



**IB GLOBAL
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25-27 March • Singapore





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Using 'big ideas' to drive the development of globally competent learners

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Miles Franklin Primary School, Canberra, Australia



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Miles Franklin Primary School



- Our school is a small primary school in the suburbs of Canberra
- We are a government school taking a range of children from different socio-economic, linguistic and heritage backgrounds
- The Canberra Context
- Our Education Directorate is fully supportive of our IB journey
- Children with disabilities are educated within our mainstream classes



Miles Franklin Primary School

- Miles Franklin community decided to apply to become an IB World School in 2012, gaining Authorisation in 2015

Why

What

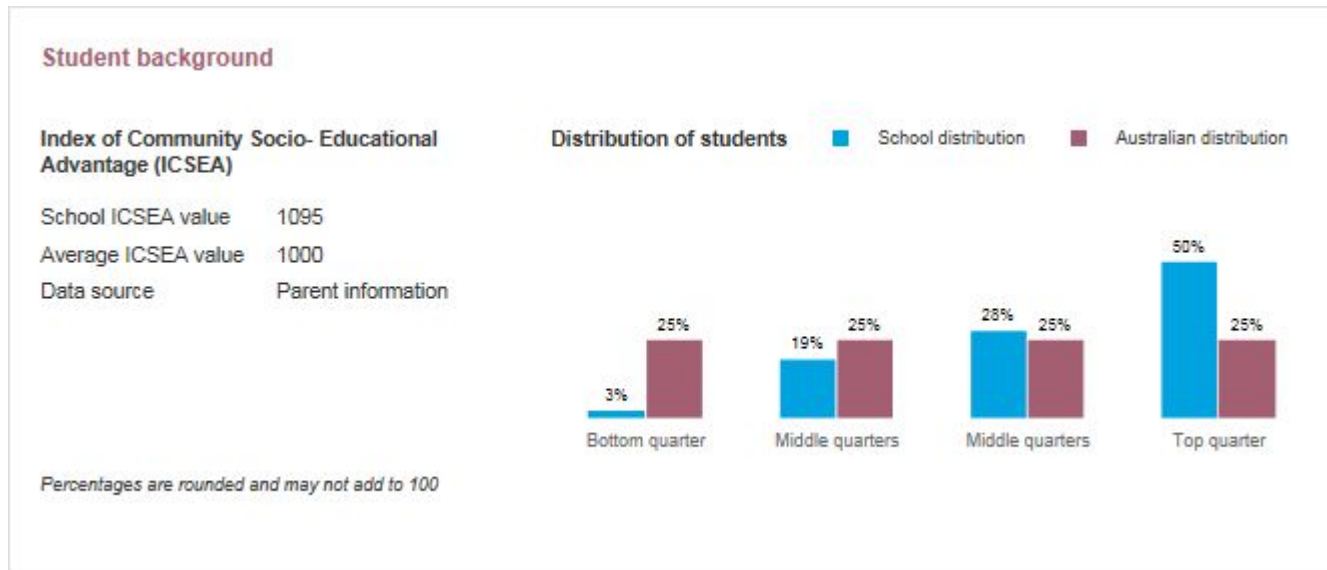
Who

How



Miles Franklin Primary School

2012: 379 enrolments (excluding Preschool)

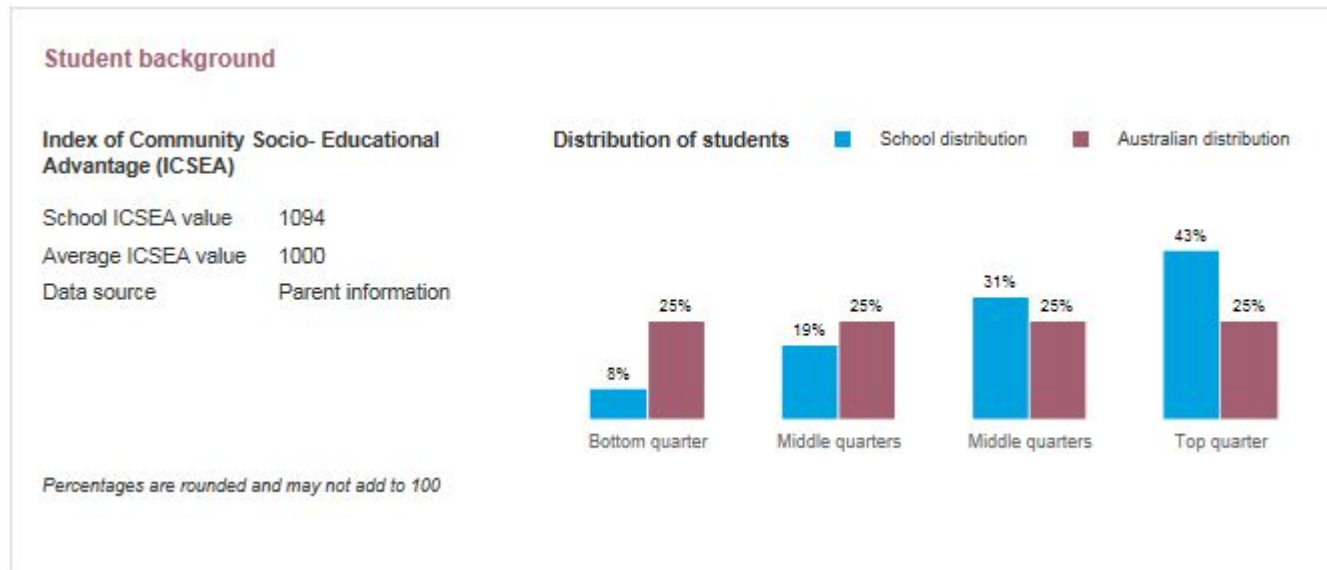


Language
background other
than English

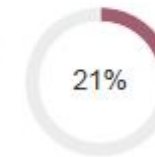


Miles Franklin Primary School

2017: 480 enrolments (excluding Preschool)



Language background other than English



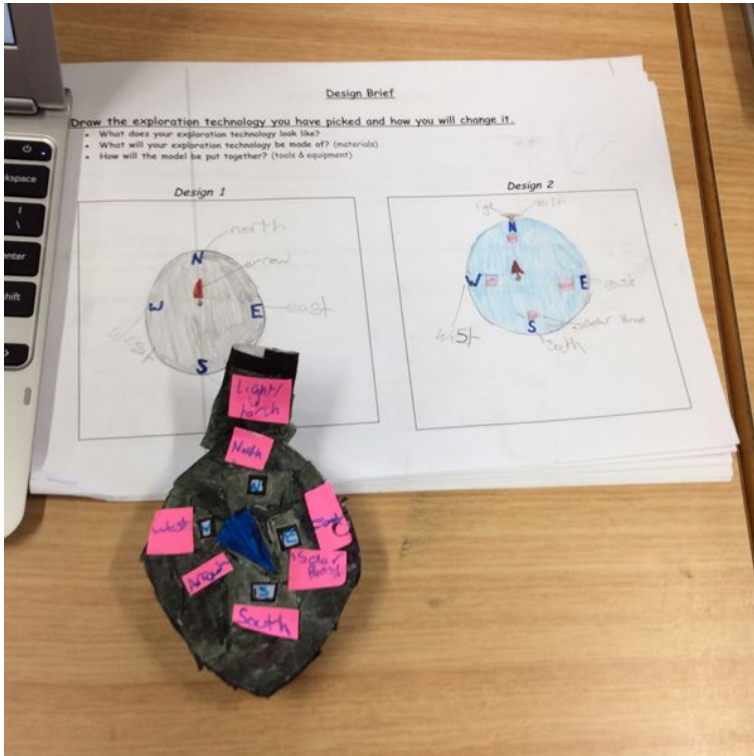


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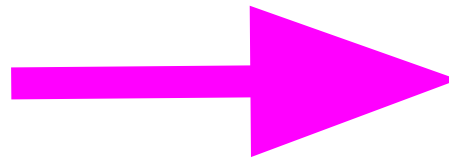
An example of globally competent learners in action

Australian Curriculum: The journey(s) of AT LEAST ONE world navigator, explorer or trader up to the late eighteenth century, including their contacts with other societies and any impacts
(ACHASSK084)

An example of globally competent learners in action



From this

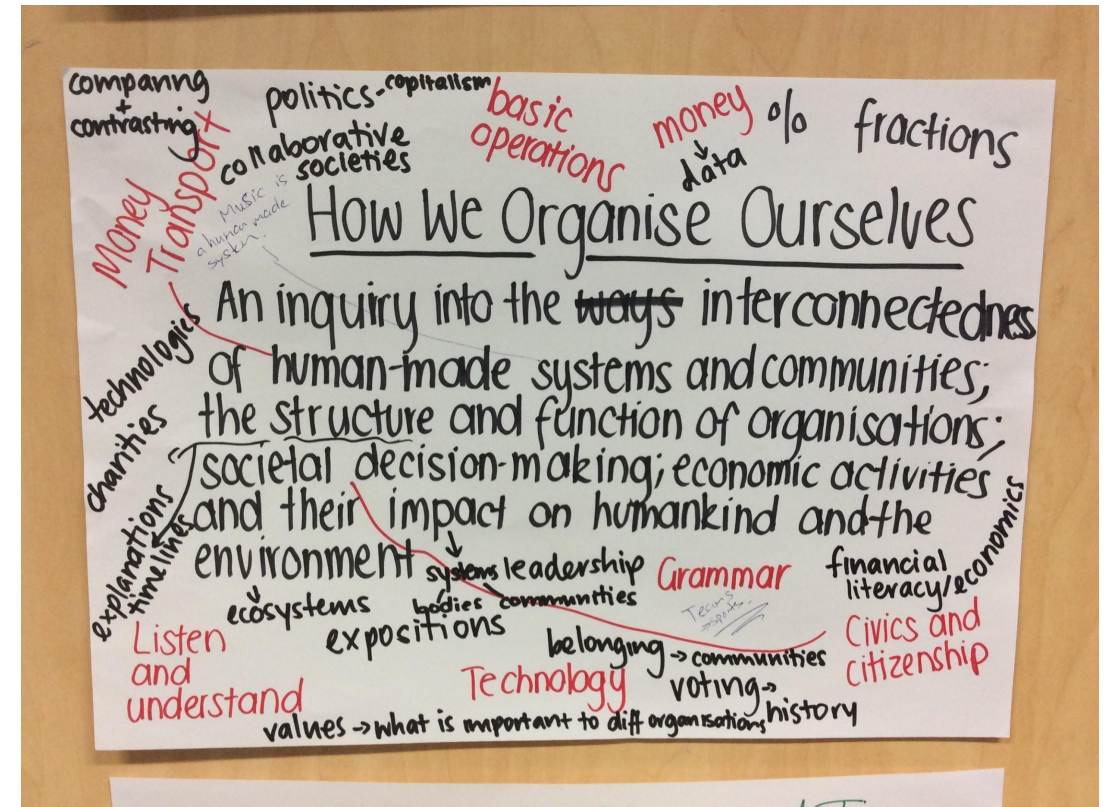


to this



From topic based curriculum to 'big ideas'

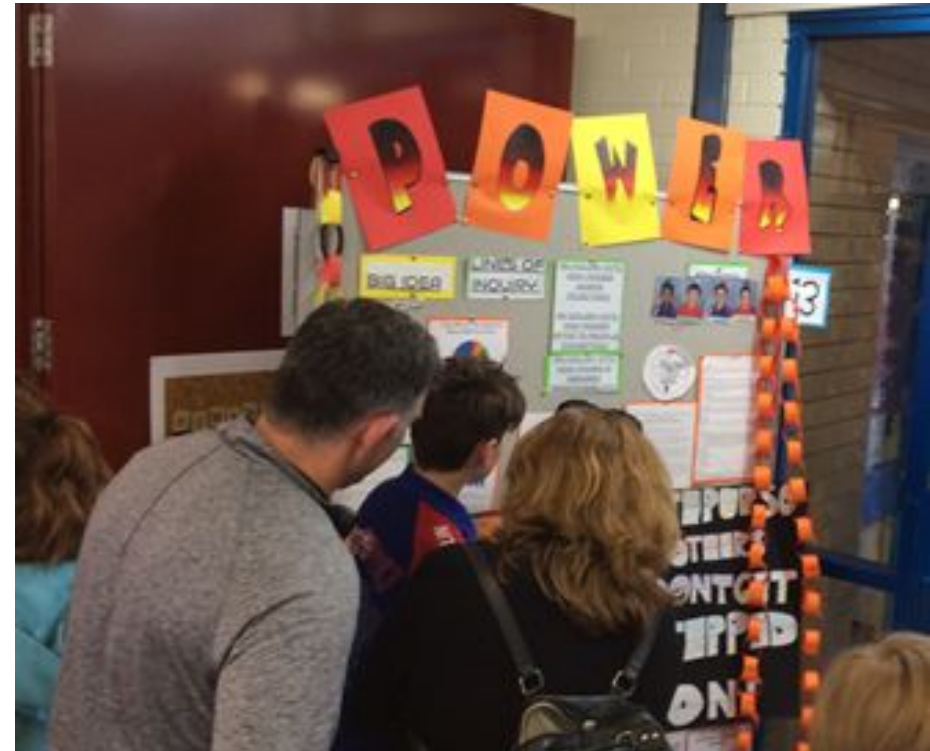
- Moving from 'integrated studies' approach to transdisciplinary learning.
- Many central ideas were not globally significant enough to address the commonalities of human experience.
- Lines of inquiry offer did not offer opportunities to develop understanding through multiple perspectives.
- Removal of repetition
- Vertical and horizontal curriculum alignment



Moving from topics

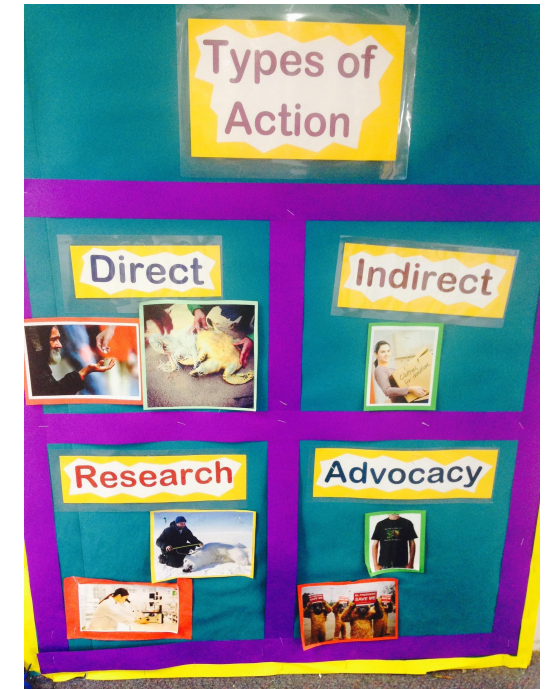


To 'big ideas'

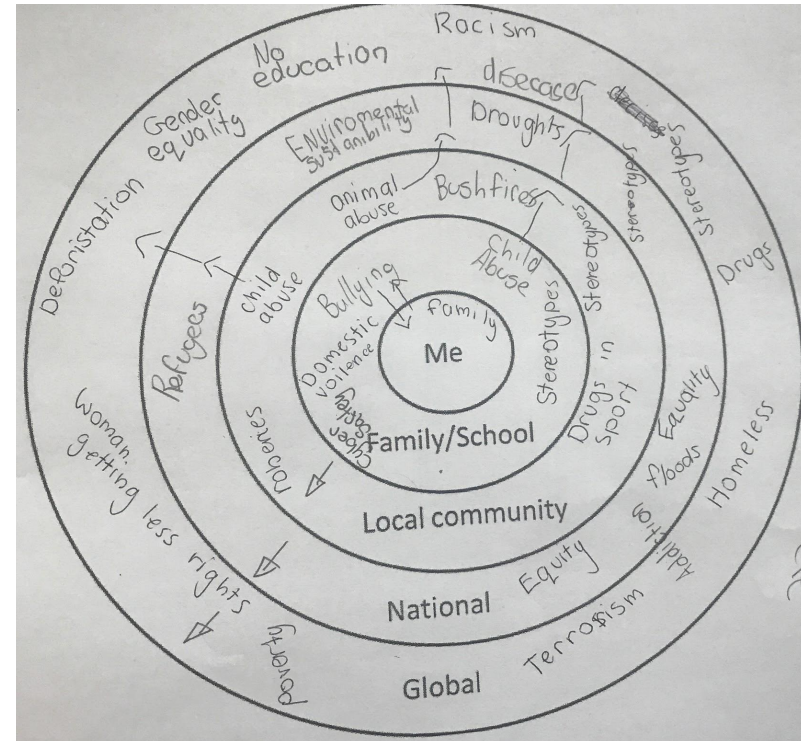
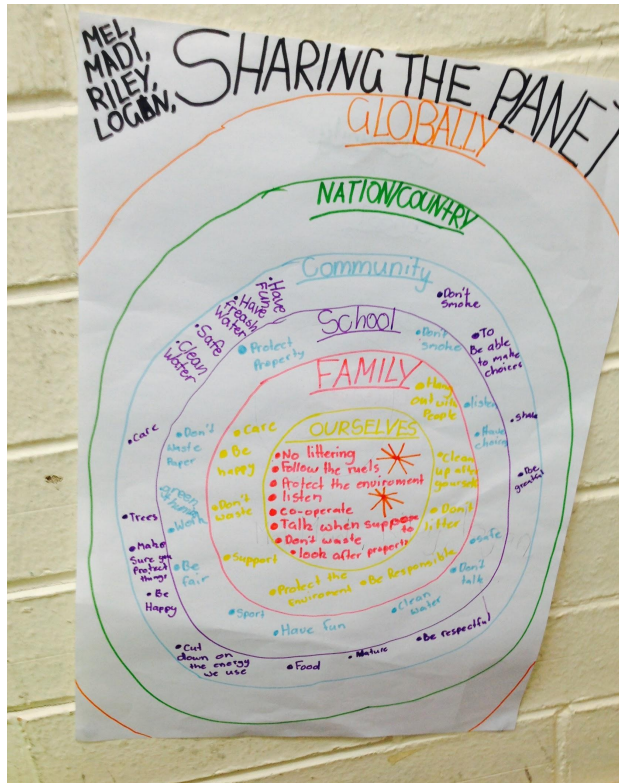


Future thinking students

- Student agency and action as a result of learning
- Inquiry as problem posing and problem solving
- Inquiry as a collaboration
- Focus on conceptual thinking
- Learning impacting how students think and act
- Students taking a stance and position on real issues that matter



‘What is worth knowing?’



Building upon prior experience

Yellow- What makes you happy or sad?

Pink - What do you value about your culture?

Purple - What relationships are important to you?

Green - What does it mean to be human?

Orange - What local issues do you talk about at home?

Red- What family/school issues do you talk about at home?

Blue- What national/global issues do you talk about at home?



Unpacking 'what matters'

1. What do you know about already about the issue? (white)
2. What is the problem? Who does it affect? (black)
3. What positive steps are being taken to address the issue? (yellow)
4. Is the issue important to you? How do you feel about the issue? (red)
5. What would you like to learn more about the issue? (blue)
6. What would you like to do about it? Have you got any possible solutions or action you could take? (green)

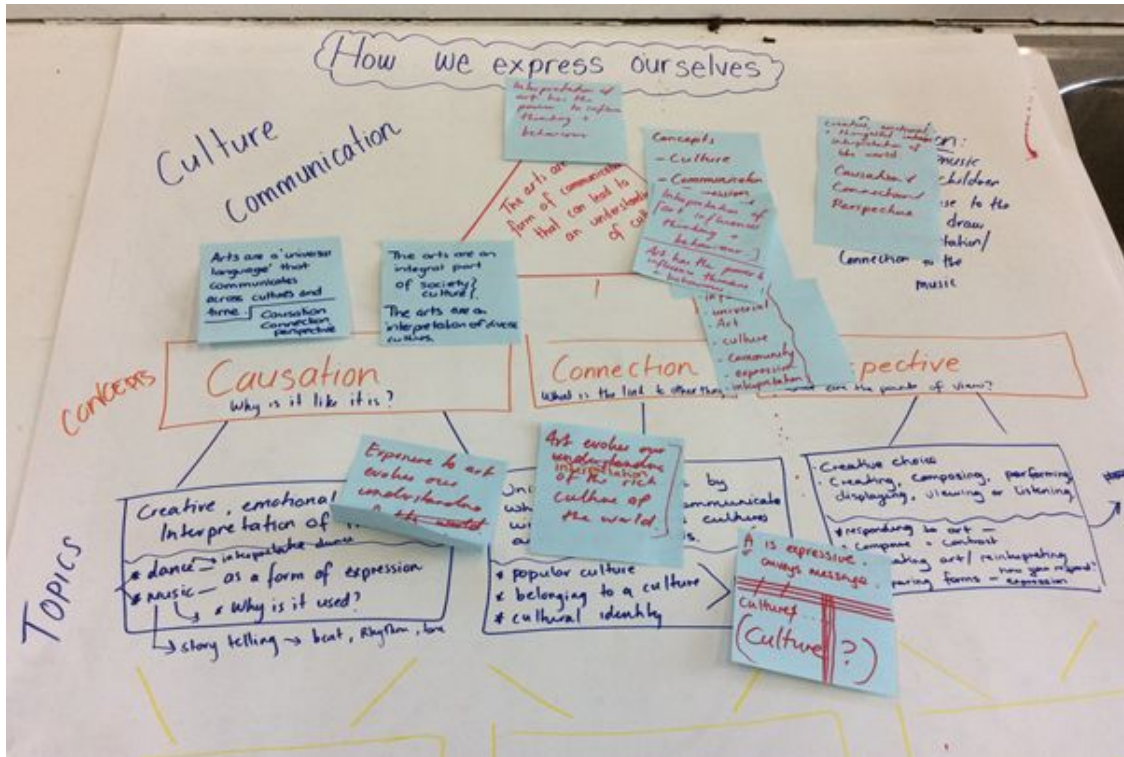
Developing international mindedness and a global mindset

- Going beyond current experiences, perspectives and knowledge
- Developing a thinking culture
- Going public with current understandings makes students justify, take a stance and apply learning to the real world
- Looking more outwardly through greater self reflection, the Learner Profile being the catalyst



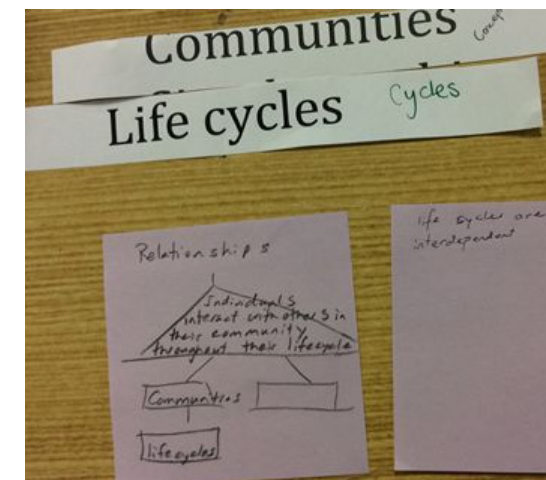
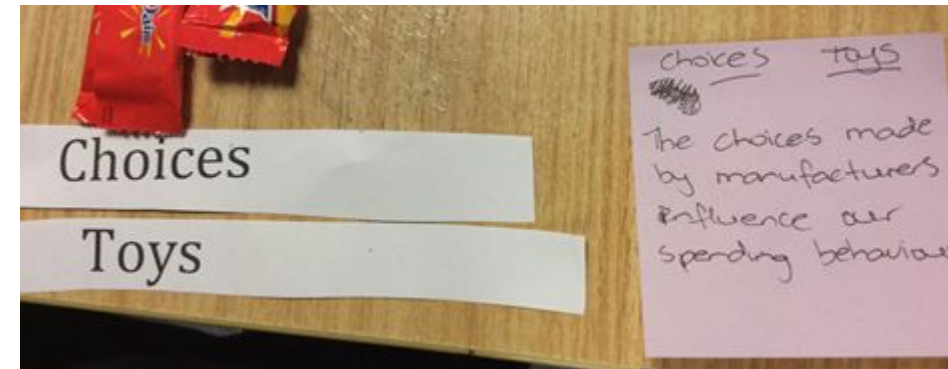
Quality of teaching

- Asking 'So What?' - why is this important for these children to know?
- What difference will understanding X have on the lives of students? (Action)
- Understanding inquiry as the 'why' behind what we are planning on teaching
- Thinking big- moving from planning 'activities' to thinking about 'what is worth knowing'
- Weaving the 'big idea' throughout the unit
- Kathy Short and H.Lynn Erickson



Conceptually driven central ideas

- Going beyond the central idea to identify the 'big idea' driving the unit
- Students 'experiencing' concepts through powerful provocations
- Multiple ways of exploring the 'big idea'
- Considering multiple perspectives and points of view
- Removing topics from all central ideas



Quality of learning

- From inquiry as a subject to inquiry as a mindset across the day
- Getting students to dig deeply, to find tensions they want to find out
- Inquiry starting with the student and their personal experiences
- From teacher directed questioning to student initiated questioning
- Researching of facts in isolation is not inquiry!



Quality of learning

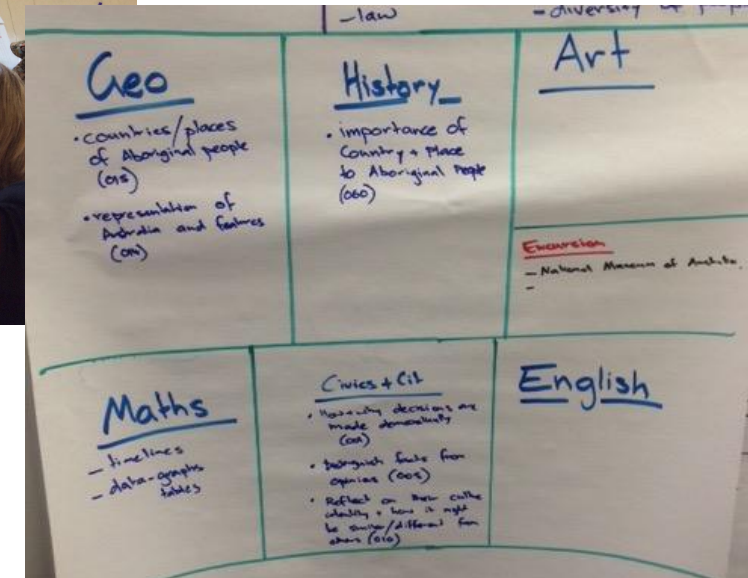
Concept- Habitat

Creating a home for ducklings with children who have English as an Additional Dialect or Language:



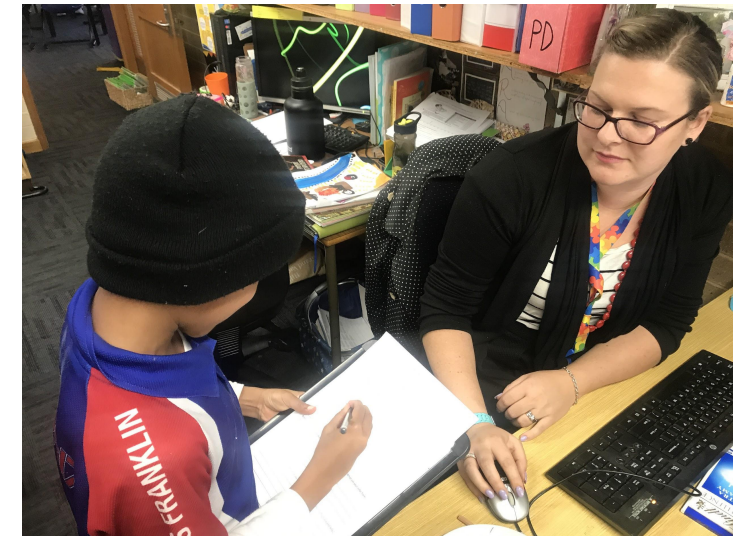
Challenges

- Moving from a 'coverage' mentality
- Mapping mandated content knowledge through 'big ideas'
- Moving from content focussed to process focussed
- Not overplanning- not allowing time for student wonderings to be explored
- Changing teacher mindset of needing to hold all the knowledge
- Parent misunderstandings about 'inquiry'



What has changed?

- Globally competent learners
- Learner engagement and agency
- Staff empowerment
- More inclusive school
- Increased enrolments
- School culture of inquiry
- Parental engagement
- Capacity building of staff



What are the takeaways for a school starting their journey?

Children
Culture
Curriculum
Community
Concepts



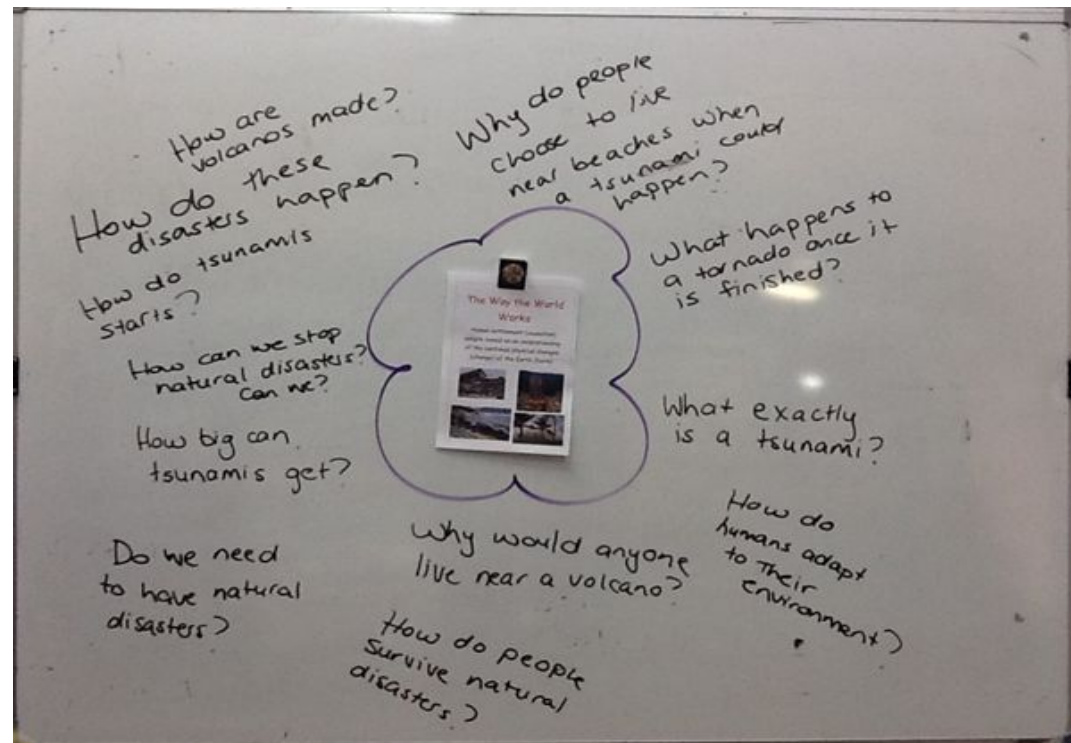
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Questions

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Education Directorate

<https://www.education.act.gov.au/employment>