

# TEACHING AND LEARNING FOR THE 21<sup>ST</sup> CENTURY

**Mau ō ringa akaka a Tawhaki kia tarewa tu ki te rangi.  
May your hands grasp the vines of Tawhaki, which lead to the sky above.**

CORE Education has built a reputation as an organization promoting a future-focused approach to education. Because of technology, today's children are living in a very different world from their parents' generation, one which requires new learning and teaching priorities that complement and extend the traditional skills and knowledge. This new 'pedagogical DNA' (Whitby 2007) requires a shift in what is important to learn and how it is learnt. Skill sets appropriate for the digital age include being able to integrate ICT into everyday practice and promote co-constructed learning. Our goal is to support teachers to embrace these evolving priorities with confidence, enthusiasm and creativity.

We believe that flexibility and responsiveness are vital to effective professional learning. Therefore, the topics detailed on this abstract sheet can be offered either through workshops or as an ongoing setting-based professional learning 'package', tailored to your requirements.

CORE Education also offers professional learning opportunities for the following:

- Integrating ICT for Teaching and Learning
- Fostering relationships and communities
- Curriculum design
- Governance and management

## FOSTERING INQUIRY, CREATIVITY AND CURIOSITY

Children are naturally curious and interested in constructing their own knowledge and understandings. Teachers/educators have an important role in nurturing these.

- **Building a culture of inquiry.** We will work with teaching teams interested in enhancing children's thinking and problem-solving abilities. This will include drawing on frameworks such as Habits of Mind (Costa & Kallick 2000), Dimensions of Strength (Carr, 2006), metacognition and using ICT to foster complex thinking.
- **Using digital technologies wisely.** With the abundance of information available through digital technologies how do we ensure that children's inquisitiveness is not lost to the desire for easy answers? We can work with you to ensure that ICTs and multi-media are used in ways that increase children's inquiry, creativity and curiosity.

## WORKING THEORIES

Working theories are one of the key outcomes of interest for young learners emphasised in *Te Whāriki* (Ministry of Education, 1996). In describing learning outcomes for children *Te Whāriki* describes knowledge skills and attitudes which combine as learning dispositions and working theories. Similarly, the *New Zealand Curriculum* (2007) places value on critical, creative and reflective thinking as desirable learning for all students.

- **Introduction to working theories.** We will work with those keen to explore working theories for the first time.
- **Strengthening opportunities for children to express and explore working theories.** We will work with you to enrich the ways you work with children and support you to create environments that encourage theorising, wonder and expression.

## ASSESSMENT FOR LEARNING

Ideas about assessment and learning have shifted significantly in the past decade. Our experienced facilitators can provide support to teachers/educators seeking to strengthen their assessment understandings and practices.

### Kei Tua o te Pae

Kei Tua o te Pae: Assessment for Learning, Early Childhood Exemplars was designed as a professional learning resource, 'to enable learning communities to discuss assessment issues in general, both in terms of Te Whāriki and in terms of their own specific settings' (Book 1, p2).

- **From the books to practice: how to use this resource effectively.** We will work with you to use this resource in a way that deepens understanding and articulation of learning within your context.
- **Focusing on ideas and concepts.** We will support you to review and enhance current practice alongside the concepts introduced in Kei Tua o te Pae. This could be an opportunity for your setting to focus attention on those parts of the resource you have yet to explore.

### Learning Dispositions

Worthwhile outcomes for children's learning emerge when adults notice, recognize, respond to and revisit these participation repertoires. Our facilitators can work with teachers/educators to strengthen their abilities to use this framework to assess children's learning.

- **Introduction to learning dispositions.** We will work with those wishing to build their knowledge and understandings of learning dispositions to more confidently take notice of these in assessment practices.
- **Foregrounding and back grounding.** We will work with teachers to increase your confidence and ability to recognize dispositions in everyday contexts as you support children to develop identities as capable and confident learners.

### Key Competencies

Key Competencies in the school curriculum are similarly dispositional and complex as the learning outcomes in Te Whāriki. With up-to-date knowledge and understanding of the alignment between the school and early childhood curriculum, teachers/educators are better positioned to build sound foundations for children's life-long learning.

- **Unpacking the curriculum alignment.** We can work with your setting to develop understandings of the connections between learning dispositions and key competencies.
- **Cross-sector communities.** Our experienced facilitators can support groups of teachers (early childhood and primary) to come together to develop shared understandings that lead to ways of working together in support of children's learning.

### Learning Stories

Learning Stories (Carr 2001) incorporate five domains of learning dispositions as an approach for assessing learning within the context of Te Whāriki. Our experienced facilitators can work with you to strengthen knowledge and confidence in the use of learning stories in your setting.

- **A tool for teaching and learning – what, why and how?** For teachers/educators beginning their journey in the use of Learning Stories for assessment.
- **10 years on – where are you at?** Teachers/educators will be supported to build on current practice and to learn new approaches to documentation using ICT and multi media.