and learning must centre on growth in the foundational literacies as well as growth in the transversal skills. A relentless focus on the explicit and implicit teaching and development of cognitive and social emotional capability, coupled with a focus on metacognition will, we believe create the right conditions to enable learner prosperity and wellbeing.