QUAGLIA INSTITUTE
VOICE & ASPIRATIONS

PEDAGOGY WITH A PURPOSE

TYPICAL HIGH	ASPIRE HIGH	ASPIRING HIGHER
Teachers have to find time to plan lessons together.	Time is set aside for teachers and students to plan lessons together.	Lesson planning and revision is an ongoing and continual process.
Teachers plan lessons that may or may not be of interest to students.	Lessons are designed to be mutually interesting to students and teachers.	Teachers and students work together to undertake projects that benefit the community.
Subject matter is taught independent of other content areas.	Interdisciplinary units are the norm.	"Interdisciplinary" includes the involvement of other schools and the community.
Global awareness is often tacked on to the social studies curriculum.	Global awareness is built into all curriculum as required fundamental knowledge.	Communication between students and teachers from other countries happens regularly.
Pacing guides and grade-level instruction dictate teaching.	Learning for mastery dictates teaching.	Application of knowledge and skills occurs and is judged in the real world.
Student learning is restricted to content knowledge. Self-reflection is rare.	Students thinking about their thinking is a priority.	Students and teachers are encouraged to consider the social and ethical implications of mindsets, paradigms, and conceptual frameworks.
Teachers assess the performance and knowledge of students based on normative guides and rubrics.	Students work with teachers to assess their own learning and performance, as well as that of their peers.	Feedback from community members and experts is a part of self-assessment and evaluation.
Learning is based in the academic disciplines and follows guidelines set by curriculum developers.	Problem-based learning pervades the approach to teaching and learning. Learning about a particular subject is always for the purpose of solving a project problem.	The school solves real-world problems brought to it by the community or that result from investigation of needs beyond the local community.
Real-world examples are used sporadically and are typically a function of an engaging teacher.	Real-world examples and applications drive the learning.	The real world is integrated into the curriculum through internships and other work-related schemes.

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Creativity is scarce within the pedagogical process. Little creativity or independent thought is demonstrated in end products.	Creating, building, and designing are fundamental principles of the learning process.	Creativity and innovation are for real-world purposes.
Students are the beneficiaries of the well-meaning work of educators.	Students are full partners with educators in the development of all aspects of the teaching and learning experience.	The learning partnership between students and adults extends to the local community and various experts from around the world.
Students work collaboratively with one another on various projects.	Students, teachers, and community members work collaboratively on projects both in and out of school.	Collaboration encompasses national and international projects.
Student engagement plays little to no role in assessment of the effectiveness of pedagogy. To the extent that engagement is considered, it is judged from teachers' point of view.	Student engagement is a benchmark for measuring the teaching and learning environment. Students and teachers judge levels of engagement together.	Students are solely responsible for their own levels of engagement.
Report cards are provided to parents for the purpose of recording and reporting students' academic outcomes.	Portfolios and demonstration of knowledge and skills are the basis of student evaluation.	The success, mediocrity, or failure of real-world solutions, products, and ventures is the measure of student learning.
Technology has little or no impact on teaching practices. Smart boards become glorified white boards and slide decks are the new filmstrip.	Technology is fully integrated and understood as a learning tool.	Students create learning apps and discover new ways to leverage technology into learning applications.