Module One: Bringing the Curriculum Alive

## 50 Minutes (EOTC Guidelines Chapter 1)

**Whakatauki** (2 minutes)

*Ko te manu ka kai i te miro nōna te ngahere*

*Ko te manu ka kai I te mātauranga nōna te ao*

*The bird that eats from the miro tree owns the forest.*

*The bird that eats of the tree of knowledge owns the world.*

*What does the whakatauki mean for you? Share with your neighbour.*

**Key messages**

* Planning for EOTC experiences should start with identifying student needs and desired learning outcomes
* Each EOTC experience should have a purpose that relates to the national curriculum
* Consciously identify the best venue for each experience

### Starter questions (5 minutes)

Participants individually answer **questions 4–6** in their workbook.

4. What was the purpose of your EOTC activity?

5. Who were the participants and what did you know about their learning needs?

6. What were the learning outcomes of the EOTC activity?

### Supporting resources

1. Powerpoint presentation
2. Participant Workbook
3. Loburn DVD Clips

### Activity 1: *Using teaching as inquiry to inform practice* (15 minutes plus 5 minutes for the conclusion)

*Objective:* Examine an EOTC event to explore how teaching as inquiry (NZC page 35 & EOTC Guidelines, **pages 9-12, paragraphs 15-27**) supports best practice in EOTC.

*Instructions*

1. Share the activity objective and ask if participants use *teaching as inquiry* to inform their practice. Refer to page 35 of the NZC.
2. Access *Supporting resource 3. Loburn DVD Clip*.

Background to the video for facilitators:

The video was created as part of a unit of work with Year 5 and 6 students from Loburn School in Canterbury. The school was involved in an ICT PD contract at the time and the teacher Mike Reed selected EOTC as an appropriate learning strategy in which to meet the students learning needs. These included objectives in social studies, English and the ICT learning process that the school was developing as part of the contract. The current curriculum of the school is available on http://loburn.ultranet.school.nz/WebSpace/6/

1. Inform participants they are going to watch the final outcome of some teaching and learning where EOTC was selected as the most appropriate strategy to meet the students learning needs.
2. Provide the following questions to focus participants as they watch the clip:

* Given what you see in the clip, what could have been the possible learning needs of the students?
* What might have been the needs connected to the NZC?
* Why might EOTC have been chosen as the most appropriate teaching and learning strategy?
* How could teachers have determined that EOTC was the best strategy?

1. Have participants discuss these questions in small groups. Other areas of the curriculum that might be added to the discussion in groups could be the vision, principles, values and key competencies.
2. Discuss each group’s ideas as a whole group.
3. Refer participants to page 12 of the NZC and the role of the key competencies. In particular, discuss the implications of the introductory paragraph about key competencies working in tandem with the learning areas.
4. Ask participants to review their response to question 4, 5, and 6 in their workbook in light of the discussion. Refer to EOTC Guidelines, **pages 9-12** for participants to consider how they might plan an EOTC event in the future.

**Activity 2:** ***Considering learning needs and EOTC experiences , exploring our local area*** (10 minutes)

*Objective:* To consider the venue choice for EOTC experiences based on students’ learning needs and previous experience and the principles of sustainability.

Having made a decision based on assessment of student learning needs that EOTC is an appropriate strategy. What is the next step?

We need to decide where these experiences will occur and what previous experiences the students have had.

This links to the **EOTC Guidelines page 9, paragraph 16,** **bullet point 4**:

* **What previous EOTC experiences have our students had? How can we build on what they already know and can do?**

*Instructions*

1. Have participants draw three concentric circles. The inner circle is the school and environs, the second circle the local community and environment, the third the wider community (including overseas).
2. Give participants two minutes per circle to identify the possible venues and/places for EOTC that might support curriculum delivery.
3. Now explore the range of learning experiences a student might have across their time at your school.
4. Using the diagram you have created, highlight where the EOTC experiences of a student may occur during their time at your school. It might be useful to consider one type of experience or one learning area, for example, water experiences OR Social Studies/Geography.

**Discussion:**

*What picture does this paint of your current EOTC programme? How do locations and learning needs match up? Are the environments chosen appropriate?*

* *How do you decide on the most appropriate learning environment to implement an EOTC experience?*
* *What else affects your choice of activity or place to meet learning needs?*
* *Ask participants to reflect on the EOTC activity that they are reviewing (Question 2 of their workbook) and underline or highlight any of the venues that could be used instead of, or as well as, to meet student learning needs for that activity.*

Note to facilitators

There is no right or wrong but discuss how learning outcomes can be achieved

* Locally versus further afield. Some of the considerations you might raise are cost, transport, time, ‘wow factor’.
* Connection to place, local community and environment.
* Environments that provide skill progression e.g. flat water or grade 1 river.
* Authentic experiences for students.
* Connection to school vision –how do these experiences contribute to our vision for our students? Life long learning? School charters?

Facilitate any discussion/observations that this activity raises about how EOTC can meet student learning needs (behaviour and school based curriculum).

* *What could or has changed in your practice about how you match learning needs and locations?*

Participants share ideas if time allows.

### What do the EOTC Guidelines say

* EOTC and the curriculum vision: **pages 7-9, paragraphs 8-14**
* Teaching as inquiry and EOTC: **pages 9-12, paragraphs 15-27**
* Te Marautanga O Aoteraroa: **pages 13-16, paragraphs 28-50**

### Personal actions (5 minutes)

1. From this module have participants define and note actions for change in their school programme.

2. With other staff from their school, identify on a map all possible EOTC venues that might support curriculum delivery within walking distance of your school. Make staff aware of how EOTC can meet a variety of learning needs within walking distance of their school.