

Disengaged or Disempowered (an invitation to a conversation)

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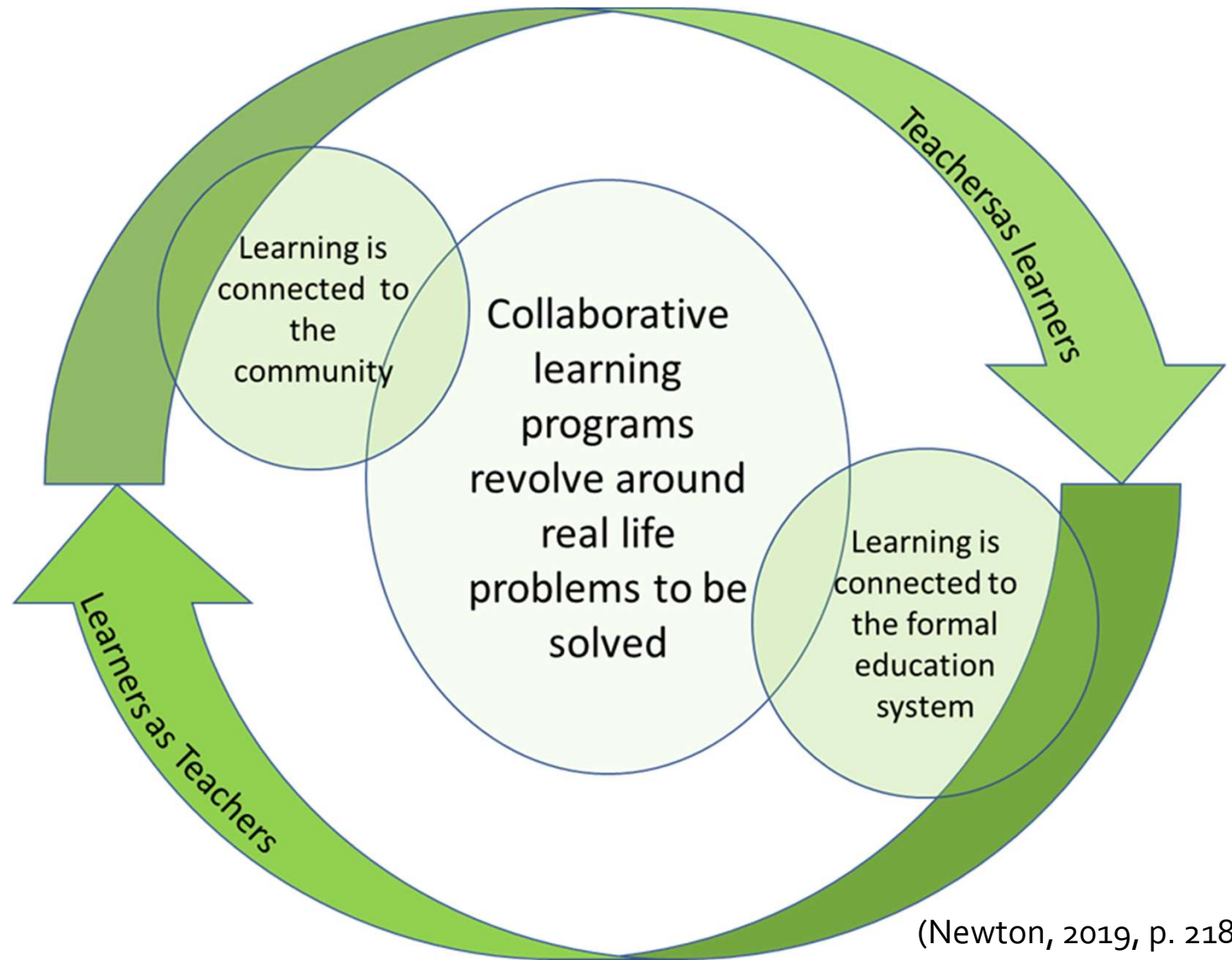
South East Region

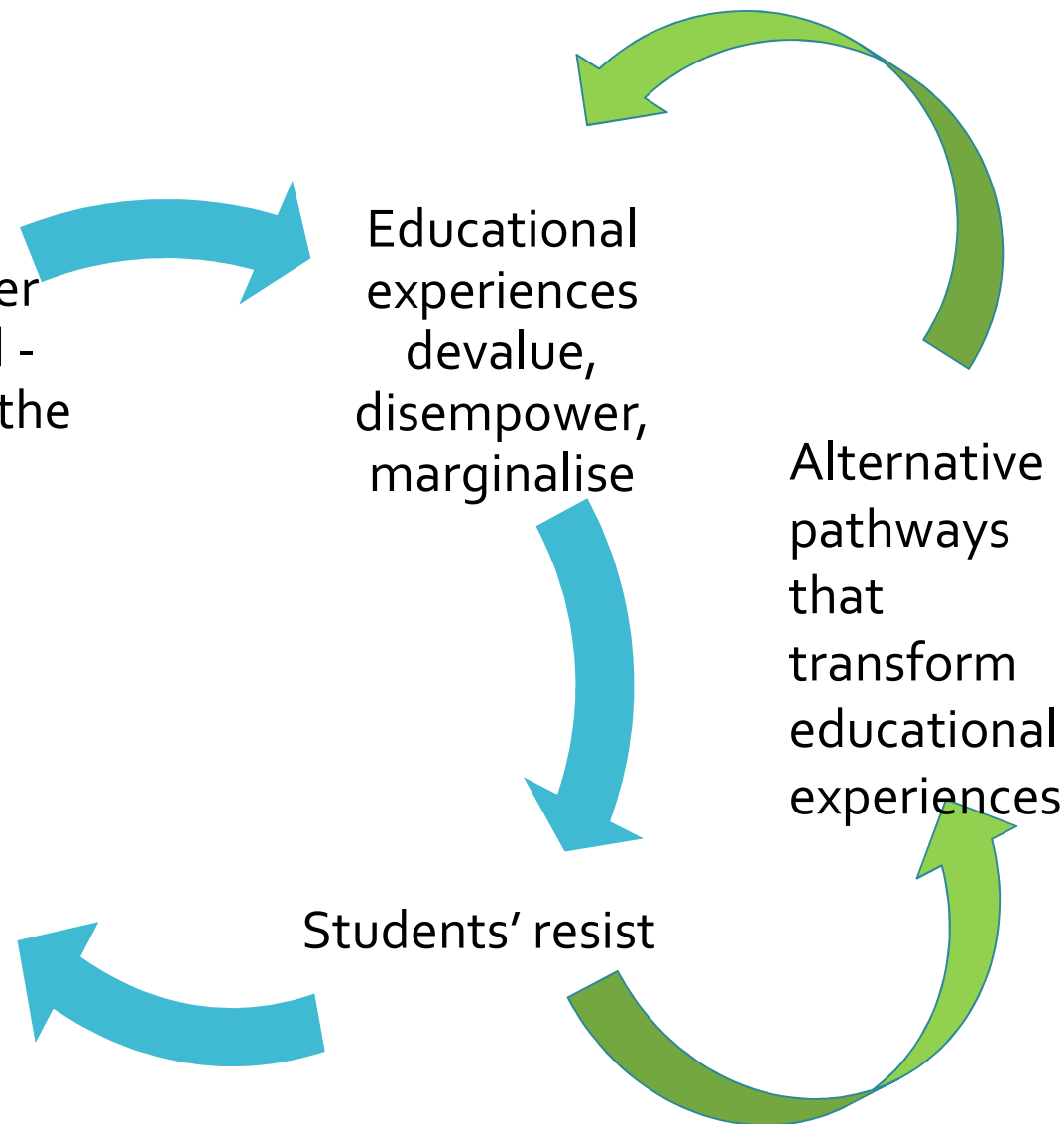
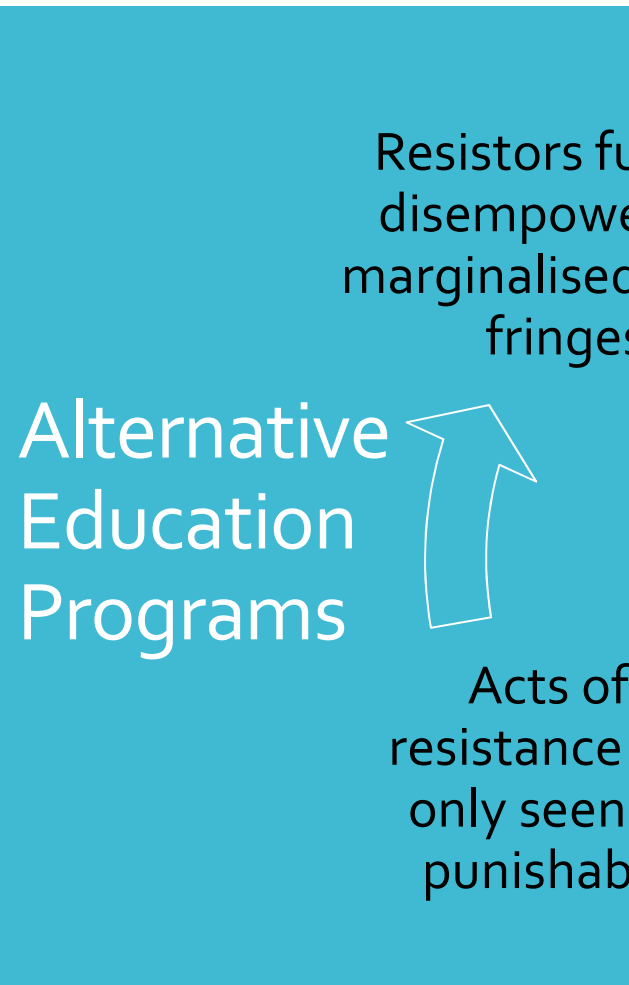
Queensland Department of Education

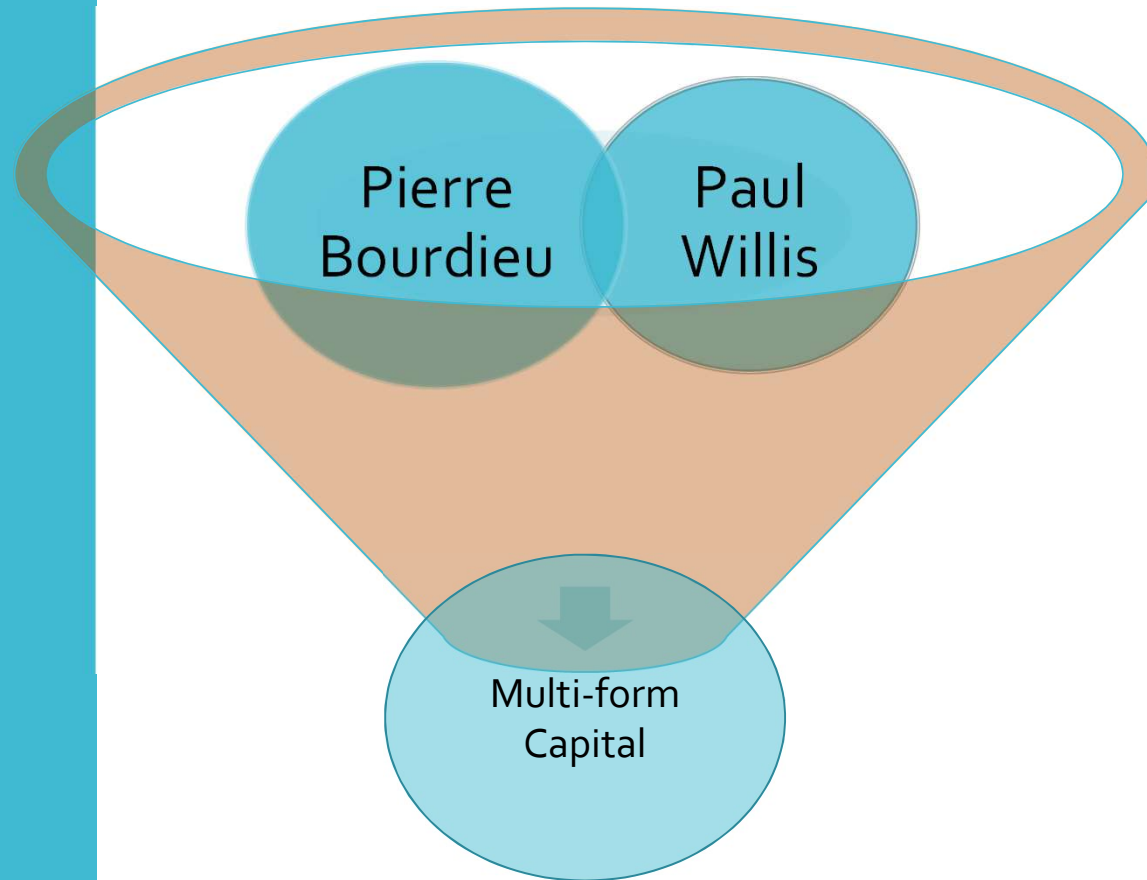
Overview of presentation

- Socially-just pedagogical model
- The research underpinning the model
- Justice Capital
- Implementation of the model

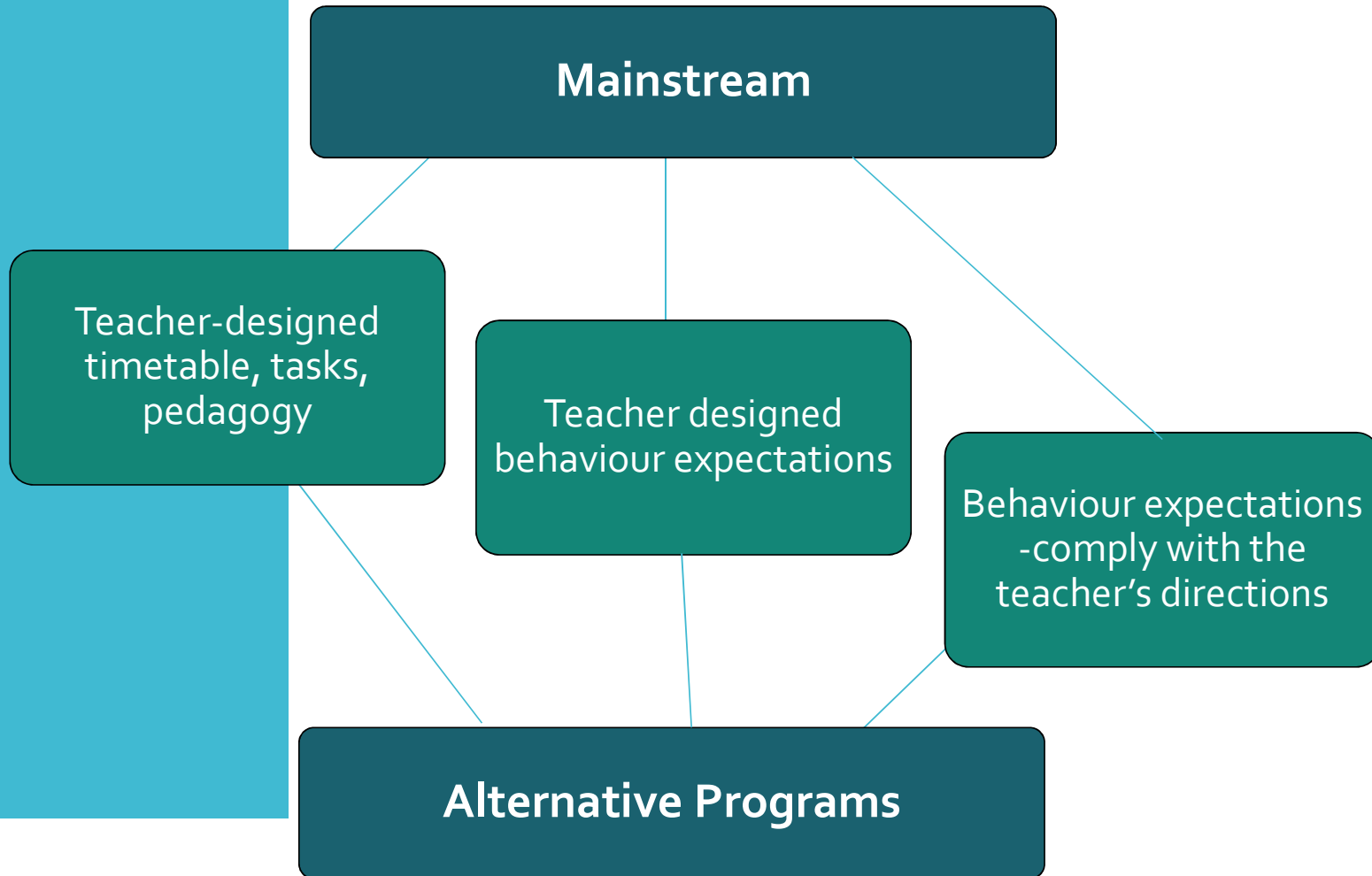
Socially-just pedagogy







Key finding - Significant similarities



Key finding –opposing capital

Recognised social capital -
Pedagogy

I word it in a way that they think they've got a choice but they don't really"

Teachers force you to do stuff that you don't want to do.

He (a student) is doing what I'm asking him to do, so he doesn't get in trouble but he is not doing what he should be doing.

Why do teachers ask questions when they already know the answer

Unrecognised social capital –
Justice capital

Pedagogy – the field-recognised social capital

- **A set of formalised, structured and consistent strategies**
- **Prescribed relationships – top down**
- **Influence restricted to the here and now participants**

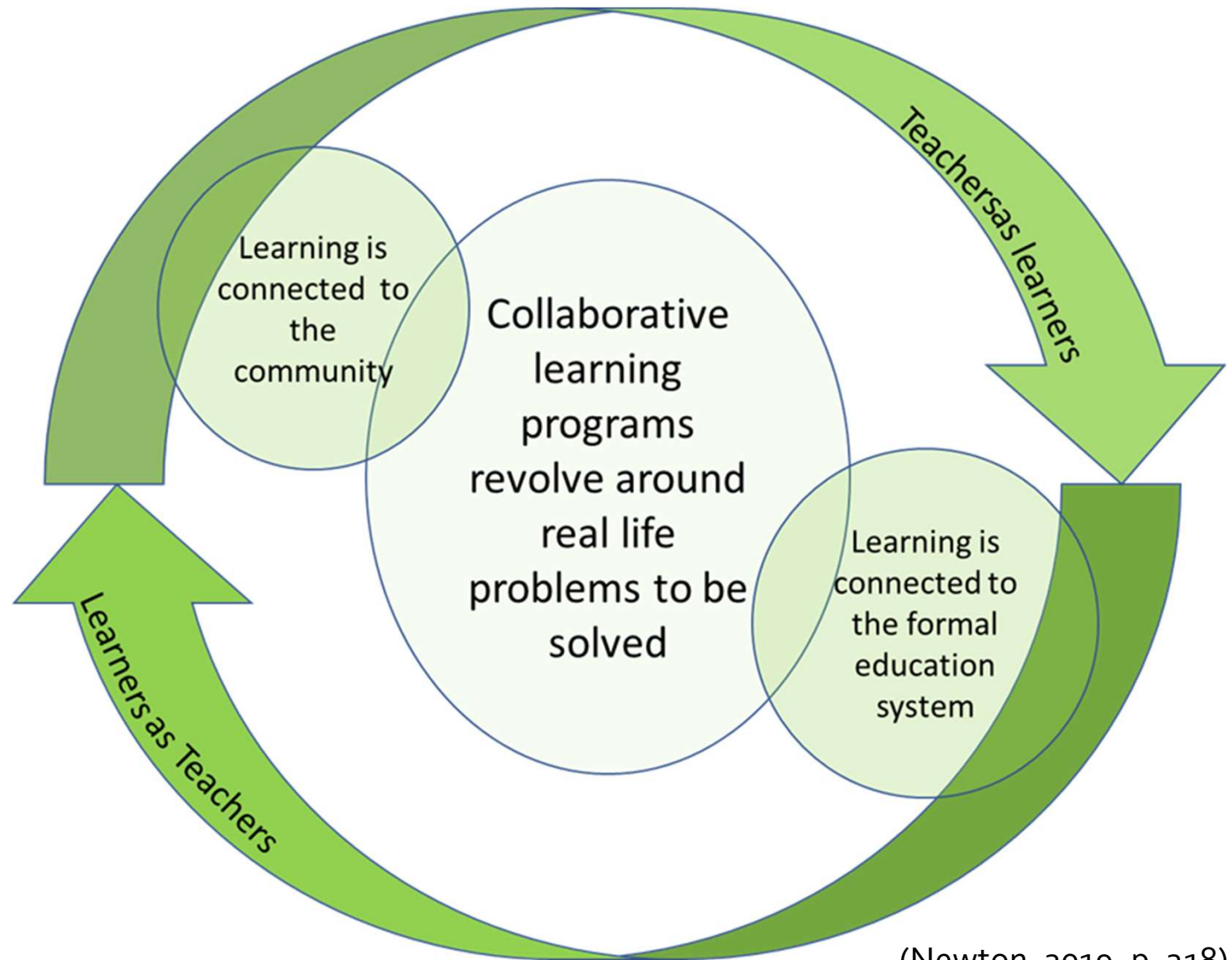
Justice capital – the field-unrecognised social capital

- **Loose, unstructured and fluid set of strategies**
- **Dynamic relationships – adaptive to who is present**
- **Can be influenced by relationships not just presence**

Justice capital

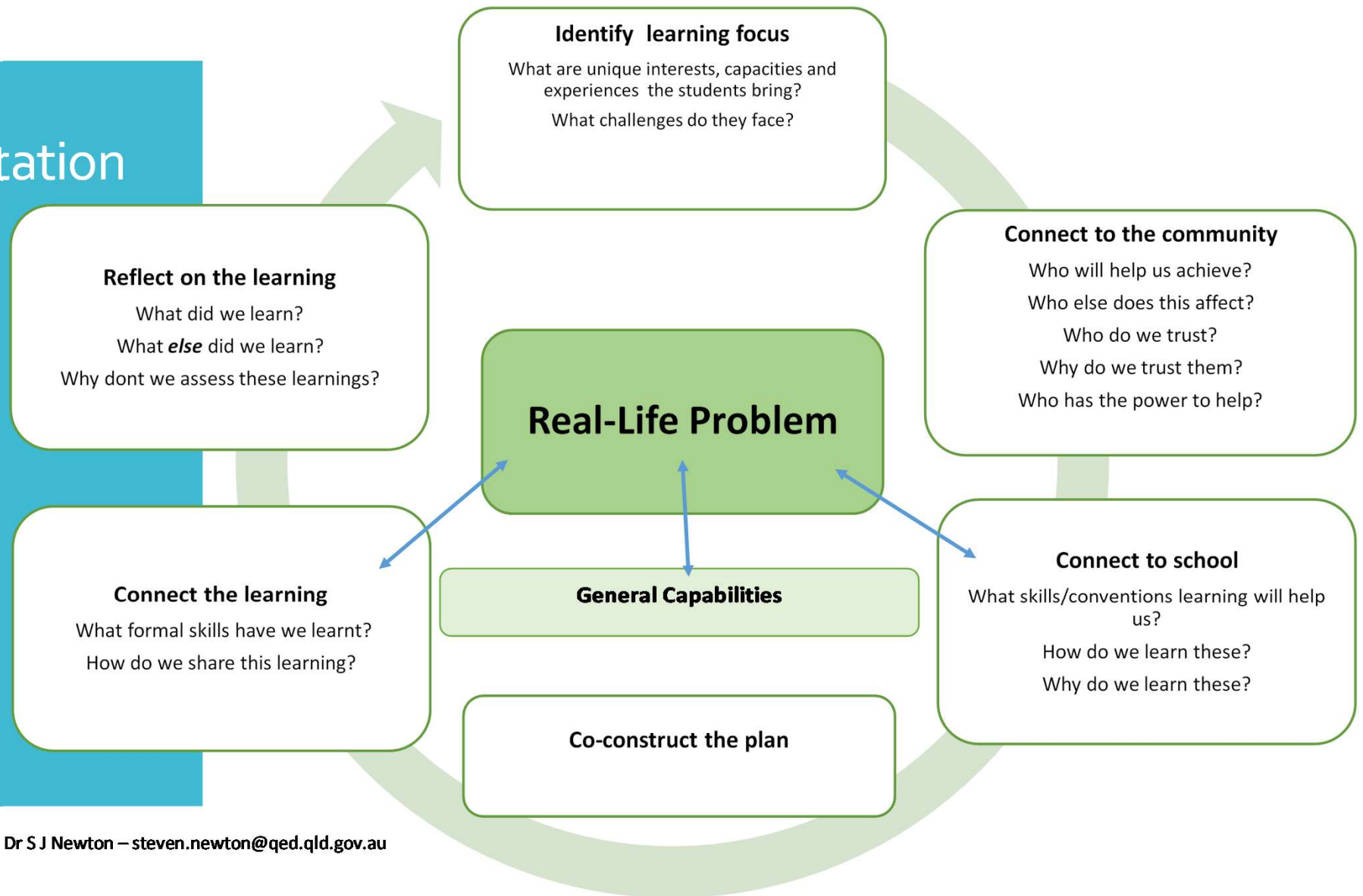
- 'a challenge to the existing education system'
- 'emphasis on social value'
- students attempt, individually and collectively, to resist the de-valuation of their capital
- is about being recognised for who they are and having such an identity confirmed, or 'accepted' by one's peers, family and teachers.

Socially-just pedagogy



(Newton, 2019, p. 218)

Implementation



Shared Implementation

Recognising the
'learners' through a
lens of
empowerment

- Muck in
 - Sharing the decision making
 - Sharing in the learning
-
- Negotiated timetables
 - Ongoing

Implementation

Identify the learning focus

- What are unique interests, capacities and experiences the students bring?
 - Focus groups/surveys
 - Goals/aspirations
 - Conversations
-
- A real-life problem - why is there is no free (or subsidised) public transport available for students to use to access AEPs?

Implementation

Identify the learning focus

acara AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY		Critical and Creative Thinking learning continuum					
Sub-element	Pose questions	Level 1 Typically, by the end of Year 2, students:	Level 2 Typically, by the end of Year 4, students:	Level 3 Typically, by the end of Year 6, students:	Level 4 Typically, by the end of Year 8, students:	Level 5 Typically, by the end of Year 10, students:	Level 6 Typically, by the end of Year 12, students:
Identify and clarify information or ideas		identify, explore and organise information and ideas	pose questions to clarify and interpret information and probe for causes and consequences	pose questions to clarify assumptions and investigate complex issues	pose questions to critically analyse complex issues and abstract ideas		
Organise and process information							
Imagise and communicate							
Collaborate							
Self-awareness element							
Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Recognise emotions	recognise and identify their own emotions	identify a range of emotions and describe situations that may evoke these emotions	compare their emotional responses with those of their peers	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
Recognise personal qualities and achievements	express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Understand themselves as learners	select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Develop reflective practice	recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

Implementation

Connecting to
community

- Navigating a fluid 'constellation' of social networks
- Critical pedagogy - power - trust

Implementation

Connecting to school

- What skills/conventions learning will help us?
- How do we learning these?
- Why do we learn these?
- Critical pedagogy - power

What General Capabilities?

What literacy?

Literacy learning continuum

Learning continuum

Sub-element	Level 1a Students:	Level 1b Students:	Level 1c Students:	Level 1d Students:		
Comprehending texts through listening, reading and viewing element						
Comprehend texts	use behaviours that are not intentionally directed at another person to: <ul style="list-style-type: none"> attend to, respond to or show interest in familiar people, texts, events and activities 	use informal behaviours that show consistent anticipation of events in regular routines to: <ul style="list-style-type: none"> attend consistently to familiar texts respond consistently to social interactions with familiar people demonstrate anticipation of predictable events respond to questions respond to requests 	use conventional behaviours and/or concrete symbols consistently in an increasing range of environments and with familiar and unfamiliar people to: <ul style="list-style-type: none"> respond to a sequence of gestures, objects, photographs and/or pictographs, for example follow a visual schedule to complete a task respond to texts with familiar structures, for example by responding to a question respond to requests 	use conventional behaviours and/or abstract symbols consistently in different contexts and with different people to: <ul style="list-style-type: none"> work out the meaning of texts with familiar structures, such as illustrated books, printed words, Braille texts and pictographs, using knowledge of context and vocabulary respond to questions, sequence events and identify information from texts with familiar structures use information in texts to explore a topic 		
Sub-element	Level 1e Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Navigate, read and view learning area texts	navigate, read and view simple texts with familiar vocabulary and supportive illustrations	navigate, read and view texts with illustrations and simple graphics	navigate, read and view different types of texts with illustrations and more detailed graphics	navigate, read and view subject-specific texts with some challenging features and a range of graphic representations	navigate, read and view a variety of challenging subject-specific texts with a wide range of graphic representations	navigate, read and view a wide range of more demanding subject-specific texts with an extensive range of graphic representations
Listen and respond to learning area texts	listen and respond to brief questions and one and two step instructions, listen for information in simple spoken texts and respond to audio texts and texts read aloud	listen to two or more step instructions for undertaking learning tasks, listen for information about topics being learned in spoken and audio texts and respond to texts read aloud	listen to spoken instructions with some detail for undertaking learning area tasks, listen to identify key information in spoken and multi-modal texts and respond to texts read aloud	listen to detailed spoken instructions for undertaking learning tasks, listen to spoken and audio texts, and respond to and interpret information and opinions presented	listen to extended spoken and audio texts, respond to and interpret stated and implied meanings, and evaluate information and ideas	listen to a range of extended spoken and audio texts and respond to, interpret and evaluate ideas, information and opinions
Interpret and analyse learning area texts	interpret simple texts using comprehension strategies	interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies	interpret literal information and make inferences to expand topic knowledge using comprehension strategies	interpret and analyse information and ideas, comparing texts on similar topics or themes using comprehension strategies	interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies	interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies

Sub-element	Level 1e Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Grammar knowledge element						
Use knowledge of sentence structures	use simple sentences to record ideas and events with emerging knowledge of word order	use simple and compound sentences to record observations, and make connections between ideas	use simple, compound and complex sentence structures to describe, explain, report and make connections between ideas and events	use simple, compound and complex sentence structures to record, explain, question, describe and elaborate ideas and events	control a range of simple, compound and complex sentence structures to record, explain, question, argue, describe and link ideas, evidence and conclusions	control a range of simple, compound and complex sentence structures to convey complex ideas, build and support arguments, and change emphasis
Use knowledge of words and word groups	recognise that texts are made up of words and groups of words that make meaning	recognise and use nouns that represent people, places, things and ideas in the learning area and expand nouns to achieve greater precision	recognise and use adverbs and prepositional phrases that provide detailed descriptions in the learning areas	expand and sharpen ideas through careful choice of verbs and phrases and elaborated tenses	recognise and use aspects of language to suggest possibility, probability, obligation and conditionality	develop higher order concepts in academic texts through language features that compact and generalise ideas
Visual knowledge element						
Understand how visual elements create meaning	recognise the different meanings of words and images in imaginative and informative texts	describe how images add to, contradict or multiply the meanings of words in a text, and compare images with the accompanying print text	identify the effects of choices in the construction of images, including framing and composition	explain how analytical images such as figures, diagrams, tables, maps and graphs contribute to understanding of factual information in texts	analyse the effects of different visual elements upon the reader/viewer, and how visual texts such as advertisements and informative texts draw on and allude to other texts to enhance meaning	evaluate the impact of different visual choices in the composition of images, including symbolic images and movement of camera or light, to achieve different nuances

Implementation

Co-construct the plan

- Find, read/view at least 3 different sources of information relating to public transport(content)
- Find, read/view at least 3 different sources of information relating to persuasive arguments (process)
- Discuss how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships
- Draft 2 pieces of persuasive communication (verbal, nonverbal, digital)
 - **giving reasons to support your thinking, and address opposing viewpoints**
 - **communicating an intentional and consistent message across different contexts to different people**

Implementation

Connecting the learning

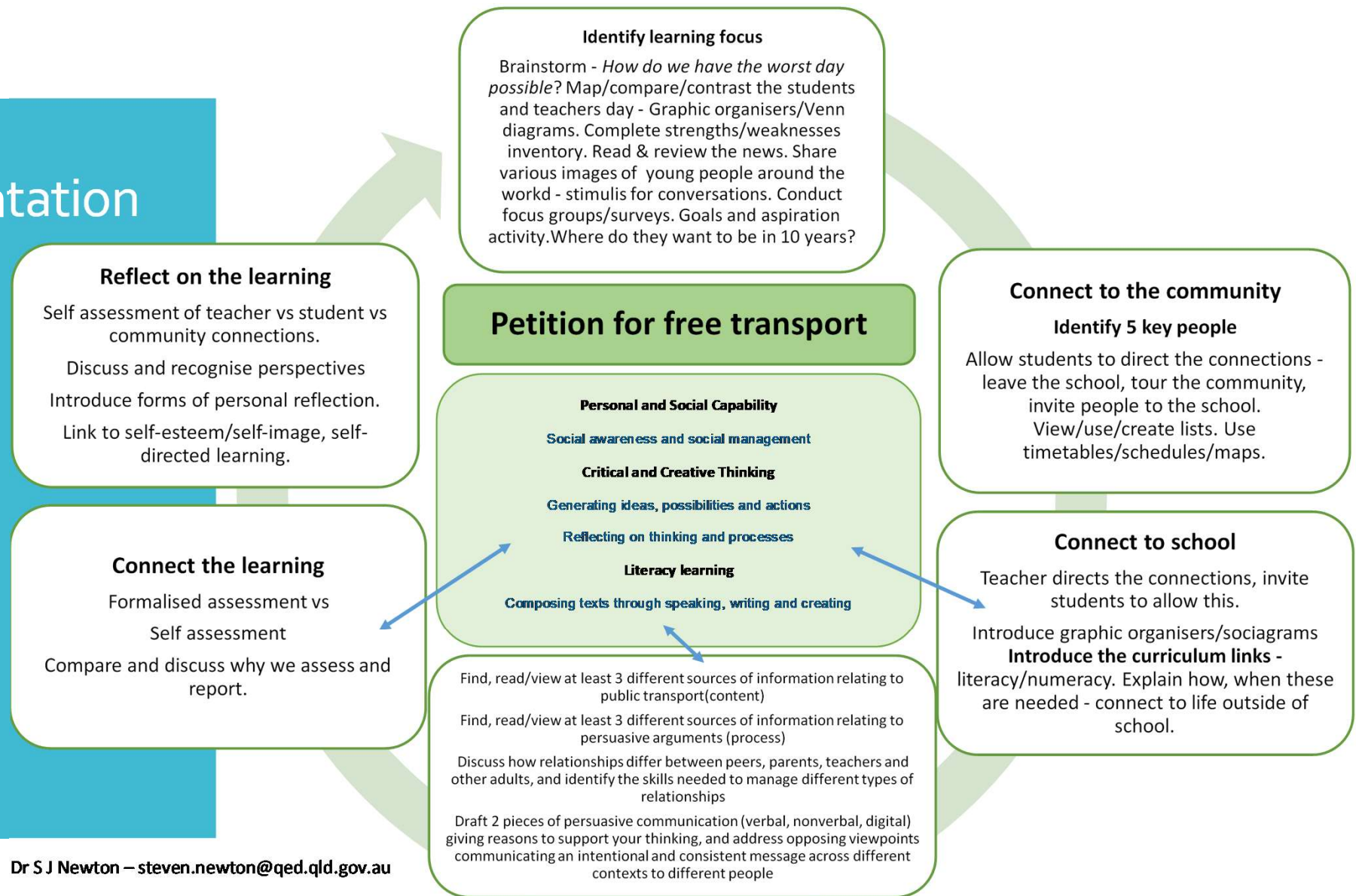
- Connecting to the formal education system.
- What formal skills have we learnt?
- How do we share this learning?
- Forms of assessment?

Implementation

Reflecting on the
learning

- What did we learn?
- What *else* did we learn?
- Why don't we assess these learnings?

Implementation



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- **Increase the flow of capital and change the student's relationship with education**

Thank you

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Reference:

Newton, S. J. (2019). Resisting education: A capital idea (Doctoral dissertation, Queensland University of Technology).