

Our Way,

Island Bay:

A Curriculum for the 21st Century



Our Philosophy

What we Believe about Learning



**'Our Way,
Island Bay'
Integrated
Learning**

Our Culture

Our Educative Environment

Our Practice

Strategies, Techniques, Approaches

Our Philosophy: What We Believe About Learning-

We seek to value and understand children's points of view.

We seek to challenge children's understanding.

We work to pose problems or construct cognitive conflict in order to test ideas and grow deep understanding.

We work to build learning around 'Big Ideas', important concepts worthy of investigation.

Our Research and Theory Base

- We aim to cater for diverse learners, recognise that children learn differently and promote ways of students taking ownership and participating actively in their own learning. (*Best Evidence Synthesis, Alton Lee, 2003*)
- We emphasise regular skilled feedback with children about their learning. (*Quality Teaching Synthesis, Hattie, 2003*)
- Respectful, open and engaging relationships with children are key to successful learning. (*Hattie, 2003*)
- A problem solving stance to curriculum is important. (*Quality Teaching Synthesis, Hattie, 2003*)

Our Philosophy
What we believe about Learning



- We recognise that learning is highly personal therefore..... learning processes that enable children to participate in their own learning, make meaning and follow unique pathways are supported. (*The Hidden Lives of Learners, Nuthall, 2007*)
- We engage children in becoming knowledgeable, in generating new knowledge and in taking action. This process is central to our 'inquiry learning' curriculum. (*Catching the Knowledge Wave, Gilbert, 2005*)

See Appendix: Research and Theory Base



Our Culture: Our Educative Environment



Our Culture
Our Educative Environment

What We Care About

- Valuing children as unique, powerful, creative and capable, full of ideas and curious
- Being knowledgeable, skillful and competent
- Challenge

We Are Willing To Spend Time

- Provoking and testing ideas, problem solving and inquiring
- Fostering curiosity
- Deepening understanding
- Constructing learning particular to the individual
- Recognising and celebrating difference

We Celebrate

- Who we are and how we learn
- What we do well and areas for improvement
- Continuous improvement

We Talk About

- Other people's perspectives
- Things that interest us...ideas worth pursuing
- Our problems, questions, ideas and potentials about the world
- Our thinking: critical, creative, generative

**What we care about,
what we are willing to spend time doing,
what we celebrate, and what we talk about.**

(Robbins & Alvy, 1995).



“Our Practice: Strategies, Techniques and Approaches

Four Core Approaches

1. Integrated Curriculum
2. Big Ideas- A Conceptual Curriculum
3. Developing Key Competencies through the 'Habits of the Mind'
4. Inquiry Learning



Our Practice
Strategies, Techniques,
Approaches



Growing Our Curriculum

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Our Approach

Figure Out The Intent of the New Curriculum

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Demands vision...is a significant shift from what we have known

Five Cool Ideas That Worked For Us

1. Powerful Speakers To Build Capacity For Change

...with parents and community

...with teachers

we used....

- Dr John Edwards- Thinking
- Mary Chamberlain- The New Curriculum
- Dr Jane Gilbert- The New Meaning of Knowledge
- Mark Treadwell- The New Paradigm
- Kath Murdoch- Inquiry
- Lane Clark- Thinking and Inquiry
- Eric Frangenhien- Thinking

2. Linking Theory To Practice

Appendix

A Learner Centred Curriculum? The Compelling Case!

1. **Best Evidence Synthesis** (Alton Lee, 2003)- This collection of powerful conclusions about quality teaching and learning tells us that pedagogy must promote certain teaching and learning behaviours.....consider these important statements:

- Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students.
- Quality teaching is responsive to student learning processes.
- Pedagogy promotes learning orientations, student self-regulation, meta-cognitive strategies and thoughtful student discourse.

2. **Quality Teaching Synthesis** (Hattie, 2003)- University of Auckland-

Expert teachers...

- Adopt a problem solving stance
- Anticipate, plan and improvise as required
- Have a complex perception of classrooms
- Are adept at monitoring and providing relevant feedback
- Test hypotheses about learning problems
- Have high respect for students
- Are passionate about learning and teaching
- Develop students' self regulation and esteem
- Provide appropriate challenge
- Enhance deep learning

3. **Myths and Realities of the Teaching Profession** (Nuthall, 2007)- University of Canterbury. Three realities that have a major impact on children's learning:

- Most of what we do is a matter of tradition rather than evidence based practice.
- That students learn how to manage their own private and social agendas within the standard pattern of teaching.
- That a large proportion of each students significant learning experiences were self-selected or self-generated even in traditional classrooms.

4. **Catching the Knowledge Wave** (Gilbert, 2005)- Jane writes of the new meaning of:

Knowledge

- Is a process, not a 'thing'
- Does things
- Happens in teams, not in individual 'experts'
- Can't be 'codified' into 'disciplines'
- Develops on an as-and-when needed basis
- Develops to be replaced, not stored.

Learning

- Involves generating knowledge not storing it;
- Is primarily a group - not an individual - activity;
- Happens in 'real world', problem-based contexts;
- Should be 'just-in-time', not 'just-in-case';
- Needs to be à la carte, not en bloc.

Minds

- Are not 'containers' or 'filing cabinets' - to STORE knowledge 'just in case': they are RESOURCES that can be CONNECTED to other resources in order to GENERATE NEW KNOWLEDGE

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3. Consultation With Stakeholders

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Parents

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Parents

Teachers

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Teachers

BOT

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Children

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2. What is our graduate profile? What constitutes success for Island Bay School children?
3. What are our core beliefs and values?
4. What specifically do the Key Competencies mean to us?

We Started With Something
Provocative!

Introducing the New National Curriculum and 21st Century Schooling

An Evening With Dr Jane Gilbert

Island Bay School, Thames St, Island Bay,
Wellington.

Wednesday 19 March 7.30-9.30pm

A Special Evening for Island Bay
School Parents and Teachers

If Jane's presentation were a film, it would be rated M – with a caution that "some viewers may be disturbed by some scenes."

In her presentation Dr Jane Gilbert takes apart many long-held ideas about knowledge and education. She says that knowledge is now a verb, not a noun – something we do rather than something we have – and explores the ways our schools need to change to prepare people to participate in the knowledge-based societies of the future.

Over the last five years or so we have heard a great deal about something called the Knowledge Society – especially in government

policy documents, business publications, and the media in general. However, it is an idea that is not well understood in the education sector. In this presentation, Dr Jane Gilbert looks at what the Knowledge Society is. She argues that it is a major challenge to schools as we currently know them, one that can't be addressed by simply adding more ideas to existing structures. We need a new and different framework, a new way of thinking about education: one that can take account of knowledge's new

meaning, and give everyone an equal chance to succeed. The presentation looks at how we could use Knowledge Society ideas to re-organise schools to better meet the needs of the 21st century.

Dr Jane Gilbert is a Chief Researcher at the New Zealand Council for Educational Research. She was previously a Senior Lecturer in the School of Education at Victoria University of Wellington. Jane is the author of the seminal book, "Catching the Knowledge Wave".

Schooling has an imperative to enact the new National Curriculum. Articulating the challenge and the changes to schooling is the challenge of the age.

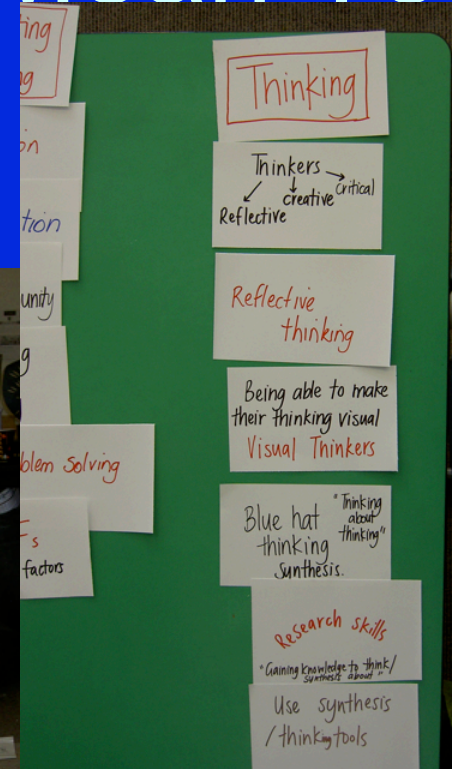
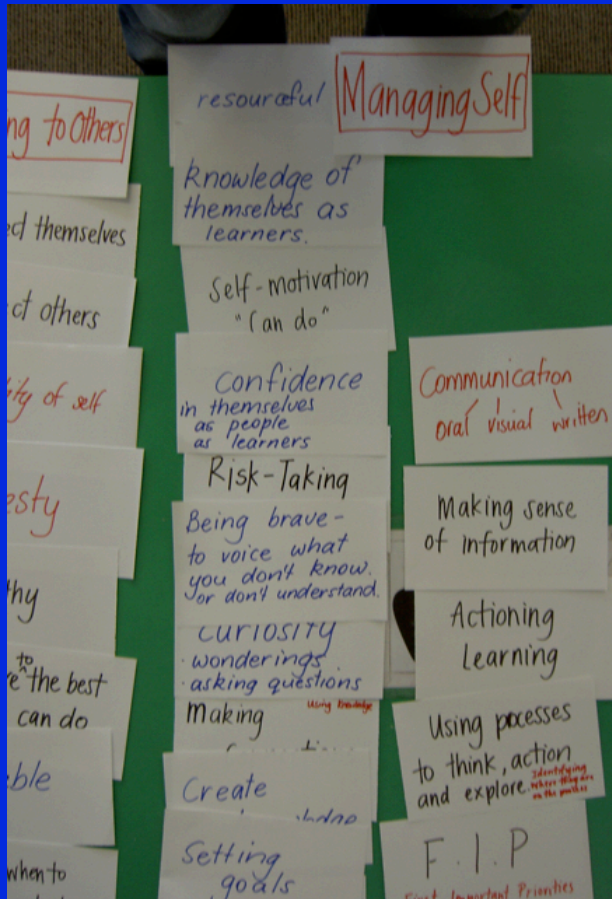
RSVP: principal@islandbay.school.nz

or telephone the office on 9393010 to register your attendance.

Teachers

- 2x teacher only days
- Staff meetings

What Do The KC's Mean To Us?



Staff worked to identify what the KC's mean in our community

We used the 10/4 voting tool to identify the top 5 features of each KC

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- 3 meetings to gather data about focus questions
 - 20/30 parents at each meeting
 - Community wide survey

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Students

- Student Council class consultation
 - Reporting to the BOT

4. Explode Thinking

Visiting examples of best practice where ever we could find them...

Tamaki Primary

Albany Senior High

Summerland Primary in Auckland

Selwyn Ridge in Tauranga

Discovery 1 in Christchurch

Reggio Emilia in Italy

5. Keeping Wall Stories

A wall story of learning that makes explicit attempts to use or grow a new pedagogy

Deprivatises practice and grows change quickly

A low tech approach that is achievable by all

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Creating culture that supports personalised learning is critical.

Question- What is our school culture and does it allow our vision to reach its full potential?

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Strong, informed and visionary leadership is necessary.

Question- What role do teachers and school leaders play in developing curriculum?

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Question- What role do teachers and school leaders play in developing curriculum?

Creating the pre-conditions for change is essential.

Question: How can we assist our teachers and our community to understand the true scope of the curriculum; the landscape of possibility?

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Building an assessment model based on 'learner centered' pedagogy

“Between learning and teaching we honour the first. It is not that we ostracise teaching but we declare: Stand aside for a while and leave room for learning, observe carefully what children can do and then, if you have understood well, perhaps teaching will be different from before.”

Loris Malaguzzi, Founder and Philosopher, Reggio Emilia.

