

Trends, Implication, Opportunity

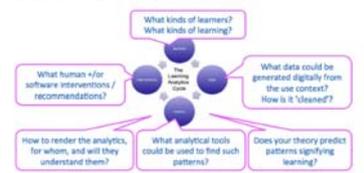
Sunday, 9 October 2016 1:07 PM



Core Education (2016). Top Ten Trends 2016. <http://www.core-ed.org/thought-leadership/ten-trends>

	TREND	IMPLICATION for the SIQ	OPPORTUNITY for the Tls
Cultural	Diversity - As seen in pedagogies that cater for diverse learners and groups of learners, UDL, different belief systems, and multiple languages in schools.	Address: <ul style="list-style-type: none"> • learning spaces; • Provide PD for underpinning pedagogies; 	Provide spaces that allow for diverse learning and teaching styles; for introverts and extraverts; Provide resources through a variety of mediums; that cover diversity as a topic, and cater for diversity, in all its' forms. <ul style="list-style-type: none"> • What one size-fits all approaches are hidden in the way we do things? • How will sensitivity to student and staff diversity guide our library design?
	Digital Fluency - Driven by personal responsibility, online identity, digital literacies and citizenship, cyber security, access and equity of opportunity.	Address: <ul style="list-style-type: none"> • Explicit teaching of all aspects of digital fluency, embedded in the curriculum. 	Tls to develop a scope and sequence, with the eLearning co-ordinator, to co-teach aspects of digital fluency with all classes. <ul style="list-style-type: none"> • What might digital fluency look like in the context of your learners' curriculum experiences now? • To what extent are learning areas explored in ways that invite higher-order engagement, problem-solving and authentic use of technologies? Are students doing more than searching for information? Are they applying it in ways that are real and connected to the world around us?
Technology	Equitable access - Including BYOD, home access, leases, libraries, public spaces, OER and the digital divide.	Underway through the provision of one-to-one laptops in 2016	<ul style="list-style-type: none"> • How can we draw on existing community partnerships and build new ones to support our learners? • How can community hubs, such as libraries, be a integral point of collaboration? • How can we collaborate on a global level to bring authenticity to projects?
	Data-driven - The smart use of Big data and analytics, Eportfolios and evidence driven transformation.	PD for teachers in creating ePortfolios;	Tls to gather big data from OPAC and databases and provide to school community. <ul style="list-style-type: none"> • What data do you collect and how do you use it/for what purpose? • What are the assumptions behind what we collect (and what we don't collect), how we analyse it, and how we use the analysis?
Structural	Networked communities - The rising importance of Communities of Schools, Communities of Learning, IES, with new roles for teachers and leaders.	Increased demand for technology, pedagogy and cosmogogy	Greater networking with local and global schools to improve reading, research outcomes and library profile. <ul style="list-style-type: none"> • How can communities put learners in the driving seat, giving them the chance to socially construct knowledge with each other and adults, and encouraging them to contest existing knowledge? • How can we move from being collaborative communities to networked communities? How will we know when we have succeeded in this? • To be a networked community do we first need to be networked organisations?
	Community focused - Strategies for engaging parents, using portfolios, two-way interactions, and effective community participation in schools.		Tls to increase digital presence through social media, Libguides, school webpage and newsletter, to build greater connections in the community. <ul style="list-style-type: none"> • Are there further transformational ideas that could be considered that centres and schools are not currently practising that could be informed by multiple worldviews? • How we will manage the evolving definitions of what a "community" will be? Where will we look to encourage further ideation about the continuation or development of how future focused communities work, play, create, share and connect?

How do analytics shape education?



From <http://simon.buckinghamhamilton.net/2014/06/edmedia2014-keynote/>

Economic	Sustainability - Education for sustainability, green waste and climate change in an educational context.		<p>TLs to support a move to digital submission and marking of all assignments.</p> <ul style="list-style-type: none"> • Think about the purpose of our approach/programme i.e. What areas of environmental education do we want to focus on and why e.g. waste minimisation and e-recycling; biodiversity restoration; food production and use; water conservation and care; sustainable energy us; eco buildings?
	<p>Computational thinking - The impact of STEM on curriculum, coding, the drive for skills for employment vs holistic education outcomes for all, and play-based curriculum.</p>	<p>Computational thinking (CT) is a problem-solving process that includes (but is not limited to) the following characteristics:</p> <ul style="list-style-type: none"> • Formulating problems in a way that enables us to use a computer and other tools to help solve them • Logically organizing and analyzing data • Representing data through abstractions such as models and simulations • Automating solutions through algorithmic thinking (a series of ordered steps) • Identifying, analyzing, and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources • Generalizing and transferring this problem solving process to a wide variety of problems 	<ul style="list-style-type: none"> • how can we incorporate computational thinking into an already crowded curriculum? • how do we train a generation of teachers who have no background in this sort of thing? • how will we assess this - and where does it 'fit' within our competency framework?
Process	Design thinking - The emphasis on innovation, creativity, and the use of design thinking in education transformation	Could potentially change the way that the school views curriculum and pedagogy.	<p>NoTosh is contracted to work with the library staff and deputy in 2017, with an opportunity to extend throughout the school.</p> <ul style="list-style-type: none"> • How might a disciplined Design Thinking process float on strong Teaching as Inquiry processes in your school or service? • How can we learn from the ways that businesses, not-for-profits and other organisations are currently innovating to solve complex problems?
	Change leadership - The critical role of Professional Learning and development based on inquiry, coaching and mentoring in change leadership.	Possibly underway through Microsoft peer coaching in 2016/17	<p>TLs involvement and demonstration of change leadership within the library department.</p> <ul style="list-style-type: none"> • Which elements of leadership in your organisation still reflect the idea of 'pyramid-style' leadership for a slow-moving world? Which elements reflect the 'networked, empowered teams' approach better suited to a fast-moving world?