

Learning Creates Australia - Social Lab

# **The Pulse Playbook**

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## Section 1 – For the decision makers (the coach)

### *About this section*

This section of The Pulse Playbook is designed for school leaders who are considering The Pulse Lab as an opportunity for their school community. It also provides information and support for school leaders who have committed to running a Pulse Lab in their school community. You will find everything you need to know about what The Pulse Lab is, why it may be beneficial for your school community and how it works in practice. You'll also hear from school principals who have been part of developing The Pulse Lab as they share their experiences about why The Pulse Lab was right for their communities.

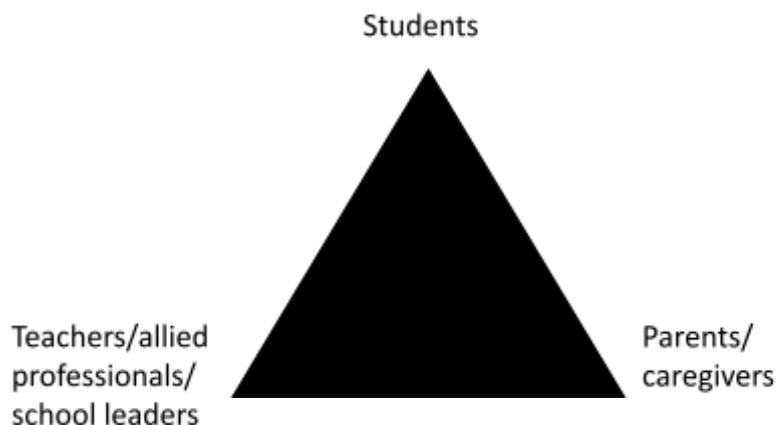
### How do we define 'the school community'?

The Pulse Lab defines the school community as being made up of:

- Students
- parents and caregivers
- teachers, allied professionals and school leaders.

The Pulse Lab is specifically focussed on the school community as an essential group to engage. Learning Creates Australia believes it is important to engage with the broader community as well as the school community as they play a crucial role in learning and recognition of learning, however, this project suggests beginning with a focus on the core school community when using co-design.

### **The School Community**



## Why The Pulse Lab?

(Design note – this section is intended to be in two parts – a ‘quick’ version in infographic form below followed over page by a ‘read more’ version that provides a more traditional and in depth rationale)



New models of recognition of learning for senior schooling need new ways of working

We need a

**POWER SHIFT!**



School community **agency** is EVERYTHING!  
Focus on this to shift from:

**POWER OVER**

to

**POWER WITH**

Reference 1  
(over page)



All players in the school community matter

- Students
- Teachers/allied professionals/school leaders
- Parents/caregivers

Co-agency of students, teachers and parents is what will deliver genuine student agency

Reference 2  
(over page)



The Pulse Lab method gives schools a new way to approach this work:

**CO-DESIGN!**



Is your school tackling the journey towards broader ways to measure and recognise learning?  
Try this as a start...

### SET UP A PULSE LAB

The **Pulse Lab** is a design team made up of students, teachers and parents from your school community



The **Pulse Lab** – uses co-design to:

- Understand and increase community agency
- Go on to support the entire new recognition journey (ambitions through to metrics)
- Become an ongoing method of working in school

### UNDERTAKE THE LAB'S FIRST PROJECT

#### The Pulse Check

*Measuring the heartbeat of a school community*

#### The Pulse Check

- Measures agency of students, teachers, parents
- Uses belonging, engagement and autonomy as key indicators of agency
- Is led by the Pulse Lab design team (their first project)



## BENEFITS:

The Pulse Lab could help your school community to see positive changes such as:

Agency improves for all groups

The school community is ready to consider new ambitions\*

\*see more on Page [x](#)

The school community is ready to tackle all the other steps on the new recognition path over time such as developments in teaching and learning and assessment

The Pulse Lab provides co-design methodology for the school community to engage in the process throughout

Reference 1 – *“Student agency requires students and teachers to do great work, together. It is power with, the power that comes from relationships, rather than power over that comes from hierarchy, in action.”*

CHARLES LEADBEATER, 2022, LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, PAGE 9

Reference 2 – *“Here is the iron law of co-agency: it is impossible for students to develop agency unless teachers themselves are agents, trusted by the school and the wider system to craft and design learning with students. Students only become agents when capable teachers do as well.”*

CHARLES LEADBEATER, 2022, LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, PAGE 8

*Keen to read more about the rationale for The Pulse Lab?  
See the following pages for more detail.*

## Why The Pulse Lab?

Working towards a new recognition system that allows broader and better outcomes for all young people requires a **power shift** so that true agency is the lived experience of students, parents and teachers in every school community. The University of Melbourne Assessment Research Centre refers to the need for “*Renegotiating the roles of learners, teachers and parents*” in their recent report ‘Generating trust and utility in senior secondary certification’.<sup>1</sup>

The objective of this shift **from ‘power over’ to ‘power with’**<sup>2</sup> is increasing student agency which is essential for future success, but this is not to relegate the importance of teacher and parent agency, indeed co-agency across the school community is everything and student agency will only thrive if all players are considered essential.<sup>3</sup>

The Pulse Lab brings together two key aspects of the work being done to establish new recognition systems – **community agency** (for the ultimate benefit of student agency) and **‘new learning ambitions’**. New learning ambitions has been identified as the first step towards new metrics and new recognition systems.<sup>4</sup> This work asks schools and systems to say what they want from education. If it is more than a score, what is it? And what should it capture in terms of what young people know and can do?

### *New Learning Ambitions*

*“Increased breadth and depth of learning required, so that learners become creative, confident individuals committed to lifelong learning, and active, informed members of society. New learning ambitions include general capabilities, to complement learning in more traditional domains.”<sup>5</sup>*

This is complex work to lead in a school community and **The Pulse Lab offers a new way of approaching this work – co-design!**

Co-design is a common practice in many industries but is not as commonly used in education as a method to re-think how schools might work better. The Pulse Lab brings a co-design lab into your school made up of students, parents and teachers (supported by leadership) to act as design team to help take your school forward.

The Pulse Lab uses co-design to facilitate a collaborative approach to understanding and increasing community agency. **The design team MUST include a mix of students,**

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<sup>1</sup> MILLIGAN, S., HASSIM, E., RICE, S., & KHEANG, T. (2021) GENERATING TRUST AND UTILITY IN SENIOR SECONDARY CERTIFICATION: CASE STUDIES OF FIRST MOVERS IN THEIR WARRANTING NETWORKS. LEARNING CREATES AUSTRALIA, MELBOURNE, PAGE 4

<sup>2</sup> CHARLES LEADBEATER. (2022) LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, MELBOURNE, PAGE 9

<sup>3</sup> CHARLES LEADBEATER. (2022) LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, MELBOURNE, PAGE 8

<sup>4</sup> MILLIGAN, S., HASSIM, E., RICE, S., & KHEANG, T. (2021) GENERATING TRUST AND UTILITY IN SENIOR SECONDARY CERTIFICATION: CASE STUDIES OF FIRST MOVERS IN THEIR WARRANTING NETWORKS. LEARNING CREATES AUSTRALIA, MELBOURNE, PAGE 9

<sup>5</sup> MILLIGAN, S., HASSIM, E., RICE, S., & KHEANG, T. (2021) GENERATING TRUST AND UTILITY IN SENIOR SECONDARY CERTIFICATION: CASE STUDIES OF FIRST MOVERS IN THEIR WARRANTING NETWORKS. LEARNING CREATES AUSTRALIA, MELBOURNE, PAGE 9

**parents/caregivers and teachers/allied professionals.** The make-up of the team combined with the equal power dynamic achieved through the use of co-design practice brings a new way of working into your school. The Pulse Lab demonstrates what “*Renegotiating the roles of learners, teachers and parents*”<sup>6</sup> could look like in practice as students, parents and teachers take a collective problem solving approach.

The Pulse Lab is supported through their first project – ***The Pulse Check – Measuring the heartbeat of a school community***, which unearths the community’s current levels of agency. There is potential to take The Pulse Lab much further. Beyond The Pulse Check, The Pulse Lab could be used as an ongoing structure and methodology in a school to:

- Go on to support the entire new recognition journey (from ambitions through to metrics)
- Become an ongoing method of working in your school to address a range of challenges

### Why The Pulse Check as a first project?

Any process of change (whether you focus on increasing community agency or you are beginning to consider what your school community’s new learning ambitions could be) begins with understanding the present situation. How do members of your school community feel about their own sense of agency?

### Enter The Pulse Check – your Pulse Lab’s first project...

The Pulse Check is **an annual student-led report** that measures the agency of students, teachers, parents through the use of an innovative process that is unlike any other survey. Because The Pulse Check is run by The Pulse Lab Design Team who have significant say in how they choose to engage with the school community throughout the process of gathering data, interpreting data and communicating their findings, The Pulse Check really should provide a snapshot of the heartbeat of your school community.

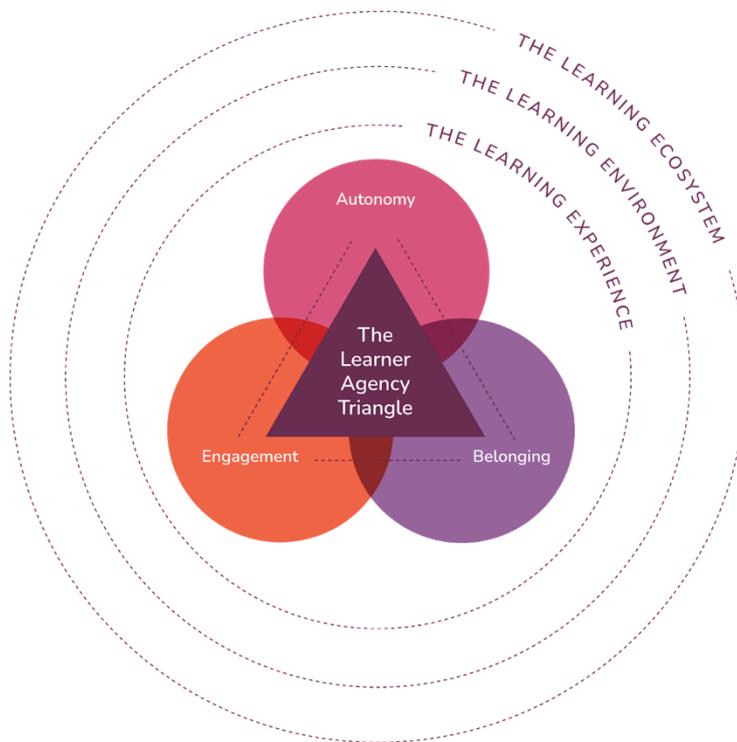
The Pulse Check uses belonging, engagement and autonomy as key indicators of agency. The questions provide a range of data across the three key community groups that show their perceptions of their own agency through their sense of belonging and levels of engagement and autonomy.

The Pulse Check gives your whole school community a picture of their current feelings of agency. The findings of The Pulse Check will arm your Pulse Lab Design Team with valuable data they can use to consider how the school community could increase agency and continue to work together using co-design to support the school community to tackle the many steps on the journey to new recognition systems.

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<sup>6</sup> MILLIGAN, S., HASSIM, E., RICE, S., & KHEANG, T. (2021) GENERATING TRUST AND UTILITY IN SENIOR SECONDARY CERTIFICATION: CASE STUDIES OF FIRST MOVERS IN THEIR WARRANTING NETWORKS. LEARNING CREATES AUSTRALIA, MELBOURNE, PAGE 4

## The Pulse Check Framework



### **AUTONOMY**

When learners take control and responsibility for their own learning, both in terms of what they learn and how they learn it.

### **ENGAGEMENT**

The degree of attention, curiosity, interest, optimism, and passion that learners show as they progress in their education.

### **BELONGING**

The extent to which learners feel personally accepted, respected, included, and supported by others in the school social environment

## The experts on AGENCY

Charles Leadbeater on agency –

*“In a world that is increasingly volatile, unstable, uncertain and unequal, education needs to help students exert some control and purpose over their lives. To do that they need to develop a sense of agency so that they can: understand what matters to them and the communities they are a part of; sense opportunity and act on it; take risks; make commitments; and learn in action how to recover from setbacks, to adjust their plans when things do not work out as they had hoped. They need to do all that by working with others, collaboratively and to develop and apply their learning in the real world, not just in the classroom. They need to learn to thrive by drawing on what makes them fully human: their ability to connect, to make meaning together and to act on fundamental moral purposes.”<sup>7</sup>*

The OECD on agency –

The OECD has placed student agency and co-agency with peers, teachers, parents and communities at this heart of its future model The OECD Learning Compass 2030



<sup>7</sup> CHARLES LEADBEATER. (2022) LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, MELBOURNE, PAGE 3

## STUDENT AGENCY FOR 2030

*“The concept of student agency, as understood in the context of the OECD Learning Compass 2030, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. When students are agents in their learning, that is, when they play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are more likely to define objectives for their learning. These students are also more likely to have “learned how to learn” – an invaluable skill that they can and will use throughout their lives.”<sup>8</sup>*

*“In education systems that encourage student agency, learning involves not only instruction and evaluation but also co-construction. Co-agency is when teachers and students become co-creators in the teaching-and learning process. The concept of co-agency recognises that students, teachers, parents and communities work together to help students progress towards their shared goals.”<sup>9</sup>*

Learn more about the OECD and agency here

[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in\\_brief\\_Student\\_Agency.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in_brief_Student_Agency.pdf)

**A message from Charles Leadbeater (rename this section)**

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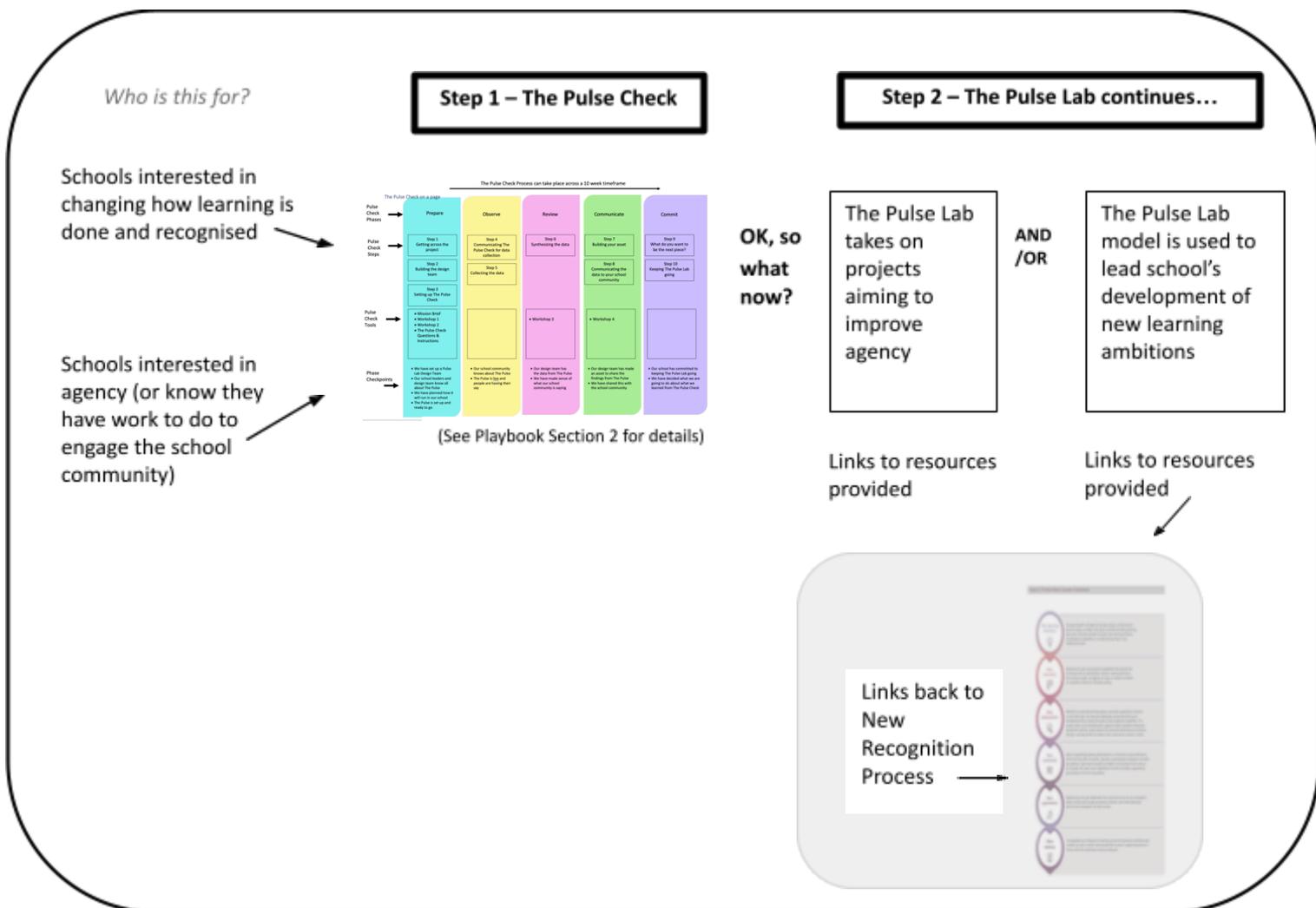
[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in\\_brief\\_Student\\_Agency.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in_brief_Student_Agency.pdf)

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[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in\\_brief\\_Student\\_Agency.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in_brief_Student_Agency.pdf)

# What is The Pulse Lab?

## Program Model



Links back to New Recognition Process

## The Pulse Lab Essentials

- A Pulse Lab Design Team
- Supported by school leadership
- Includes students, parents/caregivers and teachers/allied professionals
- Uses co-design processes to capture a snapshot of school community agency (The Pulse Check)
- Uses co-design processes to then address areas of concern and improve agency

- Provides a model of co-design and a structure that can remain active within the school ongoing
- Prepares a school community to tackle ongoing development of new recognition systems

### *The Pulse Lab is an initiative of Learning Creates Australia*

Learning Creates Australia is a growing alliance of people and organisations who are committed to lifting Australia through a new era of learning. Learning Creates Australia partners include The Paul Ramsay Foundation, The Foundation for Young Australians (FYA) and The Impact Assembly at PWC Australia. More information on the broader mission of Learning Creates Australia as well as detailed information on the National Social Lab can be found here – <https://www.learningcreates.org.au/>

The Pulse Lab was developed in 2021 as a prototype being explored as part of The Learner’s Journey project run by Learning Creates Australia. The Learner’s Journey brought together diverse people and organisations across Australia to design new ways to measure and assess learning in a way which better reflects who young people are, what they know and can do by creating broader and deeper ways to recognise learning and open up new and better pathways.

The Pulse Lab was developed as a collaborative way to address the need for greater community agency within school communities. Learning Creates Australia believes that Agency is vital for learners and for school communities to thrive, however while cognitive or academic domains are currently well represented and measured in schools, many of the non-cognitive skills, capabilities and traits that young people have are not being included in their story of success. For broader and deeper recognition of learning, we need everyone right across our school community, including our parents, teachers and students to have, teach and learn with agency.

The Pulse Lab was co-designed with the schools that participated in the 2021 development of the tool and the process for The Pulse Check. These schools have contributed extensively to the development of The Pulse Lab and Learning Creates acknowledges their generous commitment of time, expertise, experience and reflection. The Pulse Playbook would not be possible without their contribution.

#### **The Pulse Lab co-design schools:**

South Australia – Heathfield High School  
New South Wales - Rooty Hill High School  
Erskine Park High School  
Plumpton High School  
Colyton High School

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Get in touch here [hello@learningcreates.org.au](mailto:hello@learningcreates.org.au)

Learning Creates Australia would love to hear from your school!

If you take on The Pulse Lab in your school community, Learning Creates Australia would love to hear about your experience and make sure you stay connected to future developments in The Pulse Lab.

**Leading The Pulse Lab in your school community** *(Eventually include advice from Principals here)*

For The Pulse Lab to succeed in your school community it is vital that the model has the support of school leadership, philosophically and practically. Each school community will be able to identify the best way to support co-design within your context and The Pulse Lab should reflect the unique nature of your community. Here are some general actions that could support The Pulse Lab in your school:

**Before The Pulse Lab begins - commitment, communication and preparation**

Make sure the school's whole leadership group:

- Is fully aware of The Pulse Lab
- Understands why the school community is undertaking The Pulse Lab
- Informs school council and other relevant bodies about The Pulse Lab
- Is ready to support a focus on 'power with' the school community *(see page x)*
- Plans key dates and structures into the broader school calendar and plans for the The Pulse Check to run at a time in the school calendar that allows adequate time for the whole process unfold within a calendar year
- Considers setting the Pulse Lab as a standing agenda item in leadership meetings
- Includes student leaders, parent bodies and any other groups in these communications
- Considers how time will be allocated for the design team to operate and how the full participation of students and teachers will be supported in time and resourcing\*  
(\*It is the part of the design team's role to decide for themselves aspects of how and when they want to work together, but the school will need to ensure overall support is provided so that participating students and teachers feel they have the time and capacity to be involved properly)

**During The Pulse Lab – supporting both practice and culture**

The Pulse Lab project will require the ongoing support of school leadership both in practical terms as well as through cultural leadership. Not only is it important the design team is supported to function well, but also essential they are supported through an environment and culture in which their agency can succeed.

***The Pulse Check project***

Throughout The Pulse Check project keep track of:

- The process the design team is using (see Section 2 of the playbook)
- Having the design team's back to support trouble shooting any challenges
- Making sure the design team have adequate time to undertake the project
- Consider time and resource allocations to ensure the ongoing full participation of teachers (as well as students and parents) and whether a project

management/organisation role is required within the team to ensure effective scheduling of meetings, workshops, presentations etc

- Supporting the whole school community's participation in The Pulse Check
- Working together to facilitate presentations at assemblies, meetings and other school events
- Supporting a culture of openness and curiosity when approaching the discussion of The Pulse Check data and findings

### *Supporting a culture of agency*

Throughout The Pulse Lab set up your design team for success by:

- Ensuring they feel a mandate to lead the project
- Working to support an equitable power dynamic within the design team
- Learning about co-design and how it can be supported
- Supporting their efforts to engage the broader school community
- Considering how The Pulse Lab could be incorporated into school structures and practice for the long term
- Ensuring the process is given adequate time and resourcing to reflect its importance
- Supporting all community members to feel safe and comfortable through a process of power shift that aims to empower and provide agency for all community members

## Section 2 – For the Design Team (the players)

### *About this section*

Welcome to The Pulse Playbook.

This section of The Pulse Playbook is designed for The Pulse Lab Design Team. It provides information and support for those running The Pulse Lab with particular focus on The Pulse Check, your design team's first project.

You will find everything you need to know about what The Pulse Lab is, what The Pulse Check is and how to run both in your school community. You'll also hear from school communities that have been part of developing The Pulse Lab as they share their experiences about what they did and what worked well for them.

### *Who developed The Pulse Lab?*

The Pulse Lab is an initiative of Learning Creates Australia. Learning Creates Australia is a growing alliance of people and organisations who are committed to lifting Australia through a new era of learning. Learning Creates Australia partners include The Paul Ramsay Foundation, The Foundation for Young Australians (FYA) and The Impact Assembly at PWC Australia. More information on the broader mission of Learning Creates Australia as well as detailed information on the National Social Lab can be found here –

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The Pulse Lab was co-designed with the schools that participated in the 2021 development of the tool and the process for The Pulse Check. These schools have contributed extensively to the development of The Pulse Lab and Learning Creates acknowledges their generous commitment of time, expertise, experience and reflection. The Pulse Playbook would not be possible without their contribution.

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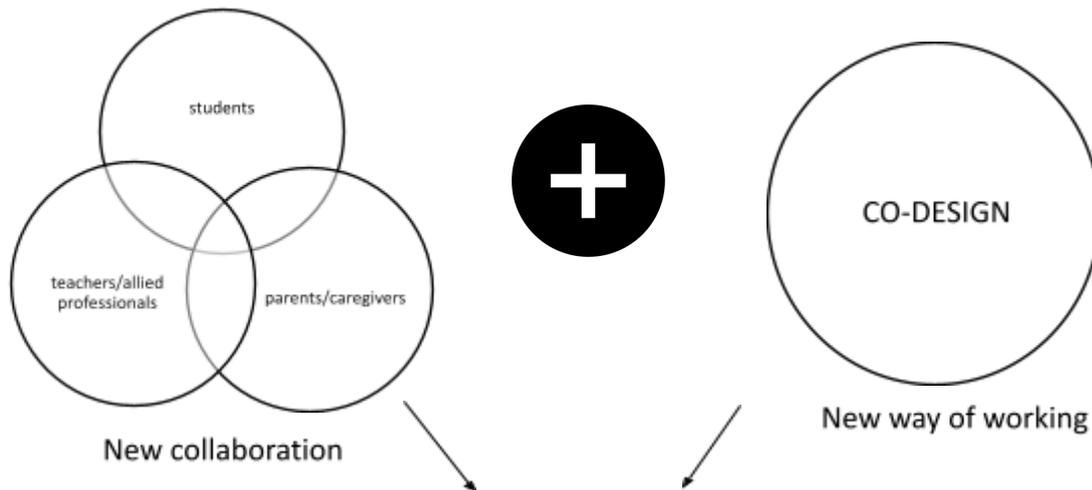
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## What is The Pulse Lab?

(Design note – this section is intended to be in two parts – a ‘quick’ version in infographic form below followed over page by a ‘read more’ version that provides a text based outline)

**The Pulse Lab** is a design team made up of students, teachers and parents from your school community



**The Pulse Lab** – uses co-design to:

- Understand and increase community agency
- Become an ongoing method of working in school

*Why?*

*To empower the school community to own and improve learning*



**Pulse Lab Project 1 – The Pulse Check**



Future Pulse Lab Projects...

*Keen to read more about the The Pulse Lab?  
See the following pages for more detail.*

### *What is The Pulse Lab?*

The Pulse Lab is a new way of working in your school. It is a design team made up of a group of students, parents/caregivers and teachers/allied professionals from your school community.

This design team uses a way of working called a co-design lab. Co-design brings a diverse group of people together who may not usually work together on equal footings to collaboratively solve challenges. It is used in many industries, but it is not as common in schools yet. Watch this short clip to learn more about what co-design is

<https://www.youtube.com/watch?v=rUc0z7jeOzc>

The Pulse Lab brings students, parents and teachers together to work as one design group using co-design. You will learn how to co-design in The Pulse Lab and you will undertake your first co-design project – The Pulse Check.

### *Why would students, parents and teachers work together?*

These three groups are important parts of your school community. Research shows that an education that will equip a young person for the future must develop a range of skills and capabilities along-side knowledge and understanding. One of the key areas that supports the education (and future life) of a young person is **agency**.<sup>10</sup> Developing agency requires you to have some experience of power within your education. Schools that are thinking about how to develop agency are thinking about how there could be a **power shift** in education.

Research also shows that young people's agency is supported by teachers' agency, that co-agency is effective!<sup>11</sup> This is not about empowering one group over the other, it is about moving from a model of 'power over' to a model of 'power with'<sup>12</sup>. So actually, schools looking to develop agency need to empower the whole school community – students, teachers and also parents!

The Pulse Lab provides a new way to approach the development of agency for the whole school community – co-design! Students, teachers and parents will work together on equal footing to learn more about how the school community really feels about their levels of agency and what could be done to improve this. This all supports the work your school is doing to change education to be better for all young people – to develop a wider range of things they know and can do and then to also measure and accredit all that they know and can do to unlock more and better pathways now and in the future.

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<sup>10</sup> CHARLES LEADBEATER. (2022) LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, MELBOURNE, PAGE 3

<sup>11</sup> CHARLES LEADBEATER. (2022) LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, MELBOURNE, PAGE 8

<sup>12</sup> CHARLES LEADBEATER. (2022) LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, MELBOURNE, PAGE 9

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*“In a world that is increasingly volatile, unstable, uncertain and unequal, education needs to help students exert some control and purpose over their lives. To do that they need to develop a sense of agency so that they can: understand what matters to them and the communities they are a part of; sense opportunity and act on it; take risks; make commitments; and learn in action how to recover from setbacks, to adjust their plans when things do not work out as they had hoped. They need to do all that by working with others, collaboratively and to develop and apply their learning in the real world, not just in the classroom. They need to learn to thrive by drawing on what makes them fully human: their ability to connect, to make meaning together and to act on fundamental moral purposes.”<sup>13</sup>*

The OECD on agency –

The OECD has placed student agency and co-agency with peers, teachers, parents and communities at this heart of its future model The OECD Learning Compass 2030



<sup>13</sup> CHARLES LEADBEATER. (2022) LEARNING ON PURPOSE – TEN LESSONS IN PLACING STUDENT AGENCY AT THE HEART OF SCHOOLS, CENTRE FOR STRATEGIC EDUCATION, MELBOURNE, PAGE 3

## STUDENT AGENCY FOR 2030

*“The concept of student agency, as understood in the context of the OECD Learning Compass 2030, is rooted in the principle that students have the ability and the will to positively influence their own lives and the world around them. Student agency is thus defined as the capacity to set a goal, reflect and act responsibly to effect change. It is about acting rather than being acted upon; shaping rather than being shaped; and making responsible decisions and choices rather than accepting those determined by others. When students are agents in their learning, that is, when they play an active role in deciding what and how they will learn, they tend to show greater motivation to learn and are more likely to define objectives for their learning. These students are also more likely to have “learned how to learn” – an invaluable skill that they can and will use throughout their lives.”<sup>14</sup>*

*“In education systems that encourage student agency, learning involves not only instruction and evaluation but also co-construction. Co-agency is when teachers and students become co-creators in the teaching-and learning process. The concept of co-agency recognises that students, teachers, parents and communities work together to help students progress towards their shared goals.”<sup>15</sup>*

Learn more about the OECD and agency here

[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in\\_brief\\_Student\\_Agency.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in_brief_Student_Agency.pdf)

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<sup>14</sup>

[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in\\_brief\\_Student\\_Agency.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in_brief_Student_Agency.pdf)

<sup>15</sup>

[https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in\\_brief\\_Student\\_Agency.pdf](https://www.oecd.org/education/2030-project/teaching-and-learning/learning/student-agency/in_brief_Student_Agency.pdf)

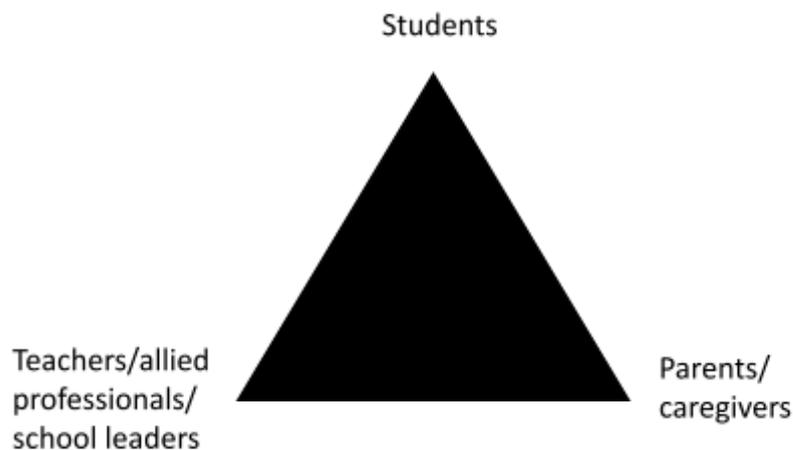
### *How do we define 'the school community'?*

The Pulse Lab defines the school community as being made up of:

- Students
- parents and caregivers
- teachers, allied professionals and school leaders.

The Pulse Lab is specifically focussed on the school community as an essential group to engage. Learning Creates Australia believes it is important to engage with the broader community as well as the school community as they play a crucial role in learning and recognition of learning, however, this project suggests beginning with a focus on the core school community when using co-design.

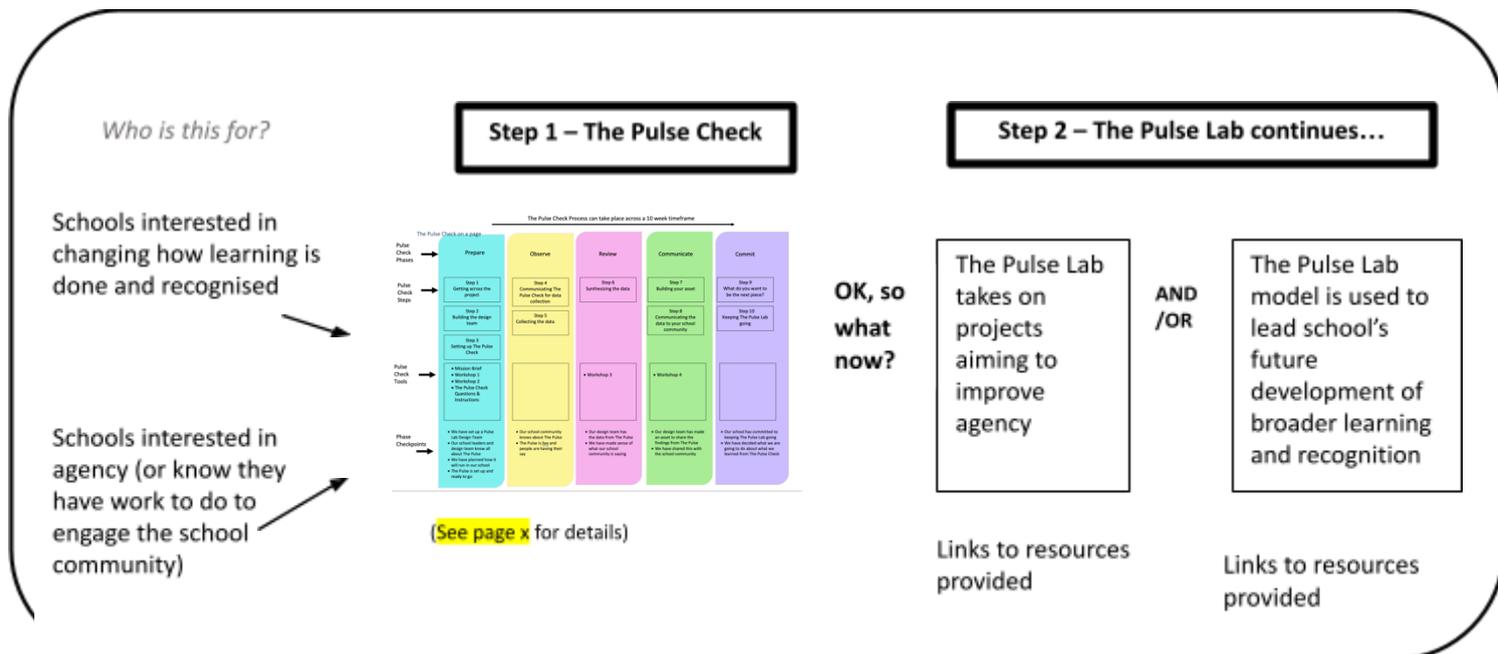
### **The School Community**



### *Who are allied professionals?*

Allied professionals are the staff members in your school who are not teachers but work to support the education of young people. These staff members may work in areas including learning support, family liaison, wellbeing support, cultural support or health support. Exactly who is included in this group will vary across school communities. They are recognised in our model of school community to acknowledge that other professionals work alongside teaching staff in schools and these staff members are vital parts of school communities.

## The Pulse Lab Process



## The Pulse Lab Essentials

- A Pulse Lab Design Team
- Supported by school leadership
- Includes students, parents/caregivers and teachers/allied professionals
- Uses co-design processes to capture a snapshot of school community agency (The Pulse Check)
- Uses co-design processes to then address areas of concern and improve agency
- Provides a model of co-design and a structure that can remain active within the school ongoing
- Prepares a school community to tackle ongoing development of new recognition systems

## Getting Started

The Pulse Lab kicks off with their first project – The Pulse Check. The next section of the playbook will provide everything you need to know to set up your Pulse Lab and get started with The Pulse Check.

## Project 1 – The Pulse Check

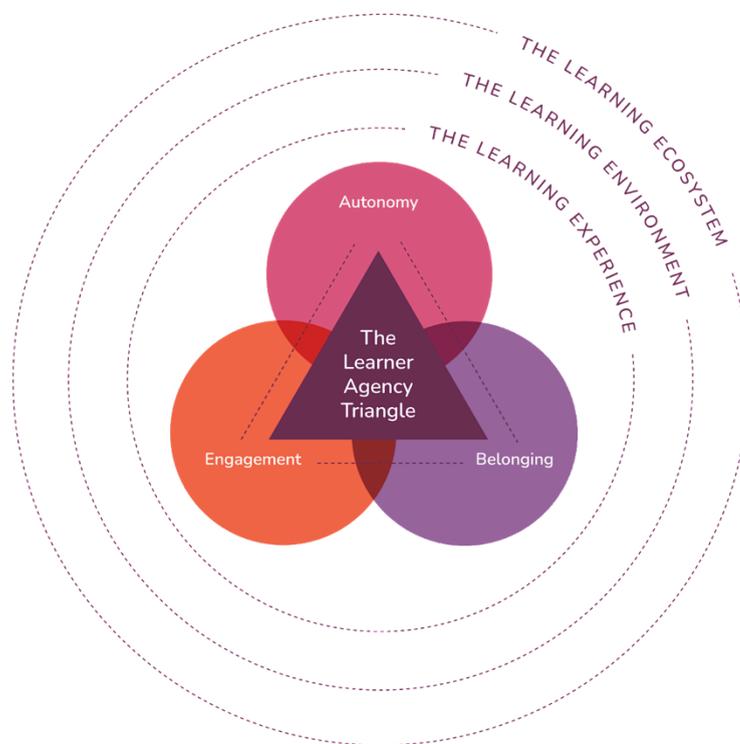
### *What is the Pulse Check?*

#### The Pulse Check

#### *Measuring the heartbeat of a school community*

Your Pulse Lab design team will use a co-design process to plan and run a survey like no other. The Pulse Check is a measure of the whole school community's perception of their agency against three key indicators:

- Belonging
- Engagement
- Autonomy



#### **AUTONOMY**

When learners take control and responsibility for their own learning, both in terms of what they learn and how they learn it.

#### **ENGAGEMENT**

The degree of attention, curiosity, interest, optimism, and passion that learners show as they progress in their education.

#### **BELONGING**

The extent to which learners feel personally accepted, respected, included, and supported by others in the school social environment

### *Who is involved in The Pulse Check?*

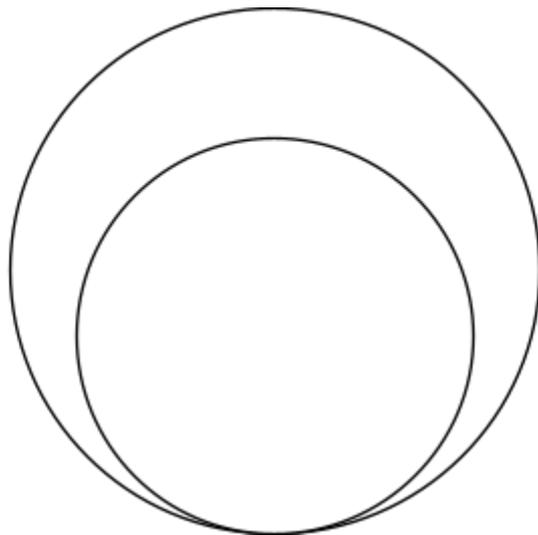
Just like The Pulse Lab design team includes students, parents and teachers, The Pulse Check canvases the opinions of students, parents and teachers in your school community.

The Pulse Lab design team will:

- Learn about co-design and how to use these processes
- Plan The Pulse Check for your school community
- Run The Pulse Check
- Work with the data collected to understand what the school community is saying about their current levels of agency
- Communicate their findings to the whole school community
- Work with school leadership to consider how these findings could inspire action to improve agency and learning for the whole community

The school community (all students, parents and teachers) will:

- Participate in The Pulse Check
- Hear about the findings



### *How long will it take to run The Pulse Check?*

The Pulse Check is best conducted over a period of two to four school terms. It is recommended that this timeframe be within one school year.

## Sample timelines

### Four Terms

Term 1	Term 2	Term 3	Term 4
School leadership communicating and planning for The Pulse Lab	The Pulse Lab design Team commences, learns about co-design and plans The Pulse Check	The Pulse Check data collection and analysis	Communication of findings and future planning
Pre-planning	The Pulse Lab design team active		

### Two Terms

This two-term timeline could commence in either Term 2 or 3 at the school's discretion

Term 1	Term 2	Term 3	Term 4
	The Pulse Lab design team commences, plans and runs The Pulse Check	The Pulse Check data analysis and communication and future planning	
	The Pulse Lab design team active		

## Advice from schools that have done The Pulse Check

### One Term is not long enough

The experience of schools that have participated in The Pulse Check development suggests that one school term is not sufficient time to work through the whole process and that having adequate time to work through the process is an important factor in the success of the project. It is suggested that at least two school terms are allowed.

### Avoid trying to do too much in Term 4

Given that schools found one term is not long enough to fully complete the process, avoid trying to get too much of The Pulse Check done in Term 4. As a very busy and often short term this is tricky, and it can be hard to keep momentum going to come back to the end of the process the following year.

### Start early enough to be finished by the end of the school year

Undertaking The Pulse Check should commence in early Term 3 at the latest. While the work of The Pulse Lab may be ongoing and a school community may continue to look at addressing the findings of The Pulse Check in later years, it is recommended that a whole Pulse Check cycle takes place within a school year so that students and teachers moving into new years and positions have a chance to complete a full project within one school year.

## *How to use the playbook*

This playbook contains everything you need to run The Pulse Check, from the questions to detailed notes on the process.

Your design team will make decisions about how The Pulse Check will look and feel in your school community and there are plenty of opportunities for you to make The Pulse Check unique for your context.

Use the process and the tools to guide your design team. We suggest starting with getting across **The Pulse Check on a page** to understand how you will develop and run your own Pulse Check.

Keep going through the playbook for detailed instructions for each step and advice from school design teams based on their own experiences.

## **The Pulse Check on a page**

(Design note – this is the heading of the next page and should appear on that page in a fully designed version of the playbook. It is only sitting in this format in this draft so that it appears in contents page without messing up formatting on the following page)

## The Pulse Check on a page

The Pulse Check Process can take place across 2 – 4 school terms



## Prepare

### About this phase

The first phase of The Pulse Check is all about set up, communication and planning. Doing this phase well will ensure that The Pulse Check is supported to succeed in your school community.

Your focus will be on creating the design team that will lead The Pulse Check in your school and also on setting up The Pulse Check tool itself. Using a process called co-design, your design team will collaborate to plan how The Pulse Check will work best in your school.

The Prepare phase has three steps:

- Step 1 – Building the design team
- Step 2 – Planning The Pulse Check
- Step 3 – Setting up The Pulse Check

### Who is involved?

This phase involves your school leaders and members of the design team. It is an essential element of The Pulse Lab that your design team **MUST** include representatives of your school community in three categories –

- Students
- Parents/Caregivers
- Teachers/Allied Professionals

### End of phase checkpoints

You will know you have completed this phase when you can tick these checkpoints:

- We have set up a Pulse Lab Design Team that includes students, parents/caregivers and teachers/allied professionals
- Our school leaders and design team know all about The Pulse Check and The Pulse Lab
- We have planned how The Pulse Check will run in our school community
- The Pulse Check questions are set up on a survey platform and ready to go

### How to Prepare

This section of the playbook takes you step by step through everything you need to prepare including explaining each step and providing all the tools you will need.

#### Step 1 – Building the design team

Planning (see time, org and roles below)

Learning about co-design and building co-design skills

How to fully participate as teachers

## Step 2 – Planning The Pulse Check

Time

Organisation – project management

Roles and resourcing

### *Step 2 - Building the design team*

#### **Steps:**

1. Select year 10 students were asked to join the design team
2. A survey was sent out to year 10 students to get more interest from the year 10 student body and an advertisement was put on “Daymap”
3. Pulse Check was announced at Governing Council meeting and parents were asked to volunteer
4. Those who volunteered then met and got to know one another through workshops

*No data collected about how teachers got involved*

#### **What worked well**

- All members volunteered to be part of the team, and therefore were motivated to work and collaborate together
- There was a mix of different students and parents

#### **What didn't work well**

- Lack of time given for teachers to engage, and therefore, only 2 teachers were part of the design team
- Lack of communication and organisation around meeting times and assemblies

#### **Resources needed in the future**

- More time to focus on understanding the project and building the design team to enable a better working environment moving forward
- More teachers needed to be engaged

## Step 3 - Setting up The Pulse Check

This is a very practical step where you actually set up the surveys that form the back end of The Pulse Check.

From a philosophical and communications perspective there is only one Pulse Check. All members of the school community are being asked how they feel about their levels of agency under the headings of belonging, engagement and autonomy. Your design team will look at the results of the whole community. Messages about The Pulse Check should focus on it being one process for all involved.

From a practical 'back end' perspective, there are three different sets of questions for the three user groups, students, parents and teachers. The questions are VERY SIMILAR but have slightly different wording or emphasis to make sense to that user group. You will see that they line up together very closely so you will be able to look at the results for each group but also compare across groups to see whole school community.

The Pulse Check currently operates as a 'do it yourself' survey set up for schools. The Pulse Check questions are provided in the following section of the playbook as well as pre-drafted introduction text for you to use. Your design team needs to set up the three surveys on a survey platform that your school is happy to use.

### *Setting up your surveys*



**Action** – Find out which survey platform your school uses. You might use something like Survey Monkey or another platform. Make sure your school is happy with the platform you are going to use for The Pulse Check and that someone in your design team can access the platform.



**Action** – Set up your surveys using the text and questions in the following section of the playbook. The answer formats are also identified under each question so you have all you need to create your Pulse Check.



**Action** – Have the design team members do the survey online to test that The Pulse Check is working



**Action** – Make sure you have the links to the survey ready for each user group

## *The Pulse Check Questions*

### *The Pulse Check Introduction Text (same for all three user groups)*

**Title:**

The Pulse Check - Measuring the heartbeat of your school community

**Introduction:**

Thank you for taking the time to complete The Pulse Check!  
It will take about 10 - 15 minutes of your time to complete.

**What is The Pulse Check?**

The Pulse is an annual, **design team led**, pulse check for schools to understand how their school community is feeling. You have been asked to share your experience of being a member of your school community by responding to the questions below. The Pulse Check is being done by students, parents/caregivers and teachers/staff. You can find out more about The Pulse [here](#) (*insert link to newsletter or other source of more information that your design team has created*)

**What happens to your responses?**

Your responses will be anonymous (we won't ask for any of your personal details). All responses will be shared with The Pulse Design Team at your school. The findings of The Pulse Check will be shared with the school community later in the year.

## Student questions – 24 questions

### Belonging

Belonging means you feel like a valued member of your community.

1. My teachers make me feel like I belong at this school  
 strongly disagree    disagree    agree    strongly agree
2. My peers make me feel like I belong at this school  
 strongly disagree    disagree    agree    strongly agree
3. I feel like my contributions (in class and extra-curricular activities) are valued  
 strongly disagree    disagree    agree    strongly agree
4. I'm given opportunities to influence how the school runs  
 strongly disagree    disagree    agree    strongly agree
5. I'm given opportunities to highlight problems within the school  
 strongly disagree    disagree    agree    strongly agree
6. If I was to suggest changes or highlight problems within the school, they would be taken seriously  
 strongly disagree    disagree    agree    strongly agree
7. I believe our school is open and accepting of all families and students  
 strongly disagree    disagree    agree    strongly agree

### Engagement

To be engaged means you're interested in what you're doing and willing to give it your full attention.

8. I'm aware of what interests me and keeps me engaged in class  
 strongly disagree    disagree    agree    strongly agree
9. My teachers are aware of what interests me and use this to keep me engaged  
 strongly disagree    disagree    agree    strongly agree
10. My teachers deliver lessons in ways that are engaging to me  
 strongly disagree    disagree    agree    strongly agree
11. The things I learn in class are relevant to my life outside of school  
 strongly disagree    disagree    agree    strongly agree
12. I'm provided opportunities to apply what I've learnt in class in practical ways  
 strongly disagree    disagree    agree    strongly agree
13. I look forward to learning new things and improving each day  
 strongly disagree    disagree    agree    strongly agree

14. List or describe some factors that could increase your engagement in class. E.g. teaching style, project type, learning style, content

**Open response**

### **Autonomy**

Autonomy means you're given the freedom to decide how you use and manage your time to complete tasks.

15. I'm aware of how I learn best. E.g. learning style, environment, preferences

strongly disagree    disagree    agree    strongly agree

16. My teachers are aware of how I learn best and can cater to these needs

strongly disagree    disagree    agree    strongly agree

17. I'm aware of what motivates me to work hard in school

strongly disagree    disagree    agree    strongly agree

18. Describe what motivates you to work hard in school

**Open response**

19. My teachers are aware of what motivates me and use this to make decisions about my learning

strongly disagree    disagree    agree    strongly agree

20. Teachers seek out students' opinions when making decisions about what or how something is taught

strongly disagree    disagree    agree    strongly agree

21. I am taught skills which enable me to work autonomously

strongly disagree    disagree    agree    strongly agree

22. I'm given plenty of opportunities to direct my learning and work autonomously

strongly disagree    disagree    agree    strongly agree

23. I have the confidence and self-knowledge required to work autonomously

strongly disagree    disagree    agree    strongly agree

24. Is there anything you'd like to share relating to your school experience and the topics covered in this survey (belonging, engagement and autonomy)?

**Open response**

*Teacher questions – 24 questions*

### **Belonging**

Belonging means you feel like a valued member of your community.

1. My students make me feel like I belong at this school

- strongly disagree    disagree    agree    strongly agree
2. My colleagues make me feel like I belong at this school  
 strongly disagree    disagree    agree    strongly agree
3. I feel like my contributions to the school community are valued  
 strongly disagree    disagree    agree    strongly agree
4. I'm given opportunities to influence how the school runs  
 strongly disagree    disagree    agree    strongly agree
5. I'm given opportunities to highlight problems within the school  
 strongly disagree    disagree    agree    strongly agree
6. If I was to suggest changes or highlight problems within the school, they would be taken seriously  
 strongly disagree    disagree    agree    strongly agree
7. I believe our school is open and accepting of all families and students  
 strongly disagree    disagree    agree    strongly agree

### **Engagement**

To be engaged means you're interested in what you're doing and willing to give it your full attention.

8. I'm aware of what interests my students and use this to keep them engaged in class  
 strongly disagree    disagree    agree    strongly agree
9. I deliver lessons in ways that engage all my students  
 strongly disagree    disagree    agree    strongly agree
10. The things my students learn in class are relevant to their life outside of school  
 strongly disagree    disagree    agree    strongly agree
11. I provide opportunities for my students to apply what they've learnt in class in practical ways  
 strongly disagree    disagree    agree    strongly agree
12. My students look forward to learning new things and improving each day  
 strongly disagree    disagree    agree    strongly agree
13. List or describe some factors that could increase student engagement in class. E.g. teaching style, project type, learning style, content

### **Open response**

### **Autonomy**

Autonomy means you're given the freedom to decide how you use and manage your time to complete tasks.

14. I'm aware of how my students learn best and can cater to these needs  
 strongly disagree    disagree    agree    strongly agree
15. I'm aware of what motivates my students to work hard in school and use this to make decisions about their learning  
 strongly disagree    disagree    agree    strongly agree
16. Describe what you think motivates your students to work hard in school  
**Open response**
17. I seek out students' opinions when making decisions about what or how something is taught  
 strongly disagree    disagree    agree    strongly agree
18. I seek out parents' opinions when making decisions about what or how something is taught  
 strongly disagree    disagree    agree    strongly agree
19. I'm encouraged (by school leadership) to seek out students' and parents' opinions when making decisions about what or how something is taught  
 strongly disagree    disagree    agree    strongly agree
20. I have the autonomy to decide what or how something is taught  
 strongly disagree    disagree    agree    strongly agree
21. I teach skills which enable my students to work autonomously  
 strongly disagree    disagree    agree    strongly agree
22. I provide plenty of opportunities for my students to direct their learning and work autonomously  
 strongly disagree    disagree    agree    strongly agree
23. My students have the confidence and self-knowledge required to work autonomously  
 strongly disagree    disagree    agree    strongly agree
24. Is there anything you'd like to share relating to your school experience and the topics covered in this survey (belonging, engagement and autonomy)?  
**Open response**

*Parent questions – 21 questions*

**Belonging**

Belonging means you feel like a valued member of your community.

1. The teachers make me feel like I belong at this school  
 strongly disagree    disagree    agree    strongly agree

2. The other parents make me feel like I belong at this school  
 strongly disagree    disagree    agree    strongly agree
3. I feel like my contributions to the school community are valued  
 strongly disagree    disagree    agree    strongly agree
4. I'm given opportunities to influence how the school runs  
 strongly disagree    disagree    agree    strongly agree
5. I'm given opportunities to highlight problems within the school  
 strongly disagree    disagree    agree    strongly agree
6. If I was to suggest changes or highlight problems within the school, they would be taken seriously  
 strongly disagree    disagree    agree    strongly agree
7. I believe our school is open and accepting of all families and students  
 strongly disagree    disagree    agree    strongly agree

### **Engagement**

To be engaged means you're interested in what you're doing and willing to give it your full attention.

8. I'm an engaged member of the school community  
 strongly disagree    disagree    agree    strongly agree
9. The school is aware of my skills and how I can contribute them to the community  
 strongly disagree    disagree    agree    strongly agree
10. List or describe some factors that could increase your engagement with the school community. E.g. greater responsibility, social events

### **Open response**

11. My child/ren seemed interested and engaged with what they are learning in class  
 strongly disagree    disagree    agree    strongly agree
12. The things my child/ren learn in class are relevant to their life outside of school  
 strongly disagree    disagree    agree    strongly agree
13. My child/ren are provided opportunities to apply what I've learnt in class in practical ways  
 strongly disagree    disagree    agree    strongly agree
14. My child/ren look forward to learning new things and improving each day  
 strongly disagree    disagree    agree    strongly agree

## Autonomy

Autonomy means you're given the freedom to decide how you use and manage your time to complete tasks.

15. Teachers are aware of how my child/ren learns best and can cater to these needs

- strongly disagree    disagree    agree    strongly agree

16. Teachers seek out parents' opinions when making decisions about what or how something is taught

- strongly disagree    disagree    agree    strongly agree

17. Teachers should seek out parents' opinions when making decisions about what or how something is taught

- strongly disagree    disagree    agree    strongly agree

18. Teachers should seek out students' opinions when making decisions about what or how something is taught

- strongly disagree    disagree    agree    strongly agree

19. My child/ren is given plenty of opportunities to direct their learning and work autonomously

- strongly disagree    disagree    agree    strongly agree

20. My child/ren has the confidence and self-knowledge required to work autonomously

- strongly disagree    disagree    agree    strongly agree

21. Is there anything you'd like to share relating to you and your child/ren's school experience and the topics covered in this survey (belonging, engagement and autonomy)?

**Open response**

What could this phase look like in our school?

## Discover

### About this phase

The second phase of The Pulse Check is all about doing the Pulse Check in your school community. Doing this phase well will mean that your whole school community feels involved in The Pulse Check and you will collect enough data to give you a full picture of how your school community is feeling.

Your focus will be on communicating effectively with the whole school community to ensure they know The Pulse Check is happening and why their participation and contribution is valued. Using The Pulse Check tools you set up in the Prepare phase, your school community will have a set amount of time for students, parents/caregivers and teachers/allied professionals to complete The Pulse Check.

The Observe phase has two steps:

- Step 4 – Communicating The Pulse Check for data collection
- Step 5 – Collecting the data

### Who is involved?

This phase broadens the participation in The Pulse Check to include your whole school community (The Pulse Check considers the school community to include students, parents/caregivers and teacher/allied professionals).

The design team continue to lead the process and the whole school community is asked to participate in The Pulse Check by responding to the survey.

### End of phase checkpoints

You will know you have completed this phase when you can tick these checkpoints:

- Our school community knows about The Pulse Check
- The Pulse Check is live and people are having their say

### How to Observe

This section of the playbook takes you step by step through everything you need to observe including explaining each step and providing advice from Pulse Schools about how to engage the school community and ensure you gather useful data.

#### Step 4 - Communicating The Pulse Check for data collection

Healthfield multiple ways of communicating with groups across the school community

#### Step 5 - Collecting the data

What could this phase look like in our school?



## Observe

*Step 3 - Setting up the Pulse Check*

*Step 4 - Communicating the Pulse Check for data collection*

### Steps:

1. Organised different ways to communicate the Pulse Check with teachers, parents and students
  - Design team presented at assemblies and in home groups to inform students
  - Emails explaining the Pulse Check were sent to parents
  - Teachers were asked to participate at staff meetings
2. Set up sessions to work with the design team in reviewing data

### What worked well

- The focus groups were planned and executed well for parents and students

### What didn't work well

- Design team needed more time to organise the Pulse Check fully
- Needed to make the Pulse Check more of a priority
- Teachers were less involved / less engaged in working on the project

### Resources needed in the future

*No data collected*

*Step 5 - Collecting the Data*

### Steps:

1. The design team viewed the Pulse Check and answered it themselves to give them a deeper understanding of the work
2. Arranged for student pairs to present the Pulse Check at assemblies for years 8, 9, 11, and 12, who completed the survey at that time
3. Members of the design team selected students to be part of the focus group

### What worked well

- Students being the ones to explain the Pulse Check at assemblies made the project easier to understand for students
- Running focus groups with selected students allowed for the design team to get conversations and individual responses about the Pulse Check
- Presenting information to homegroups allowed students to ask questions more freely

### What didn't work well

- The organisation for presenting the Pulse Check needed better scheduling to ensure students didn't miss out on getting information

### Resources needed in the future

- More time to organise larger and more diverse focus groups, as well as the opportunity to collect data from students who initially weren't able to provide feedback

## Review

### About this phase

The third phase of The Pulse Check is all about finding out what your data is telling you. Doing this phase well will help your design team fully understand what your school community is currently feeling about their levels of belonging, engagement and autonomy.

Your focus will be on looking at the data captured through The Pulse to identify the main messages from students, parents/caregivers and teachers/allied professionals as well as the areas where the three groups have similar and different responses. Your design team will collaborate to make sense of the broad data and come to an understanding of your findings from The Pulse Check.

The Review phase has one step:

Step 6 – Synthesizing the data

### Who is involved?

Like the Prepare phase, the Review phases is largely undertaken by the design team. You will work together using the tools provided below to discuss the data, synthesize the results and create summaries of your findings. It is important that your design team continues to have a balance of students, parents/caregivers and teachers/allied professionals doing this phase together as equal team members.

### End of phase checkpoints

You will know you have completed this phase when you can tick these checkpoints:

- Our design team has all the data from The Pulse Check
- We have made sense of what our school community is saying

### How to Review

This section of the playbook takes you step by step through everything you need to synthesize your data and provides all the tools you will need.

### Step 6 - Synthesizing the data

What could this phase look like in our school?

### *Step 6 - Synthesising the data*

#### **Steps:**

1. The design team met in a workshop setting with the YLab associates and Learning Creates members and analysed the data from the Pulse Check
2. After the focus group data was taken, the design team met again to analyse the data from both the Pulse Check and focus groups
3. Data was organised to be presented

#### **What worked well**

- Having everyone in the design team provide input on data allowed for more in-depth analysis of data

#### **What didn't work well**

- The design team looking at data in sections rather than the entire data set, as the discussions could have broadened the team's understanding of the data
- The design teams didn't feel they had enough time to analyse the data effectively

#### **Resources needed in the future**

- More diverse focus groups
- More time

## Communicate

### About this phase

The fourth phase of The Pulse Check is all about sharing the findings of The Pulse Check with the whole school community. Doing this phase well will show your commitment to working with the school community to work towards better school community agency. It will show participants in The Pulse Check that you valued their input and that their contributions will be taken seriously and considered by the school.

Your focus will be on creating a summary of your top findings in a format that you can share with the school community. This is called an 'asset' and could be an infographic, a video or other form of visual communication tool. Once the design team have created your asset you will then focus on sharing this broadly in the school community to make sure students, parents/care giver and teachers/allied professionals all have a good understanding of the findings of The Pulse Check.

The Communicate phase has two steps:

Step 7 – Building your asset

Step 8 – Communicating the data to your school community

### Who is involved?

Your design team will take the lead on Step 7 – Building your asset. Once that is created the design team will lead a process of communication with the wider school community which will involve all of the students, parents/caregivers and teachers/allied professionals who participated in The Pulse Check (and even members of the school community who may not have participated).

### End of phase checkpoints

You will know you have completed this phase when you can tick these checkpoints:

- Our design team has made an asset to share the findings from The Pulse Check
- We have shared this with the school community

### How to Communicate

This section of the playbook takes you step by step through everything you need to communicate the findings of The Pulse Check with the school community including explaining each step, providing instructions and ideas for building your asset and advice about how to communicate effectively with your school community.

Step 7 - Building your asset

Step 8 - Communicating the data to your school community

What could this phase look like in our school?



### *Step 8 - Communicating your data to the school community*

*This step is still being completed at Heathfield*

#### **Steps:**

1. Collected data from relevant stakeholders and shared the data with the YLab associates and Learning Creates members in a workshop
2. In the same workshop, began planning ways to spread the data through different mediums, such as Canva, a mural, a website etc
3. Presented initial raw data to leaders in executive meetings and staff meetings
4. Shared some data and information about the Pulse Check in the school newsletter (*this is still in process*)

#### **What worked well**

- Having a medium chosen (Canva) helped to guide the discussion about how to present the data within this medium

#### **What didn't work well**

- The Pulse Check was started late in the year, and therefore there were great periods of time between analysing and presenting the data

#### **Resources needed in the future**

- Longer sessions or more sessions to analyse the data for deeper understanding as we would have then had a better idea of the best way to communicate the data

## Commit

### About this phase

The fifth and final phase of The Pulse Check is possibly the most important of all. This phase supports your school community to commit to taking action to address an aspect of The Pulse Check findings. The second part of this phase asks your school to consider making the concept of The Pulse Lab (a co-design team made up of representatives of students, parents/caregivers and teachers/ allied professionals) a permanent structure in your school that can be used to tackle ongoing projects.

Your focus will be on deciding what aspect of your findings from The Pulse Check your school community will commit to addressing or improving. This will require collaboration beyond the design team to include other leadership structures in your school. Once you have selected an action to take, that can become the next project of The Pulse Lab! This can take the lessons from The Pulse Check and give them a chance to improve over time.

Beyond the lessons from The Pulse Check, your school leadership will consider the future of this way of working in your school. What if this new way of working could become a more effective model for student and community agency? Is the Pulse Lab a new model for the Student Representative Council? How else could your school embed the idea of students,

parents/caregivers and teachers/ allied professionals co-designing solutions that make learning a better experience for more students?

The Commit phase has two steps:

- Step 9 – Taking action in response to the data
- Step 10 – Keeping The Pulse Lab going

Who is involved?

Your design team will play a big role in this phase, but you will also involve your school leadership and possibly the school community too. Based on your learning from The Pulse Lab so far you will work together to consider how this way of working could become common in how your school involves the school community.

End of phase checkpoints

You will know you have completed this phase when you can tick these checkpoints:

- Our school has committed to keeping The Pulse Lab going into the future
- We have decided what we are going to do about what we learned from The Pulse Check

How to Commit

This section of the playbook takes you step by step through the two aspects of this phase – what are we going to do in response to The Pulse Check findings? And how are we going to keep The Pulse Lab going? You might also find the following section “More Resources” helpful in this phase as it provides links to a range of helpful tools on a range of issue your school might wish to address next.

Step 9 – Taking action in response to the data

Step 10 - Keeping The Pulse Lab going

What could this phase look like in our school?

*Step 9 - What do you want to be the next piece?*

- Seeing the data spread throughout the school - sharing it with the school community
- Producing tangible solutions according to the data collected

*Step 10 - Keeping the Pulse Lab going*

*No data collected for this step*

**Other Feedback**

*What parts of being involved in this work did you find valuable or enjoyable?*

- Viewing the data results made us feel like we were contributing to something bigger than ourselves
- Talking to students through focus groups made us feel more involved in the process

*What parts of being involved in this work did you find challenging?*

- Missing lesson time and breaks

- Talking to entire year groups about the Pulse Check was confronting

## More Resources

### Co-Deisgn

<https://www.ideo.com/post/design-thinking-for-educators>

<https://www.vichealth.vic.gov.au/media-and-resources/publications/co-design>

<https://www.codesigningschools.com/about>

<https://dschool.stanford.edu/programs/k12-lab-network>

<https://www.designkit.org/>