new basics, pedagogy, futures

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systematic school renewal around pedagogy

- Student motivation and engagement increased
- 'Middle years' higher order slump in achievement was ameliorated
- Rich tasks pushed intellectual/demand, higher order, depth work
- Project oriented work does not lead to fall offs in basic skills
- Community accountability and engagement enhanced
- Overall improved educational effects in indigenous and socioeconomically at risk schools
- Teacher development around pedagogy can mobilise and renew schools
- Collateral effects: renewal of school-based curriculum development and assessment expertise within system

three ways reforms succeed or fail

- Are the ideas, models and approaches strong enough, well researched and tracked?
- Can schools and teachers make it happen in classrooms?
- Do governments, educational systems have sufficient commitment, resources and will to sustain reform?

the argument

1. another version of the new basics story
2. research and development: international work on the ideas and approaches
3. classroom work: ‘weaving’, ‘higher order’, and a return to teaching
4. futures: capitalising and building on new basics

globalisation = new eduscapes

flows of capital, bodies, information – local push/pull effects: 'macdonalisation' vs vernacularisation

(appadurai: 'econoscapes', 'ethnoscapes', 'infoscapes')

- world kids: hybridity, linguistic/cultural diversity, new youth cultures
- new forms of work and leisure
- new disciplinary/transdisciplinary fields and growth of knowledge
- new technologies – multiliteracies for learning
- new life pathways, life trajectories

- fundamentalist response: haven, security, literalism, moral anchors

CHALLENGES: new learning styles, linguistic and technological media of instruction, new knowledge, skills, world teachers

Education 2010: asking strange questions

- Where to for education in relation to new economies, cultures and technologies?
- How might we alter and develop assessment to achieve authentic educational, social and cultural outcomes?
- Who is the new worker/citizen? And what are the uses, material, civic and cultural consequences of educational knowledge, credentials and capital?
- What might a 'futures' school, pedagogy and curriculum look like? What kinds of 'alignments' of curriculum, pedagogy and assessment?

typical policy response

- marketise and deregulate schools: discourses of localisation, flexibility, clients and business
- steer from a 'distance' via 'performance indicators': testing and proliferation of compliance activities
- tyler rationale on steroids: more curriculum outcomes
- more add on/'pull out' remediation of diversity/difference
- teacher proofing and deskilling via multinational textbook/materials market (publishers as state endorsed PD providers)
- teacher as consumer and product user (deregulated PD market/work intensification)
- research as product/market research (in unis with consultancies replacing state funding): the 'gold standard' of field experiment
- de-academicisation of teacher education (privitisation)

previous findings

- From 2010: declining retention rates; widening achievement gaps among lower socioeconomic groups
- From Newmann US study (1996); Lingard, Ladwig et al. Aus studies (2002)
- classrooms may be socially supportive, 'student centred' but intellectually undemanding
- 'basic skills' in literacy, numeracy and 'facts/information' are necessary but not sufficient for sustained achievement gains of at risk learners
- floor/threshold effects of basic skills
- 'higher order', critical, intellectually demanding work and 'connection to world' are key

refinement of ideas

CURRENT INTERNATIONAL RESEARCH

- project work
- alignment and school reform
- alternative assessment: portfolios, teacher-judgment/moderation
- multiliteracies; new citizenship; new biosciences
- teacher threshold knowledge

further Australian work needed

- value-adding, more sophisticated approaches to assessing school and program effectiveness
- multilevel analyses of differential impacts upon schools, communities by socioeconomic, demographic and cultural/linguistic variables
- more systematic and large scale work on teacher development, inservice and generational change – qualitative and quantitative work on teacher change, development and pedagogy

Lesson 1: you cannot do systems change without research

- Multidisciplinary, rigorous, empirical and interpretive, developmental and applied
- Continuum from action research to design experiment to field experiment
- Stronger relationship between system and university researchers
- Scorecard to date: per capita investment
  - Singapore, AUD1.80
  - Australia, Canada: less than 20 cents
  - UK: less than 10 cents

teachers, pedagogy, change: the key issues

- What is the 'higher order'? Is it necessarily better than 'lower order' or basic skills? What's the fit?
- What is the 'multidisciplinary'? Is it necessarily better than the 'disciplinary'? What's the fit?
- How important is assessment for any teaching? Diagnostic assessment? What are the issues around assessment literacy?

singapore coding system (luke, cazden, lin, freebody) i. classification

- sources of knowledge
- single or multidisciplinarity
- depth of knowledge
- knowledge criticism
- Knowledge manipulation/generation
- metalanguage/technical vocabulary

singapore coding system: ii. framing

- social arrangements, spatial arrangement
- teacher and student technologies: media and artefacts
- orders of talk: informal, procedural, behavioural, test-taking, curriculum-related
- engagement/time on task
- explicit rationale for learning
- weaving: known/new, commonsense/technical, everyday/scientific, concrete/abstract, local/global

weaving

- Systematic shifts, shunts, weaves between kinds and levels of knowledge within lessons, across units of work, and across projects/rich tasks

- basic/higher order; skill automaticity/reflection; reproduction/critique; design/redesign; known/new; commonsense/technical; everyday/scientific; concrete/abstract; local/global

- Examples: Year 5 maths lesson;
- Year 9 social studies

perennial issue of 'good teaching'

'just in time' delivery of skills, knowledge and extension, capitalisation on knowledge and skill requires:

- Threshold knowledge in core fields;
- Developmental taxonomies of skills, competences and knowledges;
- Student variability: cultural/linguistic/SES/individual special needs;
- Assessment literacy: using data to gauge kids and situation;
- Then – capacity to call upon repertoire of practice to 'weave'.

international options

- Scripted pedagogy: explicit teaching by rote, mechanised central script (Cazden: 'from basement to first floor')

- Teacher professional model: teacher autonomy but well coordinated and mandatory professional and career development cycles and pathways

Lesson 2: refocus on teachers' professional work

- Reanalysis of new basics schools and trials for professional development lessons and prototypes
- End to privitisation and outsourcing of inservice
- Refocusing on system wide professional development
- New educational contract and relationship of pre and inservice education

Where to for Queensland

- Sustainability of practice: cycles of reform and loss of interest, will, commitment
- Enhanced 'evidence-based' policy formation
- New basics as an internationally recognised reform: continuation and extension of the model
- Extension of rich tasks, moderation panels as an alternative – maintenance of infrastructure – copyright of rich tasks and units
- Extension, capitalisation on assessment reform: national alternatives
- Inviting of university pre/inservice and researchers and community partners in to ensure sustainability
- International and national partners (e.g., IB, other states, bilateral school-to-school and national/international clusters)

contacts

- Research website: http://www.crpp.nie.edu.sg
- conference 'Redesigning Pedagogies', Singaqpore NIE 29 May/2 June 2005 – Au, Cazden, Lin, Kress, Spring, Zhao, Freebody, Cochran-Smith, Ladwig, Slee, Nieto, Raphael, et al.
- http://conference.nie.edu.sg/rprpp
- new journal: *Redesigning Pedagogies* (Lawrence Erlbaum) 2006
- See pieces on pedagogy/reform including discussion of New Basics: *International Handbook of Educational Policy* (Kluwer, 2005); *Review of Research in Education* (US AERA, 2006).