

# ScotsXhibition of Learning and Growth

Term 3 2023 | Goodness and Justice



The Scots College  
Sydney Australia



“

Every day in a boy's life should be part of an exciting adventure. He should be challenged and know the true joy of achieving worthy and ambitious goals through his own meaningful work and through the efforts of the teams of which he is a valued member. ”

**Dr Ian PM Lambert**  
Principal

## Welcome!

### We are so glad to have you joining us for our Term 3 ScotsXhibition of Learning and Growth.

The adventure of reinventing education for early adolescent boys continues, seeing our diverse 20 pioneering boys continue to develop in knowledge, skills and character.

This past term we have been exploring the theme of 'Goodness and Justice'. What is justice? How do we be good? Why is justice so hard? These are just some of the questions we've explored in our learning experiences this term.

In this exhibition you will see some of the 'beautiful work' produced by the boys and hear them reflect on their own journey of learning and growth. At Scots we are committed to giving boys 'the finest preparation for life'. We are excited to see the ways the ScotsX program continues to further realise this vision by 'doing school differently'.

Please don't hesitate to ask the boys or staff any questions. If you're inspired to get involved, please let us know!

Warm regards

**Dr Hugh Chilton**  
Head of ScotsX

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# About ScotsX

## ScotsX: Reinventing Education for Early Adolescent Boys

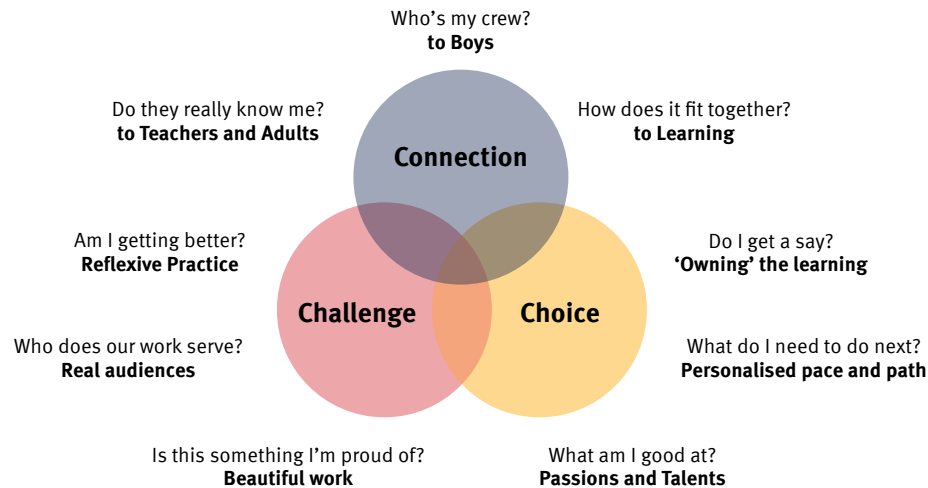
Commencing in 2023 with a pilot group of 20 Year 8 boys, ScotsX is a parallel ‘school-within-a-school’ active learning experience, redesigning learning together with a team of expert adults, without the fixed mindset of ‘what school should be’.

Rigorously focused on personalised academic and character growth, boys have the finest preparation for thriving at Glengarry, in Years 10 to 12, and in whatever pathways they choose beyond.

ScotsX takes the best of the traditions of The Scots College and levels it up with the best of innovative approaches to forming young men for success.

## ScotsX Design Principles

Based on extensive research and experimentation at Scots and beyond, the ScotsX experience centres on greater connection, choice and challenge for boys. It tailors learning to their needs at the critical developmental stage of early adolescence, a period of significant brain development and identity formation.



## ScotsX Active Learning Modes

Unlike a traditional schooling experience where boys move between ten subjects in six periods each day, with very little time beyond the classroom, ScotsX is designed around three distinct modes of ‘active learning’. Boys learn the same Stage 4 knowledge and skills as prescribed by NESAs, but through a different, integrated approach.



### Mastery Training

Boys will have a highly structured yet personalisable pathway informed by the best research in the learning sciences, to develop their knowledge and skills in literacy and numeracy.



### Quests

Boys will compete together on compelling real-world projects to develop their integrated knowledge and their collaboration and communication skills.



### Coaching

Boys will engage in rich coaching and leading activities with their teachers, parents, older and younger boys and experts beyond the school, to develop their leadership and find their calling.

## Evaluating the impact of ScotsX

As a pilot program in 2023, ScotsX is being rigorously measured to see how it is benefiting boys’ development. A team of staff across the College is working with critical friends Professor John Fischetti (The University of Newcastle), Professor Nancy Hill (Harvard University) and Professor Yong Zhao (Kansas University) to study the outcomes of boys’ learning and growth, benchmarked to international data sets and the standard Scots Year 8 experience.



# Mastery Training

Our daily Mastery Training sessions focus on helping boys master knowledge and skills, particularly in Mathematics, at a pace on the edge of their abilities. This draws on the substantial evidence base for the mastery learning approach, as well as the benefits of Mathematics learning taking place in the morning.

Boys complete pre-and post- tests for each topic, allowing them to show they have ‘mastered’ concepts, and highlighting any areas to be further addressed. Boys use their time in each training session to complete a sequence of set online and book work, varied revision activities, as well as attending in-person ‘opt-in’ tutorials. Boys need to attend these opt-in sessions to ‘level up’ in the knowledge and skills they have yet to master. These training sessions are designed to be personalised and challenging based on boys’ attainment levels in Year 7 and course selection this year.

In the pilot cohort, 14 boys are undertaking the Mathematics Mainstream course and 6 boys are undertaking the Mathematics Accelerated course. All students are sitting the same assessment tasks as the rest of the Year 8 cohort.

Boys also work independently on their Elective subjects during Mastery Training time, and join their Elective classes once per week for face-to-face learning.

In Term 3 we introduced elements of the Science curriculum into the Mastery Training approach, complementing the integration of Science learning into Quests.



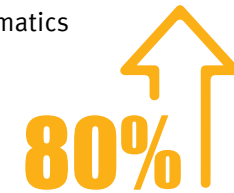
Miss Shapcott working with Lucas and Ethan in the Accelerated Mathematics course.

## Ongoing evidence of impact

We are very pleased to see the continued progress of boys in their Mathematics assessment tasks, reflected in strong results for every student.



Average gain of 16 per cent on end of Year 7 Mathematics results in Task 3



Individual improvement up to 80 per cent on end of Year 7 Mathematics results in Task 3



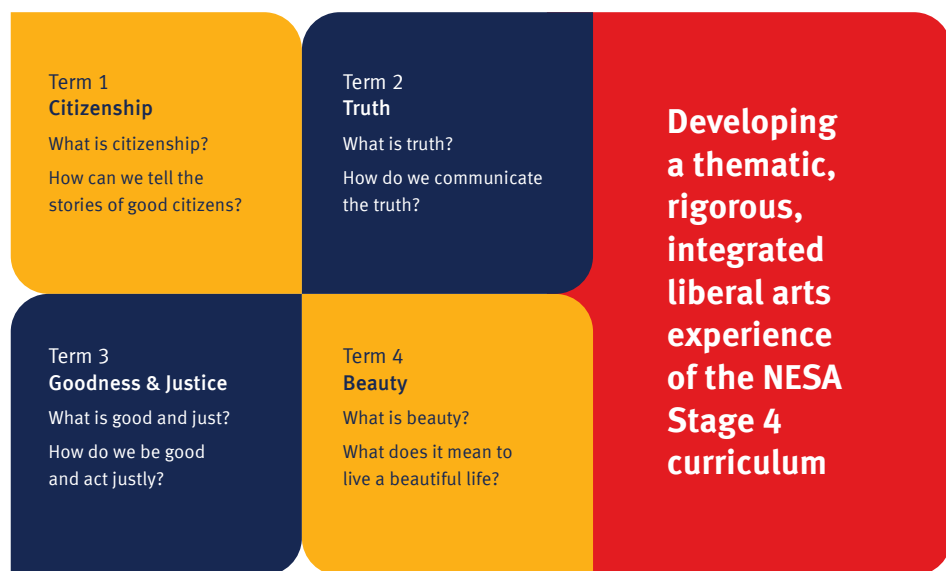
Top place in Year 8 in Mathematics Mainstream and Accelerated courses for Tasks 1, 2 and 3



Boys and staff with mathematician Professor Francis Su, in one of three successive workshops on Mathematics and Justice

# Quests

Quests are 4-5 week learning challenges centred on the term's theme (Term 1: Citizenship; Term 2: Truth; Term 3: Justice & Goodness; Term 4: Beauty). Boys engage in trans-disciplinary learning activities that have a clear purpose and real audience, and grow their ability to produce 'beautiful work' especially in a team environment.



## Quests 5 & 6: 'As Good as it Gets?' And 'Justice for a New World'

In Term 3 we ran contiguous Quests around the theme of Goodness and Justice. We explored what it means to be good and just, how this has played out historically and in literature, and how we might act justly into the future. These Quests addressed knowledge and skill outcomes across a range of subjects integrated into lessons, tasks and projects:

- History outcomes through our term-long investigation of the Polynesian expansion across the Pacific and the colonisation of Australia and New Zealand;
- Science outcomes through our study of a range of forces and the conduct of an open-ended investigation;

- English outcomes through a close study of Shakespeare's Romeo and Juliet and a short study of George Orwell's Animal Farm
- TAS outcomes through a design portfolio building a digital colony on Mars
- Visual Arts outcomes through the design and production of a picture book adapting Romeo and Juliet for a specific children's audience

### X-Day experiences in this quest included:

- Visiting the Allowah Presbyterian Children's Hospital in Dundas to serve the staff and children in practical ways and understand the justice issues facing children with significant disabilities
- Visiting the House of Welcome in Granville to learn more about the experience of justice for refugees and people seeking asylum
- Watching a Bell Shakespeare production of Romeo and Juliet
- Virtual call with students at Wellington College, New Zealand, to learn more about New Zealand's history of colonisation
- Reading picture books with Preparatory School students to understand the process of designing a picture book adaptation of Romeo and Juliet
- Conducting experiments on-campus related to the physics of forces
- Visit to Sydney's Luna Park to complement learning about the physics of forces (such as magnetic and electrostatic forces)



At The Bell Shakespeare Company's production of Romeo and Juliet



### Products included:

- Read Romeo and Juliet and complete set worksheets over the holidays
- Write at least two drafts and a final version of an analytical essay on Romeo and Juliet (as with rest of Year 8 cohort)
- In pairs, design a picture book that adapts the story of Romeo and Juliet for a specific childhood audience using generative AI or other media
- Write weekly extended and comprehension-based responses on Justice and Colonisation in the history of Polynesia, New Zealand and Australia
- In pairs, create an exhibit of primary sources related to the colonisation of New Zealand and Australia
- In pairs, design an Open-Ended Investigation related to forces experienced on Mars, demonstrating an understanding of the scientific method
- In crews, create a digital model of a colony on Mars reflecting sustainable housing design principles and demonstrating a detailed understanding of the design process
- Write weekly reflections on X-Day experiences



*Max and Noah planning their picture book adaptation of Romeo and Juliet*

### Outcomes addressed:

- English: EN4-1A, EN4-2A, EN4-3B, EN4-5C, EN4-6C, EN4-7D, EN4-8D, EN4-9
- TAS: TE4-1DP TE4-2DP TE4-3DP TE4-4DP TE4-7DI TE4-9MA TE4-10TS
- History: HT4-2, HT4-3, HT4-4, HT4-6, HT4-7, HT4-9, HT4-10
- Visual Arts: VA4-1, VA4-2, VA4-5, VA4-6
- Science: SC4-10PW, SC4-11PW, SC4-12ES, SC4-4WS, SC4-5WS, SC4-6WS, SC4-7WS, SC4-8WS, SC4-9WS

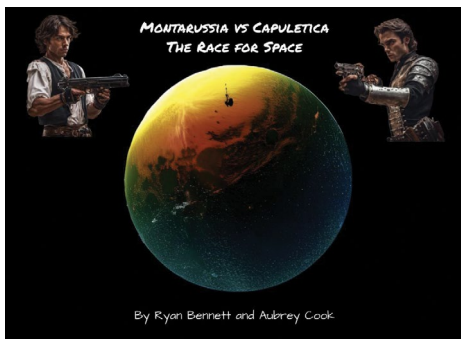
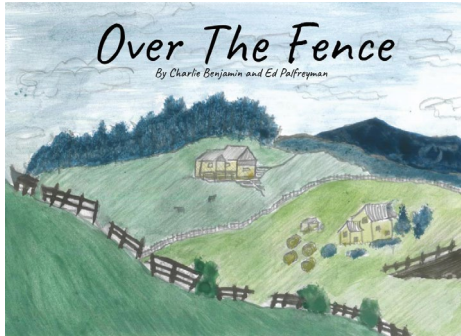


*Will receiving feedback from Mr Morelli on his Romeo and Juliet essay draft*



*James, Clive and Lucas working on the design of their digital Mars colony*

## Work Samples: Picture book adaptations of *Romeo and Juliet*



## Montarussia and Capuletica

By Aubrey Cook and Ryan Bennet

In a separate galaxy, Montarussia and Capuletica compete in a space race to reach “The Core”, a deep repository of treasure. Both factions spend significant time planning and constructing ships to ensure their success. But perhaps there is a point where this cost will be too high...

Designing a picture book suitable for students in Year 5-6 came as a difficult challenge to us. The typical age to lose interest in picture books would be around this time, as you would start to enter the stage where you would find more interest in novels, or lose interest in reading entirely. It was for this reason that we had to decide on a topic that would pique their interest and more. After long preparation and thinking, we decided that space exploration would be suitable. Having Y5-6 as an audience does have an upside to it, in the sense that we don't have to oversimplify the story to make them understand.

We were unfortunately sick during the early designing stages of the project, which meant we had to catch up extremely quickly if we were to make the deadline. We worked efficiently together to complete the script, and we agreed on using A.I. inspired images to accompany the story. To fulfil our “beautiful work” standard, the story book went through numerous drafts and edits to make it as intriguing as possible.

This project has strengthened our ability to convert learnt knowledge of something into a resource that can be understood by different audiences. By using A.I. generative tools, this also shows our ability to take something as old as the story of Romeo and Juliet, and use modern technology to make it relevant and more appealing to a younger audience.





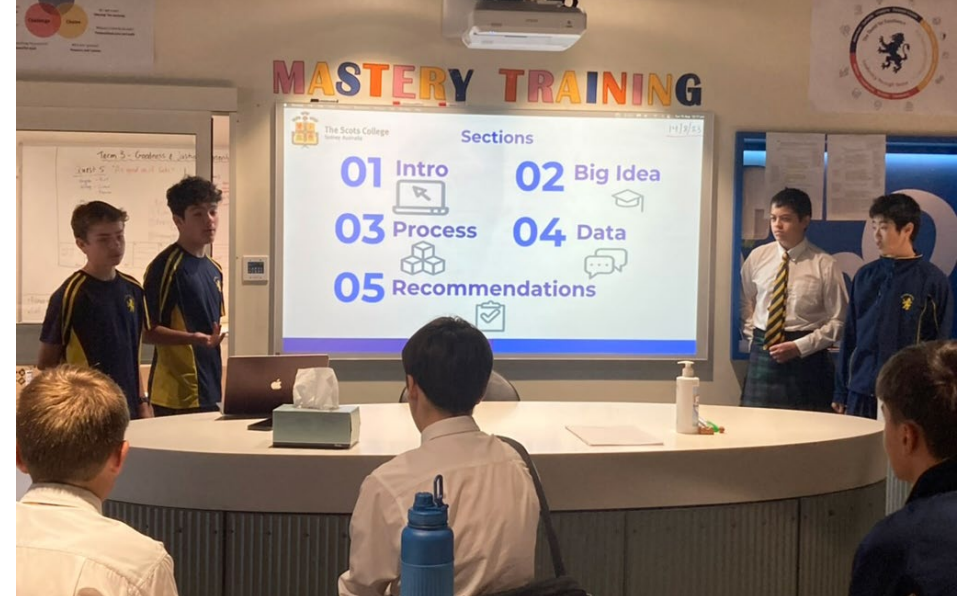
Ethan M, Ryan B and Noah working on their Mars rover for their STEM Elective



Boys touring the John Cunningham Student Centre as part of their 'Quest in a Day' project



Learning about the challenge of justice for refugees and asylum seekers at The House of Welcome



Oscar, Charlie, Noah and Nicolas presenting their recommendations about communicating the benefits of the John Cunningham Student Centre



## Work Samples: Excerpts from Justice and Colonisation Source Exhibition

### What was Maori culture and society like before European contact?

*Oscar and Diesel*

Before European contact, the Maori of New Zealand, who arrived in the 14th century, had a rich and complex culture rooted in tribal societies, with each iwi (tribe) having its own customs and leadership structures. Central to their way of life was the concept of whakapapa, which traces ancestral connections. Their history and knowledge were passed down through oral traditions, including storytelling and speaking. Maori built carefully carved meeting houses (whareniui) as community centres, and their deep spiritual connection to the land (whenua) was an integral part of their identity. The principles of tapu (sacred) and noa (common) governed various aspects of daily life, while their knowledge of canoe construction (waka) facilitated fishing and trade. In addition signs of rich culture can be seen in objects such as the Maori feather cloaks and Uhi material. Conflicts between tribes led to the construction of defensive fortifications called pa. Today, Maori culture continues and thrives, retaining its vitality in today's communities.



*Museum curator and trainee teacher Mrs Anna Charles helping boys find relevant primary sources for their part of the Justice and Colonisation exhibition*

### Source selection and analysis

*Nic and Lucas*



**Convict Love Token** by Miss S Smith, 1781, National Museum of Australia

Front: Miss S Smith, Richmond, Churchyard, March 27, 1781

Back: When/ This you see/ Remember me/ tho' many leagues/ we distant be/ Miss Smith

Convict love tokens were very commonly carved out by the first batches of convicts. They gave these to close relatives before their departure, and were meant to serve as a memento that the relatives could remember the convict by. This particular coin was carved out by a female by the name of S Smith. The coin shows where she was being transported to, and what date she would leave. In this case, she left on 27 March 1781 to Richmond. This source is an example of how the convicts responded to the British motivation to conquer land far from home for the purpose of convict transportation. This is reliable information, because the coin is a primary source and was stored and examined by the National Museum of Australia.





*Boys testing the speed of model cars on various surfaces to understand the forces of friction*



*Edward, Charlie, Diesel, Antonio and Oscar working on the design of their Virtual Colony on Mars using the Design Thinking process and Minecraft for Education*



# Coaching

Coaching sessions across the week give boys an opportunity to explicitly focus on their growth as fine young men with Brave Hearts and Bold Minds. This includes our Monday morning weekly review and goal-setting, and Tuesday's 'Lectio Divina' Christian reflection time. Friday's major focus is our 'Exemplars of Excellence' learning review (where boys get to identify 'beautiful work' and good character by their peers), and 'High Table', a significant weekly moment when we come together as a team to enjoy a more formal lunch with good table manners and conversation, through which boys can meet interesting adults from Scots and beyond and broaden their sense of the possible. We finish each week on Friday afternoon with time spent journaling on our progress in our Level Up Logs and posting up a goal and game plan for the coming week, followed by team games to end the day.

Examples of some of the ways boys have built up others in our Exemplars session include the following quotes, identifying some of our Brave Hearts, Bold Minds character qualities:

“ I would like to nominate Diesel for showing **service** and **commitment** on XDay by picking up some of the rubbish we left while eating lunch without being told. ”

“ I would like to shout out Will for showing **commitment** and **loyalty** to our group by focusing in our morning History and colonisation projects session. ”

Boys also completed a set of reflections as part of their Mid-Term Student Snapshot. One component asked boys to identify one of our Brave Hearts, Bold Minds qualities:

“ I have been trying to venture out of my comfort zone this year, especially through public speaking. I have grown in adventure... Using public transport used to be a challenge, but I have gotten used to it. Public speaking is still a challenge, but I have become much more confident through ScotsX and hope to continue to do so for the last two terms. ”

“ I've always been one to hand in my work late or tell myself that I'll get something done at some point, but I never actually did that thing, or improve on getting my work done on time. In ScotsX this year I've been getting better at getting my work done, and I've recently created a schedule that I've been trying my best to follow. I've also tried to set realistic goals for myself so I can get work done at a steady pace and not worry about it more down the line. ”



At High Table lunch with The Hon Mrs Natalie Ward MLC, Shadow Minister for Transport and Roads, Shadow Minister for Infrastructure, and Shadow Minister for the Illawarra and South Coast



Diesel and Clive talking at High Table with Old Boys Mr Alan Lambert (1948) and Paralympic Gold Medallist Mr Andrew Edmondson OAM (2008)



# Thank you

ScotsX is a highly collaborative venture. With our core team — ScotsX Learning Designers Mr Adam Morelli and Ms Brittany Shapcott, ScotsX Experience Coordinator (p/t) Mr Jeff Mann, and Head of ScotsX Dr Hugh Chilton — we are grateful for the input of many colleagues and guests in extending boys' learning and growth.

## High Table speakers

- The Hon Natalie Ward MLC
- Professor Francis Su
- Mr Andrew Edmondson OAM (2008)
- Mr Jacob Sarkodee
- Mrs Tory Maguire
- Dr James Renwick AM CSC SC (1980)
- Ms Kate Kelly
- Mr Tony McLellan (1955)
- Mr Jeremy and Mrs Jenni Riethmuller
- Mr Mark Bryan

## College staff running workshops

- Mr Chris Nicholls
- Mr Angus Platt
- Mrs Anna Charles
- Mr Martin Rieder

## Guest presenters

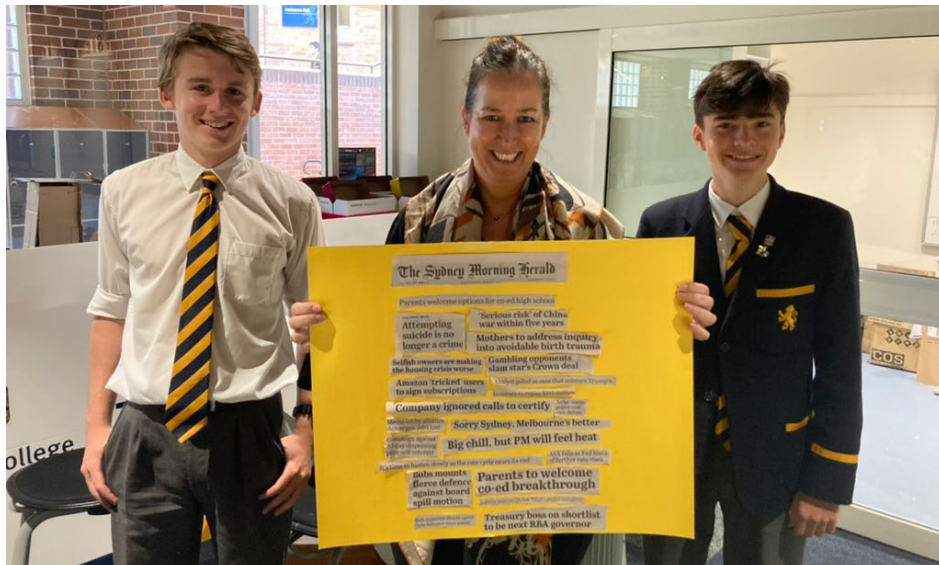
- Ms Genevieve Hegney
- Mrs Ally Cratchley
- Mrs Sasha Paul
- Mrs Amelia Jones



Edward, Ethan and James washing vehicles at Allowah Presbyterian Children's Hospital on an X-Day



Edward and Charlie reviewing their picture book drawings with Mr Morelli



Edward and Max with Mrs Tory Maguire, Executive Editor of The Sydney Morning Herald



Learning about the challenges of recycling unusable old outfits in the Clothing Pool with Mrs Sasha Paul, boys designed solutions to increase the sustainability of Scots uniforms





# The Scots College

Sydney Australia