

Talking heads

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The intent of this workshop is to further construct our ideas about the essence by considering views from curriculum experts, some of whom were involved in shaping the Australian Curriculum. In these video clips the experts outline what they see as important in each of the learning areas of the Australian Curriculum when designing learning.

Participants will discuss how the expert opinions connect with their own thoughts.

Creating conditions where participants feel safe and supported to question and challenge is important in leading this learning. As a leader of learning, be mindful of the role that emotions play when there is uncertainty in learning.

Workshop agenda

| Description | Time |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1 Before we begin - commitment to action from workshop 3 <ul style="list-style-type: none"> Form a group of 3. Share the new strategy you have tried that enacts the essence of a learning area in your classroom. Choose one person to record and one to time keep. Share your thoughts back to the group. | 5 minutes |
| 2 Introduction <p>In this workshop we hear from the experts, some of whom were involved in contributing to the development of the Australian Curriculum shaping papers. We discuss their points of view and analyse how this fits with our previous thinking.</p> | 2 minutes |
| 3 Engagement process <p>English – Professor Barbara Comber (Queensland University of Technology) history – Associate Professor Tony Taylor (Monash University) mathematics – Professor Peter Sullivan (Monash University) science – Professor Denis Goodrum (Australian Academy of Science)</p> | 5 minutes |
| 4 Learning process <p>a Watch the video clips.</p> <p>b Personal reflection: while watching the clips reflect on key points. Record these reflections on <i>Worksheet 2.4 – Talking heads</i>.</p> <p>c Group discussion: together discuss key points from the video clips and add these responses on <i>Worksheet 2.4 – Talking heads</i>.</p> | 25 minutes |
| 5 Commitment to action <p>Before the next workshop we will reflect on how the essence will impact on the way we design learning. We will share this reflection at the next workshop.</p> | 3 minutes |
| 6 Summary of learning <p>In conclusion, what is the shared meaning of the essence for each learning area that we will take forward for future learning in this resource?</p> | 5 minutes |

Organisation

Time allocation

45 minutes

Materials required

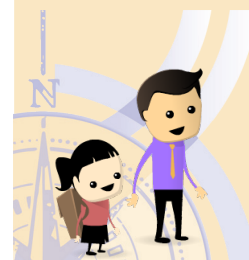
- Essence statements for each learning area from workshop 1

Resources required

- Talking heads workshop agenda* (one per table)
- Video clips of learning area experts*
 - English (3:34min)
 - history (1:42min)
 - maths (4:09min)
 - science (1:54min)
- Worksheet 2.4–Talking Heads* (one per participant)

Workshop checklist

- Print out copies of *Talking heads agenda* (one per table)
- Print out copies of *Worksheet 2.4 –Talking Heads* (one per participant)
- Consider how participants are grouped to allow for conversations
- Consider how you will structure the workshop –all participants focus on all learning areas or groups focus on one learning area each
- Display the essence statements from workshop 1



Talking heads

Facilitation notes

| Description | Time |
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| <p>1 Before we begin - commitment to action from workshop 3</p> <p>In groups of three, invite participants to share for one minute each the new strategy they tried to enact the essence of a learning area in their classroom. Ask one person from each group to record these for sharing. Ask one person to be a timekeeper.</p> | 5 minutes |
| <p>2 Introduction</p> <ul style="list-style-type: none"> Hand out <i>Talking heads workshop agenda</i> (one per table). Hand out <i>Worksheet 2.4 – Talking heads</i>. <p>Opening statement</p> <p><i>Last workshop we found where the essence is most strongly emphasised in the learning area using two processes; a Wordle explorer and Learning area explorer. The intention of this workshop is to build on our ideas about the essence by considering views of the curriculum experts, some of whom were involved in shaping the Australian Curriculum. In these video clips the experts outline what they see as the important components in each of the learning areas of the Australian Curriculum.</i></p> | 2 minutes |
| <p>3 Engagement process</p> <p>Supporting statement</p> <p><i>Explain to participants that these four experts were sought by DECD due to their learning area expertise.</i></p> <p>Introduce each video clip as follows:</p> <ul style="list-style-type: none"> English – Professor Barbara Comber (Queensland University of Technology) history – Associate Professor Tony Taylor (Monash University) mathematics – Professor Peter Sullivan (Monash University) science – Professor Denis Goodrum (Australian Academy of Science). | 5 minutes |
| <p>4 Learning process</p> <p>a View video clip for the relevant learning area(s).</p> <p>b Personal reflection: while watching the clips, participants reflect on key points from the experts. Participants record these reflections on <i>Worksheet 2.4 – Talking heads</i>.</p> <p>c Group discussion: ask participants to form small groups to reflect on the video clips.</p> <p>Prompt questions</p> <ul style="list-style-type: none"> What are each of the expert's main points? How does this connect with our own understanding? Is there anything missing? Does the expert opinion make us think differently? How? | 25 minutes |
| <p>5 Commitment to action</p> <p>Ask participants to reflect on how the essence will impact on the way they design learning. We will share these reflections at the next workshop. Explain that tools in this resource will help support them to develop and strengthen this thinking and learning.</p> | 3 minutes |
| <p>6 Summary of learning</p> <p>What is our shared meaning of the essence for each learning area? Has this changed from our first workshop?</p> | 5 minutes |



Science – What is the expert saying?



Professor Denis Goodrum is Executive Consultant, Science by Doing, at the Australian Academy of Science. Professor Goodrum wrote *The Shape of the Australian Curriculum: Science*.



What are the expert's main points?

How does this connect with our own understanding?

Does the expert opinion make me think differently? How?

How does this expert opinion fit with our individual and agreed essence statements?



History – What is the expert saying?



Associate Professor Tony Taylor is from Monash University. Associate Professor Taylor formulated three drafts of the Australian Curriculum: History and developed national professional standards for the teaching and learning of history. He was one of the writers of *The Shape of the Australian Curriculum: History*.



What are the expert’s main points?

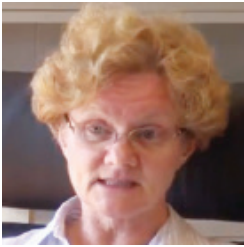
How does this connect with our own understanding?

Does the expert opinion make me think differently? How?

How does this expert opinion fit with our individual and agreed essence statements?



English – What is the expert saying?



Professor Barbara Comber is originally from South Australia and has taught and researched in literacy education for many years. She has a particular commitment to supporting teacher research.



What are the expert’s main points?

How does this connect with our own understanding?

Does the expert opinion make me think differently? How?

How does this expert opinion fit with our individual and agreed essence statements?



Mathematics – What is the expert saying?



Professor Peter Sullivan is a Professor of Science, Mathematics and Technology Education at Monash University. Peter Sullivan wrote *The Shape of the Australian Curriculum: Mathematics*. He is currently the head of the Australian Association of Mathematics Teachers.



What are the expert's main points?

How does this connect with our own understanding?

Does the expert opinion make me think differently? How?

How does this expert opinion fit with our individual and agreed essence statements?

