

Session Report Form

OUR GUIDING QUESTION: What learning arrangements can we design that will achieve a step change in engagement and integration for all students?

Session Name: Design a curriculum that systematically involves students as teachers.

Summary of the guiding ideas arising from your session:
eg We trust learners to take responsibility for their learning

- The most important thing is that good teachers can make students learn anything.
- Good teachers model effective learning and risk taking. They are prepared to empathise with their learners and therefore engage with them and integrate learning.
- Blur the traditional boundaries between students and teachers and create learners that take more responsibility for their own learning.
- Learning is best when it is reciprocal.

Please describe the pedagogic design of your idea
eg Key teaching and learning principles, learning arrangements, workforce deployment/development, etc

- Students have only one or two key teachers for whole curriculum for all of their schooling.
- The groups will be vertical?
- The students will select staff?
- The key teacher(s) is responsible for the developing and leading the students' curriculum, eg the students must develop and achieve a series of qualifications decided by students/parents/school.
- For example the key teacher might be a specialist in PE but they will still be responsible to lead the learning group in achieving a Maths qualification.
- The group will 'learn' together bringing in 'experts'/using facilities when they feel it is necessary after organising their own learning - many of the 'subjects' could be taught in 'chunks' of time, along with elements that are desirable to be accessed throughout the 'week'- the 'teacher' will therefore model rising up to the challenge of learning, learning together with the students, and have a greater empathy with their predicament. Learners take risks with their learning all the time teachers will therefore have to replicate this.
- This would allow students to lead their learning pathways - particularly if they have a 'strength' in that area or they even need to work on that area.

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- The community will naturally become more engaged with the learning process in schools.

Please describe the curriculum design of your idea

eg How engagement & integration - made possible through vibrant pedagogy - is reflected in content selection/balance/sequencing

Staff will not be able to 'hide' in their area - they will need to model positive behaviour when faced with a learning challenge, and consider how their students engage with an unfamiliar subject/attribute. Students will need to take control of their group's learning and deliver key aspects to enable the group to achieve their goals. The key teacher might even find that a student is stronger than they are in a particular area. The group will be learning how to learn, and also learning together with the teacher. The students can decide how to approach and organise their learning for that particular 'challenge'.

Please describe any implementation issues you see

eg Mechanisms to avoid 'roadblocks', priority strategic development areas

Staff attitudes/confidence - need to change entrenched attitudes - are there enough staff who could approach this positively and not think they need knowledge of loads of subjects?
Parental and student concerns.

Thank you!

Please leave a copy (Paper or digital) of this report with the facilitator before you leave today.