

2030 VISION



mylor primary school

Building the confidence to thrive





Future-ready foundations

Building the confidence to thrive in a rapidly changing world

2030 Vision is Mylor Primary's full-time-at-school learning stream. We help our *2030 Vision* students develop in a wide range of complementary and highly stimulating ways, all built on the philosophical foundation of personalised learning – recognition of the individual.



Each student's particular needs, interests and goals are identified and responded to. All learning activities are meaningfully adapted for each individual to ensure that they're always taking the most constructive next step for them, rather than being either rushed or held back by the relative progress of their peers.

And almost all grouping of students for learning is done according to levels of understanding and mastery, rather than their age or year level.

Why is it called "2030 Vision"?

A 2013 paper* by Carl Benedikt Frey and Michael Osborne, of the University of Oxford, argued that 47% of jobs then available were highly likely to be automated by 2030.

Over the same period, a "freelance economy" is predicted to emerge, requiring a workforce of creative, collaborative, flexible, digitally literate and self-directed individuals able to come together in teams and work effectively in a range of environments.

At Mylor Primary we've placed this global shift at the forefront of our thinking in the conception of our learning structure, and we're passionately committed to imparting the foundation skills and qualities that will best serve our students in the years ahead.

**The Future of Employment: How Susceptible are Jobs to Computerisation?* by C.Frey and M.Osborne (2013).

Blended learning

A flexible combination of face-to-face, digital and online tuition

Blended learning is at the heart of the Mylor Primary approach. For each broad learning task, or project, we aim to offer a range of different channels through which *2030 Vision* students can gather and digest the information required to produce their work. These generally include:

- small-group teacher-guided discussion
- one-to-one teacher guidance
- third-party podcasts and videos
- online resources.

Importantly, even when students are accessing digital and online resources they will be doing so with our support and guidance.

Selection of personal “blended learning playlists”

At the outset of each project, *2030 Vision* students individually discuss with their teachers which of the blended learning options they’d like to utilise (in addition to any mandatory

instruction), and this forms their “playlist” for that project.

The teacher will seek to accommodate each student’s wishes, but will always ensure students are utilising sources they’re personally suited to and able to use effectively. Naturally, this mix will change for each student as he or she matures, just as the options presented will change as we continue to develop our bank of resources, and our teachers harness emerging technologies.

Development of independent research skills

The ability to safely and productively navigate and filter information in the online environment is a key component

of digital literacy, and essential for effective learning to take place through the use of this medium.

Consequently, we work with each *2030 Vision* student to help them develop these skills and areas of awareness prior to allowing their personal blended learning playlists to include any independent online research.

We also embed regular “check in” points during projects so that the students’ research effectiveness can be monitored, and assistance provided if necessary.

Small-group work to build collaboration skills

Collaboration skills have been widely identified as becoming increasingly vital to an individual’s success in the future workforce, so group work remains an integral component of all Mylor Primary learning streams.

Wherever appropriate, *2030 Vision* learning tasks will include at least one mandatory “group work” activity.



Literacy and Numeracy iPlans

In addition to the ongoing development of learning playlists for specific tasks and projects, each *2030 Vision* student will also develop – in conjunction with their teacher – an individual learning plan (iPlan).

The iPlan will document particular areas within literacy and numeracy that the student wishes to focus on in order to

enhance their level of mastery, and outline specific goals that they’re working towards.

Evidence of learning relating to iPlan tasks will be regularly posted to the student’s private and secure account on the Mylor “Seesaw” App, where it will also be viewable by the student’s parents.



Co-construction of learning tasks

A great deal of research indicates that when children are involved in the co-construction and design of their own learning tasks, their engagement level increases. So we regularly provide such opportunities to our 2030 Vision students at Mylor Primary, across all areas of the curriculum.

We do this in a variety of ways, depending on the subject or task at hand, and the age and ability of the students.

We also regularly consult the children on their particular areas of interest, and accommodate these wherever possible when choosing how to meet and, ideally, exceed national curriculum requirements.

Ensuring educational rigour

To maintain educational rigour, when co-constructing any project, students and teachers must together ensure that eight essential elements are present. These elements are:

- significant content
- development of 21st Century skills
- in-depth inquiry
- a central driving question
- a need or desire to know
- student voice and choice
- time for teacher and peer critiques and revision
- presentation of work to a public audience.

For a brief explanation of these elements, visit: www.mpspbl.weebly.com

For me, the best thing about Mylor Primary is the personalised approach to learning. Children are accepted for who they are and celebrated for what they bring to the school, rather than needing to conform to a particular way of being.

Jo Telfer, 2030 Vision parent

Intensive Science blocks

Twice a year, Mylor Primary 2030 Vision students are involved in 2-week intensive science blocks. During this time they have the opportunity to co-design and complete projects based on their particular areas of interest, participate in science Masterclasses and attend related excursions.

The students are required to document and/or demonstrate their learning in a range of creative ways, thus enhancing their levels of engagement.

They then proudly present their work at the end of each block in a Science Fair, with all families and the school community invited to celebrate the kids' achievements.



Specialist language study

The study of a second language has been proven to enhance students' learning across all areas of the curriculum. So with this in mind we provide our children with the opportunity to learn the beautiful language of **Indonesia**, one of our closest, largest and most important international neighbours.

It's also worth noting that Indonesian is currently taught at nearby Heathfield High School, which many of our students go on to attend.

Art, Music and Dance

In addition to regular classroom art lessons, our 2030 Vision students also have access to:

- private one-to-one fine art and instrumental music lessons
- participation in the Festival of Music choir (with Scott Creek Primary)
- participation in the Mylor Music ensemble, which brings together students who are learning instruments privately.

Assessment as part of learning

At Mylor we consider the monitoring and assessment of students to be an integral part of their learning, and share this information regularly with parents and caregivers.

In the areas of Numeracy and Literacy we conduct what we call “rolling assessments”. Updated and sent home twice a term, these chart the student’s developing levels of achievement relative to the standard expected of their year level.

We also provide stand-alone learning assessments following the completion of each discrete unit of work in Science, Art, Indonesian and Project-Based Learning.

This frequency of assessment and communication provides the opportunity to celebrate successes, keep children moving ahead and motivated, and flag any areas of difficulty early on, so that they can be quickly and effectively addressed.



Specialist programs and Masterclasses

At regular intervals throughout the school year, our *2030 Vision* students are given the opportunity to engage with visiting specialist teachers and instructors across a range of curriculum and special-interest areas.

In the past this has included such activities as:

- artist retreats to Bushland Park, Lobethal
- First Aid courses
- knitting and crochet with the Mylor Red Cross
- an archaeological dig.

For more information or to enrol

Our Principal, Ms Ngari Boehm, would be delighted to meet with you to discuss any further questions you may have, and/or provide a guided tour of the school. Simply call (08) **8388 5345** to arrange a convenient day and time.

You can also visit our website – www.mylorps.sa.edu.au – for further information, including all our latest news and a calendar of events.

Alternatively, if you’d like to proceed with enrolling your child, please complete and return the forms provided with this Fact Sheet.

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