

# Contents

<b>1</b>	<b>Introduction</b>	1
	Context	1
	Conceptual Framework	3
	A Bricolage of Critical Theory, Critical Hermeneutics and Post-Intentional Phenomenology	3
	A Personal Note	9
	Division of Content	10
	References	11
<b>2</b>	<b>Presenting the Research</b>	13
	Introduction	13
	Design and Participants	15
	Ethics	20
	The Four Schools	21
	Innovation Primary	21
	Angelus School	21
	Millennial College	21
	Holyoake College	22
	Conclusion	22
	References	22
<b>3</b>	<b>The Future Is Now: What ‘21st-Century Learning’</b>	
	<b>Means for Teaching</b>	25
	Introduction	25
	Futures Discourse and the Status of Knowledge	26
	Character of the Digital Age	27
	Technological Determinism	27
	Digital Natives	28
	21st-Century Learning	29
	Skills Students Need for the 21st Century	29
	Lifelong Learning	31
	Learning at the Centre	31

21st-Century Learning and Modern Learning Practices . . . . .	32
Personalised Learning . . . . .	33
Culturally Responsive Pedagogy . . . . .	33
Authentic Learning . . . . .	35
Project-Based, Problem-Based and Design-Based Approaches to Learning . . . . .	36
Time . . . . .	36
‘Stage, Not Age’ . . . . .	37
Innovation . . . . .	38
Collaborative Teaching . . . . .	38
Learning Environments . . . . .	39
The Imperative of Workspaces . . . . .	40
Design Initiative . . . . .	41
The Place of Learning . . . . .	42
Learning Space Design Principles . . . . .	44
Furniture . . . . .	46
Influence of Environment on Teaching and Learning . . . . .	47
Critical Perspectives on the Technology of Space . . . . .	50
Materiality . . . . .	50
Lefebvre . . . . .	52
ICT in Schools/BYOD . . . . .	53
‘Digital Revolution’ . . . . .	53
Student Access . . . . .	54
Infrastructure . . . . .	54
Staff PD/L . . . . .	55
Integrating ICT in Schools . . . . .	55
Digital Pedagogy . . . . .	56
ICT and Student Learning . . . . .	57
Teachers’ Reflective Practice . . . . .	59
Definition . . . . .	59
Becoming Reflective . . . . .	60
Being Reflective . . . . .	60
Implications for Practice . . . . .	62
Change Management . . . . .	63
Teacher Stress and Work Intensification . . . . .	63
Change Management for Leadership . . . . .	64
Staff Development and Learning . . . . .	65
Conclusion . . . . .	66
References . . . . .	67
<b>4 The Impacts on Teachers’ Work: 21st-Century Learning . . . . .</b>	<b>75</b>
The Demands of Modern Teaching and Learning Practices:	
A Critical Perspective . . . . .	76
The Practical Studies . . . . .	79
Modern Teaching and Learning Practice . . . . .	79

Approach to Curriculum . . . . .	80
Integrated Curriculum . . . . .	82
Personalised Learning . . . . .	85
Tracking and Reporting. . . . .	90
Assessment . . . . .	91
Classroom Management . . . . .	93
Student Agency and Engagement . . . . .	94
Student Attitudes and Opinions. . . . .	97
On Reflection . . . . .	99
Personalisation and the ‘Knowledge Problem’ . . . . .	99
Intentionality . . . . .	100
In Conclusion . . . . .	102
References. . . . .	103
<b>5 The Impacts on Teachers’ Work: Working in Flexible Learning Environments.</b> . . . .	107
Flexible Learning Environments and Space: Some Critical Perspectives on Policy. . . . .	108
AC Nielsen Study: Best Practice in School Design. . . . .	109
Ministry of Education: Learning Studio Pilot Review . . . . .	111
The Practical Studies: Working in Flexible (Innovative) Learning Environments . . . . .	115
Innovation Primary . . . . .	116
Angelus School. . . . .	116
Millennial College. . . . .	116
Design and Set-Up of the Working Space. . . . .	117
Student Work and Attitudes . . . . .	119
Classroom Management . . . . .	121
Teachers’ Work and Attitudes. . . . .	122
On Reflection . . . . .	124
Spatiality . . . . .	124
Design. . . . .	126
Intentionality . . . . .	129
In Conclusion . . . . .	131
References. . . . .	132
<b>6 The Impacts on Teachers’ Work: ICT/BYOD and Digital Pedagogy</b> . . . . .	135
Digital Technology Implementation in Education: Critical Perspectives . . . . .	136
The Practical Studies: The Challenge of Undertaking a BYOD Implementation . . . . .	139
Holyoake College . . . . .	140
The BYOD Policy at Holyoake: Arguments for and Against . . . . .	140

BYOD at Innovation Primary, Millennial College and Angelus School . . . . .	142
Digital pedagogy: Holyoake College . . . . .	142
Digital pedagogy at Innovation Primary, Millennial College and Angelus School . . . . .	146
The Relationship Between Device Use and Student Learning: Holyoake College . . . . .	147
The Relationship Between Device Use and Student Learning: At Innovation Primary, Millennial College and Angelus School . . . . .	149
Strategic and Management Considerations: Holyoake College . . . . .	149
Strategic and Management Considerations: Innovation Primary, Millennial College and Angelus School . . . . .	151
On Reflection: Critical Perspectives on Technology and ICT in Education . . . . .	152
Materiality . . . . .	153
Technology . . . . .	153
Intentionality . . . . .	157
In Conclusion . . . . .	159
References . . . . .	161
<b>7 The Impacts on Teachers' Work: Practitioner Attitudes and Reflective Transitions . . . . .</b>	<b>163</b>
Critically Reflective Practice, Trust and Teaching as Inquiry . . . . .	164
Teachers' Critical Reflective Practice in the Context of Twenty-First Century Learning . . . . .	164
The Role of Trust in Reflective Practice . . . . .	165
Teaching as Inquiry: Well Intentioned, but Fundamentally Flawed . . . . .	166
The Practical Studies . . . . .	167
Introduction . . . . .	167
Open to New Learning . . . . .	168
Reflection–In, –On and For–Action . . . . .	169
The Changes that e-Learning Demands . . . . .	170
On Reflection . . . . .	171
Intentionality . . . . .	171
In Conclusion . . . . .	174
References . . . . .	176
<b>8 Responding to 21st Century Learning Policy Demands . . . . .</b>	<b>177</b>
Policy: The New Zealand Context . . . . .	177
Critical Considerations . . . . .	179
The Policy Framework: A Critical Perspective . . . . .	179
How Might Change be Effected? Theory and Practice . . . . .	181
The Practical Studies . . . . .	185
Introduction . . . . .	185
Vision of, and Support for, Progressive Practices . . . . .	185

Recruitment and Team Construction . . . . .	187
Supporting Staff . . . . .	192
Looking Outward—The Community . . . . .	194
On Reflection . . . . .	197
Intentionality . . . . .	197
In Conclusion . . . . .	201
References. . . . .	202
<b>9 Lessons to Be Learned? . . . . .</b>	<b>205</b>
Lessons for Practitioners in Schools . . . . .	205
Lessons for Teacher Educators . . . . .	206
Lessons for Policy-Makers . . . . .	208
Lessons for Designers . . . . .	209
The Final Word. . . . .	210
References. . . . .	210

<http://www.springer.com/978-981-10-3781-8>

Being A Teacher in the 21st Century  
A Critical New Zealand Research Study

Benade, L.

2017, XI, 211 p. 7 illus., Hardcover

ISBN: 978-981-10-3781-8