



Community-engaged projects

Building Authenticity in an Education Foundation Year

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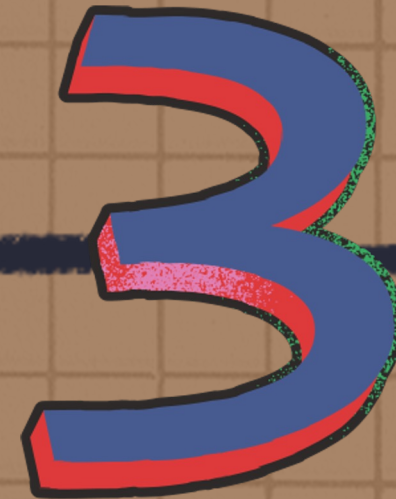
The Foundation Year Principles

A large, bold, black number '1' is centered within a bright yellow rectangular background. The number has a slight shadow and is positioned above a dark blue horizontal line.

Connected to the
Location

A large, bold, white number '2' is centered within a red rectangular background with a black stippled texture. The number has a slight shadow and is positioned above a dark blue horizontal line.

Critical Pedagogy

A large, bold, blue number '3' with a red outline and a black shadow is centered. It is positioned above a dark blue horizontal line.

Project-Based
Pedagogy

A large, bold, purple number '4' with a white outline and a black shadow is centered within a white rectangular background with a red stippled texture. The number has a slight shadow and is positioned above a dark blue horizontal line.

Creative Critical
Assessment



Hume



Alternative Campus Tour

Critical Pedagogy

Foundation Student at graduation:
“That’s why I wanted to get into education to do the opposite, I wanna educate kids to say you can do anything, you don’t need to be rich. Because I struggled in school I didn’t enjoy education. I don’t agree with the whole education system and the exams and that.”



Project-Based Pedagogy

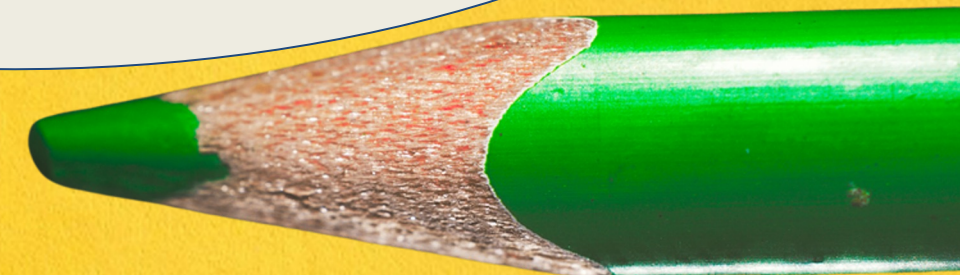
- Connecting with each other & connecting with place
- Developing skills
- Pursuing passions

Creative-Critical Assessment

Representing what is meaningful/Assessing what is meaningful



"I think that in the foundation year that was the time when I enjoyed assessments the most, because they were different. Also, just it not being, just the fact that it wasn't an essay, and having to, like being assessed on my creative abilities and being assessed on something I've actually experienced and that I've put work into and experienced rather than just Ok, find some references, do your reading, here's the taught content and write your essay."





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