

On Track For Personalised Learning



Using progress folders / kete to assist with student led learning.

Junior Syndicate Meeting
Wednesday 18 March

S. Stafford-Bush

Developing Students Ownership of Their Learning

“Education is not the learning of facts, but the training of the mind to think.”

Albert Einstein



Developing Students
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Learning

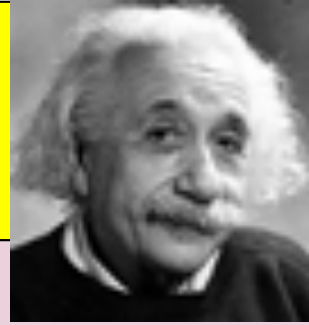
What does current research say?

‘A 21st century education system must be responsive and flexible to ensure every young person can achieve their potential and be set up for lifelong learning. Personalising learning provides a useful framework to connect the many good things we do now in education while preparing our young people for their future. Personalising learning succeeds when students know what they know, how they know it and what they need to learn next.’ Sabbatical Report Nigel Wilson Principal Kaikorai Primary School Dunedin

‘Students first - student voice - what does student centred learning look like and what does it mean for the delivery of education in the future?

Inspiring Teachers - the re-definition of 'teacher' moving away from the traditional role as leaders who transfer knowledge, to mentors and guides who assist in facilitating student learning.’

“Insanity: Doing the same thing over and over and expecting different results.” Einstein



Mark Treadwell states: “The emerging new education paradigm provides us with the capability of providing learners with rich personalised learning experiences.

Historically, education has been primarily concerned with the task of teaching content, whereas we are now moving towards focusing on providing a set of competencies and dispositions which will provide learners with a far more relevant set of skills for the 21 st. century.

Within the internet-based education paradigm we can realistically develop as assist learners to build effective and rich nodal networks. We can provide learners with internet-based Online Learning Environments which provide educators and learners the necessary tools to synthesize diverse learning elements which empower learners with the capability to become lifelong learners, and give parents/caregivers access to their child’s learning processes and assessments; the result of which is that we can now begin entertaining the notion of personalising the learners learning experience.”

(Mark Treadwell; The Conceptual Age and the Revolution, School v2.0 p 60; 2008; Hawker Brownlow Education.

“Personalising learning is central to transforming our education system to be responsive to the needs of learners in a digital age and knowledge society.

Personalising learning is:

- A departure from the traditional view of knowledge and learning - from a view of students as passive recipients of knowledge, to recognising them as individuals engaged in a dynamic two-way learning process with their teachers.
- About making learning relevant and meaningful for students, which can increase participation, engagement and achievement, and improve retention and qualifications outcomes.
- About providing the best opportunities for young people to reach their potential.
- A concept that provides a shared vision of what education needs to deliver to meet the needs of learners in a 21st century knowledge society.
- About building on the best of what is happening now, acknowledging the progress that has been made, and signalling where we need to move to next. “(Ministry of Education: Annual report 2007; Building a world-leading education system; p6 2007)

Hence the introduction of the 'Progress Folder / Kete / Folder of Learning'

Learners need to know what they already know and what their next learning step is.

They must be able to articulate and understand this next learning step.

Learners need to have access to and be able to discuss their learning through looking at their tests / summaries of observations.

These need to be an ongoing / updated / living breathing document that is referred to on a daily basis '.... what are you focussed on with your reading today/what do you need to work on to learn? How are you going to achieve that?

Learning achievement can be checked off / added to at any time...folder needs to be accessible.



...findings from Children

From: Sabbatical Report Nigel Wilson Principal Kaikorai Primary School Dunedin

Children

The process of learning is now far more transparent for all children. They are self-managing learners involved in setting & monitoring goals, reflecting, self & peer assessing, choosing appropriate strategies, and naming their next learning steps.

They can articulate the **what, how & why of learning**. They understand themselves as learners & know how they learn best. Children also have to learn and understand what is all about - their responsibilities and rights in personalising their own learning.

The key to it all - just as for staff, children also have to be taken through a process where they understand and contribute (and eventually lead) to their own learning programme. Beginning with an exploration of the 'ecology of learning' and leading to the outcome centred around 'enduring understandings' children learn, and are lead and guided in the knowledge and skills they need to become 'life long learners'. Greater access to IT resources. Flexibility to learn outside of school A greater awareness of their own learning needs and potential.

