- Public Private Partnership
What is your mental model?

• for learning
• for space
• for students
• for staff
• for parents
i w w h a d

it's what we have always done
Relevant?
Relevant?
The Mental Model of schooling needs to change
But.....
it’s not too hard
What should we be teaching our students?

- To deal with massive amounts of data
- Have global communication skills
- Self direct/Self motivate/Self start/Self regulate
- Organise/Collaborate/Plan/Reflect/Assess (self, peer, expert)
- Have multi-level relationships
- Sustain their learning
- Learn in purposeful ways- blended
- Learn through real life projects/inquiries (OECD conference in Finland “Grasping the Future” identified this as crucial for the future of the young)
What learner qualities should our students have?

- Self-motivation
- Self-discipline
- Perseverance/commitment
- Balance/sustainable
- Coachable
- Self-managing
- Courage/tenacity/drive
- Social confidence/assertive
- High self-esteem/happy
- Self-efficacy
In the 21st century knowledge has a new meaning...

- is a process, not a ‘thing’
- does things, has an impact
- happens in teams, not in individual ‘experts’
- can’t be ‘codified’ into ‘disciplines’
- develops to be replaced, not stored

Catching the Knowledge Wave -Dr Jane Gilbert (Gilbert, 2005)
Chief Researcher at the New Zealand Council for Educational Research.
Why

In the 21st century learning has a new meaning...

- 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 learning’, not ‘just-in-case’
Why

BEST EVIDENCE SYNTHESIS- (ALTON LEE, 2003)

• 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.
Why?

Quality Teaching Synthesis-(Hattie, 2003)

Expert teachers...

• Adopt a problem solving stance
  • Anticipate, plan and improvise as required
  • Have a complex perception of classrooms
  • More 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
Why?

What we teach probably isn’t what children learn..........

......that a large proportion of each students significant learning experiences were self-selected or self-generated even in traditional classrooms.

Nuthall 2007
Learning?

- Does it fit - vision, values, pedagogy
- Mindset
- Space
- Collaboration
- Building Capacity
Does it fit

Vision

Core beliefs and Values

Pedagogy Andragogy
<table>
<thead>
<tr>
<th>Fixed Mindset</th>
<th>Growth Mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intelligence is static.</td>
<td>Intelligence can be developed.</td>
</tr>
<tr>
<td>Leads to a desire to <em>look smart</em> and therefore a tendency to</td>
<td>Leads to a desire to <em>learn</em> and therefore a tendency to</td>
</tr>
<tr>
<td>• avoid challenges</td>
<td>• embrace challenges</td>
</tr>
<tr>
<td>• give up easily due to obstacles</td>
<td>• persist despite obstacles</td>
</tr>
<tr>
<td>• see effort as fruitless</td>
<td>• see effort as path to mastery</td>
</tr>
<tr>
<td>• ignore useful feedback</td>
<td>• learn from criticism</td>
</tr>
<tr>
<td>• be threatened by others’ success</td>
<td>• be inspired by others’ success</td>
</tr>
</tbody>
</table>
Space

- It encourages a shift
- It allows for visible learning
- It creates a changing mindset
Collaboration
Collaboration
# Collaboration

## Wednesday

**Reminders:**
- Hop top bookings
- System for planning to be checked off

<table>
<thead>
<tr>
<th>Time</th>
<th>Lead Teacher</th>
<th>Support Teacher</th>
<th>Description</th>
<th>Resources</th>
<th>Attendees</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-10:00</td>
<td>Lisa</td>
<td></td>
<td>Persuasive Writing - advertising, posters, marketing</td>
<td>Pencil, paper <a href="http://gleekids.org/berksblog/advertising/lets/createyourownad.html">http://gleekids.org/berksblog/advertising/lets/createyourownad.html</a></td>
<td>Ryan, Moa, Maciante and anyone interested.</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Amy</td>
<td></td>
<td>Numeracy - number bonds</td>
<td></td>
<td>Clarke, Ethan, Dylan, Moa</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Amy</td>
<td></td>
<td>Garage Band playing</td>
<td>iPad</td>
<td>Alex, Clarke, Moa, Ariana, Nathan, Hayden, Ryan, Ethan, Kacie</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Lisa</td>
<td></td>
<td>Instruction writing (create your own superhero or something else)</td>
<td>digital, pen and paper</td>
<td>Ethan &amp; Clarke plus anyone interested.</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Lisa</td>
<td></td>
<td>Numeracy - learning stage 6 (to be negotiated) Repeat How to solve word problems</td>
<td><a href="http://www.wikihow.com/Create-a-Super-Hero">http://www.wikihow.com/Create-a-Super-Hero</a></td>
<td>Ethan, Clarke, Moa, Ariana, Nathan, Hayden, Ryan, Ethan, Kacie</td>
</tr>
<tr>
<td>11:40-12:10</td>
<td>Lisa</td>
<td></td>
<td>Numeracy - stage 4/P working with integrators</td>
<td>devices</td>
<td>Liana, Whistle, Jacinda, Maciante</td>
</tr>
<tr>
<td>11:40-12:10</td>
<td>Lisa</td>
<td></td>
<td>Book Author Introduction</td>
<td>Laptops &amp; Mesa</td>
<td>Maciante, Ariana, Clarke and anyone interested</td>
</tr>
<tr>
<td>11:40-12:10</td>
<td>Kristyn</td>
<td></td>
<td>3D shapes</td>
<td></td>
<td>Moa, Nathan</td>
</tr>
<tr>
<td>11:40-12:10</td>
<td>Kristyn</td>
<td></td>
<td>Measurement using scale</td>
<td></td>
<td>Ryki</td>
</tr>
</tbody>
</table>

**Conferences**

<table>
<thead>
<tr>
<th>Amy</th>
<th>Thomas</th>
<th>9:30</th>
<th>Dylan</th>
<th>10:00</th>
<th>Clarke</th>
<th>11:30</th>
<th>Jacinda</th>
<th>10:30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristyn</td>
<td>Ethan</td>
<td>9:30</td>
<td>Hayden</td>
<td>10:30-11</td>
<td>Ryan</td>
<td>2:15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lisa</td>
<td>Jacinda</td>
<td>11:30</td>
<td>Nathan</td>
<td>1:45</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Collaboration
Embrace Student Voice

What did I learn today? My mother will want to know.

Do you want us to write what we think, or what we think you want us to write?
Theoretical
Language Symbols and texts
- Researching
- Reasoning
- Questioning
- Listening
- Reflecting
- Self Knowledge
- Resilience

Organizational
Managing self
- Self Motivation
- Perseverance
- Self Managing
- Resourcefulness
- Reflecting
- Resilience

Experimental
Thinking (creative)
- Imagining
- Resourcefulness
- Playfulness
- Reflecting
- Self Knowledge
- Resilience

Interpersonal
Relating and participating
- Social Confidence
- Courage
- Coachable
- Noticing
- Collaborating
- Listening
- Reflecting
- Balance
- Resilience
<table>
<thead>
<tr>
<th>Disposition</th>
<th>Learner Qualities</th>
<th>Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Theoretical</strong></td>
<td>Language Symbols and texts</td>
<td>Model- explain the modelling</td>
</tr>
<tr>
<td></td>
<td>Researching</td>
<td>Create rubrics for self reflection</td>
</tr>
<tr>
<td></td>
<td>Reasoning</td>
<td>Learning conversations</td>
</tr>
<tr>
<td></td>
<td>Questioning</td>
<td>Questioning tool e.g. Blooms</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>Provide regular feedback</td>
</tr>
<tr>
<td></td>
<td>Reflecting</td>
<td>Learning being visible</td>
</tr>
<tr>
<td></td>
<td>Self Knowledge</td>
<td>Learner Profile</td>
</tr>
<tr>
<td></td>
<td>Resilience</td>
<td>High challenge questioning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>High Challenge/High Support</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Problem Based Learning</td>
</tr>
<tr>
<td><strong>Organizational</strong></td>
<td>Managing self</td>
<td>Teach/model organizational skills</td>
</tr>
<tr>
<td></td>
<td>Self Motivation</td>
<td>Negotiated pathways</td>
</tr>
<tr>
<td></td>
<td>Perseverance</td>
<td>Problem Based Learning</td>
</tr>
<tr>
<td></td>
<td>Self Managing</td>
<td>Encouraged to risk take-fail-reflect</td>
</tr>
<tr>
<td></td>
<td>Resourcefulness</td>
<td>Plan day</td>
</tr>
<tr>
<td></td>
<td>Reflecting</td>
<td>Plan PBL</td>
</tr>
<tr>
<td></td>
<td>Resilience</td>
<td>Reflect on each day</td>
</tr>
<tr>
<td><strong>Experimental</strong></td>
<td>Thinking (creative)</td>
<td>Learner profile</td>
</tr>
<tr>
<td></td>
<td>Imagining</td>
<td>Reflect- model own reflection</td>
</tr>
<tr>
<td></td>
<td>Resourcefulness</td>
<td>Opportunities for play-discovery time</td>
</tr>
<tr>
<td></td>
<td>Playfulness</td>
<td>Opportunity to try- learn from previous attempts (reflection)</td>
</tr>
<tr>
<td></td>
<td>Reflecting</td>
<td>Relate to skills learned in Green</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Relating and participating</td>
<td>Team building-working with others often</td>
</tr>
<tr>
<td></td>
<td>Social Confidence</td>
<td>Reflections on learning/relationships</td>
</tr>
<tr>
<td></td>
<td>Courage</td>
<td>Negotiated learning around being coachable</td>
</tr>
<tr>
<td></td>
<td>Coachable</td>
<td>Model conversations</td>
</tr>
<tr>
<td></td>
<td>Noticing</td>
<td>Opportunities for choice (reflect on these)</td>
</tr>
<tr>
<td></td>
<td>Collaborating</td>
<td>Design collaborative thinking tasks</td>
</tr>
<tr>
<td></td>
<td>Listening</td>
<td>Design opportunities for self directed learning</td>
</tr>
<tr>
<td></td>
<td>Reflecting</td>
<td>Celebrate learning</td>
</tr>
<tr>
<td></td>
<td>Balance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Resilience</td>
<td></td>
</tr>
</tbody>
</table>
Building Capacity

- Staff
- Students
- BOT
- Parents
DREYFUS MODEL

Basis For Action

- Novice
- Beginner
- Competent
- Proficient
- Expert

Rule Governed Behaviour

PPK

Read the Context
Interesting read on personalisation

http://gigaom.com/2013/09/03/the-uncomfortable-truth-about-personalized-learning/

utm_source=feedburner&utm_campaign=Feed:
%3BComMalicious%3B(GigaOM):
%2020GigaOM_content-discovery&ref=twitter

The Brain and 21st Century


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Creation Club - the boys doing some woodwork using the scroll saw and drill

Tweets

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Bird dance performance #fridayspecialist pic.twitter.com/vSbiMxIXY)

View photo

Hobsonville Point @HobPointSchools

Hard at work #makingkeyholders pic.twitter.com/seM5ymjQC3

View photo

Hobsonville Point @HobPointSchools

Beautiful afternoon game of long ball pic.twitter.com/wrmM7dWnv3

View photo

Hobsonville Point @HobPointSchools

Getting ideas for making box carts #creativeclub pic.twitter.com/QNhXF4LF

View photo
Feedback
Traditional Academic based curriculum

- PISA (programme for international student assessment) and Japan
A Dispositional Curriculum

• PISA and Japan