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Student-centred learning through Western Australian practices

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Purpose of the session

- Objectives
  - Explore student-centred learning
  - Share our journey
  - Raise awareness of Principles of teaching, learning and assessment
  - Investigate open and closed questions and activities
  - Links to Western Australian practice in an international context
  - Q&A

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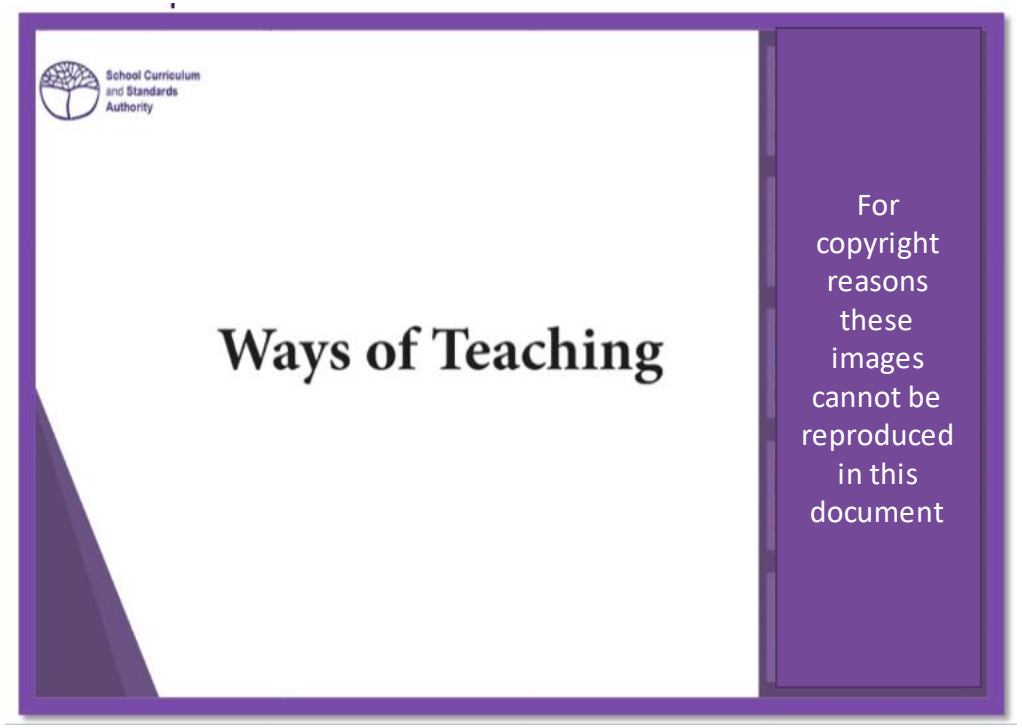
Western Australian practice



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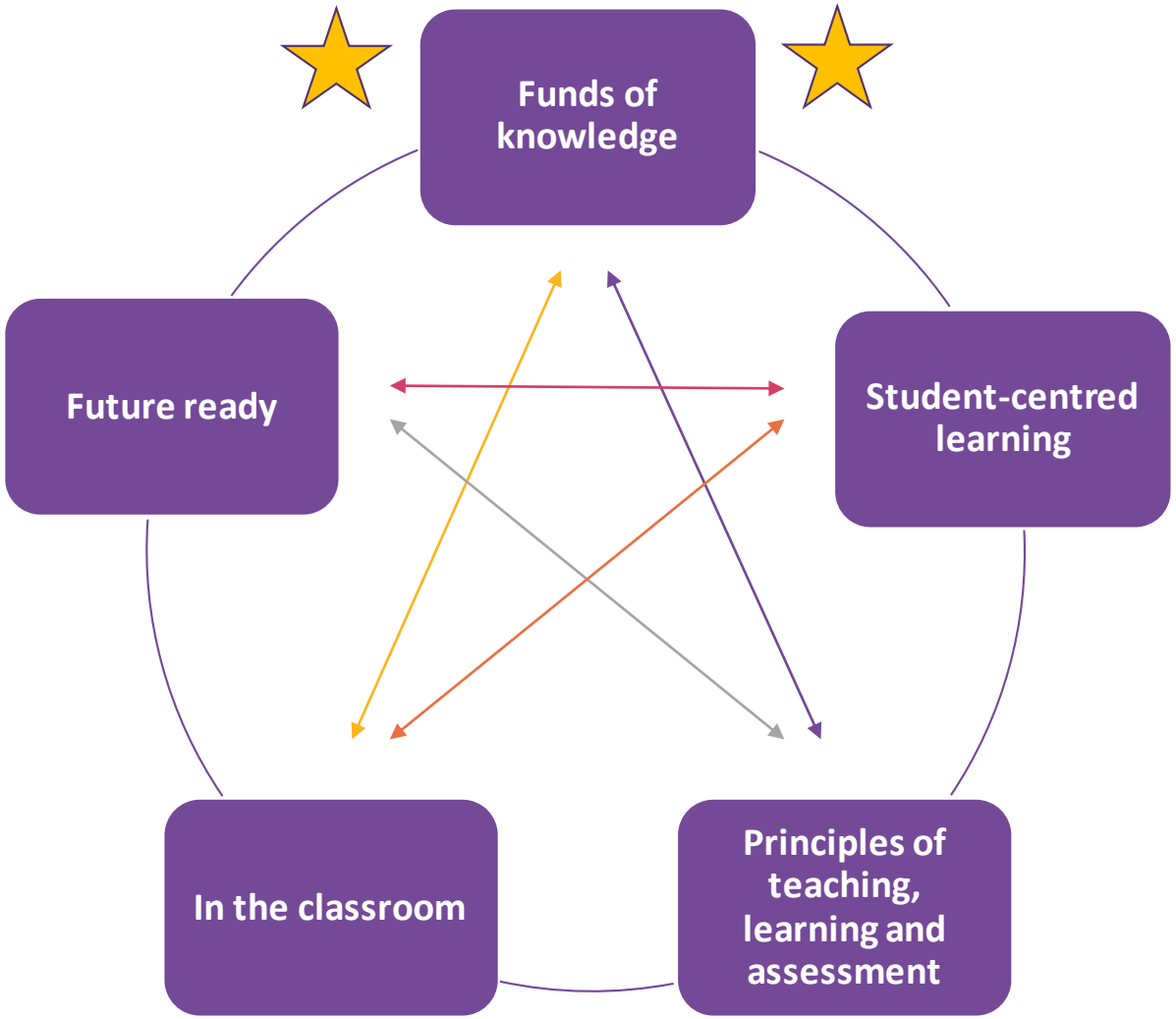
Western Australian practice - how did we get there?



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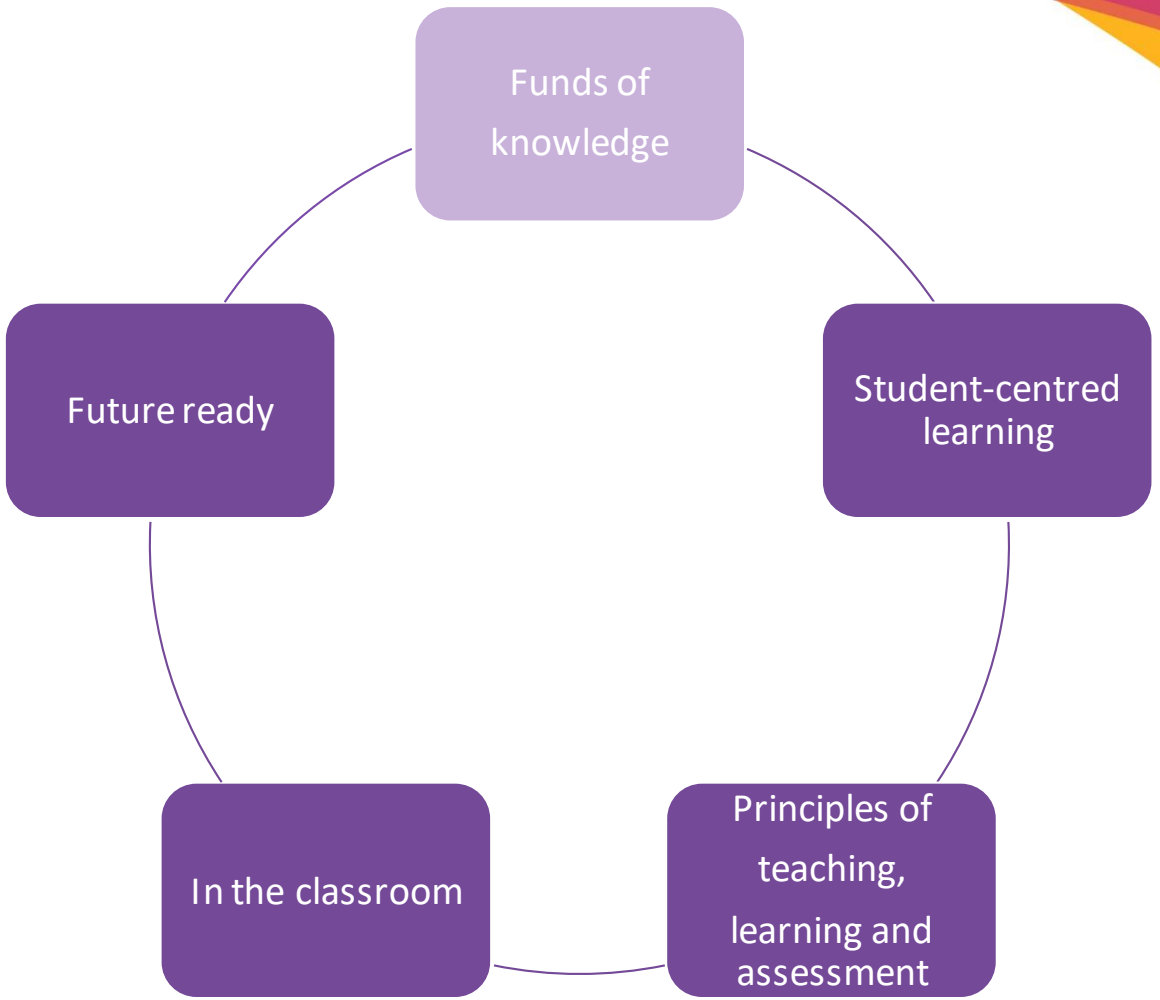
Funds of knowledge



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Funds of knowledge

Characteristics

- Accumulated life experience
- Academic and personal background knowledge
- Skills and knowledge used to navigate everyday social contexts
- Events in the wider world

Reflection

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Connections

Funds of knowledge

- Shifts the way we consider:
  - learning
  - teaching

Student-centred learning

- An approach that will provide opportunities for optimal student learning
- Accountability for learning

Future-ready

- Building the blocks
- Developing skills
- Learning how to learn

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Our journey

Western Australian context

What underpins our curriculum?

- Flexibility – implementing the curriculum
- Phases of learning – knowing the students' developmental needs
- Professional judgement – adapting the practice to suit the students' levels of development

Why?

- Successful learners
- Confident and creative individuals
- Active and informed citizens
- Essential skills in:
  - literacy
  - numeracy
  - information and communication technology
  - thinking
  - creativity
  - teamwork
  - communication

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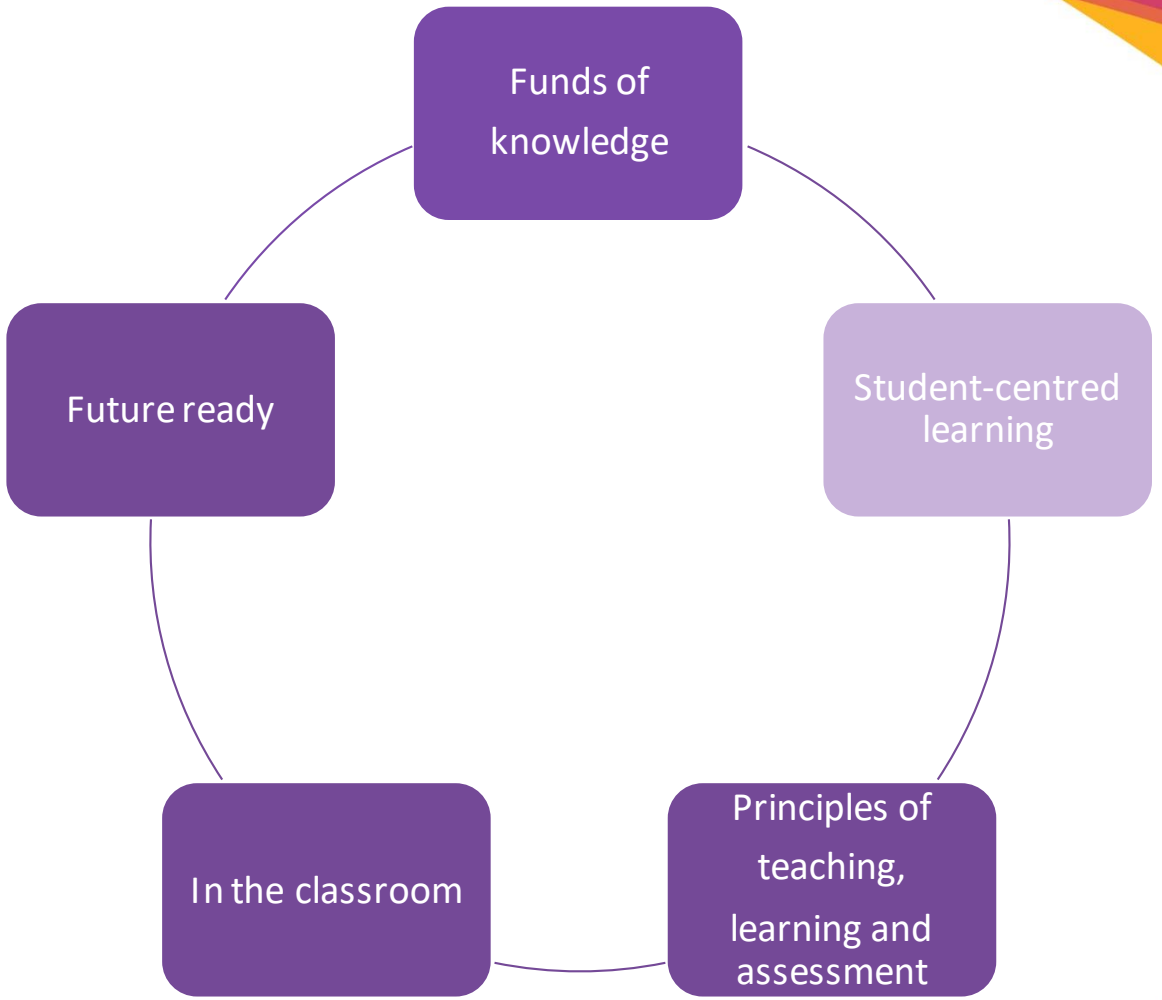
Student-centred learning



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Our journey

Teacher-directed

- Delivery → lecture style
- Purpose → examinations
- Resources → static, teacher determined

Teacher's role - instructor

Student's role - passive

Student-centred learning

- Delivery → facilitated
- Purpose → relevance
- Resources → engaging, flexible approach

Teacher's role - guide

Student's role - active

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Our journey

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Our journey

Student-centred learning

- Delivery → facilitator
- Purpose → relevance
- Resources → engaging, flexible approach

Teacher's role - guide

Student's role - active

Students are:

- actively involved and empowered
- motivated and enjoying their learning
- challenged
- accountable for their learning
- collaborative
- reflective learners

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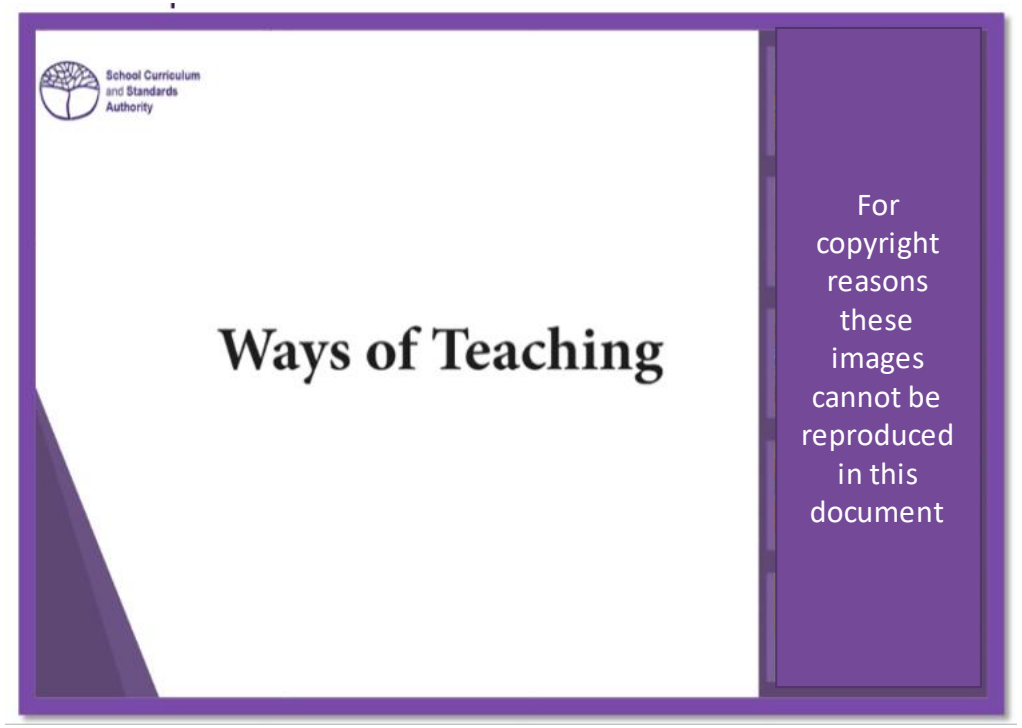
Western Australian practice



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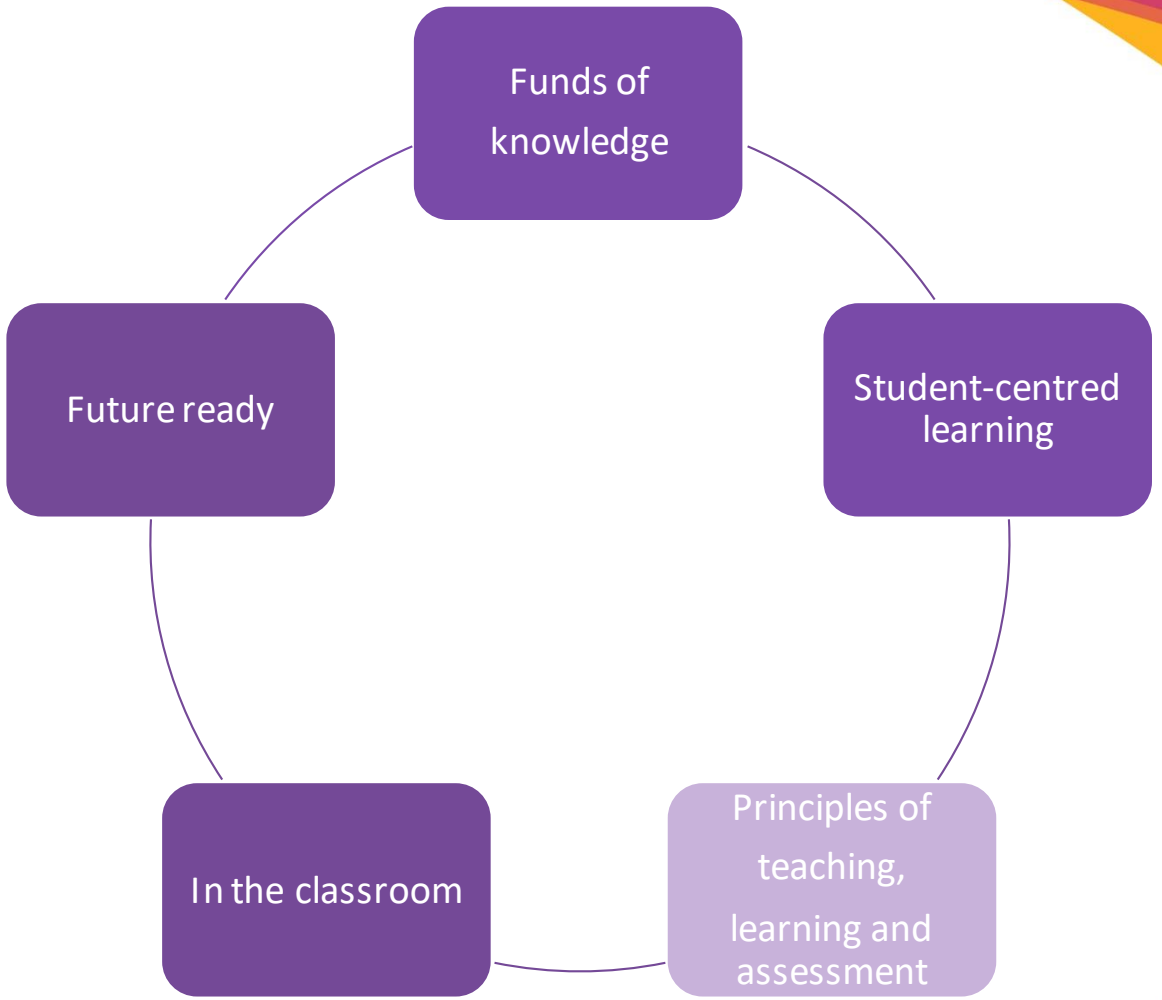
Principles of teaching and learning



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Principles of teaching, learning and assessment

Student-centred learning

- actively involved and empowered
- motivated and enjoying their learning
- challenged
- accountable for their learning
- collaborative
- reflective learners

Western Australian curriculum

- Principles of teaching, learning and assessment

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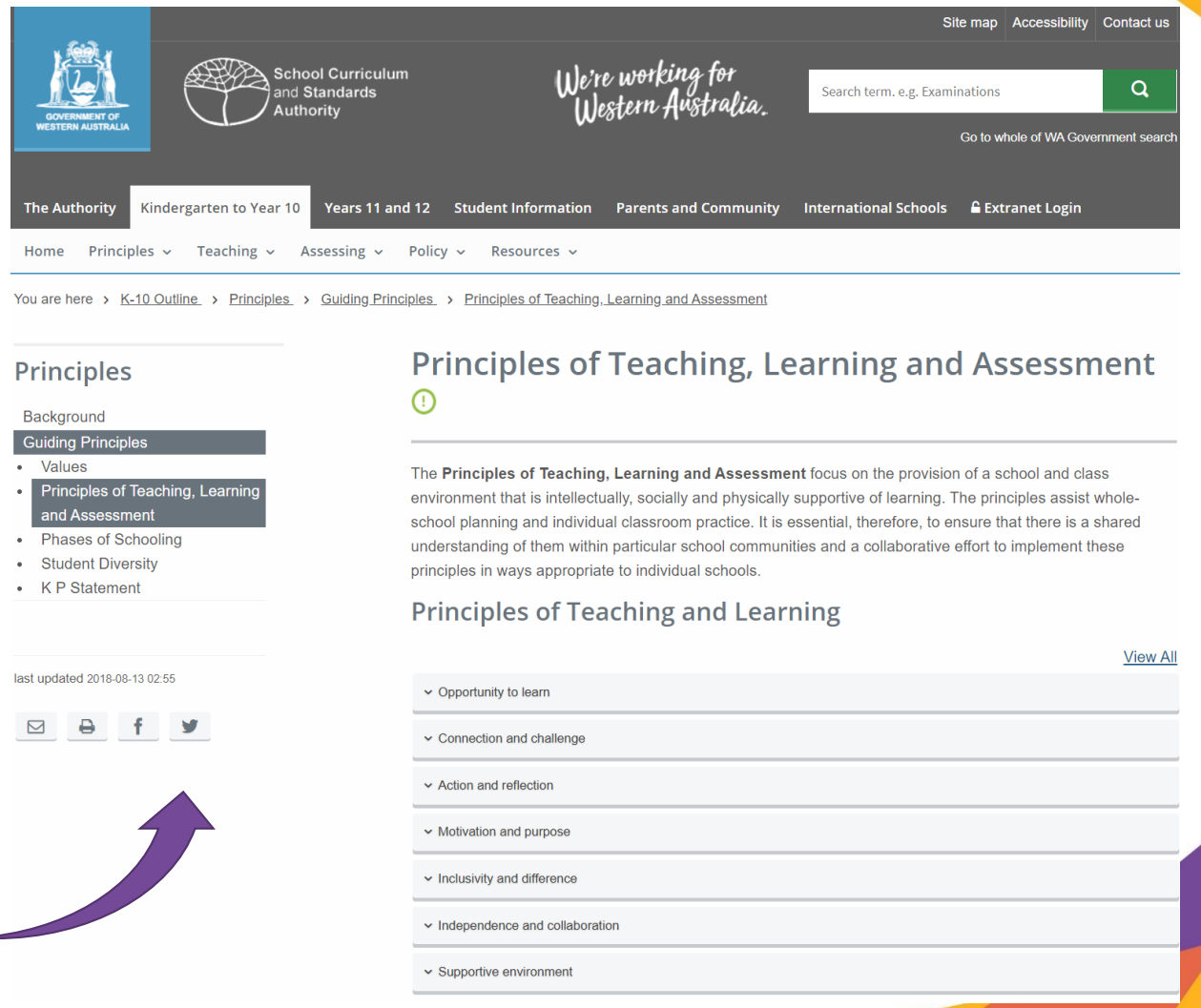
Principles of teaching, learning and assessment

- Opportunity to learn
- Connection and challenge
- Action and reflection
- Motivation and purpose
- Inclusivity and difference
- Independence and collaboration
- Supportive environment



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Principles of teaching, learning and assessment

- Opportunity to learn
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Examples in practice

- Model behaviours
- Meaningful experiences
- Questioning
- Matched to maturity of students
- Goals for self
- Plan individual and group activities
- Sensible risks

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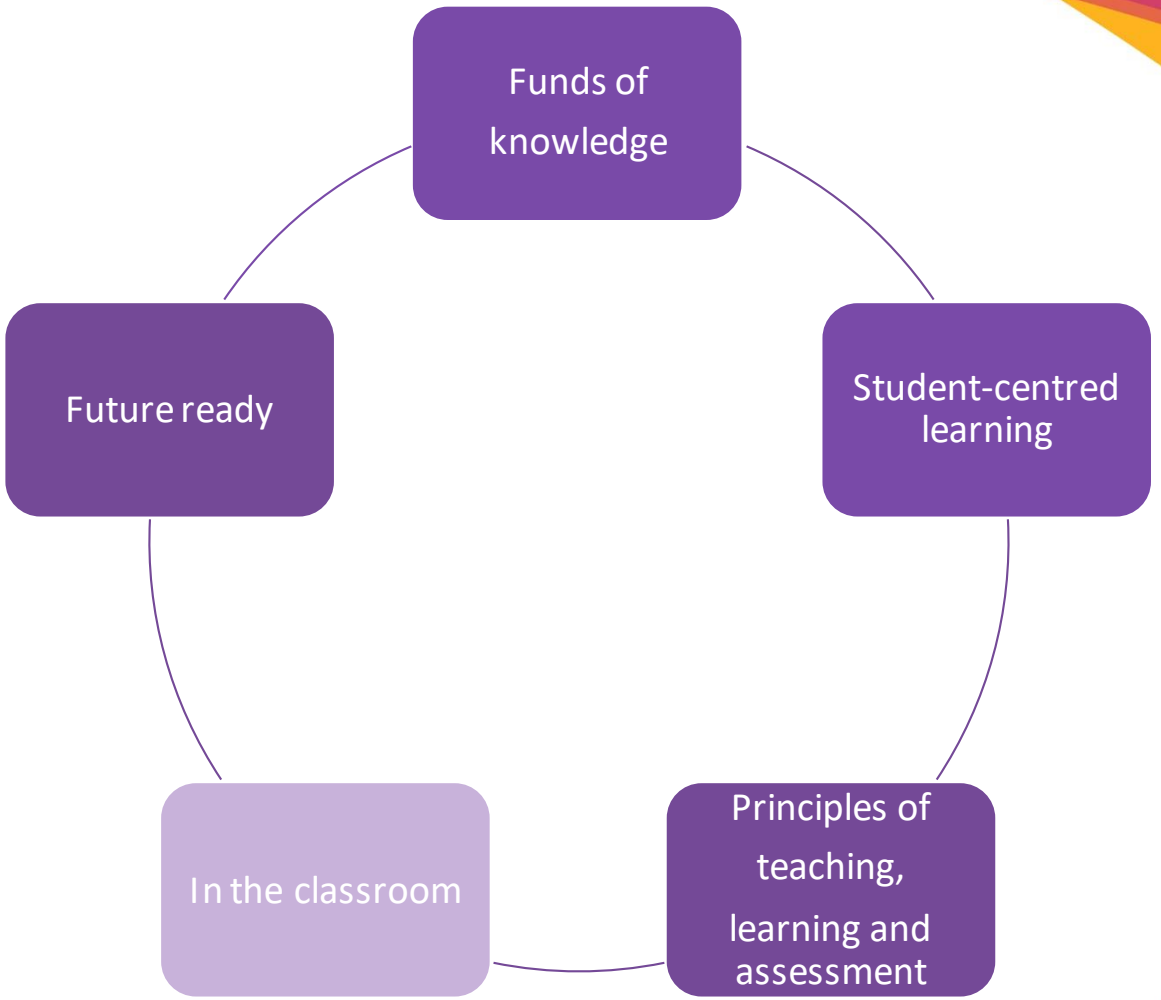
Student-centred learning in the classroom



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Student-centred learning in the classroom

How will these engage students in their learning?

Closed question or activity

Open-ended question or activity

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Student-centred learning in the classroom

MATHEMATICS – SCOPE AND SEQUENCE P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Measurement and geometry							
Using units of measurement	Use direct and indirect comparisons to decide which is longer, heavier or holds more, and explain reasoning in everyday language	Measure and compare the lengths and capacities of pairs of objects using uniform informal units	Compare and order several shapes and objects based on length, area, volume and capacity using appropriate uniform informal units	Measure, order and compare objects using familiar metric units of length, mass and capacity	Use scaled instruments to measure and compare lengths, masses, capacities and temperatures	Choose appropriate units of measurement for length, area, volume, capacity and mass	Connect decimal representations to the metric system

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Student-centred learning in the classroom - Mathematics

Closed question or activity

- How many sides does a triangle have?
- How many sides does a hexagon have?
- Measure the sides of the book using your ruler. What is the answer?

How will these engage students in their learning?

Open-ended question or activity

- How are these shapes the same or different?
- What items can we measure?
- How are you going to tell me how long the shape is?
- What happens if you double the length of the side?

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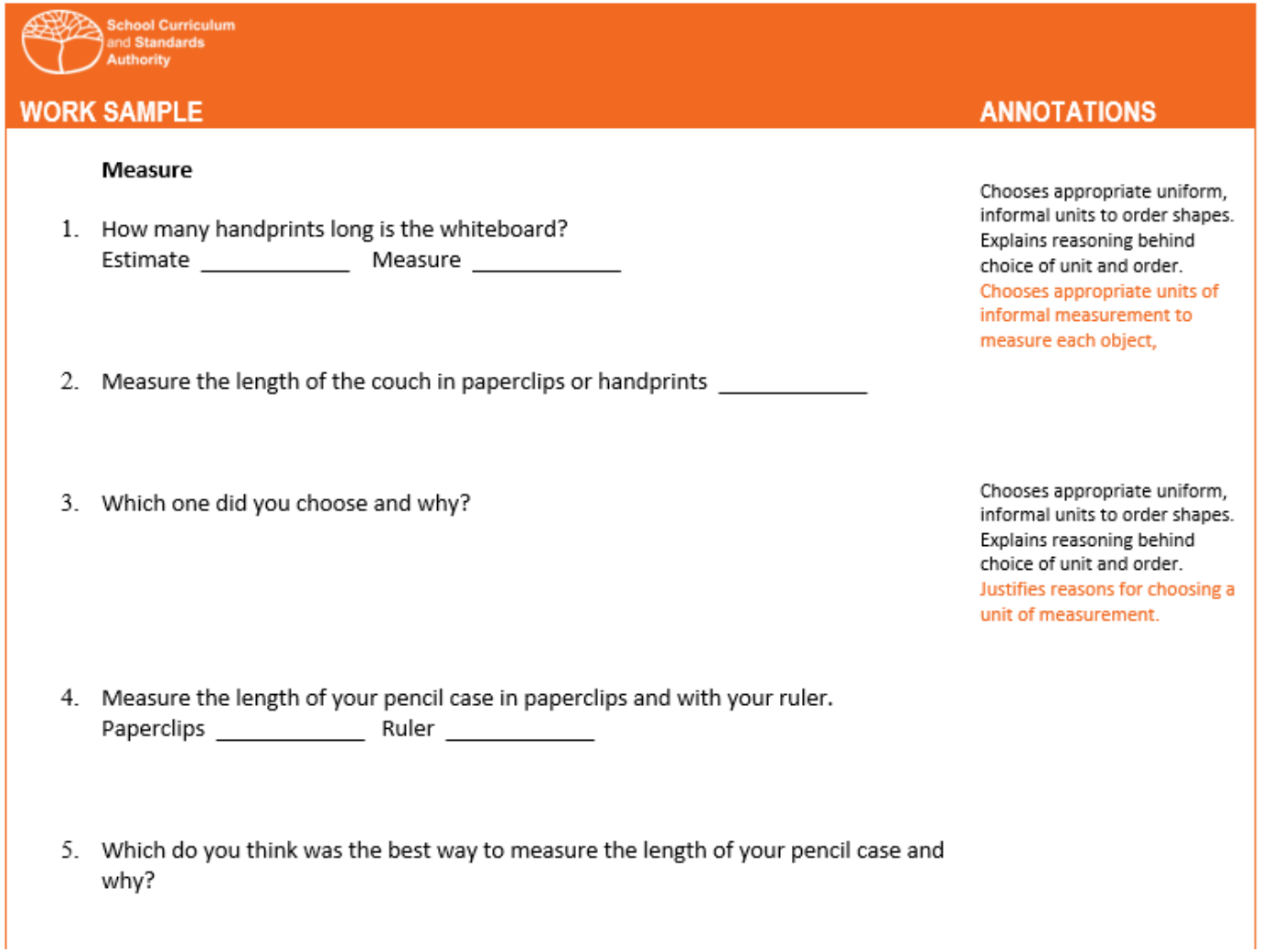
Student-centred learning in the classroom



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WORK SAMPLE	ANNOTATIONS
Measure 1. How many handprints long is the whiteboard? Estimate _____ Measure _____	Chooses appropriate uniform, informal units to order shapes. Explains reasoning behind choice of unit and order. Chooses appropriate units of informal measurement to measure each object,
2. Measure the length of the couch in paperclips or handprints _____	
3. Which one did you choose and why?	Chooses appropriate uniform, informal units to order shapes. Explains reasoning behind choice of unit and order. Justifies reasons for choosing a unit of measurement.
4. Measure the length of your pencil case in paperclips and with your ruler. Paperclips _____ Ruler _____	
5. Which do you think was the best way to measure the length of your pencil case and why?	

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ENGLISH – Scope and sequence P–6

	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Language for interaction							
Evaluative language How language is used to express opinions and make evaluative judgments about people, places, things and texts	Understand that language can be used to explore ways of expressing needs, likes and dislikes	Explore different ways of expressing emotions, including verbal, visual, body language and facial expressions	Identify language that can be used for appreciating texts and the qualities of people and things	Examine how evaluative language can be varied to be more or less forceful	Understand differences between the language of opinion and feeling and the language of factual reporting or recording	Understand how to move beyond making bare assertions and take account of differing perspectives and points of view	Understand the uses of objective and subjective language and bias

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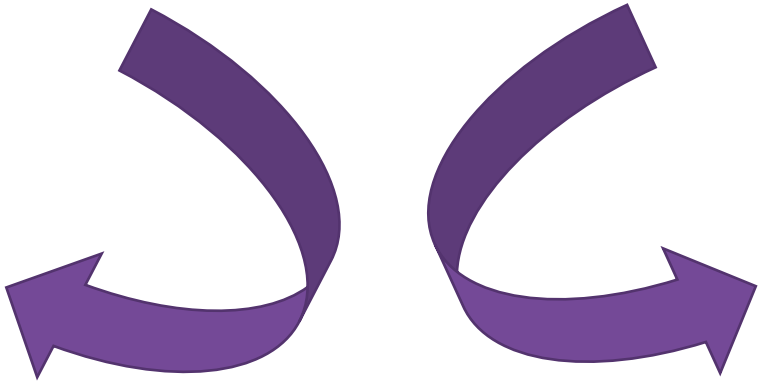
Student-centred learning in the classroom - English

Closed question or activity

- Which words tell you an idea is good?
  excellent, fair, great, best, horrible, extraordinary, poor

How will these engage students in their learning?



Open-ended question or activity

- How would you convince someone that your idea is the best idea?

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	Pre-primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Text structure and organisation							
Purpose audience and structures of different types of texts How texts serve different purposes and how the structures of types of texts vary according to the text purpose	Understand that texts can take many forms, can be very short (for example an exit sign) or quite long (for example an information book or a film) and that stories and informative texts have different purposes	Understand that the purposes texts serve shape their structure in predictable ways	Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose	Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences)	Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience	Understand how texts vary in purpose, structure and topic as well as the degree of formality	Understand how authors often innovate on text structures and play with language features to achieve particular aesthetic, humorous and persuasive purposes and effects
Text cohesion How texts work as cohesive wholes through language features that link parts of the text together, such as paragraphs, connectives, nouns and associated pronouns	Understand that some language in written texts is unlike everyday spoken language	Understand patterns of repetition and contrast in simple texts	Understand how texts are made cohesive through language features, including word associations, synonyms, and antonyms	Understand that paragraphs are a key organisational feature of written texts	Understand how texts are made cohesive through the use of linking devices including pronoun reference and text connectives	Understand that the starting point of a sentence gives prominence to the message in the text and allows for prediction of how the text will unfold	Understand that cohesive links can be made in texts by omitting or replacing words

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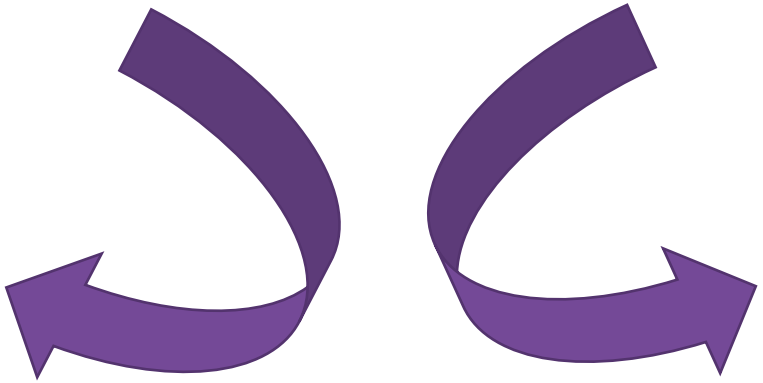
Student-centred learning in the classroom - English

Closed question or activity

- Read this short letter. What is the main point of each paragraph?

How will these engage students in their learning?



Open-ended question or activity

- You need to write an important letter to get support to fund your invention.
  How will you get this support?
  Explain.

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Invent a new sport for the Olympics in 2020

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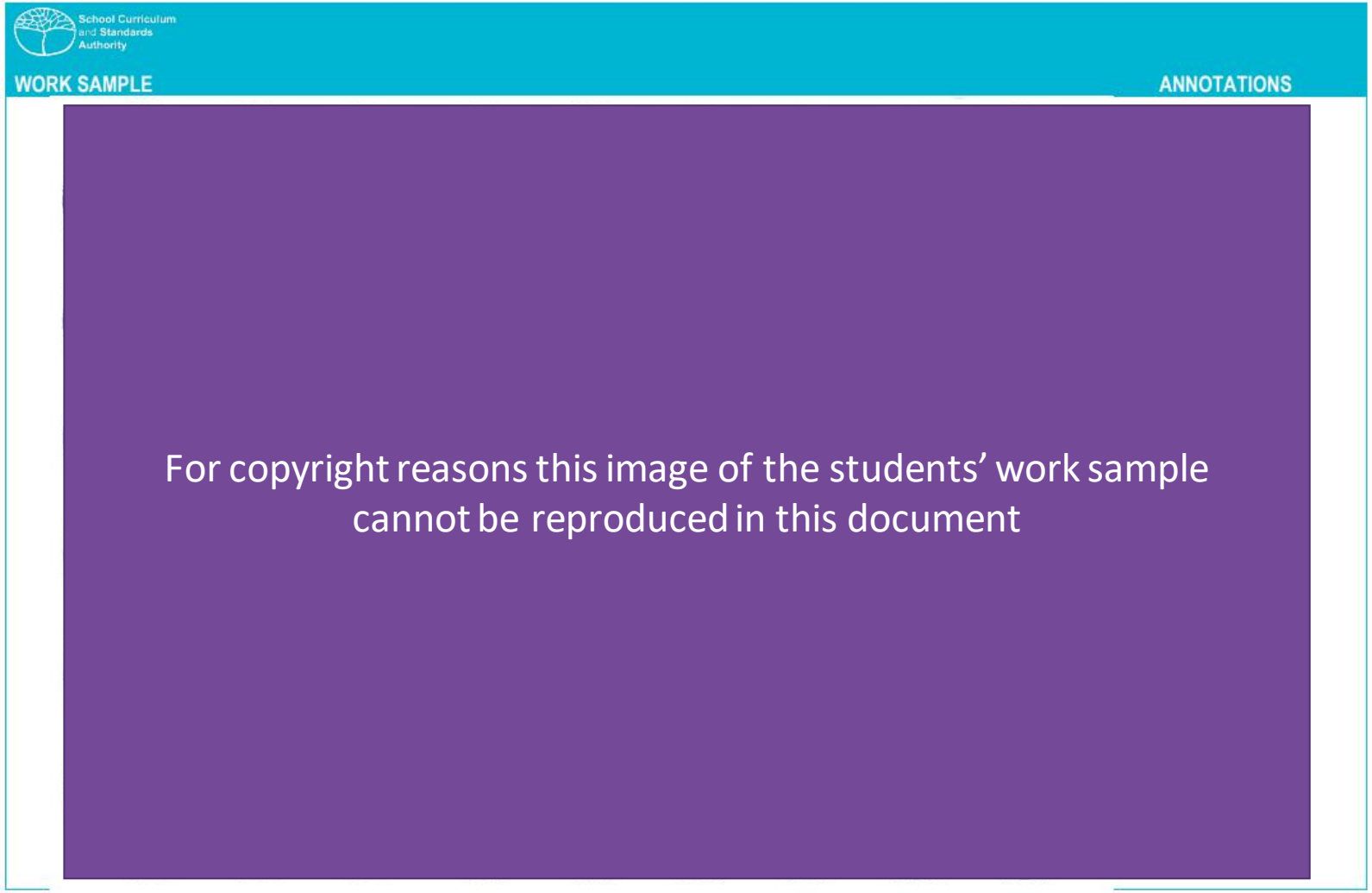
Student-centred learning in the classroom - English



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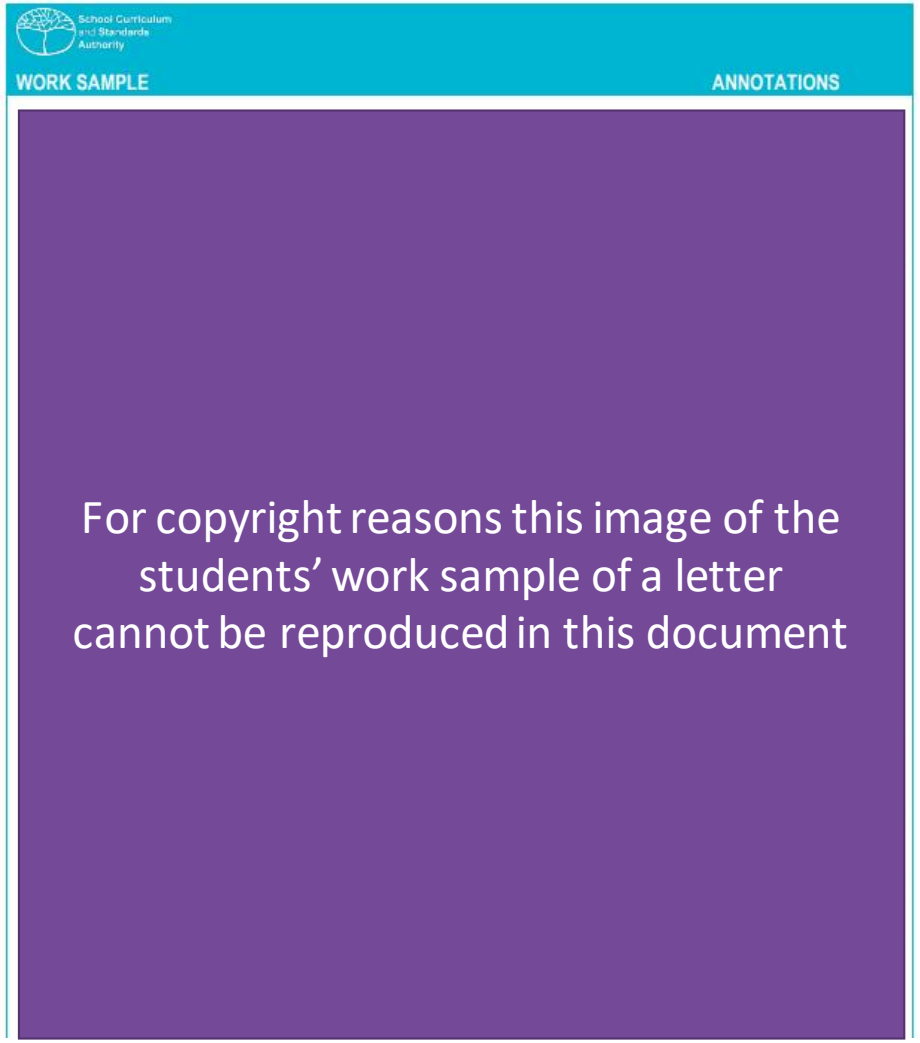
Student-centred learning in the classroom - English



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Student-centred learning in the classroom - Science

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SCSA

SCIENCE – Scope and sequence P–6

	Pre-primary	Year 1-2	Year 3-4	Year 5-6
Science inquiry skills				
Questioning and predicting	Pose and respond to questions about familiar objects and events	Pose and respond to questions, and make predictions about familiar objects and events	With guidance, identify questions in familiar contexts that can be investigated scientifically and make predictions based on prior knowledge	With guidance, pose clarifying questions and make predictions about scientific investigations
Planning and conducting	Participate in guided investigations and make observations using the senses	Participate in guided investigations to explore and answer questions Use informal measurements to collect and record observations, using digital technologies as appropriate	With guidance, plan and conduct scientific investigations to find answers to questions, considering the safe use of appropriate materials and equipment Consider the elements of fair tests and use formal measurements and digital technologies as appropriate, to make and record observations accurately	Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks Decide variables to be changed and measured in fair tests, and observe measure and record data with accuracy using digital technologies as appropriate
Processing and analysing data and information	Engage in discussions about observations and represent ideas	Use a range of methods to sort information, including drawings and provided tables through discussion, compare observations with predictions	Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends Compare results with predictions, suggesting possible reasons for findings	Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate Compare data with predictions and use as evidence in developing explanations
Evaluating		Compare observations with those of others	Reflect on investigations, including whether a test was fair or not	Reflect on and suggest improvements to scientific investigations
Communicating	Share observations and ideas	Represent and communicate observations and ideas in a variety of ways	Represent and communicate observations, ideas and findings using formal and informal representations	Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts

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Student-centred learning in the classroom - Science

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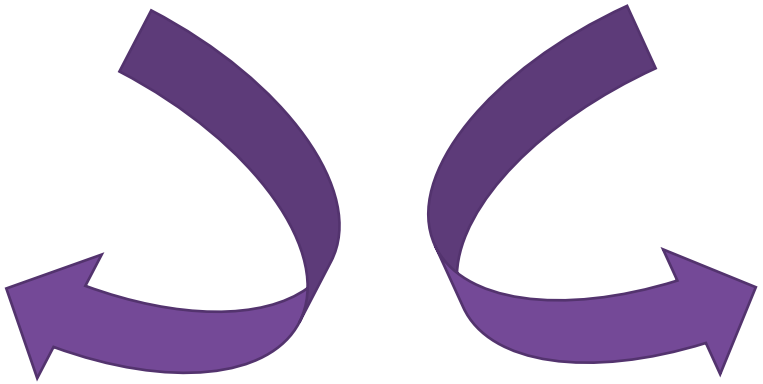
Student-centred learning in the classroom - Science

Closed question or activity

- Who might need to wear a hat? Make a list.
- What hats do you use in summer?
- What hats are used in sport?

How will these engage students in their learning?



Open-ended question or activity

- How would you make a hat that was good to wear in summer?
- Tell me about your hat.
- How are you going to know if your hat works?

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Student-centred learning in the classroom

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Reflection

- How were the students involved?
- What were the teachers doing?
- What was the classroom like?
- Was there evidence of integration between learning areas?

Compare the Year 1s making a sun hat to the Year 4s building a structure to survive an earthquake.

- How were these activities student-centred?
- What roles did the teachers play?
- Did the teachers cover the content?
- What were the expectations of the students?

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Student-centred learning in the classroom

Diversity

- Differentiation of practice to meet the needs of the students
- Effective means of facilitating student development in the classroom
- Encourages participation
- Involves all learners – inclusive teaching methodology

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The teacher's role in student-centred learning

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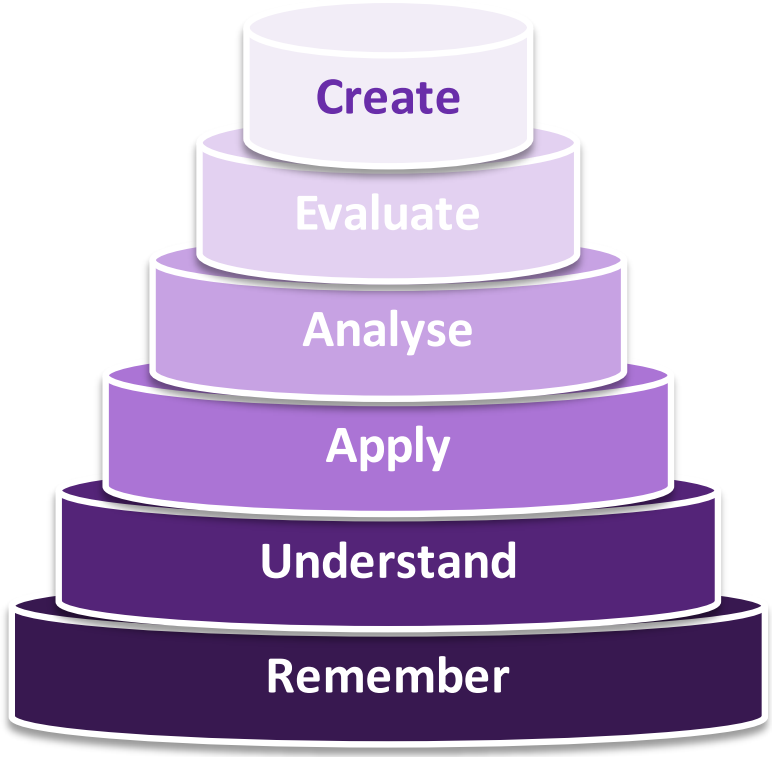
Teacher's role

Questioning

- Create – imagine, design, plan
- Evaluate – decide, rate, justify
- Analyse – describe, explain, categorise
- Apply – use, illustrate, complete, solve
- Understand – discuss, outline, predict
- Remember – recall, identify, tell, find



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Role of the teacher

Teacher directed

- Content driven
- Content knowledge

- Journey
- Assessment

- Under instruction
- Professional judgement

- Diversity

- Begins to build the framework
- Knows where to take students

Student-centred

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Student-centred

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Student-centred

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Student-centred

- Content knowledge
- Journey
- Professional judgement
- Student needs
- Knows where to take students

Student-centred learning versus Inquiry-based learning

- Inquiry-based learning is a student-centred approach to teaching where students actively discover information to support their investigations.

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The student-centred classroom

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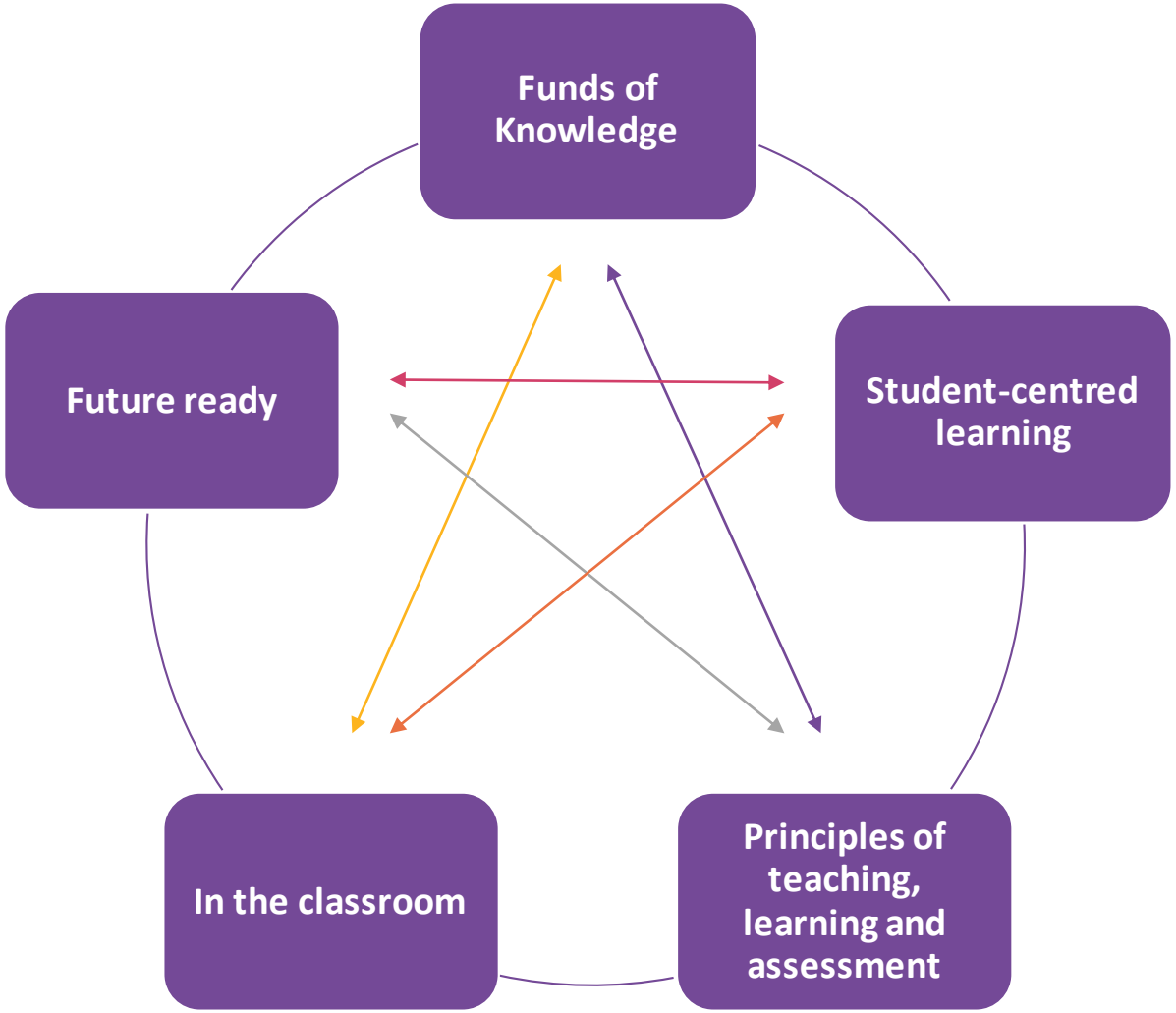
Summary



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Q&A

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Next steps

Where are you on the continuum?

Certificate of participation

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CERTIFICATE
OF PARTICIPARTION

THIS IS TO CERTIFY THAT

Your Name

ATTENDED THE ONLINE TRAINING ON
"STUDENT CENTRED LEARNING IN EARLY/PRIMARY YEAR CLASSES"
HELD ON 23TH OCTOBER, 2020.

ROSHAN PERERA
MANAGER, STRATEGIC AND EXTERNAL RELATIONS
SCHOOL CURRICULUM AND STANDARDS AUTHORITY
GOVERNMENT OF WESTERN AUSTRALIA

MOHAMMAD NUR ISLAM
MANAGING DIRECTOR
GLOBAL CURRICULUM NEXUS LIMITED

GCN PROFESSIONAL DEVELOPMENT

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