

Experience is Long Remembered After Content has Faded

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Wellbeing is:

- Sense of happiness
- How positive you feel
- Connectedness
- Seeing the relevance
- Feeling valued or valuing what you do
- Seeing a wider perspective

3 Areas of Wellbeing

- Learner (academic)
- Physical-Health
- Emotional-Social
- (Sticky Activity) quickly identify WB activities at your school

Social/Emotional

Festival Days

Bands

Psychology

Concerts

Raising

Community Fund

Instrumental Music Lessons
Dances

House Events

Pastoral Events

Birthdays



Yoga/Meditation

Physical/Health

Camps Duke of Ed

Psychology

Athletics Carnival

Swimming Carnival



Interschool Sport
After school sport

Enhance Learning/Academic Science

Speakers

Excursions

Science Talent Search



Although experiential, or experience-based learning is the earliest approach to learning for humans, the significance and potential of it has not been fully recognized In the formal education system it is developed and regarded as somehow fundamentally inferior to those organized forms of knowledge which have been constructed as subjects or disciplines. The practical and the applied do not tend to have the same status in educational institutions as the academic and the abstract. This has lead to teacher centred and content centred classrooms.

Experience Must Be Had Not Given

- “People never learn anything by being told, they have to find out for themselves.”
— [Paulo Coelho](#), *Author*
- “Nothing ever becomes real 'til it is experienced.”
— [John Keats](#)
- “Experience is one thing you can't get for nothing.”
— [Oscar Wilde](#)

Based on Research of Experience Based Learning

Chapter published in Foley, G. (Ed.). *Understanding Adult Education and Training*. Second Edition. Sydney:

Allen & Unwin, 225-239.

Lee Andresen, David Boud and Ruth Cohen

Experiential learning increases students' connection to what they are learning and improved their sense of wellbeing.

Challenge in Science Education @ Santa Maria College

- Middle years of secondary school content heavy
- Students are disconnected with the relevance, importance and opportunities science offers
- Post year 10 science numbers have decreased over the last 3 decades, the physical sciences most affected
- Physics is the subject least taken and especially amongst girls

(wellbeing in this context is identified by the connection and enrolment in science to empower choice)

Challenge in Science Education @ Santa Maria College

How to improve uptake of sciences and encourage equity of access via the learning environment for girls in the physical sciences?

Reconnaissance

- Discussion Group
- Educational Literature
- How is academic/learner wellbeing not being met?

Planning

- Relate to career choice
- Identify importance to individual and community
- Increase wellbeing of learner?

Assess Efficacy

- Change attitude/enjoyment (survey)
- Change knowledge and relatedness (survey test outcomes)
- Increasing enrolments, increasing career choice (numbers)

What did the collective genius tell us?

**Community Connection Experiential Learning
Is Important; Educational Research and
Anecdotal Data PARTNERSHIPS**

For students' to gain:

- **Connectedness**
- **Sense of Enjoyment**
- **Choice**
- **Relationship to life beyond school**

Challenge in Science Education @ Santa Maria College

Hypothesis was that increasing students authentic experiences in sciences would add to their wellbeing as learner and change subject choices

The Growing Tall Poppies Program

Overview of program

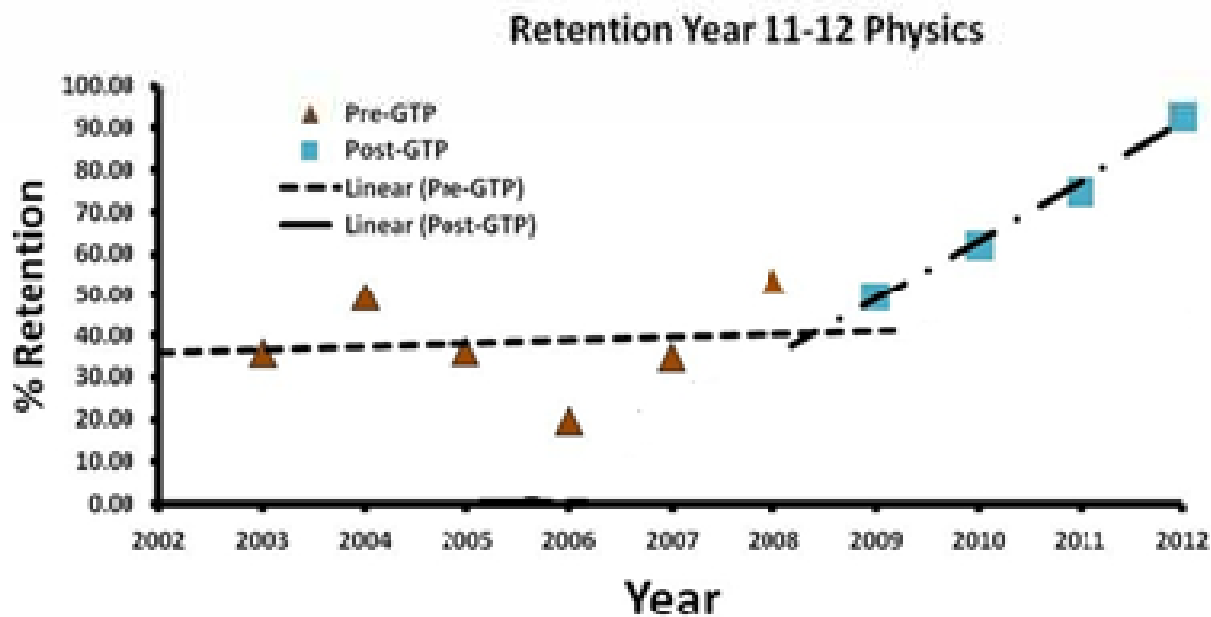
- <http://www.coecxs.org/index.php?mod=Dynamic&id=154>

Evidence From Students-what have they got out of the program

- <https://vimeo.com/54833833>
-
- password: santa maria

Evidence From Student Enrolments

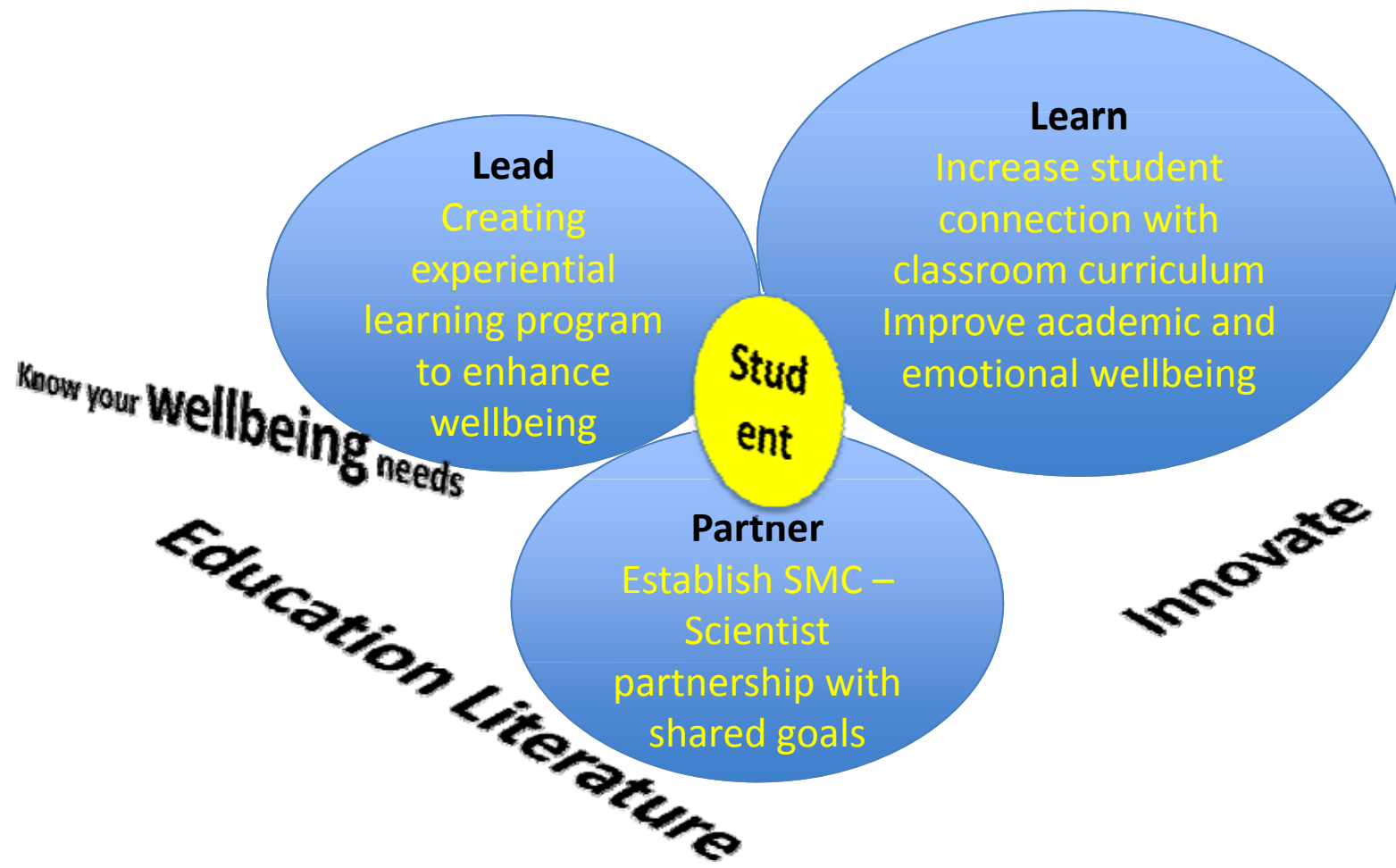
Changing outcomes



Your Challenge Your Choice

- 5 minutes articulate ideas in booklet
- The following slides are 4 pages of thinking for you to identify how to start making change
- Socrates said: “I can teach you nothing but I can lead you to think”
- The thing about innovating in schools is that it is particular to your school, the population and the resources available!
- **Good Luck**

Growing Tall Poppies: an authentic science experience for secondary school students



4 Pages to Guide Innovation In Your School

Page 1

Student Wellbeing through Partnerships

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Growing Tall Poppies Science Program Website

<http://www.coecxs.org/growingtallpoppies>

Question 1

Is there an area of student wellbeing in my school that needs addressing?

Academic/Learning

Social/Emotional

Physical/Health

Collective Genius

What does Educational/Psychological Literature have to say?

What about Local/Anecdotal information available?

What has my extended professional body/organisation have to offer?

Identify Parties that can be part of the solution

Internal to school:

External to school:

Forming Partnerships to Make Change

Clusters of people/schools with shared goals and/or vision to make a change.

Identify the change/s that will indicate change in wellbeing.

How can it be measured (quantitative or qualitative or both)?

Getting support: money or in-kind? Think creatively and put submissions in everywhere.

Thankyou

-For being part of the conversation.

-I hope that your journey will have many successes, but in the process remember it will only be measured by how many failures as it is this that denotes the effort for change.

Good luck and may God Bless You.

Extra Information for you to contemplate

- Some reading and food for thought!

Research-Based Practice Connecting Students to Schools to Support Their Emotional Well-Being and Academic Success

*By Michael L. Sulkowski, Michelle K. Demaray, &
Philip J. Lazarus*

Thus, a lack of school engagement negatively affectsstudents, and efforts to connect students to learning will improve education.

Although school connectedness often is overlooked as schools face significant pressures regarding academic performance, academic and lifelong success is closely related to feeling emotionally engaged and connected to the school environment and what they are learning.....

to support students' academic performance and emotional well-being, we need to lead efforts to increase school connectedness.

Connection of Science To Career Choices

.....in relation to subject selection, Siann, Lightbody, Nicholson, Tait and Walsh (1998) observed that the majority of students in their study chose subjects that they liked, facilitated progression to future careers, were compulsory or subjects where there were no other more desirable options. Lack of career context for subjects diminished choice of those subjects.

They also found that students tended to make these choices from a narrow viewpoint with a short term focus, often failing to fully consider their options beyond school. In the Australian context, Warton and Cooney (1997) found little evidence that subject choice by school students was a considered, planned exercise.