



Changing Learning for a Changing World

Parent Evening
St Thomas's School, March 2018
Jacque Allen



Passion *Excellence*
Leadership *Connections*

St Thomas's Learning Community

To value who we are, connect to those around us, and successfully play our part in the world.

Built on the pillars of passion, ambition, encouragement, tolerance and leadership.

Guided by an unrelenting pursuit of excellence.

Driven by people owning a strong sense of self, community and place, actively questioning the unknown and confidently challenging the known.

Where values are lived, differences are welcomed, resilience is fostered and global connectivity is embraced.

Welcome to our place in the world!

Changing Learning for a Changing World



‘WHY’ teachers should collaborate:-

“The essence of teachers professionalism is the ability to collaborate with others to maximise impact.”

(Hattie, 2016)





One person and one role.
Trained for specific role.
Co-operation not collaboration.
One career in your working life.
Specific task:
different day but same work.



Many people involved in a task.
Multiple aspects to a role.
Collaboration expected and constant.
Several career changes
in your working life.
Many tasks: project based.

Collaborative teaching practice allows for:-

Teaching that is designed around student needs and using the collective strengths of the teachers to improve student outcomes.

More flexibility for students to choose how and where they work, with more opportunities to collaborate with others, including other teachers.

Student involvement in planning for their learning, including passion based learning to enable students to be curious about their world.

Provides a platform for teachers to improve their practice through collective efficiency.

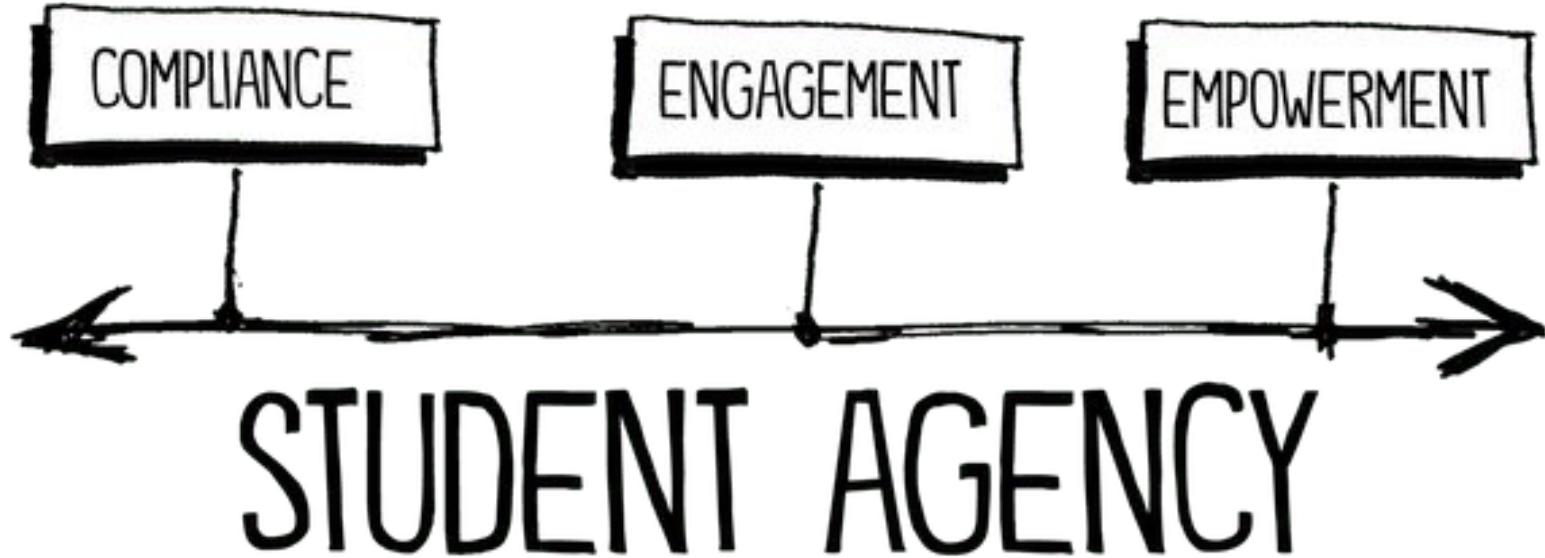


What is learner agency?

The power to act. [D.Wenmoth, 2014](#)

We have a sense of ‘agency’ when we feel in control of things that happen around us; when we feel that we can influence events. This is an important sense for learners to develop. [The Institute of Personalise Learning, 2015](#)

Agency is on a continuum:



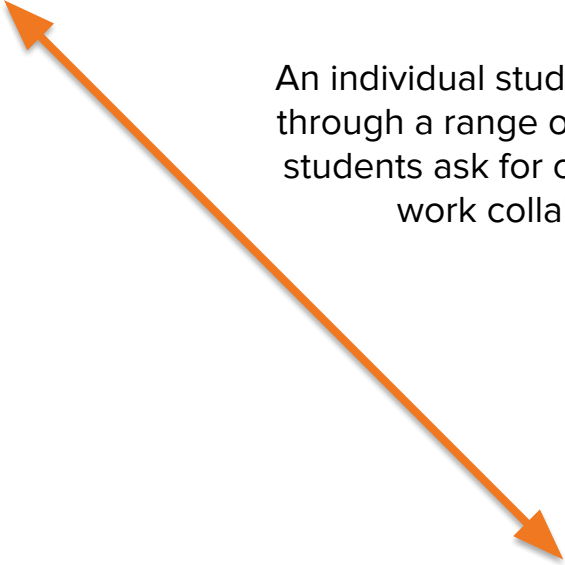
Students are constantly moving between standard to agentic practice

Supported Learner

Teacher guided – learning decisions are made with you to ensure you are on the right path. When something is new this might be where students start.

Self Managing Learner

An individual student understands what is required and can work through a range of tasks at their own pace independently. These students ask for clarification when required and are confident to work collaboratively with others to achieve a goal.



Self Directed Learner

An individual student takes responsibility for their learning, involved in planning and assessment frameworks. They are aware of their next steps in learning and actively seek expertise from a range of sources in a timely manner.

Students have agency when they can...

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Describe what a successful learner does to achieve their goals

Articulate where they are at in their learning

Say what their goal is in their learning

Describe what strategies they will use to achieve their learning goal

Identify what or who they need to help them achieve their learning goal

Articulate what their progress looks like toward their learning goal

Understand what their assessment means and say where they expect to be in their learning by the end of the term or year

Resources

[New Zealand Education in 2025](#), (DRAFT) New Zealand Ministry of Education

[OECD, The Nature of Learning](#), innovative Learning Environments Project, 2012

[Open. How we'll work, live and learn in the future.](#) David Price

Designing and supporting online group work, Centre for extending learning, University of Waterloo, 2013

[6 Laser-Focused Reasons for Collaboration](#), Piematrix.com

[Collaboration beyond Sharing](#), Core Education, 2015

[Effective Co-Teaching Strategies](#), Richard Villa, 2013

[A Guide to Co-Teaching, New Lessons and Strategies to Facilitate Student Learning.](#) Richard A Villa, Jacqueline

S Thousand and Ann I Nevin, 2013

[New Zealand Ministry of Education has created innovative spaces](#). (Christchurch schools).

[Learning Talk](#), Joan Dalton, 2012

[Tim Lovelock talks about creating innovative spaces at Myross Bush School](#)

Contact us

If you have any questions about today's presentation, or would like to get in contact with Cognition about PLD for your school or CoL, please feel free to contact me.

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About Cognition Education

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With a variety of brands operating across more than 26 countries we deliver a multitude of educational services, including professional development, consultancy services, school establishment and publishing.

Our team are fully accredited by the Ministry of Education to support your PLD requirements. From completing your PLD Journal through to the delivery, we can support you every step of the way.

We work closely with our clients to deliver tailor made solutions that meet your school or COL's needs.

