

An aerial photograph of Port Lincoln High School and its surroundings. The school buildings, featuring grey roofs and some with solar panels, are in the foreground. A large green sports field is visible behind the main school buildings. The town of Port Lincoln is spread out in the background, leading to a blue harbor or bay with a few boats. In the distance, a large industrial pier or wharf structure extends into the water. The sky is clear and blue.

CREW AT PORT LINCOLN HIGH SCHOOL

Key messages today

- Stay curious: what is working for PLHS, and what could be adopted or adapted for your site?
- Please ask questions across the next two days.
- We are happy to share the resources and learning from this work.
- Ongoing connection and collaboration with PLHS staff are welcome.



WHY?



OUR CONTEXT OUR WHY

(recognising our moments...)



WEC 2024: A Snapshot

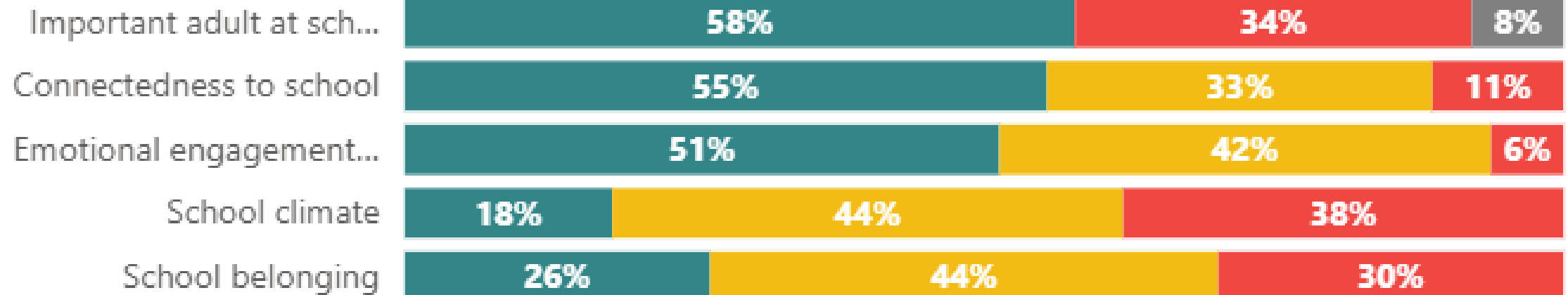
School : Port Lincoln High School



Survey Year : 2024



Engagement with school





LISC

**OBSERVATIONS
LEADERSHIP WALK THROUGHS
STAFF EFFORT VS. STUDENT ARTICULATION**

THE INTERNATIONAL BESTSELLER

Tiny Changes, Remarkable Results

Atomic Habits

An Easy & Proven Way
to Build Good Habits
& Break Bad Ones

James Clear

Cornerstone Press

OVER
15 MILLION
COPIES
SOLD



HABITS OF SUCCESSFUL LEARNERS 5 WEEK SUCCESS SPRINT



***The question that
changed our thinking...***

DVD INCLUDED



RON BERGER
LEAH RUGEN LIBBY WOODFIN

Leaders OF THEIR Own Learning



TRANSFORMING SCHOOLS THROUGH
STUDENT-ENGAGED ASSESSMENT

Education

JOSSEY-BASS™
A Wiley Brand



"When students are leaders of their own learning, they take responsibility for their growth and are motivated to do their best work." - Ron Berger



C
R
E
W

"We want students to be active participants (Crew) in their learning, not passengers to it"

- Gwyn ap Harri

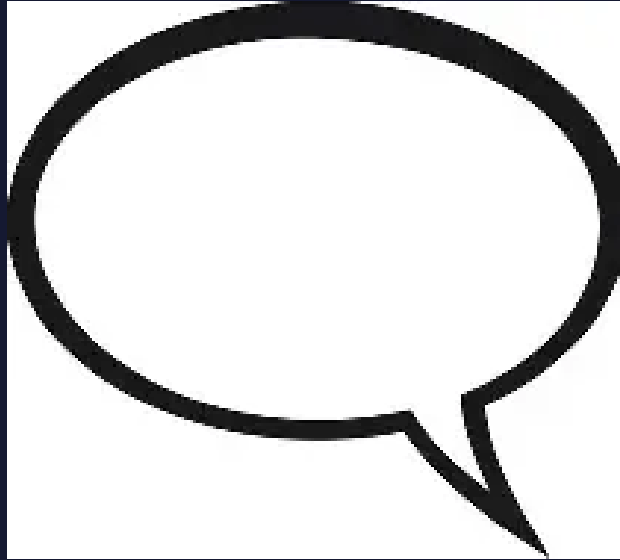


Table talk

What moments in your context suggest an opportunity for a different approach?

HOW?



What it is...what it isn't.

Crew is a way of being (a culture that is cultivated and nurtured) rather than a program that can be implemented.

**WE ARE CREW
NOT PASSENGERS**



slow is smooth
and
smooth is fast

Navy Seals

	Channel Structure - 2025			
Year levels	Year 7 & 8	Year 9 & 10	Year 11 & 12	Tailored Learning (offsite)
Student Numbers				
Assistant Principal	Angus Martin	Craig Curtis	Bambi Britten	Joh Walding
Areas of Impact	Effective Learners	Learner Agency	Equity and Excellence	All four areas of impact
Whole School Focus	Belonging	Pathways	Thriving	all four whole school foci
Aboriginal Education Crew	Wanda Jarvis and CJ Dodd	Brendan Welsh and Amy Rowsell	Susie Doyle and Shantelle Pickett	Ian Dudley
Clontarf	Casey Amos	Derick Wanganeen	Matthew Stokes	
EALD teacher	EALD team	EALD team	EALD Team	EALD Team
Sub School Support	Stefan Van Giesen & Nicola Linn	Tyson Collins/Stacey Baker/Stacey Hartwich	Michaela Webb	n/a
VET	N/A	Tiff Evans	Tiff Evans	Joh Walding/Bronny Pearce
Admin Support	Sharon McEvoy	Lyndell Carmichael	Brooke Montgomerie	Bronny Pearce/Quinn Dutschke/Kye Martin
Wellbeing Crew	Cayley Bennett	Ally Linn	Nicole Jurgens	Ange Perin/Sharon Wait/ Frani Todd
Inclusive Education	Jack Yeoman	Jack Yeoman	Jack Yeoman	Amber Lovell/Kye Martin/Joy Figl/Joh Walding
Curriculum	Curriculum Leaders	Curriculum Leaders	Curriculum Leaders	Joh Walding
Dharna Crew	Tristan Rowsell	Brendan Welsh/Mitch Price	Holly Dufek/Tennille Aburto (EIF teacher)	Matilda Taylor/Caroline Marshal
	Abbey Degner	Terry Wade	Nick Osborne	Lucy Tarin
Ancillary staff	Stefan Van Giesen	Nicola Baldissera/Richard Barry	Caitlin Randall	Vicki Bosisto
	Simone Habner	James Zanello	Jess Gudzenovs	Sean Osborne
	Rebecca Paterson	Stephen Campbell	Hayden Bennett/John Hirschhausen	
	Tanya Booker/Shelley Woolford	Stewart Calder	Tayla Helbig	
	Helen Marks/ Ian Dudley	Sam Edwardes	Michael Scheffler/Kyra Scheffler	
	Shaun Thomas	Stacey Hartwich	Nicole Jurgens	
	Wanda Jarvis	Sam Lewis	Mel McGown (EIF teacher)	
	Jemima McLachlan	Gemma Seal/Ally Linn	Susie Doyle + Shantelle Pickett	
	Cayley Bennett/Rachael Kolega	Izaak Treadwell	Casie Richardson	
	Sara Duncan	Courtney Richter	Kylie George	
	Makenna Dunning	Sheryl Skalski / Amy Rowsell	Jake Stoll	
	Akira Inger	Nat Van Riet	Hanna Minchin	
	Kesby Dodd	Sam Hartwell	Chris McGown	
	Lucy Hynes	Jordan Sladdin	Tiff Evans	
		Shannon Nagel/Lucy Legge	Jess Taylor (room 23)	
		CJ Dodd		

RE-IMAGINING THE MIDDLE SCHOOL:

The Formation of Channels

P L H S T I M E T A B L E ~ F R O M 2 0 2 6

	MONDAY	TUESDAY		WEDNESDAY	THURSDAY	FRIDAY	
15	Dharna Crew (8:40~8:55)	Dharna Crew (8:40~8:55)			Dharna Crew (8:40~8:55)	Dharna Crew (8:40~8:55)	15
	Lesson 1 (8:55~9:45)	Lesson 1 (8:55~9:45)	50	Dharna Crew (8:40~9:30)	Lesson 1 (8:55~9:45)	Lesson 1 (8:55~9:45)	50
50	Line 2	Line 7			Line 1	Line 4	
	Lesson 2 (9:45~10:35)	Lesson 2 (9:45~10:35)	60	Lesson 1 (9:30~10:30)	Lesson 2 (9:45~10:35)	Lesson 2 (9:45~10:35)	50
50	Line 4	Line 3		Line 6	Line 5	Line 7	50
20	Recess (10:35~10:55)	Recess (10:35~10:55)	25	Recess (10:30~10:55)	Recess (10:35~10:55)	Recess (10:35~10:55)	20
	Lesson 3 (10:55~11:45)	Lesson 3 (10:55~11:45)	50	Lesson 2 (10:55~11:45)	Lesson 3 (10:55~11:45)	Lesson 3 (10:55~11:45)	50
50	Line 3	Line 6		Line 1	Line 7	Line 2	
	Lesson 4 (11:45~12:45)	Lesson 4 (11:45~12:45)	60	Lesson 3 (11:45~12:45)	Lesson 4 (11:45~12:45)	Lesson 4 (11:45~12:45)	60
60	Line 1	Line 2		Line 3	Line 4	Line 5	
	Lunch 1 (12:45~1:05)	Lunch 1 (12:45~1:05)	40	Lunch 1 (12:45~1:05)	Lunch 1 (12:45~1:05)	Lunch 1 (12:45~1:05)	40
40	Lunch 2 (1:05~1:25)	Lunch 2 (1:05~1:25)		Lunch 2 (1:05~1:25)	Lunch 2 (1:05~1:25)	Lunch 2 (1:05~1:25)	
	Lesson 5 (1:25~2:15)	Lesson 5 (1:25~2:15)	60	Lesson 4 (1:25~2:25)	Lesson 5 (1:25~2:15)	Lesson 5 (1:25~2:15)	50
50	Line 5	Line 4		Line 7	Line 6	Line 3	
	Lesson 6 (2:15~3:05)	Lesson 6 (2:15~3:05)	50		Lesson 6 (2:15~3:05)	Lesson 6 (2:15~3:05)	50
50	Line 6	Line 5			Line 2	Line 1	
10	Dharna Crew (3:05~3:15)	Dharna Crew (3:05~3:15)		Professional Learning	Dharna Crew (3:05~3:15)	Dharna Crew (3:05~3:15)	10
10	DC Follow-Up (3:15~3:25)	DC Follow-Up (3:15~3:25)		(2:40~4:10)	DC Follow-Up (3:15~3:25)	DC Follow-Up (3:15~3:25)	10
10	Closing the Loop (3:25~3:35)	Closing the Loop (3:25~3:35)			Closing the Loop (3:25~3:35)	Closing the Loop (3:25~3:35)	10

Year 7 Connection

P L H S T I M E T A B L E ~ F R O M 2 0 2 6

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
15	Dharna Crew (8:40~8:55)	Dharna Crew (8:40~8:55)	Dharna Crew (8:40~9:30)	Dharna Crew (8:40~8:55)	Dharna Crew (8:40~8:55)	15
50	Lesson 1 (8:55~9:45)	Lesson 1 (8:55~9:45)		Lesson 1 (8:55~9:45)	Lesson 1 (8:55~9:45)	50
	Line 2	Line 7	Lesson 1 (9:30~10:30)	Line 1	Line 4	
50	Lesson 2 (9:45~10:35)	Lesson 2 (9:45~10:35)		Lesson 2 (9:45~10:35)	Lesson 2 (9:45~10:35)	50
	Line 4	Line 3	Line 6	Line 5	Line 7	
20	Recess (10:35~10:55)	Recess (10:35~10:55)	25	Recess (10:35~10:55)	Recess (10:35~10:55)	20
50	Lesson 3 (10:55~11:45)	Lesson 3 (10:55~11:45)	50	Lesson 3 (10:55~11:45)	Lesson 3 (10:55~11:45)	50
	Line 3	Line 6	Line 1	Line 7	Line 2	
60	Lesson 4 (11:45~12:45)	Lesson 4 (11:45~12:45)	60	Lesson 4 (11:45~12:45)	Lesson 4 (11:45~12:45)	60
	Line 1	Line 2	Line 3	Line 4	Line 5	
40	Lunch 1 (12:45~1:05)	Lunch 1 (12:45~1:05)	40	Lunch 1 (12:45~1:05)	Lunch 1 (12:45~1:05)	40
	Lunch 2 (1:05~1:25)	Lunch 2 (1:05~1:25)		Lunch 2 (1:05~1:25)	Lunch 2 (1:05~1:25)	
50	Lesson 5 (1:25~2:15)	Lesson 5 (1:25~2:15)	60	Lesson 5 (1:25~2:15)	Lesson 5 (1:25~2:15)	50
	Line 5	Line 4	Line 7	Line 6	Line 3	
50	Lesson 6 (2:15~3:05)	Lesson 6 (2:15~3:05)	50	Lesson 6 (2:15~3:05)	Lesson 6 (2:15~3:05)	50
	Line 6	Line 5	Professional Learning (2:40~4:10)	Line 2	Line 1	
10	Dharna Crew (3:05~3:15)	Dharna Crew (3:05~3:15)		Dharna Crew (3:05~3:15)	Dharna Crew (3:05~3:15)	10
10	DC Follow-Up (3:15~3:25)	DC Follow-Up (3:15~3:25)		DC Follow-Up (3:15~3:25)	DC Follow-Up (3:15~3:25)	10
10	Closing the Loop (3:25~3:35)	Closing the Loop (3:25~3:35)		Closing the Loop (3:25~3:35)	Closing the Loop (3:25~3:35)	10

CREW

EST. 1923



RESPONSIBLE ∞ RESPECTFUL ∞ INCLUSIVE

PASSPORT

CREW PASSPORT

Representing Port Lincoln High School is held in high regard. This completed document demonstrates your ability to display our school values at all extra-curricular events. It is to be filled in by your Dharna Crew Leader, your Class Teachers and your Year Level Support person, then attached to your permission slip and both signed.

STUDENT NAME:	YEAR LEVEL:	
ACTIVITY:		
PARENT/CAREGIVER SIGN:		

SUBJECTS:	RESPONSIBLE			RESPECTFUL			INCLUSIVE			COMMENT (optional):	SIGN:
Dharna Crew	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
	-	0	+	-	0	+	-	0	+		
Year Level Support	-	0	+	-	0	+	-	0	+		

The activation of our school values...



Port Lincoln High School Leadership Systems 2026

PURPOSE



The DFE Strategy

The DFE strategy anchors and guides our work. We use the Areas of Impact to frame our leadership conversations regarding improvement and change.



Site Learning Plan

Our site learning plan has been developed through a collaborative process with our community. It is regularly reviewed. Our leadership team drive the development of action plans that activate our goals and bring our SLP to life.

Trauma Aware Schools Initiative

Our involvement with the Trauma Aware Schools Initiative ensures our approach to students is inclusive and focussed on high expectations. We agree that trauma aware pedagogy is suitable for all.



What Happened? What is Important? How Could I Respond?

The What, What, How framework ensures that when we work in complex situations or with complex students our responses are always to the student's need and not behaviour. We recognise that this framework has many applications across our school and value our peers asking 'What is important here?'



Our channel model

Re-imagining the Middle School will enable our future SACE growth. Our classrooms need to reflect powerful learning with high levels of Learner Agency. This is a journey which we agree will take time and considerable effort.

The integration of channels allows our work to be streamlined and efficient. Our Human Resources are deployed across the school equitably.

LEADERSHIP

Permission to be Clunky

We give ourselves permission to be bold and try new initiatives. We embrace 'Praiseworthy failures' and support our team to move forward through this process. Confidence and Trust are the two most important ingredients in this work.

Classroom support - Teams chat

As a leadership team we value minimising the lag between student disengagement and leadership response. When we minimise this lag we know that we can reengage students with learning. This data informs the Toolbox conversations.



Sinek's Golden Circle

The PLHS community has a strong expectation that our work is strategic and is going to make a difference to our learners. We use Simon Sinek's Golden Circle to communicate the need for change or to pivot in our approach. We always start with the WHY.



The Learning Pit

As a staff we value leading students into the learning pit. The influence that we have over this process as the facilitators of learning is not underestimated. As a learning organisation we model this process for our community. We send the clear message that learning can be messy and that we will 'Lean into the messiness and become comfortable in a productive struggle'.



Guiding principles

Tight and Flexible is a DFE strategy Guiding Principle that strongly resonates with our team. Our Action Plans are tight around our agreed idea, but flexible to enable leaders to work in their own way, with their own teams. We value staff agency in the design process of our action plans. We value towards Collective Responsibility and value what this means to create a supportive and efficient workplace.



Big Thinking

Valuing time to come together and collaborate is highly valued. The time at 12pm every day allows a leader's thoughts to be built upon and added to by their colleagues. This encourages collective responsibility.



Habits of Successful Learners

The articulation of Habits of Successful Learners in each of our curriculum areas provides our school with an excellent entry point into the new SA Curriculum. In classrooms it provides our learners with a reference point as to what success looks like in each of our disciplines. In addition to this the posters encourage the transfer of these skills and habits from one learning area to another.



SA Curriculum

The implementation of the SA curriculum presents us with the opportunity to reframe the teaching and learning in our classrooms. We will lean into the dispositions of the new curriculum and link these with the work we have completed on habits of successful learners.



Leadership Book Club

Rich and constructive leadership conversations are enabled when we read professional material. Robust conversation as to how this new learning can value add to our improvement agenda is highly valued and an integral part of our leadership work.



The Cycle of Inquiry

The Cycle of inquiry resonates with the approach of our team. The emphasis on evaluative thinking and working from where we are at is familiar with staff at PLHS.

FEEDBACK

Visible Leadership

When we are visible, staff know that we value their work and understand the complexities of the classroom. Our aim is to shift observations from an event to an embedded part of our work.



Communication Within our Organisation

As a leadership team we are committed to working with our staff to develop a clear communication strategy that will have the core purpose of creating efficiency and removing staff frustration. We are aware of the complexity of this issue across a large site that currently uses multiple platforms. Our strategy will embed the following values:

- Deep listening
- Conversations before emails
- Solutions focused



The Path to Learner Agency

We have learnt this year that learner agency begins with staff agency. Staff that feel included and valued in our change process feel agency. We use a variety of mechanisms to ensure that we hear this perspective.



Evaluative Thinking

Evaluative thinking is one of the most important components in our leadership work. We ask and trust the feedback that our teams and leadership colleagues give us during this phase. We are brave enough to pivot and change our approach when needed. We see the ability to pivot as a strength in our leadership.



Power BI

Data informed - Purpose Driven

Data influences our decision-making at every level. We are acutely aware that data only provides us with a picture of what has been. We leverage our diverse leadership team to ensure that our decisions are data-influenced and future-focused. The development of a site specific Power BI platform ensures that data is accessible and aligned to our improvement agenda.

CULTURE



Leader's non-negotiables

Integrity, Transparency, Vulnerability and Kindness are the values that guide our leadership work. When we display these values in our day-to-day interactions with our community, we build trust and attend to the culture of PLHS. They are our non-negotiables.



Optimistic Humanism

We are committed to building our own knowledge and skill as leaders. We aim to have the flexibility to move between leadership styles to suit our immediate context. We value and maintain a strong focus on the relationship component of our work.

Success for All

'Only when we combine both Equity and Excellence do we provide what our learners need'
- Martin Westwell

Our school has a strong determination to aim for excellence for all. We will enable excellence through our learning design, learner agency and high expectations. Excellence and success will be communicated loud and often to our community.



Operationalising our Values

Our values are only words unless we can articulate how they frame our work and our responses. Our values underpin everything we do and expect of our community. Our values and the way we uphold them. They are our superpower.



Problem or Opportunity...

We have a clear leadership intent to shift the focus from seeing problems to activating opportunities. We recognise that PLHS is a dynamic space, and we value the fact that seeing opportunity is a significant factor in determining our culture. We utilise our knowledge and skill in Growth Coaching to reframe our conversations.

TEAMWORK



Agreed Model of Change

The ADKAR model of change reminds us of the importance to value each and every component of the change cycle. The model gives permission to allow ideas and thinking to flourish. When we get this right, our change is smooth and owned by our staff.



Organisational Alignment

Alignment of our actions is what drives rapid improvement. We recognise the importance of alignment and the factors that contribute to achieving this across a large and complex site. Ownership, communication and recognition of our work are actions that are fostered in our team.



The Joy of Educating

Our staff have made a choice to work at PLHS. This nation needs to remain front and centre to our work as a leadership team. A key component of our work is to ensure that our staff experience joy in their work. Our improvement is amplified when we achieve this.



Looking Outside of our Boundary

As a learning organisation we are committed to our personal growth and advancement. This requires our team to look beyond our own boundary and be prepared to learn from our colleagues and community. We are deliberate in creating reciprocal relationships with other centres within our department.



Our Place Within the Community

As the largest secondary school on the Lower Eyre Peninsula, we have a responsibility to support and work with our colleagues. We will use our resources and position to advance the opportunities for all public students. We are aware that our reputation and actions influence the function of other educational settings in our community. We will maintain the aspiration that PLHS will be a centre of excellence and reference for the Port Lincoln community.

Strengthening systems that support our work

PURPOSE? Type of learner and person we are trying to create

Where will we have the biggest impact? Where do we want to play?

How will we know we have had desired impact? HOW will we focus our efforts and teams?

What capabilities do we need to build and demonstrate?

What systems, structures and measures are required?

CHILDREN AND STUDENTS LEARNING AND THRIVING

OUR PURPOSE

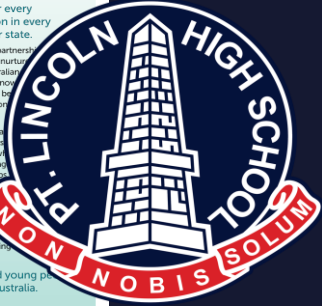
Public education is for every child and young person in every community across our state. Educators and staff work in partnership with families and communities to nurture and empower all South Australian and young people with the knowledge and capabilities they need to become individuals, active, compassionate, lifelong learners.

Our preschools and schools are part of local communities. They are safe and collaborative – a place where children and young people are encouraged to develop positive relationships, their learning, and where their talents and cultures are recognised.

We are relentless in our commitment to ensure every child and young person has the opportunities to live a satisfying life of their choosing.

When our children and young people thrive so does South Australia.





Tight and flexible

Collective responsibility

Trust and verify

 Education

Robert Hargrave
Vernell Gray
Appendix

We Are Crew

A Teamwork Approach to School Culture

Ron Berger, Anne Vlier, and Libby Woodfin



Courage.
Compassion.
Success.



PURPOSE	LEADERSHIP	FEEDBACK	CULTURE	TEAMWORK
 Public education is for every child and young person in every community across our state. Educators and staff work in partnership with families and communities to nurture and empower all South Australian and young people with the knowledge and capabilities they need to become individuals, active, compassionate, lifelong learners.	 Our preschools and schools are part of local communities. They are safe and collaborative – a place where children and young people are encouraged to develop positive relationships, their learning, and where their talents and cultures are recognised.	 We are relentless in our commitment to ensure every child and young person has the opportunities to live a satisfying life of their choosing.	 When our children and young people thrive so does South Australia.	

 Empowered leadership

 Resourcing and investment

 Effective teaching

Modelling a Crew circle – ‘Hijacking’ the crew system



Consider:

Psychological safety first

Two rules:

- You can only talk when you have the ball
- You can't say 'I don't know'

Low stakes question

McDonalds or Hungry Jacks?

3-part answer

Crows, Power or Other

Self reflection

What has worked well for you today? (WWW)

Projection of thinking

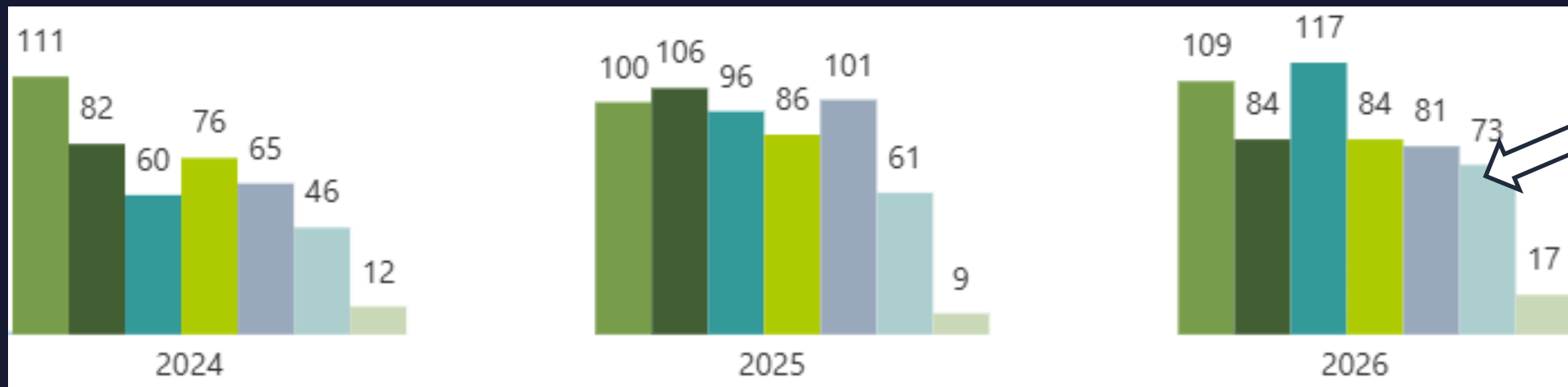
If you had \$100 000 to spend in your school, how would you spend it?

WHAT?

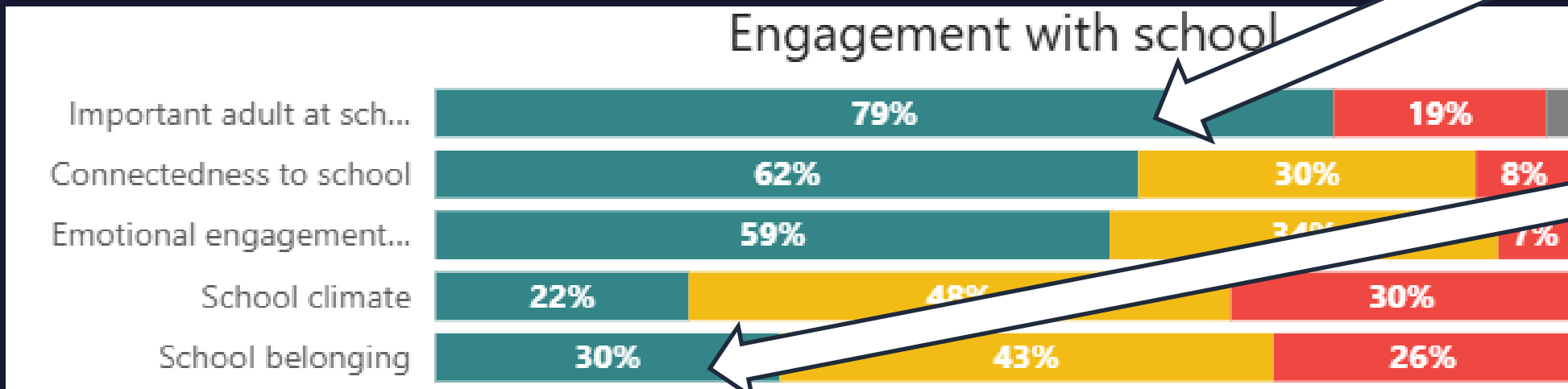


What we have seen:
*The positive shift in our system
data...*

WEC 2026



Completion rate increasing year on year

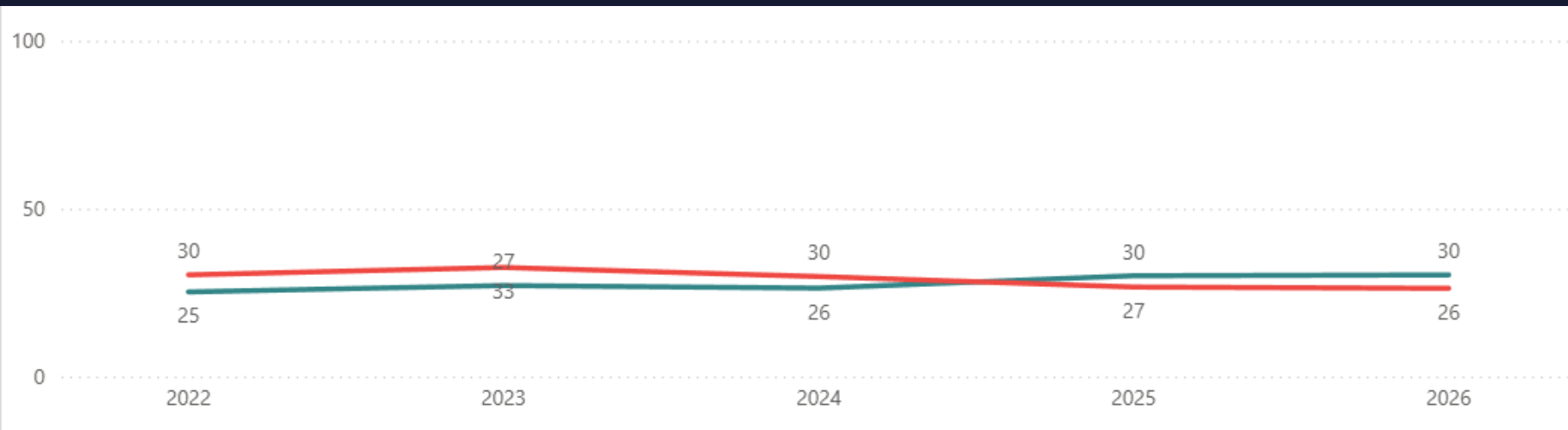


Further increase in important adult

Held in school belonging

WEC 2026

'Our School Time Series'



Domain

Engagement with school



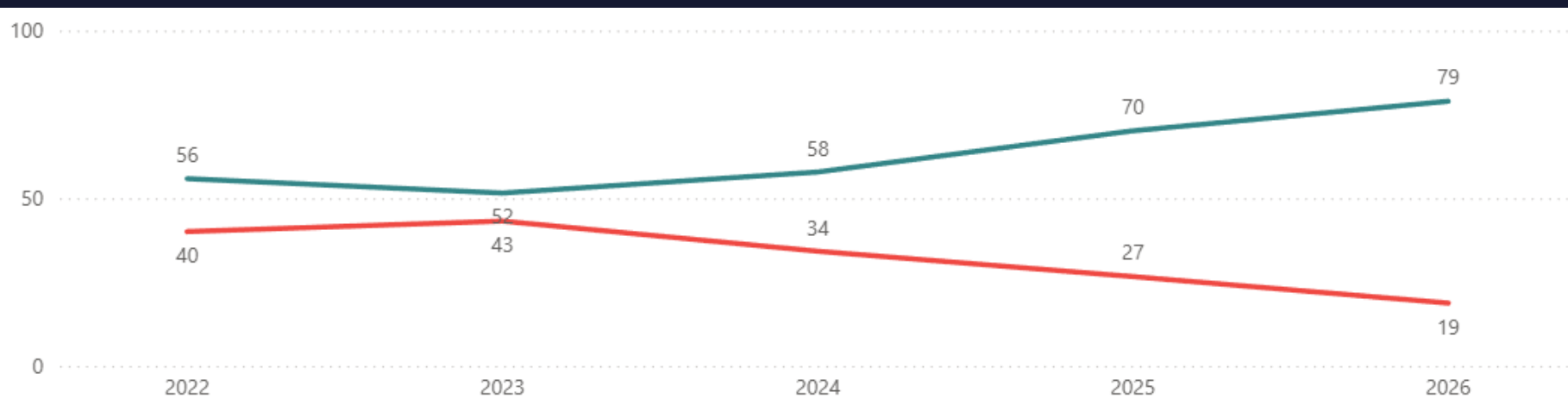
Subdomain

School belonging



Subdomain description

The degree to which young people feel connected and valued at their school



Domain

Engagement with school



Subdomain

Important adult at school



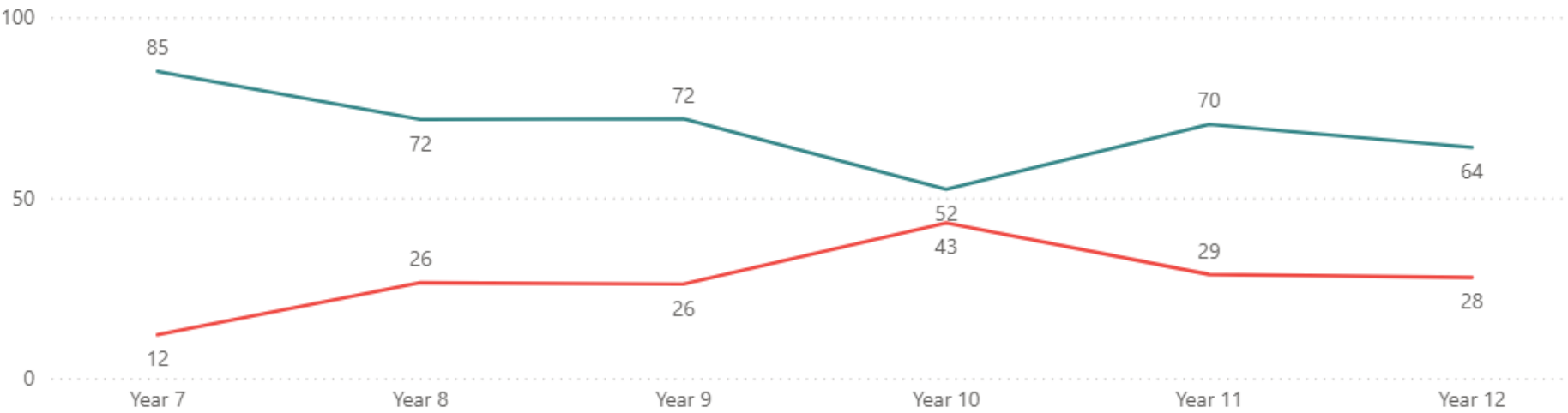
Subdomain description

Identify whether there are adults at school they see as 'important'

WEC 2025/26

'Our School by Year Level'

2025



Domain

Engagement with school

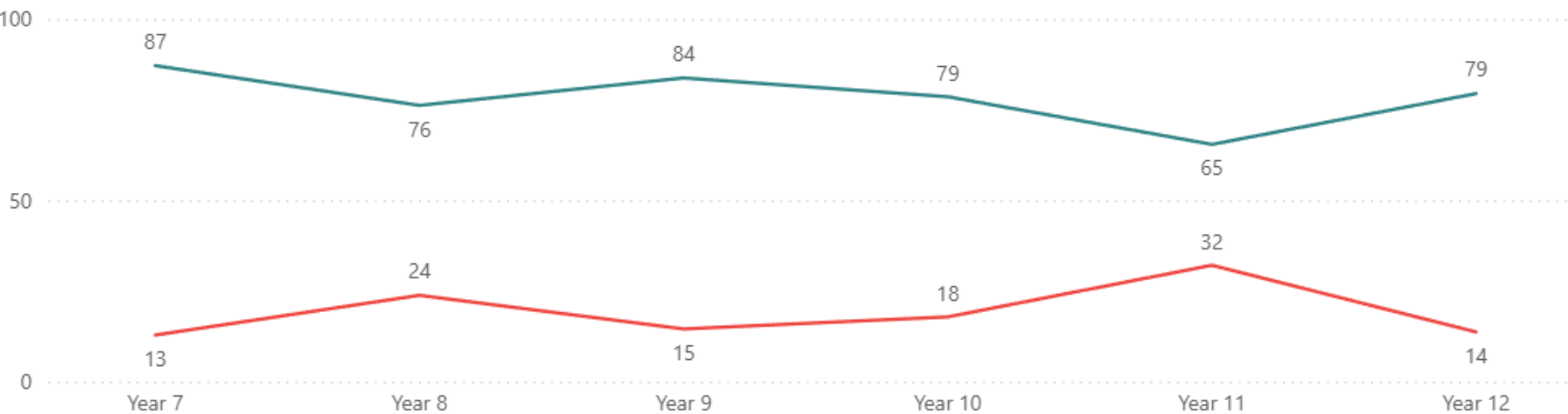
Subdomain

Important adult at school

Subdomain description

Identify whether there are adults at school they see as 'important'

2026



Domain

Engagement with school

Subdomain

Important adult at school

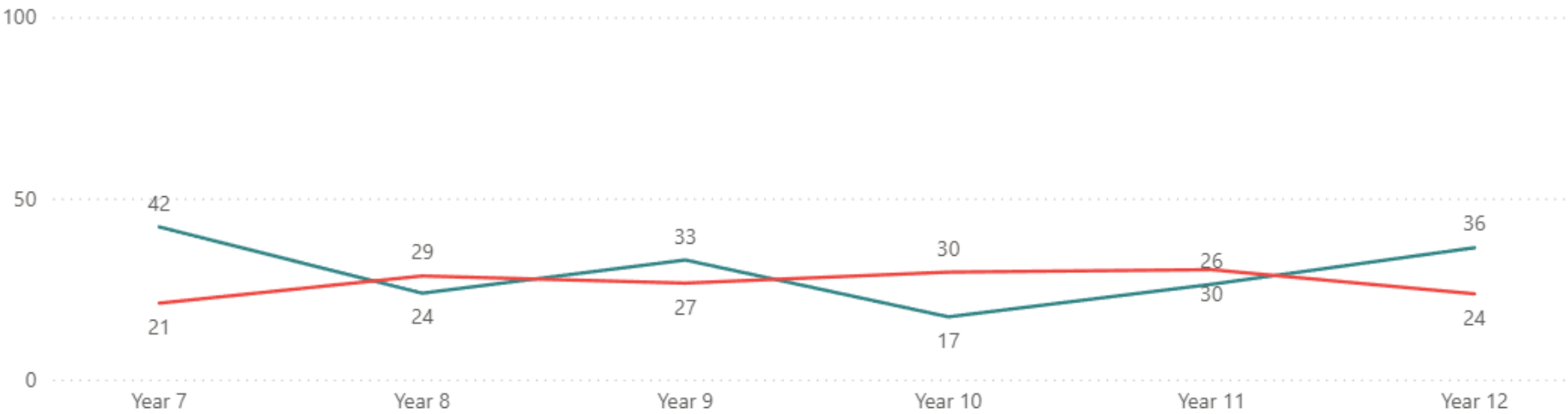
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WEC 2025/26

'Our School by Year Level'

2025



Domain

Engagement with school

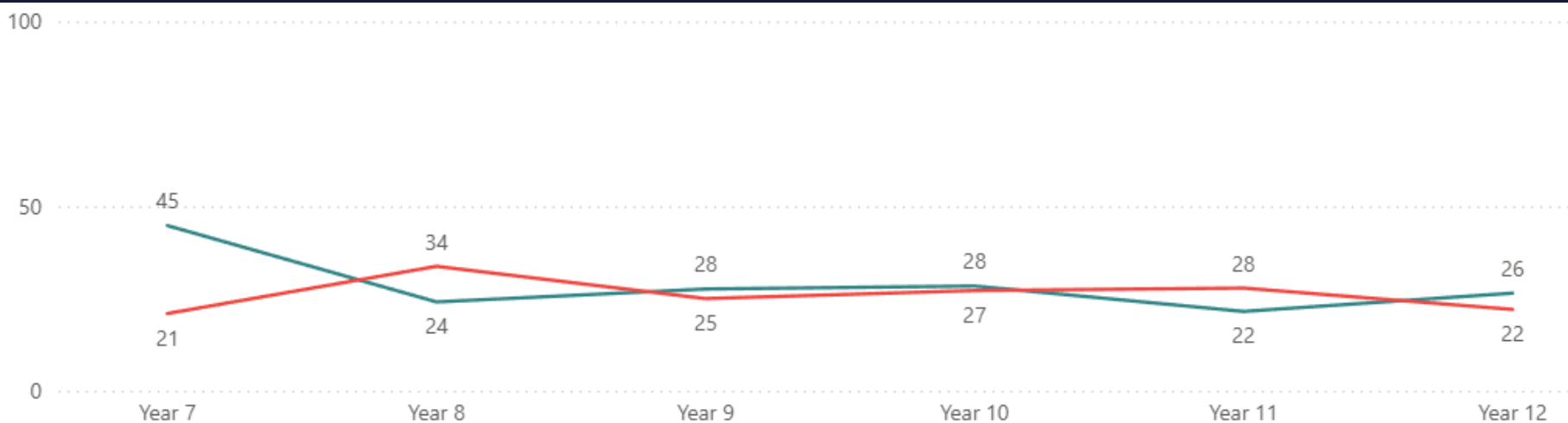
Subdomain

School belonging

Subdomain description

The degree to which young people feel connected and valued at their school

2026



Domain

Engagement with school

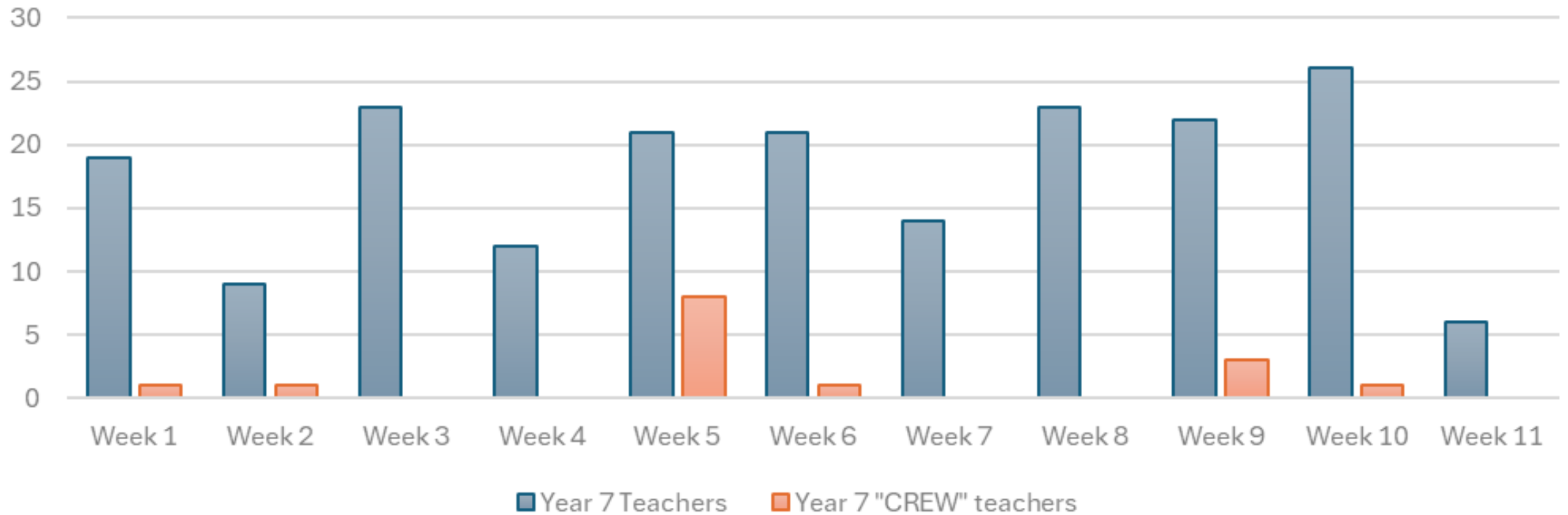
Subdomain

School belonging

Subdomain description

The degree to which young people feel connected and valued at their school

Year 7 Hub Use Comparison



What we have seen:
*The positive shift in our
culture...*

Perspective Survey 2025

Question	Responses	Distribution			Dept for Education 2025 overall	2022
Given the opportunity, I tell others great things about working at this site	72	75% 22% 3%			+6	+22
It would take a lot to get me to leave this site	72	65% 24% 11%			0	+14
I would not hesitate to recommend this site to a friend seeking employment	72	61% 32% 7%			-5	+10
I know what is expected of my role	72	89% 8% 3%			+1	+4
I am given autonomy to do my job role/responsibilities	72	82% 15% 3%			0	+6
At our site, my practices are challenged by colleagues in a respectful way	72	50% 39% 11%			-8	+23

Staff Wellbeing Survey 2026

Job resources: Belonging and colleague support

Question	Responses	Distribution	Dept for Education 2026 overall	2024
My colleagues are willing to listen to my opinions and concerns about work	74	88%11%	+3	+17
I can rely on my colleagues to provide practical support with issues that impact on my work	74	86%12%	+4	+14
I get the work-related support I need from my colleagues	74	81%18%	-1	+7
I feel a sense of belonging at my site (e.g., people are warm, friendly and approachable at my site)	74	81%16%3%	0	+17
I feel like I can connect with colleagues at my site (e.g., I can relate to them, feel close to them and can share with them)	74	77%19%4%	-1	+4
At my site, I feel that I can trust my colleagues	74	76%22%3%	0	+8

Classroom Ownership

Year 7 Block



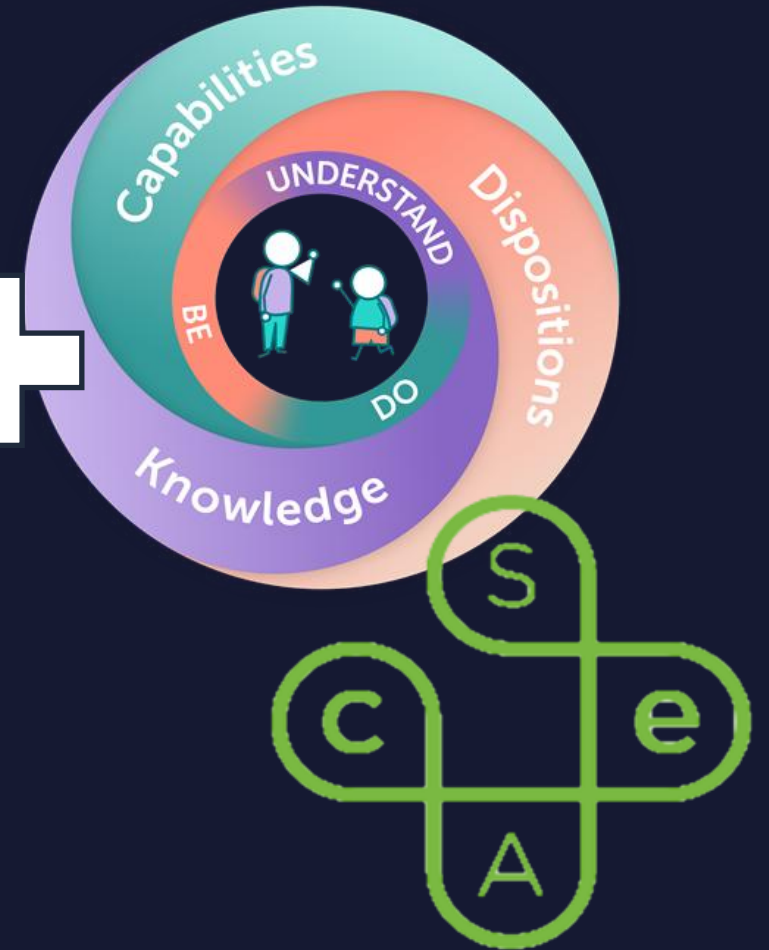
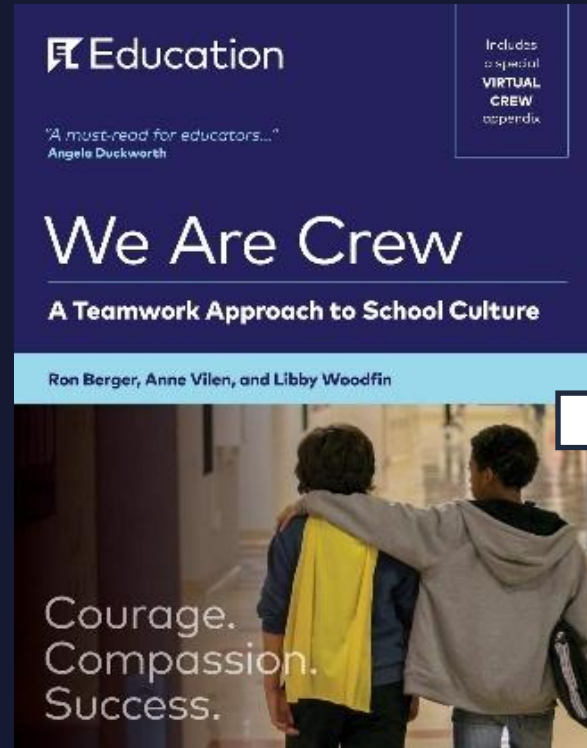


*“We see Crew as a huge cultural shift. Not just something new, but something different — because it needed to be.”
— PLHS leader*

NOW WHAT?



CREW INTO CURRICULUM



"Crew builds character. It creates the conditions for students to take risks and be vulnerable - a space to demonstrate the dispositions"

PRINCIPLES OF CREW

Who is the type of learner and person we are trying to create?

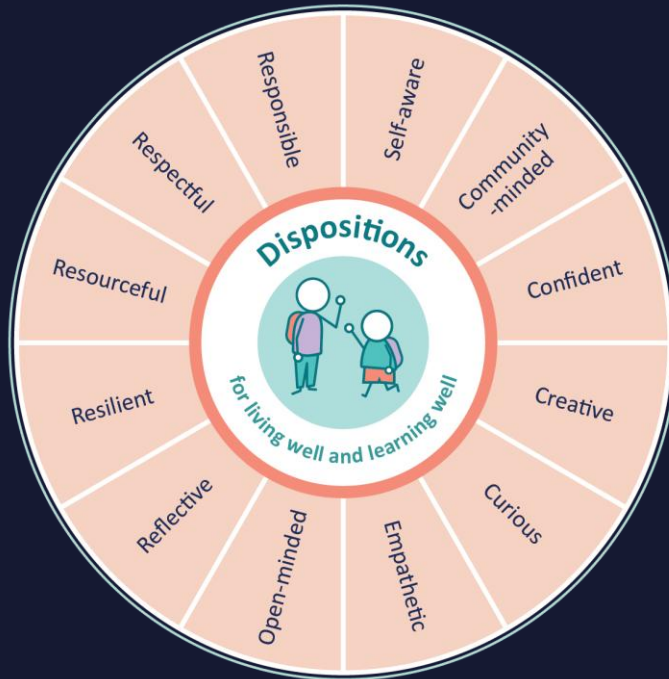
If this was to be true – what would they be doing, saying and being?



Miss Degner's Year 7 Dharna Crew

INTENTIONAL DESIGN: DHARNA CREW

DISPOSITIONS AT THE CENTRE



SA Curriculum January 2026

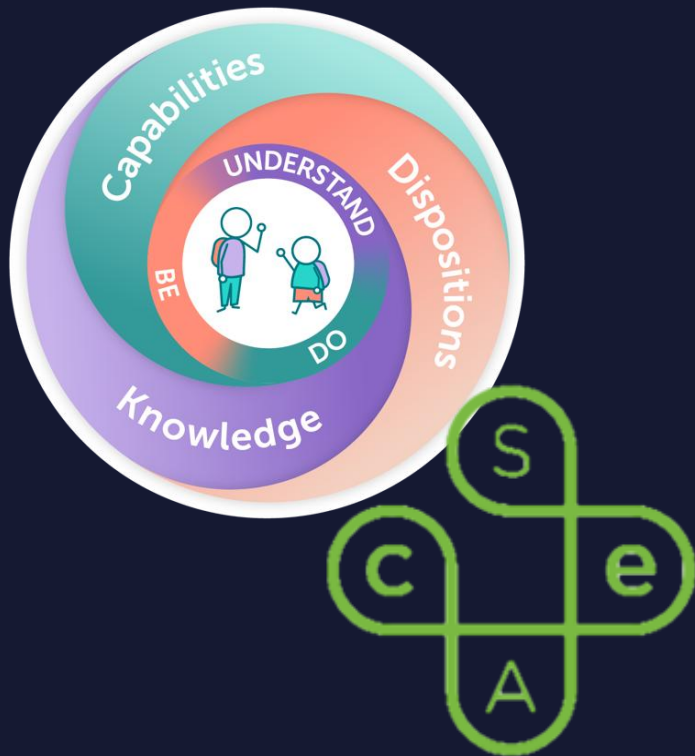
***Strengths
&
Opportunities***

FROM	INTENTIONAL CHOICES	TOWARDS
What is the current status of our learners? DOING SAYING BEING	Intentional questioning through CREW CIRCLE and PLOUGH BACKS PZ's Thinking Routines	What is the desired state for learners? DOING SAYING BEING
HOW DO WE MEASURE WHAT WE VALUE? ALREADY AND NEW THINKING.		

CREW INTO CURRICULUM

Designing through dispositions

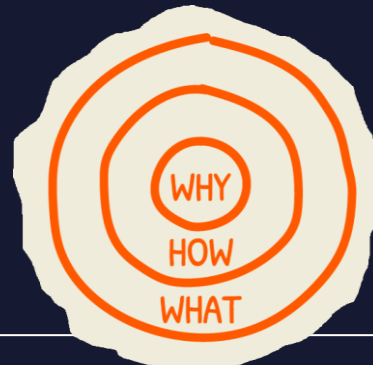
WHY STATEMENT



What type of learner and person are we trying to create?

What do our learners bring?

What opportunities to develop our learners are there?



THINKING TOOL: INTENTIONAL CHOICES TO CREATE LEARNING SHIFT

FROM – CURRENT STATUS	INTENTIONAL CHOICES	TOWARDS – DESIRED STATE
What are you moving your learners from? Where are they now? What does that look like, sound like, feel like? What learners: NOW?	What intentional pedagogical choices will I make to move them closer towards the desired state? Curriculum (Concepts and/or Capabilities) Pedagogical (Instructional and environmental) Assessment?	Where do you want learners to get to? What will it look like, sound like, feel like when they are there? What will learners: UNDERSTAND BE ABLE TO DO? DEMONSTRATE DISPOSITIONALLY?

HOW WILL I KNOW MY CHOICES HAVE HAD IMPACT FOR LEAP?
What will they be doing more of or less of, what might they be saying more of or less of? How will you say?



PZ Think Routines

Sharing Practice

STRENGTHENING CULTURE THROUGH THE WORK EDUCATORS LEARNING AND SHARING TOGETHER



***HOW DO I KNOW MY
CHOICES HAVE HAD
IMPACT?***



*WHAT DO I AND WE
NEED TO CONTINUE
DEVELOPING THE
TYPE OF LEARNER
AND REFINING MY
PRACTICE?*

*HOW DO I APPROACH
LEARNING DESIGN?
WHAT ARE MY LEARNERS
DOING, SAYING AND BEING?*

*CURRENT STATUS TO INFORM
MASTERCLASSES*



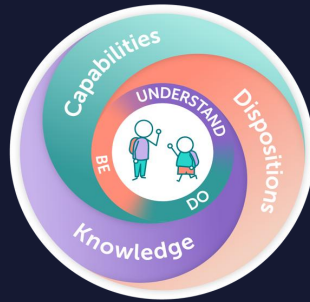
THE TYPE OF LEARNER & PERSON

CREW > CREW INTO CURRICULUM

ANCHORED IN CURRICULUM, PEDAGOGICAL DEPTH & BREADTH,

FLEXIBLE ASSESSMENT & EVIDENCING

VEHICLES:



LEVERS:

INTENTIONAL PROFESSIONAL
LEARNING
COLLABORATIVE PLANNING &
SHARING ALL TOGETHER
FEEDBACK PROTOCOLS E.G. GALLERY
WALKS
LEARNING EXPEDITIONS
PZ THINKING ROUTINES





Join our Microsoft Team

Resources

Examples

Connection



Thank You



An open invitation to visit PLHS

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