

Promoting students as partners in their learning

School-business partnering can provide ways for students to take an increasing level of responsibility in their learning.

Learning design principles and ‘watchwords’ to guide your interactions:

Learning design principles	Partnering watchwords
Self-determination – keep judgements and decisions with the people who best understand the students and their strengths, circumstances and community.	Make ‘it’ ‘with and by’, not ‘to and for’.
Transferrable – provide each student with a range of opportunities over time, in a variety of contexts, to learn and learn how to use their strategies of learning to make informed choices in and beyond school.	Make ‘it’ relevant. Make ‘it’ meaningful.
Impactful – show how to measure accurately and value school-business partnering, providing benefits equitably to all students.	Make ‘it’ visible. Make ‘it’ count.

Four things to consider before co-designing an interaction:

Embed ways to promote student goal setting, effective feedback and high expectations for learning.

Discover what students are bringing to the school-business interaction (their prior experiences, strengths, interests, knowledge, skills, capabilities). This is key for enabling students to see and make connections (e.g. from past to future; familiar to unfamiliar contexts or situations).

Recognise students as active partners in their learning. This does not mean undirected learning; students want and expect adults to play enabling roles.

Ensure opportunities align to a clear learning purpose (intent and success criteria) and application (e.g. for use in a student’s learning portfolio or to help them learn how to pair their interests to their subject choices and current and emerging post-school learning or employment areas).

“It’s not saying, ‘Will Michelle become an astronaut?’ Instead, the purpose is to start with Michelle’s interests and passions, linked to a post-school world.”

Dr Anne Hampshire,
The Smith Family