What did I learn today? My mother will want to know.
Ireland beat Australia 15-6 in World Cup heart-stopper
What is this number?

7883
Learning and Teaching
Knowledge and Understanding

Concepts and Contexts
PINs
EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE.
Issue: We as educators have an understanding of what learning should look like. Research tells us what we should be doing. So........

Why is it that most parents/government officials expect their doctor or dentist to keep up with the times and research, but, schooling to stay the same as it was when they attended?
What do we traditionally value?

• The best readers in class
• The best at numeracy
• The best artist
• The best runner in the class or school
• One of the best at team sports
• One of the best musicians
• Socially popular / well liked
• Good at everything she / he does
• Happy
• Involved in lots of activities
Why?

• It’s easy to see
• It’s what we’ve always valued
• It’s what we have always done
• It’s safe
• You can assess it
• It’s known
• It can be standardised
• It’s knowledge based
So the big question is?
How do we get our community/government to value the other skill sets our kids need?
I think the skills are......

- Self-motivation
- Self-discipline
- Perseverance/commitment
- Balance/sustainable
- Coachable
- Self-managing
- Courage/tenacity/drive
- Social confidence/assertive
- High self-esteem/happy
- Self-efficacy

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Can you prove learning in these areas are important?

• Clear lines of communication
• Parents actively involved
• Empower children to talk about their learning
• Children involved in self assessment/criteria setting
• Show the engagement
Literacy, numeracy & knowledge based subjects are still important.

What are the new literacies?

What do our students need to learn?
Our students will need to learn to

• To deal with massive amounts of data
• Have global communication skills
• Organise/Collaborate/Plan/Reflect/Assess (self, peer, expert)
• Have multi-level relationships
• Learn through real life projects/inquiries (OECD conference in Finland “Grasping the Future” identified this as crucial for the future of the young)
• Become more disposed to learn- Guy Claxton talks of the need to teach children to apply a skill to a range of situations. “International Thinking Conference 2009”
• Think past the learning of thinking skills, problem solving, competencies and cultivate the dispositions to make these deeper and real
What are we doing about this?

• Have we embraced new technology? **mLearning is a huge opportunity here for all schools—are we scared of it?**

• Have we asked our children what it is they need to learn? How they want to learn?

• Have we challenged current practice and looked at new ways?

• Are we sharing power?

• Do we understand the learning that needs to take place?

• Does the parent community understand?
DO YOU WANT US TO WRITE WHAT WE THINK, OR WHAT WE THINK YOU WANT US TO WRITE?
<table>
<thead>
<tr>
<th>ASPECT</th>
<th>CONVENTIONAL APPROACH</th>
<th>LEARNING FOR THE KNOWLEDGE/UNDERSTANDING ERA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Topic</td>
<td>Imposed</td>
<td>Negotiated</td>
</tr>
<tr>
<td>Mistakes</td>
<td>Should not be made</td>
<td>To be learned from</td>
</tr>
<tr>
<td>Assessment</td>
<td>Exams</td>
<td>Authentic-various modes</td>
</tr>
<tr>
<td>View of the world</td>
<td>Right-wrong</td>
<td>Uncertainty/shades of grey</td>
</tr>
<tr>
<td>Determined by</td>
<td>Central authority</td>
<td>Local needs in context of general/global framework</td>
</tr>
<tr>
<td>Staffed by</td>
<td>Subject expert</td>
<td>Cross curricula team</td>
</tr>
<tr>
<td>Aim</td>
<td>Theory to practice</td>
<td>Practice to theory &amp; theory to practice</td>
</tr>
<tr>
<td>Approach</td>
<td>Content driven</td>
<td>Process and content driven</td>
</tr>
<tr>
<td>Focus</td>
<td>Teacher centered</td>
<td>Student centered</td>
</tr>
<tr>
<td>Teacher role</td>
<td>Expert</td>
<td>Fellow learner/facilitator/sometimes expert</td>
</tr>
<tr>
<td>Emphasis</td>
<td>Knowing that</td>
<td>Knowing how and why and how to find out</td>
</tr>
<tr>
<td>Students activity</td>
<td>Working alone</td>
<td>Working collaboratively and alone-independence and interdependence</td>
</tr>
<tr>
<td>Ethos</td>
<td>Competitive against others</td>
<td>Striving for personal best against criteria &amp; standards</td>
</tr>
<tr>
<td>Student role</td>
<td>Passive/receptive</td>
<td>Active/generative metacognitive, reflective</td>
</tr>
<tr>
<td>Learning experience</td>
<td>Programmed</td>
<td>Flexible/opportunity guided by framework of outcomes and learners ‘interests/needs</td>
</tr>
</tbody>
</table>

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Think Ken Robinson here

Localised Curriculums

A great read looking at space and learning design
Concept and Context

My thinking

Often students are taught a concept through the same context.
This develops Knowledge
Adding for example
Kids learn to add
(knowledge)
If the context around the concept doesn’t change or is not challenging, this doesn’t impact on Understanding.
Family

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Finally

PINs
Allowing kids to learn through........

• Passions
• Interests
• Needs
What does it lead to?

- engagement
- deeper relationships
- understanding of learning needs
- understanding of learning processes
Are all passions worth following?
Number of aftershocks in Christchurch since September 2010

7883
Contact

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