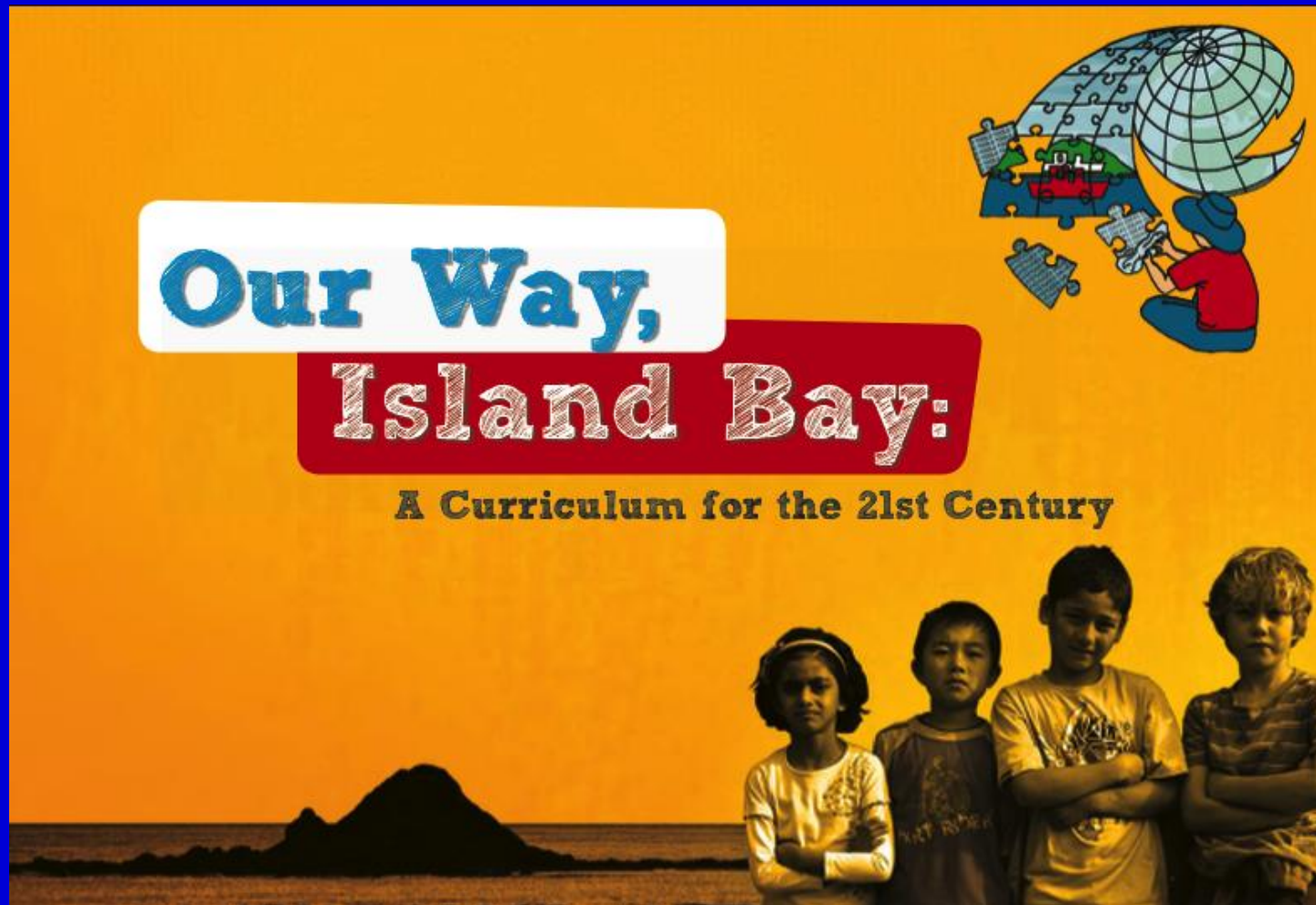


Misbehaving Appropriately- A Blueprint for Teaching in the 21st C













"CHiPs"



ABBA / ARRIVAL



Rolf Harris' Greatest Hits

ONE
UP



21
Fabulous
Tracks

- Two Little Boys
- The Mc Kungloo Down Spout
- Happy Snow
- Big Day
- Blow Your Blue
- Arms Like Sam
- Six White Bombers
- Come Along With Me
- Wild Colonial Boy
- The Court of King Canossa
- Like The Fly
- Fight Girl
- I Know A Man
- Emmylou
- Yak, Tree and NICK, Hail
- I've Lost My Marbles
- Sam And
- It's Only A Rich Man
- Pukka Chickens
- Willy Waver
- Walking Man



The Learning Purpose in the 21st C

- To enable the individual to be fulfilled to their satisfaction

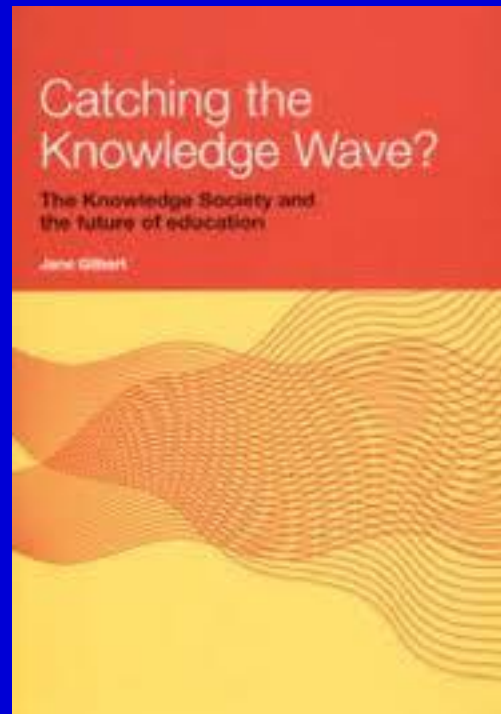
Judith Aitken ERO



The Learning Purpose in the 21st C

- To enable the individual to be fulfilled to their satisfaction
- To build capability to be successful in the 21st C knowledge economy

Catching the Knowledge Wave



The New Meaning of Knowledge

- Is a process not a 'thing'
- Does things
- Happens in teams not in individuals
- Develops in the 'now', when it is needed
- Develops to be replaced not stored

The New Meaning of Learning

- Involves generating knowledge not storing it
- Is a group activity not an individual one
- Happens in real world, problem based contexts
- Is 'just in time' learning not 'just in case'
- Needs to be 'a la carte' not 'en bloc'

Minds are....

not containers or filing cabinets, to store knowledge just in case.

They are resources...
that can be connected to other resources
in order to generate new knowledge.

The Learning Purpose in the 21st C

- To enable the individual to be fulfilled to their satisfaction
- To enable humans to have the capability to be successful in the 21st C knowledge economy
- To enable deep learning

A Younger Version Of Me



A Younger Version Of Me



about to learn a harsh lesson....Jenny!

Taita Intermediate 1988

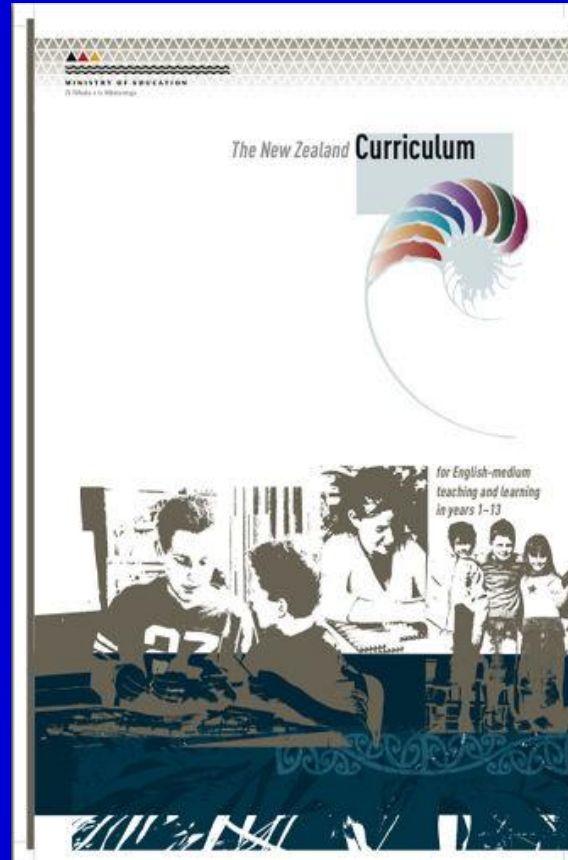


The Learning Purpose in the 21st C

- To enable the individual to be fulfilled to their satisfaction
- To enable humans to have the capability to be successful in the 21st C knowledge economy
- To enable deep learning
- To grow students that are able to question the status quo and act on their beliefs

Our Permission???

Our Permission???



Let's examine the intent...

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Student learning at the centre not coverage

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Designed to reduce compliance and simplify requirements

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Emphasis on local meaning...what is important in your community

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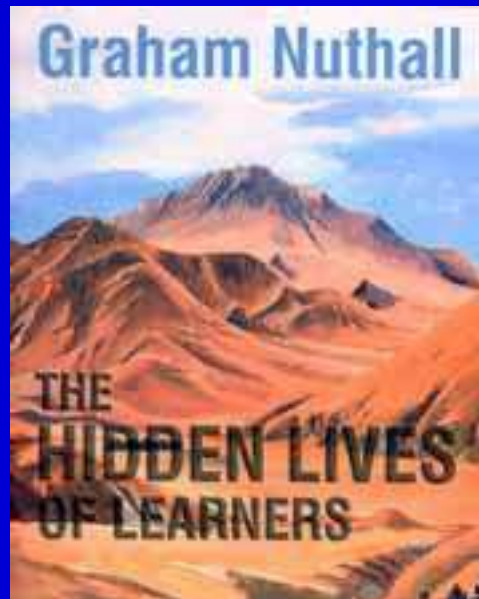
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More generic...essence statements...reduced AO's...increased professional judgment

Demands vision...is a significant shift from what we have known

So What Drives Our Beliefs About Learning?

So What Drives Our Beliefs About Learning?



That most children's significant learning experiences were self selected or self generated even in traditional classrooms

Our Philosophy

What we Believe about Learning



**'Our Way,
Island Bay'
Integrated
Learning**

Our Culture

Our Educative Environment

Our Practice

Strategies, Techniques, Approaches

21C Pedagogies that Grow Deep Learning

21C Pedagogies that Grow Deep Learning

1. Conceptual curriculum

Conceptual Curriculum

Important 'Big Ideas' about the world with embedded concepts worthy of investigation.

Environment and Sustainability

This theme is about the **relationship** between people and the environment; the nature of the habitat in which flora and fauna live and the impact of human activity on the local and global environment.

Relationship

The way in which two or more things are connected, or the state of being connected and the factors that influence the nature of connection.

Enterprise, Innovation and Creativity

This theme is about the nature of design, construction, and innovation. It explores the **systems** necessary to effectively model, test and evaluate ideas into new ways of doing or being. It is about the human imperative to generate new ideas, devise new technologies and solve problems.

Systems

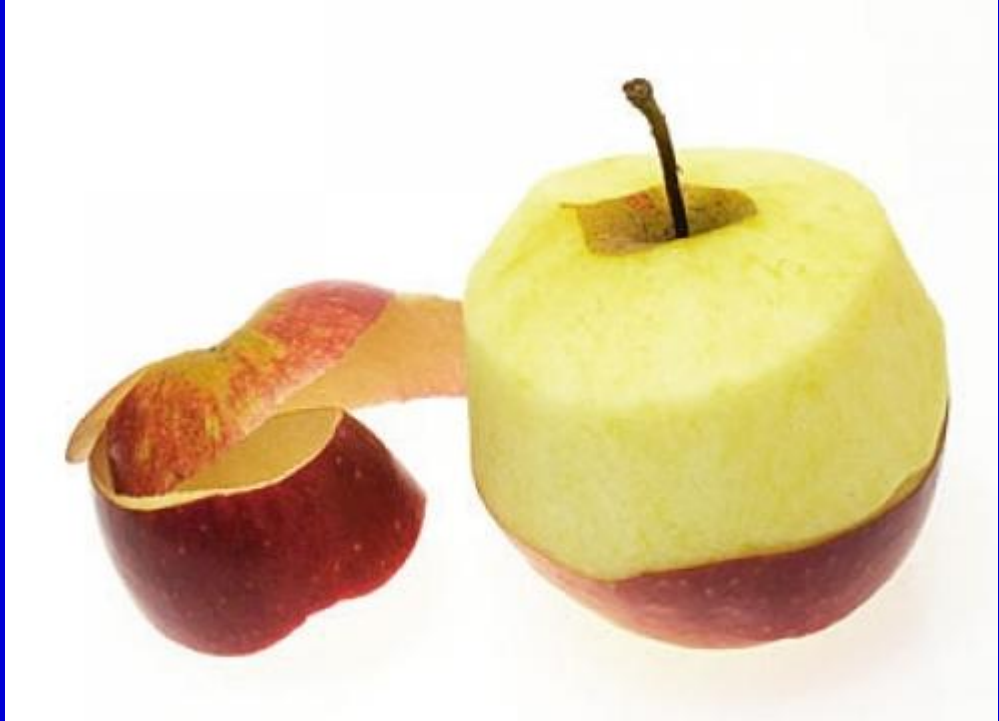
A set of things working together as parts of a mechanism or an interconnecting network; a complex whole.

21C Pedagogies that Grow Deep Learning

1. Conceptual curriculum
2. Teaching for Understanding as opposed to knowledge acquisition

Teaching for Understanding

Think of something you know but have little understanding of....



The TfU Framework

David Perkins, Harvard University, Project Zero

- **4 key questions to be addressed...**
 - 1. What Big Ideas are worth understanding**
 - 2. What about these Big Ideas needs to be understood?**
 - 3. How can we foster understanding?**
 - 4. How can we tell what students understand?**

Where does the sun go at night?

Where is the sun at night?

First Ideas
Day and Night

I think it goes
behind a building

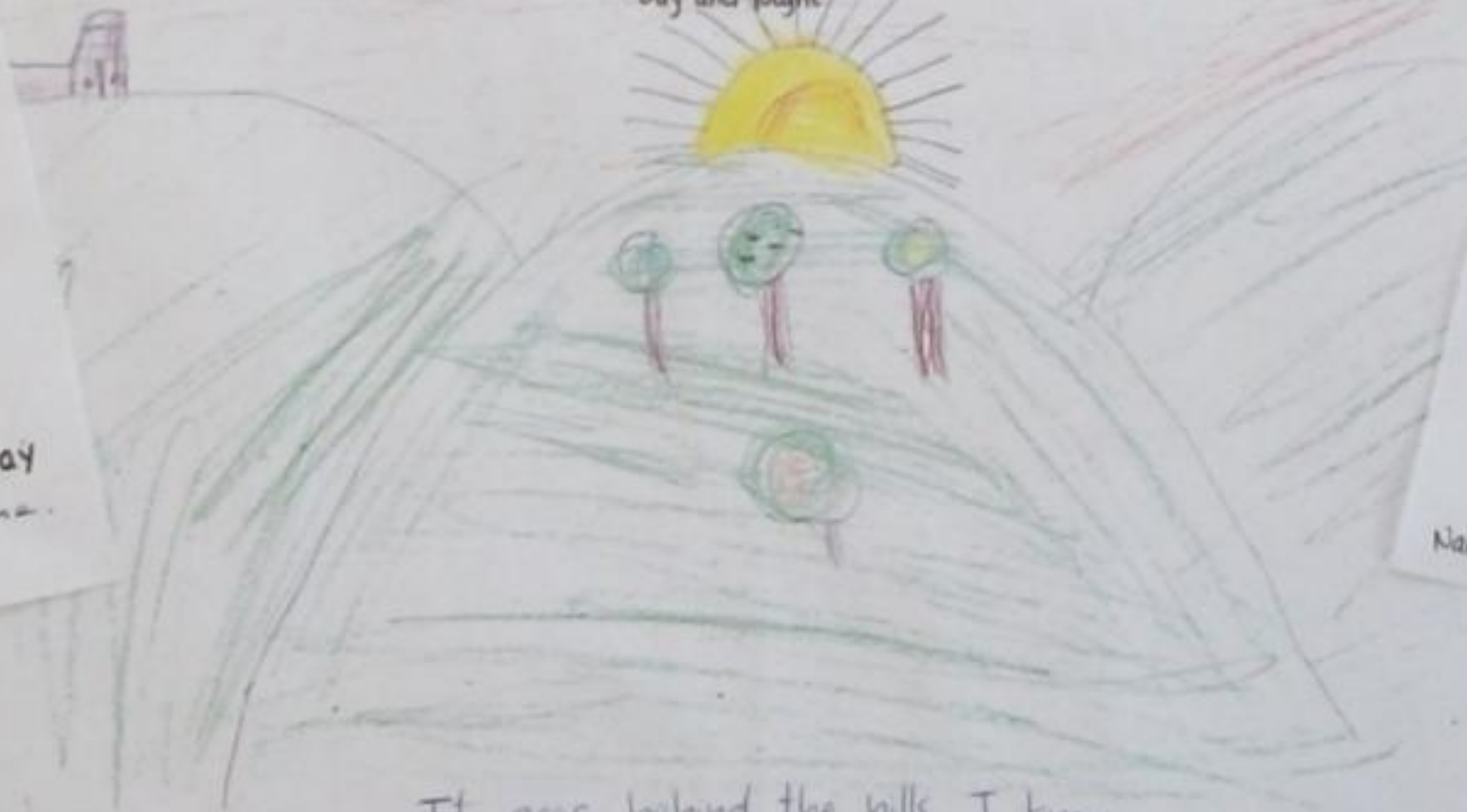
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Monday 23rd April 2012

Where is the sun at night?

First Ideas
Day and Night



It goes behind the hills. I know
because I've seen it from
my house!

Name Dat

Monday 23rd April 2012

Name FOR

Monday
night-time.

How do we get day and night?

Second Ideas
Day and Night

The sun stays still.
The earth orbits the sun. When one side of the earth is facing the sun it is daytime. The sun spins around as it orbits the sun which takes a year.

In not sure this is a planet.
The Poo Planet

Good looking though!



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21C Pedagogies that Grow Deep Learning

1. Conceptual curriculum
2. Teaching for Understanding as opposed to knowledge acquisition
3. Teaching by design
4. Inquiry based learning
5. Personalised learning

"Between learning and teaching we honour the first. It is not that we ostracise teaching but we declare: Stand aside for a while and leave room for learning, observe carefully what children can do and then, if you have understood well, perhaps teaching will be different from before."

Loris Malaguzzi, Founder and Philosopher, Reggio Emilia.

