GREG WHITBY Catholic Education - Parramatta

- This presentation by Greg Whitby highlighted the need for new narratives within schools if student learning is to improve. He has been quoted as saying he 'hates librarians' and 'hates special ed teachers'. He was also recently asked by a parent, 'Why do you hate walls?'.

- These were useful prompts for him to explain how he envisages new pedagogy and space. Part of the presentation was to include a live cross to one of his schools which was entirely open plan.

- He argues that we need to ask ourselves some fundamental questions about the work we do. What do we know about good learning and teaching in our schools?

- **Old narrative** – School at centre with teacher teaching and students compliant.
- **New narrative** – the school is no longer the centre of the enterprise but a rich fabric of community – narrative that includes works like 'cloud' and 'virtual'.

- We need to ask Who learns What With Whom and Where. In answering these questions, we need to remove the timetable from the discussion.

- The new narrative provides a whole range of new possibilities. We need teachers who understand that the world has changed. Technology has become so pervasive that we don't understand it. It is like the air around us. We use more technology than we even realise. He suggests that mobile phones use more technology than what it took to put a man on the world.

- Kids are finding alternative sites for learning. For example, the most popular place for students to learn the guitar is not in a music lession but at a website Guitar 90(??) This is a website with visitors posting lessons, showing techniques, and sharing music.

- Greg speaks about moving from:

- SCHOOL PROCESS controlled, content, isolated, timetabled, cottage to
- LEARING PLATFORMS proprietary, local, connected, teacher- focussed centralised to
- LEARNING CLOUDS – ubiquitous, enterprise, personal, collaborative, learner-focussed

- He suggests that because we are moving towards a new narrative where diversity is the norm we are less likely to building classroom walls.

- How do we improve student learning? His answer is that student learning is not improved by having fewer students in classrooms with more

teachers. He also doesn't think student learning improves when schools are given less or more time.

- Greg described a heirarchy of action where school learning is influenced by teaching which is improved if teachers are learning. This requires school leadership which builds on system leadership.

- Greg spoke about the seventies where the walls came down overnight. He was a teacher at this time and they were sent into the spaces without the correct professional leadership. The narrative of the time was wrong without alignment, coherence and focus. We need to capture teachers' learning through knowledge management.

- Greg mentioned key people such as Stephen Heppell, Tony Bryant, Mary Featherston and theorists such as John Hargrave, Richard Elmore

- Greg agrees with Stephen Heppell that dialogue is key to change – 'talk to others and find out what works – steal from others, borrow their ingredients and build your own recipe., keep it fresh by keeping it changing'. 'You can't ask teachers to work together but then lock them away in isolation. The spaces need to support the narrative.'

- Their aim is to design learning spaces that enhance students' and teachers' learning suppported by today's tools. He needs to work with architects who understand about learning. His brief to an architect of Corpus Christi was to ' build me a school that will improve student learning' . The brief resulted in a great school.

- Greg said that learning in today's world is about two key things

- deprivatisation of teacher practice – collaborative process that involved all the learning community in its richness and diversity and
- personalising learning for staff and students

- 'Spoke about St Monica' Primary, North Parramatta.- a mew school with kitchen at its heart.

- .Spoke about a school with 120 5yos in the one space. Any visitor is given a set of yellow stickers and is asked to make notes of any good learning observed. These are then reviewed by teachers.

- He spoke about the highest performing secondary school. It was conservative but they have moved into an enquiry or problem based learning environment. They have a 1:5:1 structure – for one (?) of the week they do one subject for a full day.

- References
- Blueyonder.wordpress.com

- Twitter.com/gregwhitby

- Final comments were to do with the important issues of failure, diversity and narrative as the key touchstone.

ANA SALA OVIEDO – Rubida Design

- Ana presented a planning and design strategy –
  - Begin with School vision
  - Work on curriculum plan
  - Only then the educational brief
  - Before the architectural brief
  - Masterplan
  - Sketch plan
  - Design development etc
  -
- Ana gave examples of INPUTS (START, POLT, VELS, Good Practice, Curriculum Pan, Pedagogy) and OUTPUTS

- STAGES OF MASTERPLAN
  - Stakeholder consultation
  - Educational Brief development
  - Statutory planning reg's
  - Urban design principles

- EDUCATIONAL OBJECTIVES come from different sources
  - The school itself
  - Catholic Ed
  - National priorities/state departments
  - Employers

- ASSUMPTIONS
  - Learning is a life-long process
  - Design is always evolving
  - Resources are limited etc

JIM DAVIES ASMS

- Recent past principal of ASMS
- President of SA Principals Association

- BACKGROUND
- Flinders Uni was doing deep thinking of science and maths and thought that they needed to think about science and maths education in high schools... decision made to do something between State Government and Flinders
- Early on they engaged Woods Bagot architect –5 people formed an advisory panel including 2 architects, a bureaucrat, Professor john Rich and himself.
- This panel visited schools around the world.
- What seemed appropriate was an approach driven by enquiry based learning
- The panel decided the secondary school should deal with cutting edge science. They wondered about how to do that and realised that the way scientists engage with science is through collaboration – decided to develop a school that supported collaboration

- Asked us the question about what happens to kids when they first arrive at school. Kids go to school primarily for the social contact. At every school there is a strong social driver. This can be harnessed for learning.

- They endeavoured to set up a personalised learning experience for every student.
- Question on how do you engage young people irrespective of their age. They worked with learners' voice and choice in deciding what, when and how to learn.

- LEARNING PROGRAM (What they learn)
- LEARNING STYLES (How they learn)
- LEARNING ENVIRONMENT (Where they learn)
- LIFE LONG LEARNING (Teacher learning)

- Two-thirds or students are not using fibre – they are using wireless and phones.

Architectural response to the learning environments
- Centre spine is social space merging with learning space (both physical ad virtual)
- Fosters interaction through integrating the physical, cultural and organisational environment
- Learning strategy

- Transfers the power of adolescent social interaction into the learning environment. They go to school to be with their best friends..
- Best middle school teachers were the best teachers from early primary

- Beliefs about learning
- Students need to possess a deep understanding of their preferred approaches to learning and are able to self direct and individually plan their learning
- Collaborative.

- Look at 'Clicks, Bricks and Spondulicks Summary report'
- The controlling, enriching, discerning schools was based on this.

- Shifting from competencies to capacities
- Established the day around 100 minute blocks of time and gave teacher teams flexibility to plan.
- They could have a 100 kids doing a teaching directed lesson and then they could spread around the spaces
- Use Jennifer Moon's (1999) 'map of learning extensively.
  - Noticing to making sense to making meaning to working with meaning to transformative learning. Each stage is divided by reflection.

- Wanted to make sure that they challenged kids

- He said to teachers that their most important priority was professional development.

- Every teacher is a pedagogical leader with teaching de-privatised.

LEAH KENNEWELL
South Australian Teaching for Effective Learning Resource
Project manager for neuroscience
Also in teaching for effective learning team

- Spoke about liminal space – psychological, neurological, metaphysical – being on the threshold

- What research is telling us:
- Queensland 1000 classrooms study (2001) – curriculum is activities and calendar based, low intellectual engagement, tick box approach, pre-digested learning and teaching as telling
- UniSA research called 'Redesigning pedagogies in the north' – major finding is that the curriculum has no meaning for student or no connection.
- Leah's group is doing some current research which is finding that teachers can't articulate the pedagogical theories underpinning their teaching.

- Teachers want to be in control with students who can act out as they want to be safe. Part of Leah's message is to embrace chaos.

- Great hope and fear of the Australian Curriculum – some of the rewriting is being addressed – huge debates around history curriculum. Maths is a bit better that it was.

- Def'n of pedagogy – 'craft of teaching' but also provided a more complex definition

- Learning to Learn – a 2001 program of PD in SA.

- KEY MESSAGES
- Learning is a way of being
- Co-construction
- High expectations
- Use langauge of learning and teaching – taught them the teachers languages so they could articulate the vision and values, the curriculum and their learning.
- Learning is an intentional act.

- DIFFERENCES BETWEEN SA AND OTHER STATES
- Australia is considered world class in terms of pedagogy
- Domain 1 is about teacher learning

- Domains 2,3 4 is about teacher's work

- Relied on Vivianne Robinson's research – thing that had the biggest impact was principals engaging with learning by staff.

- HOW DO WE MEASURE PEDAGOGY
- What is the accountability measure?

- What do you intend?
- Did it work?
- Consistent? Did it work for everyone?
- Responsiveness – recognising engagement and disengagement

- NATIONAL PARTNERSHIP FUNDING – FEDERAL FUNDING
- 10 Specialist teachers in 10 schools – research and lead pedagogical change in schools – collecting data about outcomes
- package of observation tools which they are rewriting
- Going into years 4-6 inviting teachers to be observed.
- Ask some research questions such as what is the theoretical base for what you do? Ask them about the lesson – what you do and what we will see. Three people go in to observe
- Have a sheet with all elements of Domains 2-4 and record what they see.
- Score teachers on 4 accountability measures above and then come together – 3 watching a lesson. Observations get repeated every 1 to 2 terms an the teachers in the schools are getting skilled up to do the observations. They are then going to compare that with NAPLAN results.