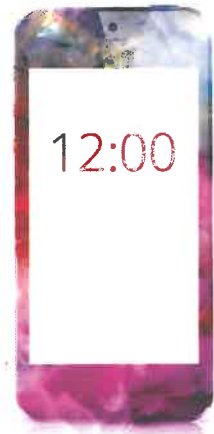


RESPECT THE PAST LEAD THE PRESENT SECURE THE FUTURE

SETTING THE LEARNING AGENDA



**ACEL 2017
NATIONAL CONFERENCE**

**4TH-6TH OCTOBER 2017,
AT THE NEW INTERNATIONAL
CONVENTION CENTRE, SYDNEY**

The background is a light blue gradient with several realistic water droplets of various sizes scattered across the surface. The droplets have highlights and shadows, giving them a three-dimensional appearance.

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

(UNDERWOOD & BANYARD, 2008, P. 233; BOLSTAD ET AL., 2012; GRANT & BASYE, 2014; LEADBEATER, 2006).

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/FRAWORKS AND EFFECTS ON STUDENTS & TEACHERS
- ADVANTAGES



KAHOOT

[HTTPS://PLAY.KAHOOT.IT](https://play.kahoot.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.