



**2019**

**Design Thinking for  
Learning Project 2019**

# ABOUT THIS OPPORTUNITY

## WHAT IS THIS ABOUT AND WILL IT HELP MY SCHOOL?

AISWA and global leaders in Design Thinking, NoTosh, have partnered to offer Design Thinking for Learning Projects, to create active communities of schools that will become high-paced incubators of design thinking practice. Up to six member schools will have the opportunity to participate in a short, inspiring process that is designed to influence the teaching and learning of the whole school, by creating innovative, manageable ideas from within the teaching and leadership team.

Independent schools, in particular, face a perennial challenge. On the one hand, parents want to be sure that their child will succeed by traditional measures, and on the other, schools want to prepare young people with innovative learning experiences that build up their resilience in the fast-changing world beyond school. How do we help students develop the kind of skills that their futures demand, such as collaboration, how to think creatively and critically, how to work alone, together, and how to solve problems that we didn't even know existed before?

The NoTosh Design Thinking for Learning Incubator provides that safe, experimental environment along with the power of a network of peers, to work through what kind of innovative learning and teaching they can put into action and grow.

Launching in term 3 and concluding in term 4, we'll spend time with you, looking at how you can use design thinking as a great model of inquiry for your students, and we're going to track your progress, capturing the impact of the changes you make to the way your students learn. At the end of this process, you'll have a series of compelling stories for parents, student community and prospective parents about harnessing innovative thinking.

## PROGRAM STRUCTURE

### HOW WILL THE PROGRAM RUN AND WHAT ARE THE KEY DATES?

Spanning over 2 terms, the program will include 3 core sessions (Incubator Days) and 2 face-to-face sessions (School Visits). The Incubator Days will be held at Telethon Speech & Hearing Centre, Wembley and run by NoTosh as collaborative group sessions, giving participants a chance to meet and interact with the other participating schools. As the program progresses, schools will be required to choose two days for NoTosh to attend a School Visit. These sessions give one-on-one coaching support and allows NoTosh to see how the projects are tracking. In addition to these 5 program days, there will also be ongoing online support from both NoTosh and AISWA, throughout the whole program.

### IMPORTANT PROGRAM DATES

Incubator Day 1: Wednesday, 31st July 2019  
School Visits: Term 2 - Dates to be confirmed  
Incubator Day 2: Term 2 - Dates to be confirmed  
School Visits: Term 3 - Dates to be confirmed  
Incubator Day 3: Friday, 8th November 2019

Applications Close  
July 5th 2019

**LIMITED PLACES**

There are limited places available, so it is important to act quickly.



# INCUBATOR IMPACT

## WHAT DOES THE RESEARCH SHOW?

The AISWA Incubator program, now entering its second year, has been a great success. Participants have reported their experiences as being challenging, useful and exceptionally positive.

Participants of the first AISWA NoTosh Incubator collectively agreed that the experience brought around a shift in mindset as well as positive changes to:

- The way in which they approach and solve problems;
- Their motivation levels, with a fresh drive to continuously improve;
- Their appreciation for thinking and learning, and improved awareness of both;
- How they approach pedagogy and Design Thinking as part of professional learning development.

Participants shared that they saw long-term improvements in:

- Whole school collaboration and openness to sharing;
- The approach to problem finding and solving;
- How thinking and ideas are shared across departments and with a wide range of colleagues;
- Student enjoyment of lessons and a growth of self awareness and initiative.

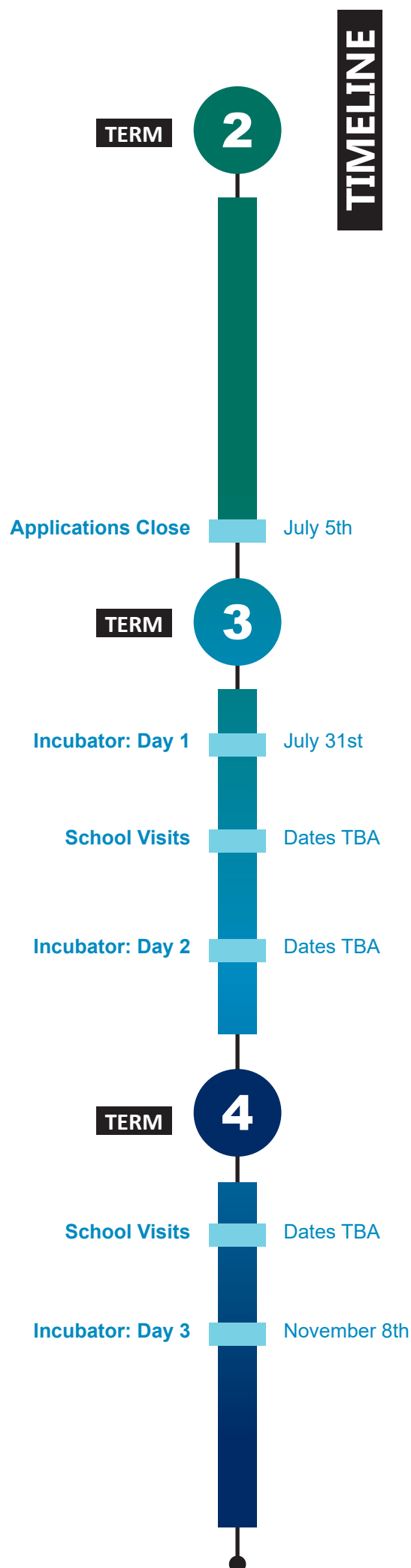
Overall, participants from the first AISWA NoTosh incubator found the program engaging, exciting and challenging. The implementation of the program was generally smooth, especially among students and across school curriculum. Here are a few of the wider lessons and messages from the participant schools of the AISWA NoTosh Incubator 2018:

*"You've got to be prepared to listen to each other and learn from each other"* - Carmel Adventist College Primary

*"It's not until you look back that you realise how much you've achieved"* - Regent College

*"We wanted to go slow, to go fast, and build the momentum that would make a real difference"* - Wesley College

*"If we build the whole ship, we'll miss the boat. But, if we build a simple raft, we can build the rest on the way, and then we might get to our destination"* - Swan Christian College





## GOING OUTSIDE TO GROW INSIDE

### CAREY BAPTIST - NOTOSH INCUBATOR PROJECT 2018



- NoTosh Design Thinking Process

Carey Baptist College, Forrestdale Campus is situated on 15 hectares 30 km south east of Perth. The Forrestdale campus opened in 2016, offering Kindergarten to Year 6, with Year 7 commencing in 2019.

Being a relatively new campus, the team were keen to develop their own vision of teaching and learning across the school. The mix of staff had experience of nature play and outdoor learning pedagogy and held the belief that children needed a voice, ownership and to go outside in order to grow inside.

The Carey Baptist College leadership team led by Mr Nigel Wise, Principal, had developed the vision for the College. The staff were excited and keen to explore the natural environment that the college was built on. There was a clear synergy among the staff that they wanted to deepen and connect learning throughout the school using the natural environment. A number of aspects were important to the team in deciding to embark on the NoTosh program:

1. The team wanted to create a whole school innovative learning approach;
2. The team wanted to build deep, engagement processes to learning for every student;
3. The team wanted a common language and shared purpose;
4. The team wanted to include the whole community in the journey.

*"I knew a little about design thinking but the way the NoTosh team talked about it as a process was very helpful. They said it is about designing your thinking and how this impacts student learning. It is a process of action and reflection which was really good."* - Dave Boldy, Year 6 Teacher.

In the beginning the team came up with some ideas and a provocation, then began a journey of 'wondering' about their natural environment. They conducted a 'Little Walk' for staff and enacted what they wanted the students to do, namely explore and wonder about the land on which the school was built on. Staff explored the flora, fauna and uses of the land over time. Ideas of sustainability, understanding the land, history of the land, Indigenous connection to the land and wondering about linking the land and environment to curriculum across the ages were part of the staff 'wonderings'.

What the team discovered during the immersion phase was that they wanted to deepen their inquiry approach and their ability to guide the students on developing 'wonder' questions and using a framework to deepen the learning around their wonderings. The challenge was to take parents on the journey in order to show them that taking learning outside and integrating it with nature was deep and provided academic rigour and more importantly, was engaging, cultivated curiosity, creativity and encouraged communication, collaboration, care, kindness and character building traits that we want in every child.







The next phase was the 'Big Walk' for students and the entire community at Carey Baptist which provided a day of discovering and exploration of the site.

Clare Caddy, Pre-Primary Teacher excitedly shared *"The big walk was wonderful because everyone went, they all wore old clothes and gum boots and had permission to take risks and get dirty and explore. It was remarkable as at first the children were nervous to get dirty and were scared of things like snakes but after a little while they were having fun, exploring and at one point almost the whole community were splashing in the swamp area! The sparkle in their eyes and the joyous laughter was my greatest delight."*

The impact of this project on learning across the school has seen engagement, depth and rigour inside, outside and beyond the classroom in areas that include: risk taking, gross motor skill development, problem solving, decision making, leadership, oral language, managing activities, student voice, agency, student reflection, kindness and peer mentoring. One aspect during the project's development is the importance of helping students deepen their wonder questions and in guiding them in how to research their questions further.

The success of the project for Carey Baptist College has been the investment and effective leadership from the senior leadership team of the school, the dedicated staff and community engagement along with the tools, strategies, process and reflection of the NoTosh program.

*"Often students that struggle to express themselves through pen and paper can come to the forefront when in nature, using hands on learning approaches. We have seen the collaborative learning, leadership, character development and confidence develop in the students. The Year 6 students led the 'Big Walk' and chose the activities and mapped out where the best places would be for the activities. The peer learning opportunities were opened up and permission was given to everyone. Bringing everyone along on the day (students, staff and community) allowed us to open the door and begin the discussion around learning in nature. Human beings are wired to be in nature and at times we have sanitised the learning by saying sitting at a desk with a pen is the learning which it often isn't. When kids are in nature, learning, listening and allowing them to discover things around them it touches their souls and this is what really builds deep learning. We need to go back to what is innate."* - Dave Boldy, Year 6 Teacher.

**BIG Walk**





# BEFORE YOU APPLY

## SELECTION CRITERIA

### Part A

We are looking for schools to describe current practice and future expectations based on the following criteria:

1. Active engagement from the senior leadership team in school initiatives.
2. Willingness of staff, including four (4) teaching staff members and at least one member with leadership responsibilities.
3. Capacity to implement the project under a shared leadership model.
4. Flexibility in timetables and school structures where possible.
5. Effective and ongoing professional learning culture throughout the school.
6. 'Change readiness': successful and sustained initiatives that benefit learners and the school community.

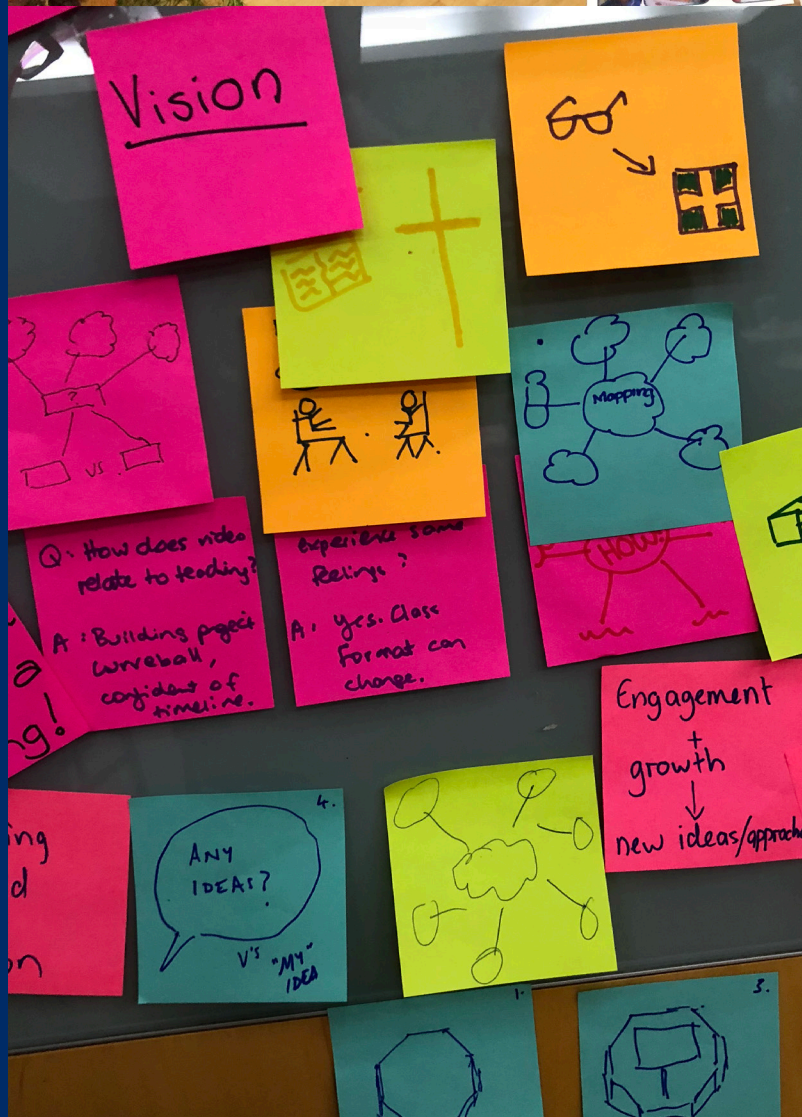
### Part B

A willingness, determination and commitment to:

- Collaborate with other AISWA member schools.
- Meet the scale of the challenge
- Take an active role in testing, evaluating and documenting new practices successes and lessons learned.
- Attendance at all professional learning days and meetings by all team members (refer to timeline).

Once you have written your selection criteria, you're ready to apply:

[www.surveymonkey.com/r/notosh-2019](http://www.surveymonkey.com/r/notosh-2019)





## APPLY NOW

ENSURE YOU HAVE **READ THE SELECTION CRITERIA** (PAGE 6)

### Please consider important program dates before applying:

**Incubator Day 1:** Wednesday, 31st July 2019

School Visitations: Term 2 - Dates to be confirmed

**Incubator Day 2:** Monday 27th May 2019

School Visitations: Term 3 - Dates to be confirmed

**Incubator Day 3:** Friday, 8th November 2019

Applications Close  
July 5th 2019

**LIMITED PLACES**

#### 1. Online application

Go to the online application and follow the instructions [www.surveymonkey.com/r/notosh-2019](http://www.surveymonkey.com/r/notosh-2019).  
Include your Statement of Intent and Selection Criteria when prompted.

#### 2. Statement of Intent

Outline why your school wants to join the project; what you would expect to gain and what you would hope to contribute to a community of practice. Maximum 500 words.

#### 3. Selection Criteria

##### Part A:

Against each of the 6 points stated on page 6, please provide the following:

- 2 dot point examples of current practice.
- In dot points, a statement of future aspirations for the school.

##### Part B:

A willingness, determination and commitment to:

- Collaborate with other AISWA member schools.
- Meet the scale of the challenge.
- Take an active role in testing, evaluating and documenting new practices: successes and lessons learned.
- Attendance at all professional learning days and meetings by all team members (refer to timeline).
- Participate in the next phase if not successful in this round.

**For more information on the program**, including a detailed overview of what to expect from each session day (sprint), please watch the NoTosh video on the AISWA website:

[www.ais.wa.edu.au/notosh-learning-incubator-program](http://www.ais.wa.edu.au/notosh-learning-incubator-program)



A close-up photograph showing a person's hand holding a small, brown, textured object, possibly a seed or a piece of fruit, over a black and white book. The object is being held in a way that suggests it is about to be placed on the book or is being examined. The background is a plain, light-colored surface.

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BUT, IF WE BUILD  
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Love the energy

Happy to be challenged

creative thinking

vision

Optimism - Can do  
Practical skills

Creative

Joke

Keep an interest

Be prepared to listen to each other and learn from each other.

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SWAN CHRISTIAN COLLEGE

If you have

Ron Gorman

rgorman@ais.wa.gov

(206) 844-1628

A collage of colorful sticky notes with motivational phrases and a drawing of a woman, overlaid on a background image of a person pointing at a screen. The sticky notes include: "Happy to be challenged", "Love the energy", "Creative thinking", "Optimism - can be practical skills", "Keep us focused", "Creative", "Inspiration", "YOU'VE GOT TO", and "Thinking". The background image shows a person pointing at a screen, with the text "YOU'VE GOT TO" overlaid in large, bold, white letters.

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