

*Something old, something new  
Something borrowed, something blue ...*

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## *Something old*

Bernstein (1973) conceptualises formal educational knowledge as being realised through these three message systems:

*'curriculum defines what counts as valid knowledge, pedagogy defines what counts as a valid transmission of knowledge, and [assessment] defines what counts as a valid realisation of this knowledge on the part of the taught'* (p, 228).

Aligning these three message systems is generally the responsibility of teachers. If leaders can't do it, then let's not expect teachers to be able to do it.

BERNSTEIN, B. (1973) *Class, Codes and Control* (London, Routledge & Kegan Paul).

## *Something new*

Some teachers stand out for their ability to align the three message systems. This kind of **pedagogical capital** is reflected in:

- Depth of disciplinary knowledge
- Recognition and respect for cultural knowledge
- Unwavering confidence in their ability to teach
- Firm belief in the capacity of their students to learn
- Ability to create classrooms where learning matters

# *Something borrowed*

*Features of innovative curriculum designs common to Big Picture Education (BP), the Coalition of Essential Schools (CES), the NSW Priority Action School (PAS), and the Stanford School Redesign Network (SRN) and*

- Small by design - CES, SRN, BP
- Rigour - CES, SRN, PAS, BP
- Relationships - CES, SRN, PAS, BP
- Relevance - SRN, PAS, BP
- Multicultural & anti-racist teaching - SRN, PAS, BP
- Personalised learning - CES, SRN, BP
- Pursuing passions & interests – BP
- Family involvement - CES, SRN, PAS, BP
- Learning through internships – BP
- Authentic assessment - CES, SRN, BP
- Strong community involvement - SRN, PAS, BP
- Secure connections to further learning, training or work- BP



*Something blue*

Fidelity to curriculum design – any design!

*Hope that one day all children will have the  
education that they deserve*