

CASE STUDY

Pembroke School Adelaide

- Junior School of approx. 430 students (ELC - 6)
- A recent addition to the teaching and learning curriculum is a bespoke Learning Enrichment and Extension Program (LEEP) focussing upon thinking routines and skills, visible learning, problem solving, interdisciplinary knowledge integration, self directed learning, metacognitive awareness and reflective practice
- All students in years 2-6 are taught one enrichment lesson per week and there are a further 100 students who are withdrawn for additional extension and critical thinking lessons across the week.



SALLY RECHNER

Coordinator of Inclusive Education - Enrichment & Extension



- The Accelium program forms a part of the content taught in all year 4 – 6 classes each week.
- Linked in with skills and concepts taught in students' units of inquiry, lessons are tailored to align with capabilities and approaches to learning.
- Using Accelium's high-powered thinking games helps students learn effective strategies, refine their decision-making skills and use specific skills such as decision tree thinking which they can apply to their everyday lives in multiple situations. The strategies they use either help or hinder the outcome of each game, developing their awareness of perception, understanding the bigger picture and utilising their skills of prediction.
- It's a seamless and unified approach as the skills and concepts in Accelium are authentic and adapted in order to fit any area of learning.
- Students are taught the 'big idea/concept' and how this relates to their daily lives – both at school and home – and students lead this part of the lesson and make their own connections. They find this part of the lesson as engaging as the actual experience of putting the concept learnt into practice (the game).
- This enables a very easy, safe and deliberate way to differentiate for all learners, making all students feel valued contributors to class discussions.
- When students have the opportunity to experience game play, there is an immediate connection to the concepts taught. They link their approaches to learning to games and other disciplines.

FEEDBACK

PARENTS



'We always encourage a diversity of learning and abstract thinking with her, and we can see how being a part of Accelium is benefiting her learning journey.'

'Both of our children are super excited to have opportunities for learning problem-solving skills like this in the Accelium games and also they can use it in the real world. This is a wonderful experience for them.'

'I am supporting both girls at home with their critical thinking and the Accelium Program because I think as AI advances, these practical skills and critical thinking will have a profound impact on children.'

'My girls are really interested in how these games teach them how to face challenges in their own lives too. I have to say a big thanks for this opportunity for them.'

STAFF



'Thanks, Sally; the students are super excited and love your lessons. You have connected the concepts and games really well with what we are learning about in other areas. Thankyou.'

'Parents are singing your praises in my parent-teacher interviews, and your ability to make the Accelium lessons connect to their regular learning is fantastic and appreciated.'

STUDENTS



'I like doing Accelium lessons because they are challenging and fun.'

'I love the Accelium lessons because you are learning but in a different way.'

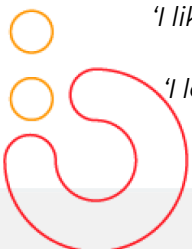
'I love Accelium lessons because the games and learning is fun and takes the pressure away from learning.'

'I love how Accelium lessons test your brain, and you are in competition with yourself; plus, you get to see your own progress graphs so you can see how you are improving without waiting for a teacher to tell you.'

'I love how our brains have to think of different strategies to work out the games; it is so much fun.'

'I like how the lessons are not all talking and not all games – it's a good balance.'

'I love the class discussions and provocations before because you sort of get to know what the games will be about before you play.'

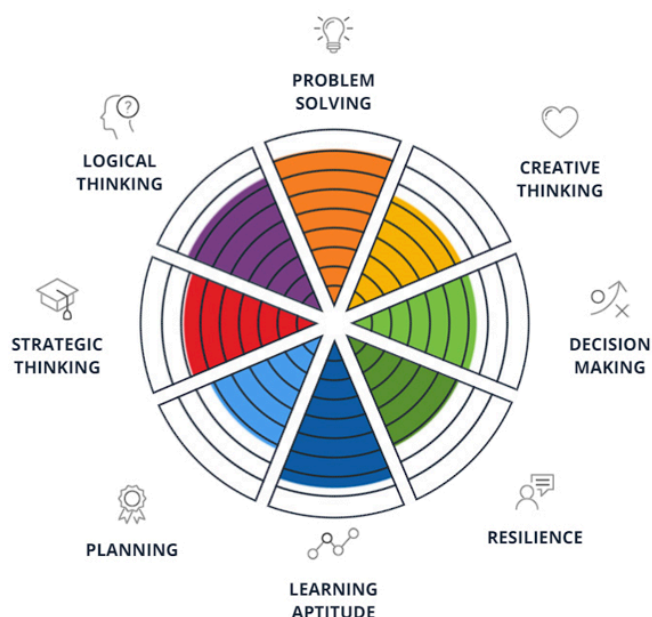


SALLY'S NOTES/ OBSERVATIONS



- For this to be authentically built into the curriculum at Pembroke, explicit knowledge of the Accelium methodology has been paramount. Content knowledge has enabled the teaching to be flexible and allowing students to direct their own learning and discussions while successfully covering the content.
- Part of the success has been the creation of the enrichment and extension teaching role and having the flexibility to weave the Accelium pedagogy into the curriculum content.
- The reflection part of the lesson is crucial to each student's effectiveness and individual development. The more we work with the pedagogy the more the students want to know their progress, take ownership of their learning, and develop strategies to become more effective and successful.
- Students are talking about Accelium outside of their lessons as they are seeing and experiencing the connections in an authentic way that is relevant, motivating and rewarding for them.
- Visible learning – not only are we seeing and hearing students talking about their learning, they are also intentionally checking their progress and asking to share new strategies they have discovered.

- Teachers are using the individual reports to assist them in parent-teacher interviews and report writing.
- Students are reflecting upon their performance data regarding their learning growth, making this data a great point of conversation.
- This has been a fabulous addition for us in terms of learning, motivation, metacognitive awareness and promoting divergent thinking.
- Class discussions around strategies are proving to be a highlight of the lesson
- Students are openly talking about learning strategies and sharing skills with each other.
- It promotes self-directed learning as they are able to revisit, re-challenge, re-think, re-try and re-do this as often or as little as possible – caters for all entry points
- Fosters resilience and adaptability, along with effective communication as they teach each other and articulate strategies that are proving effective.
- Collaborative critical thinking and problem-solving skills are enhanced.



- One student noted that she now looks at the whole problem first, before rushing into the first step to be sure she has the big picture and understands what is asked of her. (in relation to maths)
- Another student is now using 'beginning with the end in mind' with story writing – instead of jumping straight into the 'once upon a time' or using a story map, he now thinks about where the story will finish and how he will arrive at that point.

