Where were we 100 yrs ago?

Excerpt from: Sydney and the Bush: A pictorial history of education in NSW, Department of Education NSW 1901-1939

The New Education was a convenient label to describe a reform movement which included the application of new psychological knowledge to teaching, a renewed interest in the physical welfare of pupils, attempts to bring education into closer touch with real life and to make it more practical, and an emphasis on the social and moral aspects of schooling.

The New Syllabus (as it became known) was given a trial in 1904 before being formally adopted in government schools in 1905.

Instead of treating subjects in complete isolation from one another the New Syllabus demanded correlation. It stressed the need to make instruction less dependent on book learning and more concerned with real things, and to be more interesting and practical; pupils were to be more active, to learn by doing, to understand what they learnt, and to discover information for themselves rather than commit to memory information from textbooks or the teacher.

The New Syllabus allocated 75% of the school week to the 3Rs. By 1922 this had dropped to 50%. From the mid-1920s, however, a reaction against the ‘soft’ approach of the New Education set in. Accusations were made that standards in the basic skills were dropping and this was followed by a period of greater restriction and prescription.

There was also a general tightening up of rules and regulations to counter what the central bureaucracy believed was a growing questioning of authority by young people.

Has anything changed?
Rhetoric to reality

Between the idea
And the reality

Between the motion
And the act

Falls the shadow

T.S. Eliot  *The Hollow Men*

*How do we minimise the shadow?*
*Through authentic curriculum renewal.*
Defining terms

Leading authentic curriculum renewal

Origin:
1300–50; Late Latin authenticus equivalent to authént (ēs) one who does things himself (aut + hentēs - doer)

Defining terms

Leading authentic curriculum renewal

Meaning:

revitalisation, re-invigoration
The origin of the term ‘curriculum’

**Curriculum**
noun historical
a light, open, two-wheeled carriage pulled by two horses side by side.

ORIGIN mid 18th cent.: from Latin *curriculum* ‘course, racing chariot,’ from *currere* - ‘to run.’

Are we still advocating curriculum as a ‘narrow track to be run as a competition’ pulled along by teachers?

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**Leading authentic curriculum renewal**

*So, how does one lead authentic curriculum renewal?*
What metaphors underpin your school’s curriculum renewal process?

How is a curriculum leader like or not like:

a **project manager** for a **construction firm**

- •
- •
- •

A **project manager implements** a blueprint – **plan, keep to specifications** are the operative terms.

An **architect interprets** a functional brief and **designs a unique representation** of the brief to suit the client and context. **Design, customise, responsive to context** are the operative terms.

Leading authentic curriculum renewal

**What does it look like?**

What **approaches, processes and skills** are vital for leading curriculum design?
Engaging ‘heart in mind’.

Here is my secret.
It is very simple.
It is only with the heart that one can see rightly;
What is essential is invisible to the eye.

Antoine de Saint-Exupéry

VALUES & VISION DRIVEN DEVELOPMENT

HOW?
PRACTICES

WHAT?
PRINCIPLES

WHY?
VALUES & BELIEFS

Julia Atkin From Values & Beliefs about Learning to Principles & Practice
http://www.learning-by-design.com © Julia Atkin, 2004
Our drive to action, our will to act, should be driven by what we say we value and believe – our ‘heart’.

If a practice is suggested from outside, our first question should be WHY? - How will doing this, using this practice, help us achieve what we say we value?

As we explore new practices we should constantly reflect on how well it enables us to achieve what we value.

Pressure from outside should be worked through the “WHY? process?” WHY should we do this? HOW will doing this help us achieve what we value?

Failure to do so leads to ‘knee jerk’ reactions and ‘tick it off’ mentalities.

WE HAVE TO DO THE INTELLECTUAL WORK and HEART WORK.

IT IS NOT RE-INVENTING THE WHEEL.

Teaching is such an act of person, teachers will not change their practice unless they believe that it will help them achieve something dear to them.

Co-construction

School community constructed

Expert referenced

© Julia Atkin, 2009
The powerful agents shaping curriculum leadership

**PERSPECTIVE / PURPOSE**

What is your educative purpose?
What perspective do you bring to the Australian Curriculum?
What lens are you looking through?

**PEDAGOGY**

The Australian Curriculum outlines **WHAT** it is important for all young Australians to learn – their learning entitlement – they are entitled to learn it. **It is not a teachers ‘teaching entitlement’.**

Our responsibility is to ensure learners gain what they are entitled to learn, **HOW** you engage the learners in the experience of learning – your **pedagogy** - is what will determine the quality and effectiveness of the learning experience.

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**Education Design & Development**

Philosophical Framework – Key Elements and Shapers

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Julia Atkin  Reconceptualising the Curriculum for the Knowledge Era
http://www.learning-by-design.com

© Julia Atkin, 2010
What is it powerful to learn?

21st century education is increasingly driven by a desire to develop young people who are adaptable, creative, collaborative, responsive, self directed and capable of being self managing in networks and less hierarchical settings and communities than experienced by their parents at the same age.
What is powerful learning?

When we have determined what we believe it is essential and desirable to learn, how do we ensure that it is learned powerfully?

What is powerful to learn?

What is the nature of human learning?

WHAT is the ‘essence’ of powerful learning?

What are the implications for pedagogy?
The ‘essence’ of constructivism and powerful pedagogy

The task of the educator is not to put knowledge where knowledge does not exist but rather to lead the mind’s eye that it might see for itself.

Plato

Perspective, purpose and pedagogy the powerful agents

What perspective do you bring to the Australian Curriculum?

What lens are you looking through?
We are on the verge of an 'inversion' of curriculum which the 'core' task of education is the development of self and self for society. The key challenge is to design curriculum so that the ways of knowing of the Key Learning Areas, the General Capabilities and Cross Curricular Priorities contribute to the development of the whole self.

© Julia Akin, 2010

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It’s all a matter of perspective?

A rock pile ceases to be a rock pile the moment a single person contemplates it, bearing within him/her the image of a cathedral.

Antoine de Saint-Exupéry
The ‘Essence’ of the Australian Curriculum

Goal 2 of the Melbourne Declaration of Educational Goals for young Australians unequivocally stated our educative purpose. We need to be careful that we don’t just focus on them being ‘informed’ citizens. We have a larger task – to ensure that they develop as successful learners who are active, creative contributors to society.

Australian Curriculum

Goal 1: Australian schooling promotes equity and excellence

Goal 2: All young Australians become:
- Successful learners
- Confident and creative individuals
- Active and informed citizens

www.mceecdya.edu.au/mceecdya/melbourne_declaration,25979.html
(accessed 16/10/2010)
The Australian Curriculum
http://www.australiancurriculum.edu.au/Home

Purpose:

• describes a learning entitlement for each student that provides a foundation for successful, lifelong learning and participation in the Australian community.

It acknowledges that the needs and interests of students will vary, and that schools and teachers will plan from the curriculum in ways that respond to those needs and interests.

Applying ‘authentic’ process

GENERAL CAPABILITIES…‘around the traps’

What concerns do you have re the General Capabilities?

What do you perceive to be the challenges?
Gathered from other places

• Tick it off mentality – write in programs/planners say we are ‘doing the general capabilities’

• ‘We already do this!’

• They are the same as …. 

• How do we, can we, assess the General Capabilities?

• Time to develop?

Working with the General Capabilities

The approach of embedding the General Capabilities into each of the Learning Areas is helpful in terms of showing you how it can be done but it is fraught with potential problems.

Effective development of the General Capabilities will require that you:
- develop them very explicitly
- embed them implicitly
- monitor their growth (assess) and involve students in reflecting on, and monitoring their growth with respect to each of the General Capabilities.

It's important not to equate assessment and quantitative measurement. Complex capabilities cannot be measured quantitatively but they can be described and monitored qualitatively.
REFLECTION
1. Which of the General Capabilities are STRONGLY built into your Learning Area
   • Literacy
   • Numeracy
   • Information & Communication Technology (ICT) competence
   • Critical & creative thinking
   • Ethical behaviour
   • Personal & Social Competence
   • Intercultural understanding

2. Are you currently developing the General Capabilities implicitly and explicitly?

3. If explicitly, exactly how? What explicit strategies?

4. Are the students aware of their growth? Are they conscious of the next steps for them?

MACRO AND MICRO STRATEGIES FOR DEVELOPING GENERAL CAPABILITIES

1. Mentor groups
   For example:
   Students-discuss-river-groups

2. Monitoring the growth and developing next steps for ongoing development
Process for developing shared understanding of General Capabilities:

1. Reflect on a child or adult who you believe demonstrates one of the general capabilities at a high level.
   
   What were the attributes/dispositions they displayed? What skills/strategies did they use?

2. Collate, synthesis and develop a mind map illustrating and describing the attributes/dispositions and skills/strategies.

3. Consider other sources and reference school based work against them – Australian Curric docs, NZ Key Competencies etc.

4. WHY is it important for learners to develop this capability?

5. How can we develop a shared understanding with our school community re WHY, WHAT, HOW? this General Capability?

6. What macro and micro strategies and structures do we need to support the development of this General Capability?

7. How are you/how can you develop this capability both explicitly and implicitly in your (each) Learning Area?
HOW DO WE KNOW WHETHER SOMEONE EXHIBITS A HIGH LEVEL OF CAPABILITY? – Assessing the General Capabilities

Think of two people that you consider exhibit the capability of ‘Personal and social competence’ – one you consider to exhibit this competency at a high level, one not so high.

How did you ‘know’ they were, or were not, so capable?

On what basis did you judge one as more capable than the other? In what ways were they different?

How do we know someone is capable?

When I have involved other teachers in this exercise they have identified that they know that a person is capable/competent through…

Observation of the capability in authentic situations.

The highly capable individual demonstrates this capability over a range of dimensions. They demonstrate the capability…

- Consistently over time
- In a range of contexts from familiar to challenging
- With high level of complexity, intricacy re skill, effectiveness
- Autonomously – without support and self initiated

Adapted from work by: West Gore Primary, Wyndham Primary, Otautau School – New Zealand
From this work they have developed stages of development of the key competencies across four dimensions:

<table>
<thead>
<tr>
<th>Consistency</th>
<th>Occasionally - Frequently - Routinely</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>Familiar - New/different - Challenging</td>
</tr>
<tr>
<td>Complexity</td>
<td>Simple - Compound - Complex</td>
</tr>
<tr>
<td>Mindfulness</td>
<td>Imitator - Initiator - Autonomous</td>
</tr>
</tbody>
</table>

Otautau School leaders found that by using these rating scales when monitoring the growth of a capability that they were able to pinpoint how they could help a student continue to develop their competence. For example, a student who routinely and autonomously demonstrated a high level of skill in a narrow range of contexts could be challenged to further develop their capability by exposing them to a challenging context.

West Gore and Wyndham Primary Schools came up with a similar set of dimensions when they focussed on the key competency of Participating and Contributing – active citizenship, social competence:

<table>
<thead>
<tr>
<th>Consistency</th>
<th>seldom - sometimes - usually - almost always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context</td>
<td>In class - out of class - new/changed - challenging</td>
</tr>
<tr>
<td>Complexity</td>
<td>simple - moderate - complex - sophisticated</td>
</tr>
<tr>
<td>Attitude/Disposition Motivation</td>
<td>extrinsic - intrinsic reactive - proactive bystander - initiator</td>
</tr>
</tbody>
</table>

Their intent is to use these criteria to develop concrete examples, explicit descriptions of what that would look like, sound like, feel like at various stages for each of the key competencies (equivalent in nature to the General Capabilities).
Monitoring and stimulating the growth of the general capabilities.

<table>
<thead>
<tr>
<th>Evidence of demonstration of the capability in authentic situations – observation</th>
<th>Identifying current strengths and areas for improvement.</th>
<th>Rating linked to evidence – captured in learning stories, journals, ‘running records’, video, audio recordings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rated against explicit criteria</td>
<td>Self</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Peer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Supporting growth and development

<table>
<thead>
<tr>
<th>Metacognition</th>
<th>Goal setting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self awareness</td>
<td>What do I need to do to grow/improve with regard to this capability?</td>
</tr>
<tr>
<td>Where am I with regard to this capability?</td>
<td>What support do I need to improve?</td>
</tr>
<tr>
<td>Where do others perceive I am? – parents, peers, teacher</td>
<td>How will I know when I have?</td>
</tr>
</tbody>
</table>

Other frameworks to consider

Novice-to-Expert scale (2)

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Standard of work</th>
<th>Autonomy</th>
<th>Coping with complexity</th>
<th>Perception of context</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Novice</td>
<td>Minimal, or ‘textbook’ knowledge without connecting it to practice</td>
<td>Unlikely to be satisfactory unless closely supervised</td>
<td>Needs close supervision or instruction</td>
<td>Little or no conception of dealing with complexity</td>
</tr>
<tr>
<td>2. Beginner</td>
<td>Working knowledge of key aspects of practice</td>
<td>Straightforward tasks likely to be completed to an acceptable standard</td>
<td>Able to achieve some steps using own judgement, but supervision needed for overall task</td>
<td>Appreciates complex situations but only able to achieve partial resolution</td>
</tr>
<tr>
<td>3. Competent</td>
<td>Good working and background knowledge of area of practice</td>
<td>Fit for purpose, though may lack refinement</td>
<td>Able to achieve most tasks using own judgement</td>
<td>Copes with complex situations through deliberate analysis and planning</td>
</tr>
<tr>
<td>4. Proficient</td>
<td>Depth of understanding of discipline and area of practice</td>
<td>Fully acceptable standard achieved routinely</td>
<td>Able to take full responsibility for own work (and that of others where applicable)</td>
<td>Deals with complex situations holistically, decision-making more confident</td>
</tr>
<tr>
<td>5. Expert</td>
<td>Authoritative knowledge of discipline and deep tacit understanding across area of practice</td>
<td>Excellence achieved with relative ease</td>
<td>Able to take responsibility for going beyond existing standards and creating own interpretations</td>
<td>Holistic grasp of complex situations, moves between intuitive and analytical approaches with ease</td>
</tr>
</tbody>
</table>

From the professional standards for conservation, Institute of Conservation (London) 2003 based on the Dreyfus model of skill acquisition.
## Other frameworks to consider

### DEVELOPMENTAL APPROACH

<table>
<thead>
<tr>
<th>Teacher actions:</th>
<th>Learner actions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- supports - helps - scaffolds - models - balances - scaffolds</td>
<td>- seeks feedback - reflects - explores - compares - sets goals</td>
</tr>
<tr>
<td>- provides explicit instruction</td>
<td>- shows progress - demonstrates strategies</td>
</tr>
<tr>
<td>- assesses progress</td>
<td>- encourages independence</td>
</tr>
<tr>
<td>- provides feedback</td>
<td>- asks questions</td>
</tr>
<tr>
<td>- facilitates learning</td>
<td>- suggests activities</td>
</tr>
<tr>
<td>- encourages students to take responsibility</td>
<td>- explores alternative strategies</td>
</tr>
<tr>
<td>- encourages students to think critically</td>
<td>- reasons for actions</td>
</tr>
<tr>
<td>- encourages students to ask questions</td>
<td>- explains strategies</td>
</tr>
<tr>
<td>- encourages students to take responsibility</td>
<td>- amplifies discussion</td>
</tr>
<tr>
<td>- encourages students to think critically</td>
<td>- encourages students to think critically</td>
</tr>
<tr>
<td>- encourages students to learn from mistakes</td>
<td>- encourages students to think critically</td>
</tr>
</tbody>
</table>

### Supported —<—

- The Teacher: promotes - models
- The Learner: responds - copies

### Autonomous ——-

- The Teacher: facilitates - encourages - empowers
- The Learner: self-directed - autonomously

© Tanjong Bora International School
How do we reconceptualise ‘curriculum’

Cur·ri·cle
noun historical
a light, open, two-wheeled carriage pulled by two horses side by side.
ORIGIN mid 18th cent.: from Latin curriculum ‘course, racing chariot,’ from currere ‘to run.’

Our challenge is to move from…
- a narrow path to be run as a race to…
- a rich field to explore with treasures to discover

Educators of Primary age children have always leant towards a holistic, personalised pedagogy. Your challenge now is to uphold that approach and strengthen it – not to succumb to the potentially minimising effects of external pressures and past patterns.

Educators of Secondary age children have generally leant towards a subject driven pedagogy. Your challenge now is to become a teacher of the person using your subject expertise to enrich the learning of colleagues and young learners.