Responding to the needs of contemporary educators, transforming teaching and learning.

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@NZMindlab #Ternz16
Our Vision - To transform New Zealand education to better align skills and capabilities to the demands of the contemporary world.

The goal of the programme is to influence teachers’ thinking and practice in ways that lead to transformation of teaching and learning.

“Teachers need to look carefully, not only within themselves but also at their technological and social environments before they begin to implement innovative uses of technology in their own classrooms and teaching.”

POSTGRADUATE CERTIFICATE IN APPLIED PRACTICE:
DIGITAL AND COLLABORATIVE LEARNING

21 LOCATIONS
Whangarei  Auckland - North  Auckland - Central  Auckland - South  Tauranga  Hamilton  Ruatoria  Rotorua  Gisborne  Whakatane  Hawke's Bay  Whanganui  New Plymouth  Masterton  Wellington  Christchurch  Rolleston  Dunedin  Cromwell  Balclutha  Invercargill

2200 educators
NZ's Largest Postgrad Programme

TENES *
Evenings (4pm-8pm) and/or Saturday mornings (9am-1pm)
*varies between sites

60 CREDITS

F2F Classes + Online Learning
Online Learning + Assessment Workshops

BLENDED COURSES
4

Leadership in Digital & Collaborative Learning,
Research & Community Informed Practice,
Applied Practice in Context.

NEXT FOUNDATION
$2000 SCHOLARSHIPS
For registered teachers at public schools.
What is Our Philosophy?

Four enabling factors underpin our pedagogy on the Post Grad Course.

● **Future Focussed Skills**

“To thrive in a rapidly evolving, technology-mediated world, students must not only possess strong skills in areas such as language arts, mathematics and science, but they must also be adept at skills such as critical thinking, problem-solving, persistence, collaboration and curiosity. All too often, however, students in many countries are not attaining these skills.”

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- Growth Mindset

“Mindset change is not about picking up a few pointers here and there. It’s about seeing things in a new way. When people...change to a growth mindset, they change from a judge-and-be-judged framework to a learn-and-help-learn framework. Their commitment is to growth, and growth takes plenty of time, effort, and mutual support.”

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- **Constructionist, Constructivist and Collaborative Practice**

In education, Piaget described *Constructivism* as being the process whereby students constructed their own unique systems of knowing, in consequence of which the teacher should focus on this individual process of internal construction rather than standing at the front and spouting their own models.

Seymour Papert, a student of Piaget, expanded on this to describe *Constructionism* in terms of helping the student produce constructions that others can see and critique.

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- **Leadership skills**

Leaders in organizations with high-quality leadership teams typically displayed 4 of the 20 possible types of behavior; Supporting others, Seeking different perspectives, Operating with a strong results orientation, Solving problems effectively.

Transforming Practice - How?

Collaboration - In and Across Schools
Learning (being a learner)
Shifts in Pedagogy
Transforming Practice - How?

Leadership & Followership
Confidence to Share Ideas
Online Participation
Transforming Practice - How?

Growth Mindset

21st Century Future Focused

Student Agency (...teacher agency)
Quantitative Data

Percentage of November 2015 Cohort Favourable to this Topic

- Digital: 21st Century Skills: 53.8%
- Digital: Blended learning flipped learning: 40.2%
- Digital: Games in Education: 51.5%
- Leadership: Developing a Growth Mindset: 37.9%
- Leadership: Leadership Theories and Styles: 55.7%
- Leadership: Implementing Technology Innovation...
Quantitative Data

Percentage of March 2016 Cohort Favourable to this Topic

- Digital: 21st Century Skills: 76.9%
- Digital: Blended Learning: 43.7%
- Digital: Collaborative, Constructionist and Constructivist Learning: 41.2%
- Leadership: Developing a Growth Mindset: 54.8%
- Leadership: Leadership Theories and Styles: 51.3%
- Leadership: Leading Change: 37.2%
Quantitative Data

Percentage of July 2016 Cohort Favourable to this Topic

- Digital: 21st Century Skills: 89.5%
- Digital: Collaborative, Constructionist and Constructivist Learning: 61%
- Digital: Online Environments: 80.1%
- Leadership: Leadership Theories and Styles: 75%
- Leadership: Developing a Growth Mindset: 89.5%
- Leadership: Leading Change: 66.7%
Group Challenge #1

Goal: What are the important 21stC skills our learners will need?

- Form a group of 3
- Discuss the most important and decide on at least 3
- Post your ideas on answergarden.ch/view/390208
Group Challenge #2

Choose one of these skills, using the materials available create a model or description of your skill in action...then capture it on a device using stop motion. You could use...

- Stop Motion Animator (Chrome)
- Stop Motion Maker (iOS)
- Pic Pac (Google Play Store/Android)
- WeVideo/Movie Maker/iMovie
Group Challenge #3

- Follow this QR code to join our padlet page
Or go to padlet.com/tim55/ternz2016

...and post your video

- Spend 2 minutes having a look at others and comment
  Tip: if the video is not working for you then try a different web browser!
Most Important Skills of the 21stC?

These are the 21st Century Skills that **ITL** decided were important.

Do our thoughts align with these?

- Collaboration
- Knowledge construction
- Self-regulation
- Real-world problems / innovations
- ICT for learning
- Skilled Communication

Other Definitions?

The ITL research is naturally not the only one defining 21st Century Skills. You choose which ones you want to use.

Another good one to look at is the World Economic Forum report on ‘New Vision for Education - Unlocking the Potential of Technology’.

Gisborne March 2016: 21stC Skills
Were you Collaborating?

This rubric examines whether students are working interdependently on the learning activity, and have shared responsibility to make substantive decisions together about content, process and product.

Students work together in pairs or groups when the activity requires them to:
- discuss an issue
- solve a problem
- create a product

Did you use ICT for Learning?

While ICT is becoming increasingly common in classrooms and learning environments, it is often used to present or consume information rather than to fundamentally transform learning experiences. This ITL rubric examines how students use ICT— and whether it is used in more powerful ways to construct knowledge or to design knowledge-based products.

Use of ICT for Learning: Rubric

1. Students do not have the opportunity to use ICT for this learning activity.

2. Students use ICT to learn or practice basic skills or reproduce information. They are not constructing knowledge.

3. Students use ICT to support knowledge construction
   BUT they could construct the same knowledge without using ICT.

4. Students use ICT to support knowledge construction
   AND the ICT is required for constructing this knowledge
   BUT students do NOT create an ICT product for authentic users.

5. Students use ICT to support knowledge construction
   AND the ICT is required for constructing this knowledge
   AND students do create an ICT product for authentic users.

Adaptive Competence

Innovative classroom culture → Creating adaptive competence

Generative Competence

Artists, ‘free souls’

Adaptive Competence

Knowledge workers, those among us who are expected to innovate and yet meet predictable outcomes for those we work for

Delivered Competence

Workers, owners of ‘process’ and ‘fixed task sets’ in all kinds of human systems
References


Hei kōnei rā