CULTURAL EVENT
Penrhos College, Como, WA
Penrhos College is a day and boarding school for girls, with 1177 students from Pre-Kindergarten to Year 12. Principal, Mrs Meg Melville.

THE Enterprise Management (EMAN) course at Penrhos College is designed to provide students with the opportunity to understand how a small business operates. It focuses on processes that are vital to business success and empowers students to make decisions and become responsible for their choices. An innovative and engaging practical component of the course is the Asian Business Luncheon, hosted annually by the Year 10 EMAN class.

Entering the Asian Business Luncheon is a sensory delight for guests: the smell of incense, the sight of girls in national costume in their brightly decorated booths, the sound of Asian pop music and guests engaging with students, not to mention the taste of delicious oriental dishes. But there's more to this special event than fun and food.

The event aims to help students understand the importance of cultural research when conducting business overseas, particularly in Asia or with people from an Asian cultural background. It emphasises the importance of research into customs, political climate and events, and the way that economic events play an important factor in business relations and in establishing initial contact.

Students learn that first impressions with potential associates are made over dinner or lunch and that, at times, social gatherings are part of business relationship building, establishing trust and common understandings.

The luncheon provides girls with a simulated real life experience in what it is like to impress guests, not only with their luncheon menu but, more importantly, with their knowledge of Asian culture, as well as their own Australian awareness.

Students need to demonstrate an ability to converse with an adult audience, which sometimes includes consulate officials. Other guests include parents and staff, who visit the booths and ask questions, marking the students' knowledge and interactions on a score sheet. Guests are encouraged to ask students about the politics, economy, geography, culture, language and current affairs in their designated country. Students are evaluated on their response to questions, display stand and general etiquette overall.

As well as gaining an insight into another culture and experience in conversing with an adult audience who will quiz them on their knowledge and research, students also learn that putting on such events requires cooperative team work from all levels, and that the teacher is simply a part of the process. The girls learn that effort is required to impress others and stage a successful event, and that innovative thinking is required to make it special every year.

CHRISTINA HABIB
ENTERPRISE MANAGEMENT TEACHER, PENRHOS COLLEGE

CULTURE & INNOVATION

CREATIVITY & INNOVATION

TECHNOLOGY

DIGITAL PATHWAYS
Loreto Normanhurst, Normanhurst, NSW
Loreto Normanhurst is a day and boarding school for girls from Years 7-12, with 890 students. Principal, Ms Barbara Watkins.

WE ARE all strolling, walking and sometimes running along digital pathways with a range of skills, success, setbacks and experiences. At Loreto Normanhurst we created the Digital Pathways project to support our students on their digital journey and to coordinate our school community's response to emerging digital issues, including compliance to related school policies.

The project emerged from the introduction in 2010 of our 1:1 laptop program and its integration with the Loreto Normanhurst Student Growth Model (LNSGM) based on a Faith, Academic, Community and Extra Curricular (FACE) framework of holistic learning. This had entailed developing a series of planned strategies and tailored activities in response to emerging trends and issues.

The planned strategies included professional development for staff, information sessions for parents and workshops for students. Evaluation tools used at all stages of the process shaped the tailored activities, which included parent presentations addressing issues of bringing laptops into homes and being wise users. The school also developed a social media platform to engage parents in social media so they could understand the world of their daughters. Student support for digital resource management was addressed at the subject level. Procedures and protocols were established so boarding students and parents could communicate by Skype.

GUESTS at Penrhos College's Asian Business Luncheon enjoy Asian cuisine prepared by students and evaluate students' knowledge and interactions.
Guided by the research of Professor Jason Ohler, we further developed our approach to using technology to improve learning while helping students become wise digital citizens, and in 2013 introduced the Digital Pathways project. The project embraces two major strands: pastoral care and classroom learning. The accompanying diagram illustrates how these strands work together across the issues of digital footprint, digital reputation and digital citizenship.

**Pastoral care pathway**

The coordination of the two strands starts with vertical pastoral care student- and teacher-led workshops and presentations. In Years 7 to 9, the themes of the workshops investigate the concepts of digital footprint and management of students’ digital reputations. This is expanded in Years 10 to 12 to explore student engagement as digital citizens. Resources for instruction include worksheets, podcasts and videos; web links are available to students and teachers on the School portal; and examples are available on the author’s Digital Pathways edublog.2

Years 7 to 9 are encouraged to ‘be aware of the send button’. As teachers, we need to be aware of the cognitive development of the child. When accidents happen, we need to help students understand where they went wrong and provide strategies to support them. The process starts with a digital audit and an introduction to communities of practice that can help students’ learning and involvement as a digital citizen.

In Years 10 to 12 students are aware that they can take some control over their digital footprint and reputation and become more involved digital citizens. This process involves integrating the values of the Loreto tradition: freedom, sincerity, justice, verity and felicity. For example, the School is a partner in the National Cyber Security Awareness Week in May 2013 and students are organising a series of digital awareness activities. In addition, at the Connected Learning Conference in 2013 the School invited Michael Purdyk, the founder of Taking IT Global, to workshop with students on how to link everyday citizenship with digital citizenship.

**Classroom learning pathway**

The Digital Pathways project is integrated into classroom teaching and learning in subject areas and the Loreto Normanhurst Student Growth Model (LNSGM). Teachers and subject departments have freedom to decide how they use the learning technologies.

The themes of LNSGM for Years 7 to 10 are discovery, connectedness, outreach and creating a vision; these are blended into the Digital Pathway themes of digital footprint, reputation and citizenship. For example, Year 7 students discover the concept of digital footprint and implications of a connected digital world. In Year 8, the theme of connectedness is ideally suited to workshops and discussion about the use of social media and its implications for students’ digital footprint and reputation. In Year 9, a unit of work called ‘My Brilliant Career’, in which the careers advisor demonstrates to students the importance of managing their digital reputation, supports the outreach theme. In Year 10, students are encouraged to create a vision through their participation in a digital Youth Congress (YCon).

The Digital Pathways project supports our efforts to co-ordinate learning technologies in the School, improve students’ learning outcomes and help them on their journey to becoming digital citizens who can make a difference.

**MARTIN PLUSS**

DEAN OF LEARNING TECHNOLOGIES,
LORETO NORMANHURST

**NOTES**
