

PERSONALISING LEARNING
Sabbatical Report
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FOCUS:

What does “Personalising Learning “ mean for Primary Schools, Teachers Principals, Boards and Communities as we develop Teaching and Learning delivery strategies for 21st Century Learners.

In 1999, Littky and Allen made the following point in terms of what is needed to support personalised approaches:

Truly personalised learning requires reorganising schools to start with the student, not the subject matter. A school that takes personalised education to its full potential is less concerned with what knowledge is acquired and more interested in how knowledge is used. The priority at such a school is to know students and their families well enough to ensure that every learning experience excites the students to learn more. The school that looks at one student at a time truly prepares students for lifelong learning (Littky & Allen 1999).

ACKNOWLEDGEMENTS:

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EXECUTIVE SUMMARY:

“Personalising Learning is a way of describing the shifts that are happening in our education system as we respond to the new meaning of knowledge in the 21st century. It reflects our focus on high standards, high achievement and a commitment to lifelong learning.” (Steve Maharey, Let’s talk about personalising learning, Feb 2007)

As we move into a period of review Principals and Teachers need to be aware of the implications of developing conceptual frameworks of understanding about knowledge and ideas and as we implement the new curriculum and provide 21st Cent learning resources and opportunities to empower learners to develop independent life long learning competencies.

PURPOSE:

This research sets out to investigate the methods used, the implications for teaching and learning and the planning required to implement the focus on Personalising Learning that emerges out of the teaching and learning outcomes of the new curriculum and the need to look at the new paradigm of learning to enhance the skills of 21st cent life long learners.

Personalising learning is being rapidly developed internationally with it's strongest base in the English situation where there has been a strong coordinated movement to create a new discourse on education or education narrative to motivate participants and the growth of a great number of websites, networks and forums where ideas can be discussed, innovations shared and collaborations set up.

The question that personalising learning attempts to answer is how the provision of education uniquely for each student can be reconciled with the ongoing need to cater for all students. The focus on the individual learner is an important one in the New Zealand education system as is the public provision of education for all.

Hargraves, a leading proponent of personalising learning, argues that, "the big challenge is for systems like education to work out how to learn for themselves. And if their goal is equity as well as excellence they must learn how to meet the needs of people they have never successfully served, as well as to operate at the leading edge of pedagogical and organisational innovation."

A 21st century education system must be responsive and flexible to ensure every young person can achieve their potential and be set up for lifelong learning. Personalising learning provides a useful framework to connect the many good things we do now in education while preparing our young people for their future. Personalising learning succeeds when students know what they know, how they know it and what they need to learn next.

The purpose of this research then was; through research, investigation, discussions, establish what personalising learning will look like for schools when considering

- Children and young people will know how to take control of their own learning.
- Parents and family/whanau will be partners in their children's learning

- Teachers will have high expectations of every student, know how they learn and adjust their teaching to meet students learning needs.
- The Ministry of education will know how to best build capacity to support learning for all.

RESOURCE DOCUMENTS REFLECTED ON:

Learning needs for the 21st century have continued to be our focus as we develop teaching and learning plans for children. The Ministry of Education has published a number of documents that have given guidance to us in planning for changes in education.

The Schooling Strategy 2005-2010 was developed with input from the schooling sector and community interest to improve social and academic outcomes for all students, by focusing attention on factors that make the biggest difference for student learning. The goal of the strategy is “all students achieving their potential” and it identifies three priorities.

- all students experience effective teaching
- children’s learning is nurtured by families and wh_nau
- evidence-based practices are used by all involved in schooling.

www.minedu.govt.nz/index.cfm?layout=document&documentid=10610&data=1

The e-Learning Action Plan for Schools 2006-2010 outlines the key outcomes and actions for e-learning in the New Zealand school sector for 2006-2010. It describes the goals for e-learning in schools and the projects, tools, and resources that are being developed to address those outcomes.

www.minedu.govt.nz/index.cfm?layout=document&documentid=10610&data=1

Personalising Learning (2006) is a way of describing the shift that is happening in our education system as we respond to the challenges of the 21st century. It focuses on high standards, high achievement and a commitment to lifelong learning. Minister of Education, Steve Maharey says, "We will see teaching shaped around the way different students learn and, we will see more care taken to nurture the unique talents of every pupil. Through the promotion of personalising learning, the new curriculum gives teachers greater flexibility to apply their professional knowledge, and use new and innovative teaching approaches.

The New Zealand Curriculum sets out expectations for all students so they can reach their potential and develop the competencies and knowledge that will prepare them for adaptation and change as they meet the complex demands of an increasingly diverse and interconnected and globalised society. According to Maharey, “the directions for learning proposed offer teachers more opportunities to apply their professional knowledge. The proposed curriculum will allow them greater flexibility to develop new and innovative teaching approaches, and to engage all students in rich and authentic learning experiences.”

www.tki.org.nz/r/nzcurriculum

WHY PERSONALISING LEARNING:

New Zealand Educationalists have gone through a range of developments in recent times - the implications of the Schooling Strategy, the implementation of a revised Curriculum document, publishing of a Ministry e-learning strategy and the Ministers (Steve Maharey) launch of the publication - Lets talk about "Personalising Learning."

Themes emerging reflect;

Students first - student voice - what does student centred learning look like and what does it mean for the delivery of education in the future?

Inspiring Teachers - the re-definition of 'teacher' moving away from the traditional role as leaders who transfer knowledge, to mentors and guides who assist in facilitating student learning.

School Structures - how do we organise our schools to cater for the themes that are emerging as 21 st. Cent Learners.

Social Effects - how education can help each student achieve outcomes suited to their context - how important are social outcomes as well as academic?

Community Connectedness- how do we want the community and schools to connect in the future?

The Place of Technology - what role do we want technology to have in schooling - what is the future impact?

Through these themes there is the need explore delivery focuses that have steps to recognise Personalising Learning is about -

- * the changing nature of knowledge

- * the importance of viewing our children and young people as successful learners, using their individuality, their multiple identities as strengths, developing strong relationships and partnerships.

- * knowing what works, where, how and why.

Personalising Learning - links to what is already happening in

- * Leadership

- * Effective Teaching

- * Assessment
- * Literacy and Numeracy
- * Community involvement
- * Resourcing

The thinking reflects -

- * What is important for learners to know and be able to do for the 21 st century?
- * What are the optimum conditions for learning?
- * What works well and what is getting in the way?

INTERNATIONAL SITUATION:

(Personalising Education –from research to policy and practice Office for Education Policy and Innovation Sept 2007)

North America

In 1983, a report from the United States, *A nation at risk*, identified the growing achievement gap between advantaged and disadvantaged students and prompted an ‘educational awakening’ amongst American educators and policy-makers. According to the then US Secretary of Education, Roderick Paige (2001), this development triggered a range of educational reforms. One educational reform was the publication of a report titled *Breaking ranks* (National Association of Secondary Schools Principals 1999). This report incorporated an early use of the term ‘personalise’ in relationship to education. The six themes that formed the basis of recommendations in the report were:

1. personalisation - smaller schools using a variety of instructional strategies accommodating individual learning styles
2. coherency - schools concentrating on student learning essentials that could be applied to the world outside school
3. time - schools operating all year round
4. technology - long-range plans for the use of technology and personnel being developed to assist teaching staff
5. professional development - teachers developing their own Personal Learning Plans
6. leadership - principals working with members of school communities in the exercise of instructional leadership.

Unite Kingdom

The UK provides the following explicit outline of personalised learning. For **pupils** it means:

- having their individual needs addressed, both in school and beyond the classroom into the family and community
- coordinated support to enable them to succeed to the full, whatever their

talent or background

- a safe and secure environment in which to learn and have problems dealt with effectively
- a real say about their learning.

For **parents** and **carers** it means:

- regular updates, that give clear understanding of what their child can currently do, how they can progress and what help can be given at home
- being involved in planning their children's future education
- the opportunity to play a more active role in school life and know that their contribution is valued.

For **teachers** it means:

- high expectations of every learner, giving the confidence and skills to succeed
- access to and use of data on each pupil to inform teaching and learning, with more time for assessment and lesson planning
- opportunities to develop a wide repertoire of teaching strategies, including ICT
- access to a comprehensive, continuing professional development program.

For **schools** it means:

- a professional ethos that accepts and assumes every child comes to the classroom with a different knowledge base and skill set, as well as varying aptitudes and aspirations
- a determination for every young person's needs to be assessed and their talents developed through diverse teaching strategies.

For the **DfES** and **local authorities** it means:

- a responsibility to create the conditions in which teachers and schools have the flexibility and capability to personalise the learning experience of all their pupils
- a system of intelligent accountability so that central intervention is in inverse proportion to success.

For the system as a whole it means:

- the shared goals of high quality and high equity.

AUSTRALIA

The Education Foundation Australia identified student-centred learning (or personalised learning) as a proven and 'highly effective' pedagogical approach practised in many schools that 'cater successfully for students, including socio-economically disadvantaged students'. The EFA's definition is captured in a learning framework that:

- is based on a challenging curriculum connected to the lives of students
- caters for individual differences in interest, achievement and learning styles

- develops the ability of students to take control over their own learning
- uses authentic tasks that require complex thought and allow time for exploration
- involves cooperation, communication and negotiation
- connects learning to the community (Black 2007a).

Victoria

The *Principles of Learning and Teaching P-12* were also developed as part of the *Blueprint for government schools*. They were designed to support teachers in working with the *Victorian Essential Learning Standards*, another key component of this education reform. The *Victorian Essential Learning Standards* detail the knowledge, skills and behaviours that students will need to live fulfilling and productive lives, whereas the *Principles* focus on the teacher's role in creating and maintaining a learning environment most conducive to meeting students' needs. Using language that is very similar to that used by the OECD (2006), the rationale for the introduction of the *Principles* is that: It is clear from research that there is no single 'right' or 'best' way to teach and it is important to recognize that the Principles are not an attempt to mandate a single 'one-size-fits-all' approach. However, there is an increasing recognition of the importance of classrooms that can be characterised as 'learning communities'. In these classrooms, there is an emphasis on building rich meanings for ideas rather than completing tasks. Students in these classrooms are intellectually engaged, and they feel a sense of collaborative partnership with their peers and their teachers. Classrooms like these are extremely rewarding places to teach and learn in (DE&T 2005).

South Australia

The consultations indicated that to retain students and increase their chances of success in the SACE, a more personalised approach to senior secondary education was needed and would include or involve:

- the capacity for students to create a more individualised and specialised curriculum
- greater flexibility in the curriculum options available to students
- a diversity of learning experiences
- greater engagement with the community
- improved access to support services and personnel.

NEW SOUTH WALES

According to the Centre for Learning Innovation in NSW: Personalised learning is what student-focused teachers do when they

recognise and address the needs of individual learners. It builds on the principles of flexible delivery and quality teaching to support individual students as they travel along their own learning journeys. There is a range of elements within personalized learning:

- high expectations of learners
- infrastructure and technology to support personalised learning
- individualised teaching and assessment strategies
- responsibility for own learning taken by students
- involvement and collaboration in learning by groups such as industry and the community
- promotion of personalised learning in the workplace.

Personalised learning encourages high expectations and successful outcomes for every student. It relies on sound assessment information, student engagement and targeted attention to specific needs (Centre for Learning Innovation 2005b).

The NSW *Report of the consultation on future directions for public education and training: one size doesn't fit all* (2005) drew out specific directions and set out an agenda for the future. Support for the needs of the individual (personalised learning) was a significant theme in consultation responses regarding preschool and school-aged children.

Many respondents commented on the indispensability of ICT as a tool to support learning and noted its potential in personalising learning:

Personalised learning and modern Learning Management Systems will allow students to engage in learning experiences anywhere, anytime (Department of Education and Training 2005). A key recommendation of the report was the continual expansion of 'the range of e-learning materials to facilitate innovations and support personalised learning' as, effective ICT use provides choice and opportunity for students, particularly in remote areas and 'greatly enhances the ability to personalise learning for each student in ways that have not been previously possible' (DET 2005).

NEW ZEALAND

New Zealand is introducing the concept of personalised learning as a system-wide approach. In 2006, a booklet titled *Let's talk about personalising learning* was launched by the Minister for Education. The booklet introduces both the concept and practice of personalising learning as a starting point for discussion in the whole community (Ministry of Education NZ 2006). Personalising learning is described as a means of renewing inclusiveness, increasing student participation and providing direction in the development of twenty-first century education in New Zealand. A recent government press release identifies the key changes needed and obstacles encountered in the organisation of New Zealand

secondary schools for personalizing learning. The press release acknowledges that the education system is ‘at its heart still a one-size-fits-all model’, and emphasis that in line with societal change, students, too, need to change from ‘passive recipients into active participants’. A major transformation of the education system is mooted and will include the development of flexible and responsive school organisational structures shaped around students (Maharey 2007). Personalised learning is not perceived, primarily, as individualised learning in New Zealand. There is an emphasis on personalising learning as ‘co-construction, where learners share and develop knowledge together’ (Maharey 2007). As early as 2004, New Zealand published a benchmark study on a school systems approach to peer tutoring. A digest of the study was featured, as a contribution to personalised learning research, on the UK Standards Site (Medcalf, Glynn & Moore on The Standards Site, DfES 2004).

OECD

The work of the Organisation for Economic Cooperation and Development (OECD) reflects the broader agenda which frames the personalising of education. According to the OECD, the aim of ‘personalising learning’, increasingly prominent in thinking and policy discussions on the future of education, has emerged from the knowledge that ‘onesize- fits-all approaches’ to school knowledge and organisation do not successfully meet the needs of individuals or those of a knowledge society (OECD 2006). The emphasis in relation to personalising education is that learning is lifelong and therefore reaching beyond the traditional confines of schools:

We do not learn for the school, but for life. This educational principle is more important today than ever (OECD 2006).

CURRENT THINKING:

“A creative paradigm has major implications for education and curriculum. First, the teaching – learning frame switches from a cause – effect one where leaning is either a direct result of teaching or teaching is at least in a superior – inferior relationship with learning. The switch is to a mode where teaching becomes ancillary to learning with learning dominant, due to the individual’s self organisational abilities. Further in this mode teaching changes its modeus operandi, from didactic to the dialogic.” (William E. Doll; A Post Modern Perspective on Curriculum p 101; 1993; Teachers College Press)

“The emerging new education paradigm provides us with the capability of providing learners with rich personalised learning experiences. Historically, education has been primarily concerned with the task of teaching content, where as we are now moving towards focusing on providing a set of competences and dispositions which will provide learners with a far more relevant set of skills for the 21 st. century. Within the internet-based education paradigm we can realistically develop as assist learners to build effective and rich nodal networks. We can provide learners with internet-based Online Learning Environments which provide educators and learners the necessary tools to synthesis diverse learning elements which empower learners with the capability to become lifelong learners, and give parents/caregivers access to their child’s learning processes and assessments; the result of which is that we can now begin entertaining the notion of personalising the learners learning experience.” (Mark Treadwell; *The Conceptual Age and the Revolution, School v2.0* p 60; 2008; Hawker Brownlow Education.

UK;

In 2005 the Secretary of State for Education and Skills, Ruth Kelly, presented to parliament the *Higher standards, better schools for all* paper which stated: Personalisation is the key to tackling the persistent achievement gaps between different social and ethnic groups. It means a tailored education for every child and young person, that gives them strength in the basics, stretches their aspirations, and builds their life chances. It will create opportunity for every child, regardless of their background.

Ministry of Education - NZ

“Personalising learning is central to transforming our education system to be responsive to the needs of learners in a digital age and knowledge society.

Personalising learning is:

- A departure from the traditional view of knowledge and learning – from a view of students as passive recipients of knowledge, to recognising them as individuals engaged in a dynamic two-way learning process with their teachers.
- About making learning relevant and meaningful for students, which can increase participation, engagement and achievement, and improve retention and qualifications outcomes.
- About providing the best opportunities for young people to reach their potential.

- A concept that provides a shared vision of what education needs to deliver to meet the needs of learners in a 21st century knowledge society.
- About building on the best of what is happening now, acknowledging the progress that has been made, and signalling where we need to move to next. “(Ministry of Education: Annual report 2007; Building a world-leading education system; p6 2007)

New Zealand discussion responses to a circulated questionnaire to Principals in NZ.

Personalising learning is evolving in a variety of focuses as schools engage with the roll out of the new Curriculum and the supporting resources – online and in hard copy available. The TKI site is seen as valuable and a world class avenue of online learning material. Areas of focus for this research were canvassed and the following responses identified:

Resourcing:

A large amount of funding has been spent on whole-school PD releasing teachers from classrooms, obtaining PD experts such as Kath Murdoch, & releasing teachers to observe in classrooms. Allowance will have to be made for extra resourcing in SMS systems and PD for staff - also teachers may require extra release time to ensure that PL programmes and goals are set and acted on by students. Nothing additional to what we are already doing. This is closely allied to the current school philosophy and approach to learning. Allocating funding to support new programmes, based on current and future needs. Has been particularly evident in IT hardware/software purchase.

Staff PD

Intensive PD has been undertaken in Integrated Inquiry Learning, Self-Regulated Learning, Quality Formative Feedback/Assessment, and Digital Assessment (gathering evidence of the development of the Key Competencies).

Getting on teachers "on the same page" is the main requirement - agreed approaches, systems and developing a framework that fits in an integrated way with curriculum and assessment design and delivery. Teachers need to develop an understanding about PL and that requires quite a bit of PD. Continue to build and develop the concept of children 'leading their own learning' and this is closely allied to our views around the personalising approach. All staff, and especially new staff need to build their knowledge and skill base around creating the environment

where children participate in the personalised programme our school culture dictates. PD is the obvious vehicle for this. Action Research for individual teachers, supported by release and guidance. Participation in Middle Years Project looking at Pedagogy with focus on differentiated learning. Whole school focus on our Inquiry approach "APSIRE" Personalised learning is just a part of the ongoing curriculum and pedagogical developments.

Children

The process of learning is now far more transparent for all children. They are self-managing learners involved in setting & monitoring goals, reflecting, self & peer assessing, choosing appropriate strategies, and naming their next learning steps. They can articulate the what, how & why of learning. They understand themselves as learners & know how they learn best. Children also have to learn and understand what is all about - their responsibilities and rights in personalising their own learning. The key to it all - just as for staff children also have to be taken through a process where they understand and contribute (and eventually lead) to their own learning programme. Beginning with an exploration of the 'ecology of learning' and leading to the outcome centred around 'enduring understandings' children learn, and are lead and guided in the knowledge and skills they need to become 'life long learners'.

Greater access to IT resources. Flexibility to learn outside of school
A greater awareness of their own learning needs and potential

What have been the challenges?

Aligning our school vision with the concept of personalised learning.
Articulating as a school community, what the term means for our school.
Living the vision. Resourcing the PD. Staff changes. Time and the variety of activities teachers are expected to do
already - you don't want to overload teachers - you need to get buy in and feel ownership for what they are doing. Got to be seen as value added not just another extra thing to do. Mainly bringing new staff into the process. It is more than a two minute process and then to support and guide all staff in 'putting it into practice'. Competition for resources .
Consistency in delivery. Technical ability of some teachers
Maintaining coherence whilst managing teacher workload.

How have you involved the children?

The students surveyed the whole school community & collated the data; the Kid's Curriculum Group were heavily involved in developing our school visual metaphor; they spend the first 5 weeks of each year unpacking the term/s, & all the interweaving concepts, with their teachers

& peers; we gather the 'student voice' twice a year asking them "how they learn" etc & reflect on their messages; the students develop their own digital assessments. Children set own goals, self assess and reflect on their work - samples are in their portfolios. They also contribute to curriculum review and activities - we want to catch the student voice. Children plan and carry out personal inquiry

How have you involved the community?

Through parent information evenings, surveys, Wow! open nights once a term. Parent interviews and portfolios sent home allow parents to get a snapshot of the above.

The community are involved in all aspects of the process. It is, in fact, the community that ensure the culture of the school is maintained and they feel they are its guardians. Have an "expert or experience" expectation, that where possible students will interact/interview/visit as part of any learning

Comments

On a recent ERO report (May 2008) the reviewers made significant comments, under areas of good performance, about the effectiveness of personalised learning at our school.

We are on the path of PL but have some way to go...

It's not easy - developing the learning culture that allows a personalised approach does not mean everyone does something different to everyone else. It takes considerable skill for a teacher to 'manage' and coordinate' this approach.

A MODEL TRIALLED – Kaikorai Primary School - focus -New York
The New Zealand Curriculum identifies five key competencies:
These competencies enhance the learning skills for children and play a major part in personalising learning outcomes.

- * thinking
- * using language, symbols, and texts
- * managing self
- * relating to others
- * participating and contributing.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognising when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas, and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.

Students who are competent thinkers and problem-solvers actively seek, use, and create knowledge. They reflect on their own learning, draw on personal knowledge and intuitions, ask questions, and challenge the basis of assumptions and perceptions.

How do we “do thinking” at Kaikorai?

We don't subscribe to a particular model for IBL (inquiry based learning).

Rather...

We aim to develop a culture of thinking in which children will be curious and fascinated about things in the world around them.

We don't “do inquiry”

Rather...

We want children to be inquiring, to wonder, to seek knowledge and work to create understandings about matters that interest them, and matters of significance.

We don't pretend that learning is neat and tidy, and necessarily follows a linear process; nor that all children simply take the same path in their learning.

Rather...

We know that learning is a messy complex business and that children learn in different ways.

However, we do know that children can learn to become better thinkers!

Personalising Learning

The nine gateways to personalising learning are: assessment for learning; learning to learn; new technologies; curriculum; advice and guidance; mentoring and coaching; workforce reform; design and organisation; and student voice
(Haregraves.....)

Key Documents
Schooling Strategy
Personalising Learning Booklet
New Curriculum
e-learning strategy

Key Competencies
thinking, using language, symbols, and texts, managing self, relating to others
participating and contributing.

Focus On Thinking Skills
Wonderings - Questioning - Accessing – publishing

Teaching and Learning
Models of Inquiry – the Kaikorai Way

Rich task focus

2008 Communities

Community of Interest – New York

Bringing interests / experiences to Learning
Teacher in New York

Online engagement (learning) – SPIKE Web site

Growing Interests

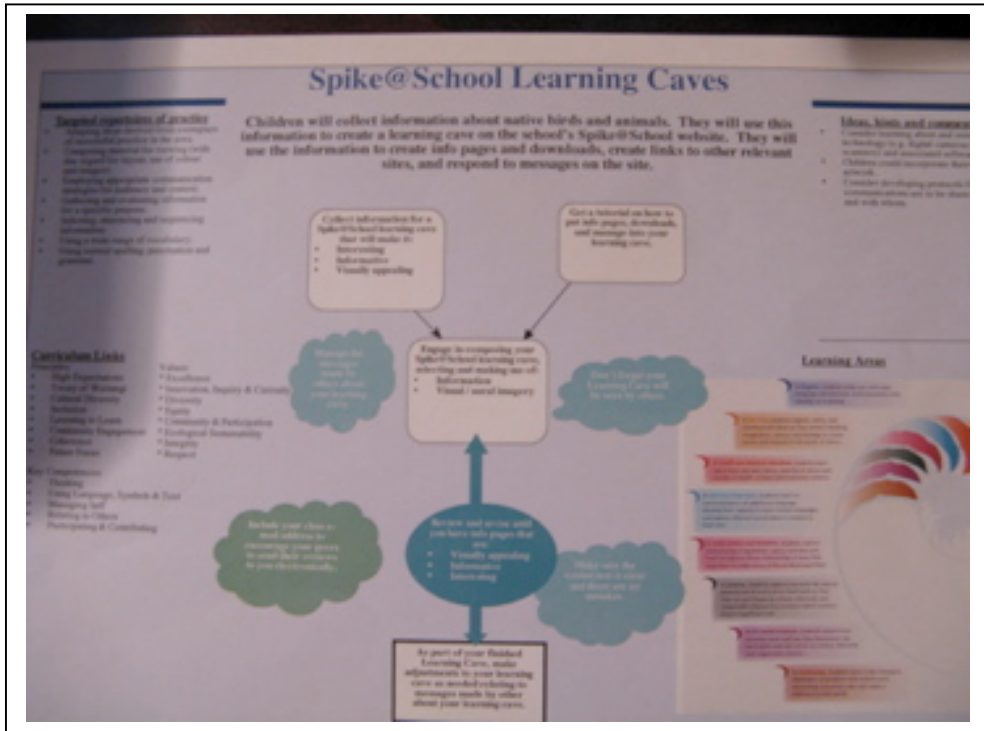
Engaging the Community

WEB SITE SHARED WONDERINGS EXPO

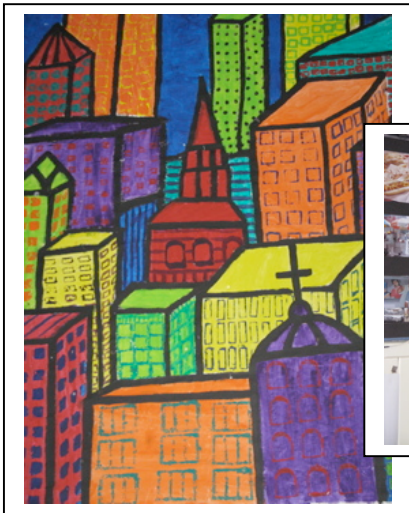
Planning



use of SPIKE – 24/7 school web site



Outcomes:



IMPLICATIONS:

Resourcing

The provision of well trained registered teachers who are life long learners and engaged with 21st Cent learning skills.

Fair and sustainable funding that enable learning centres to provide effective 21st Cent ICT access and support and the environment needed to enable the demands of the new paradigm to be carried out. ICT is not now just another tool but a real opportunity to look at a new pedagogy involving the learners.

Teachers need considerable support to engage productively with new technologies.

Staffing support that enables the opportunity for the demands that Personalising Learning brings to the learning environment and the time to engage with individual learners who have needs that need to be met. The opportunity to provide creative, challenging learning without the constraints of a structured delivery model.

Community of learners

The recognition and celebration of success, at a local and national level. Making the links with the community so that leadership evolves and all involved are part of the community of learners where everyone shares in the vision.

An open team approach to learning that sees Staff, pupils and the community working cooperatively together.

An awareness of the complexities required by teachers due to growing diversity of the pupil population is important if positive responses are to bring about impact on both low and high achievers.

Develop a professional partnership with agencies that can support the community of learners both at school and within the community.

Recognise parents as first educators and encourage them to interact with schools so that they can be involved in the school development process.

Create dialogue and find common ground.

Learner empowerment, involving learners in the organization of the learning environment ensures that they feel valued and that their opinions are listened to. They will then engage and take ownership as part of their learning development. Positive relationships, confidence, personal social developments and wellbeing all contribute to enhance learning opportunities. Being ambitious, taking risks is enabling and build excellence.

Professional Development

Self reflection is important to the growth and development of 21st Cent teaching and learning. Reflecting on your own learning and being provided with the time, professional support and resources enhances the opportunity to contribute to the ongoing focuses of a developing/ working learning environment. The opportunity for feedback and collaboration is valued by professionals. Reflection is about highlighting possibilities and supporting teachers in achieving these. It's also about asking all the time how this enhances teaching and learning.

(Teaching Australia, 23 March 2007, Volume 5 Issue 8)

“Learning achievement increases when schools retain an educative rather than an administrative focus, with high expectations for learning outcomes supported by quality pedagogies and opportunities for self assessment and continuing professional development.”

21 st Cent Teaching and Learning

Access to information through technology is well entrenched in young peoples mind and day-to-day activity. The question of equity and access arises as the only access some members of our pupil group have is at their local school. However future teaching and learning implications would indicate that to have 24 / 7 there is a need in NZ to address the equity issue and provide suitable access and opportunity for all learners.

Building on this is the need to identify and develop good models and provide access to these in a rich information based environment. To enhance this opportunity there is the need to ensure an understanding of current skill levels and provide the avenues for building on these. For some time now there has been talk of the “Knowledge Wave.” The question is are we riding this wave and have we developed the skills – teachers and learners to be life long learners and engage as a global nation.

Conclusion

As we develop a new pedagogy that reflects the challenges of the new paradigm of education educators need to ensure that the education system prepares all young people with the knowledge and skills to function in a rapidly changing world. Personalising learning I believe will play a major role in this challenge if we are to enable learners to achieve their potential. To enable the implications of personalising learning to be a

framework for the implementation of the new curriculum then time, professional support and resources must be provided so that learning environments can change, grow and reflect the opportunities of 24/7 learning in this new fast moving internet paradigm. Teacher involvement means engagement and ownership an OECD report, Teachers Matter (2005, p 217), noted that;

“The success of any reform requires that teachers themselves are actively involved in policy development and implementation. Unless teachers are actively involved in policy formulation, and feel a sense of ‘ownership’ of reform, it is unlikely that substantial changes will be successfully implemented.”

The new paradigm demands that this engagement occurs if we are to participate as a global nation. How many teachers/leaders have been provided with the time and resources to engage our young people in 21st cent teaching and learning, are aware of the implications of personalising learning and have moved in the direction of putting the learner at the center of life long learning?

The opportunity to carry out this research continues to throw up questions as we grapple with this challenge within the New Zealand Educational learning environment.

“The Learner’s Charter for a personalised learning environment” (Futurelab, Personalisation and Digital Technologies,) puts the above discussion in perspective;

This charter has been designed to stimulate debate around how digital web technologies and institutional change might enable personalisation in four key areas (the more familiar terms to which these areas relate are in brackets):

- choices (learner voice and choice)
- skills and knowledge (curriculum)
- learning environments (pedagogies institutions)
- feedback (assessment and recognition).

These divisions are of necessity slightly arbitrary as they feed into and impact on each other; they are intended primarily to focus attention on key questions that might be raised.

The charter, then, is offered as a stimulus for thinking rather than a blueprint. In schools, different elements might be useful for different situations; for example it could serve as a tool:

- *for consultation with students and parents
- * to help people explore the central principles of personalised learning
- to understand what their responsibilities and roles might be
- for evaluating digital technologies for purchase in schools

- for exploring curriculum innovation and change
- to shape personal development plans for individual learners
- for creating long-term plans for school development and wider community collaboration.

For those developing or commissioning digital technologies for a personalized system, it might be used:

- to generate ideas for new resources and applications
- as prompt for consultation with children and teachers
- as a checklist for evaluating existing resources in respect of choices, skills, feedback and environment
- to identify requirements for underlying systems and infrastructure.

Charter

As a learner I expect:

Choices

- To be considered as an individual with wide-reaching potential irrespective of age, gender, disability, ethnicity or socio-economic status.
- To take joint responsibility for and be seen as an active agent in determining my own learning priorities.
- To understand and critically engage with the choices open to me in the education process.
- To understand the potential implications of these choices personally, socially and economically.
- To develop the personal and social skills and attributes necessary to make these choices and to engage with the people and resources of the education process.

Skills and knowledge

- To be supported to co-design my own curriculum and learning goals.
- To draw upon and make connections between the expertise and competencies I develop across all areas of my life.
- To develop expertise and understanding in knowledge domains that are personally significant to me.
- To be supported to take risks and develop understanding in unfamiliar knowledge domains.
- To have access to learning which will prepare me well as a member of the adult population.

Appropriate learning environments

- To have access to different teaching and learning approaches and resources that meet my needs.
- To have access to people who are able to extend and develop my

understanding in my chosen areas.

- To have access to learning environments and resources that enable me to develop my understanding and experience in authentic and appropriate contexts.

Feedback

- To use diverse assessment tools to enable me to reflect upon and develop my own learning at times and in sites appropriate for me and in ways which inform decisions about my future learning.
- To have access to adverse range of assessment mechanisms and media that are appropriate to the activity I am participating in.
- To achieve recognition for learning irrespective of the context of my learning (in home, in school, in workplace, in community).
- To achieve recognition for learning that enables me to progress within the wider community.
- To participate in assessment activities that provide feedback to the education system and are used improve the learning environments in which learn.

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