

TITLE

Student-centred, value-for-money teaching and learning

KEY CONCEPTS

Informal learning, CPD, student-centred, value for money, team work, sharing expertise

NARRATIVE OVERVIEW

After two days of classroom teaching on Monday and Tuesday, teacher Bob's students go to the school resource centre or local library (possibly with students from another school in their cluster) to undertake self-directed cross-curricular project work arranged with Bob and his colleagues in other subject departments and supported by learning assistants or the librarian. They use personal ICT devices (eg tablet, laptop, mobile phone) to collect data and access resources (eg remote experts and teachers, peers, databases via the school platform). The assistant / librarian is the main contact to help and support the group.

On Wednesday and Thursday, Bob teaches other groups of students but is available at specific times to support the research process via email or in an online event.

On Friday, Bob's students will present the outcome/on-going work of their research to peers during a synchronous event.

The positive outcome is that several teachers are able to teach different groups and work cooperatively to share practice and expertise. Students develop autonomy and also, students who cannot attend school (eg because of distance) could still partake in the research-projects effectively.

TREND/S

The financial crisis continues

The fallout of the financial crisis is set to continue, with many EU countries facing massive debts and making big spending cuts. At present, this is affecting the job market and is decreasing young people's chances to access jobs.

Schools coming together

There is a tendency in several countries towards setting up large clusters of schools. This is happening for example in Italy, Portugal and in the UK. These clusters include primary, lower and upper secondary schools and can have up to several thousands of students. Advantages of this trend are: economies of scale and reduced costs, easier transition from primary to secondary, teaching by stage rather than age. Disadvantages are: closure of local small primary schools, difficulty of managing such large populations of students and teachers, and risks of depersonalised, standardised teaching and learning.

VISION (ASPIRATIONS & AIMS)

- to prepare students for 21st century work with more autonomy and responsibility for their learning whilst allowing schools to respond to budget cuts effectively

ENVIRONMENT

- school (physical as well as online learning platform)
- home (some research done at home)
- school/college resource centres
- libraries (school or local)
- online spaces
- informal learning spaces

PEOPLE & ROLES

- students working as self-directed learners for some of the week
- teachers setting project tasks and supporting students to develop skills to be autonomous
- teaching assistants or librarians (local or school) acting as facilitators

INTERACTIONS (INCL. PEDAGOGIES)

- distance learning
- inquiry learning
- project based learning
- student researchers

ACTIVITIES

- project-based teaching
- cross-curriculum projects
- developing research skills

RESOURCES (INCL. TECHNOLOGIES)

- libraries
- resource centres
- distance learning resources
- video-conferencing
- laptops/tablets/mobile phones
- school learning platforms
- online events