

	Student Experience of the Curriculum	How Technology Enhances Curriculum Implementation
<p><b>1. Authentic Learning Approaches</b></p> <p>Fun and excitement</p> <p>Heroes</p>	<p>Teachers work together in teams, as well as with industry partners, to deliver a varied range of different teaching and learning approaches which offer <b>disciplinary</b> (methods of inquiry aligned with the essential practices of a discipline), <b>personal</b> (topics of study aligned with what the learner wants to know) and/ or <b>real-world authenticity</b> (materials and activities aligned with the world outside the classroom), including:</p> <ul style="list-style-type: none"> <li>• Single Disciplinary Learning Assignments</li> <li>• Applied Transdisciplinary Learning Assignments</li> <li>• Workshops (including Performance, Computer Science)</li> <li>• Digital/ Online Learning</li> <li>• Regular Assessment, Presentation and Personal Education weeks</li> <li>• Innovation and Development weeks</li> <li>• Cultural Capital/ Extra-Curricular Provision</li> <li>• Homework as preparation for the next day</li> </ul> <p>Whilst certain approaches may align with a particular type of authority (e.g. Single Disciplinary Learning with disciplinary authenticity, Applied Transdiscipline Learning with real-world authenticity, Extra-Curricular Provision with personal authenticity), the authenticities are not mutually exclusive. It is likely that each approach will draw on each authenticity in some way in order to deliver a fun and exciting curriculum which inspires students through invoking rich links between knowledge, skills and concepts (aligned to National Curriculum standards), and connecting these to the people and world around them.</p> <p>Further information about LAB's Learning approaches is available <a href="#">here</a>.</p>	<p>LAB leverages the power of technology to enhance the disciplinary, personal and real-world authenticity of the learning approaches students experience. We emphasise approaches that encourage student agency and co-creation in the curriculum and focus on mastery and competency-based outcomes.</p> <p>For example, in Applied Transdisciplinary Learning Sessions, real-world authenticity is enhanced by students using the platform provided by the technology of today to display their work to an audience beyond that of their peers and teachers.</p>
<p><b>2. Powerful Learning experiences</b></p> <p>Spirit of Adventure</p> <p>Curiosity and creativity</p>	<p>Creating powerful learning experiences at LAB are about re-shaping the traditional roles of the teacher and student. At LAB, teachers invoke students' curiosities and embark on journeys of discovery with them to become co-creators of knowledge. This is often achieved through the use of Driving Questions. Driving Questions are:</p>	<p>The instant accessibility to information on the internet today allows students to take initiative and responsibility for their knowledge acquisition. Supported by education in media and digital literacy, students are able to learn new concepts for themselves and apply these to the problems presented to them.</p> <p>For example, as the first step to a new STEAM project, students may be</p>

<p><i>Leadership and responsibility</i></p> <p><i>Confidence to take action</i></p>	<ul style="list-style-type: none"> <li>• <i>Engaging for students</i></li> <li>• <i>Open-ended</i></li> <li>• <i>Aligned with Deeper Learning Goals (including National Curriculum content)</i></li> </ul> <p><i>Such enquiry-led learning allows students to take ownership for their learning and enter a 'flow' state. Over time, students develop mastery of knowledge and skill as well as the ability to think computationally when approaching problems or open-ended questions. Again, when students repeat this process over time, they develop the confidence to tackle any problem they may encounter. They can reflect on what they already know, independently seek the information they need to know and then work to find patterns, generate alternatives and evaluate the best solution (No Limits problem-solving process).</i></p> <p><i>At LAB, teachers often facilitate STEAM learning experiences. STEAM-based experiences naturally lend themselves to enquiry-led learning (think of an Engineer solving a problem, for example). STEAM-based learning can take place in any form of learning approach. For example, Maths Single Discipline Learning may focus more heavily on the mathematical modelling behind an Engineering problem, whilst an Applied Transdiscipline Assignment may require students to design a functional object (Science) as a scaled-2D drawing (Maths, Art) before creating it in 3D using a computer programming tool (Technology).</i></p>	<p><i>required to independently research and learn critical content and concepts at home in preparation for a collaborative brainstorming session in school the next day.</i></p>
<p><b>3. Authentic Assessment</b></p> <p><i>Sense of accomplishment</i></p>	<p><i>Authentic assessment measures products or performances that have meaning or value beyond success in school and offer tasks with 'real world' application. At LAB, we carefully aligned assessments to deeper learning outcomes. Detailed information about authentic assessment is available in our <a href="#">Assessment, Feedback &amp; Reporting policy</a>.</i></p> <p><i>Allowing students to take ownership for their development (using their Personalised Success Plans) whilst continuously monitoring and evaluating their progress on the teacher end ensures students fulfil their potential and are regularly able to reflect on and share their accomplishments.</i></p>	<p><i>Technology greatly enhances our ability to provide authentic assessment in that it</i></p> <ul style="list-style-type: none"> <li>• <i>Enhances our ability to provide realistic and meaningful tasks for assessment.</i></li> <li>• <i>Provides access to information and communication in multiple modalities.</i></li> <li>• <i>Increases student access to professionals and affinitive groups for learning and sharing accomplishments.</i></li> <li>• <i>Provides greater equity and differentiation in learning, assessment, and student product generation.</i></li> </ul>

<p><b>4. Supportive and close knit learning community</b></p> <p><i>Belonging</i></p>	<p><i>For authentic learning approaches to provide powerful learning experiences and be authentically assessed, it is critical that students feel safe, happy and welcome within their learning environment. At LAB, the wellbeing of our students is at the heart of our school culture.</i></p> <p><i>LAB staff model respect, tolerance and acceptance at all times and provide consistent and empathic communication to students. We recognise that a big part of developing students' sense of belonging at LAB is ensuring all students' voices are heard. LAB staff actively listen to students and make space for meaningful conversations to occur throughout the day. .</i></p> <p><i>Effective communication and language among all members of the school community lays the necessary secure foundations for students to learn, progress and thrive.</i></p>	<p><i>Technology enables regular communication between all key stakeholders in the students' education, including</i></p> <ul style="list-style-type: none"> <li>• <i>Home (parents/ families/ guardians),</i></li> <li>• <i>LAB / Aspirations staff,</i></li> <li>• <i>Industries/ the wider community, and</i></li> <li>• <i>The students themselves</i></li> </ul>
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