RESPECT THE PAST
LEAD THE PRESENT
SECURE THE FUTURE
SETTING THE LEARNING AGENDA

ACEL 2017
NATIONAL CONFERENCE
4TH–6TH OCTOBER 2017,
AT THE NEW INTERNATIONAL
CONVENTION CENTRE, SYDNEY
MOVING FROM
THE PAST INTO THE FUTURE WITH
NEW SPACES AND
NEW PEDAGOGIES

JO HOWSE, EMMA TOLMIE & CAROL CARDNO
WORLDWIDE TREND

- WORLDWIDE MOVEMENT FROM TRADITIONAL CLASSROOMS AND TEACHING

- COLLABORATIVE APPROACH TO LEARNING AND TEACHING

- SHIFT FROM DIRECTED LEARNING TO PERSONALISED LEARNING

- ORGANIZATION FOR ECONOMIC COOPERATION AND DEVELOPMENT, (OECD,) 2015.
NEW SPACES

• HISTORY RE-VISITED

• 1970S NEW ZEALAND, AUSTRALIA, USA, ENGLAND IMPLEMENTED OPEN PLAN CLASSROOMS

• FOLLOWED BY REVERSION TO SINGLE-CELL TRADITIONAL CLASSROOMS

• MINISTRY OF EDUCATION LEADING THE CHANGE

• ALL NEW CLASSROOM BUILDS AND RENOVATIONS ARE REQUIRED TO BE INNOVATIVE LEARNING ENVIRONMENTS IN NZ PRIMARY SCHOOLS

• PERSONALISED LEARNING AND COLLABORATIVE TEACHING TO BE IMPLEMENTED
  
  • (BOLSTAD, GILBERT, MCDOWALL, BULL, BOYD, & HIPKINS, 2012).
NEW PEDAGOGIES

PERSONALISED LEARNING

• CONFUSED TERM?  INTERACTIVE ACTIVITY

• SHALLOW VS DEEP  (LEADBEATER, 2006)
Shallow vs Deep (Leadbeater)

- Individualised
- Differentiated
- Inclusive
- Self-directed

- EASIER TO IMPLEMENT WITH DEVICES
- INVOLVES GOAL SETTING AND FEEDBACK
- COLLABORATION WHERE STUDENTS AND TEACHERS ORGANISE LEARNING
- REQUIRES STUDENTS TO SELF-MANAGE OR SELF-REGULATE AND BE INDEPENDENT LEARNERS
- STUDENTS ACTIVE PARTICIPANTS IN ASSESSMENT AND SEE IT AS MEANINGFUL AS A RESULT
- STUDENTS HAVE A SAY IN THEIR LEARNING AND CAN TALK ABOUT IT
- CONFERENCING IS A PART OF THE PROGRAMME
- IS ADAPTIVE

RESEARCH (E. TOLMIE, 2016)

METHODOLOGY

• INTERPRETIVE APPROACH
• SMALL SCALE STUDY 3 PRIMARY SCHOOLS YEARS 1-6
• SEMI-STRUCTURED INTERVIEWS EACH SCHOOL LEADER/TEACHER
• DOCUMENTARY ANALYSIS (NATIONAL AND SCHOOL DOCUMENTS)
KEY FINDINGS FROM THE THREE SCHOOLS

• DIFFERENT UNDERSTANDINGS OF PERSONALISED LEARNING

• CHALLENGES OF NEW SPACES

• CHALLENGES OF PEDAGOGY
POSITIVE KEY FINDINGS

STUDENTS

• ARE SUPPORTED TO REACH THEIR FULL POTENTIAL

• SET OWN GOALS BASED ON ASSESSMENT

• IN CONTROL OF OWN LEARNING

• REFLECT AND IDENTIFY NEXT LEARNING STEPS

IMPLEMENTATION SCAFFOLDS

• UDL

• DAILY 5 FOR LITERACY
NEW SPACES & NEW PEDAGOGY: LESSONS LEARNED

• ORGANISATION AND TRACKING OF STUDENTS

• COMMUNICATION IS CRITICAL

• FOR LEADERS AND TEACHERS TO HAVE THE SAME PEDAGOGICAL THINKING AND EXPECTATIONS ABOUT HOW THE SPACES WERE TO BE USED.

• IMPLEMENTATION: STRUCTURE/FRAMEWORKS AND EFFECTS ON STUDENTS & TEACHERS

• ADVANTAGES
KAHOOOT

HTTPS://PLAY.KAHOOOT.IT
KAHOOT QUESTIONS

• WHAT IS DIFFERENT NOW COMPARED TO THE 1970'S OPEN PLAN CLASSROOMS?
• TECHNOLOGY AND BREAK ROOMS
• TEACHERS SHARE THE SPACE, COLLABORATION, TEACHERS WANT STUDENTS TO SUCCEED
• WHAT PEDAGOGY HAS CHANGED FROM THE SINGLE CELL TRADITIONAL CLASSROOM?

2 PERSONALISED LEARNING QUESTIONS.