

## **Innovations in Thinking and Learning**

### **Chelsey Roche – Pedagogies for Authentic Learning**

CHELSEY: With the six Cs, especially with planning, you can have an overall -- the overall richness of your programming is much more authentic when you focus on those six Cs, as opposed to just fixating on those specific expectations. So for instance, collaboration and communication. I mean, these are things that kids need to be taught how to do; they are not things we are born with, they're not skills that we're born with that we know how to do so well, listening and talking. So NPDL gives us opportunities to learn those specific skills, lifelong skills that we need to survive in everyday life, to really make them successful in long-term, not in that unit at that moment in that time.

Kids feel that they're not in a box, and they can take their idea wherever they want to take it. If that's writing to a person in government to make change or create difference within the world, that's where they want to take it. It really allows change to happen at the school level, community level, and globally.

I think the six Cs should be the new learning goals, the new learning skills. I mean, there's a bunch of them that relate very well. I mean, if you look at communication, if you look at taking responsibility, that's showing initiative. They all inter-relate in some way or another, and in my opinion the report cards should be designed around those six Cs. They are the essence of the learning. Like, if the kids don't have a good understanding of what the learning skills are, what those six Cs mean, they're not going to be able to communicate. They're not going to be able to collaborately learn together. They're not going to be able to understand what the true essence of community building is, because it's just a word. Whereas if you model to them what it is, if you show them examples of what it is, if you model in your classroom what a conversation looks like, if you have them practice what a conversation looks like and then analyse each other as to what was done well, what was done not well, it gives them a bigger picture of what those six Cs are, and how they're meaningful to our lives. They are what we live.

NPDL is the overall goal, the authentic experience, learning experience you want to give children in your programming. So you want your programming to lead to something that kids feel they are purposeful and serving humanity, ultimate goal. Through the six Cs, you can get to that goal.

The integrative thinking gives you brilliant tools to challenge those kids' thinking, those learners' ability to think on a deeper level to help them get to that goal. The inquiry is the whole learning process. So it's really getting them to explore information with you, so you're learning together, as opposed to direct instructing every single detail of the

curriculum. And when you allow this to happen, kids take accountability for the knowledge they find, and they take ownership for it, and they're proud of it. And they want to share it, and they want to express what they've found. It brings a whole different dynamic to the classroom, when they actually want to share and exchange information with each other.

The overall Zen in my room is centrefold to where it was before. You can feel it when you walk in.