

NAAIDT Conference 2007: Newcastle

Personalised Learning

What's in it for me?

What can D&T offer?

THE NATIONAL
ASSOCIATION
OF ADVISERS &
INSPECTORS IN
**DESIGN AND
TECHNOLOGY**

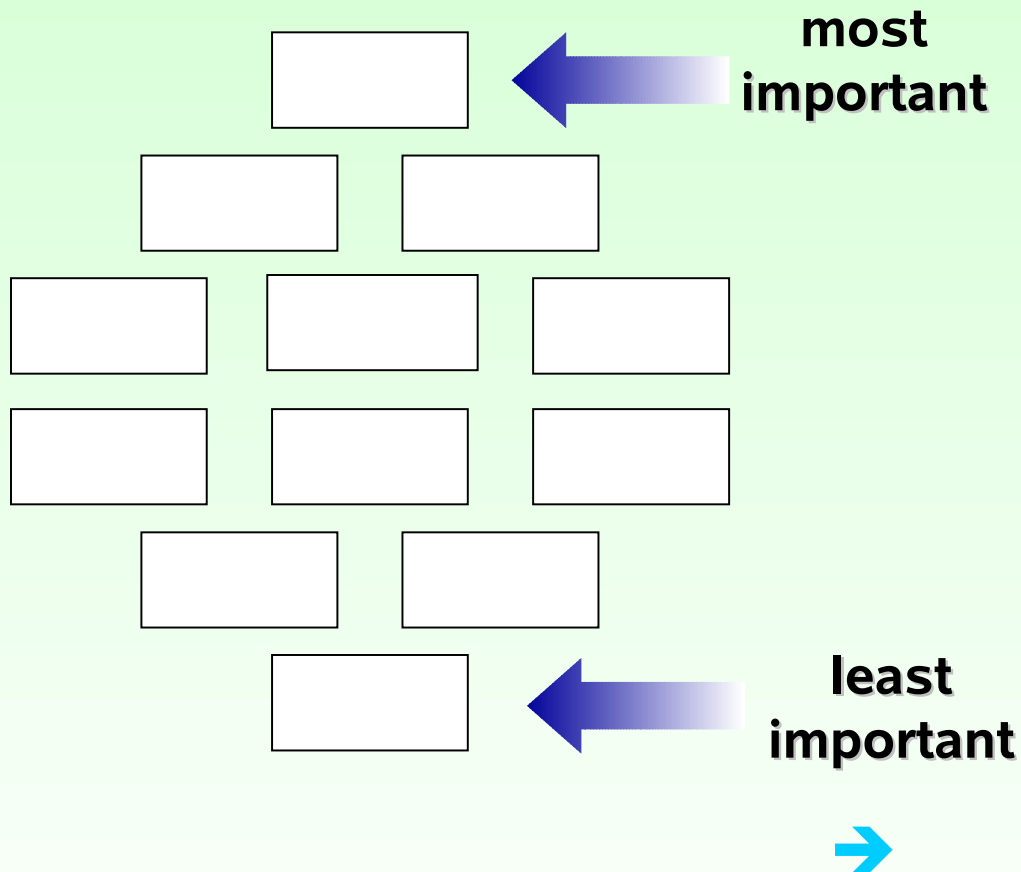
Jonathan Gershon

ASK 
Advisory Service Kent

Seminar Objectives

- Explode the popular myths behind Personalised Learning
- Explore what is meant by personalised learning
- Examine the component parts and match expectations to current D&T practice
- Consider strategies D&T can use to take advantage of the opportunities a focus on personalised learning offers students & teachers
- To contribute to D&T/ BSF pedagogical dialogue

Pupil Voice Group Activity: Diamond rank the cards



- Place those cards at the top that are most important for developing our pupils learning and thinking skills
- Be prepared to feedback what principles you applied to ranking these statements

Personalised Learning (PL): Myths & Legends?

- A few of the headlines:
 - Schools are a thing of the past
 - Computers will take over teaching
 - Teachers will have to plan for each student
 - You can do anything and everything now in the Virtual World
 - Teaching as a profession is finished
- What else have you heard?

So why not like that?

- ICT
- National Strategies
- Futures Curriculum / PLTs
- Extended Schools
- Building Schools for the Future Investment

So why not like that? ICT

- Alan November US ICT Education Guru
 - Silicon Valley Community: ICT and home learning –
 - Save lots of money on school buildings
 - Children learn at home and work assessed on line
 - Need for pupils to learn how to relate to and work with others

- Learning is essentially a social experience

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LEGO CAD or LEGO?

Can you beat real experiences
with a virtual experience?

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So why not like that?

National Strategies

- Primary and secondary strategies recognise the importance of:
 - Speaking and Listening
 - Active learning
 - Vivid and real experiences
 - Excellence and Enjoyment

So why not like that?

Curriculum

- DfES & QCA recognise the importance of:
 - Personal Learning and Thinking Skills (PLTS)
 - Pupil Voice
 - Partnership in learning
 - PSHCE
 - Personal responsibility
 - Citizenship and Social Learning
 - Team Work and Leadership
 - Healthy Schools – Healthy Eating / Sport

So why not like that?

Extended Schools

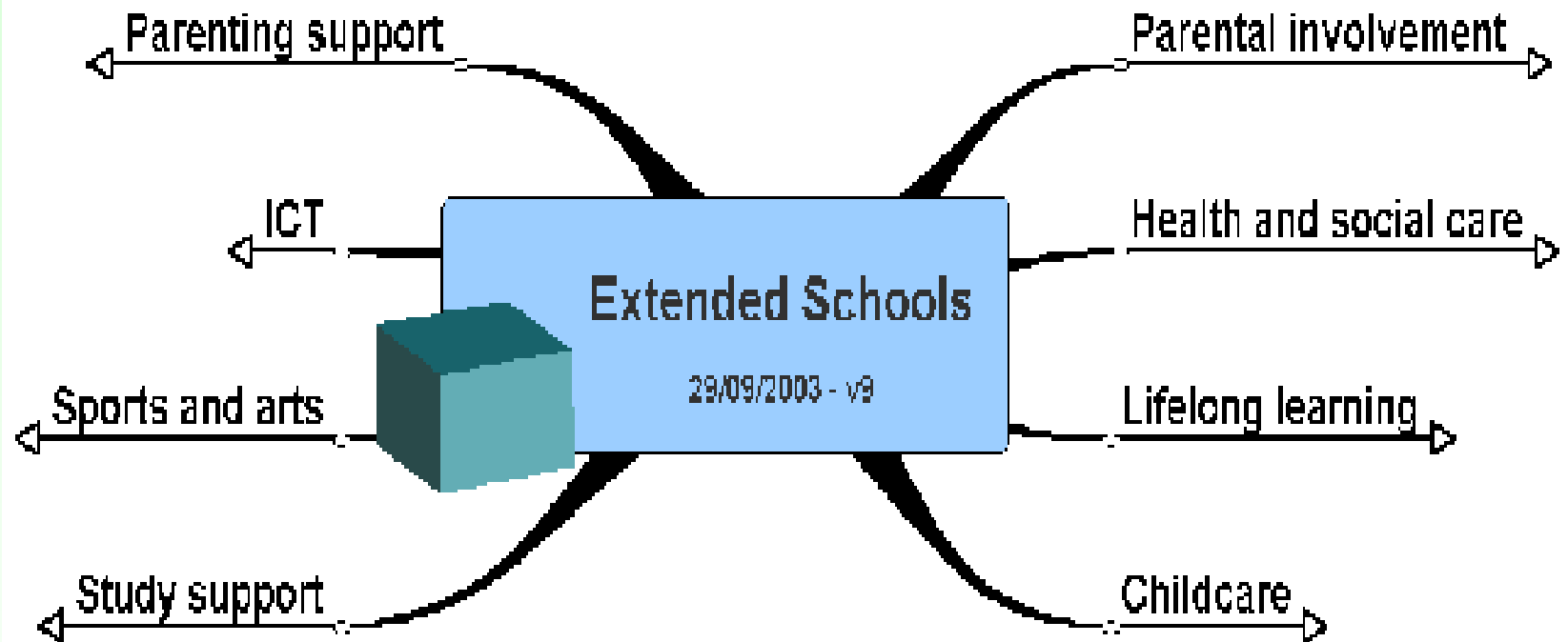
Schools at the centre of their community

- high quality childcare
 - available 8am-6pm all year round
- a varied menu of activities
 - such as homework clubs, study support, sport, music tuition, dance and drama, arts and crafts, special interest clubs
- parenting support
 - including family learning sessions
- swift and easy referral
 - to a wide range of specialist support services
- wider community access
 - to ICT, sports and arts facilities, including adult learning

So why not like that?

Extended Schools

- Full Service Schools:



So why not like that?

School Buildings

- Building Schools for the Future (BSF)
 - Investment of £Billions over 10 years
 - Update every secondary school in the country
 - To bring education into the 21st Century
 - Quality environments for quality education
- Education! Education! Education!

So why not like that?

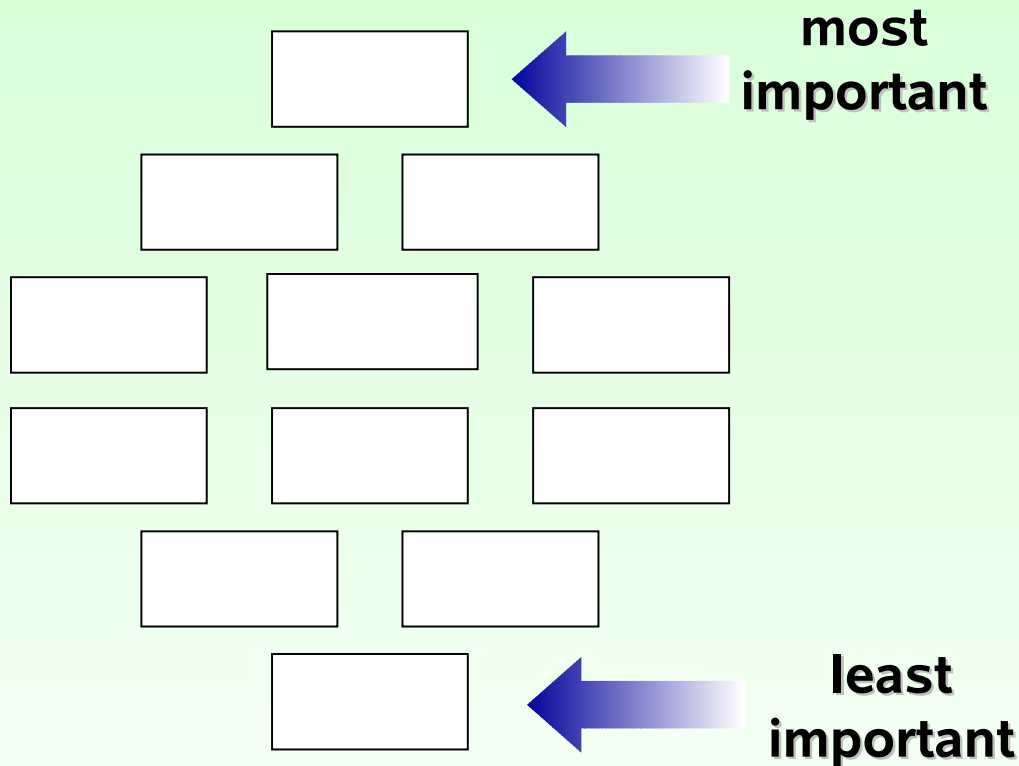
Building Social Capital

- John West Burham
 - Describes education as having a key role in Building Social Capital
- US programme – ‘No child left behind’
- Strategy Catch up and Booster classes
- Government belief in a Knowledge Economy in the developed world / High Technology and High Value Industry

So what do we do now and where are we going?

- AfL involving Self and Peer Assessment
- Extended and Healthy Schools
- Pupil Voice
 - Schools Councils – decisions on school priorities
 - Transforming Learning - feedback on aids and barriers
- Individualised Learning Pathways (Tomlinson)
- e-learning and e-portals
 - Parental communications
 - Community face
 - e-learning at own pace increasingly at home

AfL Group Activity: Diamond rank the cards



- Place those cards at the top that are most important for developing our pupils learning and thinking skills
- Be prepared to feedback what principles you applied to ranking these statements

Will PL change schools?

- David Hargreaves:
- The new challenge is this: can more be done to meet the learning needs of all students?
 - So Personalised Learning is a process that:
 - Reinforces some current practices in schools and classrooms
 - Demands modifications to some practices
 - Entails creating some new practices
- Personalisation may be treated as a version of what is called customisation in the business world

Design and Customisation

- BMW have 250,000 possible permutations for customers to select from
- The entire production process is designed around mass producing cars
- Each body carries a coded reader that ensures the correct optional parts are fitted
- One Personalised Car is rolled off every 55 seconds (approximately)

Should schools follow BMW or Henry Ford

Defining Personalised Learning

- David Milliband:
 - ... high expectation of every child, given practical form by high quality teaching given sound knowledge and understanding of each child's needs'
- 'Personalised Learning recognise that the quality of learning is shaped by learners' experiences, characteristics, interests and aspirations. High quality teaching explicitly builds on learner needs – as well as on high expectations and good subject knowledge.' T.L.R.P

Core or Key Components of PL linked to ECM agenda

- Assessment for Learning
- Teaching and Learning Strategies
- Curriculum entitlement & flexibility / choice
- Creative student centred approaches to school organisation
- Beyond the Classroom – enrich & support

Phases of Personalised Learning

John West Burnham

3 Phases of PL

- Shallow
- Deep
- Profound

Summarised by the move

FROM

- Teaching and Schooling

TO

- Learning and Educating

Phases of Personalised Learning

John West Burnham

■ SHALLOW

- Predominantly Teacher control of lesson content and teaching;
- Limited reference to learning styles;
- Homeogeneous cohort progression;
- Some use of study skills;
- Largely summative Assessment;
- Random / ad hoc personal support & advice;
- ICT to reinforce teaching.

Phases of Personalised Learning

John West Burnham

■ DEEP

- Some degree of negotiation over lesson content and teaching and learning strategies;
- Recognition of Learning Styles;
- Some opportunities for individual pathways;
- Structure use of thinking strategies;
- Some negotiated formative assessment;
- Limited personal mentoring / coaching;
- ICT to support personal learning programmes.

Phases of Personalised Learning

John West Burnham

■ PROFOUND

- Student direction (with advice) over curriculum content and learning strategies;
- Strong focus on learning styles in the design of learning activities;
- Largely personalised individual pathways;
- Cognitive intervention strategies;
- Negotiated assessment;
- Mentoring and Coaching as an entitlement;
- ICT to manage personalisation.

David Hargreaves Gateways

- Personalising the school experience is a complex and longer-term professional process, not a finished product to be delivered

Hargreaves 9 Gateways

- Assessment for Learning
- Learning to Learn
- Student Voice
- New Technologies
- Curriculum
- Advice and Guidance
- Mentoring
- Workforce Remodelling
- Organisation

Where are we now in schools?

- UK Multiple initiatives
 - Strategies introduce cross curricular Literacy to improve access to the curriculum, Speaking and Listening, Groupwork, AfL, KS3 D&T Materials
 - Learning Projects – BLP, Accelerated Learning etc
 - Extended schools
 - Pupil, Parent and Community Voice
 - Workforce remodelling
 - Building Schools for the Future (BSF)
 - Joint Area Reviews (JAR!)



Swedish / Australian Mentor Model

- Lizzie Jane Smith, Elementary School, Principal
 - Disadvantaged area, high disaffection / low standards
 - Reorganised to ensure no child wasted time waiting for teacher help
 - School organised generally in Year groups
 - Had to cover the state curriculum over phases
 - Teachers act as Mentors and meet with pupils to agree learning pathway
 - Each group had a base with generic resources
 - Lessons set up & children opt in under guidance
 - When a unit is completed – peer & mentor review



ELIZABETH VALE

About the Vale...

- 320 student learners;
Playgroup to Year 9
- 68% transience of students
- 30 staff
- History of 90% transience of staff
- 14% NEP, 10% Aboriginal, 10% ESL
- 70% language delay
- 83% learning difficulties

SCHOOL

ELIZABETH VALE

Our lucky break Key Competency Research Project



Key question:
KC's are about children making decisions. How many authentic decisions are children making in our classrooms and in our school?





All children can learn,
but
not on the same day
in the same way.



So what have we done ...

Reviewed and reconfirmed our learning belief;

Children learn best when they make the decisions about what they learn, how they learn, when and where they learn, and who they learn with and from.





Writing a Learning Plan

1. Choose an issue that interests you.
2. Use Inspirations to begin writing your LP by thinking of learning challenges for each area on the LP checklist.
3. Record the three layers of the LP;
 - * the learning challenge
 - * the resources you will need
 - * how you will document or provide evidence of your learning
4. Add a footer to your plan that shows;
 - * your name
 - * the name of your LP
 - * the starting date
 - * the possible timeframe
5. Book an ILM (individual learning meeting) on the whiteboard.
5. Have your ILM and negotiate with the adult to ensure that the learning is challenging and appropriate.
7. File your LP in your folder in a window sleeve - sticky label with name of plan and starting date. File a copy in your file in the cabinet.
3. Write the name of your LP on the whiteboard.





Working on a Learning Plan

1. Work on task.
2. Use your passes and the location board to choose and move to your preferred learning area.
3. If you need help, book a learning conversation on the whiteboard.
4. File your evidence and documents as you go.
5. If you need feedback or would like to share as you go, put it on the talking circle agenda.





First Information Notice

GP1	GP2	OTHER	NAME	TIME LEFT	DS	RC	GP1	GP2	OTHER	NAME	TIME LEFT	DS	RC	GP1	GP2	OTHER
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Tiana
 Stephen
 Tiana
 Sereno
 Dylan
 Cory
 Jai
 Fox
 Jessica T
 Corin
 Tynt
 Nelson
 Blake
 Emily N
 Tynt
 Cory
 Amber
 Mly
 Tiana
 Dale
 Tiana
 Emily N
 Tiana
 Vanessa B
 Shyl
 Phil
 Phyllis
 Sully

TEXAS





~Finished a Learning Plan~

1. Book an individual learning meeting (ILM) on the whiteboard.
2. Have an ILM with an adult to:
 - share your learning challenges
 - complete the ILM sheet, mapping what you have done
 - gather feedback, collect knowing cards
 - file your gear in your folder
3. Book a round table assessment on the whiteboard (make sure you record which peer you want to attend and if a family member will want/be able to come)
4. Have your RTA with your peers, adult and family- collect and record their feedback.





Assessing and Reporting on our learning through;

- * Learning Evidence Portfolios
- * Knowing Cards in SLR's
- * Standard Maps in SLR's
- * Three-Way conferences
- * Round Table Assessments



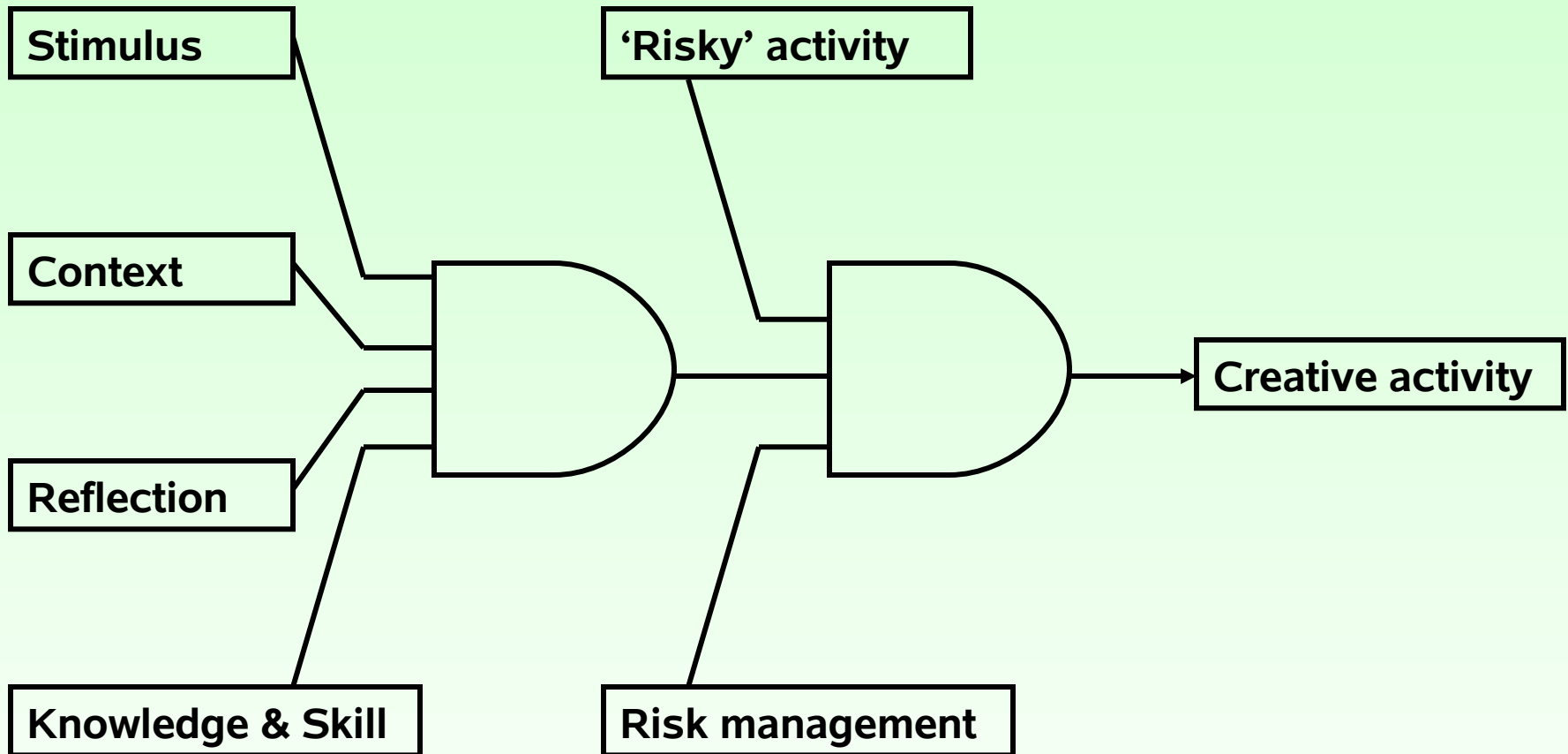
Where are we now in D&T?

- Mostly Shallow – some deep
- Key Stage 3
 - Developing a range of designing strategies & thinking skills
 - Active learning using a variety of stimulus and learning styles
 - Focus on a mixed economy of taught aspects and more open design and make assignments
 - Relevant and modern technological focus (ditch old materials)
- Hoop jumping GCSE assessments
 - Larger numbers of pupils opt out esp boys
- Move to assessing Creativity eg OCR TERU trial
- ICT strong – CAD / CAM / move to E-portfolios
- New Vocational lines – 14 – from 2008

What does this mean for D&T: Short Term

- Continue to develop:
 - AfL & challenging questioning / pupils too - Blooms
 - KS3 Strategy materials
 - WSI & Learning projects
 - Pupil Voice
 - Clarify closed taught activities and open ended opportunities for creativity
 - Use ICT creatively and beyond CAD/CAM
 - KS3 Review – flexibility and local interests / needs
 - Hand control of projects to students & facilitate / mentor - challenge exam project assertions
 - Curriculum choice – LSC & area vocational offer

Teaching for creativity



From: "Creativity in crisis? DATA research Paper 18;" DATA/Nuffield D&T, 2003

What does this mean for D&T: Long Term

- Engage with Whole School re-organisation?
- What Unique Subject Statement?
- What Programmes of Study or Specifications?
- What qualifications?
 - High Tech / knowledge economy
 - Services & Vocational
 - Artisan / Bespoke tailor made
- Discuss in Pairs and feedback a key point
- What buildings / resources will be needed?

What if Class based Learning?

- Much like now?
- Clear Learning objectives led learning with excellent differentiation for groups and individuals as required. Includes core skills.
- AfL that places the child at the centre of their learning – aware of and negotiating key aspects of their learning – so open ended tasks
- Option choices that provide for a wide choice of qualifications (academic / vocational +?) and learning styles.
- Teachers expert at delivering different teaching and learning styles

What if mostly class based learning plus x-curricular Project

- Lessons for basic skills
- Range from in class open ended subject based tasks to
- Cross curricular timetable collapsed project working – pupil led facilitated by mentor
- Specialist provision manned by teacher / technician

What if Year mentor / facilitator

- Year bases with generalist mentor/teachers
- Basic design and make resources in each year base - distributive
- Technical and more specialist resources held in smaller specialist rooms supported by a specialist Teacher and / or a TA / Technician
- Taught lessons based on
 - essential core subject skills (design & make)
 - group work

What impact does this have on BSF

- 21st Century schools? Fit for purpose.
- Able to deliver
 - the curriculum from when they are built
 - a more personalised curriculum is likely in less than the 25 years lifespan of the school
- Who decides
 - The school – short notice for teachers to set out the subject vision - **MUST START YOUR THINKING NOW**
- How will D&T fit in with whole school pedagogical shift?

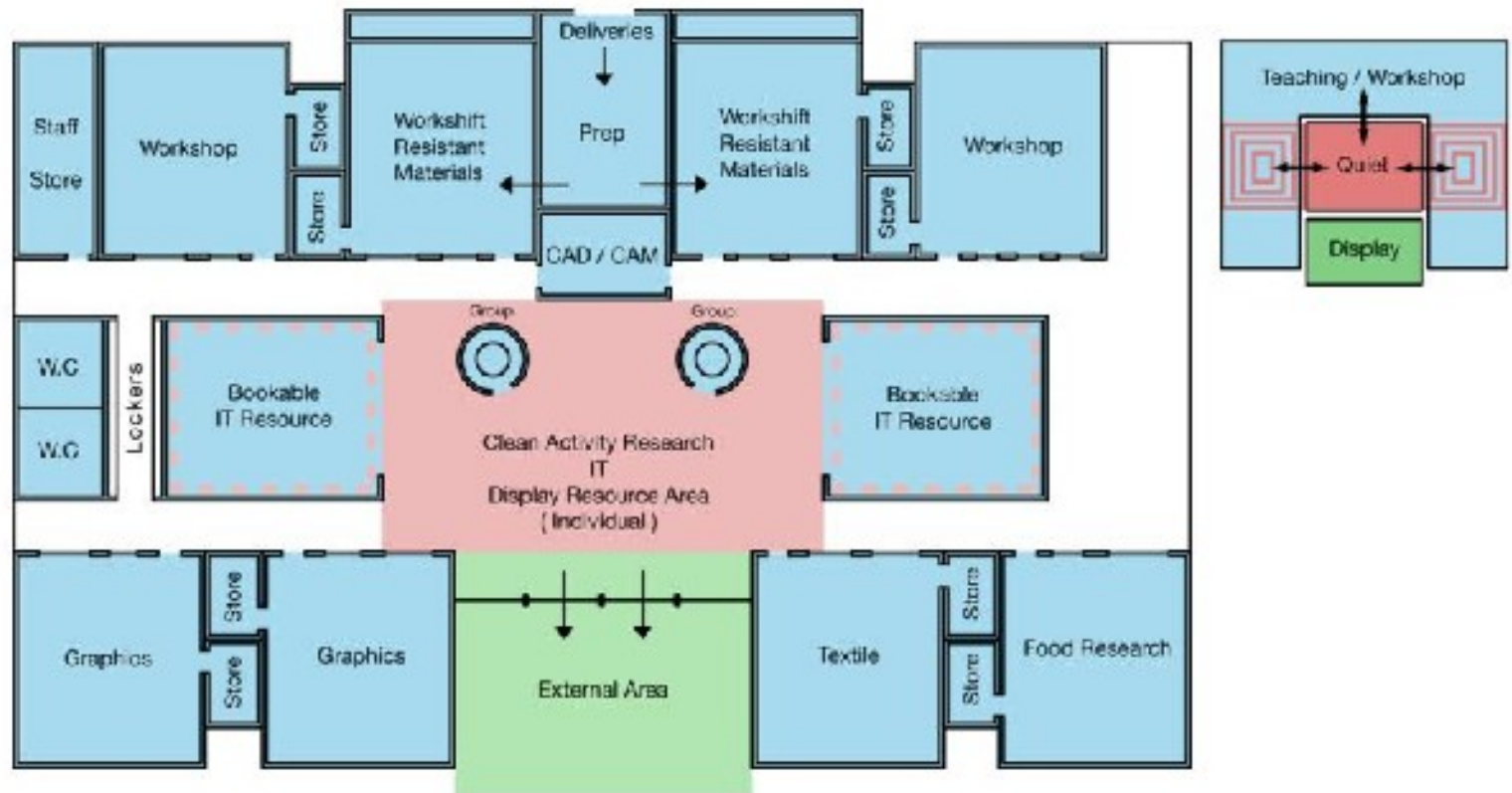
Seminar Outline

- Change Drivers
- Transforming the design process
- Designing DT Space
- Reflection and reaction



Designing Schools Inside Out

DT Design Evolution 1



Designing Schools Inside Out

DT Design Evolution 4



Designing Schools Inside Out

14-19 Adult World Orientation



Reflection and reaction

- ❑ Can a design and technology environment really be shaped by learning process rather than subject? Or even for Year bases?
- ❑ What are the organisational implications posed by the different designs?
- ❑ What features and facilities are critical to successful provision?
- ❑ Where can we find space efficiencies that make schemes affordable, adaptable



Questions for you now?

- Which model of personalised learning do you prefer?
- How do we move from one system to another?
- When will BSF take place in your LA?
- When will your school start this dialogue?
- What will it mean for D&T in your school?

How will we know when we have got there!

- Six Strands that show when a pupil's learning is personalised:
 - Engagement of pupil in learning and schooling
 - Responsibility assumed by pupil for learning and behaviour
 - Independence in learning with pupil control over learning
 - Confidence in Learning and one's own abilities, with high self esteem and strong social skills
 - Maturity in relationships and the development of mutual respect with staff and amongst peers
 - Co-construction by staff and pupils of secondary education and the design of teaching and learning.

David Hargreaves



So the choice is

or

