

**We would like to acknowledge
the original custodians of this land,
the Kurna people,
and pay our respects to their Elders
past, present and future
for they hold the
memories, traditions,
culture and hopes
of Indigenous Australians.**

Symposium Topic:

What are the time and deployment issues we must address to better enable the types of learning and teaching SASPA advocates in its "Education in the 21st C" paper?



Today's Program:

Outcomes	Processes
<p>That we have made the case for why we need to change how time is used in our schools to better enable 21st C learning & teaching.</p>	<p>Provocations:</p> <ul style="list-style-type: none">• Wirreanda, Australian Science & Maths School and Playford
<p>That we better understand the issues we face in re-engineering how time is captured and used in secondary schools.</p>	<p>Information and Overviews:</p> <ul style="list-style-type: none">• DECD and VASSP
<p>That we have a clearer sense of the next steps we need to take, and of the principles to guide us, in this work.</p>	<p>Structured Table Discussions:</p> <ul style="list-style-type: none">• Strategic Intention Tool & Gallery Walk

Triple Entry Thinking Tool:

- What am I noticing and/or finding of interest?
- What do I think about this?
- What are the implications for my work / my school?

After Lunch Session: "Making Meaning"

"The most powerful form of learning, the most sophisticated form of professional development, comes not from listening to the good work of others, but from sharing what we know with others..."

Learning comes from giving rather than receiving. By reflecting on what we do, by giving it coherence, and by sharing and articulating our craft knowledge, we make meaning – we learn."

Roland Barth

Table Team Conversations

Table	Topic	Table	Topic
1	Teacher Time	2	Pushing IR/HR Limits
3	Middle & Senior Years	4	General & Vocational
5	Learning Spaces	6	Student Groupings
7	Blended Learning	8	Leadership Challenges

Strategic Intention Tool:

Strategic Intention: To transform the “industrial age” secondary learning design model of 1 teacher, 1 subject, 1 class to a model more consistent with the “information age” and supportive of the new learning paradigm (see Education in the 21st C paper).

Focus Issue:


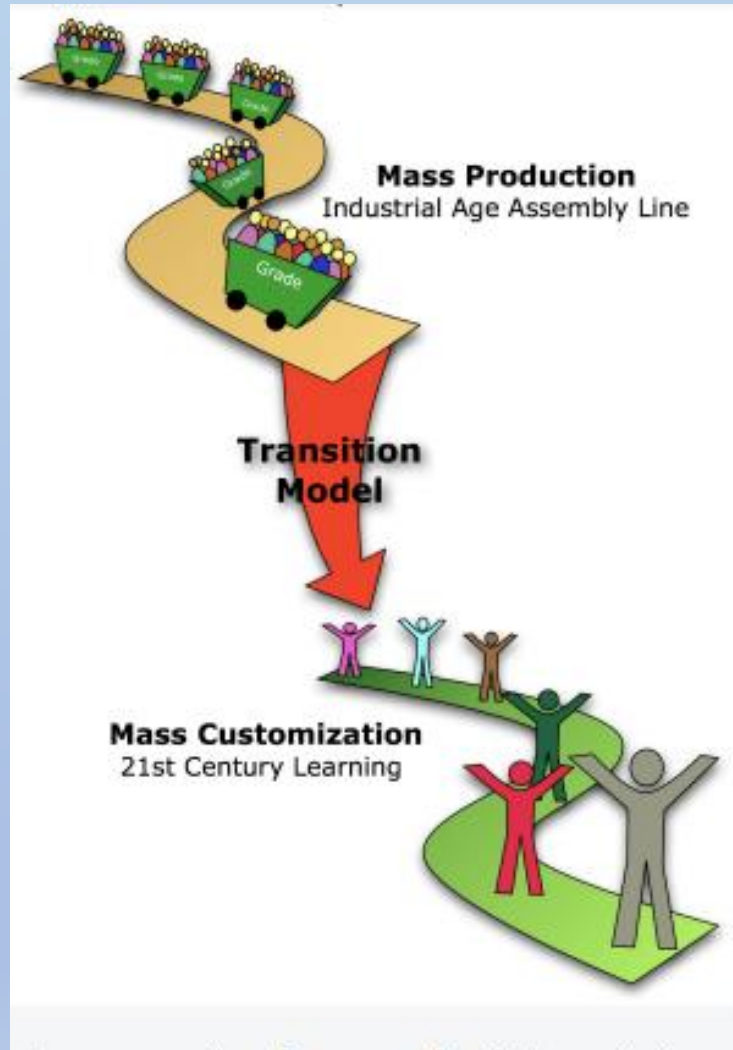
Start Doing

Avoid Doing

Keep Doing

Stop Doing

Paradigm Shift



In a sense that I am unable to explicate further, the proponents of competing paradigms practice their trades in different worlds.

(Thomas Kuhn)

izquotes.com

Frank and Ernest



OH WOW!
PARADIGM
SHIFT!

THAVES