

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:

Objective:

Co-construction

To discuss negotiation of curriculum content by/with the learner

Summary of the guiding ideas arising from your session:

eg We trust learners to take responsibility for their learning

Vision

- Defined curriculum content delivered through a range of pathways, some aspects of which are negotiable
- Student engagement to establish relevance with regard to the content
- Good IAG to put learning experience into context and, by supporting students, ensure good choices are made
- Teachers enthused and have the expectation will be that they will adapt to the new role of learning guide/facilitator
- The new structure will meet the needs of all students, the most able to the disaffected
- Development of self esteem and well being to be main component of the experience offered to students

Please describe the pedagogic design of your idea

eg Key teaching and learning principles, learning arrangements, workforce deployment/development, etc

- Learning is not 'one size fits all' eg from the outset it is identified how students learn best to avoid them having a negative experience and it then being fixed
- With support from an adult, a range of learning goals and objectives are identified for each student to enable them to have a say in how their learning is planned.
- Student needs are matched to skills and knowledge that needs to be acquired
- A range of delivery methods are employed eg individual study, one to one, class teaching, peer learning
- Deliverers would be selected because of the skills they could bring to the table eg a history specialist could be valuable in developing skills of negotiation through real life examples
- A strategy for change to be drawn up for staff development

Please describe the curriculum design of your idea

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

- A series of pathways would be offered
- A balance of different skills included eg functional skills have relevance, presentation skills, negotiation skills (competence based)
- Pathways designed to be attractive to different cohorts of students
- ICT would be used to help students construct their plan of learning eg a plan of the week provided with interactive options to select a variety of related activities. Levels would feature in choice, along with a brief description of what would be developed by taking the learning

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module. A mixing desk

- Longer time slots for some types of learning

| | Learning opp1 | Learning opp2 | Learning opp3 |
|-----------|---------------|---------------|---------------|
| Monday | | | |
| Tuesday | | | |
| Wednesday | | | |
| Thursday | | | |
| Friday | | | |
| Saturday | | | |

Student populates their week, online

Please describe any implementation issues you see

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

- Current timetabling systems would need to become redundant – TT may change on a regular basis
- The school day would be expanded
- Learning spaces needed to provide recreational spaces when gaps in the timetable occur – question the need for 5 lessons per day but the answer to this and childcare could be the all round engagement day – things that young people would want to do – consult them. Would also avoid them leaving school and getting up to other things and alleviate parents' concerns, cater for students who can't travel home easily. Create sort of university campus areas with shops etc. Extended schools will already have other services attached. Could also assist with security and safety
- Electronic registration could be used to track engagement but learners' responsibility to apply it
- Need to get parents on board to find out what they would be happy with to alleviate their concerns
- Teacher development would need to identify what else subject specialists could offer (as well as valuing their specialisms) eg development of skills through subjects
- Teacher employment/deployment would need to be more flexible and flexible enough to respond to the demands that choice would offer
- Use of ICT to track progress -online assessment by 2010 already planned

Thank you!

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

