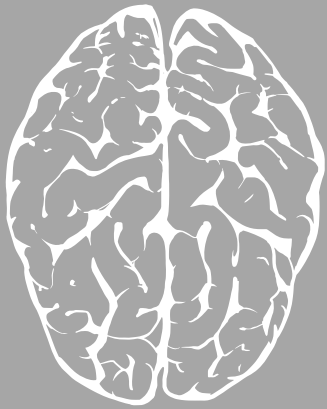


# ACADEMIC INNOVATION

at St Alban's College

## SHIFTING MINDSETS




### Stretching the team & challenging convention

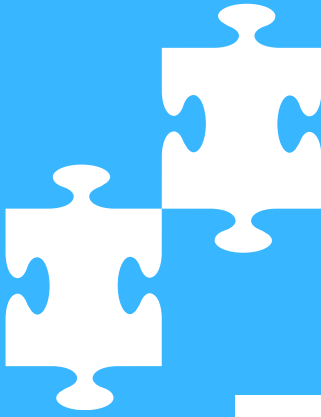
Teachers at St Alban's are being challenged to rethink their educational philosophies; to research; to critically analyse; to reimagine; to engage with the future; to ask why?

## CURRICULAR DISRUPTION

### An evolving curriculum



We must continuously revise and interrogate our curriculum, ensuring it stimulates and develops young men across these three dimensions: foundational literacies (literacy, numeracy, ICT literacy, scientific literacy, civic and cultural literacy, and financial literacy), critical competencies (critical thinking, creativity, problem solving, communication, collaboration and reflection) and important character qualities (curiosity, persistence, leadership, initiative, adaptability, and social and cultural awareness). In this pursuit we should compare the learning experiences on offer here to the best available in the world.



## UBIQUITOUS TECH INTEGRATION

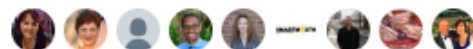


**Bruce Collins**  
@brskln

What if one of the most innovative things a school can do is NOT to flood their space with devices? @ShaneKidwell  
#exponentialthinking

9:49 AM - 15 Oct 2018 from Midrand, South Africa

1 Retweet 11 Likes



2 1 11

# BEST PRACTICES FOR TEACHING BOYS...

**As a benchmark, we acknowledge that an excellent teacher of boys:**

- Loves boys
- Understands the boys in their care by learning about them, their interests, their stories and aspirations
- Builds relationship with these boys by being authentic, present, trustworthy, caring, consistent and fair
- Connects learning to the lives and interests of boys, can answer 'why are we learning this?'
- Welcomes humour - including sarcasm, satire, parody, and a willingness to laugh at oneself
- Is forgiving and mindful of the impulsivity of boys
- Gives boys second chances
- Sets high standards and maintains high expectations of skills mastery for all boys
- Conveys a palpable sense of belief in the abilities of every boy
- Supports boys one-on-one
- Sets clear boundaries: an atmosphere of mutual respect, conducive to learning and focused effort
- Strives to engage heads, hearts and hands: instructional approaches that include movement, hands-on learning, teamwork and competition – the things that stimulate and engage boys
- Gives boys choices
- Appreciates that boys value exposure to experiences; the chance to manipulate or produce something
- Provides roadmaps of each learning journey and its assessment before beginning
- Makes learning playful, uses games, allows boys to perform
- Makes the collective thinking and learning in a class visible for the benefit of all
- Uses questions to deepen thinking and to energise the classroom
- Wants boys to question
- Gives boys timeous and specific feedback that they can implement immediately
- Gives boys time to think
- Acknowledges failure as a potential learning opportunity
- Supports well-intentioned risk-taking
- Uses technology where it enlivens and enhances a learning process
- Uses short formative tasks to measure student mastery and the traction of a lesson
- Assigns homework that is meaningful, necessary and relevant
- Teaches curriculum and character in tandem
- Teaches curriculum and the habits of success in tandem
- Allows for boys to direct their own learning and satisfy their curiosity where possible
- Allows for boys to progress at their own pace if this improves their learning
- Designs assessments that allow boys different ways of demonstrating what they have learnt
- Rewards and praises effort; sees process and outcome as equally valuable
- Maintains a physical learning space that is inviting, organised, tailor-made to learning
- Walks beside boys through difficult conversations
- Unpacks controversial views in a safe and constructive manner

**These are the standards to which we aspire, the practices we must continuously improve upon.**

