



Education For All

Unpacking perceptions of social and economic educational influences:
Creating meaningful educational learning expectations for all students through the use of the areas of interaction.



Developed by Sean Rankin





Session Objectives

- Students 'want' to learn influenced by their world
- Real world context for learning is provided by the Areas of Interaction
- Areas of Interaction connect the classroom to the students' world





Session Questions

- What is a student's real world?
- How can I connect to it?



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wijungaldhur toran*



What is in our classrooms

- Social
- Economics
- Status
- Culture
- Family
- Tradition
- Advantage
- Disadvantage
- Self-esteem
- Literacy
- Gifted and talented
- Specific learning difficulties
- Communication disorders
- Emotion
- Behaviour
- Mental health
- Disabilities

(From principles into practice pg. 100)





Approaches to Learning

- Students bring a whole cluster of personal and experiential variables to any learning context

(O'Regan. pg.3)

- For example
 - Socio-economic status labels
 - Social status labels



Within the Classroom

Students' World

Ideologies of Educators

- Perceptions of achievable levels
- Student ability
- Success in relation to content

Educational System

- Curriculum
- Methodology
- Content
- Delivery



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Learning Approaches

Learning Approaches			
Approach	DEEP	SURFACE	STRATEGIC
Motivation	Make sense of the material (part - whole); relate it to life experience	Overcome feelings of anxiety, desire to avoid failure	Desire to achieve high grades
Strategies	Active learning approaches to gain underlying meaning	Cram and memorise with little real understanding	Combination of approaches that will best meet the requirements of the assessment tasks



Marton and Saljo pg. 6



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Learning Approaches

Through the Areas of Interaction the IB Middle Years Programme promotes a deep approach to learning.

Students taking a **deep approach**:

- Have a desire to make sense of the material and relate it to their real life experience
- Are actively involved in the learning process
- Seek to gain some underlying meaning.



(O'Regan, pg.3)

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Areas of Interaction

- Context through which the curriculum interacts with the real world
- Encourages students to become increasingly aware of the connections between their learning and the real world

(From principles into practice pg. 14)





Area of Interaction Commonality

- Allow for the diversity of student needs interests and motivations
- Common organizing strategy
- Can lead to very different learning expectations

(From principles into practice pg. 20)



Student Learning Expectations

- Separate from subject objectives
- Available for all areas of interaction
- Promote student inquiry

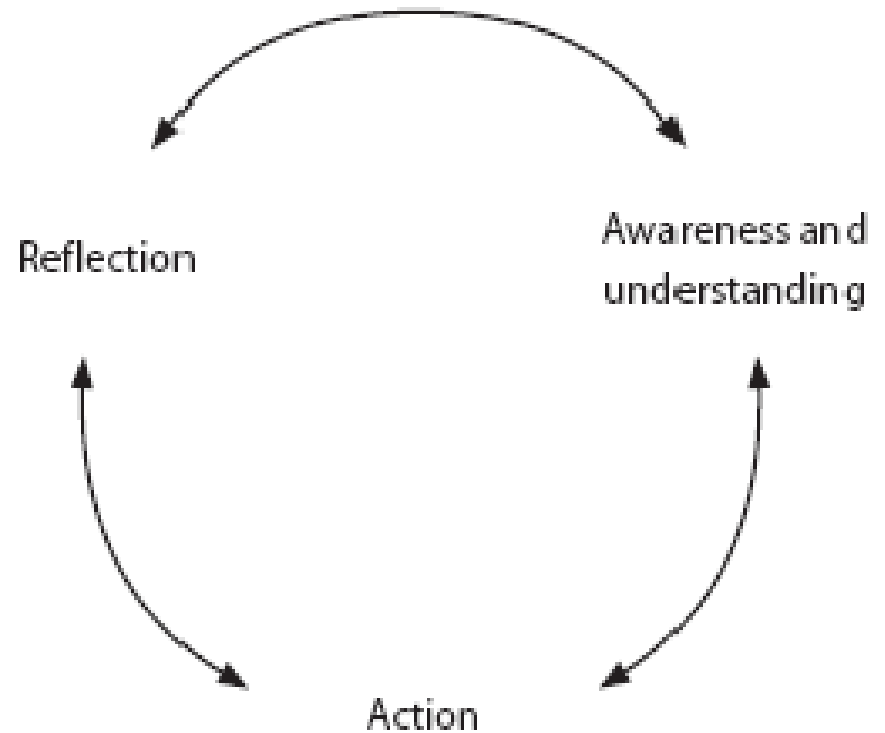


Figure 4 The inquiry cycle
(From *principles into practice* pg. 21)



Human Ingenuity

Student learning expectations:

- Awareness and understanding
 - 5 expectations
- Reflection
 - 4 expectations
- Taking action to
 - 2 expectations





Remember...

You do not need to put **all** of these expectations in every task or unit of work





Instead

- Be aware that all content can be set in a variety of contexts
- The choice of context is up to you
- It is the context that provides the real world links



Human Ingenuity Playing a Central Role

In order for the Human Ingenuity student learning expectations to benefit teachers and students:

- Each expectation needs to be unpacked
- An age appropriate learning expectation scope and sequence is produced
- Learning expectations adapted to the school context



Human Ingenuity Student Learning Scope and Sequence

[International School Nadi AOI Scope and Sequence.xls](#)

[Peninsula AOI Scope and Sequence.xls](#)

[Murraylands HI Scope and Sequence.doc](#)

[Beacon School AOI Scope and Sequence.pdf](#)

Scope and Sequence examples available from:

➤ Online Curriculum Centre

➤ Areas of Interaction

➤ Resources Page



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Teachers and Students

Teachers:

- Ensure each unit has an Area of Interaction student learning expectation contained within it.
- Weave these expectations into everyday classroom practice.

Students:

- Reflect on their position in regards to the relevant expectation.





Human Ingenuity Example

If Everyone Cared





Human Ingenuity Example

This example uses a “reflection on” student learning expectation:

- Reflection on the impact of innovation and creation on individuals, communities, societies and the world.



Human Ingenuity Example

Year 1	Year 2	Year 3	Year 4	Year 5
Through teacher consultation the student can reflect on the impact of innovation and creation on individuals, communities, societies and the world.	With guidance the student identifies and can reflect on the impact of innovation and creation on individuals, communities, societies and the world.		The student identifies and with guidance can reflect on the impact of innovation and creation on individuals, communities, societies and the world from both positive and negative perspectives.	The student can self-initiate reflection on the impact of innovation and creation on individuals, communities, societies and the world from both positive and negative perspectives.





Human Ingenuity Example

Introductory Task:

New innovations and creations whether they be laws, consumer items, environmental aid, etc have all been brought about for specific reasons. After viewing this video try to identify and reflect on the impact of human innovation and creation within each example.

Think about: What are the consequences of creating?

The original positives.

The original negatives.

The end result.





Human Ingenuity Example



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w'junggaldhar toran*



Human Ingenuity Example

**“NEVER DOUBT THAT A SMALL GROUP
OF COMMITTED PEOPLE CAN**

CHANGE THE WORLD.

**INDEED, IT IS THE ONLY THING
THAT EVER HAS.”**

- MARGARET MEAD





Human Ingenuity Example

This introductory task paves the way for the rest of the unit which could take the form of:

- From the real life events present within the film clip or an event of your choice develop a detailed account of how the innovative forces impacted on individuals, communities, societies or the world from a particular point of view.





Human Ingenuity Example

Once the task/unit has been completed

Students:

Reflect on their position on the relevant student learning expectation.

- Will highlight real world connection





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Questions





References

International Baccalaureate Organization. (2008) MYP: From principles into practice.

Marton, F. & Saljo, R. (1976) On qualitative differences in learning. 1 - outcomes and processes. *British Journal of Educational Psychology*, 46, pp.4-11.

O'Regan, K. (2007) How Students Learn. The University of Adelaide

