



6. READING AND RESPONSE

Module 1: Intro to REAL Projects

1. 'I used to think' – Joe Pardoe:
 - Response: Joe Pardoe introduces a significant shift in his understanding as an educator when he was introduced to REAL Projects. What aspect of his personal reflection resonates with your own experiences as an educator? Do you relate more to how he used to be, or how he is now?
2. 'Where do Projects Come From?' – Angela Guerrero:
 - Response: Angela Guerrero had an “aha” moments about projects design whilst visiting an art museum with her sister. She concludes that projects are born from the subjects that we love and find most fascinating. If you consider your own passions and interests, what project ideas emerge? How might these ideas connect to your subject specialisation?
3. 'Work That Matters' – Alec Patton:
 - Response: Alec Patton provides an overview of the key components of project-based learning. Which of the ideas introduced most reflect your current practice in your classroom? Which ideas most challenge your current practice?
4. REAL Talk #1: Introduction to REAL Projects
5. REAL Projects components:
 - Multiple Drafts and Critique
 - Significant Content
 - Essential Question
 - Student Created Final Product
 - Public Exhibition
 - Authentic Audience

Module 2: Assessment as Learning

1. 'The Things That Matter Most' – Kay Flewelling:

- Response: Kay Flewelling advocates that teachers take ownership over assessment practices by reflecting on their passions for their projects, rather than just accepting national curriculum to drive teaching. What are the goals or desired outcomes for student learning in your class? Which goals most resonate with your own passions and values?
2. 'I am a 5b: Keeping Rigour but Removing Judgements using REAL Projects' – Joe Pardoe:
 - Response: Joe Pardoe argues that traditional assessments do not rigorously challenge students to learn, but that we can transform our learning environments. How rigorous are your assessments currently? How could you invite students into the conversation to assess their own learning? How could you invite other stakeholders into the conversation about student learning?
 3. 'When Students Lead Their Learning' – Ron Berger:
 - Response: Ron Berger introduces the idea that students can lead their own learning through reflecting on their work and forming coherent judgments to communicate to their communities. Which of the structures he introduces most resonates with you? How do you think you can turn up the dial of what students expect of themselves?
 4. 'Summary of Leaders of Their Own Learning (Berger, et. al.)' – Jenn David Lang:
 - Response: Jenn David Lang provides a detailed summary of Ron Berger's text, *Leaders of Their Own Learning*, which includes dozens of strategies for formative and summative assessment. What can you take from this analysis to adapt for your students? How does the culture of your school help or hinder your thinking about alternative assessment practices?
 5. REAL Talk #2: Rigour and Assessment

Module 3: Multiple Drafts and Critique

1. 'Making Critique Work' – Briony Chown:
 - Reponse: Briony Chown makes a case for using checklists to support students to engage in quality critique sessions. How does she reason that checklists impact the equity of student voice and the quality of student feedback? Describe her process for utilising checklists in her critique cycles.

2. 'Fostering an Ethic of Excellence' – Ron Berger:
 - Response: Ron Berger insists that quality student work is born from a culture, an ethic of excellence. What do you think is the ethic at your school? How might you begin to build an ethic of excellence in your classroom?
3. Sample introduction to 'An Ethic of Excellence' – Ron Berger:
 - Berger shares his passion for beautiful student work in this short text about school culture, work of excellence, and teaching of excellence. We would invite you to read this with colleagues, or blog quotations, questions, and your comments about the ideas presented and share with our Google+ community.
4. REAL Talk #6: Multiple Drafts and Student Critique

Module 4: Advanced Project Design

1. 'Keeping It Real' – Heather Riley:
 - Response: Heather Riley introduces six dimensions of grading the authenticity of a project. Which of these principles most resonates with you right now? What might you refine in your design to make your project more real?
2. 'Learning as Production, Critique and Assessment' – Elisabeth Soep:
 - Response: Elisabeth Soep articulates a passionate position for rethinking learning environments to radically shift the roles of adults and young people engaged in learning together. She calls this "collegial pedagogy." What feelings or thoughts arise for you as you consider how to implement a collegial pedagogy in your classroom? What conditions are necessary to doing work like this?
3. 'The Power of Audience' – Stephen Levy:
 - Response: Stephen Levy describes the difference between introducing project-oriented learning and project-based learning at the beginning of his article. What challenges did the teacher face in making the shift? How does introducing an authentic audience change the perception of the work for students?

4. 'Real Learning, Real Work' – Adria Steinberg
5. REAL Interactive #1: Project Tuning Protocol

Module 5: Leadership for Change

1. 'What we have learned about: The headteacher's role in the leadership of REAL Projects' – David Jackson:
 - Response: Which of these do you find most and least intimidating for the leadership at your school? In "Not drowning by flying," which insights strike you as most essential to bringing the work forward for the teachers in your context, and why?
2. 'Structure, Culture and Time' – Tom Donahoe:
 - Response: Tom Donahoe identifies the need for prioritising the school's arrangement of its organisational structure, its time, and its culture. What are the importance of each of these components in the design of a school? How can your leadership team and staff work together to utilise these resources to support your shared vision?
3. 'Rethinking School' – David Jackson
4. 'Changing the Subject' – Larry Rosenstock and Rob Riordan
5. Top tips for Leaders – David Jackson
6. A case study of Resilience in Leadership – Jan McKenley-Simpson.