

Education

What is important?

- Choice
- Connections
- Wonder
- Resilience
- Persistence
- Resourcefulness
- Lateral Thinking
- Literacy
- Creativity
- Operacy
- Curiosity
- Relationships



Agenda

What changes are ahead?

- New Curriculum
- 5 Key Competencies

Why the need for change?

- Knowledge Society / Economy
- The Education Model Crossroads

What should we do?



As Educators...



As a School Community...



What Changes are Ahead?

The New Curriculum

June 7 2006 – Draft Document Released

- Essence Statements in Learning Areas
- Learning Languages (New Learning Area)
- Reduced Achievement Objectives
- Less coverage, more depth
- School Based Curriculum Development
- Values
- Key Competencies

Mid 2007 – Curriculum Released



5 Key Competencies

The capabilities people need in order to live, learn, and contribute as active members of their communities. Competencies are more complex than skills. Capable people draw on and combine all the resources available to them: knowledge, skills, attitudes, and values.

1. Thinking
2. Participating and Contributing
3. Using Language, Symbols, and Texts
4. Managing Self
5. Relating to Others



Perception Check

Take 2 minutes to consider...

How do the Key Competencies fit with your views on what makes for a successful member of our society?



Why the need for Change?

The Knowledge Society

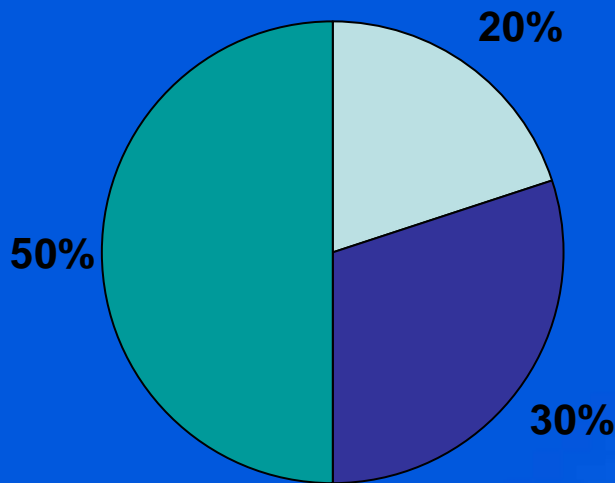
- 80% of your children's jobs have yet to be invented
- We live in the first era in human history when our species' entire heritage of knowledge, wisdom, and beauty is available to each of us on demand
- The Age of Instant Communication
- Knowledge has new definitions
 - as a form of energy (Castells)
 - Performativity (Lyotard)
 - Operacy (DeBono)
 - Personal Practical Knowledge (Edwards)
- Planetism and Globalisation



Why the need for Change?

The Division of Labour

19th Century and Early 20th Century Model



21st Century Model

Small minority in unskilled part-time or seasonal work

Majority need to become self-acting, self-learning, self-motivated, self-managers



Perception Check

Take 2 minutes to consider...

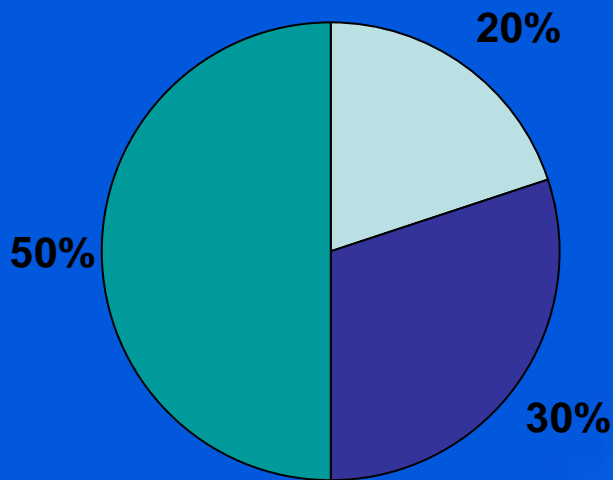
The impact of these trends on
the nature of education and
schooling



Education Model Crossroads

The Purpose of Schooling

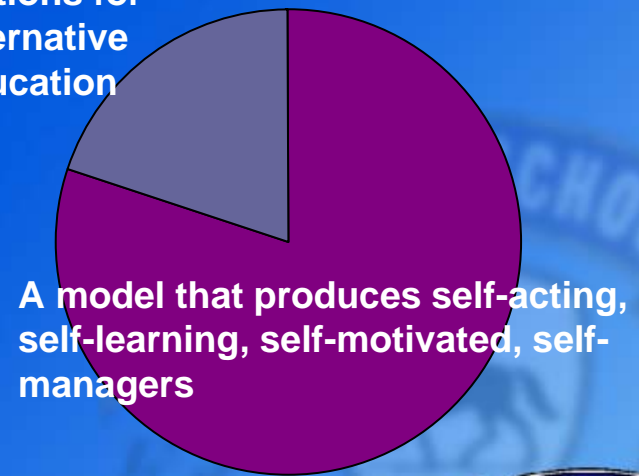
Modern Education Model
1950's through to pre-NCEA



■ Tertiary ■ Senior High ■ Leave <16

21st Century Model

Options for
alternative
education



Education Model Crossroads

Production Line Education

“The Production Line was the industrial age’s key innovation. Like the raw materials on a production line, students are organised into batches (or year groups). They progress through a series of steps or stages (known as classes or lessons). They follow a curriculum organised as a step-by-step, linear progression from easy to more complex, and which is, apart from a few optional add ons, much the same for everyone. Students receive this standardised curriculum in bite-sized pieces, in a pre-set order. They are taught in groups, using best-practice models of teaching that assume all students learn in much the same way, at much the same pace. Students complete short, segmented tasks that stress speed and neatness over reflection or deep understanding. They are disciplined and their work is assessed using standardised external quality control checks,



Education Model Crossroads

Production Line Education

that is, they are actively discouraged from developing their own standards of discipline or quality. Their day is divided up into periods of time and units of work, and there is, throughout the system, a strong emphasis on time and schedules, on punctuality and being in the right place at the right time. Like factory workers they are expected to be respectful of those in authority over them and conform to the values of the system. They are required to follow instructions accurately and complete tasks that, because they have been broken down, simplified, and separated from their wider context, are often meaningless to them.

Because the system is to turn out standardised products, it has no way of dealing with non-standardised products.”

Jane Gilbert – Catching the Knowledge Wave, NZCER



Education Model Crossroads

The world our kids are going to live in is changing four times faster than our schools

– Dr William Daggert

One of the only places operating largely as it did more than 50 years ago would be the local school

– Nummela and Caine

Perhaps schools won't look like schools. Perhaps we will be using the total community as a learning environment

– Anne Taylor









Perception Check

Take 2 minutes to consider...
The impact of your education on
your success as a fully
functioning member of our
society.



What should we do?

As Educators and as a Community

-  Talk about what is important for children to have when they leave school.
-  Engage the community in dialogue about what they see as important
-  Question our mental models of education and challenge them
-  Be Passionate, Inspiring and create thirst
-  Be prepared to adopt Productive Mindsets
 -  Edwards and Martin



Productive Mindsets # 1

Provide regular skilled feedback to each student



Productive Mindsets # 2

Get regular skilled
feedback on your
performance



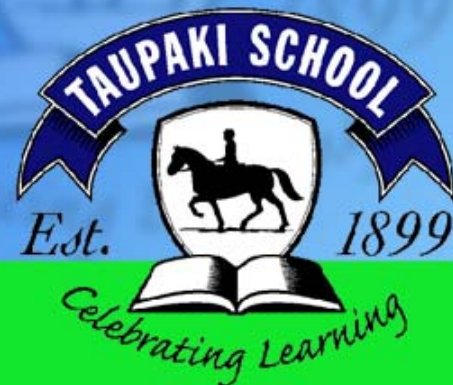
Productive Mindsets # 3

Provide the data that will enable people to make the decisions they want to make



Productive Mindsets # 4

Ensure that each child develops a rich conscious repertoire of thinking skills



Productive Mindsets # 5

Make explicit the thinking skills that you are teaching



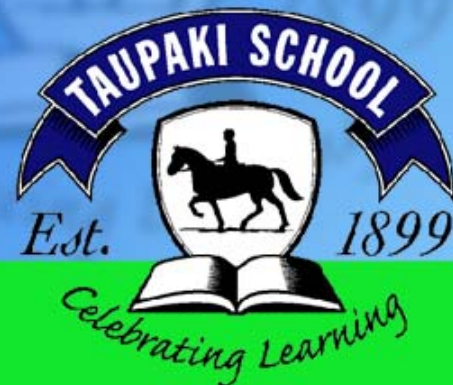
Productive Mindsets # 6

Students need productive thinking dispositions as well as thinking skills



Productive Mindsets # 7

Model the use of thinking skills in your own life
- walk the talk



Productive Mindsets # 8

Focus on the development
of actionable knowledge
rather than the acquisition
of information



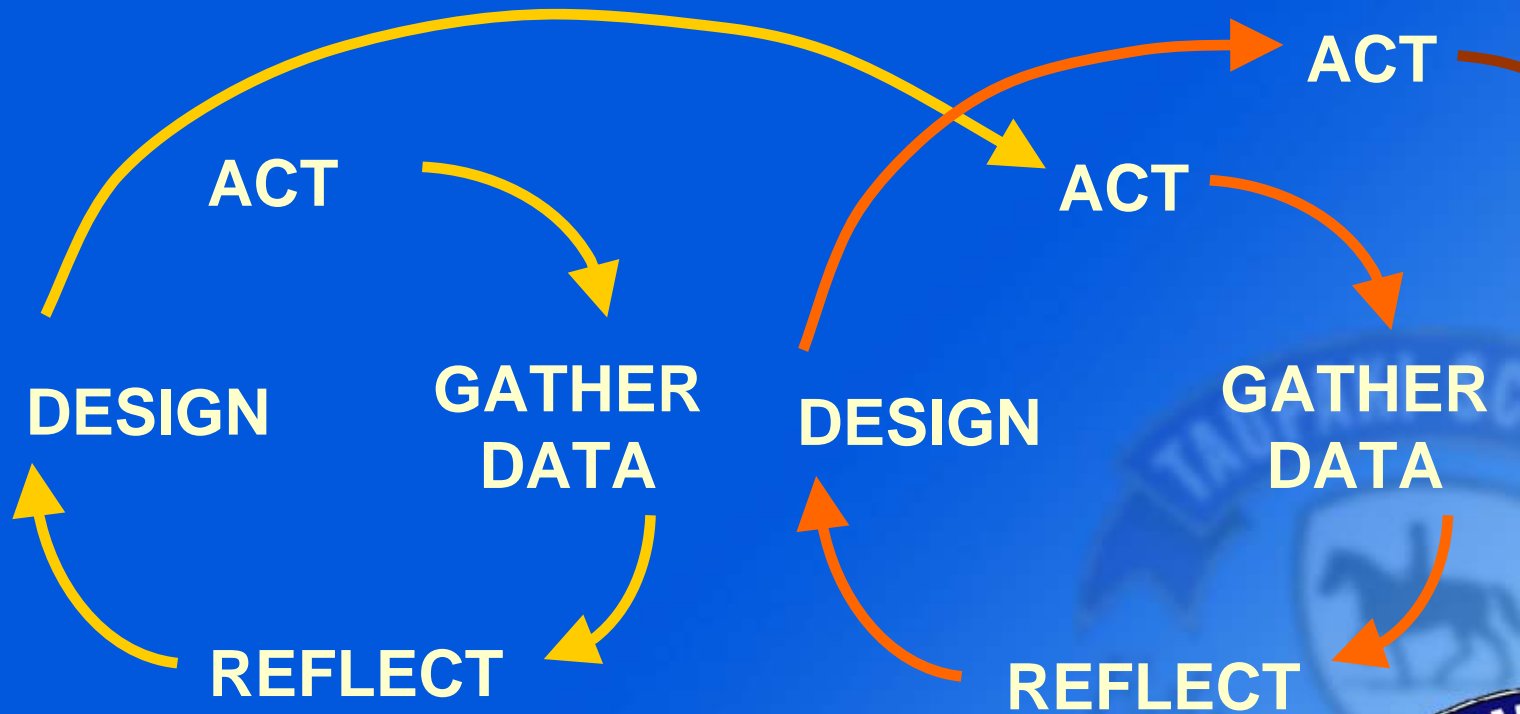
Productive Mindsets # 9

Show students that
learning is iterative

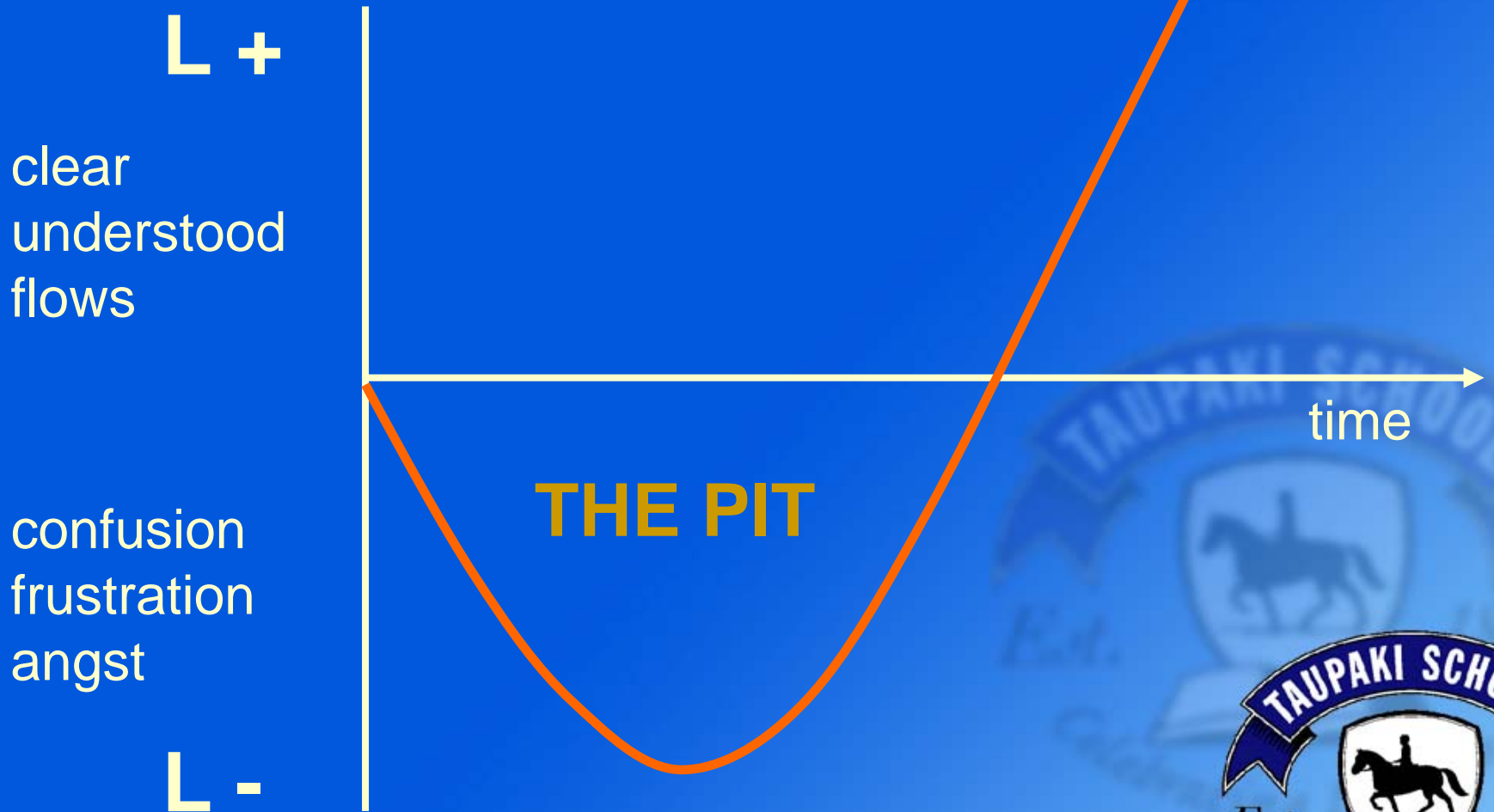
Teach them to action learn



Productive Mindsets



Productive Mindsets



Productive Mindsets #10

Ensure that each student regularly experiences the ecstasy of learning



Productive Mindsets #11

Work with families. Help
them to new
understandings of learning
and the importance of
context



So What?

Baldwin. J. ('96) Psychology Applied to the Art of teaching

- There is too much emphasis on memory, neglecting reason.
- There is too much spoon-feeding and lecturing, which allows for feeble student thinking.
- There is poor modelling of clear thinking by teachers.
- There is a failure to develop systems and structures of thinking.
- There is too much reliance on second hand work rather than direct experience, and
- There is too much hurrying.



So What?






Baldwin. J. (1896)

“Few really take this step, few really think. One person in a thousand thinks up to the truth. Is it strange? Do our schools teach pupils to think? Do our churches? Do political parties? It need not surprise you to find the unthinking masses drifting along in grooves made by their predecessors. A revolution is demanded. The school-room is the place to begin. A great want of the world is thinking teachers capable of educating a race of thinkers.”

New York: Appleton Press, p.185



Important Questions

-  What systems and structures in our school support quality thinking and help to develop richer repertoires?
-  What systems and structures in our classrooms support quality thinking and help to develop richer repertoires?
-  What systems and structures support the teaching of thinking in our school?
-  How do you ensure a seamless scope and sequence flow in the development of thinking?
-  How do you know when you are achieving success in teaching thinking?



Our Plan...

- Discuss as a staff what our dream curriculum would look like
- Consult the community, get feedback
- Experiment at the fringes...
- Consult the community, get feedback
- Produce a school based curriculum so powerful, so relevant and meaningful to students that we will produce children who are resilient, resourceful life-long learners
- Consult the community, get regular feedback

