

Workshop: New Nordic School and the demands for language development

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Program for the workshop

- The New Nordic School – state of the art
- The demands for this approach regarding language?
 - A pragmatic way of learning and teaching
 - Some pedagogical statements and models
 - Will it work out (research study)?

The New Nordic School

- Most of all legislative power is based at research connected to Universities or EU-projects, but the New Nordic School concept is based at development at normal danish schools and carried out as an evidens based high level study to create structures and experiences for childrens & students development
- Development concerning academic skills, personal and social development.

The New Nordic School

- The results of this development show that the parents need to have more influence and knowledge regarding learning - both in academic skills and for childrens social development
- That students have to have knowledge and experiences by learning models, social working strategies and ability in handling social conflicts
- That teachers need more evidens based pedagogical model for better teaching

Action plan!

- More evidens based development – methods of learning; effect of learning strategies; models of differentiation; goalsetting for students learning and development.
- Openness concerning development for discussion among teachers and parents.
- Teaching and learning have to be more relevant for – students, parents, teachers and social workers

Action plan - 2

- To raise goalsetting to more relevans
- To minimize herity and negative social background
- To discuss the methods and plans openly
- Develop new methods for teaching with focus at:
 - a more relevant purpose – meaningfulnes
 - a practicability towards applications

Action plan - 3

- When we change the school – we will put this openly to parents, students and members of the board at municipality/parliament
- The goalsetting have to be ambitious
- The goalsetting and methods have to be well-founded
- Develop better communication plans for public

Action plan - 4

- **Respect towards the job:**
- **Raise the ability for leadership at schools and institutions**
 - Leaders and consultants
- **Raise the in service training towards teachers and social workers with respect:**
 - You need this subject and will get it!

Action plan - parents

- Development of the daily activities
- Use the students ideas for a better school
- Discuss the leaders ideas of a better school
- Take inspiration and ideas from other schools
- Have a communicative level for openness and sharing ideas
- Raise the collaboration among parents, teachers, social workers and students regarding a better school
- Focus at the step from kindergarden to school

New Nordic School

– language development

- Language used for better communication
- Skilled language users by:
 - Formal ability
 - Semantic ability
 - To differentiate in demands and language use

The original Austin - model

- 3 core abilities:
 - Meaning and understanding
 - Language function
 - Language effect

The definition of Pragmatic

(Austin 1962)

- The study of conditions between language and context & connections between how to use language and the connection to how language is used.
 - The use of language – finding the right word (pragma)
 - Language context (right word into situation)
 - Relation in language communication (give and take situation)

Austins Unifers

- Normal speach and language is a connection to the spoken act, a reaction in language and that the communication is serius and meaningful.

But how is the student able to develop for that?

- Hallyday (1999) has made a language model of function – the SFL-model (Systematic Functional Linguistic – model)
- The 4 statements: language is functional; language has to create meaning; language is always a part of a context; language is semiotic and creates through right choices.

Hallydays linguistic developmental statements and function of differentiation (1)

- The instrumental model: I want this thing!
- The steering model: Do as I say, please!
- The social dimension – to give and take: we have something in common!
- The personal dimension: through collaboration i learn about my self!

Hallyday (2)

- The expanding knowledge model: What is this and how does this work out?
- The playing model: fantasy-language – what now, if!
- The informative language: I have something to tell you!

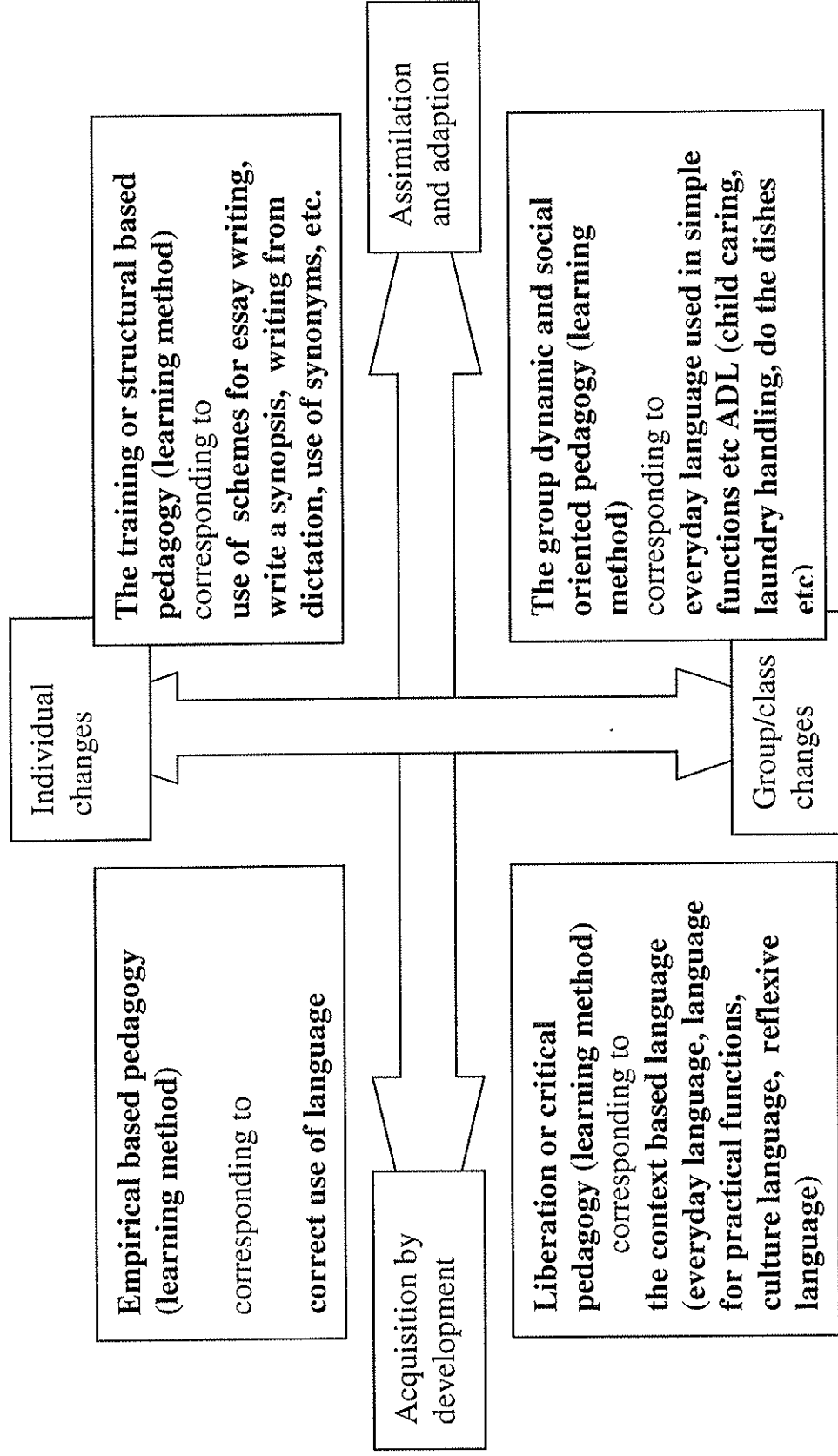
Hallyday and the New Nordic Approach

- A pedagogical 4 star model, based at:
 - Experience based pedagogical approach (Dewey, 1897)
 - Critical based pedagogical approach (Shor, 1987)
 - Positivistic based pedagogical approach (Skinner, 1969)
 - Social konstruktivisme as a pedagogical approach (Giles, 1979)

Linguistic learning will then be based at:

- Everyday learning by the relevant communicative language
- Practical/academic relevant language
- Theoretical language for special subjects
- The language of refleksion

Pragmatic-model (EN)



How to find the pragmatic level?

- In OPOS (Optimal Pragmatic development System) the design contain:
 - A questionnaire for parents and teacher/social workers about the students ability using language in different situations.
 - A testset with focus at different dimensions in the pragmatic discours

In OPOS (Optimal Pragmatic
develOpment System) the design
contain

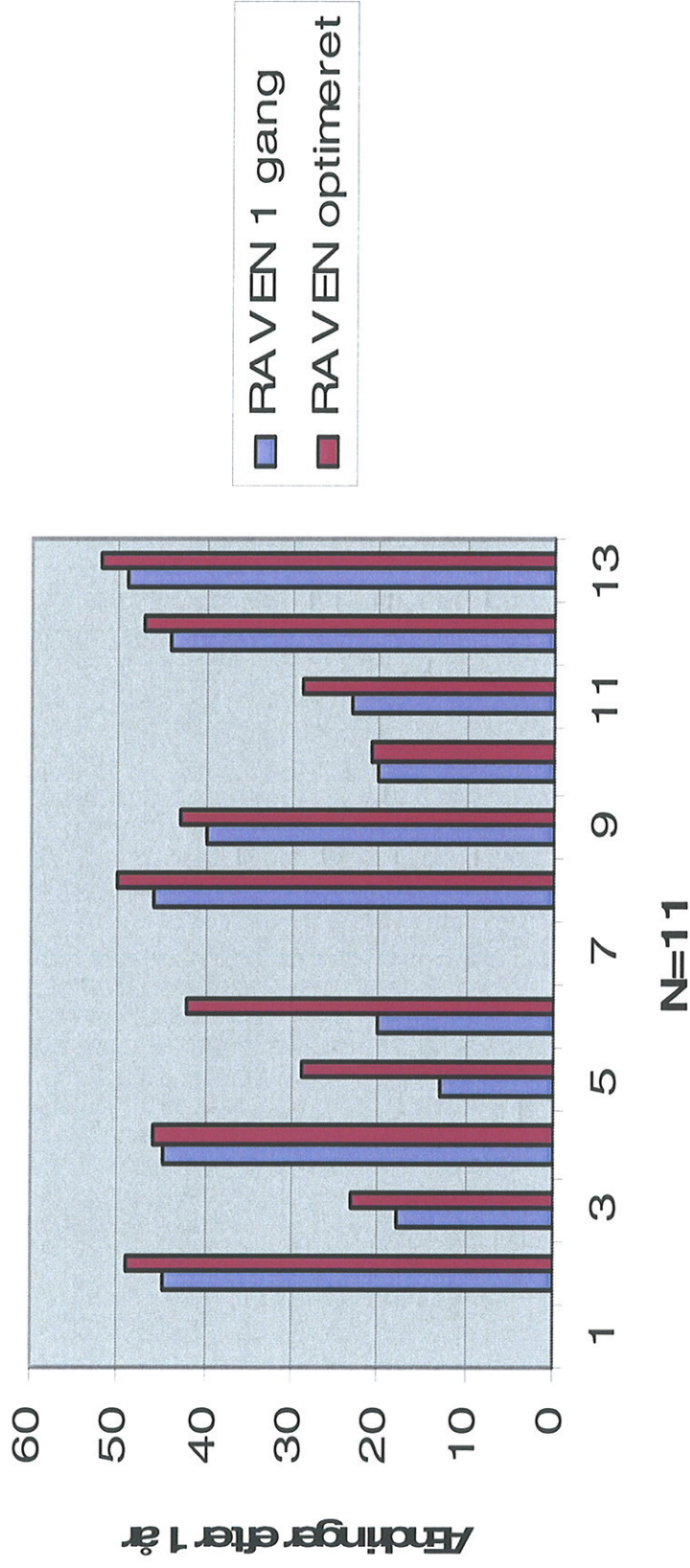
- The linguistic competence
- The sociolinguistic competence
- A discursiv competence
- A strategic competence

OPOS and evidence

- level 3 – a moderate classification of evidence
Based at case studies and test-retest design with statistical evidence.
- Also small group studies with special needs.
- Correlations and effects is the result but in small scale.

OPOS and evidence/change

RAVEN scoring/Livs kvalitetsprosjektet



OPOS – research design (Optimal Pragmatic development System)

Correlation-analysis by neuropsychological issues
 Test-retest design Jan. 2011 (first test) to Jan. 2012 (second test)

PAS-test designed for mediation	Attention	A. with help	Memory	M. with help	Language	L. with help
Attention	x					
Attention with help (mediation)	1%	x				
Memory	19%	46%	x			
Memory with help (mediation)	4%	56%	26%	x		
Language	50%	6%	23%	0%	x	
Language with help (mediation)	21%	20%	16%	10%	18%	x
Visual	0%	47%	43%	7%	22%	31%
Visual with help	2%	44%	6%	52%	2%	15%
Motor & handling	0%	9%	34%	8%	14%	3%
Motor & handling with Help (mediation)	1%	7%	1%	40%	2%	4%
Mathematical	4%	0%	3%	0%	18%	12%
Mathematical with help (mediation)	0%	1%	0%	4%	11%	11%

Learning, language, mediation & inclusion

- The theory is developed by professor Reuven Feuerstein; Caroline Lidz & Hundeide. and several more
- In OPOS the structure is based at attention, to give meaning, to explain and to evaluate

Thanks for Your attention

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