

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 core curriculum that has student navigated routes at its core

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

A grid approach to managing learning that allows student-navigated learning at personal, subject or school levels on a range of possible axes including knowledge, learning style, difficulty (Bloom) and competences.

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

A grid is constructed listing projects/competences/knowledge areas in a framework of learning style and difficulty. The grid can be teacher constructed, co-constructed or student constructed. Students negotiate the topics they select and order they study them in, the pace of study and the depth of study. They also co-construct the learning plan in relation to self, group, class or year group learning; and sources, resources and experiences; and assessment strategies; and dissemination of learning strategies.

The teacher roles include negotiating and facilitating learning plans, mentoring learners, monitoring progress, one dimension of assessment, monitoring plans against school or curriculum requirements. Also provide skill or knowledge inputs at times.

Approach changes relationships with community (as resource) and parents (as resources, mentors and in discussing progress – what was learned and what it meant rather than grey-based conversations).

Please describe the curriculum design of your idea
eg How engagement & integration - made possible through vibrant pedagogy - is reflected in content selection/balance/sequencing

Approach explicitly addresses relevance and diverse learning approaches and resources; and implicitly encourages but does not ensure co-construction, teacher/learner flexibility.

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Could be project, subject or competency focused. Could be school, year, subject or aspect of subject wide in application.

Allows for negotiated pacing, style, content, level, skill and knowledge interests and needs.

Please describe any implementation issues you see

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

Imagine a hub (organising, reporting, monitoring) – spokes (researching, skill development, experiences, applications) model of time and space.

Reskilling and revaluing of teachers required.

Deschooling the campus and the community.

Allows LOC but issues of supervision may counter the ideal approach to community engagement.

ICT essential – laptops/memory sticks for students with plug-in points everywhere.

Informal and formal learning paces needed.

Thank you!

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