

**BEYOND BOUNDARIES ADVISORY GROUP MEETING
FRIDAY 10 MAY 2024
(ARRIVAL 7:15 AM FOR) 7.30 – 9.30AM (AND VIA TEAMS)
AGENDA**

Meeting will be held at All Saints' College, Gate 3, 28 Ewing Avenue, Bull Creek

Attendees

BBAG Members: *Chandra Sundareswaran, Dave Runge, Erica McWilliam, Fiona Crowe, Jan Owen, Josh Byrne, Kate Brooks, Kwaku Aning, Mark Stickells, Michelle Green, Tom Goerke*
College Staff: *Bradley Middleton, Elizabeth Bowyer, Greg Port, Rebecca Blaxell, Sarah Moore, Shannon Armitage, Steve Scotti, Belinda Provis, Cameron Thorn*

Item	Speaker	Time
1. Welcome to All Saints' College and Acknowledgement of Country	Belinda Provis, Principal of ASC and TSS	7:30am
2. Introduction of new members and reflections on first 100 days in the role	Cameron Thorn, Director of Djoowak: the Beyond Boundaries Institute	7:35am
<i>BBI 2024 and Beyond – New Strategic Plan</i>		
<p>Notes: Cameron welcomed new members and invited them to speak. Kwaku, Jayne, Josh and Michelle introduced themselves and spoke to their work history and current areas of focus. Cameron introduced Louka Parry and Ernie Dingo in absentia before summarising his first 100 days in the role, focusing on strategy, relationships, and professional learning.</p> <p>Cameron shared the new vision and mission statements of the BBI as well as the three goals for 2024 and beyond: fostering professional growth among educators; elevating the profession of education, and; driving systemic change. He flagged the dates of our biennial conference, 11 and 12 April 2025 in Fremantle, and briefly talked to the six themes of the conference.</p> <p>Cameron concluded by requesting input from the BBAG on designing and delivering objectives to align with the BBI goals, as well as input on speakers and presenters for ReimaginED Fremantle 2025.</p>		
3. Insights, emerging trends and reflections from SXSW 2024	Kwaku Aning, Director of the Center of Innovation and Entrepreneurial Thinking at the San Diego Jewish Academy	8:00am
<p><i>AI is great at eliminating the initial struggle around ideas. How do we leverage this ability against the educational benefits of productive struggle?</i></p> <p>Notes: Kwaku shared his career journey to date, having started as a professional musician before transitioning into education. Kwaku was able to share insights from different jurisdictions and K-12 educational contexts, including some international collaboration with the UN. Kwaku spoke to</p>		

his experience at the 2024 iteration of [South by Southwest \(SXSW\)](#) conference, Belinda Provis and Louka Parry also attended the multi-day event.

Kwaku:

- highlighted a presentation by [Napoleon Wells, 'The Intersection of Storytelling, Mental Health and Education'](#) which explored how the right stories can help the mental health of everyone in schools. Kwaku questioned if and how we are telling students stories to help them be who they need to be and asked us to ponder what stories we are telling teachers about the ups and downs of teaching;
- spoke to the SXSW session by [Charles Duhigg titled 'Supercommunicators: Unlocking the Language of Connection'](#) and which explored that whenever we speak, we're actually participating in one of three conversations: practical (What's this really about?), emotional (How do we feel?), and social (Who are we?). If you don't know what kind of conversation you're having, connection is hard. Kwaku emphasised the importance of this skillset in getting anyone (students) to do something that they are not willing to try;
- summarised [Amy Webb's keynote launching the Future Institute's 2024 Emerging Tech Trends Report](#). This is really worth watching as Amy explains we are currently in the middle of a supercycle of innovation. This is a result of a huge jump in three primary areas of technology - artificial intelligence, connected ecosystems of things and biotechnology.

Kwaku then presented the provocation on the role of AI and its place in productivity vs productive struggle. A rigorous conversation explored considerations of educators and industry. Some reflections from industry focused on the need for output ('first to market') and that time spent in 'productive struggle' was inefficient. Reflections from the tertiary environment noted that AI is a tool accessed by students, and it is important that students know how to use it, just as they would in the real world. Reflections from teachers focused on the need for students to develop problem solving, resilience and critical thinking skills as well as an awareness of the limitations and ethics of AI. The group spent some time discussing the philosophical and logistical challenges of connecting learners with AI, away from AI, to enhance their use and understanding of AI.

The work of Dr Joy Buolamwini was referenced in our discussion: link to her [SXSW 2024 keynote](#). Dr Buolamwini produced a Netflix documentary in 2020 exploring bias in algorithms and facial recognition technology, titled [Coded Bias](#). Additionally, she has authored a book, titled [Unmasking AI](#), that explores the same issues. The work of Ethan Mollick on Co-Intelligence was referenced, with his [book](#) and a [Keynote on AI in the Classroom](#) being of relevance. The group agreed that general literacy in AI, as well as general competency for various uses, were important to develop in students. Yet it was noted that there is a need for deep understanding of AI and ways for students to pursue this, in school and beyond the school gates.

Finally, the group was challenged to think about AI as both a tool and a subject. Members were left with the following question to ponder: how do we encourage finding joy in something that you know nothing about?

<p>4. Radical Collaboration in action – Curtin's Sustainability Challenge</p> <p><i>Challenge-based learning leans into students' passions and interests. What is the role of challenge-based learning in the transition from high school to post-school pathways?</i></p>	<p>Professor Josh Byrne, Dean of Sustainable Futures at Curtin University.</p>	<p>8:45am</p>
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Notes:
 Josh shared his journey from when he was in Year 10 and contemplating dropping out of school through to becoming a university professor and national TV presenter. He reflected on the importance of his Year 11 experience and the impact of space being created for him to find his feet, to find his passion and link it with a career. Josh spoke of his university student days, living

in a share-house, and refining permaculture principles in the backyard. Josh's key reflection was that all of his professional roles had been borne out of his passion for gardening.

Josh's presentation focused on the [Sustainability Challenge at Curtin University](#). Now in its third year, the intensively delivered undergraduate unit provides interdisciplinary, industry partnered, real world experiences for students. The unit is open to any student at the university, increasing sustainability literacy and providing an opportunity for students to connect their passions to careers and industry working on real world challenges. Students learn problem-solving skills, critical thinking and professional capabilities. It is important to note that this unit is often the only time that students have worked in groups with others that are outside of their study discipline.

The Sustainability Challenge is a demonstration of [radical collaboration](#), emphasising principles that encourage openness, innovation and collective problem solving. Students, staff and industry connections align behind a shared purpose, addressing one of three key sustainability themes. Students and staff have open communication throughout the week, bringing in industry to share ideas and feedback in an environment of trust and respect. Students are encouraged to draw on their diverse backgrounds, placing value in diverse perspectives which results in more robust solutions. As a group project, all solutions are co-created and are mutually beneficial to all parties involved. The intensive is structured to be flexible and provide space for groups to evolve their solutions as they go, empowering members to take ownership of their contributions and learning journey.

Josh shared how the sustainability challenge fits as the capstone experience of the Planet Positive undergraduate certificate or specialisation. The first unit, [Changemakers for Sustainability](#), is open to Year 11 and 12 secondary students at no cost. If students complete the optional assessment, they can effectively complete an undergraduate unit before they get to university. This also presents a novel pathway into university, through the undergraduate certificate, rather than sole reliance on ATAR.

The group spent some time discussing this intersection between schools and universities, and how these experiences embedded with challenge-based learning can be useful as a tool to uncover pathways and career opportunities.

The group discussed the Living Learning Community that is being launched to support the Planet Positive initiative. Members contemplated how we can draw on all parts of a school community to make the campus a living lab. Josh reworded his initial provocation and challenged the group to consider from a systems perspective:

How do we ignite passion and foster a sense of agency through education?

5. Close	Cameron	9:30am
Next Meeting: 21 October 2024 7.30 – 9.30am, All Saints' College		