

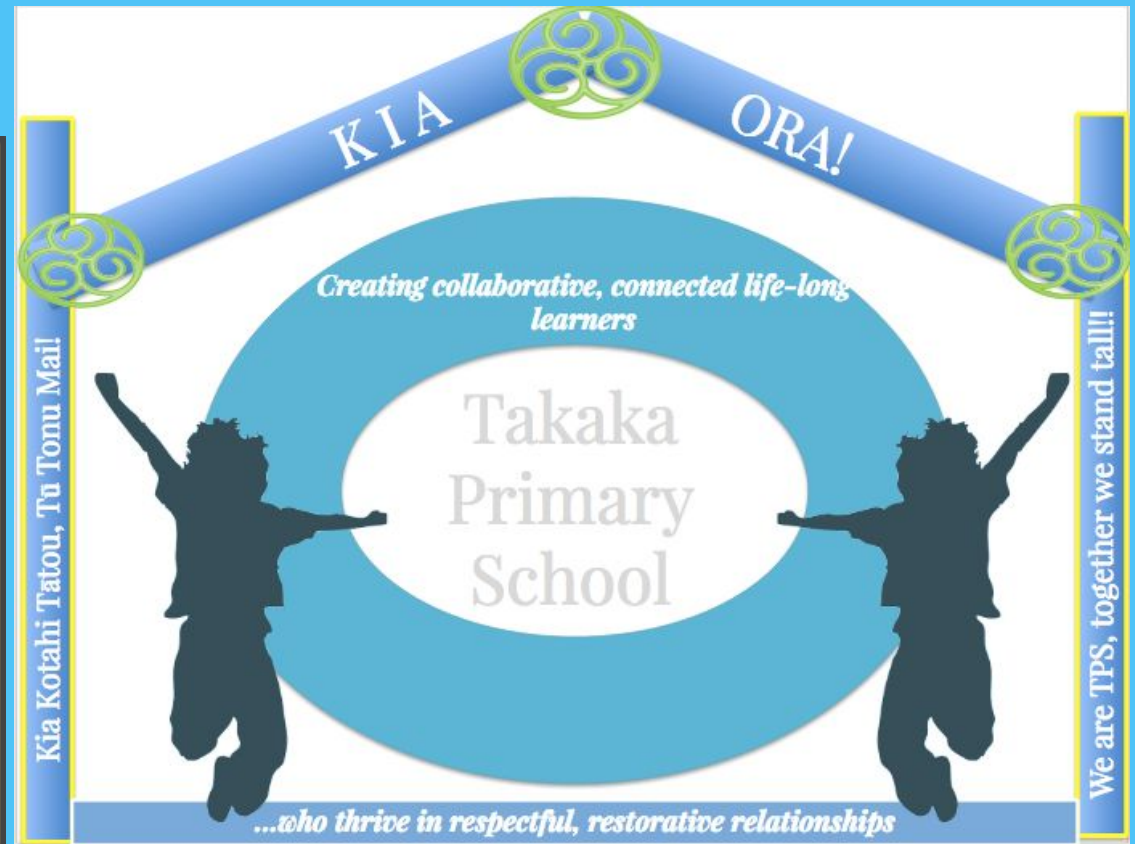
A photograph of three children in a garden bed, overlaid with a blue tint. The children are smiling and looking towards the camera. The garden bed is filled with green plants. In the background, there is a corrugated metal wall and a wooden structure with some white markings.

Takaka Primary School

*Creating collaborative, connected life-long learners, who
thrive in respectful, restorative relationships.*

*Kia Kotahi Tatou, Tu Tonu Mai
We are one together, standing tall*

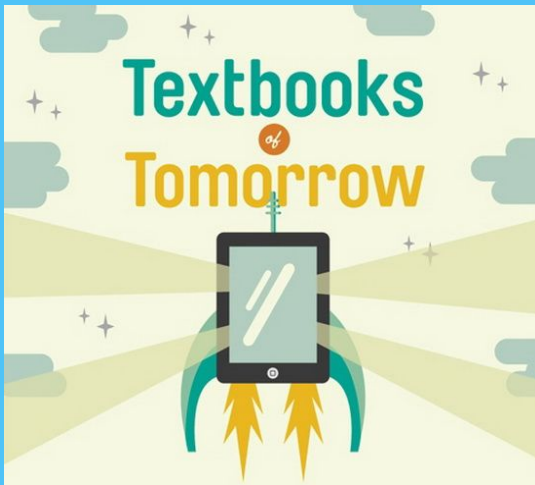
In this document, we will take you on a journey of where our research, inquiry and analysis has taken us in 2016, and share with you our vision and direction. Education is changing; this is not to be disputed, and we are forever reading and being told that digital technology will bring about huge change in education. So far though, it has been useful for learning, or 'added' to education, but has it transformed it? We believe it has the ability to do just that if we can get the conditions right.



We think:

- Technology has the potential to be a **lever** to enable students to access learning, to learn more, and to learn from different sources
- Technology should be viewed as a tool rather than a toy or a treat
- If used correctly, technology can make learning so much more powerful, accessible and enjoyable.
- If not used correctly, technology in schools can interrupt, distract from, or even be a barrier to learning

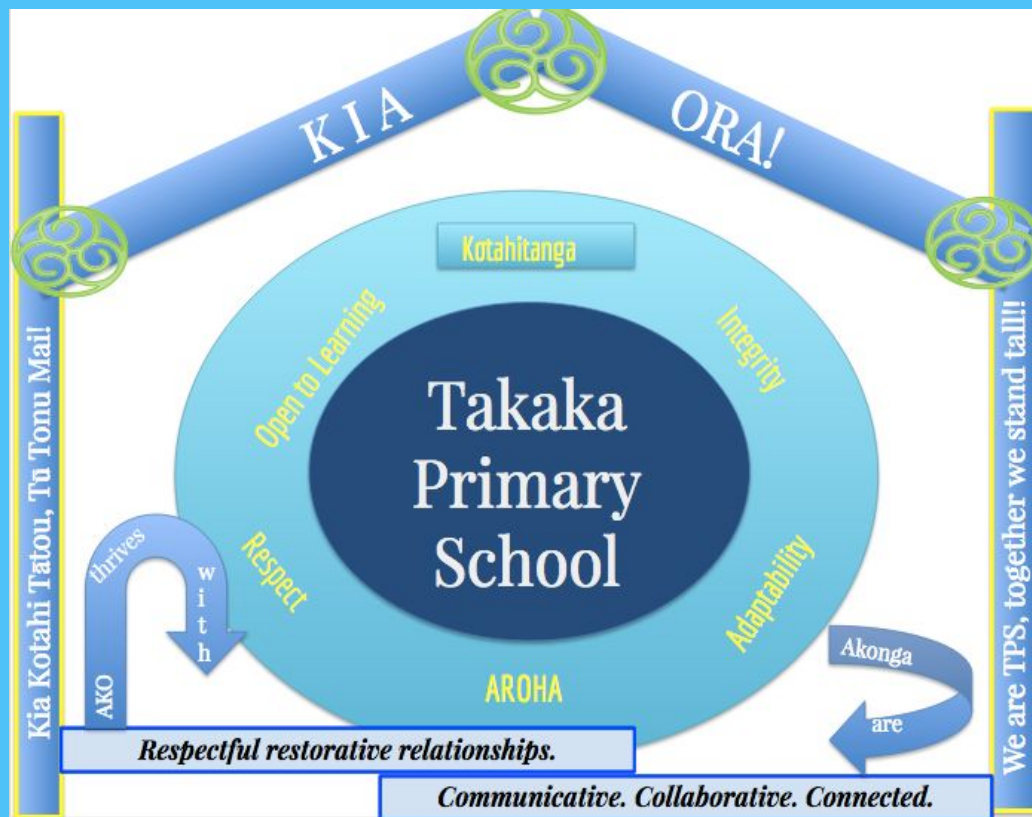
At TPS we think big! We aim to have technology working as a transformer of education; where student engagement and learning is hugely accelerated in all areas, where their interests are easily accessed, and where opportunities and connections are made instant thanks to the use of appropriate technology.



Textbooks of Tomorrow they may be, but at Takaka Primary School use of technology is not kids on screens and a curriculum devoid of creativity!

We believe technology can help all learners (students, teachers and families) to access and connect to **authentic learning** quickly and easily, actually creating **more room** in their 'school day'.

We have a vision of a curriculum full of authentic learning experiences, which are seamlessly able to combine and integrate across subjects, skills, and people.



What is Ako?

Ako means to learning is a two way street. Ako is not 'being taught' - it describes the two way, reciprocal nature of learning. Ako places the student and the teacher alongside one another, and the concept of ako is not complete without Whanau/family. So at the core of this must sit respectful, restorative relationships.

The three R's now look a bit different don't they! Akonga are our learners – and we are all learners. Our vision states that we create collaborative and connected life long learners. Therefore, technology at our school must be used to assist and drive communication, collaboration, and connection, and must not be a barrier to any of these either.

*In their paper, **Alive in the Swamp**, Fullan and Donnelly discuss two 'push and pull factors in education' at this time. They describe the 'push factor' is "How incredibly boring school has become." They state that in one study, at Kindergarten 95% of students were enthusiastic about school, and this steadily declined to 37% by Year 9. The pull factor is the explosion of technology and innovations which are all apparently 'must haves' in education, but in fact have cluttered, confused, and complicated education, as well as added huge costs to the curriculum!*



In Stratosphere, a paper by Fullan, he determines 4 criteria that new learning systems must meet:

- *They must be irresistibly engaging for students and teachers*
- *They need to be elegantly easy to adapt and use*
- *They require ubiquitous access to technology 24/7*
- *They need to be 'steeped' in real life problem solving.*

In designing our learning system for 2017 and beyond, we have considered all of these factors.

In 2017 we will have 3 whanau rooms. These are similar to 'home rooms'. Each teacher will be responsible for their 'home room' of learners, in terms of pastoral care, parent communication, and so on. There will be, in addition to these three rooms (Green Room, Blue Room and Gold Room) a Quiet Room (which also doubles as ICT suite) and a maker space for creative projects, as well as the hall and the hall kitchen!

The solution

3 whanau rooms

3 teachers

5 learning spaces: 3 teaching spaces, a quiet room, and a maker space

1:1 Chromebooks (each child has owns or has access to one)

Collaborative and shared planning with all teachers and students using Google Classroom* and Hapara*

Organisational systems that can cope with, and encourage diversity and flexibility

High parent participation

A diverse and connected curriculum, which is individualised for each student... In stages!

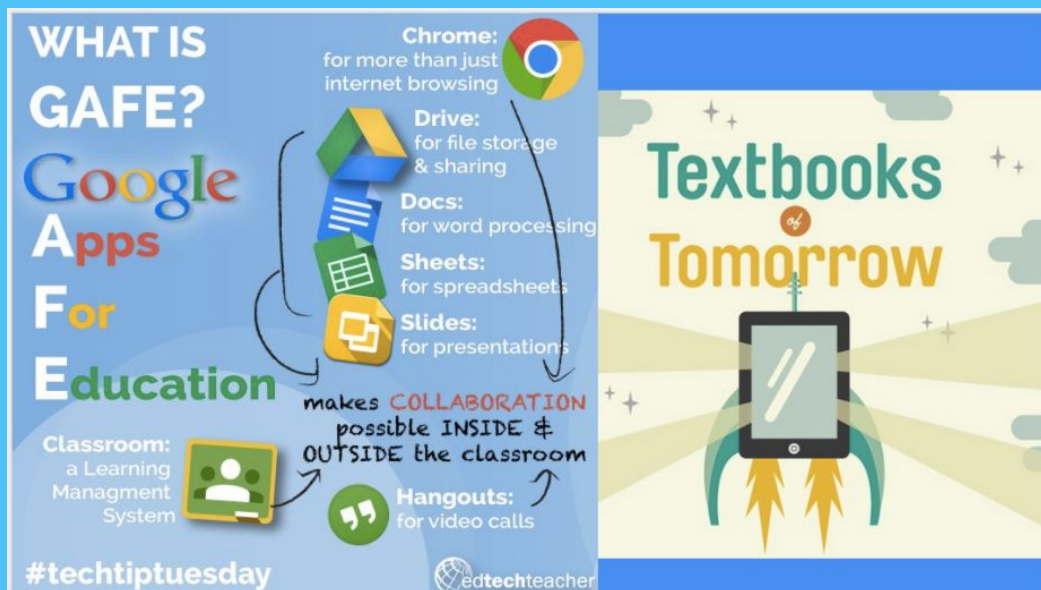
How does it all tie together?

GAFE, which is now known as G-Suite, is the heart of what students use to connect.

Google Classroom is set up so that our students are all visible to all teachers.

Alongside this, we use Hapara, which is a visible learning dashboard. With Hapara, teachers are able to remotely view students' work and their G-suite dashboard (emails, drive, docs and even browsed websites!)

We can tell exactly what they were working on when they last opened a doc, sheet, or slide, and therefore track their browser history. This means we are able to guide students towards the goal of personal integrity and self-management. Hapara supports the concept of the reciprocal nature of learning – ako – in that we are easily able to give feedback in real time as students work.



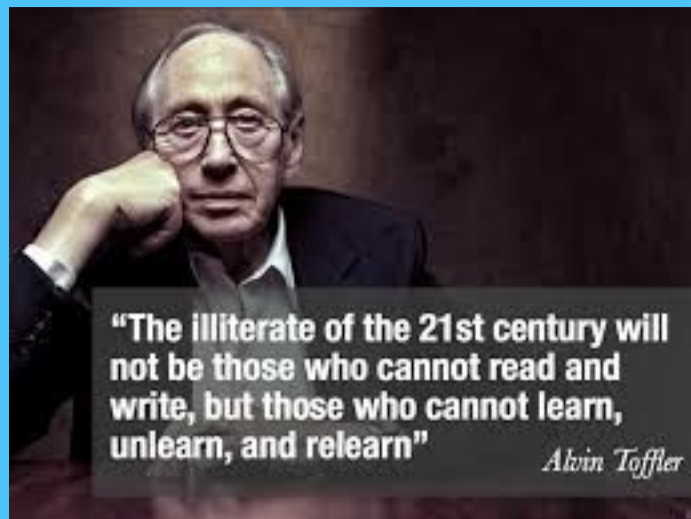
Did you know?

Research from Hattie shows the effect size difference between **‘teacher as facilitator’** (smaller class sizes, personalised instruction, web-based learning and inquiry based learning) and **‘teacher as activator’** (reciprocal teaching - AKO - where students are both ‘teachers’ and learners, providing regular, timely, targeted feedback, lots of student-teacher verbal interaction, being clear about and teaching thinking/learning processes, setting challenging, ambitious and achievable learning goals)

Hattie found that the effect size of ‘teacher as activator’ was over THREE times greater than teacher as facilitator. This means at TPS, we teachers are activators of learning for our students, and we use tools and technology such as G-Suite and Hapara to provide real-time feedback to students, and have a learning-centred partnership.

Commitment from us: 'Teachers as Activators...'

- We are LEARNERS, first and foremost!
- We collaborate and learn together; are open to 'not knowing' and actively seek advice from each other and within the school.
- We deliberately inquire into, and evaluate the impact of, our teaching practice.
- We upskill all the time! Both by using experts and leadership, but equally as importantly as inquiring into our own practice using the TPS SPIRAL Inquiry Model.
- We use technology as a key part of learning within the classroom and actively teach digital citizenship.
- We strive to have classrooms with engaging dialogue, rather than monologue; where student talk is ⅔ of the talk in the classroom.
- We share resources/ideas/time/solutions across our school and collaborate across age groups, classes, and with secondary/ECE.
- We are a team of collaborative, hardworking, committed, fun teachers who love to create, explore, and **learn** as much the children do!



If we teach
today's students

as we taught
yesterday's,

we rob them of
tomorrow.

John Dewey

Poster: David

A 21st Century Learning Promise

*I promise to do all I can
to keep the spark
of curiosity, creativity and learning
alive in every child;
to help all children
discover their talents,
develop their passions,
deepen their understanding,
and apply all this to helping others,
and to creating
a better world
for us all.*

What does it look like?

We always ask for, and appreciate feedback as our adaptive curriculum evolves, because only together will we create an exceptional school experience for our students.

Our programmes and approaches will change, as we all use the TPS SPIRAL Inquiry Model to continue to improve, grow, and learn!

We always welcome your thoughts, feedback, and ideas to rsvp@takakaprimary.school.nz

Our senior school organisation is structured to maximise rich learning opportunities. In our local curriculum, you will see we have shared the daily and weekly organisation of our senior school as examples of how we ensure a balanced curriculum. Our junior school has access to the same TPS rich curriculum, although due to their ages and stages, it looks different across our junior spaces.

In the following few pages, we introduce you to the structure, or rhythm, of our learning at TPS, as well as share some simple statements about how we interpret and explore the New Zealand Curriculum in our setting.

Our daily structure in Term 1...

9.00-9.30am Community Circle in whanau

9.30-10.00am Skills development:

10.00-11.00 Mathematics workshops in whanau: [Maths Hub Link](#)

11.30-12.50 Inquiry (Spiral Time)

Daily connect, set up and organisation of must do, can do and timetables. Checking in with one another, setting goals and listening to one another. News, family sharing etc.

An opportunity for students to consolidate core skills to help them connect, collaborate and communicate. This includes touch typing, handwriting, spelling, basic facts, coding... responsive and needs based.

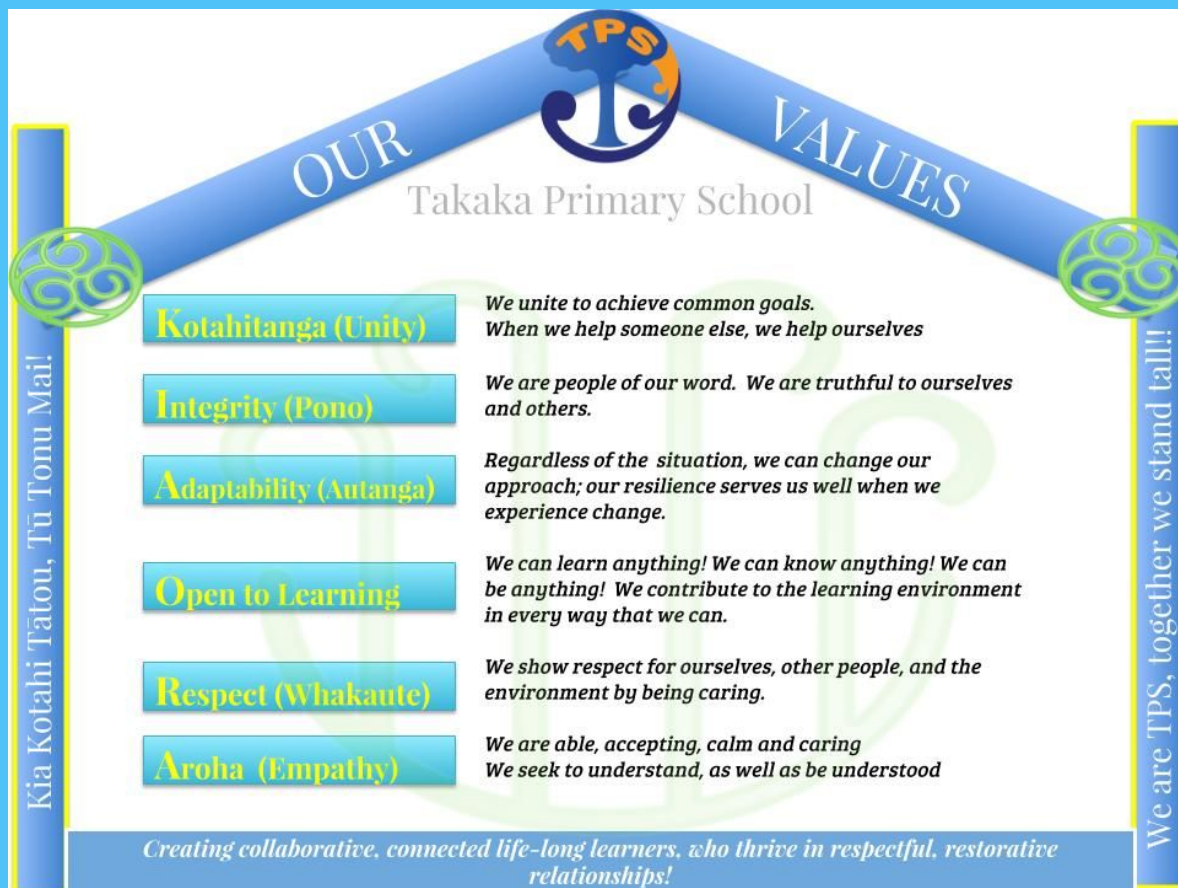
Using personal 'Maths Hub' (self managed learning using chromebooks and tracking) Using Quiet space, outside spaces, and maker space if required for learning. Booking in for workshops with whanau leader as needed.

Students determine whether they will work alone, or in pairs/groups, and spend a week developing a 'brief and proposal' for their Inquiry. Groups are allocated to a lead coach, who will then work with the groups to incorporate the reading and writing skills required. Students will work through their inquiry in their groups throughout the term.

Community Hui/Community Circles:

The beginning of the day is a very important time for students and staff at TPS. During community circles, students and teachers check in and connect with one another about life, school, home and events. This time is not prescriptive, although our three c's "Creative, Collaborative and Connected" form the basis of the circle. Senior students then stay in their whanau classes for skills development, which is needs based; a time for students to pick up and practise the skills required for literacy, numeracy and digital technology. These are skills that help them get from A to B and access the curriculum in all its depth.

The key competencies and NZC values, as laid out in the New Zealand Curriculum Document, are expressed here in the TPS Local Curriculum, and are aligned with our school values and our school learning continuum (see diagrams below.) During community hui and community circles, our teachers focus on our values and the key competencies using our school values and our positive behaviour for learning weekly focus, which ties into our fortnightly value (one of our KIA ORA values), and our inquiry-linked whakatauki and karakia for each term.



WEEK 1 PB4L PLAYGROUND INTERACTION AND LEARNING FOCUS

We are learning to work and play together and support one another

We will know we have done this when have happy learning and play times where we all feel safe

We are learning to be good friends and classmates

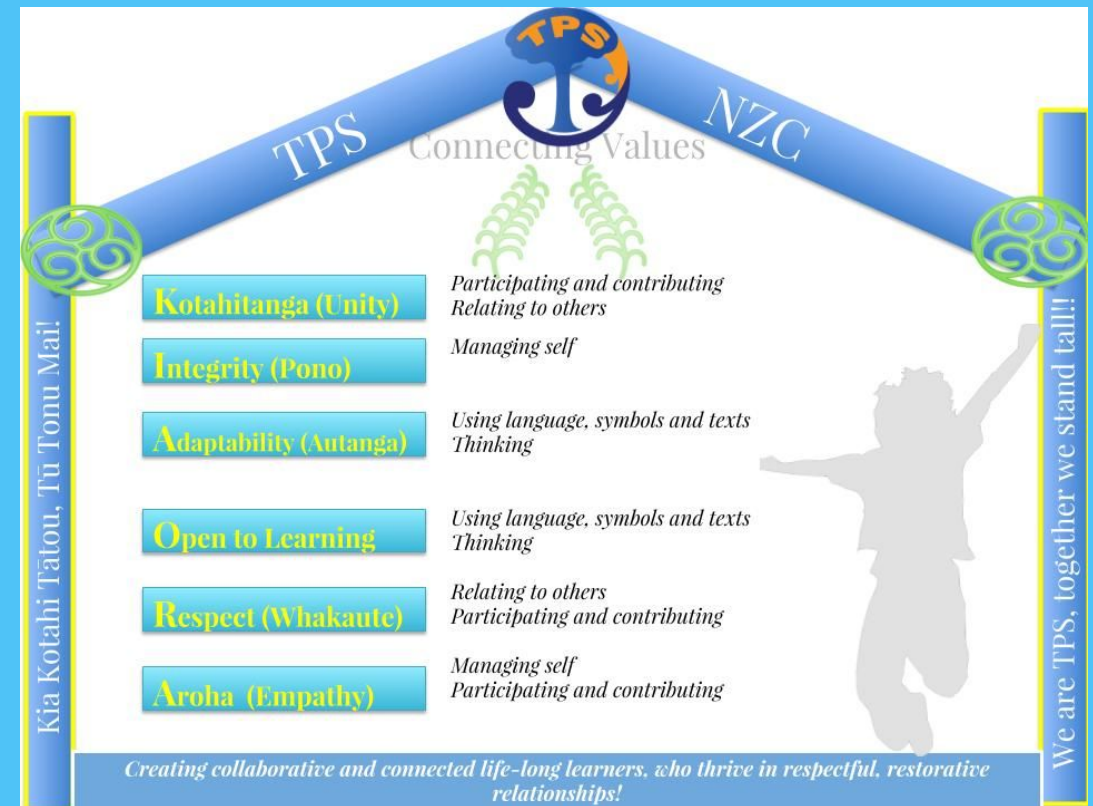
We are learning to use nice-talk, build-ups, sharp listening ears

An example of our PB4L playground interaction and learning focus.

A little more on the competencies at TPS:

- *Key Competencies encompass knowledge, skills, attitudes and values*
- *Key Competencies work together and influence each other*
- *Key Competencies require teachers to notice not just what students are learning, but how they are learning and their capacity to continue learning*
- *Key Competencies are demonstrated in performance – they require ongoing action*
- *Key Competencies are complex and changing – they will look different in different contexts, and will be developed through opportunities to use them in increasingly wide ranging and complex contexts*
- *Key Competencies require teachers and learners to think about dispositions (tendencies or inclinations) to consider if students are ready and willing, as well as able, to learn*
- *Key Competencies strengthen students' capacity to participate in the world right now, rather than just prepare them to participate in the world sometime in the future*
- *Key Competencies are not just a new name for Essential Skills – they include skills but also emphasise how skills relate to knowledge, attitudes and values and how skills can be used in interactions with others in various contexts*
- *Key Competencies are not just for young people – students, teachers, parents, community members are all both teachers and learners*

The workforce that the students of today will enter will be vastly different to the one that is in place now. According to research the students of today will enter jobs that have not even been thought of yet, they will be hired for fixed contracts and will have several different careers in their work life. Therefore their ability to enter into new situations, make connections and define problems while seeking solutions is going to be very important. As their ability to



make good decisions, use their time wisely and continually access learning as they identify new skills that they will need to be successful. Educators and governments around the globe have recognised that the mode of curriculum delivery in schools needs to adapt in order to best prepare students for their future.

The Key Competencies are all about preparing students to be critical and responsible thinkers who are capable of accessing relevant information and to analyse and evaluate the information. Equipping them in this way means both students and teachers take learning journeys together with the students taking more control and ownership of their learning through the process.

In essence the changed approach requires a new pedagogy for practice. Central to that pedagogy is teaching and learning the Five Key Competencies. These Key Competencies are guidelines for creating positive dispositions towards learning, in which the student – not the content – is at the centre of the learning.

Equipped with the Key Competencies, students will have the knowledge and skills to cope with life in the 21st century.

Literacy at Takaka Primary School

What do we believe?

At Takaka Primary School we recognise the importance of literacy in our 21st century setting, and indeed in our ever-changing world. The two main aspects of literacy; to create meaning and to make meaning, have an expanding focus and apply to many different media in our future focused setting. Firstly though, to define the two:

To Create Meaning:

Write: *To communicate accurately and descriptively through a wide range of genre.*

Speak: *To speak with clarity and precision.*

Present: *To creatively present ideas and findings with clarity.*

To Make Meaning:

Read: *To read fluently and comprehend a variety of reading materials.*

Listen: *To comprehend and process auditory information effectively.*

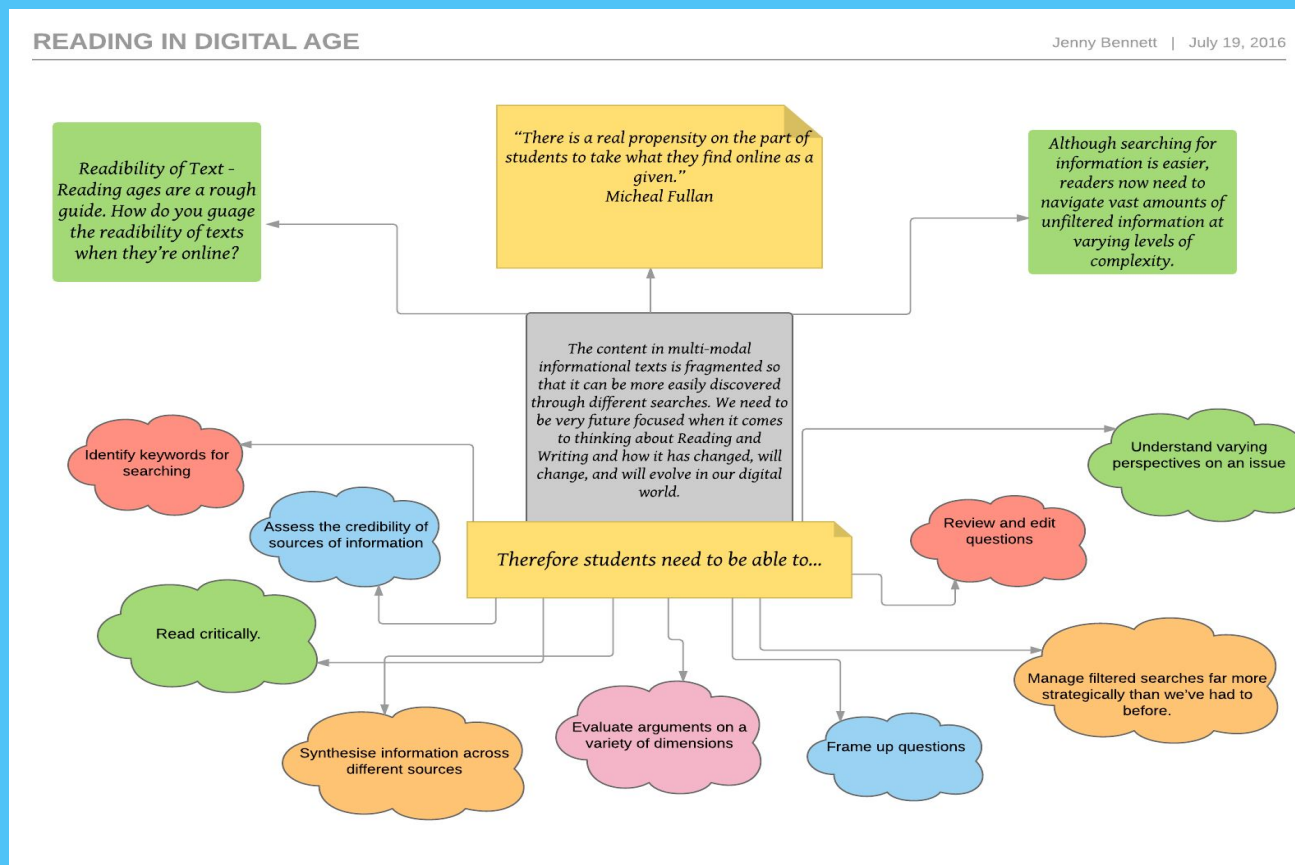
View: *To comprehend and process visual information effectively.*

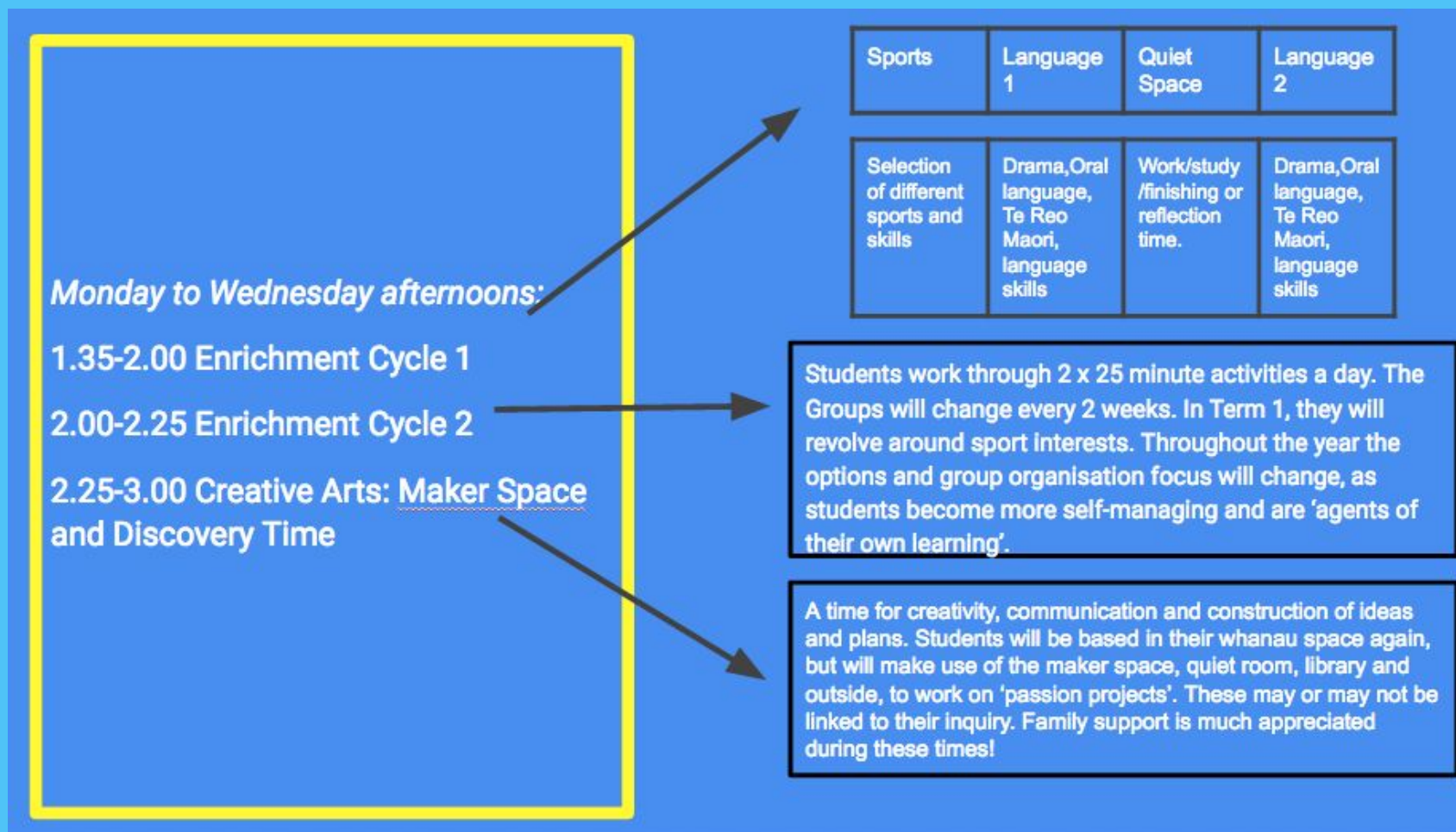
In literacy we offer students varied and rich opportunities to study, use and enjoy language and literature communicated orally, visually, or in writing. Our commitment is that our literacy learning has a purpose that is authentic (real) for students, and therefore is integrated across the curriculum, most usually with Inquiry (social science, science, STEAM and the arts). Students have many opportunities to build skills and develop strategies to use across literacy, both as part of dedicated reading and writing workshops, and across the curriculum exploring different media. Together we expect that students and teachers co-construct rich tasks, which result in products of learning using our TPS SPIRAL inquiry model. At TPS we focus on 'Wicked Problems' to enable real life problem solving in a collaborative setting.*

Takaka Primary School references and uses the New Zealand Curriculum document to guide the curriculum learning, and the literacy learning progressions to determine specific skills and strategies required along the literacy learning pathway. Across each year, the school selects two main concepts with many contextual links to our geographical location, the nature of our community, our sense of place and issues around our environment. Examples include:

- *Marine Biology/Study of water mammals*
- *Water and the significance of water across different cultures and lifestyles*
- *Natural minerals*
- *Nature conservation and study of bush wildlife/stream life*
- *Community organisation and community people, including local heroes and leaders (from past to present day)*
- *Community ventures: Gardens, festivals, clubs and creativity/innovation*

Increasingly we expect that our students must become more adept at finding relevant and accurate information from a variety of sources, and as such incorporate the following skills into our literacy curriculum:

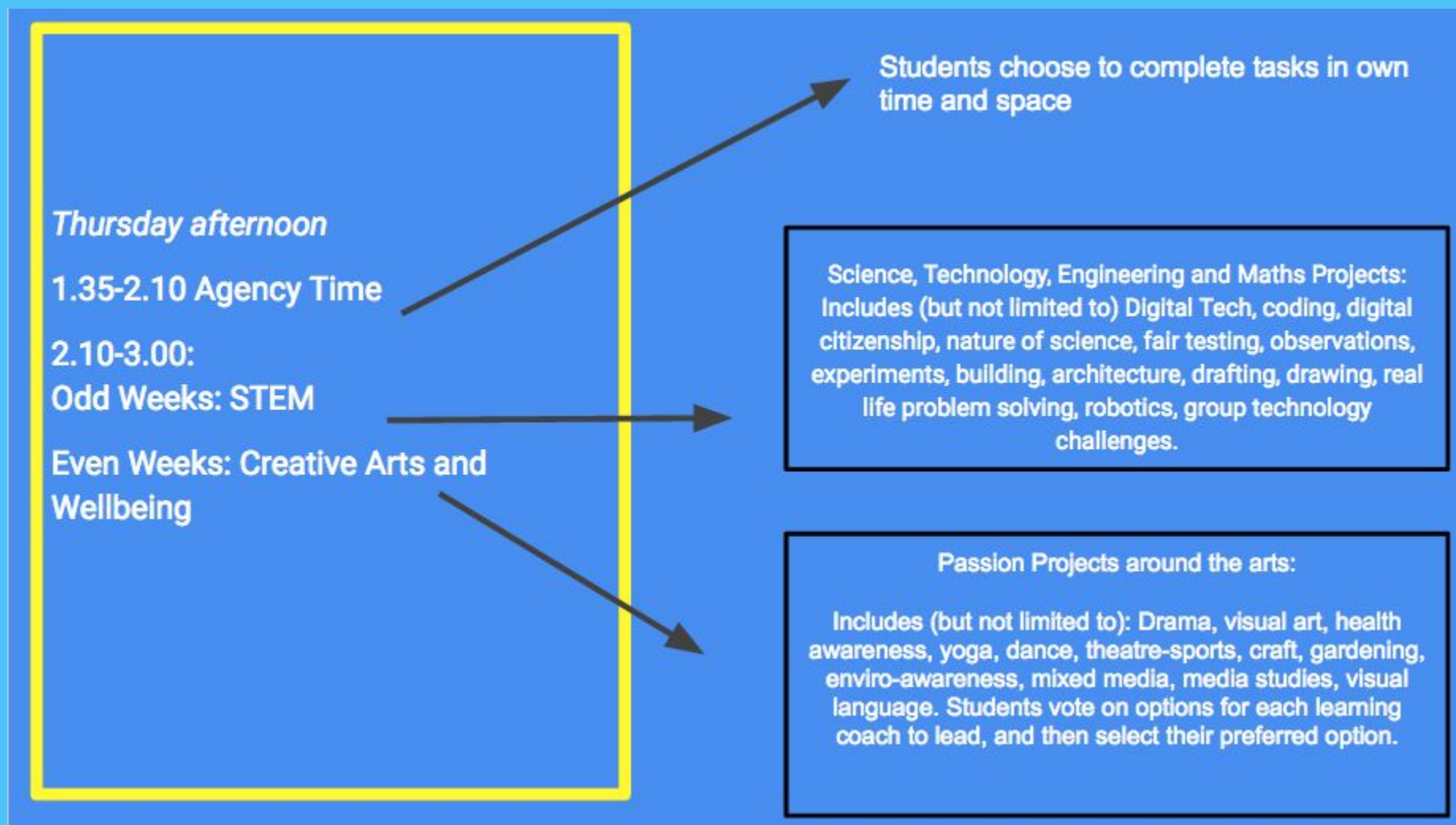




Enrichment cycles are chosen by gathering student voice and voting on options. Teachers lead an activity for up to 2 weeks. Sports can be anything from yoga to cricket to swimming, and all students **DO** have a go at things they haven't tried before in a safe environment, but there will also be room for them to feedback and discuss to feed into the next cycle. Language 1 and 2 may be drama, oral language, sign language, or creative writing workshops. They are based around Fullan's four criteria: Engaging,

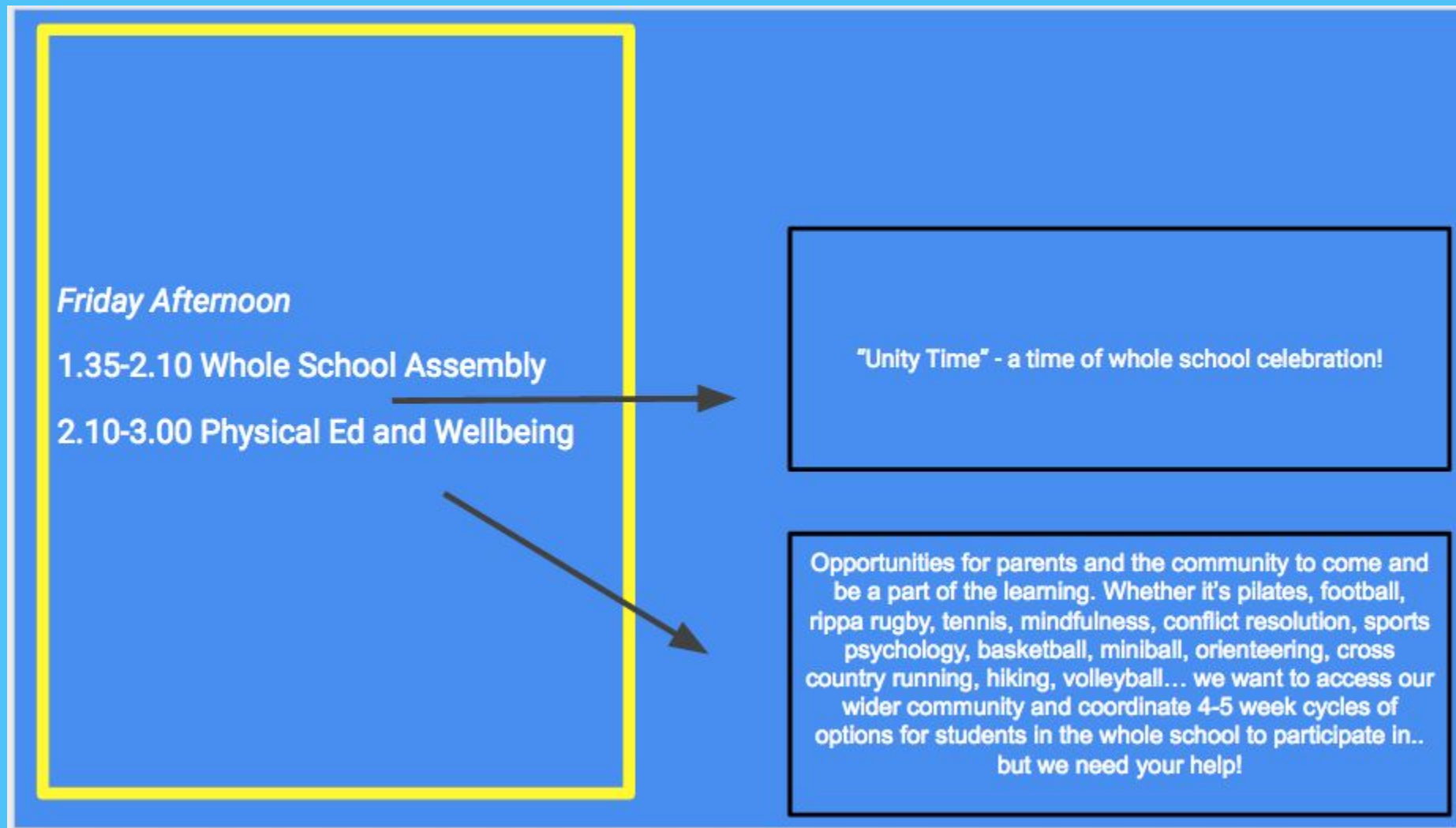
easy to adapt, accessible by tech, and real life, or authentic. Our enrichment cycles will be responsive; how they are chosen, who chooses them or leads them is determined with the students and staff (and parent supporters).

The end of each day is a time for creativity, independent learning and inquiry. Students each have a 'passion project' to explore. This could be building an earthquake safe bridge, or designing a solar bbq, or it might be learning and filming a yoga sequence, song or play. It is especially during this time that we ask our parent community for support with our students. The creation of our 'parent and community yellow pages' gives children a direct connection to someone with skills they might benefit from.



Our Thursday afternoons bring a real balance to our curriculum, with odd and even weeks spacing STEM (Science, Technology, Engineering and Maths) and Creative Arts and Wellbeing. Again this is where our 'parent yellow pages' comes in handy, as we know a variety of skills and areas interest our diverse

learners! Agency Time is when we give students time to be able to complete tasks independently and choosing when and where to do so.



Friday afternoons are about unity and celebration at Takaka Primary School. As well as joining together at 1.35 for assembly as a school, we then have the rest of the afternoon for physical education and wellbeing with the whole school. This may be whole school rotations, tuakana-teina rotations, or individual classes/groups... it varies depending on our interests, skill sets, needs and weather!



The Technology:

Chromebooks

Google Classroom

Hapara

Google sites for tracking learning

(Individual Pathway)

PaCT Framework for assessments- no more TESTS!

The Progress and Consistency Framework, otherwise known as PaCT, enables us to assess the children 'as they go', and phases out the majority of testing, (and definitely for us the 'bulk' testing - YAY!)

PaCT is ministry developed, has little to no impact on students (unlike 'bulk' tests) and is 'assessment for and as learning'.

Chromebooks: As you can see, we are very focused on using technology that enables our students to access the NZ Curriculum, and personalise and share their learning; in other words they will be connecting with

the people, places and tools they require in order to be citizens of the future and learners of the now. We own over 40 chromebooks, and welcome parents to purchase one for their children. You can purchase through the school office (email postie@takakaprimary.school), and Mark is also happy to talk you through the 'ins and outs' of a device for your child. We have purchased cabinets for chromebooks to be locked in. Most parents prefer that chromebooks are stored at school during the year to limit risk of damage in transit. Oh, and at TPS we have 'screen-free' breaks, with the exception of coding, robotic, design STEM clubs, which are supervised by a teacher.

We see we are at a precipice of change. Knowing what we know about *learning*, understanding the research around 21st century learning systems, listening to what our kids want, ask for and dream of, AND **not** knowing about the future, leaves us with these options only: To be brave! *Think big!* Be INNOVATIVE.

There is a lot we don't know (and we're okay with that), but here are some things we do know...

- *Our brave learning mindset means we are constantly growing as inquirers and evaluators into our own practice.*
- *We know this can only benefit our students as our TPS curriculum flexes to meet the needs and interests of each individual child. .*
- *We know that what we are doing requires absolute dedication from our teachers, who are leaders of their own learning, and who set the conditions for success.*
- *We know that our school, our community, our students, staff and board all want what is best for our students, and having positive and proactive learning partnerships strengthens outcomes.*
- *We know that your children deserve the very best.*

IT/Digital Technology Questions:

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