

An Educate Together
second-level school

Enabling your child to achieve their very best



Educate
Together

Blueprint



SECOND-LEVEL CAMPAIGN

- *Taking the Next Step: A Blueprint for an Educate Together Second-level School (2009)*

"It is firmly based on research and on innovative thinking from major Irish and international policy documents and educational research."

Professor Sheelagh Drudy, Chair of Education, UCD



Our Ethos



SECOND-LEVEL CAMPAIGN

- Committed to the values laid down in Educate Together Charter
- Everyone works together in an atmosphere of dignity and respect
- Students follow an ethical curriculum
- Ethos informs all policies and practices



Partnership



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- School Principal provides positive leadership
- Students, teachers, parents/guardians participate in policy planning
- Parents Association, Student Council
- Teachers and students involved in curriculum planning
- Associate student members on school's Board of Management



Curriculum



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- Broad, balanced national curriculum
- Lessons integrate selected subjects
- Active teaching and learning methods
- Mixed ability classes
- Key Skills



Working Groups



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- Ethical Curriculum
- Leadership, Management & Structure
- Campus & Built Environment
- Curriculum, Teaching and Learning



Working Groups



The Ethical Curriculum

- Values research, school ethos
- informing curriculum development
- planning for Learn Together at second-level



Working Groups



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Leadership, Management & Structure
-adapting Articles of Management for
an Educate Together voluntary
secondary school



- research into Principal recruitment
-associate student members on BOM



Working Groups



Campus and Built Environment

- Case Studies, ET schools
- Designing for 21st century learning
- surveying students, teachers, parents



Working Groups



Curriculum, Teaching & Learning

- researching different approaches to curriculum integration
- role of ICT - curriculum planning tool
- piloting integration for students, teachers, parents



Integration



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- Integrated/interdisciplinary
- Crossing subject boundaries
- Often thematic approaches
- Project-based learning
- Flexible student groupings

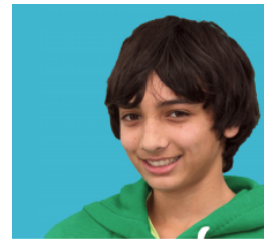


Examples



Piloting integration - Second-level
Easter Camp April 2011

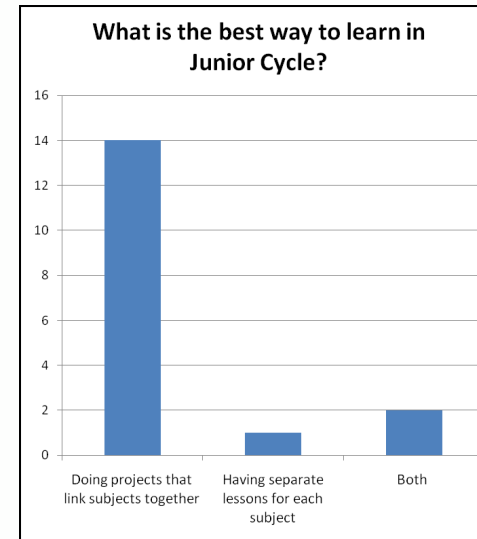
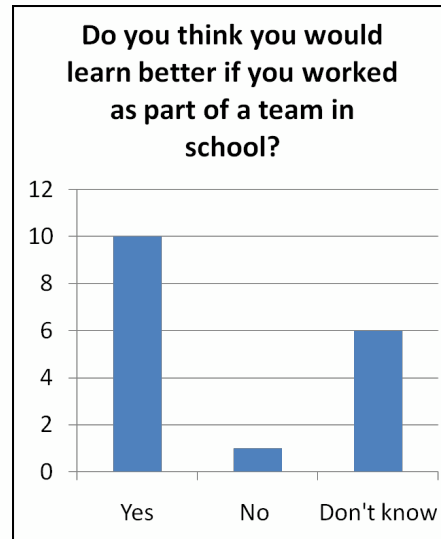
- Joint initiative with Bridge21
- Theme of Survival
- Team-based, technology mediated project
- linked to Junior Cycle subjects



To introduce students to a project-based, technology-mediated integrated curriculum experience

- To develop students' confidence and skills in teamwork, communication, critical and creative thinking and self-reflection.
- To develop students' knowledge and understanding of selected topics/themes drawn from selected Junior Cycle subjects

Participants' perceived impact of the Easter Camp



Exploris School



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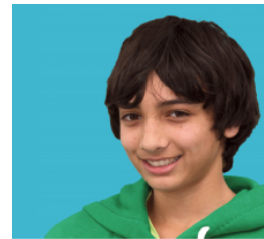
Middle school, US

'An interdisciplinary school'

No textbooks, collaborative teaching

Themes, big questions

Maths, modern languages taught
separately



The New Zealand Curriculum

Directions for Learning

Vision

Young people who will be confident, connected, actively involved, lifelong learners.

Values

Excellence; Innovation, inquiry, and curiosity; Diversity; Equity; Community and participation; Ecological sustainability; Integrity; Respect.

Key Competencies

Thinking; Using language, symbols, and texts; Managing self; Relating to others; Participating and contributing.

Learning Areas

English; The arts; Health and physical education; Learning languages; Mathematics and statistics; Science; Social sciences; Technology; Official languages

Achievement Objectives

Principles

High expectations, Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community engagement, Coherence, Future focus

Guidance

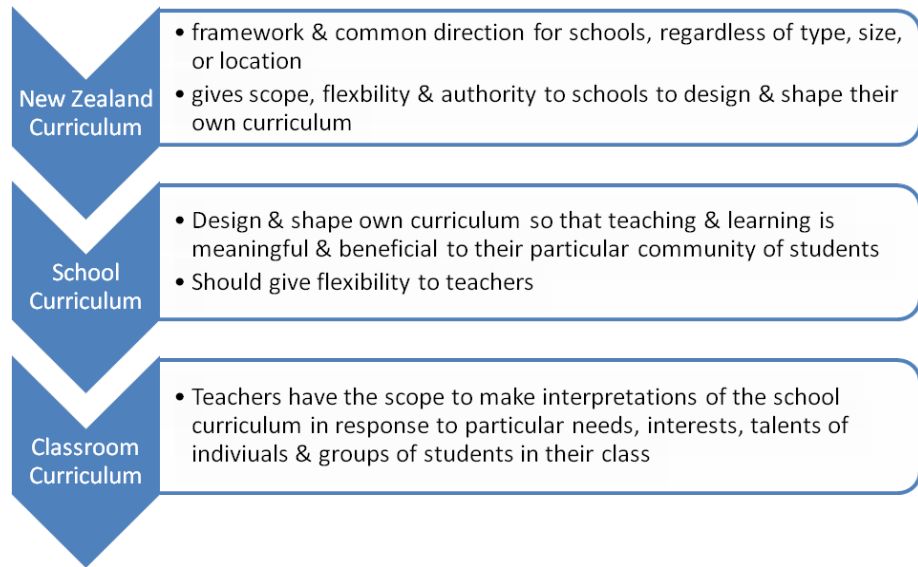
Purpose and Scope

Effective Pedagogy

The School Curriculum: Design and Review

The School Curriculum

The NZ Curriculum in Practice



Ormiston Senior College, Auckland, New Zealand

Innovative educational facilities:

- Learning Commons
- Presentation Rooms
- Quiet spaces
- Learning Pods
- Specialist Rooms
- Flexible furniture

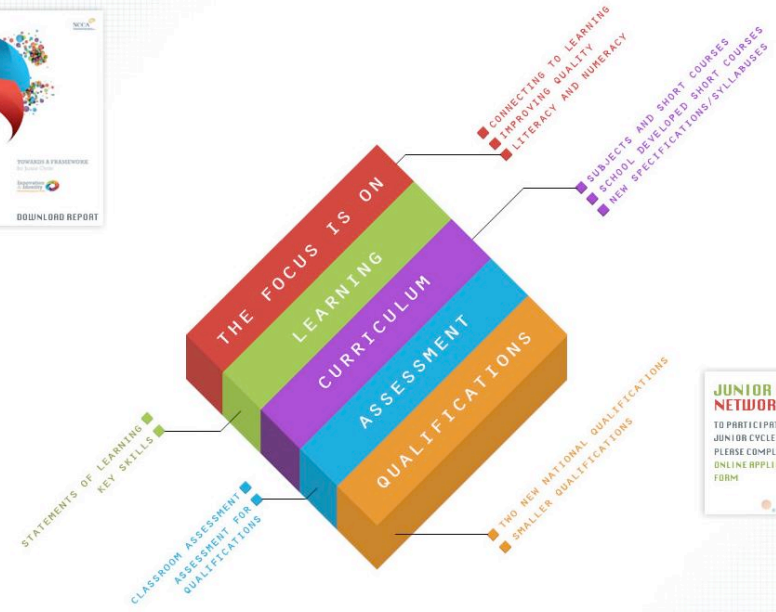
21st century approach to
teaching & learning:

- 4 x 90min class periods
- 1 i-time period every day (for independent learning)
- Thematic approach to curriculum (1 theme per term)
- Learning Advisors









NCCA Key Skills for JC

Managing myself	Staying well	Communicating
Knowing myself Making personal decisions Setting and achieving personal goals Being flexible and being assertive Learning how to direct my own learning Using ICT to manage myself	Being healthy, physical and active Being social and safe Being spiritual Being confident Being positive about learning Using ICT safely and ethically	Listening and expressing myself Using language Using number Discussing and debating Communicating my learning Using ICT to confidently communicate
Being creative	Working with others	Managing information and thinking
Imagining Exploring options and alternatives Implementing ideas and taking action Changing and taking risks Learning creatively Being creative through ICT	Relating effectively and resolving conflict Co-operating Respecting difference Contributing Learning with others Using ICT to work with others	Being curious Gathering, recording, organising, and evaluating information Using information to solve problems and create new ideas Thinking creatively and critically Reflecting on and evaluating my learning Using ICT to access, manage and share knowledge

Bridge21: JC reform network



8 2nd level schools

Research programme

Focus of 2011-12 :

1. Examples of innovative teaching & 21C learning:

- Key skills embedded into subjects
- Use of technology to enhance learning
- Collaborative approaches to learning
- PBL approach to learning

2. Examples of assessment of key skills:

- *What* is assessed?
- *How* is it assessed?
- *Who* assesses?
- Learning outcomes



Key Messages



SECOND-LEVEL CAMPAIGN

- Inspirational second-level school
- Innovative approaches to teaching the curriculum
- Inclusive ethos based on values of equality and respect
- Student voice
- Parents as partners

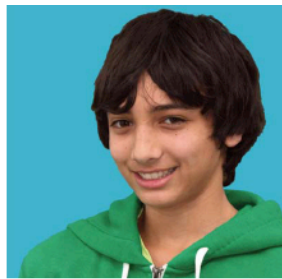


Next Steps



- Easter Camp 2012 for students
- Working Groups ongoing projects/ research
- Planning for integration - a summer programme for teachers?





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