



Our School's Transformation Journey Tyndale Christian School

“There is a more positive focus by students and staff because we have a shared goal, a common language and we can see that the connection between the various elements of Deep Learning provide a humane way to learn.”

- Bronwyn Wong, Deputy Principal,
Tyndale Christian School

The Deep Learning journey at Tyndale Christian School has been revolutionary. It has transformed the way that we think about learning so that we are more focused on the process of the learning, explicitly teaching how to learn and recognising the connections that exist in education.

The key impact for students has been that they have become more aware of themselves as learners and the responsibility that is theirs to own their learning and approach it with tenacity, resilience and perseverance. Where once we might have set them a group work task, they are now learning to collaborate and that collaboration involves negotiating and is different to learning side by side. For our students, they are learning that they each have strengths that can be utilised by the group and that, together, they can overcome their individual weaknesses. Students have as a whole become more engaged and intentional about the way they are approaching their learning.

For the teachers, Deep Learning has been an opportunity to hone teaching practice. Based on the four learning design elements, we have been conducting professional learning for staff that focuses on designing learning intentionally in order to foster partnerships, utilising and creating conducive environments, being thoughtful about pedagogy - seeing teaching as a craft - and leveraging digital to take learning further. This has meant that staff are collaborating with one another and across faculties, and engaging in conversations that have inspired them to think in ways that they have not thought before about their teaching. They have been encouraged to try new things and to be unafraid to “fail”. Regular learning walks have allowed teachers to have feedback and for students to discuss with Executive staff what they are learning, why they are learning it and how they know that they have learned it. Additionally, the progressions for the 6Cs have provided staff with the necessary tools to explicitly teach students things that we have often taken for granted. So often we might say “think critically about this”, or “I am expecting creativity”. What we haven’t realised until now is that these things need to be taught and students need to understand what they look like in action. Deep Learning has provided our staff with a language that they can use to discuss the learning with students’ parents and carers. This has meant that the feedback that they have given parents is more focused on learning habits and dispositions and on encouraging parents to help their children to approach their learning positively.

In the time that we have been focusing on Deep Learning, there has been a shift in school culture. There is still a way to go - we still have unmotivated students - but now, learning is on the agenda. We have begun learning focused assemblies every fortnight where students have the opportunity to share their projects with the rest of the Secondary students. There is a more positive focus by students and staff because we have a shared goal, a common language and we can see that the connection between the various elements of Deep Learning provide a humane way to learn. The focus on citizenship, character and sustainability align very well with our core mission to equip our students to go into the world as disciples of Jesus Christ who are about restoration and healing in a broken world.

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