

FRASER Curriculum Evening – Notes

February 2015

For a number of years our Fraser school Curriculum (what and how we teach children) has been changing. This year there will be continued change. The aim of these notes is to provide information to parents, and close the gap of understanding between what the teachers and staff are thinking, and the thoughts and views of our community.

If it ain't
BROKE
don't fix it!

Our school curriculum is really good, but we want more!

The first point that was raised is that our Fraser School Curriculum is currently in great shape. Compared to many other schools, our curriculum supports our students effectively. The big reason for change is that the world our children will grow up and live in, will be different from the world of today. The potential for a school curriculum to prepare students for their future, is almost limitless.

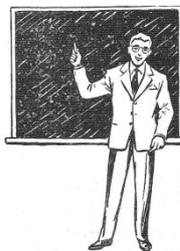
Fundamental understandings of our school curriculum:

- It is about providing the best education for your children. There's no hidden agenda.
- There will be changes. Some concerns and uncertainty have arisen through a gap between our thinking (the school) and your thinking (the community)
- Our value of Respect, is something we are looking to grow, not diminish.
- This is a partnership – we want you involved.

The need for change in our education system:

teach ≠ talk

listen ≠ learn



The transmissive method of teaching where the teachers talk and the kids listen, being the main method of teaching and learning is not the answer. Most children fail to learn successfully in this sort of environment. The challenge for schools is to change from traditional methods of education, to ways which engage children and allow them to learn about themselves as learners.

Old Model – Industrial age education system:	New Model - Skills required now
Literacy and numeracy based	More emphasis on oral communication and story telling
Learning and remembering facts	Finding and using knowledge
Following instructions, Authority and Hierarchy	Autonomy and self-management
IQ (being smart)	Emotional and social intelligence
Homogenous society – being the same	Globalisation and multicultural awareness
One career, a couple of companies	Transferrable skills, multiple careers, many employers



There is an increasing need for interpersonal skills, leadership, planning, problem solving, flexibility, cognitive understanding, influencing others. We need to be educating children not just in literacy and numeracy, but developing a wide range of other skills. The image below shows some of the skills needed in the future.

TEN SKILLS FOR THE FUTURE WORKFORCE

1 SENSE-MAKING

DEFINITION: ability to determine the deeper meaning or significance of what is being expressed

3 NOVEL & ADAPTIVE THINKING

DEFINITION: proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based

5 COMPUTATIONAL THINKING

DEFINITION: ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning

7 TRANSDISCIPLINARITY

DEFINITION: literacy in and ability to understand concepts across multiple disciplines

9 COGNITIVE LOAD MANAGEMENT

DEFINITION: ability to discriminate and filter information for importance, and to understand how to maximize cognitive functioning using a variety of tools and techniques

2 SOCIAL INTELLIGENCE

DEFINITION: ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions

4 CROSS-CULTURAL COMPETENCY

DEFINITION: ability to operate in different cultural settings

6 NEW-MEDIA LITERACY

DEFINITION: ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication

8 DESIGN MINDSET

DEFINITION: ability to represent and develop tasks and work processes for desired outcomes

10 VIRTUAL COLLABORATION

DEFINITION: ability to work productively, drive engagement, and demonstrate presence as a member of a virtual team.

As a school, our approach to moving our curriculum forward is to undertake a series of investigations or inquiries. Based on research, we have selected four areas which the teachers will investigate further over the year. These are as follows.

<i>Learning to learn and student inquiry</i>	<i>Personalised learning</i>	<i>Student interests and knowledge</i>	<i>eLearning</i>
Michelle Picard Laura van Schooten Annabel Burston	John Channer Frances Gilmore Ellen Stirling	Lorna Cowell Nycki Proctor Erin Chamley	Jade Stent Alice Cooke Harvey Teresa Salter

Learning to learn and student inquiry. This provides children with an understanding of themselves as learners, as well as equipping them with a range of supports in order to solve problems. To be in charge of their learning and make decisions.

Personalised learning. This recognises that learners are diverse and require a ‘customised’ learning programme. Not every child will learn in the same way and we need to match a child with the most effective technique. This could be the environment, the tools they use, when they work and who they work with.

Student interests and knowledge. This theme will explore the balance between using students’ interests for motivated learning, and clarifying what knowledge is essential for learning. We want to make learning engaging and allow the children to teach us as well.

eLearning. This theme will investigate how technology can enhance learning experiences for students.

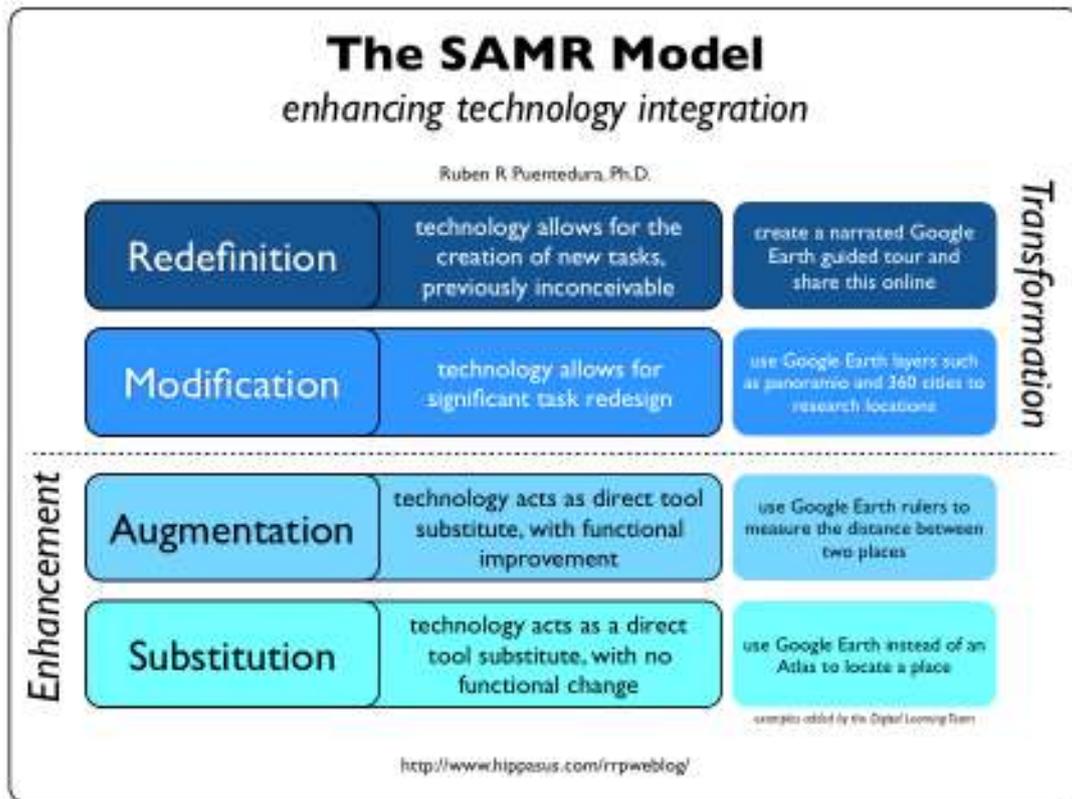
The teachers’ roles are to be expedition guides in their areas. They will seek mentors, visit schools of good practice, utilise professional learning opportunities and courses, undertake readings, implement changes within their classrooms and document the effectiveness of these changes.

Parents need to understand that in 2015, the changes that their child will experience will be in the area of investigation that their classroom teacher is involved in. In subsequent years, the other areas will start having an impact.

Is it all about technology?

NO!!! If technology can be used to enhance learning, then use it. But if a ball, a drawing, a dance, a play is a better method to use, then teachers and students should use it. We want to be able to find the best place for technology in our learning to inform, to share and prepare for the future ahead.

The challenge that the teachers have is to use technology in ways that add huge value to student learning. This is key in gaining parental support.



eLearning model. We want your child to be engaging in work at the top of the table. That is our teachers' challenge.

Collaborative teaching and learning: Many of our teachers and classes will be working together a lot more this year.

- Students being able to select from lessons which better meet their needs. Giving them choice but still achieving their goals.
- Both teachers seeing what the other is doing and being able to give feedback and learn from their colleagues.
- More flexible and creative use of instructional teaching time that advantages students.
- Greater shared ownership of students and student learning.

We also realise that some classes are more supportive of collaborative teaching and learning than other rooms. If collaborative teaching is proved to be beneficial to our students, then we will look at property modifications to support this.

School hours: We are keen to explore how learners can be at school outside of 'traditional' lesson time to further support their learning.

We are looking at more flexible hours to allow motivated children access to work with friends and teachers before and after school. It is often hard for teachers to provide students with quality time within a busy classroom. We also realise that some students may not have access to technology or other supports at home, which are things we can provide at school. We also want to avoid our extended hours becoming a babysitting club. We will keep you posted on developments in this area.

Why are we allowing the children to call staff by their first names?

Firstly, if parents wish that their children call the teachers by their title/surname, then we support that.

- Part of a much bigger shift
- Not a sign of lowering our expected level of respect
- Small step in fostering greater learning relationships for some children
- Children being seen as teachers and learners
- Relationships build respect, not authority.
- There's no one size fits all for everyone – for some the title creates the relationship, for others the first name creates the relationship. It is not about saying children are running the ship, but we want to give them the opportunity to drive their learning.

Other discussion:

- Teachers are experts, but so are parents. **Most importantly, we want children to become experts about their learning.**
- With national standards the only qualitative measurable standard, how are we going to know if what we are changing is working? The inquiry groups have identified at least three measureable objectives to monitor changes over this year.
- Fear of constant change. We will be monitoring very closely how the changes are going and encourage you to do the same. We welcome feedback.

Your role as a parent:

- Keep an open mind
- Give us time - this is the start, not the end of the process.
- Evaluate things – monitor us
- Give us feedback, question things, tell us what's working well, what isn't
- Become an 'expert'. There is a lot of very valuable stuff on line.
- Let us know how to engage you.

Readings and resources

- Ken Robinson – YouTube – changing education paradigms
<https://www.youtube.com/watch?v=zDZFcdGpL4U>
- Richard Gerver – Creating schools that prepare for the future
<https://www.youtube.com/watch?v=9mrnhq1uAbA>
- NZCER reading – Supporting future orientated learning and teaching. A big read, but there is a summary available. <http://www.nzcer.org.nz/research/publications/supporting-future-oriented-learning-and-teaching-new-zealand-perspective>
- Shift happens 2014
<https://www.youtube.com/watch?v=PcZg51II9no&list=RDPCZg51II9no#t=2>
- Future of work is competitive – search YouTube
<https://www.youtube/watch?v=5JNzAmWG2Fs>
- Nigel Latta – school report: What's going on? <http://tvnz.co.nz/nigel-latta/s1-ep2-video-6037627>