This project is to create an increasingly powerful and productive digital ecosystem consisting of six related phases.

1. Partnership with CEWA to pilot their Leading Lights Initiatives
2. Construct a Transformational Teaching and Learning program using iPads in middle school.
3. Provide reboot network architecture and technical support.
4. Support teacher digital competencies in:
   - CEWA 365 tools
   - Developing digital literacy skills in coding and computational thinking
   - Proficiency and Certification with Apple iPad and/or Surfaces
5. Introduce Coding and Computational Thinking.

**ONE**
Teachers will be able to educate in more flexible and contemporary ways, while taking advantage of exciting pathways for tailored personal learning and professional development.

**TWO**
Teachers will develop capacity to design deep learning skill based digital learning environment with a focus on students showing evidence of their learning in a myriad of ways. Teachers will build collective knowledge and expertise in new pedagogies so that learning is personalised and student outcomes improved.

**THREE**
Network Architecture and training of staff to transform the College to iPad ready will require us to go beyond our current skill set. This work will need to be supported by external partners.

**FOUR**
Transforming learning at the College will be based on creating new learning paradigms in a blended digital environment. Rather than a ‘one size fits all’ industrial model the development of a virtual classroom to complement the physical and pedagogical space will ensure that students are able to learn at their own pace in and outside of the classroom with strong data analytics to guide lesson targets, differentiated curriculum design and assessment for learning. A robust, collaborative staff learning community is an imperative for this to happen. Development of staff will rely on guided online tutorials, one on one coaching, classroom support, sharing of innovative digital practices, “best practice” models and a mentor program. This will involve using internal staff resources and external expertise from the CEOWA and Apple Education.

**FIVE**
New programs for students will introduce coding and computational thinking in middle school. Students will access a personalised learning centre with CEWA 365 tools, storage space, school news and safe social media. Leading Lights builds on change models including the New Pedagogies for Deep Learning (NPDL) competencies, to inform the skill sets students need to flourish and excel in today’s dynamic world. This will be supported by programs such as Microsoft’s Imagine Academy and ISTE technology standards that enable certification to support the Engineering in STEM.

**SIX**
The Future of Work Will Be Centered Around People - Always mobile, always moving - Collaborate early, often, and always - Growing up on social networks. The project will provide teachers and students with access to a safe virtual environment where they can evaluate, and build on, their ICT skills. The project will aim to foster a genuine collaboration of schools and home - Fundamental Change.
"Our role is to ensure new ways of authentic learning and real world problem solving can happen while weaving in the digital technologies one of the enablers.

A TIMELINE

Stage 1: Start with why - ‘The Rallying Cry’
May/June - Paul Reid and Mike Fuller facilitate a STREAM (Problem Based Learning) + intro to Design Thinking workshop for leadership and middle school leading teachers.

Stage 2: STEM learning design thinking day for Servite Curious teachers (6-8) to co-design, motivate and choose desired outcomes

Full day Design Thinking workshop for Servite Curious Teachers to plan STEM (STREAM + arts with a focus on Stewardship and Community Connection) day in Term 3 or 4.

The process of design thinking (embedded within the Digital Technologies curriculum) is referred to in the Australian Curriculum as a valuable way to engage students in deep research and action oriented idea development. It is also referred to by AITSL as a method to engage educators in professional learning and for school change. It is one approach to problem solving and creative thinking (see APST Standard 3.3). Design thinking will be implemented across all curriculum areas through inquiry/project based learning as we increase the emphasis on rich research skills such as curation, collaboration, communication and creation of new findings. Similarly the design thinking process will also be the foundation of all action research professional development for Teachers and School Leaders who will map the culture change from traditional classroom teaching to transformative practices that positively impact on both student academic and wellbeing outcomes. The Leadership Team understand that transformational teaching practice caused by inserting new technologies and practices will only be achieved with considerable skill and orchestration as we move from passive consumers of information to creators of new knowledge.
Stage 3: Plan and design digital tools to complement Servite Toolset as required.

New programs will be provided for students which will introduce coding and computational thinking in middle school.

Computational thinking, design thinking and systems thinking is currently in the incubator stage at Servite with the introduction of both robotics and coding this year in the middle years. Video Gaming will be introduced in 2017 to support the learning of basic algorithms and programming. Whilst we can harness the expertise of a few current staff we need to upskill other staff to deliver these courses.

Stage 4: Community STREAM Learning Day Year 7 or Year 8 or Year 9

- Cyber Seniors workshops by students in the Osborne Park library
- App for businesses or other stakeholders in the area
- AR video treasure hunt on history of the area
- VR tour overlaying historical photos
- Website for annual events and social media
- design for a skate park and youth cafe
- Osborne Park redesign Library with cafe

The Digital Technologies curriculum design process is a process that we envisage being adopted across the curriculum in all subjects as it supports project based inquiry learning in the middle years with the identification of the Problem, Investigation, Engineering (break down to parts), System (view as a whole), Design and Evaluation. We also see this as a model for action research professional development in the future with teachers designing their own question/investigation linked to improved student outcomes with all data collected shared on an online learning blog.

Students will access a personalised learning centre with CEWA 365 tools, storage space, school news and safe social media. Leading Lights builds on change models including the New Pedagogies for Deep Learning (NPDL)4 competencies, to inform the skill sets students need to flourish and excel in today’s dynamic world. This will be supported by programs such as Microsoft’s Imagine Academy and ISTE technology standards that enable certification to support the Engineering in STEM.

Stage 5: Pitch and pivot around Minimal Viable (Loveable) Product Idea

Pitch and successful teams would then be picked by peers and teachers to present to Maylands Co-opientes?

Students will use devices to gain knowledge and skills by investigating and responding to a complex question, problem or challenge.

- Research knowledge and opinions
- Collate and compare resources
- Brainstorm and sketch ideas with a digital pen
- Canvass opinions on safe social media
- Get feedback on drafts from teacher or industry mentor

Stage 6: Ongoing mentoring and support to bring ideas to fruition

- Servite College aims to be a centre of innovation sharing best practice with all Western Australian schools collaborating on ideas of “best practice” and sharing action research through a virtual and physical environment. Other schools will be invited to visit the Servite classroom, participate in professional development sessions that are focused on ‘in situ’ classroom environments and team teaching. Our overarching philosophy is that a learning community should reach across and within sectors and benefit all students.
- Teachers involved in action research projects will be required to create and maintain an online learning blog.
- As our infrastructure becomes more robust global projects will be introduced across the curriculum with students developing further their understanding of culture, digital citizenship (as they connect synchronously and asynchronously with other students internationally), collaboration and rich research skills.
- Our growing STEM program and digital technologies curriculum will be shared with local primary schools as we invite students to participate in Robotics, coding and gaming workshops to grow an interest in STEM career pathways.
- Our Learning community embraces parents as partners. We will invite parents and our local community to participate in digital workshops that encompass simple ‘how to’ sessions facilitated and run by our students. Just as we equip our students with a toolkit to navigate the digital world and emphasise the importance of digital citizenship with a focus on push technology (rather than pull technology) we also need to educate our parents and guide their exploration of digital citizenship and the key concepts of protection, privacy, permanence, perspective and plagiarism.

A number of community outreach programs will be implemented including our Certificate 11 Business students teaching elderly citizens how to use email, Skype, research information on the Web, Facebook, You Tube and Instagram and showcasing virtual environments (eg museums). Many of our families are Italian immigrants whom still have families in Italy and their only contact is in the virtual space.