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Australian
Learning
Lecture

THE PASSION TOOLKIT

Support all your students to develop their passions
and engage in powerful Passion-Led Learning



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Learning
Lecture

AUSTRALIAN LEARNING LECTURE

Commencing in 2015, the Australian Learning Lecture is a decade-long project designed to strengthen the importance of learning in Australia for all Australians. It is not politically or commercially aligned.

ALL is structured around a biennial lecture that brings to national attention a new, big idea in learning and compelling reasons for new approaches to learning. The lecture is followed by a two-year impact program to showcase how the idea proposed in the lecture can be translated into practice and to create awareness of the need for a learning culture in Australia.

GENEROUS SUPPORT

This toolkit was initially developed as part of a pilot project in 2017/18 generously supported by the Lord Mayor's Charitable Foundation. We are grateful for their vision and commitment to this important project.

OUR IMPACT PROGRAM

Our impact program is designed to show that big ideas are possible in practice, to create awareness of the need for a learning culture and to build engagement with learning.

ALL is developing and distributing evidence-based, data-driven resources that tackle issues where Australia is doing poorly and what many Australian students struggle with - low literacy and numeracy understanding, well-being, building critical skills and problem solving.

Find out more about the Australian Learning Lecture at www.all-learning.org.au.

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WELCOME TO THE PASSION TOOLKIT

I am delighted to welcome you and your school to the Australian Learning Lecture's Passion Toolkit.

In the new emerging economy, being able to “learn, unlearn, relearn” is the skill that will bring each future graduate the capacity to thrive in a rapidly changing world and to contribute to a prosperous Australia for all. Research indicates that young people today are likely to have seventeen jobs over five careers in their lifetime. The rise of automation, globalisation and artificial intelligence also puts a premium on the capabilities of entrepreneurship, creativity, resilience and a high level of drive and self-motivation.

For our students to attain these skills and capabilities, the Australian Learning Lecture (ALL) believes that new ideas are needed. ALL's vision is for a nation of learners equipped for a contemporary world of life and work. ALL is committed to creating a culture of learning for life, so that all Australians can be confident, committed and capable learners. One of our central strategies is to create and share powerful practices and tools which make us all great learners.

The inaugural Australian Learning Lecture was delivered in 2015 by Sir Michael Barber on the topic of 'Joy and Data' and introduced by Dame Quentin Bryce. The Passion Toolkit is a legacy project from that lecture, bringing together the ideas of joy and data in the form of a tool which can assist students to identify and know their passions, and for teachers to better know their students and unleash the joy of learning.

In 2016, ALL worked with Education Changemakers to lead 19 inspirational teachers through a series of workshops and in-school pilots during the development phase of the Passion Toolkit.

In 2017 and 2018 we worked with six Victorian schools to trial the Passion Toolkit and evaluate its impact. We value enormously the contribution that the following schools have made to the trial, evaluation and further development of this valuable tool:

- Portland Secondary College
- Eltham High School
- Bentleigh Secondary College
- Kingswood College
- Mount Alexander College
- Western Port Secondary College

We also value the advice and expertise that our Australian Reference Panel shared with us throughout the trial. The Australian Reference Panel comprised:

- Christine Cawsey, Principal, Rooty Hill High School, NSW
- Matt Deeble, Director, Evidence for Learning, Social Ventures Australia
- Josh Machin, Blye Decker, Kristy Merrick, Policy Managers, Business Council of Australia
- Associate Professor Sandra Milligan, Director, Assessment Research Centre, Melbourne Graduate School of Education, University of Melbourne
- Robert Randall, CEO, ACARA
- Lauren Sayer, Director of Learning Technologies – Senior School, Haileybury
- Jennie Vine, Assistant Principal / Head of Senior School, Wooranna Park Primary School
- Viv White, Co-Founder and Managing Director, Big Picture Education Australia

This important trial and evaluation of the Passion Toolkit could not have taken place without the generous support of the Lord Mayor's Charitable Foundation. We are grateful for their vision and commitment to this project. The Australian Council for Educational Research undertook the evaluation of the Passion Toolkit trial and we are also grateful for the commitment and expertise they contributed throughout the project.

Thank you for joining us as we work together for all our students. We hope you enjoy the Passion Toolkit and that your students benefit from exploring and developing their passions through deep learning. We would love to hear about how you are using the toolkit and the work you are doing with your staff, students, families and community. Please contact us at info@all-learning.org.au to share your story.

Warm regards,



Ellen Koshland
Founder, Australian Learning Lecture

DEFINITION OF TERMS

PASSION

ALL defines passion as the spark which lights the tinder of curiosity. Passion is what takes a student from interest (or disinterest) to deep engagement with learning. Passion is what enables a student to move from passive to active, creating autonomy in learning and a sense of purpose in learning.

PASSION PROFILE

The Passion Profile is the physical record each student maintains of their own passions and interests. This record includes a student's reflection on their own passions, strengths and learning.

PASSION-LED LEARNING

Passion-led Learning is the practice that emerges when students know their passions and teachers know their students. Passion-led Learning occurs when teachers are able to personalise learning in line with a student's passion and can ignite and develop better student engagement with deep learning.

PASSION TOOLKIT

The Passion Toolkit encompasses the Passion Profile and the tools teachers need to build passion in learning. The Passion Toolkit builds a case for Passion-Led Learning, provides tools for developing a Passion Profile, and a road-map for exploring passions.

THE CASE FOR PASSION

Passion. It is one of the fundamental drivers of all human activity, not least of all learning.

If passion – a love of learning and an innate sense of curiosity – can be considered a vital quality for all, it is a characteristic that needs to be nurtured in all domains across a child’s life – in the community, at home and perhaps most importantly, at school.

A quality education should unleash the passions of each learner, just as a virtuous school in turn will unleash the passions of its staff. In the highly complex environment of a school, it is challenging for school leaders to create a school culture that consistently supports and engages its students, teachers and the community.

The role of student engagement has been the ongoing focus of education policy and classroom practice for some time. However, a key element missing in the conversation to date has been the role of passion and how identifying and working with students’ individual passions can help improve learning outcomes. It is well evidenced that students with a passion for learning accelerate through their education with curiosity, resilience, determination and an ability to synthesise ideas at the highest level. Yet, educators are not always encouraged explicitly to foster this passion.

One way to begin to value passion in schools is to start to deeply understand, document and track the development of passion in every learner and connect it to deep learning.

Why Now?

Generally, there is no argument that there is a pressing need for new approaches to education in Australia. Since 2000, Australian education has been declining in performance, with our nation being the only developed country in the OECD to do so. In addition, Australia has an increasingly widening gap in achievement levels between schools and a recent significant decline in its high-achieving students. Notwithstanding the focused

reform agendas of successive governments, various and diverse efforts to reverse the downward achievement trend have not proven successful.

Educators are facing the ever-increasing challenge of delivering the learning and capabilities young people will need to be properly equipped for their future. In the new emerging economy, being able to “learn, unlearn, relearn” is the skill that will develop in each future graduate the capacity to thrive in a rapidly changing world and to contribute to a prosperous Australia for all. Global, longitudinal research shows that positive personal engagement with learning correlates strongly with the achievement and development of a life-long learning disposition – that students are more likely to learn both at school and across their lifetime when they are engaged, captivated and motivated in their learning. Yet there has been limited attention given to a student’s passion or deep personal interest as a driver for learning and the acquisition of skills and knowledge. The research also suggests that engaged students promote a better culture of learning and improve overall school attachment.

There is much discussion about preparing students for their future working lives, in a world that is rapidly changing with increasing globalisation and rapidly evolving technology. It promises to be a world where the future of work is unpredictable and where employees will need to be passionate, curious, flexible and resilient. It is better engagement, leading to better performance in school, that will best serve students in the longer term and help them acquire the capabilities and qualifications they need to thrive in the future job market.

Today's classrooms are at risk of being out of sync with the new world of work. Employers such as Google have seen the real benefits of providing time for staff to pursue their passions, with the development of Gmail and AdSense as Google passion projects. Increasing automation makes it essential for an individual to have the capacity to be a self-starter or a problem solver, or to bring something extra to a task needed in our ever-changing world.

THE PASSION PROFILE

What is the Passion Profile?

The Passion Profile is a simple tool with the potential to have a wide-reaching positive impact on student engagement. The Passion Profile has been designed with the intention for each student to feel truly “seen” by their teachers and to assist teachers to meet the *AITSL Professional Standard for Teachers 1 - Know students and how they learn*. The Passion Profile also identifies opportunities for, and tracks students’ experiences of, Passion-Led Learning.

Each student creates their own Passion Profile using this simple and effective tool. The Passion Profile is made available for all their teachers and parents to see and is updated each term through a process of facilitated reflection. The Passion Profile identifies an ignition point in the centre which helps shape deep, Passion-Led Learning. The process is led by the Homeroom teacher (or equivalent) and the Passion Profile is developed and stored through the school’s online learning system management system. Classroom teachers use Passion Profile to create relevant learning opportunities.



Before developing the Passion Profile

Exploring and developing Passions
 – This process requires the school to offer a range of activities and experiences to create a context for individuals to begin to articulate their passions. The process supports individual students to be able to identify and express their personal passions, strengths and enjoyment of learning.



Ongoing Cycle

The use of the Passion Profile is an ongoing cycle. Students are given opportunities to explore passions, identify passions and use these in Passion-Led Learning. Teachers are given opportunities to facilitate students' exploration and identification of passions, to acknowledge students' passions and to respond to these through tailoring learning to individuals.



Completing the Passion Profile

The Passion Profile is completed by students, with facilitated support from teachers as required and is updated through a process of reflection each term.

After completing the Passion Profile

SHARING AND KNOWING

The Passion Profile is shared with teachers to help them know all the students they teach and importantly, to provide useful data to inform efforts to tailor learning to students' passions.

CREATING PASSION-LED LEARNING

The Passion Profile is used to drive Passion-Led Learning within the school, either through individual projects or other deep learning opportunities. It is also used to frame parent, teacher, student interviews (or similar processes).

USING DATA TO DRIVE CHANGE

The collective feedback contained in a cohort's Passion Profiles is used by the school to reflect on Passions and Passion-Led Learning in the school and to identify the extent to which such learning is a lived reality for students.

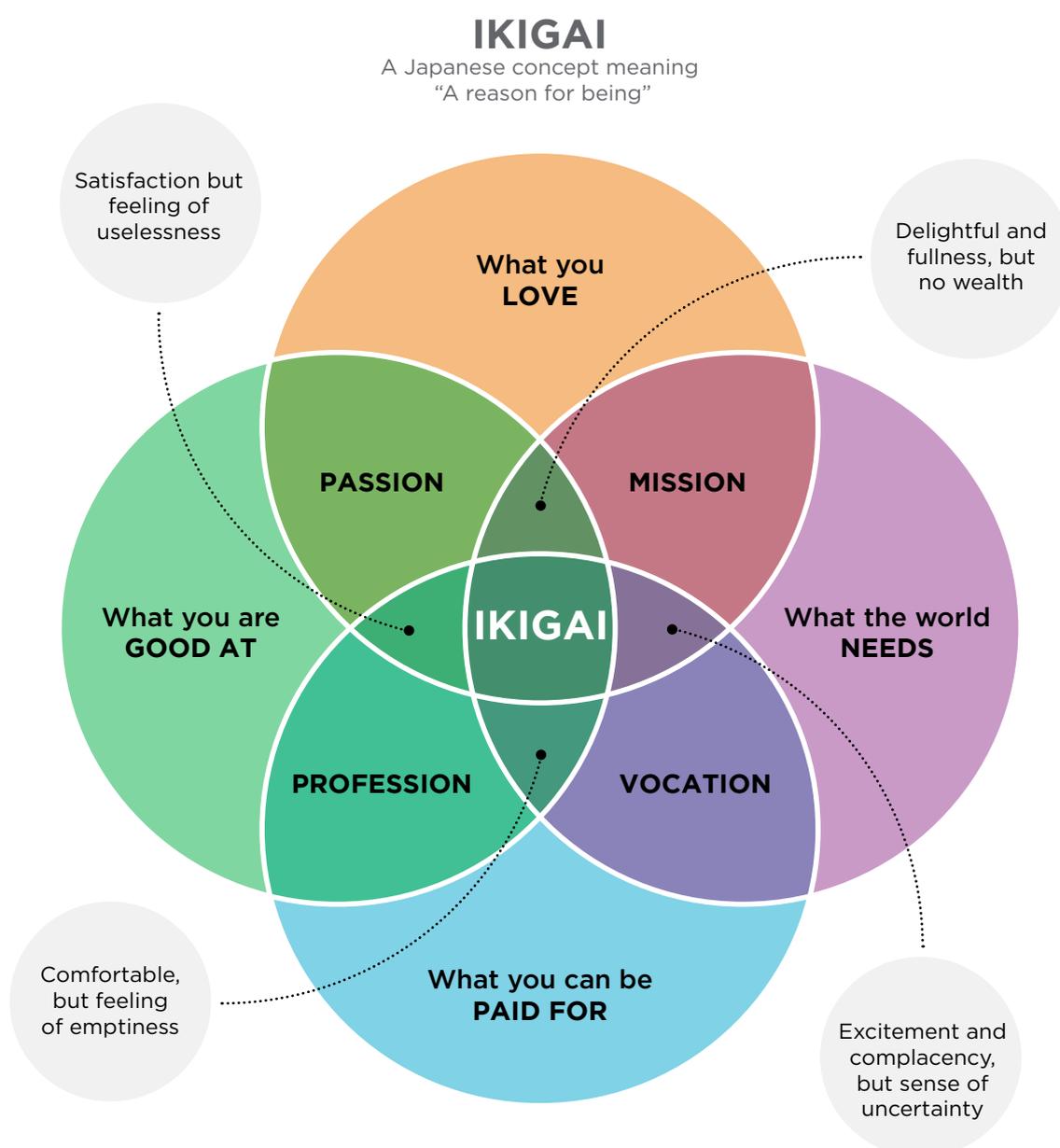


Benefits of the Passion Profile

- Assists teachers to meet *AITSL Professional Standard for Teachers 1 - Know students and how they learn*
- Identifies an ignition point in the centre of each student's profile showing opportunities for deep Passion-Led Learning
- Tracks and gathers feedback on students' experiences of Passion-Led Learning providing valuable data to inform future practice
- Provides a tool and process for truly placing the student at the centre of learning and for giving students an authentic say in their learning
- Encourages schools to embrace passion as an important aspect of learning and to develop a culture in which passion can thrive
- Fits in with existing school models of Individual Learning Plans, teaching and learning models and Learning Management System functionality

Background to the Passion Profile

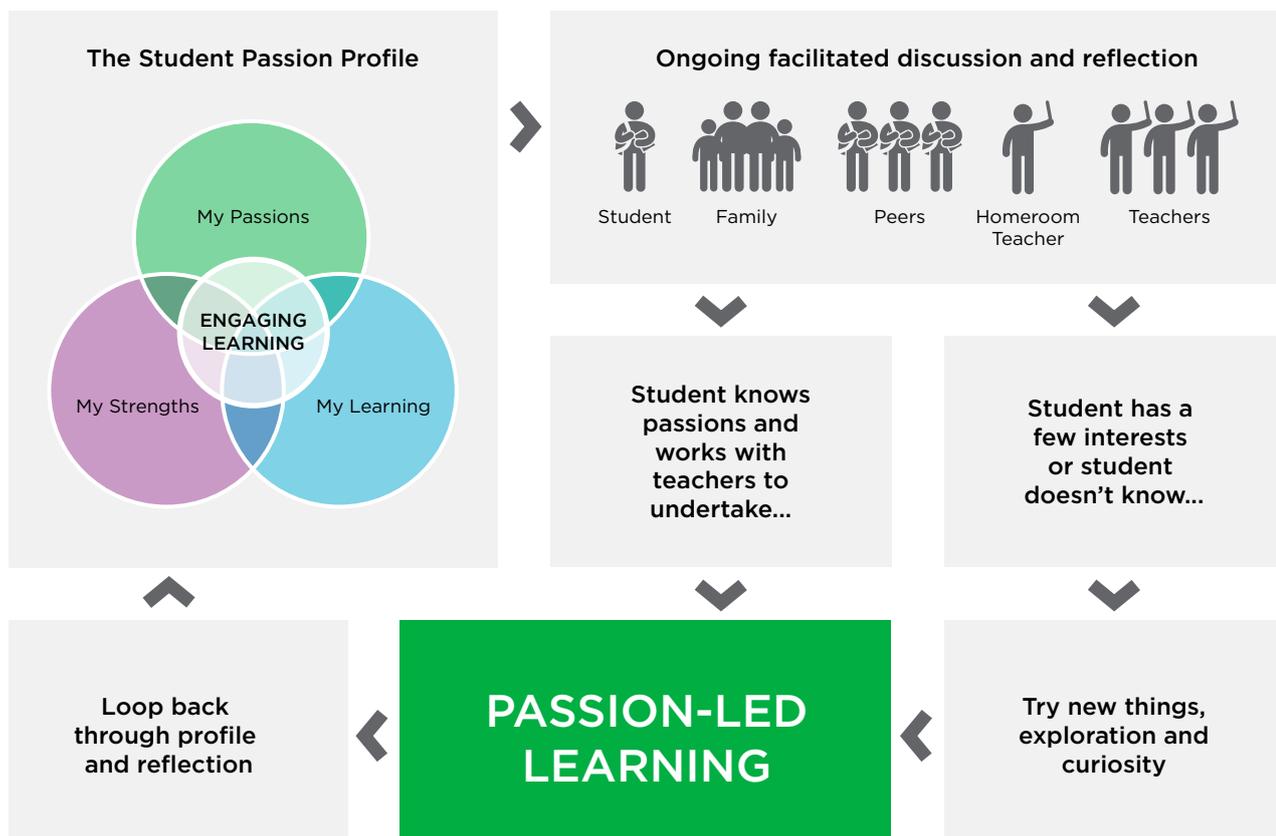
The well-known Japanese concept of "Ikigai" was used in developing the Passion Profile.



Source: Dreamstime, Toronto Star Graphic

USING THE PASSION PROFILE

What do we need to do and how do we do it?



What do we have to do to implement the Passion Profile?

This section provides a step-by-step guide to using the Passion Profile. There are key milestones that are essential to the success of the tool. However, there may be existing areas of practice in your school and you have scope to implement it in your own way and to align the tool with existing structures, processes or systems.

Key Milestones:

1

Commit to a focus on passion and set clear goals and objectives for your use of the Passion Profile

2

Develop an environment in which the discussion of passion, strengths and learning are normalised and embedded in school culture

3

Provide facilitation and support to students prior to the creation of the Passion Profile

4

Set up your delivery system and have all students complete the Passion Profile

5

Share the Passion Profiles with all teachers who teach this cohort of students

6

Provide opportunities for students struggling to identify passions to continue with exploration, development and articulation of passions

7

Provide opportunities for students to undertake Passion-Led Learning regularly within their schooling

8

Complete the term-by-term reflection process

9

Involve parents in the Passion Profile by providing information in the beginning and then through ongoing discussion through the year

10

Track student feedback by reading and collating trends in Passion Profile reflections and use this feedback and data to re-assess progress towards passion goals

MILESTONE 1

Commit to a focus on passion and set clear goals and objectives for your use of the Passion Profile

For this milestone, the focus is on the school, teachers, parents and students. As with introducing all new practice in schools, it is important to think about the big picture and prepare your school for change. Sharing the reasons for focussing on passion with the whole school community is important, and so is clarifying your goals and objectives with leadership and teaching teams.



MAKE A PLAN TO COMMUNICATE YOUR FOCUS ON PASSION WITH THE SCHOOL COMMUNITY



SET YOUR GOALS AND OBJECTIVES FOR YOUR USE OF THE PASSION PROFILE

You may choose to do this in your own way or within existing planning and communication structures at your school. However, we have listed some ideas that you could think about below.

SUGGESTED ACTIVITIES FOR SHARING YOUR COMMITMENT TO PASSION

Working in a small team, think through the next steps critical to making this work in your school.

Some questions to consider include:

- Who needs to be convinced that this focus on passion will make a difference for your students? (Teachers, parents, students)
- What are the best ways to reach these people and build their understanding of the project's goals, activities and intended outcomes?



IDEAS FOR COMMUNICATING WITH YOUR COMMUNITY:

- Principal address to teaching staff or staff professional learning session
- Principal (or Year Level Coordinator) address to school community and/or on school website
- Newsletter articles or special newsletter to school community
- Focus on passion at a key school event such as a fundraiser, production, sports day etc
- Focus on passion at the start of year information evenings and in school documentation

SUGGESTED ACTIVITIES FOR SETTING CLEAR GOALS AND OBJECTIVES



Source: Department of Education and Training (Victoria), Framework for Improving Student Outcomes: Improvement Cycle

EVALUATE AND DIAGNOSE: WHAT IS THE PROBLEM?

Begin by identifying the problem(s) you want to address.

The problem is easier to articulate if you can refer to an evidence base. Examples of evidence could include:

- 68% of Year 7s in 2017 reported that they did not believe they have been exposed to stimulating learning.
- Our students lack intrinsic motivation and engagement in learning and we see this in high levels of challenging behaviour and absenteeism.

Use this as a starting point, and then ask these questions:

- What is not working?
- What do you think is causing the problem?
- What is the effect?
- What is the change we would like to see?

Your answers to these questions will form the basis of your problem. For example:

Our Year 8s are not engaged in learning, as they see it as irrelevant and not stimulating, which is resulting in absenteeism and challenging behaviour.

Working in a small team, develop your problem statement.

DEVELOP YOUR GOALS FOR THE IMPLEMENTATION OF THE PASSION PROFILE

Set goals: What are your goals?

Use your problem statement to help define your goals for the implementation of the Passion Profile.

Make your goals relevant to your school and as specific as possible, linking back to your problem statement.

Describe what success will look like. Depending on the problem you have defined, this might vary from student cohort or year to year. Focus on the problem and describe specific measures of success. These could include: improved attendance, improved submission of work rate, higher reported levels of engagement in learning, etc.

This toolkit will take you through the planning, implementing and monitoring stages of the improvement cycle in Milestones 2 – 10.

MILESTONE 2

Develop an environment in which the discussion of passion, strengths and learning are normalised and embedded in school culture

To truly adopt the concept of being a Passion-Led School, school culture, language, relationships and calendars need to live and breathe passion. All schools will be at different stages on this journey and you may find the School Audit activity below helpful to get to know where your school is currently sitting in terms of its “passion quotient”.

For the Passion Profile to feel authentic to students and to be most effective, the concept of passion needs to become something they know is valued by teachers and by the school. This can be achieved in a variety of ways such as:

- embedding language in school documentation and every-day use
- encouraging teachers to share their own passions
- ensuring conversations with students about passion and strengths are ongoing and genuine
- providing school activities focussed on passion
- providing opportunities for students, teachers, parents and community members to bring their passions to school life in formal and informal ways.

Some schools involved in the trial found that running a professional learning workshop for staff was an effective practice that got staff engaged by:

- Exploring their own passions
- Completing their own Passion Profile
- Committing to bringing more of their own passions to school.



DECIDE HOW TO INCREASE THE PRESENCE OF PASSION WITHIN THE SCHOOL AND CREATE AND IMPLEMENT A PLAN FOR HOW YOU WILL DO THIS IN AN ONGOING WAY

You may choose to do this in your own way or within existing programs, events, festivals or documentation at your school. However, we have listed some ideas that you could think about below.



IDEAS TO EMBED PASSION IN SCHOOL CULTURE:

- Begin by running a session for staff to explore their own Passions and Strengths and complete their own Passion Profile (See Page 17 for more details)
- Hold a school Passion Fair showcasing staff, student, parent and community passions
- Complete the School Audit (Passion Health Check below)
- Showcase staff and student passions at school events such as assemblies
- Encourage staff and students to set up lunch time and after school clubs based on passions
- Encourage community members to visit the school and share their passions with students
- Watch films which highlight and profile the role of passion in people's lives

ACTIVITIES TO ENGAGE STAFF IN THE POWER OF PASSION

The Power of Being Seen

Share this article with staff as part of discussion about why this work is important. Taken from the Edutopia website run by the George Lucas Foundation in the USA, the article tracks the practices of several schools and districts that have committed to knowing their students better.

<https://www.edutopia.org/article/power-being-seen>

Defining Passion

One of the first things to do is develop your own understanding of passion and what it means in a learning context. There is some useful reading in the References sections which can be found at the end of this toolkit.

Time: Up to one hour

Resources: Post it notes

Purpose: To agree on a shared definition

Use this with: School teams

Follow up: Share this in newsletters and across the school community

“Passion in learning is a compelling and authentic enthusiasm for a topic, skill or way of learning, driven by wonder and curiosity. When a student is passionate, they are captivated by both the present learning and the future possibilities for learning, and often share their passion, igniting a fire in others. Passions are flexible and dynamic, constantly evolving as a result of experiences and relationships with others.”

Do you agree with our definition of passion? Tick off the elements of passion you agree with and add your own components below.

PASSION IN THE CLASSROOM...

- is a compelling and authentic enthusiasm
- is driven by wonder and curiosity
- captivates students in the present learning
- encourages them to think about future possibilities and applications
- sparks students to share their learning
- is flexible and dynamic
- can be a quiet passion as well as evident
- is a way to know and honour the uniqueness of each individual
- _____
- _____

What is your team's definition, considering the specifics of your context and community?

Creating a Passion-Led School

Below are some simple tools that you can use to move your school further towards a passion-led environment, one in which all members can do their best work.

Time: Up to one hour

Resources: Copies of the Passion Health Check below

Purpose: To reflect upon the extent to which your school values passion

Use this with: School teams or as individuals

Follow up: Conversations with teams and implementation into professional learning plans

PASSION HEALTH CHECK

It is impossible to know which direction to move without knowing our current location.

This is a very basic “Passion Health Check” on your journey towards becoming a Passion-Led School. A score of 1 indicates that Passion is not a high priority, whilst 10 is considered best practice. The scores on these questions are subjective, but we would suggest a school that engages in Passion-Led Learning would score 7 or higher for most, if not all, of these questions.

How much reference is made to passion in the School Vision and Strategic Plan?

1
 2
 3
 4
 5
 6
 7
 8
 9
 10

To what extent is passion embedded in assessment tasks?

1
 2
 3
 4
 5
 6
 7
 8
 9
 10

Is ample time given for passion-based project work in the school?

1
 2
 3
 4
 5
 6
 7
 8
 9
 10

How able are teachers to use their passion in their teaching?

1
 2
 3
 4
 5
 6
 7
 8
 9
 10

What level of community understanding exists for the role of passion in education?

1
 2
 3
 4
 5
 6
 7
 8
 9
 10

TOTAL SCORE: _____

A Passion-Led Community

Passion-Led Learning should take place across a community of schools. It is a great idea to liaise across schools in your network, especially across the primary and secondary school divide. This is particularly important if we think about the ease of students' transition from primary to secondary school.

How will you foster a community approach to Passion-Led Learning?

BEGINNING THE PASSION CONVERSATION WITH STAFF

Robust, deeply honest conversations allow us to gain a shared consensus of the meaning and power of passion, and of Passion-Led Learning. When we question our staff, "What is passion?", what do they say? Here are some sample questions to support greater collaborative discussion and triggers around passion.

- How much do we value passion and individual development?
- What does the world expect from our school graduates now?
- What is our current school culture like?
- What does passion look, feel and sound like at our school?
- How do we 'measure' or value passion?
- What is a story of a student using their passion to expand their learning?

Practice Example: Staff Workshop

Time: 1-2 hour after-school staff workshop

Resources: Activities in Milestones 3 & 4 of this toolkit

Purpose: Support teachers to explore their own passions in readiness to work with students and/or raise awareness of the passion work the students will be doing

Use this with: Staff groups, whole staff, school leadership teams or even parents

Follow up: Revisit at later staff meetings or PD sessions to check in on progress

THE IDEA

By providing staff members with an opportunity to experience the same activities and processes the students will use to prepare for and complete their Passion Profiles, they will develop an awareness, understanding and enthusiasm for the role of passion in learning and be ready to engage in raising the profile of passion within the school culture.

WHERE WAS THIS IDEA DEVELOPED?

This idea was developed through the Passion Toolkit trial. Similar ideas were tried in two different schools. One was an urban independent school and the other a regional government school.

WHAT DID THEY DO?

Using the ideas and activities in Milestones 3 & 4, both schools developed and ran a workshop for staff members that culminated in staff members completing their own Passion Profiles and sharing them with colleagues. One school began with a focus on preparing teachers to run these activities with their students, and to raise awareness among other staff who would be expected to use the profile to design Passion-Led Learning within their subjects. The other school focused less on showing teachers how to facilitate the profile with students but were seeking to raise awareness and enthusiasm among staff as a way to begin the long-term and complex task of developing a culture of passion in a school community.

If you wanted to run a similar session at your school, we suggest the following steps:

- Pick a time and session that exposes your target staff to the workshop and try to include school leaders if possible.
- Decide whether staff will complete a Passion Profile online or on paper and prepare equipment accordingly.
- When planning the activities you will run prior to and post the completion of the profiles, work through Milestones 3 & 4 in this toolkit and select one or two preparation activities and the method you will use to have staff share their completed profiles.
- Begin your session with an activity or two from Milestone 2 to set the scene for why passion is important in your school.
- Allow time for debriefing and discussion.
- Consider finishing by asking staff to set a goal in relation to how they will contribute to building a culture of passion in the school. Set a date to revisit these goals in a later staff meeting.

Practice Example: The Real-World Experience

Time: One day per teacher per term

Resources: Community networks and connections

Purpose: Build awareness of the power of passion among school staff

Use this with: School teams or as individuals

Follow up: Conversations with teams and implementation into professional learning plans/ curriculum

THE IDEA

By providing staff members with the opportunity to visit business and industry and witness the passion people bring to work outside of the education system, they will develop a deep understanding of how passion can affect someone's life and wellbeing. If they understand this more deeply, they're more likely to give young people the time and space they need to engage in their passions.

WHERE WAS THIS IDEA DEVELOPED?

This idea was developed through the Passion Incubator phase of the Passion Index project which saw 19 teachers explore ways of building the Passion Index in their own schools. This particular idea comes from an independent ELP-12 school in Melbourne's outer eastern suburbs.

WHAT DID THEY DO?

Staff at this school were given one day a term to pursue something they felt passionate about. During this day, they learned from professionals from different fields to see how they are learning in their job and how passion drives them in what they do.

If you wanted to get this off the ground at your school, we suggest following these steps:

- Your school leader(s) need to be on board, allowing teachers a day per term, semester or year to leave their learning community to see another learning community in action.
- On their day away from their learning community, teachers are able to remove themselves from 'school' to see learning happening in 'life'. They answer a series of questions determined by the school based on their experience.
- When they return to school, teachers reflect on what they have seen and create a presentation to describe what they saw. During this reflection, they discuss the professionals they saw and how they felt about their jobs. The idea is that the teachers take lessons from these people and apply them to their own classrooms. What skills did these people use? How did their emotions and passions impact on their day to day work? How could we be providing more Passion-Led Learning experiences for students?

MILESTONE 3

Provide facilitation and support to students prior to the creation of the Passion Profile

The Passion Profile is designed to be used within a supportive and constructive teacher-student relationship. Helping each student to explore and develop their passions, strengths and learning preferences to a point where they can articulate these in their Passion Profile is challenging and requires teachers to take on the role of ‘passion coach’.

Identify which teachers will lead the Passion Profile within your school. Homeroom Teachers are often best placed to take responsibility for leading their class through the process of creating the profile, advocating for subject teachers to respond to the profiles in their curriculum and then following up with term reflections and gathering the collated feedback from their class. You might have another structure in your school that would work better. It might be that a specific subject teacher is given this role or that you are already running an integrated subject or program that focusses on learning profiles, study skills, individual projects or another related field.

All students will require some facilitation and support to be ready to create the profile and teachers will be best placed to know how much and what kind of support will work best for their students. When students initially create the profile they may need a range of ‘tuning in’ activities to populate the tool. Remember students will revisit the profile each term, and it is hoped that their ability to identify and reflect will develop in sophistication over time. It is understandable if some students begin with somewhat simplistic responses and it is hoped that through ongoing facilitated reflection and support the students are able to increase the depth of their responses.



IDENTIFY WHICH TEACHERS WILL LEAD THE PASSION PROFILE PROJECT AND PREPARE THEM TO FULFIL THEIR NEW ROLE



TEACHERS PLAN AND DELIVER YOUR SCHOOL'S TUNING-IN ACTIVITIES WITH THEIR RESPECTIVE CLASSES

You may choose to use existing activities and programs to tune your students in to the Passion Profile or you may like to design your own activities that you know to suit your students at your school. However, we have listed some ideas that you could think about below.

If you do develop activities, processes or events to prepare your students, we would love to know about them. Please share your work by contacting info@all-learning.org.au.

TUNING-IN TO PASSIONS

The role of the teacher in supporting passion conversations

TEACHER PEDAGOGICAL PRACTICES AND DISPOSITIONS

Teachers can discover and strengthen passion by:

- listening – it is impossible to encourage or motivate students when we don't know what their passions are
- having high expectations – young people have far greater capabilities than ever before
- leveraging their professional autonomy – teachers know what learners need to equip them for their future, but often do what they're told or asked
- showing vulnerability – showing students why they love a subject or topic, showing the human side and by giving students permission to do the same
- encouraging choice and agency – letting learners make choices about what they're passionate about, where their strengths lie and having a voice in shaping their own learning systems
- facilitating learning beyond school – learning is no longer limited by time and space, nor is it an individual pursuit or purely between the teacher and the learner: show relevance to life outside of school
- connecting – learners to work that matters to them with other people that matter: parents, heroes, practising professional
- changing the narrative – changing what is currently valued and rewarded: from control and standardisation to passion and creativity.

Suggested Activity

Show videos of passion-led role models. These could be individuals who have pursued their passions in work, community work, sport, the arts or other relevant areas.

Suggested Activity – Passion Conversations

There are many conversations between teacher and learner that could pre-empt a learner's reflection in their Passion Profile. For example:

CONVERSATION TYPE 1

At the beginning of the school year, we suggest teachers chat with each student about who they are, what they love and to help them identify and verbalise their passions. Following this conversation, the learner has an opportunity to summarise the conversation in their Passion Profile.

The following questions can be used to guide these conversations...

- Can you tell me about a time you've loved learning about something (at school or outside of school)? What did it feel like?
- Is there something in the world or our community you want to see changed?
- Do you have a dream project you want to undertake that you haven't been able to?
- If you think about school last year, what is the lesson or topic you remember best?
- What would Mum and/or Dad say you're really passionate about?
- What do you love doing after school each day and on the weekend or holidays?
- Can you tell me about your favourite day of your life so far? What were you doing? Why did you love it so much?

¹ Barseghian, T. *Nine Tenets of Passion-Based Learning*. Available at <http://www2.kqed.org/mindshift/2011/07/13/nine-tenets-of-passion-based-learning/>

CONVERSATION TYPE 2

During the learning process, learners and teachers engage in a number of conversations, all of which can lend themselves to a deeper understanding of what makes the student 'tick'.

The following questions can be used to guide these conversations...

- What has your learning looked like? How has it made you feel?
- Have there been any moments when things felt like they clicked into place? What did your learning look, feel and sound like then?
- Have there been moments when you haven't wanted to stop learning? What did your learning look, feel and sound like then?
- Have you faced any obstacles in this learning process? How did overcoming these obstacles make you feel?
- What are you going to do with this learning? What are the possibilities?
- If you could be given more time to dive deeper into this topic/skill, what would it be?

Practice Example

A Deeper Understanding

A Year 6 class were asked to share with the class what they thought passion was, and what they were passionate about. It elicited responses like 'I'm passionate about cake!', 'I love Zac Efron' and 'My mum says I'm addicted to Instagram'.

The class were then encouraged to think about these activities and things they said they were passionate about more deeply through describing the relationships and feelings they experience when they are fully engaged.

The class were asked to write this deeper understanding on a green post-it note. They were then asked to think about how this newly verbalised 'deep' passion might be used and fostered in school? These ideas were written on a yellow post-it note. All of the post-it notes were stuck on the board and another whole-class discussion was had about their new collective understanding of passion and the things they should be doing more and less of during learning time.



HOW TO USE THIS IDEA IN YOUR CLASSROOM

- This could be used as a stimulus for the learner to contribute to their Passion Profile.
- Think about how you might be able to leverage past students as 'passion role models' for your current cohorts.
- You could create a 'Humans of [insert your school or class name]' display, profile the students in your class using the information the yellow and green post it notes.
- During the activity you might like to think about how you use visual stimuli to help spark ideas for students who are struggling to identify what they're passionate about.

TUNING-IN TO STRENGTHS

Acknowledgement

Much of this material has come from the extensive work done at Rooty Hill High School in NSW. Under the leadership of Principal Christine Cawsey, RHHS has developed strong practice in developing students' strengths and has integrated this approach in their broader work supporting students to achieve success. ALL acknowledges the generosity of Christine Cawsey and the teaching staff at RHHS who have given their time and expertise to share this material.

What are strengths?

The term 'strengths' has been used in a general sense for many years. However, it is also a specific term used within the Positive Psychology movement.

MARTIN SELIGMAN

Positive Psychology came out of the work of American Psychologist Martin Seligman. He is currently the Director of the Penn Positive Psychology Centre at The University of Pennsylvania and you can read more about him here.

Learn More Martin Seligman

<https://www.authentic happiness.sas.upenn.edu/faculty-profile/profile-dr-martin-seligman>

Learn More Positive Psychology

Positive Education Schools Association - www.pesa.edu.au

University of Pennsylvania, Positive Psychology Center - <https://ppc.sas.upenn.edu/learn-more/frequently-asked-questions>

Learn More Strengths in Positive Psychology

<http://www.viacharacter.org/character-strengths-via>

CAROL DWECK

Many other people have developed areas of work within Positive Psychology including Carol Dweck whose work focuses on Growth Mindset.

Learn More Carol Dweck and Growth Mindset

Mindset online - mindsetonline.com

<https://www.edweek.org/ew/articles/2015/09/23/carol-dweck-revisits-the-growth-mindset.html>

ROBERT BISWAS-DIENER

Robert Biswas-Diener's work on strengths is currently very popular with schools, including Australian schools and it is his work that inspired the team at Rooty Hill High School to embark on their Strengths program. Robert Biswas-Diener specialises in Positive Psychology Coaching and speaks to education professionals at conferences and training sessions around the world. He comes from a family of psychologists and has written many books to help professionals use the principles of strengths and coaching within their work.

Learn More Robert Biswas-Diener

<http://robertdiener.com/>

DISCOVERING YOUR STRENGTHS

You can take a formal assessment of your strengths. The original character strengths work identified 24 character strengths and the link to the survey below has more information about these 24 and allows you to find out your own top strengths.

More recent work on using strengths in schools, such as the work of Robert Biswas-Diener, suggests that strengths can be described using your own language and do not have to be selected from an existing list. Indeed, Rooty Hill High School allow students and staff to describe their strengths in their own words. You do not necessarily have to undertake a formal assessment to identify your strengths.

Strengths are not simply what you are good at. Strengths are a "natural capacity for behaving, thinking or feeling in a way"ⁱⁱ. When working with students to identify strengths we hope to avoid listing activities such as Tennis, Writing Songs or Maths and instead describe behaviors or practices such as perseverance, leadership, honesty or empathy. As with all new things, this can take time.

ⁱⁱ http://www.positivepsychologyinstitute.com.au/key_terms.html

How can strengths be used in schools?

Robert Biswas-Diener tells schools that Research suggests strengths are a worthwhile focus: people who use strengths are more engaged and happierⁱⁱⁱ. However, he notes three reasons why strengths are not often discussed in schools;

- Tall Poppy Syndrome;
- No language for strengths;
- Focus is on weakness.

The team from Rooty Hill High School noted that strengths are a nice intersection between coaching and positive psychology and believed that focusing on strengths would help their students achieve success.

Supporting students to identify their strengths, develop them and understand how they can use them to succeed is a beneficial and worthwhile focus for schools.

What should I know when introducing strengths at my school?

TIP 1 - TALKING STRENGTHS

“Working with strengths rests on having a large and shared strengths vocabulary”^{iv}

Working with both staff and students, try to develop a culture of talking about strengths. Strengths need to be a part of conversations on a regular basis and teachers and students need to feel comfortable using this language. Rooty Hill High School has modelled this at year level assemblies and staff meetings and then followed up in ongoing one on one conversations. Try using visual displays of your strengths vocabulary as well as verbal conversations.

TIP 2 - IDENTIFYING STRENGTHS

Remember Strengths are more than simply “What I am good at” they are behaviours or attributes that you use to achieve your best. To support staff and students to identify their strengths you can use either formal assessments (see link below) or simply allow people to express their strengths in their own language. Rooty Hill High School has had success with asking students to write down their strengths and have used a fun activity involving students writing on paper aeroplanes and flying them across the room to peers who then discuss that particular strength and how it can be useful.

Word Clouds can also be used to display the strengths of groups of students or staff. There are many ways to gather and share strengths once you have provided students with an environment in which there is a positive attitude towards expressing your own strengths.

TIP 3 - FOCUS ON STRENGTHS

Once you have talked strengths and identified strengths, the school environment needs to continue to focus on strengths. Encourage teachers to focus on strengths rather than weaknesses when discussing learning with students and to bring strengths into goal setting, reflections and other areas of class discussion. As with all aspects of education, strengths work best when there is an ongoing and integrated focus within the school community. Teachers at Rooty Hill High School have modelled this through talking at assemblies about how they have used their own strengths to help achieve goals.

ⁱⁱⁱ Robert Biswas-Diener Strengths Based Schools ACEL Strengths in Schools Workshop Follow-up notes ACEL

^{iv} Robert Biswas-Diener Strengths Based Schools ACEL Strengths in Schools Workshop Follow-up notes ACEL

What activities and ideas have the team at RHHS found useful?

1. VIA ASSESSMENT OF CHARACTER STRENGTHS. THIS CAN BE USED WITH STAFF AND STUDENTS.

Created under the direction of Dr. Martin Seligman, the VIA Character Survey is an online, free tool used to identify an individual's character strengths. There is a special 'VIA Youth Survey' for 10-17 year olds. The free VIA Character Survey ranks the 24 recognised character traits for each individual who takes the survey. The website provides a range of resources that the individual can use to boost these strengths. <https://www.viacharacter.org/www/Character-Strengths-Survey>

2. ANIMAL STRENGTHS ACTIVITY

This activity can be used with staff or students prior to asking them to think about their own strengths and involves asking people to identify the strengths of an animal and list them. You could ask people to think of any animal or you could project an image of four animals (For example; Lion, Bee, Cassowary and Crocodile) and ask the group to choose one and come up with a list of AT LEAST 10 strengths. A response for Lion might include: pride, extrovert, empowering, leader, protective, respected, powerful, influential. This activity gets groups of staff and students talking and thinking about identifying strengths in a fun way before reflecting on their own.

MILESTONE 4

Set up your delivery system and have all students complete the Passion Profile

Setting up your delivery system

Ideally the Passion Profiles would be delivered through your school's Learning or Student Management System; however, it is also possible to use a simple paper based system or a combination of both. Regardless of the method you choose, the appendices at the end of this toolkit will guide you through this in detail.

ALL has worked with Compass, a Student Management System used by many Australian schools, to set up the Passion Profiles through the Compass Insights functionality. If your school uses Compass, it is very easy to use the Passion Profiles, share them with staff and parents, store them year on year and collate cohort responses for analysis. To get started on this process, please refer to appendix one at the end of this toolkit

If your school does not use Compass, you will find all the information, instructions and materials for you to either set up the profiles online on your preferred survey platform, or simply use the black line masters to complete the profiles in a worksheet style rather than an online survey. For this method, please refer to appendix two at the end of this toolkit.

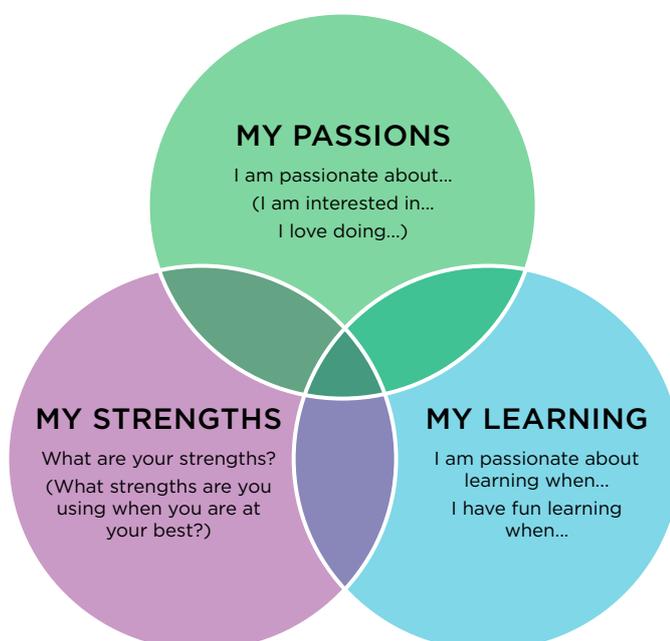
Regardless of your method of delivery your school should consider:

- How students create the initial Passion Profile
- How profiles are shared across teaching staff
- How students complete end of term reflections
- How profiles are shared with parents
- How the profile data can be aggregated and analysed across a cohort

How to create the Passion Profile

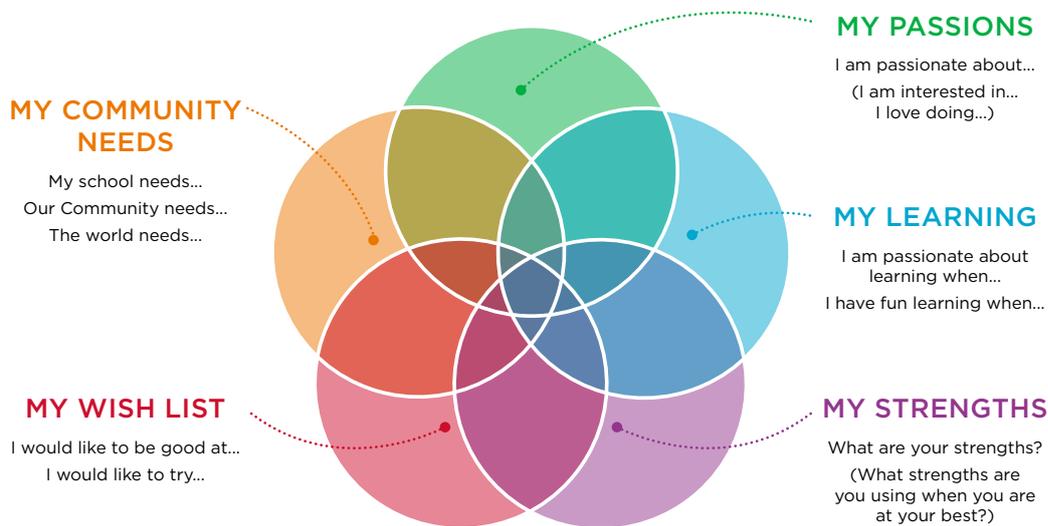
To create their Passion Profile, each student will populate each of the three circles in the venn diagram below:

- **My Passions** - using the prompts for support, students list their passions
- **My Strengths** - using the prompts for support, students identify their strengths
- **My Learning** - using the prompts, students articulate when learning works best for them



As extension/alternative opportunities there are two additional and optional circles that students can choose to add:

- **My Wish List** – students can include things they would like to have in the three primary circles in the future or things they would like to try
- **My Community Needs** – students identify things they believe their school, community or broader world needs as another way of demonstrating something important to them



 **USE THE APPENDICES TO SET UP THE PASSION PROFILE TEMPLATE FOR USE IN YOUR SCHOOL**

 **TEACHERS ALLOCATE LESSON(S) TO WORK WITH STUDENTS TO CREATE THEIR PASSION PROFILES**

 **TEACHER READS CLASS'S PROFILES AND ENSURES ALL ARE COMPLETE**

You may choose to use your own approach for students to create the Passion Profile after they have completed your tuning-in activities in Milestone 2. However, we have listed some ideas that you could think about on the following page.

Populating the Passion Profile

Before you start – Check that students are familiar with these key terms following your tuning-in activities in Milestone 3 so they can populate their profile:

- **Passions**
- **Strengths**
- **Learning**

Aim to have done at least one preparation activity for each circle in the profile before having students attempt to populate their own Passion Profile. (See Milestone 3 above for suggestions)

KNOW YOUR STUDENTS

Some students will prefer to populate the Passion Profile quietly on their own while others will find support in working through activities in groups. Try asking your students, after they have completed the tuning-in activities, how they would like to create their Passion Profile. One group might like to undertake some of the activities suggested below and another might like to have quiet, individual time to populate the profile with support from one-on-one conversations with their teacher.

THINK, PAIR, SHARE

Use the think, pair, share model to workshop initial drafts of one or more of the three circles. This allows students time to plan responses on their own, to share with a partner and then with the broader group.

IMAGES

Ask students to find images that represent their responses to one or more of the three circles. This asks students to think in visual and symbolic ways about what they are trying to express. Sharing their images in small groups or contributing to a wall collection of class images can be a positive way of expressing and sharing.

GUIDED CONVERSATIONS

Teachers may find that one-on-one conversations are an effective way to support students to populate their Passion Profile. Using a coaching approach, teachers can ask a range of questions that prompt thoughtful responses that help students summarise what they have learned about themselves through the tuning-in activities in Milestone 2.

Teachers might find that students are reluctant to integrate their lives beyond school with how they see as themselves at school. In this situation, it might be helpful to use a line of questioning about 'outside of school':

- Outside of school I am really interested in...
- Outside of school I don't know enough about...
- Outside of school I am inspired by...
- Outside of school I am good at....
- Outside of school I would like to know more about the world of...
- Outside of school I am at my best when...

Student responses should give teachers some ideas as to how to support the student to complete the other areas of the Passion Profile.

MILESTONE 5

Share the Passion Profiles with all teachers who teach this cohort

Given that one of the primary objectives of the Passion Profile is to support teachers to meet *AITSL Professional Standard for Teachers 1 – Know students and how they learn*, this milestone is essential to the success of the tool. Sharing the profiles with a wider group of teachers is key to ensuring an increase in the extent to which teachers know their students and it is also key in encouraging the Passion Profiles are used to inform the development of deep Passion-Led Learning.

The Passion Profiles should be shared with all teachers who teach the student including core subject teachers, electives, wellbeing experts and any other relevant staff. As a teacher of a subject at a year-level using the Passion Profile, you should be able to access the profile of each of your students and use these to build your knowledge of the students.

Beyond knowing your students, teachers are expected to use this data to tailor their teaching to individuals where possible. This may happen in a class allocated to individual passion projects or within traditional subject areas. See Milestone 7 for detailed support in Passion-Led Learning.

 **SHARE PASSION PROFILES WITH ALL SUBJECT TEACHERS FOR EACH CLASS**

 **SUBJECT TEACHERS USE PASSION PROFILES TO GET TO KNOW STUDENTS AND LOOK FOR OPPORTUNITIES TO TAILOR LEARNING TO INDIVIDUAL STUDENTS WHERE POSSIBLE**

You may choose to use existing processes or meetings to share the Passion Profile with teachers or you may like to design your own online model that fits in with the learning management system at your school; however, we have listed some ideas that you could think about below.



WAYS TO SHARE PASSION PROFILES WITH TEACHERS:

- If you are using Compass, all teachers will be able to see the Passion Profiles by simply looking for a particular student in Compass
- If you are using a different online system, it is best to try to attach the Passion Profile to the student record so that it is available to all teachers who teach that particular student
- If you are not using a student management system to deliver the profiles, you will need to devise a method of sharing the profiles with all relevant teachers
- Set up a meeting for all teachers of a class to discuss the Passion Profiles and their ideas for engaging students in Passion-Led Learning

MILESTONE 6

Provide opportunities for students struggling to identify passions to continue with exploration, development and articulation of passions

Once students have completed their Passion Profile, what comes next? For the students who have been able to identify their passions, skip ahead to Milestone 7 to set up a Passion-Led Learning experience. It is good for all students, even those who know their passions to try new things, so at times you might suggest all students participate in activities such as those outlined below.

For students who have struggled to identify their passions in their Passion Profile, you will need to provide a program of passion, curiosity, exploration and development to support them to find their passions and be able to continue to Milestone 7 – Passion-Led Learning.

To understand how to support students to find their passions, it can be helpful to begin with a list of ingredients for passion. This can guide how you develop a program for your students who need to spend more time exploring and searching. Allowing students opportunities to spend time exploring these ingredients can help them identify their passions.

Ingredients for Passion

- Curiosity
- Collaboration
- Creativity
- Time for passion and play with ideas
- Purpose
- Autonomy
- Reflection
- Expertise



IDENTIFY STUDENTS WHO HAVE STRUGGLED TO ARTICULATE THEIR PASSIONS IN THE PASSION PROFILE



RUN A PROGRAM OF PASSION EXPLORATION FOR STUDENTS TO HELP THEM IDENTIFY THEIR OWN PASSIONS



THERE ARE MANY WAYS TO RUN SUCH PROGRAMS, YOU MIGHT LIKE TO INCLUDE THESE IDEAS:

- Look back at some of the ideas listed under Milestone 2 and 3 that can help with this challenge
- Students could set up a school “Passion Fair” and interview presenters about how they found their passions
- Students could make a series of short films showcasing community members’ passions
- Students could sign up for a series of short electives that allow them to try new things

For more detail, the ‘useful strategies’ section of our References has great tips and resources.

MILESTONE 7

Provide opportunities for students to undertake Passion-Led Learning regularly within their schooling

Once students have completed their Passion Profile, what comes next? For students who have been able to identify their passions, the next step is to set up Passion-Led Learning experiences.

The Passion Profile provides teachers (and students) with a framework within which Passion-Led Learning can be designed. The identified centre of the profile gives you a road map for learning content and pedagogy that should be engaging for each student. This is the time for students, teachers and schools to take the data from the Passion Profiles and design and adapt learning experiences that will bring passion and learning together.

There are many ways for schools to deliver and support Passion-Led Learning. While the process of creating the Passion Profile is individual, the subsequent learning experiences may be individual or collaborative and there are many structures schools can use to support these tailored learning experiences across large numbers of students.

Your school may already have significant structures and processes in place and be simply looking for the Passion Profile tool to help plan and tailor the right experience for each student. However, if your school is seeking support to establish effective and efficient Passion-Led Learning we have provided support below that covers:

- Ways to structure Passion-Led Learning
- Best practice design of Passion-Led Learning projects
- Passion-Led Learning resources, links and ideas, and
- Best practice teaching and learning for Passion-Led Learning.



DECIDE HOW YOUR SCHOOL WILL STRUCTURE, DESIGN AND TEACH FOR PASSION-LED LEARNING



SET UP YOUR PROCESSES FOR WORKING WITH INDIVIDUAL STUDENTS TO DEVELOP PASSION-LED LEARNING OPPORTUNITIES BASED ON THEIR PASSION PROFILE



PROVIDE PASSION-LED LEARNING OPPORTUNITIES FOR EACH STUDENT WITH A COMPLETED PASSION PROFILE



CONTINUE TO EXPLORE A RANGE OF STRUCTURES FOR PASSION-LED LEARNING IN YOUR SCHOOL TO ENCOURAGE THE DEVELOPMENT OF A PASSION-LED SCHOOL (SEE THE FOLLOWING PAGES)

Passion-Led Learning Structures

The most well-known structure for Passion-Led Learning is individual passion projects. In this model the student selects a topic of interest and either has time away from regular class activity to work on the project, or a teacher supports a whole class to undertake individual projects at the same time. This model can be very effective; however, there are many other ways Passion-Led Learning can exist within schools.

INDIVIDUAL SPECIAL PROJECT

- Can sit anywhere within the existing timetable or remove a student from classes to give time to work on an individual passion project
- Supported by a teacher
- Personalised learning experience

Example – Brian, a Year 8 student is released from a double period a week to work on his passion project about Artificial Reality and is coached by the Year 8 Co-ordinator who is a Science teacher. The Co-ordinator has also arranged for a local university student to mentor Brian through the project.

SMALL GROUP SPECIAL PROJECT

- Similar to the individual project above but provided to a group of students with similar interests or need for personalisation/extension

Example – Charlie, Henry and Kate (Year 10 students) have been allowed to spend Thursday afternoons for Term 2 creating a mural for the new Performing Arts Centre. As passionate artists, the three students work with the Senior Art Teacher to design and paint a mural rather than completing their elective that term.

PASSION-LED LEARNING WITHIN SUBJECT CURRICULUM

- Teacher adapting subject curriculum through the lens of passion
- Could be individual project or collaborative
- Completed in normal subject class time

Example – Year 7 History teacher adapts the study of daily life in ancient civilisations to allow students to complete a study of what it would have been like to pursue their chosen passion in two different ancient societies. Some students work in groups and others elect to investigate individually. As part of their task they must consult with an expert outside the school.

YEAR LEVEL-WIDE ACTIVITY

- Often involves suspending the normal timetable or providing time within the timetable for the activity
- Often involves learning off-site
- Often has students in teams or small groups
- Often involves engaging with community beyond school gates

Example – Year 9 students spend a week undertaking a community project in their local area. Students work in teams to complete a project that will benefit the local community in an area they are passionate about. Projects could range from an environmental clean-up, building new sporting facilities, running programs for the elderly, programs for pre-schoolers and setting up businesses in the local area.

SCHOOL-WIDE (OR SUB-SCHOOL WIDE) ACTIVITY

- Often involving suspending normal timetable or providing time within timetable for the activity
- Often provides opportunities to work outside normal year level groupings
- May involve teachers offering a range of opt-in experiences based on their passions
- Often involves learning off-site

Example – Every Tuesday and Friday after lunch, the school runs ‘Activities’ allowing all students from Year 7 – 11 to undertake a new activity each term. The ‘Activities’ are all run by a different teacher, or group of teachers, and share a specialisation or passion of that teacher with the students. Some involve learning instruments, building projects, exploring other cultures, learning new skills etc. Some are off-site and many involve interaction with members of the local community. Many students achieve a qualification by undertaking these activities. Students sign up each term for the following term’s activities from a published list and work in vertical groupings based on interest rather than age.

Example – Senior School students spend the week between exams and mid-year holidays engaged in ‘Exploration Week’. Each year, the school sets a theme and offers students a range of week-long inquiry projects that allows them to opt in to one that will use their passions to learn more about something that matters to them. A showcase is held on Friday evening to share their learning with the school community and celebrate the end of term in a positive way.

ACTIVITY THAT SITS OUTSIDE CURRICULUM WITHIN SCHOOL EVENTS, CULTURE, LUNCHTIME OR AFTER-SCHOOL

- Supporting students to run passion-based clubs, events, programs etc within the school community but not placed within formal curriculum
- School events or publications showcasing passions and achievements outside formal curriculum

Example – A group of Year 12 students passionate about supporting young women in developing countries set up a series of fundraising activities held at lunchtime and donate the funds to charity

Example – A group of Year 9 students who are passionate about filmmaking make a series of short films for school assemblies and other school events. Over time, the number of interested students grows and a ‘club’ is formed by students across year levels and supervised by the senior Media teacher. The students develop films for school purposes and offer a fee for service model making films for local businesses and community groups.

Practice Example

Something you can try in your classroom: Genius Hour Adaptation^v

There are some industry practices and models that privilege passion that have made their way into classrooms and schools around the world.

Google encourages its employees, in addition to their regular projects, to spend 20% of their time working on what they think will most benefit Google, what they are passionate about. They believe this empowers their employees to be more creative and innovative and have been so bold as to have stated that many of their significant advances have happened through this manner. It is worthy to note that the 20% time may be anomalous (as Google management widely acknowledge that until an idea shows impact, it's more likely to be 5 or 10%) but what's important is the idea.

AITSL and the Innovation Unit profiled the use of this model for teacher professional learning and found that teachers are already applying the idea in classrooms, with anecdotal evidence suggesting that “Children worked hard on their other work to ensure 20% time and their standards were higher.”

The major movement that has evolved in schools is Genius Hour.^v During Genius Hour, students of all levels are empowered to explore their own passions. The same Genius Hour principles apply in the classroom as they do in the corporate Google environment. The teacher provides a set amount of time for the students to work on their passion projects. Students are then challenged to explore something in order to do a project on something that they want to learn about. They spend several weeks researching the topic before they start creating a product that will be shared with the class/school/world. Further information on this approach can be found at:

- **20 percent time**
(web link <https://www.edutopia.org/blog/20-percent-time-a-j-juliani>)The Guardian: Google 20% time in schools (web link <https://www.theguardian.com/teacher-network/2012/oct/04/google-20-percent-time-schools>)
- **Google's “20 percent time in action”**
(web link <https://googleblog.blogspot.com.au/2006/05/googles-20-percent-time-in-action.html>)

Practice Example

Re-thinking whole school design: Big Picture Learning^{vii}

Big Picture Education (operating in Australia, the US, Netherlands) has generated and sustained innovative, personalised schools that work in partnership with their greater communities.

Their philosophy is grounded in educating ‘one student at a time.’ They promote and create personalised education programs that are unique for each student. They believe that true learning takes place when each student is an active participant in their education, when their course of study is personalised by teachers, parents and mentors who know them well, and when school-based learning is blended with outside experiences that heighten the student’s

interest. In countries obsessed by ‘test-score accountability,’ it promotes ‘one student at a time accountability’ on these outcomes.

Big Picture’s rigorous and highly personalised approach to education combines academic work with real-world learning. It focuses on educating ‘one student at a time’ and inverts the traditional education design by placing the student, their passions and their interests, at the centre of the learning process.

<https://www.bigpicture.org.au/>

^v Caple, K. (2015) *Passion-Led Learning – A Background Paper*, unpublished paper commissioned by Australian Learning Lecture

^{vi} Genius Hour, www.geniushour.com/

^{vii} Caple, K. (2015) *Passion-Led Learning – A Background Paper*, unpublished paper commissioned by Australian Learning Lecture

^{viii} Caple, K. (2015) *Passion-Led Learning – A Background Paper*, unpublished paper commissioned by Australian Learning Lecture

Practice Example

Re-thinking whole school district design: New York City Department of Education iZone – Personalised Learning^{viii}

In 2010, the New York City Department of Education launched their ambitious and intentional innovation strategy with this simple rationale: “New York’s schooling system perceives a need for its young people to be enabled to achieve higher-order standards that prepare them for post-secondary success by emphasizing higher-order critical thinking, real-world application and collaboration that will necessitate developing instructional capacity that our schools currently do not have.”

The overall aim of the strategy was to transform the learning for the one million students in NYC public schools through replacing the ‘industrial model’, by designing schools round the needs, interests and motivations of individual students, by personalising rather than standardising the model of schooling and learning. Students enter schools as individuals, often now tech-savvy, with a diverse set of needs and capabilities. Therefore, the new logic went, schools needed to reorient themselves to treat students as individual learners, where every child has a unique education plan with his or her own path to personal and academic success. The plan was to make personalisation the central approach to educating students – where learning would be about each student mastering skills and capabilities in their own way, at their own pace.

Personalised approaches and mastery-based assessment became new foundation stones. In iZone schools, schooling would no longer be about advancing students through grade levels based on age and time spent in class, but about supporting students in building the skills, knowledge, and dispositions they need to be successful. During the 2010-11 school year, the high-level vision for ‘personalised mastery learning’ was articulated one level further, identifying four pillars or principles:

- Personalised learning plans and progress
- Flexible and real world learning environments (multiple learning modalities, learning anytime, anywhere, on and off-line, project-based)
- Next generation curriculum and assessment
- New student and staff roles (advisor, tutor, mentor, designer, facilitator, peer-tutor etc).

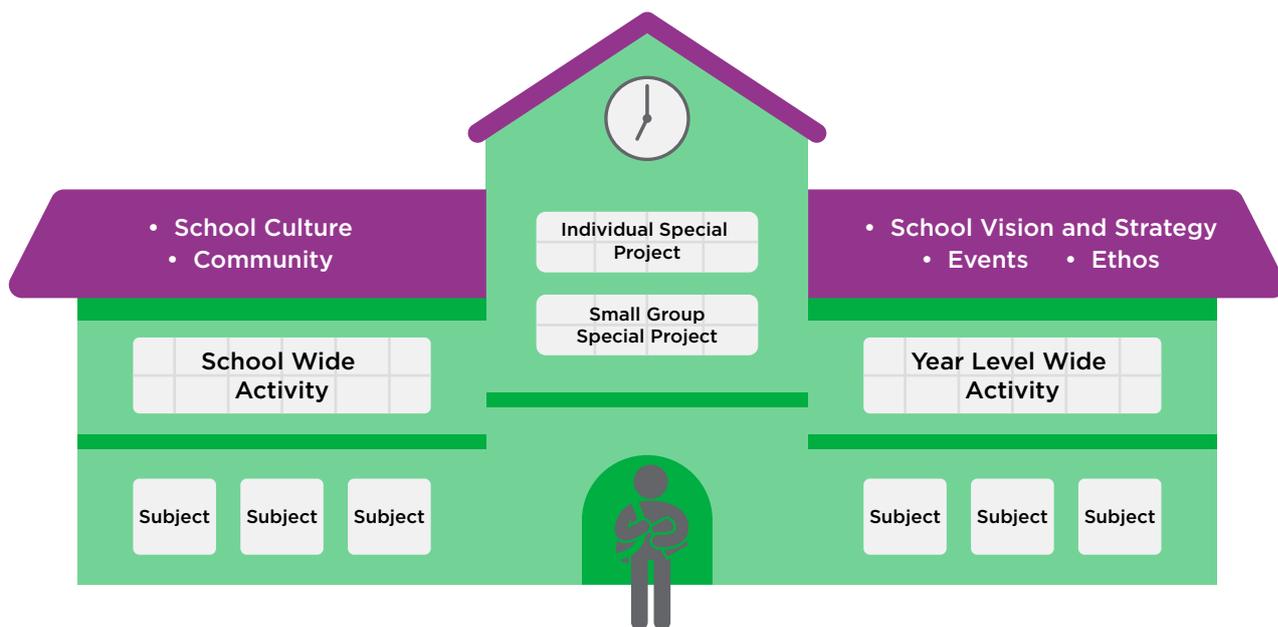
<https://www.centreforpublicimpact.org/case-study/new-york-city-innovation-zone/>

The Passion-Led School

If students experience a range of Passion-Led Learning structures and see that passion is something that matters at school and that they can share with their community, you have effectively built a Passion-Led School.

The Passion-Led School will have many examples of passion at all levels of the school, inside and outside the classroom and beyond the school gates in the community.

The Passion Profile is the individual tool used by each student to help navigate their way through the Passion-Led School.



Designing Passion-Led Learning

Passion-Led Learning needs to connect to student passions; however, that alone is not enough. As with all learning, it needs to be well designed.

When designing Passion-Led Learning, regardless of which structure you are working within (see previous pages), keep in mind the many excellent models and sources of advice that guide the design of engaging learning.

PEDAGOGICAL MODELS^{ix}

There are several pedagogical models that currently reference passion or interest:

- inquiry-based learning
- project-based learning
- design-based learning
- problem-based learning

Each of these models has two consistent elements to the learning process:

- draw students in; and
- keep them engaged.

There is a diversity of approaches. You can hook a student's attention if they get their hands dirty (inquiry-based learning), have learning interactions with other students (project- and problem-based learning) or need to perform a specific task (problem- and design-based learning).

DESIGN PRINCIPLES

You might revisit the work AITSL did through Learning Frontiers^{ix} that identified four key design principles for engaging learning:

- Engaging learning is co-created
- Engaging learning is integrated
- Engaging learning is personal
- Engaging learning is connected

COMMON ELEMENTS

There are some simple elements found across many forms of passion projects. Ensure the learning you are designing for students has these elements:

- Authenticity – gives them a real-world application for their work and involves them in authentic processes and challenges
- Audience – makes students accountable to present to an audience beyond the teacher and class and shows their learning and ideas are of value to a broader audience
- Benchmarks – Structures tasks and requires students to meet rigorous benchmarks for success.

PASSION-LED LEARNING RESOURCES, LINKS AND IDEAS

The resources, links and ideas below provide inspiration, road maps and models for designing Passion-Led Learning and can help you learn how Project-Based Learning, Student Action Projects and Enterprise Learning models could work in your school.

1. PBL WORKS – THE BUCK INSTITUTE FOR EDUCATION (BIE) CALIFORNIA [HTTPS://WWW.PBLWORKS.ORG/](https://www.pblworks.org/)

The PBL Works site is devoted to Project Based Learning and has two fantastic models for understanding the design and structure of successful Project Based Learning. These give you more detail and can be used as a framework to design within once you are confident with PBL. This site is worth exploring in depth as you learn about how PBL can offer rich learning and teaching experiences.

Design of PBL

<https://www.pblworks.org/blog/gold-standard-pbl-essential-project-design-elements>

PBL teaching practices

<https://www.pblworks.org/blog/gold-standard-pbl-project-based-teaching-practices>

^{ix} Caple, K. (2015) *Passion-Led Learning – A Background Paper*, unpublished paper commissioned by Australian Learning Lecture

^{ix} AITSL, *Learning Frontiers: Professional Practices to Increase Student Engagement in Learning*, Issue 1: Insights and Ideas

2. AITSL LEARNING FRONTIERS

This project ran across Australia for several years and produced excellent publications including this one. It details evidence and practice relating to engagement and outlines four design principles for designing engaging learning. Pages 10 and 11 give you some great guidelines to work within. This framework is big picture and will be helpful as you design your own Passion-Led Learning experiences rather than provide you with a project structure as such.

This publication is available on the Australian Learning Lecture website. ALL would like to acknowledge and thank AITSL for the development of this resource.

3. EDUTOPIA (WEBSITE OF THE GEORGE LUCAS EDUCATION FOUNDATION USA)

Edutopia is a great site with many great resources on a variety of topics. They have a section focused on Project Based Learning found on the first link. This provides examples and professional reading rather than frameworks and structures. The second link does provide a structure for creating good PBL and documents a teacher's experience of doing so.

<https://www.edutopia.org/project-based-learning>

<https://www.edutopia.org/blog/practical-pbl-design-amber-graeber>

4. PBL GLOBAL

PBL Global is the work of Thom Markham, previously of the Buck Institute of Education (see above). This site provides a range of online professional learning, books and tools and wisdom about all things PBL. Thom is a popular speaker who has presented to Australian schools so there may be opportunities to attend workshops in person as well as taking the online courses offered here.

<https://pblglobal.com/>

5. BE INSPIRED BY TEACHERS WHO HAVE TAKEN THE PASSION AND PBL JOURNEY.

<https://www.cultofpedagogy.com/project-based-learning/>

Babiera, R. Igniting a Passion for Learning. Available at <http://www.fsg.org/blog/igniting-passion-learning>

Barseghian, T. Nine Tenets of Passion-Based Learning. Available at <http://ww2.kqed.org/mindshift/2011/07/13/nine-tenets-of-passion-based-learning/>

Carter, N. Genius Hour and the 6 Essentials of Personalized Education. Available at <https://www.edutopia.org/blog/genius-hour-essentials-personalized-education-nichole-carter>

Chavous, K. A Passionate Curiosity for Learning. Available at http://www.huffingtonpost.com/kevin-p-chavous/a-passionate-curiosity-fo_b_1394750.html

Clifford, M. How to Ignite Passion in Your Students: 8 Ways Educators Can Foster Passion-based Learning. Available at <http://www.opencolleges.edu.au/informed/features/how-to-ignite-passion-in-your-students-8-ways-educators-can-foster-passion-based-learning/>

Davis, V. 5 Ways of Bringing Student Passions to Student Learning. Available at <https://www.edutopia.org/blog/bringing-student-passions-to-learning>

Genius Hour, www.geniushour.com/

Korbey, H. The Power of Being Seen: How well do you know your students? In a Nevada school, a simple strategy pushes teachers to look beyond the lessons. Available at <https://www.edutopia.org/article/power-being-seen>

6. WHOLE SCHOOL APPROACH TO PERSONALISING LEARNING

Big Picture Education Australia
<https://www.bigpicture.org.au/>

Big Picture is about personalising learning, one student at a time in a community of learners. This whole school model has a long history in Australia and overseas and offers a comprehensive approach to school and learning design that supports developing student passions and connecting them to real world opportunities to develop these passions through learning.

7. WHOLE SCHOOL APPROACH TO PBL - HIGH TECH HIGH (USA)

High Tech High is well known for student led learning and this link gives many examples of student projects. It will not show you how the teachers scaffold or structure them but it does give a huge range of examples of student work.

<https://www.hightechhigh.org/student-work/student-projects/>

8. MAD PROJECTS (MAKING A DIFFERENCE)

There are several models of learning suited to Passion-Led Learning. While some projects are structured around questions for students to investigate and present responses to, others present a problem for students to attempt to solve or a challenge to be tackled. There are many models of 'Action Projects' that also fit in this category where students are asked to address an issue of concern to them or their community. ruMAD? is a classic student action project model developed by the Education Foundation and later the Foundation for Young Australians. The guide is available on the Australian Learning Lecture website and provides an overview of the process of action projects and can be used to implement projects with your students across a range of ages and subjects. The Getting Smart example on this link shows the classic structure of a Student Action Project and how to break down the structure of such projects into phases.

<http://www.gettingsmart.com/2016/01/10-simple-lesson-plans-for-scaffolding-student-led-projects/>

9. ENTERPRISE LEARNING PROJECTS

Much like Student Action Projects, Enterprise Learning Projects also fit well into Passion-Led Learning models as they ask students to develop an enterprise or business in an area they are passionate about and/or skilled in. When well structured, this model can be highly engaging for students and has truly authentic outcomes. Richard Branson's *Fiver Challenge* in the UK pioneered large scale Student Enterprise Projects and *\$20 Boss* in Australia is a similar initiative. Follow the Foundation for Young Australians link to register for *\$20 Boss* to access the learning modules. You don't have to be doing the project with students to register and the modules are well worth a look.

<http://www.fiverchallenge.org.uk/>

<https://www.fya.org.au/programs/20boss/>

10. THRIVELY, CALIFORNIA

Thrively is a company based in California that helps parents and teachers guide K-12 students through a journey to develop their strengths, interests, and aspirations and discover their own genius. Some of their tools are available free of charge and others only through paying a fee. Thrively is interesting to explore in relation to Passion-Led Learning because it is focused equally on assisting children and young people to find their interests and strengths as well as supporting their subsequent learning in these areas.

<https://www.thrively.com/classroom>

11. UNDERSTANDING BY DESIGN

Understanding by Design (UBD) is a planning process and structure to guide curriculum, assessment and instruction. It can be used in all areas of curriculum, from individual subject areas to cross-curriculum projects and beyond. UBD can be used to support Passion-Led Learning.

https://www.ascd.org/ASCD/pdf/siteASCD/publications/UbD_WhitePaper0312.pdf

Teaching for Passion-Led Learning

Passion-Led Learning requires thoughtful, reflective and flexible teaching practices. While in many ways it may be more student-led than other models, the role of the teacher is critical to its success.

It is definitely worth stressing that this is not about teachers abrogating their responsibility in the learning process. It is, as argued by Sheryl Nussbaum-Beach:

“about the use of an appreciative strategy that says students learn best when we have them work from their strengths to accomplish the outcomes, rather than having to work from their weaknesses. Which means that as a teacher, I’m going to have to be a master of the curriculum. I’ve got to know exactly what I want the end result to be in order to allow these kids to approach what we need to learn from their own passion or their own personal interest. Instead of me having all these preconceived ideas of what they should doing, saying and producing, I have to be open to what I find in each student. I have to discover – and help each student discover – their talents and interests and create a learning environment where they can use those gifts and passions to learn from a position of strength.”^x

TEACHER CONDITIONS THAT SUPPORT PASSION-LED LEARNING

- Time – allow students adequate and focussed time
- Student agency – respect the role of students in co-designing learning
- Knowledge of students – respect knowledge students bring and develop
- Coach and adviser – let go of needing to always be the content expert
- Questioning – use your professional skills to question and guide learning
- Just-in-time learning – notice when students are ready to learn the next step

HOW CAN TEACHERS FIND SUPPORT WHEN STUDENTS WANT TO LEARN ABOUT THINGS WE CAN’T TEACH?

At times, Passion-Led learning will require teachers to be comfortable with not knowing all the answers and playing the role of learning coach. There are many sources of information and expertise that teachers can connect with to facilitate Passion-Led Learning when it is outside their own expertise.

- Look online to find communities of practice and experts willing to connect with students
- Look around the school community – do parents, ex-students, neighbours have skills they might share?
- Look at what the broader community offers – community organisations, businesses, government institutions, non-profits and other groups are often willing to support schools by sharing their expertise
- Network and connect to support Passion-Led Learning – there might be senior students willing to mentor primary students

^x Interview with Sheryl Nussbaum Beach cited in Caple, K. (2015) *Passion-Led Learning – A Background Paper*, unpublished paper commissioned by Australian Learning Lecture and available at <http://plpnetwork.com/2011/04/22/passion-based-learning-in-the-21st-century-an-interview-with-sheryl-nussbaum-beach/>

GIVE TEACHERS TIME TO CURATE A TREASURE TROVE OF EXPERTS

Passionate teachers will lead and design passionate learning. But if teachers aren't given opportunities to 'spark' off each other and be inspired by outside ideas, their ability to be passionate in the classroom is compromised. In addition, students often struggle to be passionate about things that have no relevance to their life. Once they have seen 'why' something might be important and useful, their passion develops. By giving teachers connections outside of education and exposure to industry, they're better able to describe the 'why'.

ENCOURAGE YOUR STAFF TO SPEND TIME OUTSIDE OF EDUCATION

Allocate one or two of your staff to become Industry and Community Liaison Officers. This could be linking with local small business, not-for-profits, the tertiary sector and large corporations. These Officers can then help the rest of the staff or the school as a whole build opportunities for staff to chat regularly and informally with relevant people in industry

Free up paid time for your staff to find mentors and talk regularly to industry people. This provides staff with access to people at the coalface of their particular subject. For example, TAS teachers could spend time with a UX designer or a robotics engineer. Maths teachers could spend time with an actuary or an arbitrage trader. By connecting teachers to industry and real life practice, teachers are more likely to be able to explain in a compelling manner 'why' learning is important. When students understand the purpose, their passion can be awakened and connected. It also allows teachers to present problems from the real world for students to solve. This makes it real, worthwhile and ensures students are more prepared for life after school. The 'experts' also benefit from being exposed to the skills teachers bring to the table with respect to how to break down information and make it accessible to students. This exchange also elevates teachers in the eyes of industry and (a big chunk of the rest of society).

MILESTONE 8

Complete the term by term reflection process

Effective and well-facilitated reflection each term is key to the success of the Passion Profile. Without ongoing updates, additions, changes and development, the tool is a weak force for Passion-Led Learning and risks becoming something students and teachers treat with apathy.

Each term the Homeroom Teacher leads students through a process of reflection and ensures each student has completed a reflection covering all four areas below.

Teachers can adapt or add questions and prompts and can facilitate the reflection in the best way for their students. However, if allowing students to reflect in ways other than writing, they need to have a plan for capturing and collating this data alongside feedback from other students.

Checklist – Passion Profile Updates – Term by Term Reflection

Ensure all students have had opportunities to try new things or learn more about their passions and to experience Passion-Led Learning somewhere in their schooling. They will be making any relevant updates or changes to their Passion Profile and reflecting on all four areas below:

1. EXPLORING PASSIONS:

Students have opportunities each term to try something new or to try a new aspect of something they are already passionate about.

2. PASSION-LED LEARNING:

Students have at least one opportunity per term to take part in Passion-Led Learning either through a subject or a cross-curricular project.

3. PASSION UPDATES:

Students review and update their Passion Profile at the end of each term in consultation with their homeroom teacher or equivalent.

4. WHAT'S NEXT?

Students plan their passion exploration and Passion-Led Learning opportunities for each term in consultation with their homeroom and subject teachers.



TEACHERS PLAN HOW THEY WILL CAPTURE AND COLLATE REFLECTION DATA.

See Appendix documents for reflection instructions, questions and black line masters. For further information about this material please re-read page 25 of this toolkit.



TEACHERS FACILITATE STUDENT UPDATES OF THEIR PASSION PROFILE AND REFLECTIONS AND ENSURE ALL STUDENTS HAVE COMPLETED A FULL REFLECTION



TEACHERS READ REFLECTIONS AND SHARE WITH OTHER TEACHERS AND PARENTS (SEE MILESTONE 10 FOR MORE DETAIL ON TRACKING AND ANALYZING DATA)

You may choose to use your own approach for students to create their Passion Profile reflections or you may like to design some of your own activities that you know to suit your students at your school. However, we have listed some ideas that you could think about below.

Exploring Passions:

In this reflection students should comment on their progress towards discovery, exploration, understanding and articulation of their passions.

HELPFUL QUESTIONS:

- What did you try this term that was new?
- Did you try a new aspect of something you already know you are passionate about?
- Have you found something new you are passionate about this term?
- Have you identified a new strength this term?
- Have you realised something new about your learning this term?

PASSION PROFILE REFLECTION:

- This term I tried ... for the first time
- I learned that I am passionate about...
- I learned that I am passionate when...

Passion-Led Learning:

In this reflection students should comment on when and what Passion-Led Learning they experienced this term.

HELPFUL QUESTIONS:

- Did you have an opportunity to use your passions in your learning this term?
- What subject, project or activity did you do this in? (There might be more than one)
- Tell me about the project, task or experience?
- Was this a positive experience for you? Why/why not?
- What was most fun about this learning?
- What are you most proud of?
- What was the most difficult thing?

PASSION PROFILE REFLECTION:

- This term I had the opportunity to use my passions in my learning when...
- I found this was..... for my learning because...
- I had fun learning about...
- What surprised me the most was...

Passion Updates:

Students update the three circles of their Passion Profile and comment on any changes they have made.

HELPFUL QUESTIONS:

- Are there any changes you would make to your Passion Profile if you were to do it again today?
- Would you add something or remove something?
- Have you talked about your Passion Profile with your parents, family or other teachers?

PASSION PROFILE REFLECTION:

- This term I have added to my profile above by...

What's Next?

In this reflection students should identify what they would like their next steps to be. It might focus on developing new passions or skills and/or on new opportunities for Passion-Led Learning.

HELPFUL QUESTIONS:

- Are there things you think you might be passionate about, given the chance?
- What would you like to be good at?
- What strengths would you like to develop?
- Have you got any ideas about Passion-Led Learning you would like to do next?
- Have you got any ideas about how we could make that happen for you?

PASSION PROFILE REFLECTION:

- I would like to know more about...
- Next term I would like to...

General facilitation tips:

Teachers might find that students are reluctant to integrate their lives beyond school with what they see as themselves at school. In this situation, it might be helpful to use a line of questioning about 'outside of school':

- Outside of school I am really interested in...
- Outside of school I don't know enough about...
- Outside of school I am inspired by...
- Outside of school I am good at....

Student responses should give teachers some ideas as to how to support the student to complete the other areas of reflection.

It can also be helpful to ask students to complete the sentence "I dream..."

Teachers can also offer their own reflections to help students articulate theirs. If teachers can give students feedback such as -

- You surprised me most when...
- I didn't know...
- You're good at...

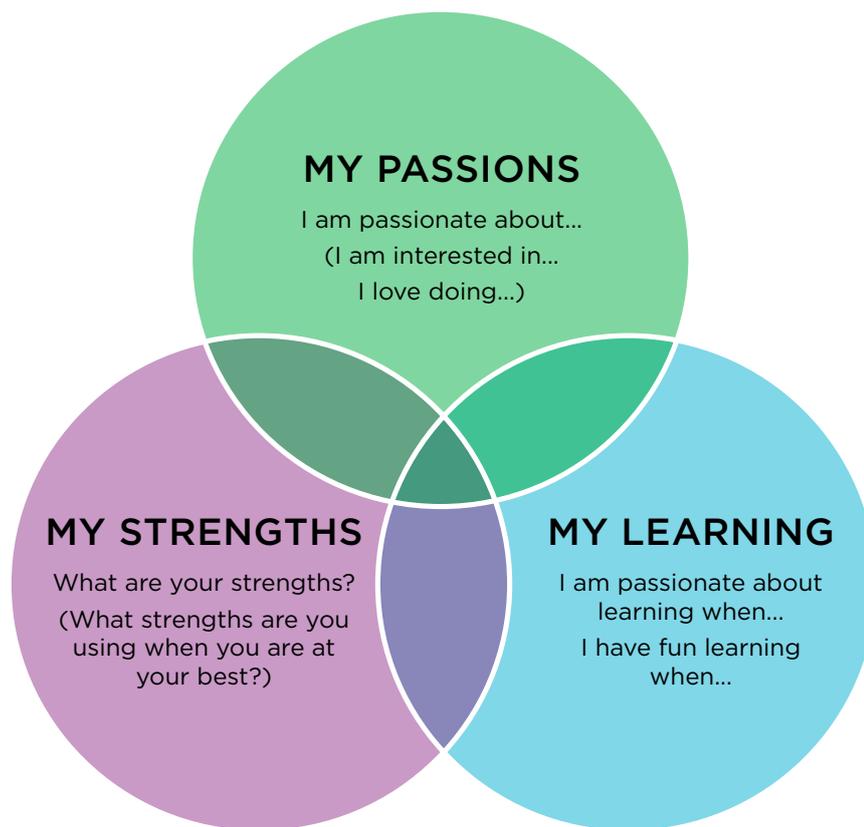
This can help students through the reflection process.

Parents can also offer insights that are helpful to the reflection process with prompts such as:

- You're good at...
- You know...
- You can...
- I wonder...

NOTE - students should complete all four reflections and complete all the prompts in the diagram over the page; however, they do not need to complete answers to all the questions above. The questions are provided as facilitation ideas for teachers and aim to help elicit reflective responses from students.

Passion Profile Term Reflection



1. EXPLORING PASSIONS:

Reflection:

This term I tried ... for the first time
I learned that I am passionate about...
I learned that I am passionate when...

2. PASSION-LED LEARNING:

Reflection:

This term I had the opportunity to use my
passions in my learning when...
I found this was... for my learning because...
I had fun learning about...
What surprised me the most was...

3. PASSION UPDATES:

Reflection:

This term I have added to my profile
above by...

4. WHAT'S NEXT?

Reflection:

I would like to know more about...
Next term I would like to...

See appendices below for reflection instructions, questions and black line masters.

MILESTONE 9

Involve parents in the Passion Profile by providing information in the beginning and then through ongoing discussion through the year

Milestone 1 asked you to communicate your focus on passion with your school community. In doing so you will have engaged with parents and guardians to inform them about the Passion Profile and about why passion is important in learning. You might have used school newsletters, information nights, website, online learning management systems or other means of communicating with parents or a combination of several of these methods.

Students may also have engaged with their parents throughout the process of creating their initial Passion Profile or through the subsequent Passion-Led Learning projects and opportunities.

To develop ongoing engagement with parents in a way that demonstrates the importance of passion in learning, the Passion Profile should be integrated into parent feedback on student learning. Schools have many ways of providing feedback to parents. Regardless of whether you use more traditional Parent/Teacher Interviews, Student-Led Conferences or an ongoing online communication model, the Passion Profile can be integrated into these conversations to enhance the quality of communication between parent, teachers and students.

 **INFORM PARENTS ABOUT THE FOCUS ON PASSION AND THE PASSION PROFILE**

 **IF YOU ARE USING AN ONLINE MANAGEMENT SYSTEM LIKE COMPASS YOU WILL BE ABLE TO SHARE THE PROFILES WITH PARENTS EASILY AND EVEN OFFER PARENTS THE OPPORTUNITY TO COMPLETE PARTS OF THE PROFILES OR REFLECTIONS**

 **ENGAGE PARENTS IN THE PASSION PROFILE THROUGH PARENT/TEACHER INTERVIEWS OR SIMILAR PROCESS**

Your school can develop the model that is right for your existing structures and processes or you might like to consult with students and parents as they begin to use the Passion Profile to see how they would like to integrate the tool. Whatever the outcome, the aim is to bring conversations about passion and the individual student into discussions about learning, progress, goals and ambitions.

Parent/Teacher Interviews

Use the Passion Profile as a guide for Parent/Teacher Interviews with Homeroom Teachers. By doing this in a formal setting twice a year, parents and students can see the value the school places on their passions and them as individuals.

Student-Led Conferences

Use the Passion Profile as a guide for students to present their work, progress and learning to their parents and teachers. This can encourage reflection and meta-cognition as well and starting passion conversations between parents and students.

Ongoing Online Communication

Use the Passion Profile as a twice a year stand-alone communication with parents or reference the Passion Profile more regularly when reflecting on pieces of work.

MILESTONE 10

Track student feedback by reading and collating trends in Passion Profile reflections and use this feedback and data to re-assess progress towards passion goals

This milestone is an essential step in maximising the potential of the Passion Profile to provide you with:

- An accurate picture of student's experiences of Passion-Led Learning in your school
- An accurate picture of the depth and integrity of the way the Passion Profile tool is being used
- Identified gaps in student awareness of passions, strengths and learning
- Identified hot spots of Passion-Led Learning
- Identified gaps in Passion-Led Learning

Teachers need to ensure that the data is gathered, collated and analysed at regular intervals and that plans are made to address any issues identified. The more teams of teachers are empowered to generate and respond to the data the students have provided, the more the tool can provide a genuine feedback process that empowers both students and staff in a positive way.

The methods used to gather, collate and analyse the data will depend on how your school has managed the delivery of the Passion Profile tool. If you are using Compass you will be able to export the data to Excel for analysis very easily. Other online systems or survey systems should also offer the ability to export your results to Excel or similar, in order to look closely at what the whole cohort of students is saying in their profiles and reflections.

If you are not working online it will be important to think of an efficient and effective way to look at what the students are reporting across the whole group so that this data can be used to suggest the next steps needed to improve the opportunities for passion to lead learning for students.

 **RE-VISIT THE APPENDIX DOCUMENTS BELOW AND THE DISCUSSION ON PAGE 25 OF THIS TOOLKIT TO CLARIFY HOW YOU CAN COLLATE AND ANALYSE YOUR STUDENT DATA**

 **GATHER AND COLLATE DATA FROM PASSION PROFILES ACROSS THE COHORT**

 **TEACHERS READ AND REFLECT ON WHAT THEY CAN LEARN FROM THE DATA**

 **TEACHERS MEET TO DISCUSS AND CREATE PLANS TO ADDRESS ISSUES RAISED, ACKNOWLEDGE PROGRESS AND IMPROVEMENT AND CELEBRATE SUCCESS**

THE THEORY BEHIND THE PASSION TOOLKIT



PASSION TOOLKIT REFERENCES

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APPENDIX 1

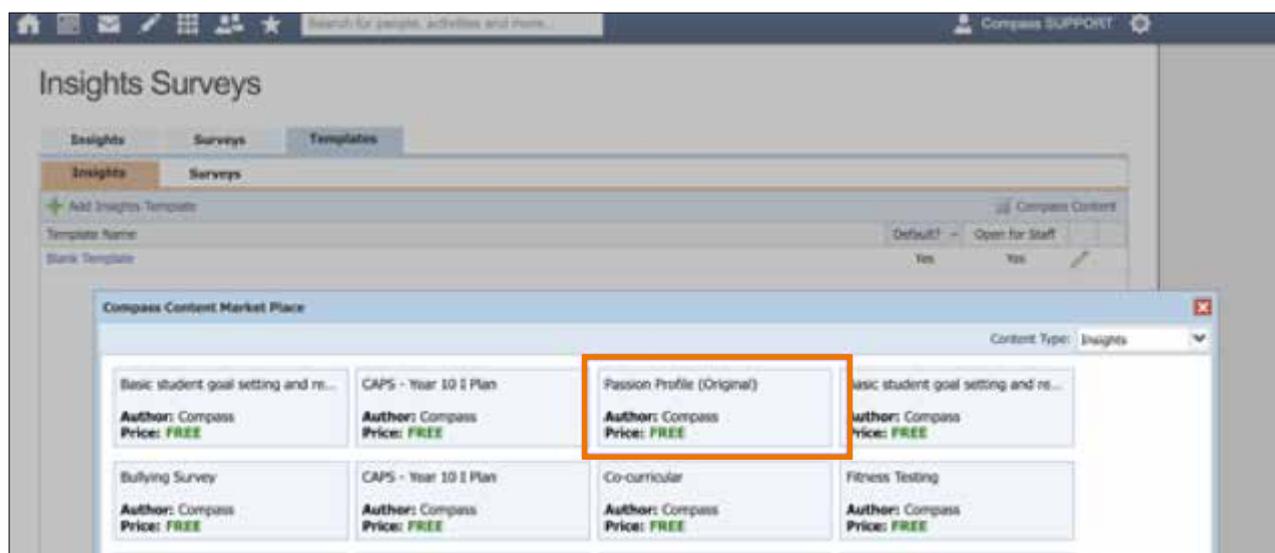
PASSION PROFILES IN COMPASS

The Australian Learning Lecture Passion Profiles and Reflection templates have been turned on for your schools and are ready for you to use.

Please find training documentation from Compass below.

Many of you use the Insights module in Compass already and will be well placed to use the templates. Please let ALL know if you do successfully use one or more of the templates as that feedback would be great to have.

You can find the templates in the Compass Insights Template Marketplace.



The templates are:

- Passion Profile Original - this is the primary profile to be used first
- Passion Profile Extended - this is an alternate profile with the extra questions about community and a wish list - see page 26 of the toolkit
- Passion Profile Reflection - this is the reflection template
- Passion Profile Update - this should be used with the reflection template as it allows students to re do the profile and displays their previous answers for them to see while doing the update

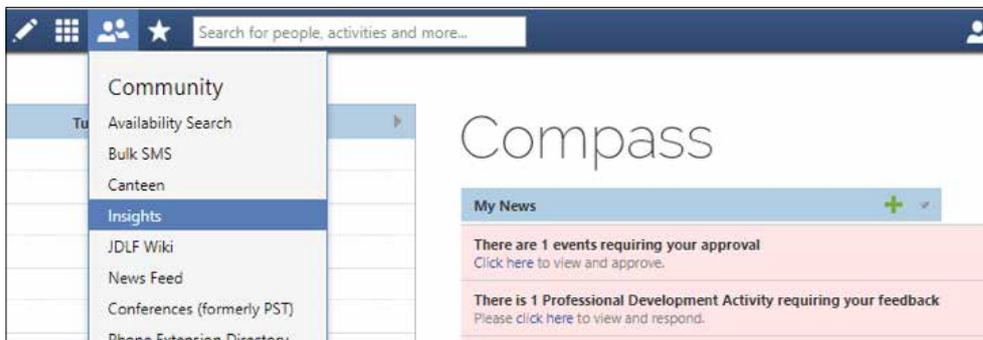
PLEASE NOTE - to complete a reflection cycle you need to assign both the reflection template and the Passion Profile Update template at the same time. Set the reflection as the default so it comes first.

Install the templates from Compass Content as you would with other templates. (See documentation on next page)

Passion Profiles

CREATING TEMPLATES

To access Insights, navigate to the 'Community' menu item and select 'Insights' from the drop-down.



You will see that information in the Insights module is split across three tabs: Insights, Surveys and Templates.

Template creation and management occurs on the 'Templates' tab. Templates can be created manually or by using a previously-created template from the Compass Content Marketplace. To manually create a template, select the '+ Add Insights Template' button.



You will be presented with a 'Create Insights Template' window. Ensure you fill in the Name and Description fields and decide whether you want this to be the default template, open for use by staff and whether you want to show the response history for other cycles in the group. Please see table below for a description of these fields.

Create Insights Template

Name: Passion Profile

Description: This is a cycle for students to give insight into their passions

Default:

Open for use by staff:

Show response history:

Questions

+ Add Question ✔ Selected ▾

<input type="checkbox"/> Question	Target Group	Answer Mode	Mandatory
This template does not have any questions yet. Click the "Add Question" button to begin.			

Save **Cancel**

Default

Setting a template as the default means that this template will display at the top of the list of templates for staff when they create an Insights cycle. It makes sense for schools to set the template that is used most by staff as the default. Please note, default templates cannot be deleted.

Open for use by staff

Controls whether a template displays in the list of available templates when staff create an Insights cycle

Show response history

Responses from previous cycles will display for the enrolled user for Cycles within the same group where the questions are the same

Questions can be added at template level or when creating a cycle. There are 8 different question types:

Text	free-type text
Radio Button	Select one answer from a group of options
Check Box	Select multiple answers from a group of checkboxes
List - Multiple Selection	Select multiple options from a drop-down list
Drop-down List	Select one option from a drop-down list
Numbered Range (1-5)	Select options between 1 and 5 that have been pre-defined by the cycle administrator
Numbered Range (1-7)	As above but with options between 1 and 7
Explanation	Provide both a short and long answer

PLEASE NOTE - the Explanation question type will be use type utilised in the Passion Profile template and the basic Passion Profile template will already be available.

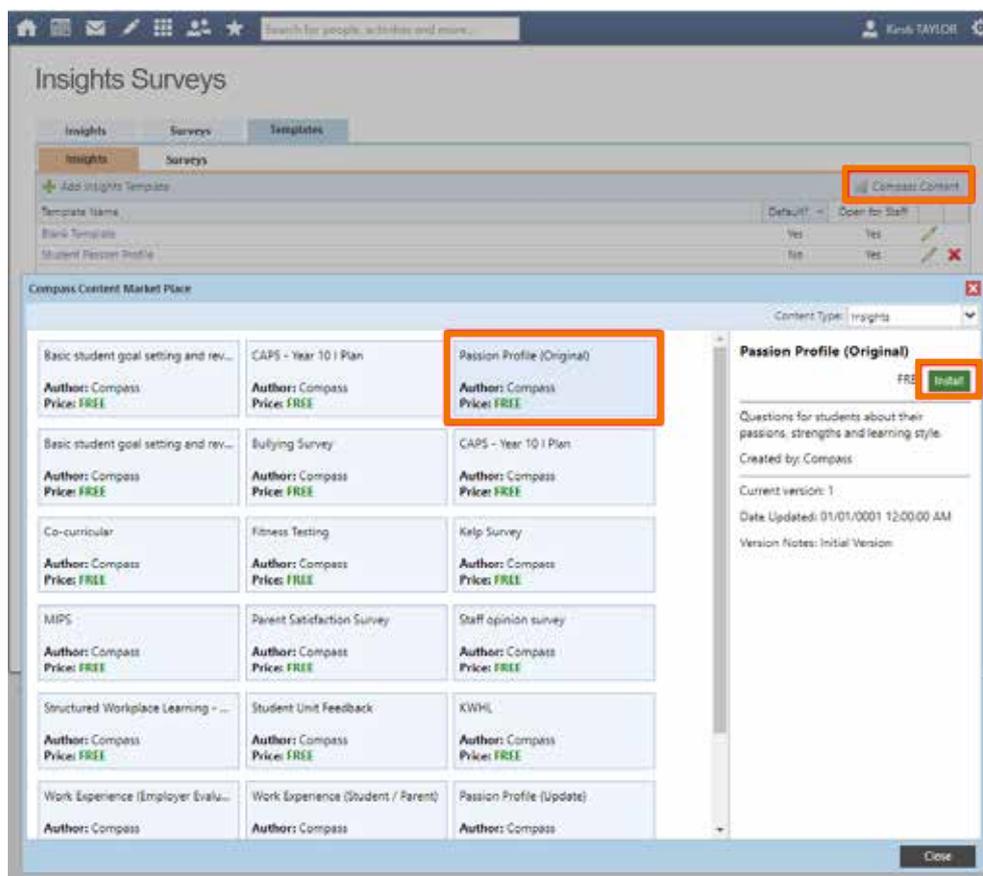
See the following table for a description of the fields in the 'Add Question' window when the Explanation question type is selected as the Answer Mode:

Group	Allows questions that are relevant to each other to be grouped together.
Question	The question posed to the question target group
Answer Mode	The format in which you want the question targets to answer the question
Question for	The group of users to whom the question is targeted
Number of Answers	Maximum number of answers the group can provide
Show on Profile	Display questions and answers on the Insights tab of the student's
Title on Profile	The title of the question on the student's profile
Mandatory	The question must be answered before the user can save their questions

The following section 'Creating Passion Profile Cycles' outlines how templates can be added from the Compass Content Marketplace.

Creating Passion Profile Cycles

The Passion Profile template (and various other templates) can be accessed for installation from the Compass Content Marketplace. Marketplace can be accessed via the Compass Content button on the Templates tab.

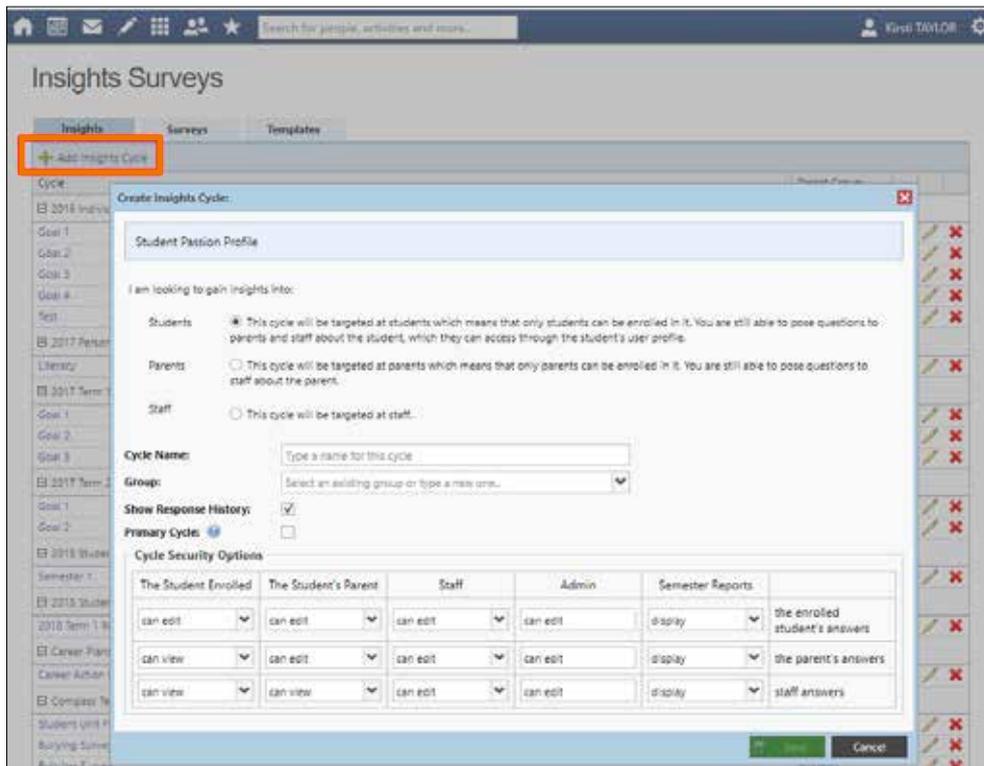


Clicking 'Install' for the Passion Profile (Original) template will install the template and ensure that it's visible in the list of templates on the Templates tab. Clicking on the hyperlinked title will allow you to edit any of the settings as required. Likewise, any of the questions attached to the template can be edited/removed.

To create a Passion Profile Insights Cycle, click on the 'Add Insights Cycle' button on the 'Insights' tab and select a template from which to make your cycle.

You will be presented with a 'Create Insights Cycle' window where you'll need to select your cycle target (ie. the user type into whom you're wanting to gain insight). The cycle target is like the cycle subject.

Questions can be posed to either Students, Staff or Parents however the cycle target represents the subject about whom the Students/Staff/Parents will be asked questions.

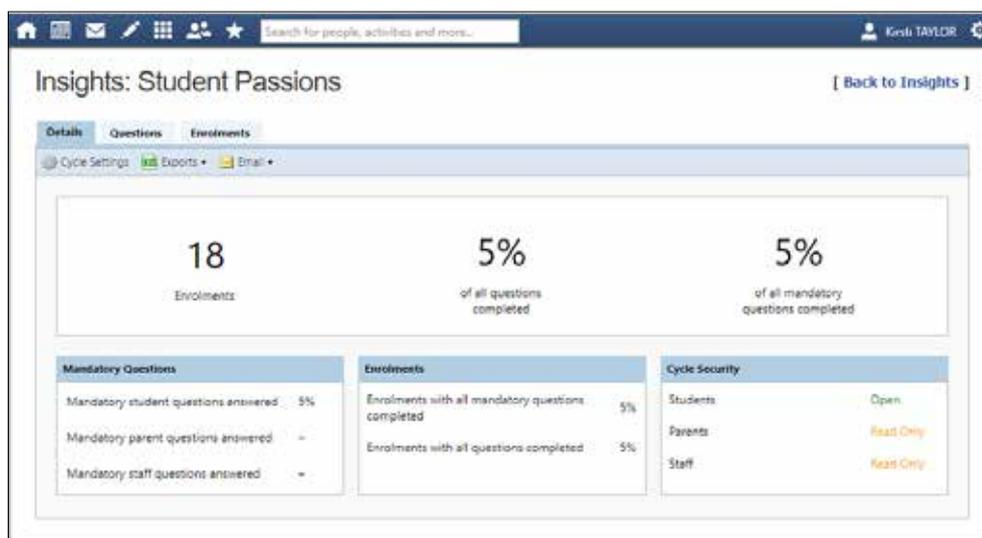


User type into which you're looking to gain insight	The 'subject' of the cycle. Eg. about whom will the question target group be answering questions?
Cycle Name	Name for the created Insights cycle
Group	Results can be compared from previous cycles provided the questions are the same if they belong to the same group. Cycle within the same group display together on the Insights tab's list of cycles
Show Response History	Responses from previous cycles will display for the enrolled user for cycles within the same group where the questions are the same
Primary Cycle	Answers from a primary cycle will be visible for all other cycles in the group regardless of whether the questions are the same across the cycles
Cycle Security	Defines whether or not users can edit/view/not see questions
Title on Profile	The title of the question on the student's profile
Mandatory	The question must be answered before the user can save their questions

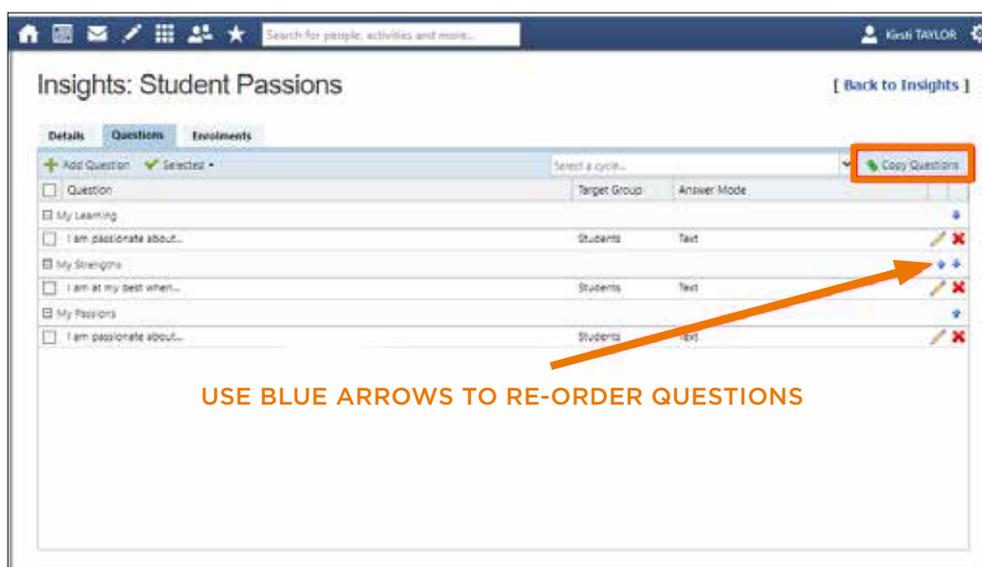
Once all the fields are completed, click 'Save' to create your Insights Cycle.

Information in Insights cycles is spread across 3 tabs: Details, Questions and Enrolments. The Details tab houses Cycle Settings, Exports, Email Options and cycle statistics. Clicking the Cycle Settings button will display a window that allow you to alter the cycle's settings as defined when you created your cycle.

The cycle statistics provides a snapshot of the cycle's current enrolments, cycle security and the progress of answered questions.

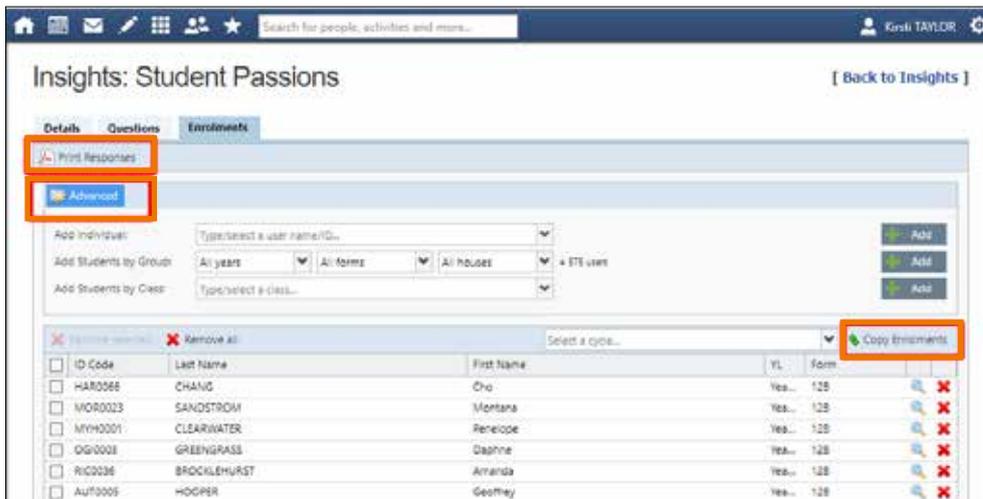


The Questions tab displays any questions that have been added to the cycle according to the template chosen for the cycle. Questions can be copied from a previous cycle using the 'Copy Questions' button. Questions can be re-ordered using the blue arrow icons.

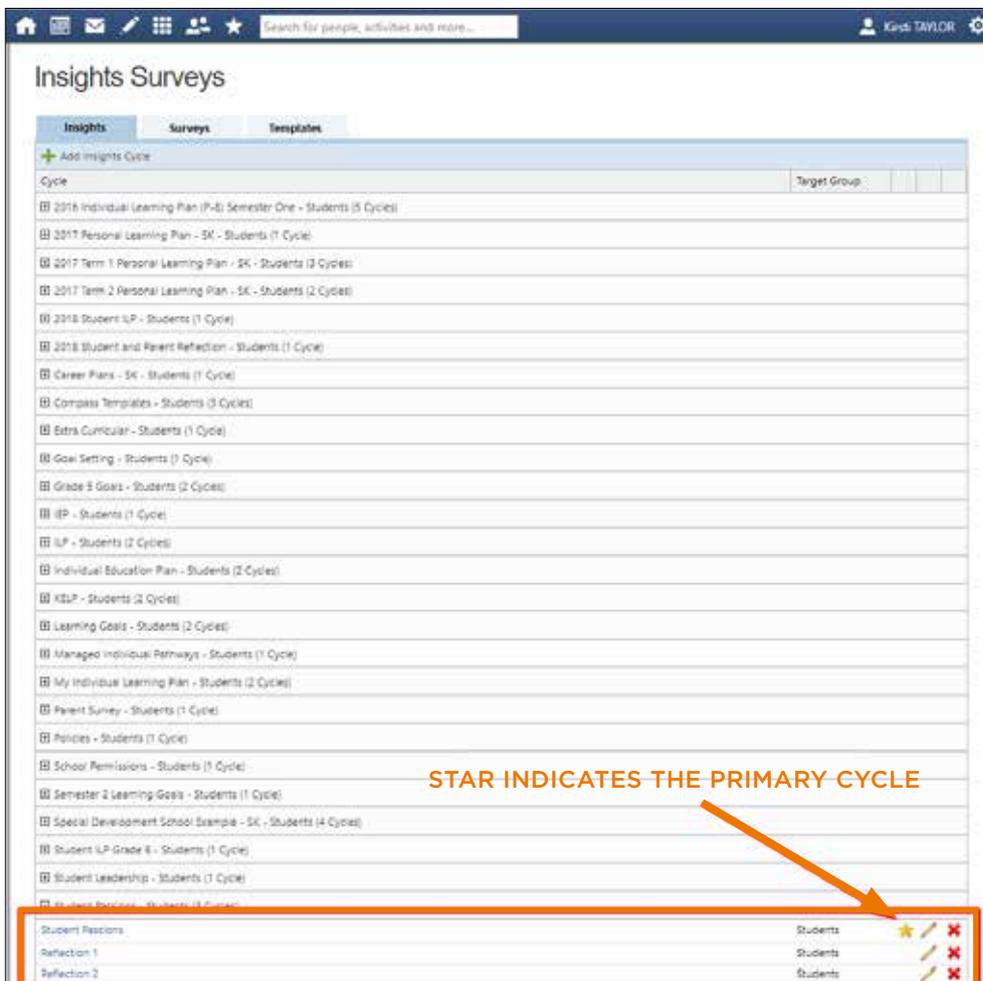


The Enrolments tab is where users are enrolled into the cycle and PDF responses can be generated using the 'Print Responses' button. Enrolments can also be copied from a previous cycle using the 'Copy Enrolments' button.

Users can be added to the cycle individually, by group or by class. There are additional more fine-grain filters available via the 'Advanced' button.



Once the original Passion Profile cycle is set up, consecutive reflection cycles can be created and enrolments and questions copied across from the original Passion Profile cycle. The original Passion Profile cycle would be set as the primary cycle.



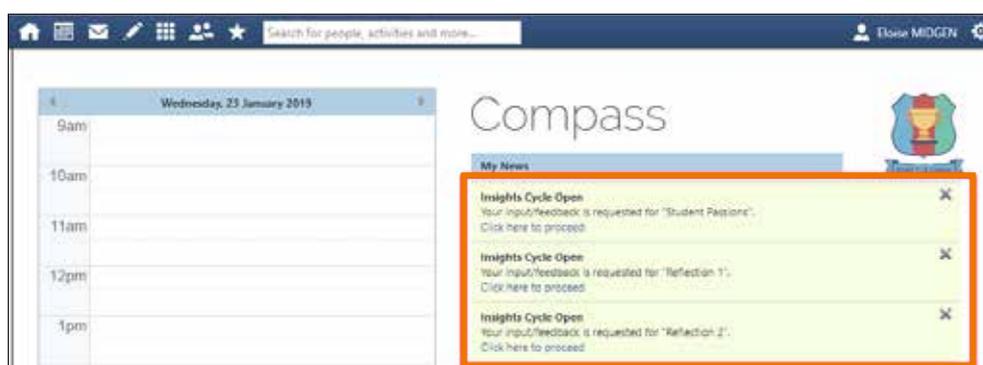
Filling in Results

Once an Insights cycle has been completed and is ready to be filled in, the question target will receive a dashboard notification advising them that there is an Insights cycle that requires their input.

The user then follows the 'Click here to proceed' hyperlink.

Once an Insights cycle has been completed and is ready to be filled in, the question target will receive a dashboard notification advising them that there is an Insights cycle that requires their input.

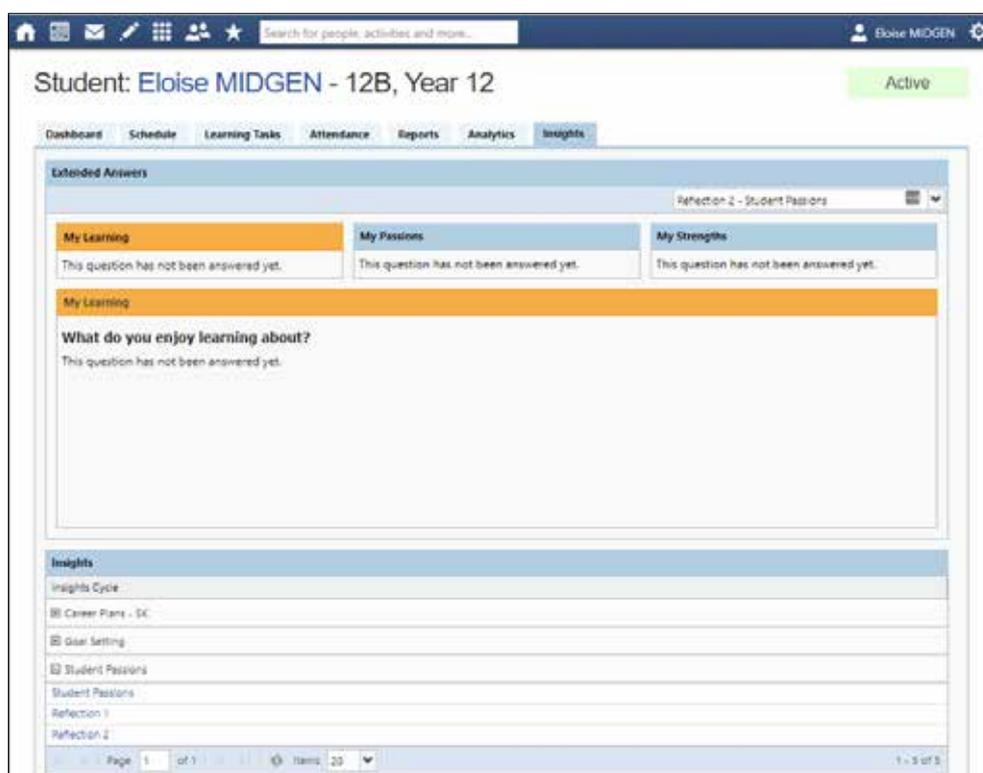
The user then follows the 'Click here to proceed' hyperlink.



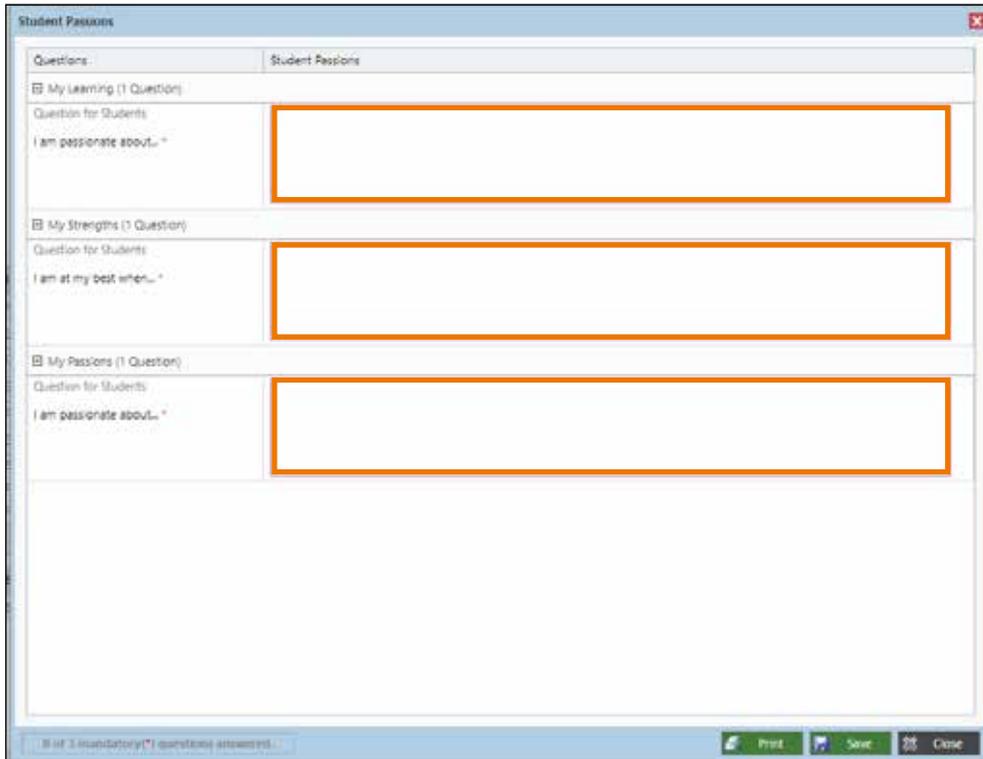
When a question within a cycle is set to 'Show on Profile', questions will display on the 'Insights' tab of the student profile with the title displaying according to the 'Title on Profile' field.

If 'Show on Profile' is not ticked, the 'Extended Answers' section on the student profile will be hidden and the 'Insights' section will remain.

The 'Extended Answers' section is *Read-Only* and cannot be edited. To complete their responses, the user clicks the individual Insights cycle by clicking on the hyperlinked title in the 'Insights' section.



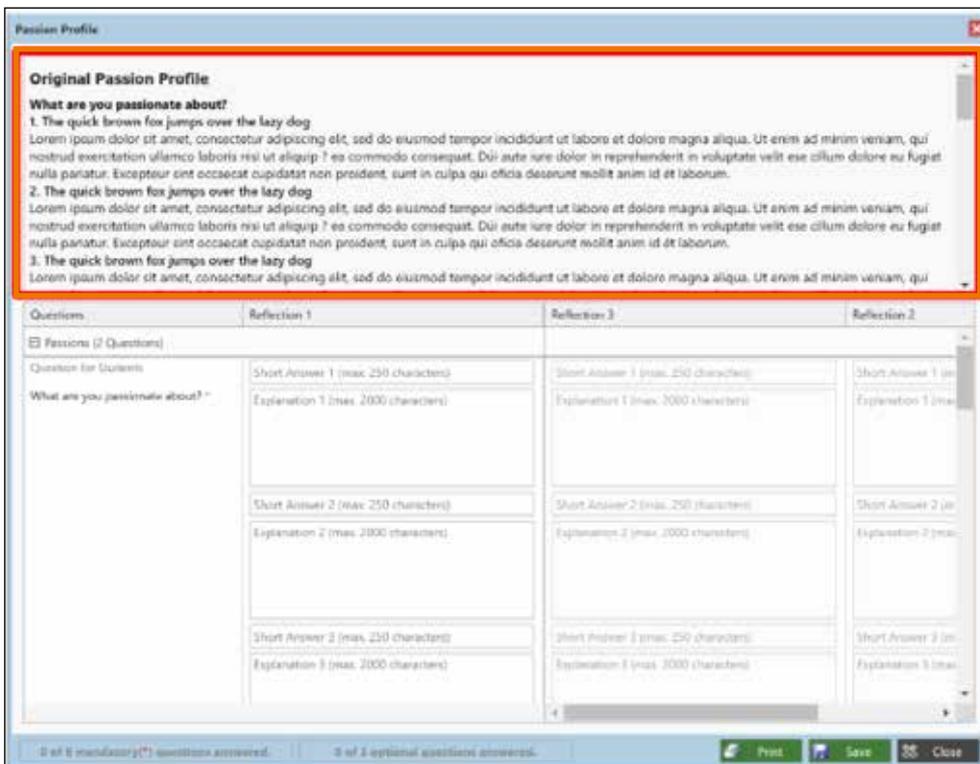
Clicking on the 'Student Passions' Insights cycle will display the following response window where the user can read the question and give their answer:



The following screenshot shows the 'Reflection 1' Insights cycle where all the cycles in the Student Passions group have 'Show Response History' enabled. As they're in the same group with the same questions, previous answers will display.

The following screenshot shows how cycles that are not the primary cycle will display if they're in a group that has a primary cycle (regardless of whether questions across the different cycles are the same).

This view is, again, from the student about to complete questions from their profile. The area highlighted is the Read-Only questions and answers from the primary cycle.



APPENDIX 2

PASSION PROFILE DIY

This document specifies the requirements for setting up the online system to support the Australian Learning Lecture's Passion Profiles in your school. Please note that the Passion Profiles have already been set up with Compass school management system and if your school uses Compass you can access the relevant instructions in appendix one titled 'Passion Profiles in Compass'.

If you are setting up Passion Profiles in your school without using Compass, this document will provide all the information you need to either use black line master paper profiles or to set up an online system using the survey or data collection platform of your choice.

There are two key parts to Passion Profile, the first is the generation of an original Passion Profile for each individual student and the second is an ongoing series of reflections and updates that are completed in cycles. Central to the use of these profiles in schools is the collection of individual student records in a way that can be easily stored, accessed and downloaded/shared; as well as the creation of useful, cohort wide data that can be exported for analysis by school staff.

This document details requirements for:

1. **MY PASSION PROFILE (ORIGINAL) QUESTIONS AND INSTRUCTIONS** _____ Page 60
2. **MY PASSION PROFILE (ORIGINAL) BLACK LINE MASTER** _____ Page 63
3. **MY PASSION PROFILE (EXTENSION) QUESTIONS** _____ Page 66
4. **MY PASSION PROFILE (EXTENSION) BLACK LINE MASTER** _____ Page 68
5. **MY PASSION PROFILE REFLECTION & UPDATE** _____ Page 70
6. **MY PASSION PROFILE REFLECTION & UPDATE BLACK LINE MASTER** _____ Page 73
7. **INDIVIDUAL STUDENT PASSION PROFILE RECORDS** _____ Page 76
8. **COHORT DATA COLLATION, REPORTING AND EXPORT** _____ Page 77

These sections cover the essential and basic functions required for the use of Passion Profiles in a school. At this stage, any further desirable functionality has been omitted including any coding or system analysis of written answers, comparisons across cycles, and visual representation of cohort data. Your school may elect to develop these functions if you are able and ALL would be pleased to hear about your work with the profiles and any functionality you find useful.

The information in this document largely relates to the use of Passion Profiles in a single calendar year. Further to the requirements that are outlined below, it is a recommended requirement that a student's records remain available from year to year to allow multi-year use of the Passion Profiles as a student progresses through their schooling.

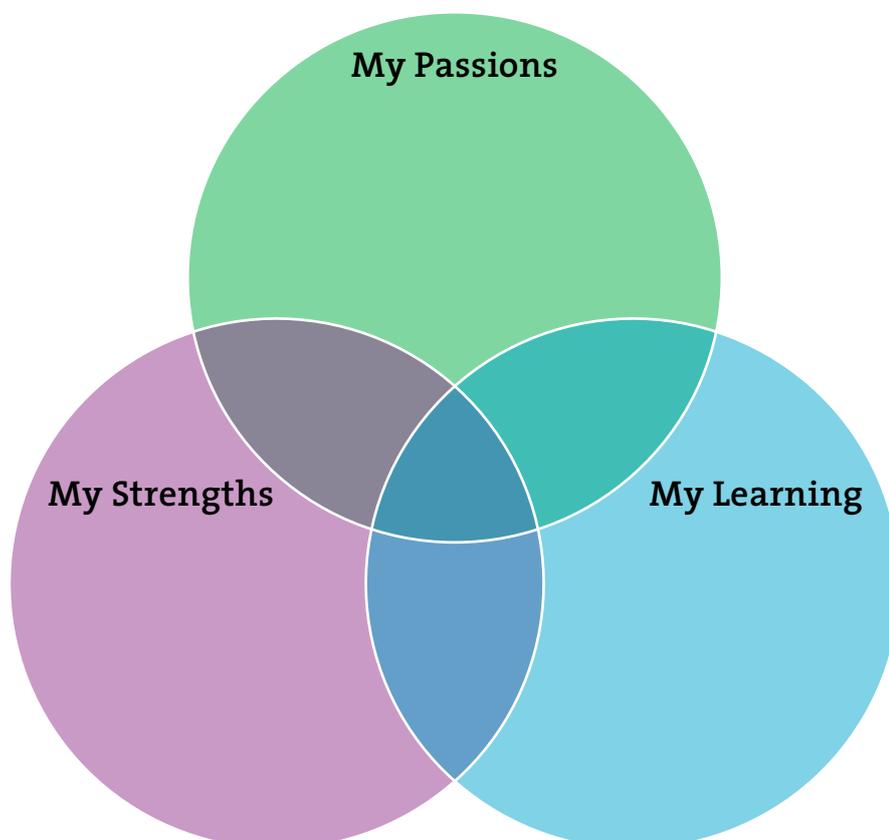
MY PASSION PROFILE ORIGINAL

How is the Passion Profile (original) used?

- This is first task assigned to students who will be creating Passion Profiles
- The task is completed once (each year) by each student in this format
- This completed task is saved as Passion Profile Original and should remain as part of an individual student's record
- If completed on paper using the black line masters, the display of the completed profile at the end of the task includes a visual representation of a Venn diagram. The Venn diagram is not possible using online survey platforms so the answers will not appear in a graphic form if you complete the profiles online
- This completed profile works best if it pre-populates in the subsequent task Passion Profile Reflection and Updates (see following page) at an individual student level. If this is not possible on your platform, you can have students revisit their original profile manually

My Passion Profile

WRITE YOUR SHORT ANSWERS FROM THE FOLLOWING PAGES INTO THIS VENN DIAGRAM



Questions

PASSIONS

1. WHAT ARE YOU PASSIONATE ABOUT?

Please explain your short answer above

Q2. HOW EASY WAS IT FOR YOU TO IDENTIFY YOUR PASSIONS?

not at all easy not very easy quite easy very easy

STRENGTHS

3. WHAT ARE YOUR STRENGTHS?

Please explain your short answer above

4. HOW EASY WAS IT FOR YOU TO IDENTIFY YOUR STRENGTHS?

not at all easy not very easy quite easy very easy

MY LEARNING

5. WHAT KIND OF LEARNING DO YOU LIKE BEST?

e.g. Project-based learning, group learning, working on your own, short tasks, hands-on learning etc.

Please explain your short answer above

6. HOW EASY WAS IT TO IDENTIFY WHAT KIND OF LEARNING YOU LIKE BEST?



not at all easy



not very easy



quite easy



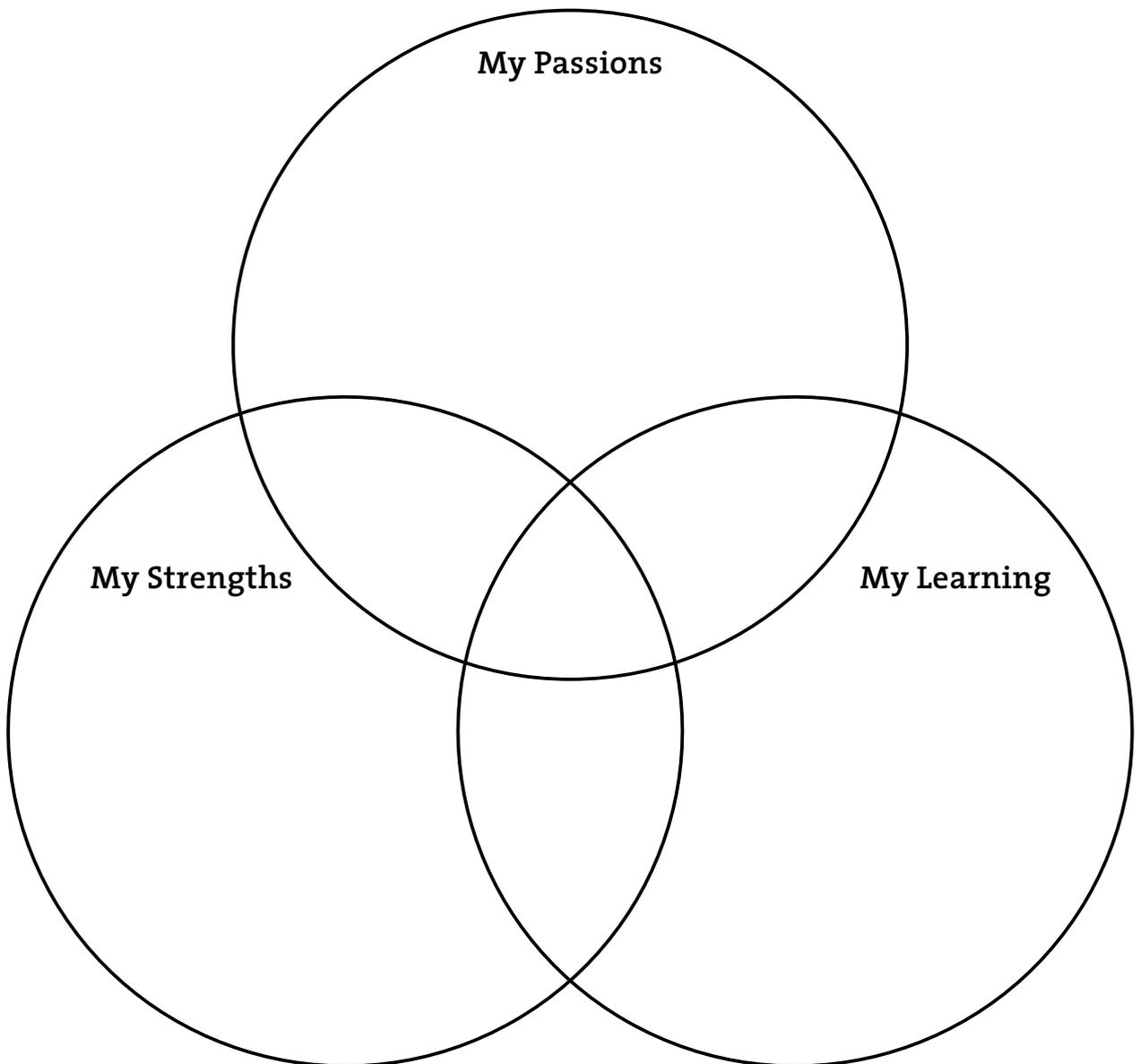
very easy

NOTE - if you are populating an online survey for use with students, all questions above should be mandatory and the system should display the finished profile upon completion and save to the student's record.

MY PASSION PROFILE ORIGINAL

My Passion Profile

WRITE YOUR SHORT ANSWERS FROM THE FOLLOWING PAGES INTO THIS VENN DIAGRAM



Questions

PASSIONS

1. WHAT ARE YOU PASSIONATE ABOUT?

Please explain your short answer above

2. HOW EASY WAS IT FOR YOU TO IDENTIFY YOUR PASSIONS?

- not at all easy not very easy quite easy very easy

STRENGTHS

3. WHAT ARE YOUR STRENGTHS?

Please explain your short answer above

4. HOW EASY WAS IT FOR YOU TO IDENTIFY YOUR STRENGTHS?

- not at all easy not very easy quite easy very easy

MY LEARNING

5. WHAT KIND OF LEARNING DO YOU LIKE BEST?

e.g. Project-based learning, group learning, working on your own, short tasks, hands-on learning etc.

Please explain your short answer above

6. HOW EASY WAS IT TO IDENTIFY WHAT KIND OF LEARNING YOU LIKE BEST?



not at all easy



not very easy



quite easy



very easy

MY PASSION PROFILE EXTENDED

Questions

MY WISH LIST

7. WHAT WOULD YOU LIKE TO BE GOOD AT?

8. WHAT WOULD YOU LIKE TO TRY?

MAKING A DIFFERENCE

9. WHAT DO YOU THINK YOUR SCHOOL NEEDS?

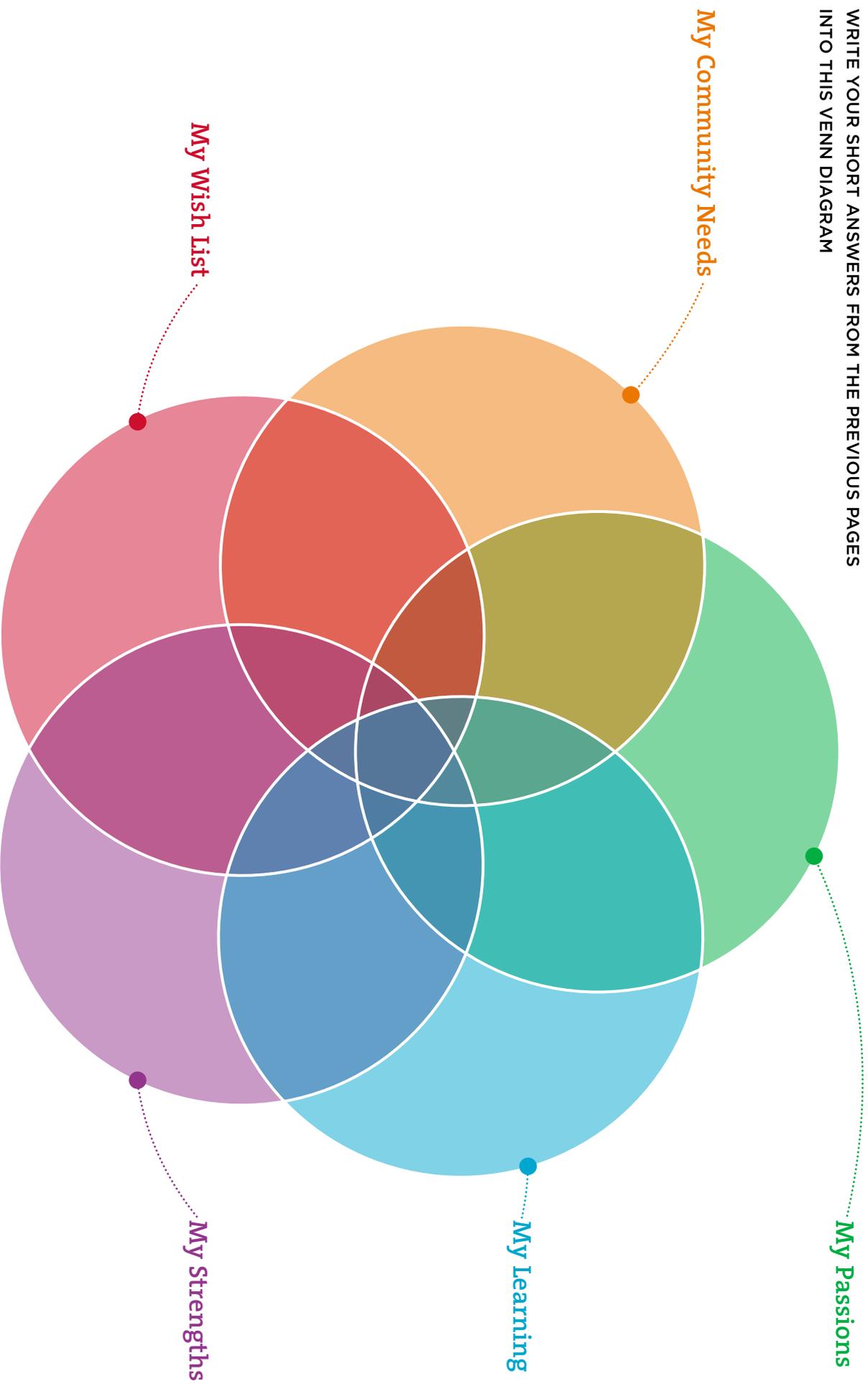
10. WHAT DO YOU THINK YOUR COMMUNITY NEEDS?

11. WHAT DO YOU THINK THE WORLD NEEDS?

12. WHAT IS IT YOU CARE DEEPLY ABOUT?

MY PASSION PROFILE EXTENDED

WRITE YOUR SHORT ANSWERS FROM THE PREVIOUS PAGES INTO THIS VENN DIAGRAM



MY PASSION PROFILE EXTENDED

Questions

MY WISH LIST

7. WHAT WOULD YOU LIKE TO BE GOOD AT?

8. WHAT WOULD YOU LIKE TO TRY?

MAKING A DIFFERENCE

9. WHAT DO YOU THINK YOUR SCHOOL NEEDS?

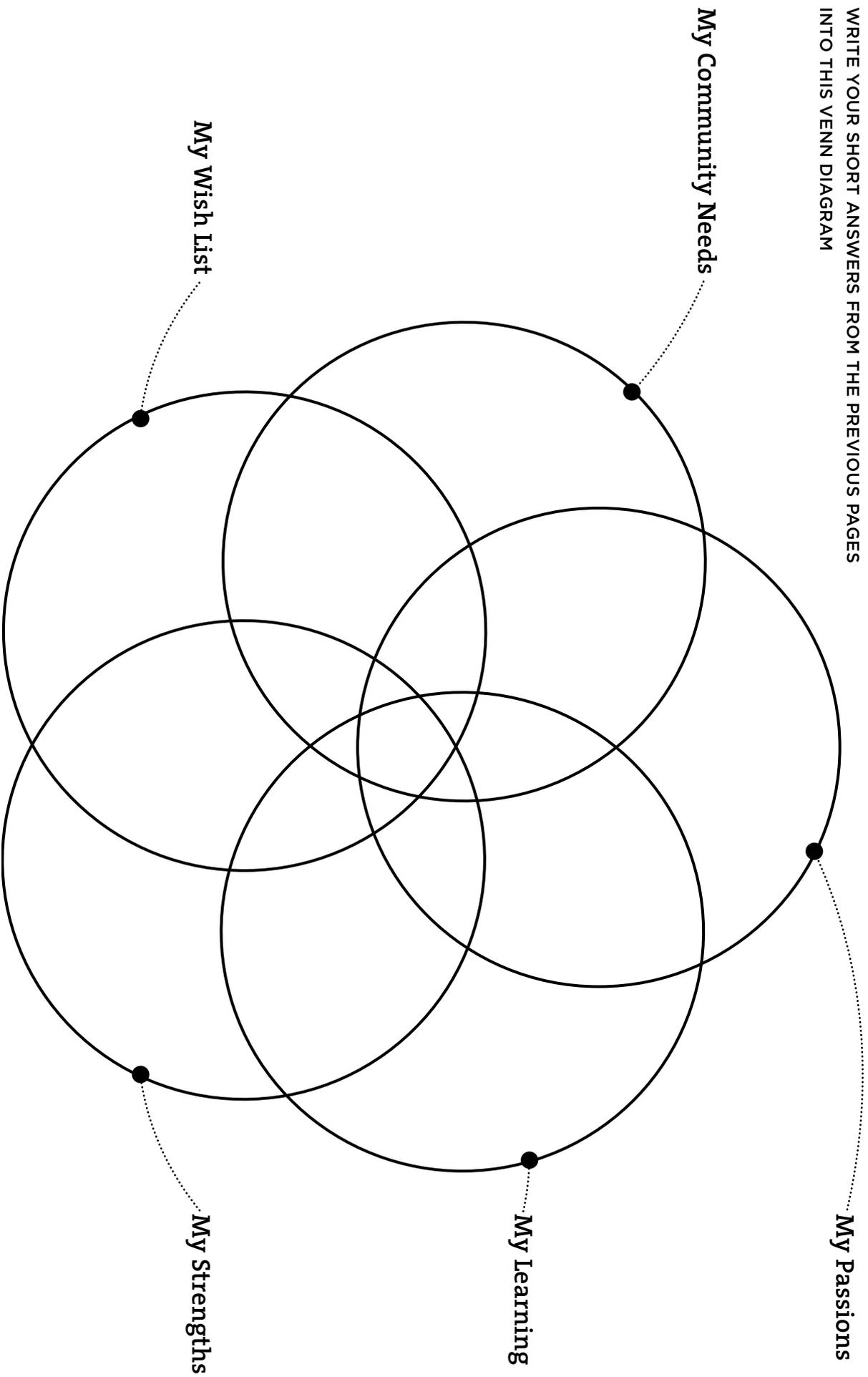
10. WHAT DO YOU THINK YOUR COMMUNITY NEEDS?

11. WHAT DO YOU THINK THE WORLD NEEDS?

12. WHAT IS IT YOU CARE DEEPLY ABOUT?

MY PASSION PROFILE EXTENDED

WRITE YOUR SHORT ANSWERS FROM THE PREVIOUS PAGES INTO THIS VENN DIAGRAM



MY PASSION PROFILE REFLECTION & UPDATE

How are the Passion Profile Reflection and Update Cycles used?

- Students must have completed Task 1 Passion Profile (Original) before being assigned a reflection and update cycle task
- Students will complete at least 2, and up to 4 cycles per year
- The student's previous Passion Profile (whether it is the original or the previous update) should pre-populate or be provided to students to use when doing their reflection and update
- When completed, the reflection will be saved as Passion Profile Reflection (and relevant year and number) and the updated profile as Passion Profile Update (and relevant year and number)
- These cycles will be made available or assigned to students by the school at a time of their choice (this will require an alert in the system, email alert or similar that can be set up to the school's requirements)
- As in the original Passion Profile, the black line master, paper based method is the only way to have the Venn diagram functionality

Questions

PART 1 - REFLECTION

1. THIS TERM I TRIED... FOR THE FIRST TIME*

2. I LEARNED THAT I AM PASSIONATE ABOUT...

3. I LEARNED THAT I AM PASSIONATE WHEN...

4. THIS TERM I HAD THE OPPORTUNITY TO USE MY PASSIONS IN MY LEARNING WHEN...*

5. I FOUND THIS WAS... FOR MY LEARNING BECAUSE...

6. I HAD FUN LEARNING ABOUT...

7. WHAT SURPRISED ME THE MOST WAS...

8. I WOULD LIKE TO KNOW MORE ABOUT...*

9. NEXT TERM I WOULD LIKE TO...*

* *NOTE* - prompts 1,4,8,9 mandatory

PART 2 – PASSION PROFILE UPDATE

1. Display or provide pre-populated, previous Passion Profile
2. Proceed to edit screen allowing changes to be made in profile – return to the 6 question and response item layout from Task 1 Passion Profile (original)
3. Additional question:

WHAT CHANGES HAVE YOU MADE TO YOUR PASSION PROFILE AND WHY?*

4. Display new Passion Profile on screen
5. Save to record

* **NOTE** – Question 3 mandatory

MY PASSION PROFILE REFLECTION & UPDATE

Questions

PART 1 - REFLECTION

1. THIS TERM I TRIED... FOR THE FIRST TIME

2. I LEARNED THAT I AM PASSIONATE ABOUT...

3. I LEARNED THAT I AM PASSIONATE WHEN...

4. THIS TERM I HAD THE OPPORTUNITY TO USE MY PASSIONS IN MY LEARNING WHEN...

5. I FOUND THIS WAS... FOR MY LEARNING BECAUSE...

6. I HAD FUN LEARNING ABOUT...

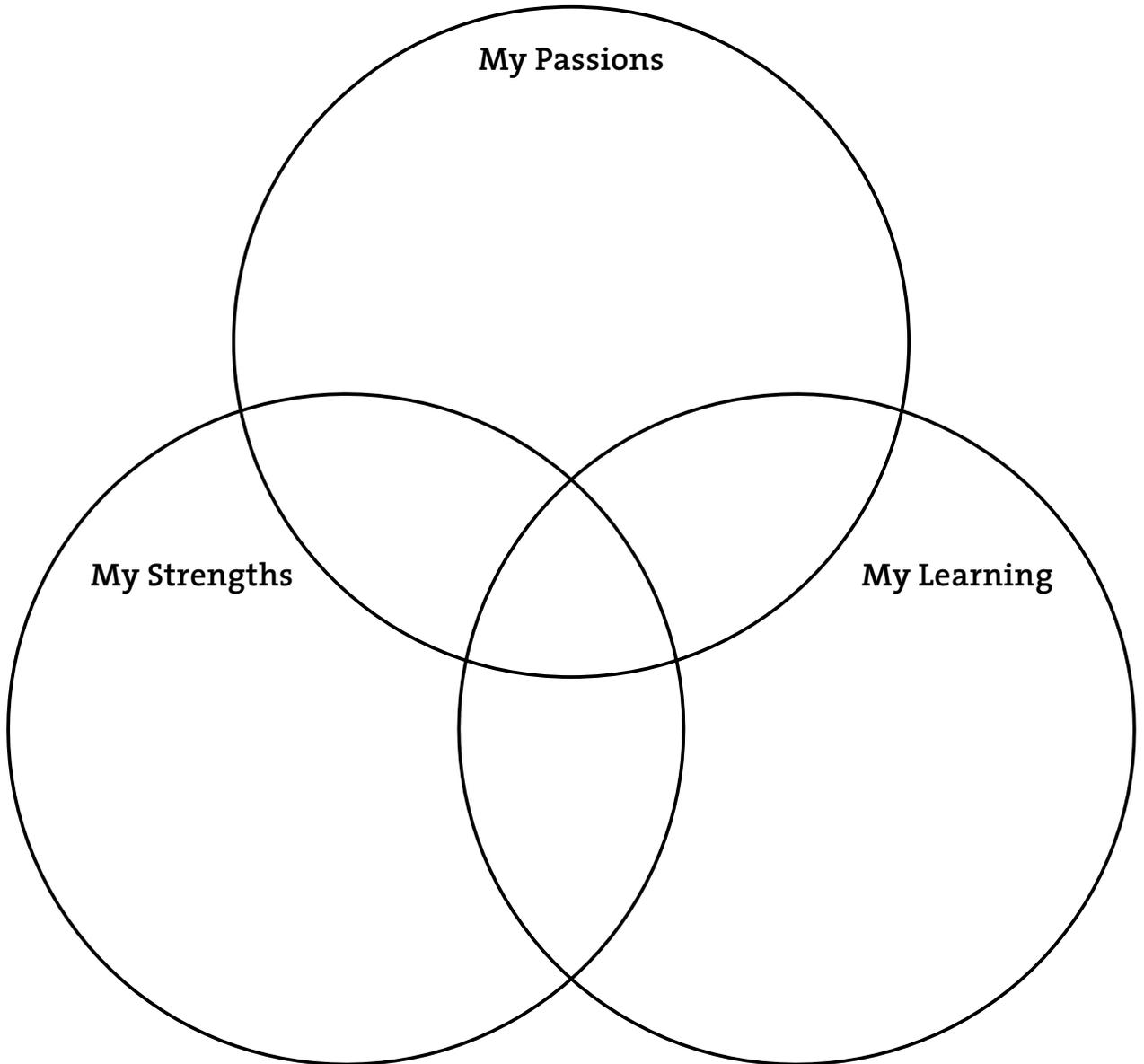
7. WHAT SURPRISED ME THE MOST WAS...

8. I WOULD LIKE TO KNOW MORE ABOUT...

9. NEXT TERM I WOULD LIKE TO...

PART 2 - PASSION PROFILE UPDATE

Look back at your previous Passion Profile and make any changes you would like to make having completed this reflection. You can add new items, clarify details or even remove old information that is no longer relevant.



Once you have made those changes, complete the final question below.

WHAT CHANGES HAVE YOU MADE TO YOUR PASSION PROFILE AND WHY?

INDIVIDUAL STUDENT PASSION PROFILE RECORD

For each student, the Passion Profile Record will contain the following items at the end of one calendar year if your school is doing term by term updates:

1. PASSION PROFILE (ORIGINAL)

Completed at the beginning of the year

2. PASSION PROFILE REFLECTION 1

Completed at the end of Term 1

3. PASSION PROFILE 2 (UPDATE)

Completed at the end of Term 1

4. PASSION PROFILE REFLECTION 2

Completed at the end of Term 2

5. PASSION PROFILE 3 (UPDATE)

Completed at the end of Term 2

6. PASSION PROFILE REFLECTION 3

Completed at the end of Term 3

7. PASSION PROFILE 4 (UPDATE)

Completed at the end of Term 3

8. PASSION PROFILE REFLECTION 4

Completed at the end of Term 4

9. PASSION PROFILE 5 (UPDATE)

Completed at the end of Term 4

- It should be possible to have up to 4 cycles of reflection and update. School can run between 2 and 4 cycles at their discretion. Students will therefore have at least the top 5 items in their record by the end of the year and may have up to 9
- Number 1 is the compulsory start point for all students
- **Individual student records should be all viewable by the student, their teachers, school leaders and their parents**

COHORT DATA COLLATION, REPORTING AND EXPORT

If you are using the black line masters to deliver a paper based Passion Profile system, students will need to have folio to keep their profiles, reflections and updates either on paper or online as your school decides. It is not possible to collate data across the cohort using this method unless an extra stage of data entry and analysis is undertaken. How you make the Passion Profile Folio available to all teachers, parents and others as needed will require some thought.

If you are setting up your own online system to deliver the Passion Profiles you may be able to collate student responses over time and export your data to programs such as Excel to undertake your own analysis. If working online the following functionality would be preferable:

1. Individual student responses can be viewed through Student Passion Profiles with viewing permission for the student, their teachers and relevant support staff, school leadership and parents. Functionality to share individual Student Passion Profiles via PDF export and/or image download is desirable.
2. Cohort Data -
 - Can be viewed by the school Passion Profile administrator(s) - identified by the school
 - Can be viewed on screen or exported to Excel
 - Is broken down by cycle (PP original or PP reflection/update cycles)
 - Needs to include demographic data from the system such as year level, teachers, subjects etc
 - If embedding in your school Learning Management System it would be optimal if it provides summary and full detail options covering:
 1. **No of students completing the cycle**
 2. **Names of students who have been assigned the cycle and not completed**
 3. **Summary responses for the scale responses (How easy was it to identify passions, strengths, learning)**
 4. **Summary responses for short and long passion, strengths, learning written responses**
 5. **Summary responses for all reflection questions (when relevant)**
 6. **Summary response for how did you update your profile question (when relevant)**
 - Item 1 should be easily available on screen for regular checking, and for download by a teacher or Passion Profile administrator
 - Item 2 should be accessible on its own easily, and for download by a teacher or Passion Profile administrator

