



# Tasmania's *Essential Learnings* Curriculum

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- Curriculum reform –
- Learning
- Teaching
- Assessment



# Why curriculum reform?

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- Crowded curriculum
- Technological & social revolution
- Unequal learning outcomes
- Lack of coherence between learning
- Limited world relevance
- Search for student engagement
- Desire to lift thinking



# Models of curriculum

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## Disciplinarity:

- Distinctive central concepts
- Distinctive methodologies
- Distinctive discourse
- Initiate into public conversations

## Authenticity:

- Connection to the real world
- Preparation for active citizenship
- Contribution to public welfare

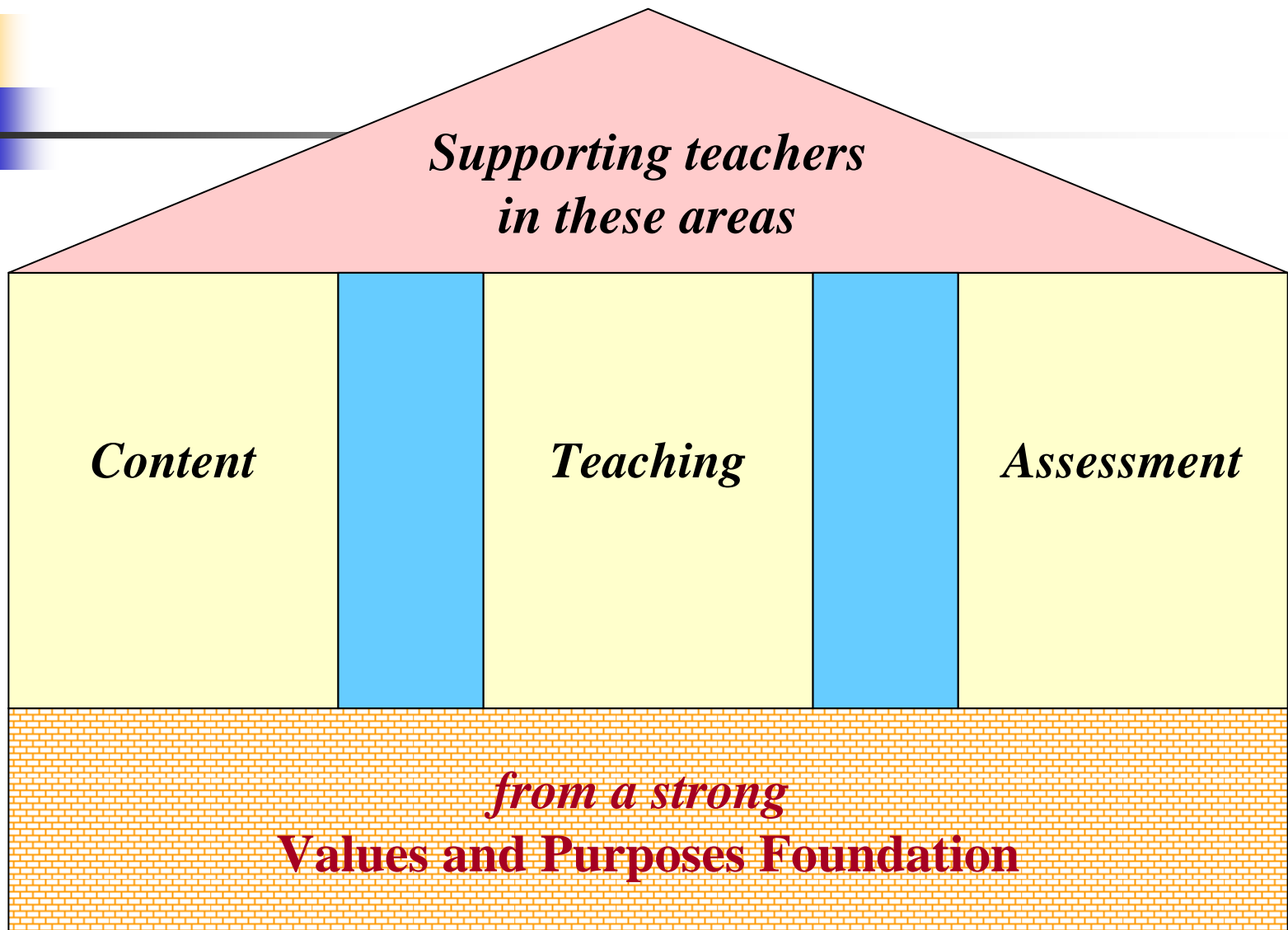


# Pitfalls and problems

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- Volume of 'knowledge'
- Pluralist society
- Exclusion from the high status curriculum
- Regressive pedagogies
- Can lack intellectual structure, coherence and organisation
- No guarantee of cognitive depth
- Randomness
- Limited conceptual connection & durability

# The Curriculum Consultation





# Project outcomes

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- Improved student learning
- Improved student engagement
- Improved cultural & structural conditions in schools
- Improved communication & collaboration between parents, child care and schools



# Values

We are guided by this set of core values:

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- Connectedness
- Resilience
- Achievement
- Creativity
- Integrity
- Responsibility
- Equity



# Purposes

To ensure all students are:

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- Learning to relate, participate and care
- Learning to live full, healthy lives
- Learning to create purposeful futures
- Learning to act ethically
- Learning to learn
- Learning to think, know and understand



# The process

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- Consultation with parents, teachers, students & community
- Publication of values and purposes
- Designation of project schools and project officers
- Co-construction of curriculum
- Development of outcomes and standards



# Five Essentials

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- Thinking
- Communicating
- Personal futures
- Social responsibility
- World futures



# Culminating outcomes:

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- Describe a small set of valued learning performances for each Essential Learning
- Represent the teaching and learning goals towards which education is working
- Assume learning throughout life



# Inquiring and reflective thinkers:

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Able to reason, question, make decisions and solve complex problems. As reflective thinkers they will be empathetic and able to make ethical decisions about issues, events and actions.



# Effective communicators:

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Able to create, communicate and convey ideas clearly and confidently, using the full range of symbolic systems. They will interact critically with communications created by others, interpreting linguistic, numerical and graphic information with judgement and discernment.



# Self-directed and ethical people:

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Having a positive vision of themselves and their future, acting with moral autonomy and contributing to constructive futures for themselves and others.



# Responsible citizens:

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Prepared to participate actively in a democratic community, valuing diversity and acting for a just and equitable society.



## World contributors:

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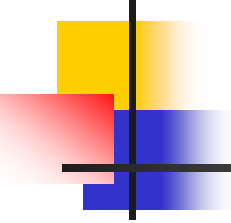
Willing to consider the consequences of scientific and technological innovations, make thoughtful decisions about their application, and act to maintain, protect and enhance local and global environments



# Design principles

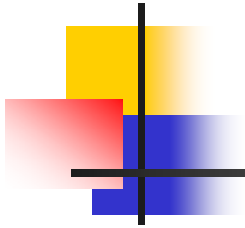
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- Ideas based
- Inquiry driven
- World related
- Connecting learning
- Higher order thinking
- Teaching for understanding
- Authentic achievement
- Outcomes focused



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Genuine understanding has been achieved if an individual proves able to apply knowledge in new situations, without applying such knowledge erroneously or inappropriately. (Gardner)



The term authentic achievement refers to something that is real, genuine, or true rather than artificial, fake or misleading.

Authentic achievement stands for intellectual accomplishments that are worthwhile, significant and meaningful, such as those undertaken by successful adults: scientists, musicians. Business entrepreneurs, politicians, crafts people, attorneys. Novelists, physicians, designers. (Newman)



# About Learning: Theory bases

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- Brain research
- Social construction of meaning
- Intelligence theories
- Social & emotional learning
- Cooperative learning
- Disposition, engagement & take up



# Provision for learning

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- Motivation
- Learner-focused environments
- Understanding-focused environments
- Intelligence-friendly environments
- Basic human psychological needs



# Pedagogy: Models from research

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- Conditions for Understanding – Linda Darling Hammond
- Coalition of Essential Schools – Newman
- Queensland Longitudinal Study – Bob Lingard, et al



# Conditions for understanding

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- Active in-depth learning
- Emphasis on authentic performance
- Attention to development
- Appreciation for diversity
- Collaborative learning
- Structures for caring
- Support for democratic learning
- Connections to family and community



# Coalition principles

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- Help students to use their minds well
- Emphasise 'less is more'
- Match practice to individuals
- Embrace 'student as worker, teacher as coach'
- Require mastery through exhibition
- Stress un-anxious expectation
- Model democracy and equity



# Queensland Longitudinal Study

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- Intellectual Quality
- Relevance
- Supportive classroom environment
- Recognition of difference
- Higher order thinking
- Deep understanding
- Connection to prior knowledge
- Problem-based curriculum
- Student control
- Explicit criteria
- Cultural recognition



# Productive pedagogies: audit frame 1

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- Is critical analysis occurring?
- Do lessons build knowledge in depth?
- Are concepts and ideas developed
- Is there sustained dialogue between students & teachers & students?
- Are students critiquing information?
- Are they developing language to explain?
- Do lessons connect fields of knowledge?



# Productive pedagogies 2

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- Does teaching build on prior knowledge?
- Are lessons about real world problems?
- Do students have a say in goals and processes?
- Is there sufficient social support?
- Are students engaged in the tasks?
- Are diverse cultural ways included?
- Is there a sense of community & identity?



# Assessment

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- Assessment to support learning
- Authentic assessment
- Newman's three assessment focuses
- Wiggins' criteria for 'authentic'
- Ideal assessment environments
- Effective assessment processes
- Different forms are valid for different purposes



# Design principles for assessment

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- Purposeful – linked to clear achievable understanding goals
- Ongoing – spaced, timely & constructive
- Inclusive – catering for different learning styles and achievement levels
- Transparent – explicit, collaborative & free from bias



# Newman's three focuses

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- Construction of knowledge – analysis, interpretation, synthesis & evaluation
- Disciplined inquiry – in-depth understanding and elaborated communication forms
- Value beyond the school – discourses, products significant beyond demonstration to the teacher



# Wiggins' authenticity criteria

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- Task is realistic
- Requires judgement & innovation
- Replicates contexts of work place, civic & personal life
- Allows rehearsal, practice, consulting resources and feedback that refines



# Adolescent learning study 1 (DSF)

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- High level of school commitment
- Expanded student services
- Broadened curriculum options
- Additional learning support
- Facilitate school to work



## DSF study 2

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- Teachers are dedicated & caring
- Students are tenacious, perceptive & fair
- Students value education
- New partnerships are developing
- Attendance remains poor
- Illiteracy is high
- Behaviour is a problem



## DSF Study 3

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- Two stream curriculum
- Minimum change to non-VET curriculum
- Regressive pedagogies persist
- Little flexibility
- Desire for control & conformity
- Limited respect & role in school
- New labels & blame games



## DSF Study 4

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- Substructures make dynamics manageable
- Relationships must be built on respect
- Curriculum must be relevant
- Maximum democracy works
- High expectations with targeted support
- Expand teaching repertoire



# Inclusive learning communities

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- A 'Fair Go' for all
- Interpreting the values for all
- Access to mainstream curriculum for all
- Building empathy
- Personalising learning
- Differentiating curriculum
- Supportive learning environments