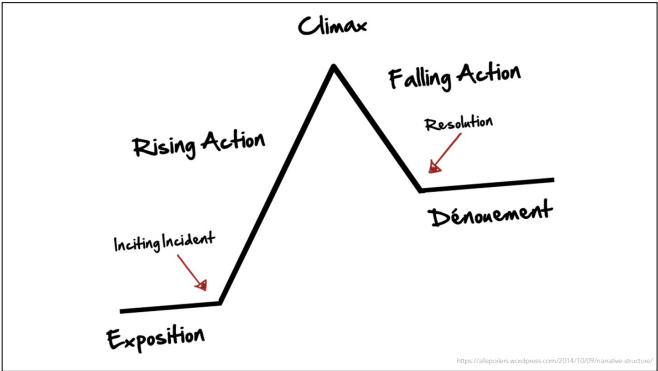
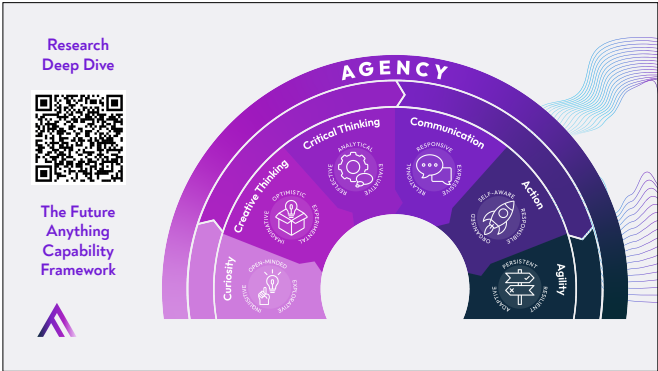
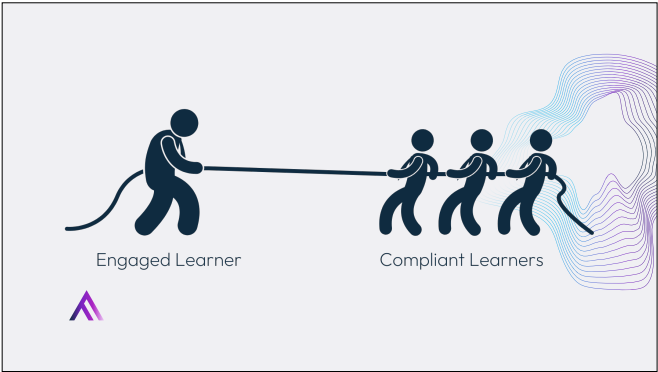


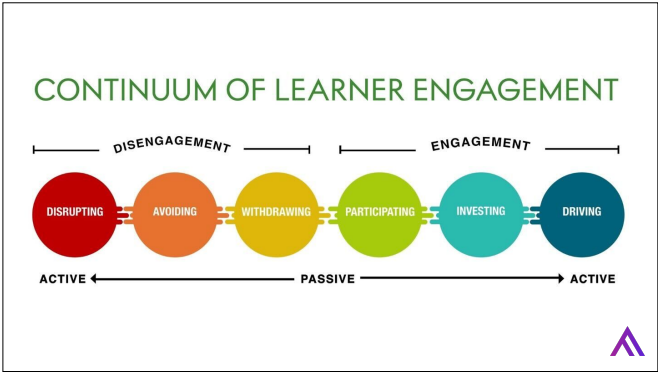
# LEVELLING UP LEARNING

**Dan Dempsey**  
(Director - Professional Learning; Future Anything)



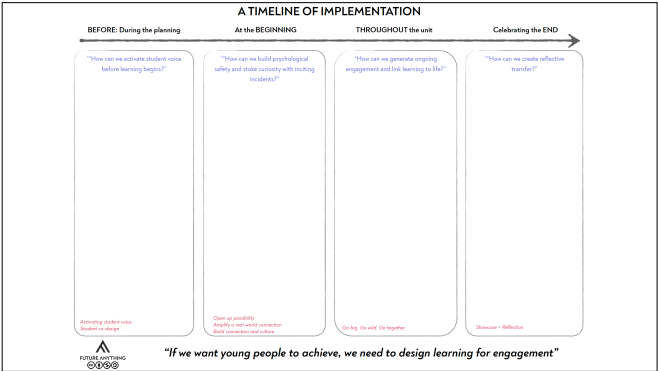
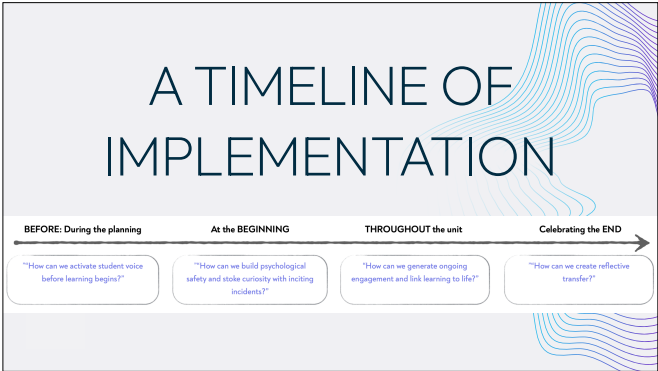
**If we want young people to achieve,  
we need to design learning for  
engagement.**

The Future Anything logo is in the bottom left corner.



## To design engaging learning across the life of a unit.

A purple triangle logo is in the bottom left corner.



## BEFORE: During the planning phase

A white triangle logo is in the bottom left corner.

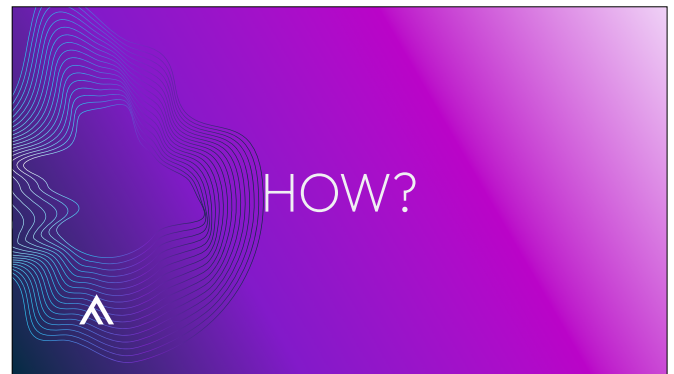


**“One of the emerging findings is that the co-design of learning by teachers and students that builds on student needs and interests and links to authentic learning significantly impacts engagement.”**

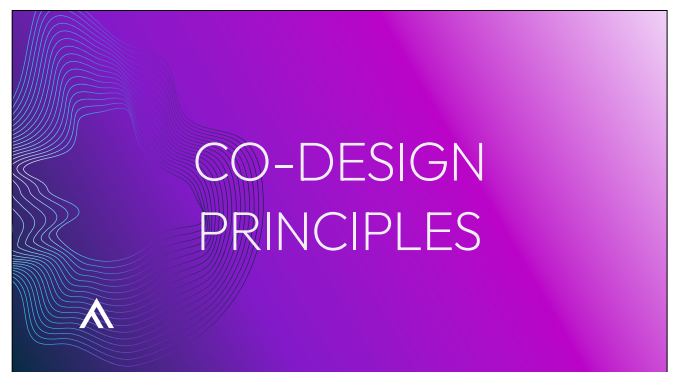
Fullan, Quinn & McEachen, *Deep Learning: Engage the World, Change the World* (2018)

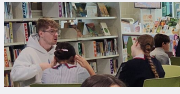
Jean Rudduck and Michael Fielding (2006) remind us that “consulting pupils is not enough.” Genuine student voice reshapes teaching and learning in partnership, not just in response.

Dana Mitra (2008) shows how co-design builds belonging and agency, noting that students who help shape decisions develop a stronger sense of connection and purpose in school.



**Focus on KEY PRINCIPLES, not the product.**





## # 1 - Make sure there are more students than teachers.



## # 2 - Make the process analog and visible to students.

- **Like** – on green post it notes, teachers write down the positive feedback of what what the students like.
- **Wonder** – Things that feel unclear or could be refined are written on yellow post it notes.
- **Wish** – Any suggestions for improvement or new directions are written on a third coloured post it note.



## # 3 - Follow a Feedback Protocol

E.g.  
7-10 min Feedback Rounds

- **Step 1:** Teachers present (2-3 mins)
- **Step 2:** Students ask clarifying questions (1 min)
- **Step 3:** Students provide feedback (4-6 mins)



## # 4 - Feedback is a gift (no 'batting' it back)



## # 5 - Ensure multiple 'feedback rounds' (minimum of 3) or opportunities to refine, calibrate and test new ideas.



## # 6 - Reflect and ensure students can 'see' action or progress

- **What is the echo?** Ignore the echo at your peril. Feedback that repeats often points to a critical fail point that needs to be addressed.
- **What are quick wins?** Take time to identify the small changes that can be made to the straight away.
- **What is a big win?** Identify 1-2 bigger wins; larger or more complex adjustments that have greater transformative potential, but may require additional layers of permission, or budget.



# 1 - Make sure there are more students than teachers.

# 2 - Make the process analog and visible to students.

# 3 - Follow a Feedback Protocol

# 4 - Feedback is a gift (no 'batting' it back)

# 5 - Ensure multiple 'feedback rounds' (minimum of 3) or opportunities to refine, calibrate and test new ideas.

# 6 - Reflect and ensure students can 'see' action or progress

## IN YOUR CONTEXT?

### EXAMPLES



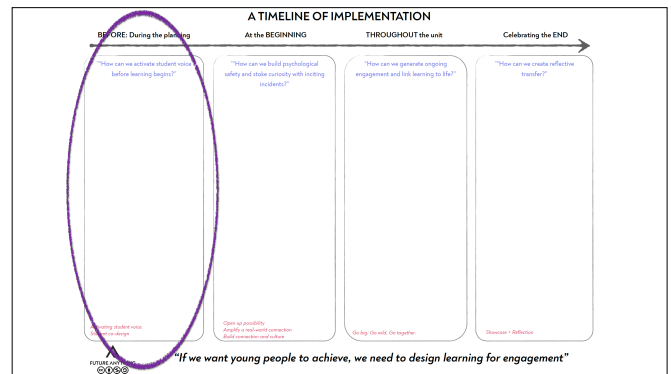
Short feedback rounds where teachers pitch the unit planning and calibrate their ideas



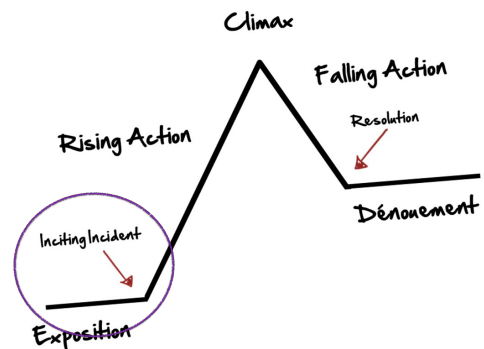
Establishing advisory panels where students contribute to decisions about curriculum, assessment, and culture.



Teachers pitching to students during class sessions



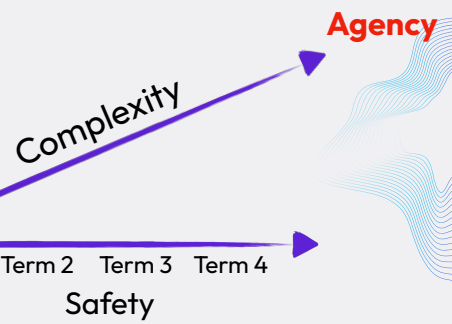
## THE BEGINNING



7 seconds

Agency  
Engagement  
Motivation  
Success

**Motivators**



1. Opens up possibility.
2. Generates interest and engagement.
3. Amplifies a real-world connection.
4. Build relationships and classroom culture.

Research  
Deep Dive



Bust out of  
Brainstorming:  
Ideation for  
Creativity

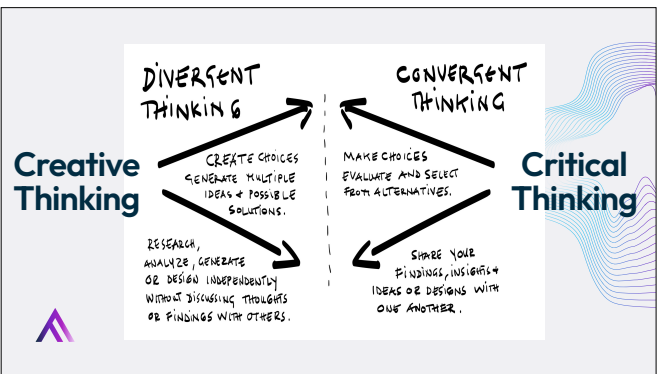
IDEATION  
STRATEGY 1:  
Sticky Notes

Idea + Creation = Ideation



**IOVETIS**  
inspirational public relations

Go big.  
Go wild.  
Go together.



**Action:** "As a table, ideate as many different 'inciting incidents' or experiences that you can think of that would engage, interest and build a real-world connection for students."

**03:00**



Research  
Deep Dive



Bust out of  
Brainstorming:  
Ideation for  
Creativity



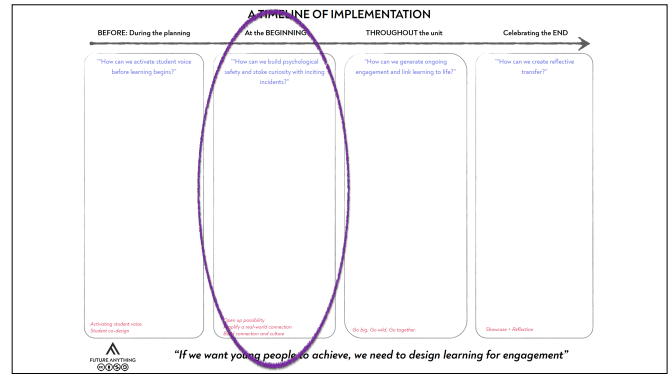
IDEATION  
STRATEGY 2:  
AI Prompt



**Context:** I am a secondary teacher in... My school is... My learners are...

**Ask:** I am looking to build a series of engaging and motivating hook activities for a unit about (**subject/class/unit/achievement standards**) that will help to generate interest, maintain momentum, amplify the connection to the real-world and build connection and classroom culture]

**Parameters:** Can you provide for me ten activities that increase in complexity and require little preparation. I also really want the first few activities to be really fun and elevate success so that students experience motivation.



Linking learning to life  
**THROUGHOUT** the  
unit



**The project involves real-world context, tasks and tools, quality standards, or impact, or the project speaks to personal concerns, interests and issues in the students' lives.**



**Who are the authentic voices that would amplify this learning?**

**Where are the authentic spaces that would amplify this learning?**

**What are the authentic experiences that would amplify this learning?**



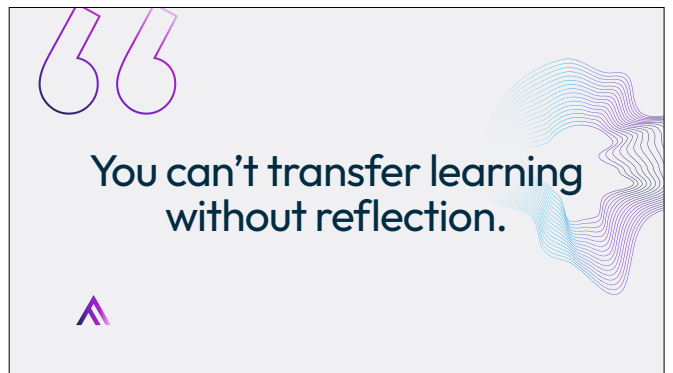
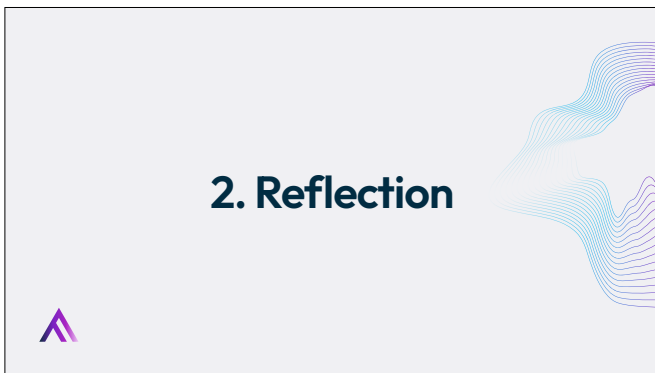
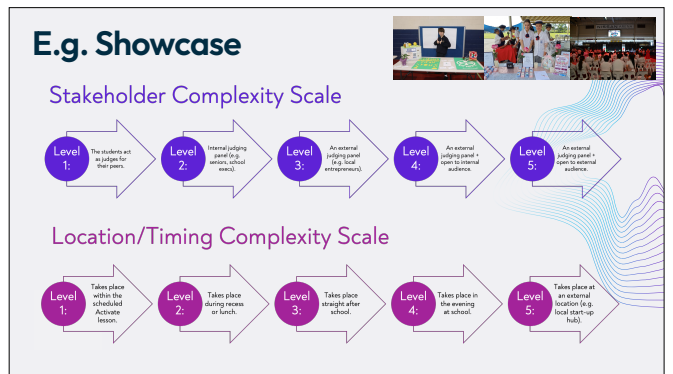
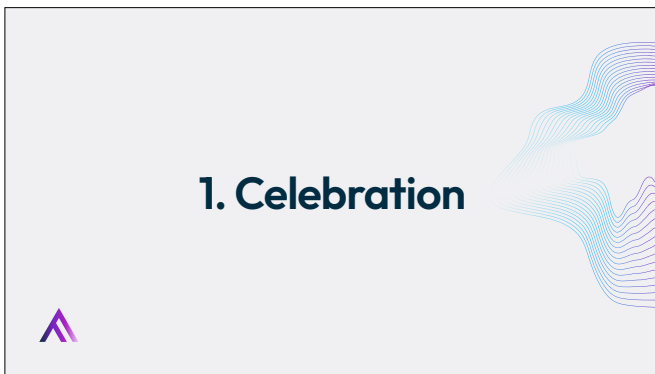
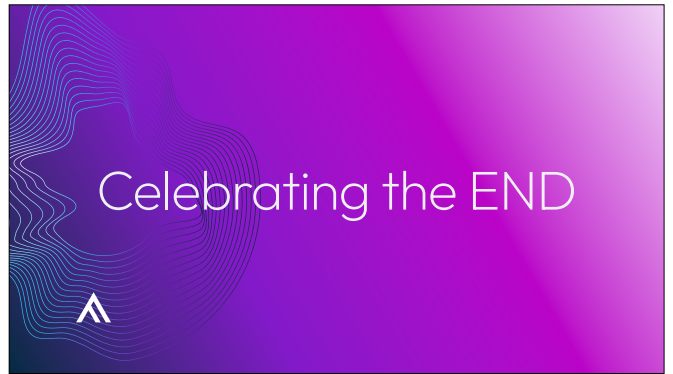
## AUTHENTICITY EXAMPLES IN ACTION



- BLOG: Why Authentic Voices Matter.  
- Blacktown Big Ideas Challenge

- BLOG: A Case for Authentic Learning in the Classroom.  
- High Tech High: Operation Protect San Diego 2.0





1. What went well?
2. What didn't go well?
3. What would you do differently?
4. Why does it matter?



## Examples:

Fail Video

Advice to future students

Journey Storyboard



**Thinking Timeline Comic Strip:** Instead of a plain timeline, students create a 4–6 panel comic strip of their thinking journey — using stick figures, speech bubbles, emojis, and sound effects to show “aha” moments or challenges.

**Two Stars and a Wish — With a Twist:** Make it a fortune teller game (those paper-folding “cootie catchers”): Students write two strengths and a wish inside, then swap with a partner who “predicts” their next move.

**Creative / Critical Thinking Bingo:** Create a Bingo card with prompts like “Tried a wild idea,” “Asked a tricky question,” or “Changed my mind.” Students mark squares as they reflect and race to get Bingo!

**Emoji Journal Entry:** Students write their reflection only using emojis and then explain the story to a partner or the class — e.g., 🤔👉👉👉 = “I tried something creative, thought hard, got an idea, struggled a bit, but I’m proud!”

**Think-Pair-Share:** Role Play: Students act out their growth story as a short skit or improv, playing themselves or a superhero version of their thinking self, then share reflections.

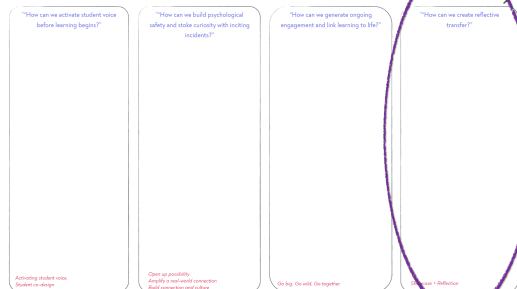
**Letter to Past Self — Postcard Style:** Students design a digital or paper postcard with a quick note to their past self. Add drawings, stickers, or memes that show how they’ve grown.

**Mood Meter Dance or Freeze Game:** Use the mood meter colours but add movement: Students strike poses or do quick dance moves that show how they felt during challenges or successes.



### A TIMELINE OF IMPLEMENTATION

BEFORE: During the planning      At the BEGINNING      THROUGHOUT the unit      Celebrating the END



“If we want young people to achieve, we need to design learning for engagement”



# WHERE TO NOW?



## Do you want more?

**BUILDING  
ENGAGING  
CURRICULUM**

One or Two Day  
Program

### Why Future Anything?

**We know schools and we know curriculum**  
Founded and led by an experienced team of educators, our programs are co-designed with teachers and young people and aligned to Australian curriculum.

**We're flexible, collaborative and responsive**  
We know every school (and class) is different. We work with you and your teaching team to contextualise your program so that it supports the needs of your students.

**We're here for educators, every step of the way**  
We work with you and your team to ensure the learnings and impact of our work together continue beyond your program.

**We love data and feedback - and act on both**  
We collect extensive quantitative and qualitative feedback, making sure we are always getting better, and you know the impact of your program.


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## Projects

### Project-Based Learning at HTH

These projects are examples of the work that is done at all of the High Tech High Schools. It is our record of what we have done and how to get there. Teachers can utilize this to display what they have done with their students, and get ideas from other teachers. Students can show their parents and friends the work that they have done, and the community can see how project based learning enables students to do and learn. Please enjoy the projects and videos.

<https://www.hightechhigh.org/project>

[Browse Projects](#)




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# COMMUNITY




**ENTERPRISING EDUCATORS' NETWORK**

Private group · 418 members

About Discussion Featured Topics Members Events More

Write something...

Live video Photo/video Poll

**Featured**

**Future Anything**  
March 8, 2023 · 0

Welcome to the Teachers of Enterprising Network.


**About**

The world of work is changing. It's estimated that the average 15-year-old will have 17 different jobs over 5 different careers (McKinsey 2015).

For the first time in history, employers are listing more enterprise than technical skills in job advertisements.

Thus, demand for critical thinking has increased by 370%, creativity by 42%, presentation skills by 24%, and teamwork by 20%.

\*et research shows that over 30% of young



# FUTURE ANYTHING YOUTUBE CHANNEL

