hello everybody here
warm greetings to everyone
to God greetings
to mother earth greetings
to the school greetings
farewell the dead
welcome the living
greetings to all

Tēnā koutou, tēnā koutou, tēnā koutou katoa
Nga mihi nui ki a koutou katoa
Ki te atua - tēnā koe
Ki a papatuanuku – tēnā koe
Ki te kura – tēnā koe
Ki te hunga mate
Ki te hunga ora
Tēnā koutou katoa
Professional Development
health and safety workshop
maths assessment training

Professional Learning
led by staff, personal goal setting
stuff we choose to do on a personal level
it may happen on a Saturday, or Wednesday
or in the holidays in Boston

PD stuff thats done to you
PL stuff that you do
ped·a·go·gy
ˈpedəˌgäjē/
noun
noun: pedagogy; plural noun: pedagogies
the method and practice of teaching, especially as an academic subject or theoretical concept
an·dra·go·gy
ˈandrəˌɡäjēˌ-ɡägē/
noun
noun: andragogy; plural noun: andragogies
1. the method and practice of teaching adult learners; adult education.
1 limited experience  
2 learning is compulsory  
3 learning limited to academics  
4 most learning has deferred application  
5 more likely to expect success  
6 less likely to have set attitudes or behaviours  
7 more accustomed to taking tests  
8 more adaptable  
9 limited vocabulary which is increasing

1 broader base of experience  
2 learning is voluntary or self motivated  
3 learning is often motivated by life responsibilities and changes  
4 need for immediate application  
5 may have a negative self concept  
6 established attitudes and behaviours  
7 resistant to tests  
8 often fixed mind and less open to change  
9 extensive spoken language which can be influential
Super 14
andragogy is paramount
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let me own the issue, let me research
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i want to own the process
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i want to own the process
give me access to a mentor/expert on the side, not above me
Super 14

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give me access to a mentor/expert on the side, not above me
non threatening
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meet my individual learning style - BGRY
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time is provided and honoured
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control over the learning process - dont tell me how
time is provided and honoured
an opportunity to practice and apply
when there is a focus on relevant problems
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when there is feedback to assess progress
i want to fail or make a mistake without judgement
let me collaborate with others and ask, who I want
Understanding Mental Complexity

**Instructional Mind** - Tell me what you want me to do. Give me a step by step guide. I will follow the rules - 5% at this stage 8% between this stage and the next
Understanding Mental Complexity

**Instructional Mind** - Tell me what you want me to do. Give me a step by step guide. I will follow the rules - 5% at this stage 8% between this stage and the next.

**Socialized Mind** – How do I get on the bus? What is everyone else doing? OK...I’ll do that. - 14% at this stage 32% between this stage and the next.
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**Self-Authoring Mind** – I know how to get on the bus and I want to be in the driver’s seat? It’s my map, and I’m going to get us there. I’m tied to my frame of reference but appreciate my way may not necessarily be the best. I’ll leave enough scope to be influenced. 34% at this stage 6% between this stage and the next
Understanding Mental Complexity

**Instructional Mind** - Tell me what you want me to do. Give me a step by step guide. I will follow the rules

**Socialized Mind** – How do I get on the bus? What is everyone else doing? OK...I’ll do that.

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**Self-Transforming Mind** – I’m happy to be convinced it’s not a bus I need but a bicycle and that being the case I need to work out how I came to such a bad choice – what were my beliefs and assumptions that made me go there in the first place? I need someone to provoke my thinking so I can work that out. <1%
Understanding Mental Complexity

Results from two large-scale studies of the distribution of levels of mental complexity among adults.

- Study A: 342 participants (5% at Stage 3 Socialized mind, 8% at Stage 4 Self-authoring mind, 14% at Stage 5 Self-transforming mind).
- Study B: 497 participants (1% at Stage 3 Socialized mind, 6% at Stage 4 Self-authoring mind, 7% at Stage 5 Self-transforming mind).

Stage 5: Self-transforming mind
Understanding Mental Complexity

Sir Ken Robinson's Model for creative capacity

- Complexity
  - Self-transforming Mind
  - Socialized Mind
  - Self-Authoring Mind
  - Self-transforming Mind

- Time
  - Baby-Child before school
  - Child-Young Adult During School
  - Young Adult - Entry Level Worker - Entry Level Management/Leader - Even Unimaginative/Anxious Upper Level Management
  - Metacognitive Leadership
embrace andragogy
open opportunities for them to lead - always
lead from the side
find the right time
Mondays
Tuesdays
Wednesdays
Holidays
lead with values and vision
PLG about how can we use school wide tracking to promote deep learning (as an outcome for all learners at OJC)? LM, TG, NP

PLG about OJC induction - How do we provide clarity and manage expectations of what it means to be a part of OJC? (Simply for the Lehman off the street/ new member). (FSP, BT, RN)

How might we develop a robust regular student voice (and stakeholder) culture in order to enhance learner agency? (VM, SS, KLA)

How might we develop meaningful learning through literacy other than print (SH, CG, JU)
<table>
<thead>
<tr>
<th></th>
<th>Pedagogy</th>
<th>Andragogy</th>
<th>Heutagogy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dependence</td>
<td>Learner is dependent</td>
<td>Adults are independent</td>
<td>Learners are interdependent</td>
</tr>
<tr>
<td>Learning Resources</td>
<td>Teacher-driven and controlled</td>
<td>Adult and Teacher controlled</td>
<td>Teacher and learner provided. Learner negotiates path</td>
</tr>
<tr>
<td>Learning Reasons</td>
<td>Gaining next level</td>
<td>Drive to increase performance</td>
<td>Learning potential, unplanned, non-linear</td>
</tr>
<tr>
<td>Learning Focus</td>
<td>Subject-centred, prescribed</td>
<td>Task- or problem-centred</td>
<td>Proactive and problem-oriented</td>
</tr>
<tr>
<td>Motivation</td>
<td>External motivation</td>
<td>Internal motivation</td>
<td>Self-efficacy driven</td>
</tr>
<tr>
<td>Teaching Role</td>
<td>Process-designer, imposer, knowledge-holder &amp; director</td>
<td>Enabler, collaborator</td>
<td>Capability-builder</td>
</tr>
</tbody>
</table>
Today this board is a grateful board. Please Share. If you can't embrace the board, don't spoil it with stink comments.

I'm grateful for:

- Food
- All the teachers at OJC
- Food & Wifi
- OJC Leadership Team
- My Family
- Freedom
- Sleeping
- Best friends & family
- My friends
- Food

I'm grateful for:

- Angeline
- Parents
- Everything
- My friends
- Freedom
- Food
- Wifi
- All support staff
- Appreciate all your hard work & effort
- Staff
- Coaches & Interpreter
- My life dreams
- Food

I'm grateful for:

- Cookies
- Whiteboard
- All support staff
- Appreciate all your hard work & effort
- Staff
- Coaches & Interpreter
- My life dreams
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@sumich sumich@mac.com @ojcollege
Ormiston Junior College