Personalization – Workshop Two

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Overview

1. Introduction

1. Exploring quantum leaps and killer cogs

2. Constructing a matrix of possibilities

3. Creating school and system journeys – a semester

Exploring quantum leaps and killer cogs

The Study Visits

It turned out that we were doing 4 things on the study visits. They were:

1. Creating together a conceptual map of what personalized learning is and isn't, what it looks like and what it doesn't
2. Looking for examples of personalized learning in schools and other organizations
3. Identifying some of the school level conditions that are enabling of or prerequisites for personalized approaches.
4. Reflecting on the system conditions that enable or inhibit innovation in the field of personalized learning – and the system features that either encourage diffusion and scaling of the most promising practices, or those that don't!

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The pre-reading think piece
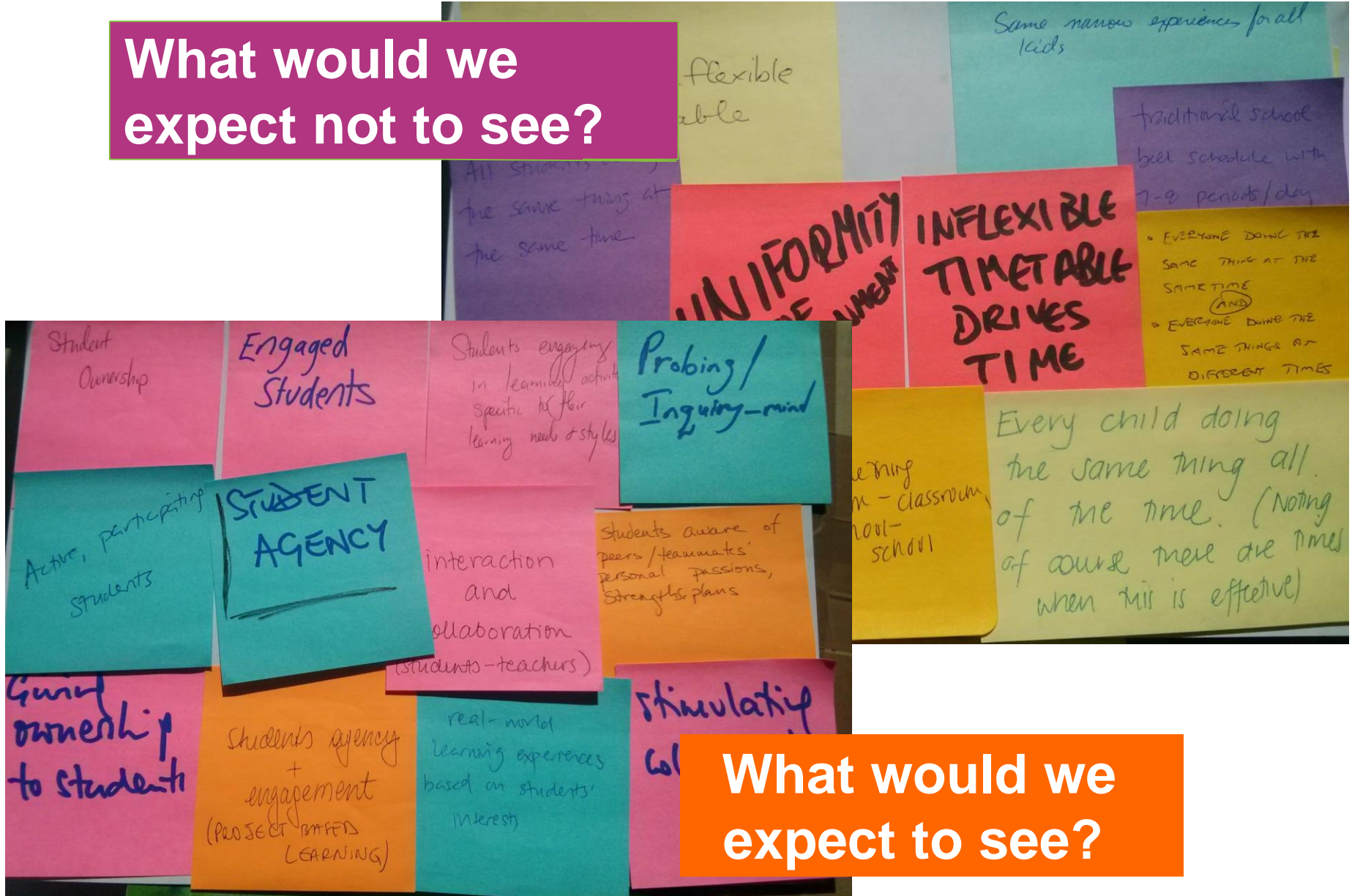
1. Student agency

1. School design and conditions

2. System level conditions

1. Professional identity (& professional development)

1. Assessment and new metrics

What would we expect not to see?

Same narrow experiences for all kids

flexible
able

traditional school
bell schedule with
7-9 periods/day

All students...
the same thing at
the same time

UNIFORMITY

INFLEXIBLE
TIMETABLE
DRIVES
TIME

• EVERYONE DOING THE
SAME THING AT THE
SAME TIME
(AND)
• EVERYONE DOING THE
SAME THINGS AT
DIFFERENT TIMES

Student
Ownership

Engaged
Students

Students engaging
in learning activities
specific to their
learning needs & styles

Probing/
Inquiry-mind

Active, participating
students

STUDENT
AGENCY

interaction
and
collaboration
(students-teachers)

Students aware of
peers/teammates'
personal passions,
strengths, plans

...learning
... classroom
...school

Every child doing
the same thing all.
of the time. (Noting
of course there are times
when this is effective)

Giving
ownership
to students

Students agency
+
engagement
(PROJECT BASED
LEARNING)

real-world
learning experiences
based on students'
interests

Stimulating
col...

What would we expect to see?

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Nailing Personalization – the learner experience

What would we expect not to see?

What would we expect to see?

What would we expect the learner to be doing?

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Exploring quantum leaps

Jeff Hopkins: "…some of it could be seen as directional, but some of it is better seen as a quantum shift. In terms of change management, I find it difficult to imagine a progressive move from differentiation of a universally-applied curriculum to a personal, co-constructed curriculum without a bit of a leap in there somewhere."

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Personalization v Differentiation v Individualization Chart (v3)

There is a difference between personalization, differentiation, and individualization.
One is learner-centered; the others are teacher-centered.

Personalization	Differentiation	Individualization
The Learner…	The Teacher…	The Teacher…
drives their learning.	provides instruction to groups of learners.	provides instruction to an individual learner.
connects learning with interests, talents, passions, and aspirations.	adjusts learning needs for groups of learners.	accommodates learning needs for the individual learner.
actively participates in the design of their learning.	designs instruction based on the learning needs of different groups of learners.	customizes instruction based on the learning needs of the individual learner.
owns and is responsible for their learning that includes their voice and choice on how and what they learn.	is responsible for a variety of instruction for different groups of learners.	is responsible for modifying instruction based on the needs of the individual learner.
identifies goals for their learning plan and benchmarks as they progress along their learning path with guidance from teacher.	identifies the same objectives for different groups of learners as they do for the whole class.	identifies the same objectives for all learners with specific objectives for individuals who receive one-on-one support.
acquires the skills to select and use the appropriate technology and resources to support and enhance their learning.	selects technology and resources to support the learning needs of different groups of learners.	selects technology and resources to support the learning needs of the individual learner.
builds a network of peers, experts, and teachers to guide and support their learning.	supports groups of learners who are reliant on them for their learning.	understands the individual learner is dependent on them to support their learning.
demonstrates mastery of content in a competency-based system.	monitors learning based on Carnegie unit (seat time) and grade level.	monitors learning based on Carnegie unit (seat time) and grade level.
becomes a self-directed, expert learner who monitors progress and reflects on learning based on mastery of content and skills.	uses data and assessments to modify instruction for groups of learners and provides feedback to individual learners to advance learning.	uses data and assessments to measure progress of what the individual learner learned and did not learn to decide next steps in their learning.
Assessment AS and FOR Learning with minimal OF Learning	Assessment OF and FOR Learning	Assessment OF Learning

Building a matrix

Building a matrix

In your school and system groups

1. Construct the matrix
2. Perhaps create post-its to generate ideas
3. Use the power point bullets as prompts
4. Populate your matrix

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School Level (or System Level)

Key Feature	Change needed	<u>Step</u> change needed	Notes

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Consider…

School Level

- Students
- Facilities
- Space
- Timetable and time
- Resources
- Policy
- Accountability
- Workforce
- Stakeholder expectations
  - parents, tertiary education, employers, community etc

System Context

- Policy
- Accountability
- School and system leaders
- Resources
- Wider workforce
- Curriculum standards
- System connectivity
- Stakeholders
  - Employers, universities, voters, parents etc

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Creating school and system journeys

What would the characteristics be of...

- the school or
- the system

that is able to

- make the most of the enablers and
- remove as many as possible of the disablers?

Suggestion:
Start with one disabler and one enabler, and work each through from the perspective of each element to consider?
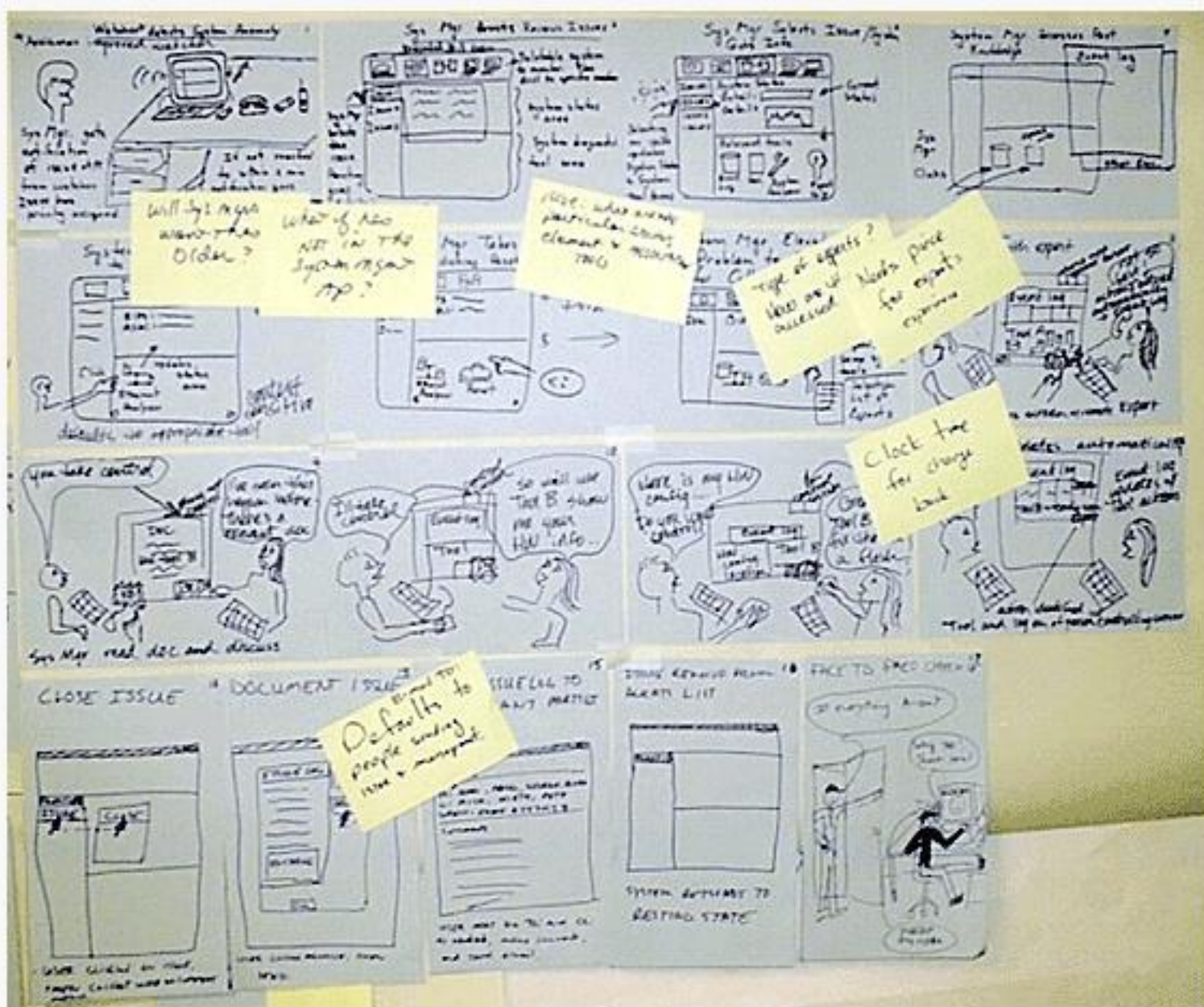
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Figure 3: Example of a storyboard with Post-its notes collected after the full team discussion

To create the storyboard, the vision is first divided into individual tasks. The team is divided into **smaller groups** (2 - 4 persons per group), each of which creates a storyboard for a task.

Storyboard template

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