



# TĀRAI KURA

Shaping a treasured space of learning

## Change kete for school transformation

A practical guide for kura and school leaders engaged in planning for new learning spaces.

### About the kete

Designed as a quick links starter pack, this change kete is a 'go to' for the latest in research and practice aimed at providing support for navigating transformational change. Nine principles related to kura and school change are included, each with a range of practical, evidence based resources to provide ideas and support. The change kete is focused on Aotearoa kura and schools, fostering ākonga centred learning environments that honor Te Tiriti o Waitangi, including mana whenua engagement.

## Te Whao | Nine Principles

The nine principles are taken from the *Grow Waitaha Monitoring and Evaluation Framework*. The Framework has been designed to support kura and schools on a journey of transformational change. In this resource, a fact sheet is provided for each of the nine principles. Each principle is also accompanied by key guiding questions and a well curated kete of resources including video, articles and websites for further exploration of ideas.

<b>1. Vision</b>  Schools and their communities need a clear vision to guide ongoing transformation of education for their students.	<b>2. Perspectives and partnerships</b>  Schools need to be actively connected to their communities, sharing and benefiting from partnerships, expertise, and opportunities.	<b>3. Leadership of change</b>  Schools need to understand the complex processes of change and the key drivers for success.
<b>4. Collaborative approach to teaching and learning</b> Outcomes for learning are optimised through the use of appropriate collaborative teaching and learning strategies.	<b>5. Meaningful student involvement</b>  For students to be at the centre of change, their participation and collaboration in learning design is critical.	<b>6. Cultural sustainability</b>  Schools need to embed culturally responsive pedagogy throughout the process of transformational change and local curriculum design.
<b>7. Authentic curriculum</b>  Curriculum, pedagogy and learning pathways should be developed, prototyped and implemented to ensure that ākonga experience an authentic curriculum.	<b>8. Space and resources</b>  Learning spaces and resources need to be responsive to ākonga needs and reflect the school's vision for teaching and learning.	<b>9. Monitoring impact on well-being and learning</b>  The impact of transformational change on learning and wellbeing needs to be continually monitored.

# Vision



For new kura and school builds and redevelopments, future focused visioning and the visioning for design process are vital to ensuring that ākonga are prepared for the future. It is essential for kura and school leaders to consider: **to what extent does, or how might, your school and community articulate a collective, future focused vision for teaching and learning for all ākonga?** The vision is ideally woven through all aspects of school life. It is reflected in the curriculum, pedagogy, culture, relationships and lived out by leaders and members of the school community; and this creates cohesion, and a clear sense of purpose.

## Key Ideas | Whakaaro

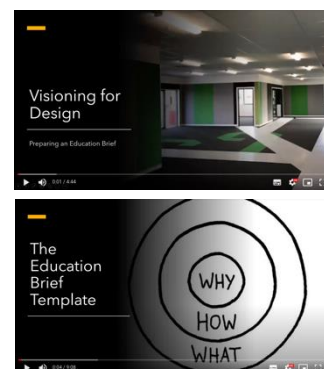
- Vision that is collaboratively designed with mana whenua, and all members of the school community, honours the local context and has a greater sense of meaning and ownership.
- Vision informed by a cultural narrative reflects bicultural identity and is visible in spaces, curriculum, pedagogy and culture.
- In new school builds and redevelopments *Visioning for Design* is essential for creating coherence across all aspects of the school, and gives direction to the school design. This is captured in the Education Brief.
- 21st century schools increasingly value future focused visioning and acknowledge this requires tremendous shifts in all aspects of the school.
- A school vision needs to be reviewed to ensure meaning and relevance for 21st century learning.

## Key Resource | He Pounamu

In these videos, Dr Gabrielle Wall explains the Visioning for Design process, as well as the Education Brief writing content and process. A brief introduction to engagement with mana whenua and the cultural narrative is also provided.

<https://cutt.ly/amIDTmm>

<https://cutt.ly/WmIDUBN>



## To what extent does, or how might, your school and community articulate a collective, future focused vision for teaching and learning for all ākonga?

Vision	Perspectives and partnerships	How clearly does, or might, the vision describe aspirations for teaching and learning for all ākonga?	To what extent has, or might, the vision be collaboratively designed by ākonga, teachers, parents, whānau, and iwi?	To what extent might the vision be informed by cultural advisors and/or draw on cultural narratives?
	Leadership of change	<p>In <i>From Values and Beliefs to Principles &amp; Practices</i>, Dr Julia Atkin describes the mindshift necessary to move towards values and vision driven development as a basis for improving practices. <a href="https://cutt.ly/ynMMApV">https://cutt.ly/ynMMApV</a></p> <p>In this series of 4 blog posts from Optimus Education in the UK, you can read about <i>From Vision to Action</i>. <a href="https://cutt.ly/GngiEui">https://cutt.ly/GngiEui</a></p> <p>In this Tārai Kura video Dr Gabrielle Wall explains the property process sequentially with a focus on <i>Visioning for Design</i>. <a href="https://cutt.ly/amIDTmm">https://cutt.ly/amIDTmm</a></p> <p>In this video Dr Gabrielle Wall explains the 12 sections within the full Education Brief template are framed around Simon Sinek's golden circle: Why, How and What. <a href="https://cutt.ly/WmIDUBN">https://cutt.ly/WmIDUBN</a></p>	<p>A step-by-step guide to co-visioning with a community, this TKI site contains facilitation ideas for community engagement including with whānau. <a href="https://cutt.ly/Tngi9uk">https://cutt.ly/Tngi9uk</a></p> <p>This activity sheet contains a pre-visioning step by step approach to use with staff and leadership teams. <a href="https://cutt.ly/ongoyzO">https://cutt.ly/ongoyzO</a></p> <p>This video explains how a new school was gifted their name by mana whenua and how it influenced the vision, learning values, spaces and ultimately the cultural narrative of the school. <a href="https://cutt.ly/TnMMGpc">https://cutt.ly/TnMMGpc</a></p>	<p>This MOE website, <i>Embracing Cultural Narratives</i>, describes what a cultural narrative is and how space and environment can reflect bicultural identity. There are also links to examples. <a href="https://cutt.ly/Xb1NRus">https://cutt.ly/Xb1NRus</a></p> <p><i>The Auckland Design Manual</i> details working with mana whenua through a design process, and this video explores recent projects in Tāmakimakaurau, in which the design teams worked alongside mana whenua to deliver landmark developments for the city. <a href="https://cutt.ly/NngomC7">https://cutt.ly/NngomC7</a></p> <p>This is a case study of a school in Christchurch developing a cultural narrative with mana whenua and the process they took. <a href="https://cutt.ly/cnmU2hX">https://cutt.ly/cnmU2hX</a></p>
Collaborative approach to teaching and learning	Meaningful student involvement	<p>In what ways has, or might, the vision be shared across the community, using common language and understanding?</p> <p>Consider the extent to which the vision is communicated:</p> <ul style="list-style-type: none"> <li>Clearly</li> <li>Consistently</li> <li>Coherently/cohesion</li> <li>Are key elements reflecting the vision visually? E.g., aspects of the physical space, a cultural narrative, logo, colours</li> <li>Is the language around the vision cognitively portable and meaningful everyday?</li> <li>Is the vision lived through leadership, key stakeholders, ākonga, staff, etc?</li> </ul>	<p>How does, or might, your school vision inform all school initiatives?</p> <p>Consider how your vision is reflected in your strategic intent. Here is an example of vision alignment and cohesion in a plan on a page. <a href="https://cutt.ly/UnMMM9e">https://cutt.ly/UnMMM9e</a></p>	<p>What ongoing review processes have been, or might be, designed to ensure the vision continues to be relevant?</p> <p>There are a range of factors impacting on vision relevance that will inform the need for a review process. E.g., ākonga engagement, relevance to the community, mana whenua engagement, and future focused shifts.</p> <p>For example, this UNESCO webpage defines and describes <i>Futures Literacy</i> and breaks down the capability into a range of needed skills. <a href="https://cutt.ly/6mceFOD">https://cutt.ly/6mceFOD</a></p> <p>This interactive website provides an idea of the skills you may need in specific vocations by 2030. <a href="https://futureskills.pearson.com/">https://futureskills.pearson.com/</a></p>
	Cultural sustainability	<p>How will, or might, leaders and teachers ensure their vision underpins teaching and learning?</p> <p><i>The Local Curriculum Strategic Planning Guide</i> provides ideas and activities to align vision, strategic planning, local curriculum design, and evaluation and self review. <a href="https://cutt.ly/FngsFmV">https://cutt.ly/FngsFmV</a> (scroll to bottom to download)</p> <p>This animated video describes how Shotover Primary School (opened 2015) ensures their vision underpins their learning approach. <a href="https://www.shotover.school.nz/vision">https://www.shotover.school.nz/vision</a></p>	<p>What are your expectations for the vision to be enacted every day?</p> <p>School leaders and staff are able to breathe life into the vision every day when there is coherence and consistency across the entire school system. Consider for example induction processes for ākonga, staff and whānau; as well as all aspects of learning and culture.</p> <p>Here is an example of a school that intentionally and explicitly embeds vision into all aspects of teaching and learning. <a href="https://www.hpss.school.nz/">https://www.hpss.school.nz/</a></p>	<p>In what ways are changing technologies and evolving learning opportunities considered when reviewing the vision?</p> <p><i>Ten Trends</i> video and report from CORE Education explores emerging patterns for future focussed visioning can be accessed here. <a href="https://cutt.ly/8ngfQVG">https://cutt.ly/8ngfQVG</a></p> <p>Ken Robinson's iconic animated short lecture, <i>Changing Education Paradigms</i> challenges traditional views of education. <a href="https://cutt.ly/BnZFweN">https://cutt.ly/BnZFweN</a></p> <p>Learning to thrive in a transforming world is the topic of this future focused visioning video. In the video Valerie Hannon explores the purpose of 21st century education. <a href="https://cutt.ly/BnZlgmo">https://cutt.ly/BnZlgmo</a></p>
Authentic curriculum	Space and resources			
	Monitoring impact on well-being and learning			

Schools and their communities need a clear vision to guide ongoing transformation of education so their ākonga are well prepared for the future.

# Perspectives and partnerships



Schools that are actively connected to their communities benefit from partnerships, expertise, and opportunities that reflect and **strengthen the vision and purpose**. For new build schools and redevelopments it is important to consider: **to what extent does, or might, your school actively seek perspectives and foster partnerships to support transformational change?** There are a range of sub-questions that can help shape thinking about perspectives and partnerships.

- *How might we foster productive beneficial connections with the local community, and society more broadly? And for what purpose?*
- *What does a thriving community look like, and how might the school and ākonga contribute to a thriving community locally?*
- *How might authentic mana whenua relationships be developed and sustained in mutually beneficial ways?*
- *How might ākonga learn to become engaged citizens?*
- *What is the role of whānau and the community in supporting learning?*
- *What might a school as a community hub look like?*
- *What does a school as a learning community mean?*

Engagement with the community throughout the new build and redesign process is vital to ensuring understanding, especially in relationship to innovation, change, future focused learning, and different learning spaces.

## Key Ideas | Whakaaro

- Early authentic engagement that is meaningful and acted upon is vital for mana whenua and whānau.
- Gathering perspectives and engaging with key community partners will include: mana whenua, whānau, ākonga, other education providers in the local area (e.g. early childhood, kāhui ako), school leaders and trustees, and other community stakeholders.
- A stakeholder framework is useful as a tool to shape engagement.
- Strong connections between whānau and schools are essential for ākonga achievement.
- A local curriculum is responsive to the needs, identity, language, culture, interests, strengths and aspirations of ākonga and whānau.

## Key Resource | He Pounamu

The Spectrum of Public Participation provides a useful framework for understanding community engagement.

<https://cutt.ly/hWqvF3O>



Vision

Perspectives and partnerships

Leadership of change

Collaborative approach to teaching and learning

Meaningful student involvement

Cultural sustainability

Authentic curriculum

Space and resources

Monitoring impact on well-being and learning

## To what extent does, or might, your school actively seek perspectives and foster partnerships to support transformational change?

1. In what ways does, or might, your school use perspectives and expertise from ākongā, whānau, teachers, iwi/hapū/rūnanga, and community cultural groups to co-construct and review teaching and learning programmes?

This ERO resource shares strategies and approaches from schools that have contributed to improving achievement by developing genuine learning partnerships with parents. It also includes some simple strategies a few of the schools used to involve parents more in supporting the things children were learning at school. <https://cutt.ly/Rnggeyk>

This *Local Curriculum* guide focuses on the key elements of designing and reviewing your local curriculum. It contains guidance, review questions, activities, examples, and resources that will help to enable good decision making with all stakeholders. <https://cutt.ly/znggznf>

Parent workshops during the build of a new school invite conversation and participation from prospective parents at Lemonwood Grove School. <https://lemonwoodgrove.school.nz/a/h8ldiBc>

4. How do, or might, you engage with local, national, and global resources and expertise to support teaching and learning?

Be intentional about networks and resourcing that aligns to your vision of teaching and learning.

Seek resources and expertise that are relevant to the vision of the school and your local curriculum. Create connections that enable learners to drive engagement, having agency over their learning.

Stay connected: use social media in meaningful ways to build an authentic network.

Schools need to be actively connected to their communities, sharing and benefiting from partnerships, expertise, and opportunities.

2. How do, or might, you establish learning focused partnerships with whānau, iwi, hapū, and rūnanga to enable Māori ākongā to achieve success as Māori?

In this video, Te Whainoa Te Wiata explores questions such as, “why is mana whenua engagement so vital to schools and communities?”, “how do we create and sustain meaningful relationships?”, and “how might school leaders’ identities and beliefs shape engagement?” <https://cutt.ly/lbOr0l5>

This Te Puni Kōkiriri directory of iwi and Māori organisations provides helpful information for schools seeking to engage mana whenua. <https://cutt.ly/EnggSz9>

3. In what ways do, or might, you make use of Kāhui Ako/school networks to explore mutually beneficial opportunities?

In this video, Kāhui Ako leaders and Tumuaki, Sharon Marsh and Murray Lucas share their whakaaro on *Leading Through Cross School Collaboration*. <https://cutt.ly/znggvGi>

This local curriculum tool has been designed for Kāhui Ako schools to use together. <https://cutt.ly/Nnggl10>

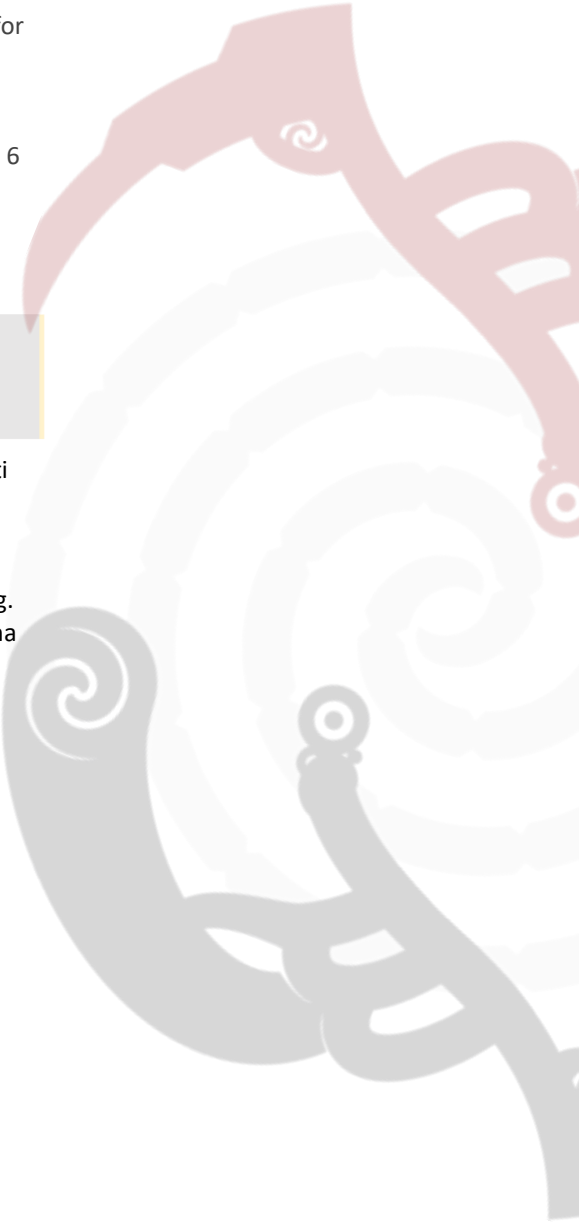
In this short blog Dr Irene Anderson discusses 6 ways to develop your local curriculum. <https://cutt.ly/6nM1nEQ>

5. In what ways do, or might, you link with appropriate organisations and businesses to explore future learning opportunities?

6. How do, or might, you explore opportunities and strategies for new partnerships and networks?

In this 3 part video series, Chris Mene and Janelle Riki-Waaka share ideas for community engagement including Te Tiriti o Waitanga implications, a tool for understanding community partnerships and a practical framework for consultation. <https://cutt.ly/OmnrqBv> <https://cutt.ly/hmnrrCl> <https://cutt.ly/QmnryxR>

Engaging with community partners to strengthen networks could include a wide range of approaches and activities. E.g. Considering what the parents in your community can offer the school and what service the school can offer them; mana whenua engagement that is reciprocal; guest speakers; community service, garden design and development, library services, etc.





# Leadership of Change



Leading the development of a new school or significant redevelopment requires a detailed understanding of change processes, as well as an understanding of the kind of leadership needed for navigating through an entire change process. Small changes and dilemmas are usually addressed by leaders through offering quick solutions and decisions. This is done by providing technical solutions and exercising influence. However, whole systems wide change requires a different leadership approach and framework. Adaptive leadership and systems change leadership are approaches to leadership that focus specifically on change contexts. Adaptive leaders, as well as systems change leaders understand the complex processes of change as well as the key drivers for enabling effective growth. It is essential for school leaders undergoing significant change to consider the following question: **how effectively is your school managing and leading complex change?**

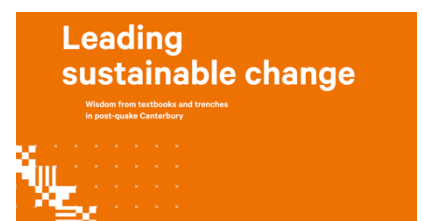
## Key Ideas | Whakaaro

- Significant change is unsettling, emotive and risky, as 'solutions' are unknown, and change requires a letting go.
- Leading school wide (or systems) change requires a different leadership approach.
- Adaptive leadership is a framework that includes helpful principles for navigating change.
- Systems change leaders foster collective responsibility, generative conversations, and the co-creation of a future.
- School leaders recognise that ākonga need to be at the centre of all change, and are consultative and collective in their approach to journeying with mana whenua, whānau, and all key stakeholders.

## Key Resource | He Pounamu

In *Leading Sustainable Change*, school leaders who successfully led their school through change share their insights. The resource includes a quick guide, as well as a detailed road map for leading change.

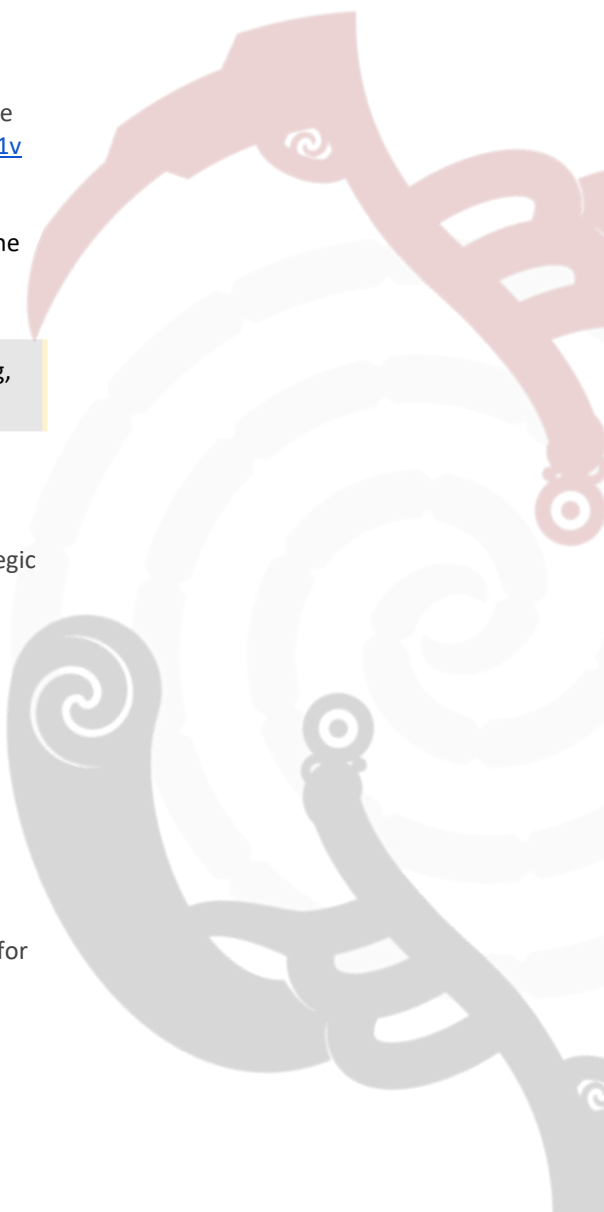
<https://cutt.ly/xmb11BM>



How effectively is your school managing and leading complex change?

1. How are you working towards agreed values and processes to ensure ākongā are at the centre of change?	2. How do you maintain a clear focus on your vision as change is implemented?	3. What are your strategies or approaches to actively support staff and ākongā through change? In what ways are you fostering flexibility?
<p>This resource is a practical tool for educators to support the process of change and shift the ownership of teaching and learning, placing it firmly in the hands of the learners themselves. <a href="https://cutt.ly/OmbOu0Q">https://cutt.ly/OmbOu0Q</a></p> <p>These schools share their Education Brief, including the way they have connected their vision to their design:</p> <ul style="list-style-type: none"><li>A new school build - Scott Point Primary School in Hobsonville Point, Auckland <a href="https://cutt.ly/3nM1OdK">https://cutt.ly/3nM1OdK</a></li><li>A new school Stage 2 build - Lemonwood Grove School in Rolleston, Canterbury <a href="https://cutt.ly/3n1xTIM">https://cutt.ly/3n1xTIM</a></li></ul> <p>This blog post highlights the recruitment process for the school leadership team (as well as the entire establishment journey 2017-2019) at Matua Ngaru School. <a href="https://cutt.ly/bnRE2J4">https://cutt.ly/bnRE2J4</a></p>	<p>In <i>Leading Sustainable Change</i>, school leaders who successfully led their school through change share their insights. The resource includes a quick guide, as well as a detailed road map for leading change. <a href="https://cutt.ly/xmbI1BM">https://cutt.ly/xmbI1BM</a></p> <p>Simon Moriarty, Principal of Te Manu Tukutuku, shares his school's experiences as they relocated to a newly built school on a new site - some important lessons to support other leaders as they lead significant change. <a href="https://cutt.ly/1b11ebM">https://cutt.ly/1b11ebM</a></p> <p>Dr Mark Osbourne from Leading Learning outlines the elements required to accelerate learning in this ILE whitepaper. <a href="https://cutt.ly/jimpseXI">https://cutt.ly/jimpseXI</a></p>	<p><i>Leading Innovative Learning</i> is an ERO research report with lessons learned from 12 schools. <a href="https://cutt.ly/9ngl8N6">https://cutt.ly/9ngl8N6</a></p> <p>Trust across a school community is vital for leading change. In this brief article, authors Bryk and Schneider report on a longitudinal study of 400 Chicago elementary schools which shows the central role of relational trust in building effective education communities. <a href="https://cutt.ly/SnM1JU8">https://cutt.ly/SnM1JU8</a></p> <p>Here is a short presentation deck on Relational Trust to start the conversation with your leadership team. <a href="https://cutt.ly/lnM1V1v">https://cutt.ly/lnM1V1v</a></p> <p>This presentation <a href="https://cutt.ly/JmpsFXH">https://cutt.ly/JmpsFXH</a> and this paper <a href="https://cutt.ly/kmbPRFd">https://cutt.ly/kmbPRFd</a> are both on Change Leadership and the transition to ILEs (from Mark Osbourne's PhD research).</p>
4. How effectively might you communicate with the community about change in order to build shared understandings?	5. In what ways are you modelling that you value and are committed to building a culture of innovation?	6. As a leadership team are you continually reflecting, evaluating, and inquiring into your leadership of change?
<ul style="list-style-type: none"><li>Sharing key ideas about innovation in education is a focus of the <i>Innovative Learning Model</i> document from Grow Waitaha. As well as a quick guide to communicating key messages with the community, the resource is grounded in the latest research. <a href="https://cutt.ly/xmbPC0v">https://cutt.ly/xmbPC0v</a></li></ul>	<p>This online book provides strategies and approaches to leading learning in innovative environments. <a href="https://cutt.ly/engzcPr">https://cutt.ly/engzcPr</a></p> <p>Adaptive leadership supports a culture of innovation. This brief article provides a snapshot view of adaptive leadership. <a href="https://cutt.ly/TmbAkZI">https://cutt.ly/TmbAkZI</a></p>	<p>The Educational Leaders website has useful ideas for change leadership. <a href="https://cutt.ly/cnZ2IE8">https://cutt.ly/cnZ2IE8</a></p> <p><i>The Water of Systems Change</i> framework can be used as a strategic tool for working towards a school wide approach to change. <a href="https://cutt.ly/LnRRxmt">https://cutt.ly/LnRRxmt</a>. The accompanying article on systems leadership has valuable ideas about leadership of change. <a href="https://cutt.ly/SmbAH2R">https://cutt.ly/SmbAH2R</a></p> <p>The blog <i>How to lead school wide change that sticks</i> offers strategies for engaging all staff in school change initiatives. The work references Viviane Robinson's <i>Reduce Change to Increase Improvement</i>. <a href="https://cutt.ly/TmbKJ3c">https://cutt.ly/TmbKJ3c</a></p> <p>This leadership self-reflection tool provides a series of questions related to Te Tiriti o Waitangi Partnership. It has been designed for school leaders to reflect on their practice of partnership with tangata whenua. <a href="https://cutt.ly/wmngghg">https://cutt.ly/wmngghg</a></p>

Schools need to understand the complex processes of change and the key drivers for success.





# Collaborative approach to teaching and learning



Increasingly, schools are engaging in collaborative approaches to teaching and learning. While research indicates that effective teacher collaboration leads to increased outcomes for ākonga, as well as increased staff collegiality, morale and professional learning, the pedagogical journey toward collaboration is challenging and long term (approx 3-5 years to implement). Collaboration differs from cooperation and coordination and includes:

- shared commitment
- planning, and resourcing
- interdependence and a shift away from autonomy
- the co-design and sharing of operational structures
- increased risk and the need for trusting relationships.

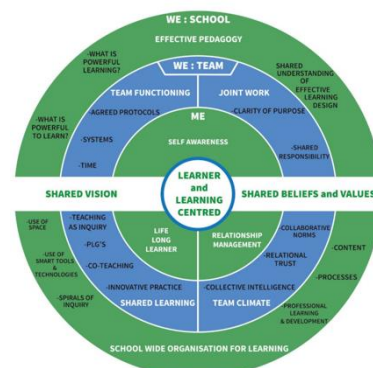
For ākonga, learning to collaborate is an important 21st century skill. A collaborative approach to learning fosters opportunities for increased problem solving and interpersonal skills as ākonga learn to work together. A tuakana-teina model of learning leads to opportunities for growth and learning, both for the 'knower' and the 'learner'. Most schools working toward new builds and redevelopments will consider: **to what extent is our school growing and supporting collaborative approaches to teaching and learning?**

## Key Ideas | Whakaaro

- Teacher collaboration is, for many in the profession, a significant shift in traditional notions of autonomy as well as identity, and requires courage and risk. Creating time to grow teacher collaboration is one of the most critical factors determining success.
- Shared vision and systems, high levels of trust, and effective teamwork are some of the key conditions for teacher collaboration.
- Interpersonal skills such as a willingness to adapt, trust, and honest communication are all factors needed for effective team teaching.
- High levels of organisation, shared decision making, professional inquiry and collective learning are all important factors for collaboration in ILE spaces.
- ILE spaces create ideal opportunities for effective ākonga collaboration.
- Effective collaborative learning requires structured planning, and the thoughtful scaffolding of group work interpersonal skills.

## Key Resource | He Pounamu

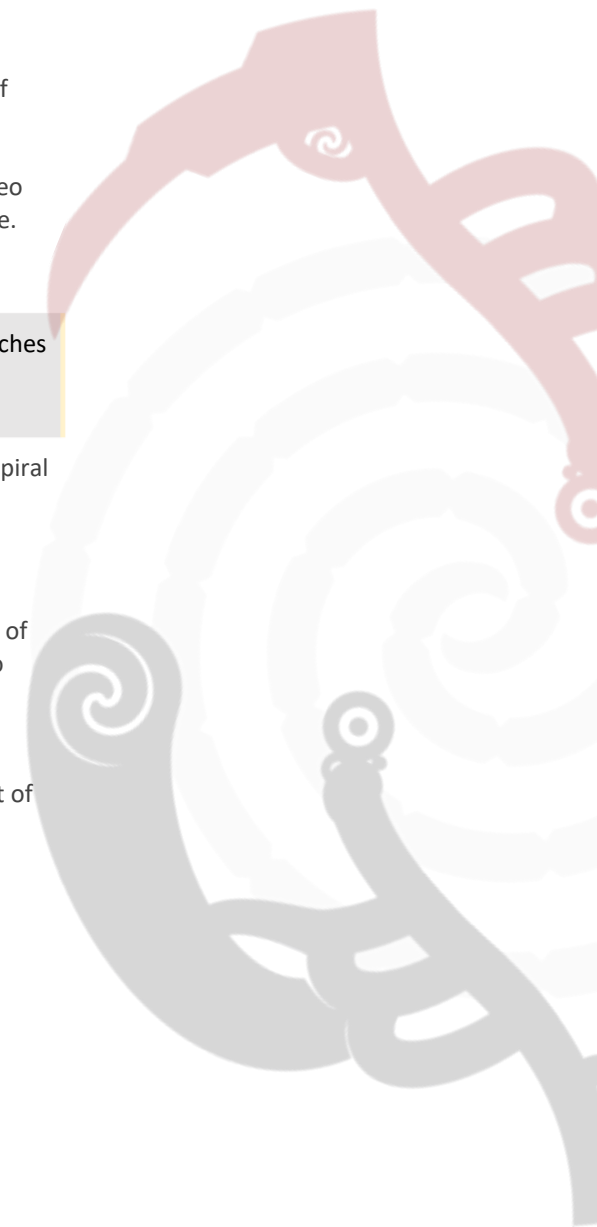
In this resource, Carolyn Marino shares the conditions for school wide collaboration, including a wealth of practical ideas suitable for ILE transitions. <https://cutt.ly/knMOYjh>



## To what extent is your school growing and supporting collaborative approaches to teaching and learning?

1. How does, or might, your school support teachers, ākonga, and whānau to develop a common understanding of collaborative teaching and learning?	2. How do you promote the practice of collaborative teaching and learning?	3. How do you keep up to date with contemporary research and evidence regarding collaborative practices and trial new approaches?
<p>Practical approaches to developing communities of focused ‘collaborative professionalism’ are presented in this resource by Hargreaves and O’Connor. <a href="https://cutt.ly/gnM1727">https://cutt.ly/gnM1727</a></p> <p>5 designs for leading collaborative professionalism are outlined in this resource by Hargreaves and O’Connor. <a href="https://cutt.ly/WnM0pOL">https://cutt.ly/WnM0pOL</a></p> <p>Consider using this accompanying worksheet to unpack the readings with your team. <a href="https://cutt.ly/qnM0gx3">https://cutt.ly/qnM0gx3</a></p> <p>These fact sheets have been designed by Te Ao Mārama School as a tool for sharing key ideas about collaborative teaching and learning with whānau. <a href="https://cutt.ly/6b10xGJ">https://cutt.ly/6b10xGJ</a></p> <p>Support positive peer relationships and facilitate collaborative learning in your school using this kete of resources: <a href="https://cutt.ly/kmIDjVv">https://cutt.ly/kmIDjVv</a></p>	<p><i>Conditions for Collaboration</i> paper by Carolyn Marino provides an overview of the conditions needed to foster collaboration. <a href="https://cutt.ly/knM0Yjh">https://cutt.ly/knM0Yjh</a></p> <p>In this video, Stonefields School shares their approach to collaboration with a focus on teams. <a href="https://cutt.ly/PngcF8c">https://cutt.ly/PngcF8c</a></p> <p>This collaborative approach is also explained in this SET article. <a href="https://cutt.ly/fmbSq4D">https://cutt.ly/fmbSq4D</a></p> <p>eLearning TKI has curated this amazing online kete of information to help uncover the why, how and what of collaborative teaching practices. <a href="https://cutt.ly/Gngxzeb">https://cutt.ly/Gngxzeb</a></p> <p>This kete created by Grow Waitaha contains a range of ideas, strategies, tips and resources on collaborative teaching. <a href="https://cutt.ly/dmpdx4n">https://cutt.ly/dmpdx4n</a></p>	<p>The OECD Handbook for ILEs is aimed at those working in education leadership, policy and practice. It provides succinct frameworks and practical tools to help them to innovate in their own settings. <a href="https://cutt.ly/gmbSgXz">https://cutt.ly/gmbSgXz</a></p> <p>The ILE-TC website contains up to date research related to innovative learning environments and teacher change, with a particular focus on shifts to collaboration. <a href="http://www.iletc.com.au/">http://www.iletc.com.au/</a></p> <p>This short report from the Education Hub outlines the benefits of collaborative teaching in an ILE. <a href="https://cutt.ly/nmIDfqL">https://cutt.ly/nmIDfqL</a></p> <p>Collaborative approaches to learning benefit all ākonga. This video outlines some of the reasons collaborative learning is so effective. <a href="https://cutt.ly/5mcWzC3">https://cutt.ly/5mcWzC3</a></p>
4. How are you ensuring you have a clear induction programme and communication strategy to support staff, ākonga, and whānau in the use of collaborative approaches?	5. How are you ensuring effective review of collaborative practices as part of your planning cycle for improvement?	6. In what ways do, or might, you support the trial of new approaches to collaborative practice?
<p>Key pedagogical approaches and philosophies aligned with school vision and values are outlined in these co-constructed documents/fact sheets. They are used to share as induction for new staff, ākonga and whānau from two new schools:</p> <ul style="list-style-type: none"> <li>Matua Ngaru 2018. <a href="https://cutt.ly/tnM0M7W">https://cutt.ly/tnM0M7W</a> (Slides 1-7)</li> <li>Tamaoho 2020. <a href="https://cutt.ly/hnM0FZA">https://cutt.ly/hnM0FZA</a></li> </ul> <p>This diagram outlines the phases of collaboration for teams (by Joan Dalton, adapting Tuckman’s model). <a href="https://cutt.ly/3nM03Gd">https://cutt.ly/3nM03Gd</a></p>	<p>These ‘grand themes’ of innovative teaching and learning, including collaboration, provide a framework for considering areas of change/improvement (by Imms and Mahat, ILE-TC project). <a href="https://cutt.ly/4ngvUxe">https://cutt.ly/4ngvUxe</a></p> <p>This is a guide to support the development of collaborative practice in Kāhui Ako. <a href="https://cutt.ly/AmbSPAO">https://cutt.ly/AmbSPAO</a></p>	<p><i>The OECD Handbook for ILEs</i> (page 32) describes how to use the spiral of inquiry to reflect on teaching and take action to develop practice. <a href="https://cutt.ly/gmbSgXz">https://cutt.ly/gmbSgXz</a></p> <p>These conversation starter cards are part of the <i>Education Conversations Kete</i>. They are a series of questions exploring ways of learning including how people learn, how they learn differently to reach their potential, what their needs are at different life stages, level of ability. <a href="https://cutt.ly/NnM2tVy">https://cutt.ly/NnM2tVy</a></p> <p>This video highlights the benefits of collaborative learning, as part of the broader <i>New Pedagogies for Deep Learning</i> approach. <a href="https://cutt.ly/lmcEscz">https://cutt.ly/lmcEscz</a></p>

Outcomes for learning are optimised through the use of appropriate collaborative teaching and learning strategies.



**TĀRAI KURA**  
Shaping a treasured space of learning

# Meaningful student involvement



When ākonga have the opportunity to meaningfully engage in all areas of school life then they are able to develop future focused skills. We know that one of the most powerful ways to invite engagement in learning experiences is to involve ākonga in the learning and curriculum design, yet in many schools in NZ and around the world, there is a glaring inequity around who determines the goals of education. Therefore, to keep ākonga at the centre it makes sense for leaders to consider: **To what extent do, or might, the perspectives of your ākonga inform the design of your local curriculum and school planning and policy?**

## Key Ideas | Whakaaro

- Meaningful student involvement requires educators to have strong pastoral, pedagogical and curriculum content knowledge/skills.
- “Education is not an affair of ‘telling’ and being told, but an active and reflective process.” ~John Dewey
- Meaningful student involvement isn’t a student choice ‘free for all’, but rather the deliberate intention of educators and leaders to listen to and act on student voice, ensuring there are built in mechanisms for ongoing student feedback and review.
- Infusing ākonga interests and aspirations into your local curriculum will amplify engagement, leading to improved and valued learning outcomes.
- Empowering students requires 3 things: student voice, student agency & opportunities for leadership.

## Key Resource | He Pounamu

Ultimately, for ākonga to be **at the centre of change**, their participation and collaboration in learning design is critical and there are many ways to empower (and to deliberately plan to empower) students in this process whether your context is a rebuild, redevelopment or brand new school:

- **Planning** - eg. membership on curriculum review committee where they will build cooperative leadership skills, project planning and learn to identify and prioritise issues
- **Teaching** - eg. co-design, teach and evaluate learning experiences where they will learn about learning styles, pedagogy, curriculum connections & evaluation
- **Decision Making & Organising** - eg. student council, school ambassadors, campaigns, elections, fundraising and/or a curriculum review committee where they will learn about creating consensus, the democratic process, school systems, petitioning and team building
- **Evaluation** - eg. self & peer assessment, learner led conferencing, student to teacher feedback and surveys where they will learn self-awareness, agency, presenting, facilitating, critical thinking and the importance of multiple perspectives
- **Advocacy** - eg. activating project and place based learning projects where they will learn active listening, risk taking and problem solving

Ideas sourced from:

[https://www.academia.edu/34577548/The\\_Guide\\_to\\_Meaningful\\_Student\\_Involvement](https://www.academia.edu/34577548/The_Guide_to_Meaningful_Student_Involvement)



Figure 1: Voice, agency and leadership empower students. Amplify, 2019

Vision

Perspectives and partnerships

Leadership of change

Collaborative approach to teaching and learning

Meaningful student involvement

Cultural sustainability

Authentic curriculum

Space and resources

Monitoring impact on well-being and learning

To what extent do, or might, the perspectives of your ākonga inform the design of your local curriculum and school planning and policy?

1. How does, or might, the school access and build upon diverse student voice – for what is working and what needs to change?

This *Authentic Learning: Student Conversation Toolkit* supports educators to gather ākonga’ perspectives about learning. It has been designed by Canterbury educators and Grow Waitaha facilitators to encourage student voice. <https://cutt.ly/1b3Lql4>

This TKI Spotlight includes a resource you can use with your team to explore learner agency and find strategies to help you build greater agency in your own classrooms. <https://cutt.ly/jn8IEeS>

2. How ongoing are mechanisms for student feedback and review?

6 strategies that schools can use to embed student involvement are explored in this resource. <https://cutt.ly/GnjEyZD>

Improving outcomes for Pasifika students is an urgent priority for educators in Aotearoa New Zealand. This resource outlines four strategies for involving and supporting Pasifika learners. <https://cutt.ly/NmUvBwy> See also <https://cutt.ly/OmUv7AN> for the Pasifika Education Plan 2020-2030.

3. How does/might the school implement new and sustaining ways of engaging ākonga in future initiatives?


The *OECD 2030 Learning Framework* offers a vision and a set of underpinning principles for the future of education systems. OECD Future of Education and Skills 2030 stakeholders have co-developed a “learning compass” as a metaphor for the framework. Defines the knowledge, skills, attitudes and values that ākonga need to fulfil their potential and contribute to the well-being of their communities and the planet. <https://cutt.ly/Ab3KOhY>

4. How do, or might, you support ākonga to lead their own learning?

The 10 conditions needed to foster learner agency are explained in this resource explains. It is the result of both a literature scan and a series of conversations with ākonga and teachers from three New Zealand ILE schools. <https://cutt.ly/zmbS8Wt>

Using design thinking, ākonga at Riccarton High School lead their own learning for change. In this video Lisa Heald shares the process. <https://cutt.ly/KnRY2Wb>

For ākonga to be **at the centre of change**, their participation and collaboration in learning design is critical.



TĀRAI KURA

Shaping a treasured space of learning

12

# Cultural Sustainability



Embedding culturally sustainable practices, including responsive pedagogy, throughout the process of transformational change and local curriculum design will enable better outcomes for ākonga Māori and all ākonga. Developing cultural capability among all school leaders, including Board members, Tumuaki, and teaching staff will lead to a school system where Māori succeed as Māori. For new school builds and redevelopments, there is a unique opportunity to seek authentic, reciprocal relationships with mana whenua, increase cultural capability, and develop and sustain cultural narratives. It is essential for school leaders to consider: **To what extent does, or might, your school develop and sustain cultural narratives and ensure that the identities and needs of mana whenua and ākonga Māori are supported during and beyond transformational change?**

## Key Ideas | Whakaaro

- Te ao Māori as a worldview embedded within all aspects of school life, brings to life Te Tiriti o Waitangi and offers learning for all ākonga.
- Critical consciousness is an important element of developing cultural capability. Raising critical consciousness among educators makes way for the creation of a more equitable system.
- Mana whenua partnerships that are authentic and reciprocal create space for Māori to succeed as Māori, and for all ākonga to learn together.
- Cultural narratives can be woven throughout elements of the physical space, within vision and values, and embedded within the local curriculum.
- The local curriculum designed strategically with mana whenua provides opportunities for transformative change in knowledge and pedagogical practice. Implementing placed based pedagogies enriches the local curriculum and strengthens local perspectives and partnerships.

## Key Resource | He Pounamu

These two resources provide ideas for strengthening cultural sustainability in Aotearoa ILE schools.

*Kua Takoto Te Mānuka* - Growing culturally responsive practice in Innovative Learning Environments

<https://cutt.ly/6mbDnJm>

*Māui Whakakau, Kura Whakakau* - The impact of physical design on Māori and Pasifika student outcomes

<https://cutt.ly/ImEsg4v>





## To what extent does, or might, your school develop and sustain cultural narratives and ensure that the identities and needs of mana whenua and ākōnga Māori are supported during and beyond transformational change?

1. How do, or might, you actively engage with mana whenua - local iwi, hapū, rūnanga, and whānau to inform transformational change and local curriculum design?

*Te Hurihanganui* presents clear evidence for what works for Māori in education. The 6 principles provide a framework for designing and enacting systemic change.

<https://cutt.ly/qmpDkEw>

The recommendations in these resources provide a starting point for engaging with mana whenua.

- <https://cutt.ly/6nmlu3i>
- <https://cutt.ly/jnM2K1Q>

*The Local Curriculum: Strategic Planning Guide* is a practical resource to guide the design of a local curriculum that places Te Tiriti o Waitangi and mana whenua engagement at the centre of change. <https://cutt.ly/Snmlok7>

In this video, Janina Koia shares approaches to school/iwi partnerships with insights into the journey, challenges and lessons learned along the way. <https://cutt.ly/xnM2VBI>

4. How are you supporting each other/and your staff to raise their capability and confidence, identify and address their learning needs?

*Hautū* is a Māori Cultural Responsiveness Self Review Tool for Boards of Trustees from NZSTA. To be used to determine Māori cultural responsiveness in preparation for opening, or in response to significant school change. <https://cutt.ly/jmbDO5n>

*Ka Hikatia* is a vital resource for transformational change toward realising ākōnga Māori success in schools. This resource is specifically designed for schools. <https://cutt.ly/AmbDXRY>

CORE Education has a range of online material to support staff capability. <https://cutt.ly/SnM9jVg>

Dr Ann Milne offers support for schools and provides us with an opportunity to 'Audit your White Spaces' here. <https://cutt.ly/EnM9HCR>

These blog posts from Evaluation Associates will help you explore 'How culturally responsive is your digital practice?' <https://cutt.ly/znM9ReS> and one person's journey of understanding decolonisation, and considerations for teachers. <https://cutt.ly/VnM9UsB>

2. How are you developing and communicating a shared understanding of Māori tikanga/protocols, with a particular focus on mana whenua engagement?

This resource was created for one school to guide partnership with iwi for a new school to ensure tikanga is followed. Acknowledges the uniqueness to this context, and that tikanga changes across different regions/takiwā. <https://cutt.ly/WnM22vk>

*Te Pokapū Rauemi* is the Teaching Council Resource Centre with links to key resources such as Tātaiako, Tapasā, Unteach Racism etc. <https://cutt.ly/DnM28Bu>

Designed as an online resource containing culturally responsive strategies to meet the needs of ākōnga Māori who require additional support, this site has a wealth of ideas for practice including meaningful engagement with whānau and the community. <https://cutt.ly/5mt6a6I>

5. How are you exploring place based pedagogy to ensure that your school curriculum is reflective of local cultural narratives?

The Māori history TKI site contains very useful resources including for example a video by Professor Wally Penetito (Ngāti Hauā), describing place-based education and the relevance to a cultural narrative; as well as *Te Takanga o te wā Māori* - a Māori history curriculum guide for English medium primary schools. <http://maorihistory.tki.org.nz/>

*Pūtātara* is a programme that supports schools and teachers to develop learning opportunities that are place-based, inquiry-led, and focused on participation for change. <https://putatara.education.govt.nz/>

Understanding place-based learning and considering ways digital technologies can be incorporated in the focus of the *Enabling E-learning* TKI site. <https://cutt.ly/CmieTRG>

3. How do, or might, you demonstrate New Zealand's bi-cultural heritage through your physical and pedagogical learning environment?

In this video a bicultural view of design, build, and sustainability processes is shared by Graham Tipene. A useful resource for understanding more about different cultural narrative matters. <https://cutt.ly/Onmltla>

*Kua Takoto Te Mānuka* is a resource exploring ways of growing culturally responsive practice in ILEs. <https://cutt.ly/6mbDnJm>

Ideas for designing culturally located learning spaces are shared on the *Inclusive TKI* site. <https://cutt.ly/pmywzYc>

A collection of practical resources related to Te Tiriti o Waitangi and implications for teaching and learning has been curated at this *New Zealand Curriculum Online* site. <https://cutt.ly/imlLqBE>

Schools need to embed culturally sustainable practices and responsive pedagogy throughout the process of transformational change and local curriculum design.

# Authentic Curriculum



Aspirationally, a truly authentic curriculum will align with the New Zealand Curriculum and/or Te Marautanga o Aotearoa, honour the bicultural heritage of Aotearoa and be localised, inclusive and flexible in order to meet the varied needs of the ākonga in your school. An authentic curriculum will provide multiple pathways for ākonga to experience success and to see themselves represented so it is relevant to them and their whānau. An authentic curriculum will:

- invite agency through a balanced provision of teacher led, student led and co-constructed learning opportunities;
- contain a strong culture of assessment as learning; and
- have intentional and scaffolded opportunities for ākonga to collaborate with each other.

Ideally, curriculum, pedagogy and learning pathways will be developed, prototyped and co-designed with the learning community (ākonga, educators, whānau and mana whenua) to ensure that ākonga experience learning that matters. It is essential for school leaders to consider: **To what extent does, or might, your school ensure that teaching and learning is authentic and meaningful for your ākonga?**

## Key Ideas | Whakaaro

- Deliberate and flexible design generates opportunities for student voice, agency and leadership which is vital in facilitating an authentic curriculum for all ākonga in an inclusive and purposeful manner. How you prioritise the development of assessment literacy of educators and ākonga is a key component of this.
- Involving mana whenua in reciprocal engagement when it comes to your curriculum will generate a place based approach and localised content that is unique to your school community and tūrangawaewae.
- 'Local Curriculum' is currently a national MOE PLD priority. There are an abundance of resources on TKI, and PLD providers can assist your school on this development (or review) journey.
- Having an evaluative and review process in place will promote authenticity in your curriculum, also ensuring that the school is continuing to explore innovative learning practices and new approaches.

## Key Resource | He Pounamu

- The *Curriculum For The Future* is a game resource created by the NZCER and championed by Rachel Bolstad. The 3 resources are particularly useful for new schools/rebuilds who are exploring what young people should learn now and in the future. The game is "intended to open up thinking and conversation around some of the deeper ideas that dwell beneath the surface of our everyday thinking about curriculum, learning, and teaching."

<https://www.nzcer.org.nz/research/curriculum-future>



### What is Curriculum for the Future?

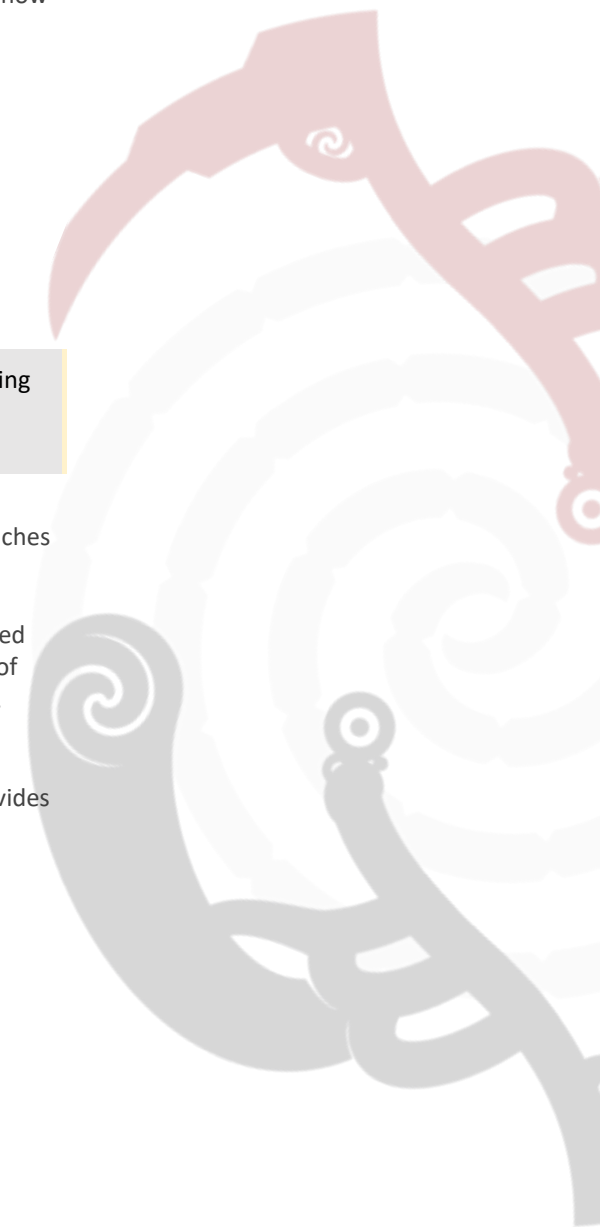
Curriculum for the Future is a set of three resources designed to stimulate open-ended conversations about learning and curriculum today and into the future. The resources can be used separately or together, and in any order.

- Part 1 is a workshop resource;
- Part 2 is a live action role play game;
- Part 3 is a digital game for iPad or tablet.

## To what extent does, or might, your school ensure that teaching and learning is authentic and meaningful for your ākonga?

1. In what ways do, or might, you offer multiple pathways for all ākonga to experience success?	2. How do, or might, you ensure that all ākonga see themselves represented in the curriculum?	3. How do, or might, you explore whether you have the appropriate mix of teacher guided, co-created, and self-regulated authentic learning opportunities?
<p><i>New Pedagogies for Deep Learning</i> is a global evidenced based approach to teaching &amp; learning grounded in 6 competencies. This website contains vignettes &amp; case studies. <a href="https://cutt.ly/ob0rCE1">https://cutt.ly/ob0rCE1</a></p> <p>This TKI guide provides strategies and outlines the importance of pedagogy, collaboration and inclusion when planning for your ILEs. <a href="https://cutt.ly/unxIK68">https://cutt.ly/unxIK68</a></p> <p>Universal Design for Learning (UDL) is a framework designed to meet the diverse and variable needs of all ākonga in your classroom. This guide will provide tools, resources and ideas for implementing UDL in your school. <a href="https://cutt.ly/knxlUgE">https://cutt.ly/knxlUgE</a></p> <p>The compass approach at Scott Point primary outlines multiple pathways for successful learning. <a href="https://www.scottpointschool.nz/">https://www.scottpointschool.nz/</a></p>	<p><i>Curriculum for the Future</i> is a set of three resources (NZCER) designed to stimulate open-ended conversations about learning and curriculum today and into the future. The resources can be used separately or together, and in any order with students, teachers, community or even the Board of Trustees. <a href="https://cutt.ly/qb0rKDM">https://cutt.ly/qb0rKDM</a></p> <p>The extent to which teaching and learning is shaped by future workplace skills is explored in this short World Economic Forum article. <a href="https://cutt.ly/KnmOrXQ">https://cutt.ly/KnmOrXQ</a></p>	<p>The <i>Flexibility in Learning Mosaic</i> (by Grow Waitaha) invites you to explore flexibility in your school or kura through three broad lenses - curriculum, pedagogy and structure. These design variables are ones we can vary to increase flexibility. The mosaic is non-linear, with the ability to create your own story. <a href="https://cutt.ly/xnM95gO">https://cutt.ly/xnM95gO</a></p> <p>The OECD's Centre for Educational Research &amp; Innovation wrote <i>The Nature of Learning</i> as part of their research from the ILE Project. This introduces the now famous 7 Principles of Learning. <a href="https://cutt.ly/qmbD6WT">https://cutt.ly/qmbD6WT</a></p> <p>Explore some curriculum websites from some new Aotearoa schools:</p> <ul style="list-style-type: none"> <li>Matua Ngaru Curriculum prezi here. <a href="https://www.matuanguaru.school.nz/our-learning/">https://www.matuanguaru.school.nz/our-learning/</a></li> <li>Knights Stream School learning page. <a href="https://www.knightsstream.school.nz/ourlearning/">https://www.knightsstream.school.nz/ourlearning/</a></li> <li>Araria Springs curriculum model. <a href="http://ararira.school.nz/ourcurriculum/">http://ararira.school.nz/ourcurriculum/</a></li> </ul>
4. Do you, or how will you, communicate clear expectations and have a strong culture of formative feedback?	5. To what extent are you working with the wider community to explore and develop authentic learning opportunities?	6. To what extent are you continuing to explore and review innovative learning practices and new approaches?
<p>TKI's Assessment Online has a section on Assessment for Learning which supports teachers and school leaders with assessment in the classroom. It has information about: assessment for learning in practice, teaching as inquiry, principles of assessment for learning and digital technologies for assessment and learning. <a href="https://cutt.ly/dnxzQcC">https://cutt.ly/dnxzQcC</a></p> <p>Leaders and teachers find the book <i>Clarity in the Classroom</i> useful for explaining clearly and simply, with examples, the principles and practices of formative assessment. It has practical suggestions and strategies for establishing learning-focused relationships with students and developing effective classroom practice.</p>	<p>The <i>Leading Local Curriculum Guide</i> series has been developed to steer review of your curriculum, assessment, and design decisions as you strengthen your local curriculum, respond to progress, and reinforce learning partnerships with parents and whānau. <a href="https://cutt.ly/nnxbuwm">https://cutt.ly/nnxbuwm</a></p> <p>The United Nations has 17 Sustainable Development Goals (SDGs) that can be used to deepen authentic learning in school communities. <a href="https://cutt.ly/4nxbpu5">https://cutt.ly/4nxbpu5</a> Also check out the Futuremakers site for additional SDG links. <a href="https://cutt.ly/pmnongm">https://cutt.ly/pmnongm</a></p> <p>This site defines, explains and provides examples of PBL, including relevance for local and global contexts. The Teton Science Schools in the US are affiliated with Yellowstone and Grand Teton National Parks embodying a truly unique place based programme. <a href="https://cutt.ly/MmiQ26a">https://cutt.ly/MmiQ26a</a></p>	<p>The <i>ILE Matrix</i> developed by Core Education provides a framework to guide educators on thinking around planning and implementing innovative approaches to support learning and teaching practices. <a href="https://cutt.ly/cmbF1Uf">https://cutt.ly/cmbF1Uf</a></p> <p>This 2 part video with Professor Imms (ILE-TC project) provides research based insight into teacher transitions into ILEs. Part 1 explores the characteristics of successful stages of transition, and part 2 has a great Q and A on this theme. <a href="https://cutt.ly/Cnml30X">https://cutt.ly/Cnml30X</a></p> <p>A clear and simple Curriculum Review Framework (by Leading Learning) provides a process map with steps and guidance for curriculum design. <a href="https://cutt.ly/KmbGegv">https://cutt.ly/KmbGegv</a></p>

Curriculum, pedagogy and learning pathways should be developed, prototyped and implemented to ensure that ākonga experience an authentic curriculum.



## Space and resources



Learning spaces and resources need to be responsive to ākonga needs and reflect the school's vision for teaching and learning. Increasingly, schools are shifting their teaching and learning practice to respond to the needs of 21st century, future focused learning. For these schools, traditional learning spaces are no longer responsive to these changing needs which include increased use of digital technologies, a shift in the nature of knowledge, and the need to develop collaborative, critical and creative skills. When used effectively as a pedagogical tool, ILE spaces are able to increase ākonga achievement. It is essential for school leaders to consider: **To what extent does, or might, your school's use of space and resources align to your vision and support transformational change?**

### Key Ideas | Whakaaro

- Schools that align vision, principles and pedagogy to space experience greater cohesion and effectiveness when teachers are engaged throughout the design process.
- Innovative (flexible) learning spaces provide increased opportunities for meeting the learning needs of all ākonga. They also afford a myriad of opportunities to support and catalyse collaborative learning experiences (educator-educator, ākonga-ākonga and educator-ākonga).
- Acoustics, lighting, ventilation, and temperature are four key factors impacting on ākonga outcomes.
- Using the principles of universal design ensure that the needs of all diverse learners are catered for. Flexible spaces can be changed to suit different learners' needs.
- Weaving cultural narrative throughout spaces is part of authentic engagement with mana whenua and benefits all ākonga.



### Key Resource | He Pounamu

*Planning Learning Spaces* (by Murray Hudson and Terry White) is a practical guide book for educators designing future focused schools. Highly recommended!





## To what extent does, or might, your school's use of space and resources align to your vision and support transformational change?

1. To what extent is your school guided by its vision and innovative learning environment principles and processes when making decisions about its use of space and resources?	2. To what extent does, or might, your school have flexible spaces that suit a range of needs, now and into the future?	3. How does, or might, the school use digital technologies and virtual spaces to extend learning opportunities?
<p><i>Master Planning and the Design of New Schools</i> is an easy to understand guide to master planning and the design phases, with examples. <a href="https://cutt.ly/ymbGSd7">https://cutt.ly/ymbGSd7</a></p> <p><i>Learning Furniture: A Don't Just Stuff it Guide</i> links vision, strategy and pedagogy to furniture, and provides ideas for how to use learning experiences to define learning spaces. <a href="https://cutt.ly/BnM3OHE">https://cutt.ly/BnM3OHE</a></p> <p>Furnware and Woods Furniture also have useful case studies. <a href="https://cutt.ly/vmx5F11">https://cutt.ly/vmx5F11</a> <a href="https://cutt.ly/vmx5Jmc">https://cutt.ly/vmx5Jmc</a></p> <p>The <i>Te Aranga Māori Design Principles</i> are a set of outcome-based principles founded on intrinsic Māori cultural values and designed to provide practical guidance for enhancing outcomes for the design environment. <a href="https://cutt.ly/HnxmYhf">https://cutt.ly/HnxmYhf</a></p> <p>Rameka Alexander-Tu'inukuafe (Architectural Designer/Māori Design Specialist) shares his top ten tips for Māori engagement with property design. <a href="https://cutt.ly/jnxmEoM">https://cutt.ly/jnxmEoM</a></p> <p>Universal Design Principles applied to flexible learning spaces can support a diverse range of learners. <a href="https://cutt.ly/DmbGX2R">https://cutt.ly/DmbGX2R</a></p>	<p>Reference designs that are recommended for use for new schools/builds are outlined in this resource from MOE. <a href="https://cutt.ly/Fb11n6G">https://cutt.ly/Fb11n6G</a></p> <p>The ILE-TC website has a series of informative and useful videos on pedagogy, design, acoustics, technology &amp; furniture in NZ and Australian ILEs <a href="https://cutt.ly/Nb3ZX8n">https://cutt.ly/Nb3ZX8n</a> as well as a series of related fact sheets. <a href="https://cutt.ly/cb3Vd8x">https://cutt.ly/cb3Vd8x</a></p> <p>This animation video is of the PP3 designs seen at Matua Ngaru, Te Uho o Te Nikau and Te Ao Mārama schools. They show the reference design from the MOE Private Public Partnership(PPP3)/ILE Space Design. <a href="https://cutt.ly/Tb12hxZ">https://cutt.ly/Tb12hxZ</a></p> <p>The ILE-TC project brings together researchers in education, architecture and design, along with 15 partner organisations, to examine the support required to assist teachers to realise the possibility of space as a component of their pedagogic practice and examine the impact of this change on student learning. This research report provides findings from an earlier phase of the project. <a href="https://cutt.ly/UnM3TBj">https://cutt.ly/UnM3TBj</a></p>	<p>The <i>e-Learning Planning Framework</i> (eLPF) and Māori-medium eLPF are tools to help schools and teachers reflect on, and evaluate, their e-learning capability. The eLPF is intended to support regular self-review and subsequent improvement of e-learning skills and knowledge, in ways that reflect our bicultural heritage within a multicultural context. <a href="https://cutt.ly/jb0twfa">https://cutt.ly/jb0twfa</a></p> <p>Empirical retrospective of the impact of different learning environments on teaching and learning from the 2010 to 2018 New Generation Learning Spaces project in Melbourne. <a href="https://cutt.ly/rmbG333">https://cutt.ly/rmbG333</a></p> <p>This <i>Digital Skills for our Digital Future</i> report (by NZTech and the Digital Skills Forum) outlines why aligning digital capabilities development in education with the economic demand is vital for New Zealand's future. <a href="https://cutt.ly/8mbHi56">https://cutt.ly/8mbHi56</a></p> <p>A variety of thought pieces can be downloaded from the Future Makers site about digital agency, digital pedagogy and trends. <a href="https://cutt.ly/XmnptQS">https://cutt.ly/XmnptQS</a></p>
4. In what ways does, or might your school support inclusive practices and specific learner needs through its use of space and resources?	5. How does, or might, your school review its space and resources to cater for growth and changes in purpose?	6. To what extent does, or might, your school consider the shared needs and aspirations of wider networks, such as Kāhui Ako and the school community, when making decisions about its space and resources?
<p>Useful strategies for inclusive planning within ILEs is the focus of this <i>Inclusive TKI</i> site. Sensitivity to individual differences and learner variability is a key driver for planning decisions, and this site includes ideas for planning in partnership with ākonga, teachers, parents, and experts. <a href="https://cutt.ly/ab0tt8N">https://cutt.ly/ab0tt8N</a></p> <p><i>Māui Whakakau, Kura whakakau</i> is a research based report on the impact of physical design on Māori and Pasifika student outcomes, including recommendations for design practice. <a href="https://cutt.ly/lmEsg4v">https://cutt.ly/lmEsg4v</a></p> <p>Proposed planning principles are suggested here in this very useful slidedeck: <i>Linking Pedagogy and Space</i> (by Dr. Kenn Fisher, University of Victoria). <a href="https://cutt.ly/tnM3X7t">https://cutt.ly/tnM3X7t</a></p>	<p>The post occupancy reports found here outline learning highlights from schools that have been built recently. <a href="https://cutt.ly/Hb1NBfn">https://cutt.ly/Hb1NBfn</a></p> <p>MOE engages ERO to conduct 3-4 visits to determine the school's readiness to open and serve the community. Learn more on their website. <a href="https://cutt.ly/6mlA7ec">https://cutt.ly/6mlA7ec</a></p> <p>Here are scaffolds that Matua Ngaru and Ormiston Primary School found useful when preparing for the readiness visits <a href="https://cutt.ly/UmlSmv7">https://cutt.ly/UmlSmv7</a> and <a href="https://cutt.ly/OnM38OU">https://cutt.ly/OnM38OU</a></p> <p>The <i>ILE-TC Facilitator Guides</i> provide workshop resources to assist school leaders and teachers review their teaching and learning practices within ILE spaces. <a href="http://www.iletc.com.au/facilitator-guides/">http://www.iletc.com.au/facilitator-guides/</a></p>	<p>This Grow Waitaha case study of a school in Christchurch shows the process they took of developing a cultural narrative with mana whenua. <a href="https://cutt.ly/2b1NDW3">https://cutt.ly/2b1NDW3</a></p> <p><i>Te Pae Here Kāhui Ako</i> has worked closely with Ngāti Wairere to develop local curriculum stories. This video and website shares views from mana whenua, and Kāhui Ako leaders. <a href="https://www.tepaehere.co.nz/">https://www.tepaehere.co.nz/</a> <a href="https://www.ngaapuna.org/">https://www.ngaapuna.org/</a></p>

Learning spaces and resources need to be responsive to ākonga needs and reflect the school's vision for teaching and learning.



# Monitoring impact on wellbeing and learning



Whether you are building a new school from scratch, rebuilding/redesigning your entire school, or expanding your school buildings, you will be leading significant change. The impact of transformational change on learning and wellbeing can have profound impacts on:

- people: staff, ākonga, and community (including mana whenua and whānau)
- school culture: the how and why of what you do
- strategic intent: the goals of your school community.

Therefore, continually monitoring the change process and its impacts can be critical to gauge the need for additional support. Change is often very exciting and positive when there has been an engagement process; yet it can also be traumatic and negative if stakeholders have been bypassed in the decision making and implementation of the change. This is why it is vital for school leaders to involve as many people in the change process as possible and to consider: **To what extent are the impacts of change on learning and wellbeing monitored to inform future directions?**

## Key Ideas | Whakaaro

- While some change can be exhilarating, some change can be confronting. Designing robust systems to monitor the impacts of change enables leaders to celebrate success and infuse additional support.
- Embedding evaluative processes will provide signals for knowing when it is appropriate to accelerate the process and when to put on the proverbial brakes, as well as to know if your change process remains aligned with the values and vision.
- Adopting a future focused Learning Management System (LMS) will allow you to track and curate learning data and wellbeing information about targeted ākonga, all ākonga, as well as educators.
- Stakeholder engagement with a relentless focus on teacher, student, and whānau perspectives will lead to commitment, a shared sense of purpose and identification of areas that require development. In addition, reporting on the ongoing progress and evaluation of large changes promotes ongoing commitment.

## Key Resource | He Pounamu

The ERO *Effective Internal Evaluation for Improvement* provides guidance for schools to engage in Strategic, Regular and Emergent review processes. For those building or redeveloping a school “engaging in evaluation for improvement is motivated by the need to make changes that will have a positive impact on the learning and wellbeing of all learners. Such change is sustained by the belief that we can do better.”





To what extent are the impacts of change on learning and wellbeing monitored to inform future directions?

1. Across your school is it clear what information on learning and wellbeing is to be monitored?	2. To what extent is your school guided by its values and vision when monitoring impacts of change?	3. What robust systems for monitoring learning and wellbeing does, or might, your school use?
<p>The Strategic Plan at Te Ao Mārama School outlines their intent in relation to their vision and values and the infographics demonstrate how they report to their Board and Community on student achievement and wellbeing.</p> <ul style="list-style-type: none"><li>• Strategic Plan. <a href="https://cutt.ly/HnM8iJN">https://cutt.ly/HnM8iJN</a></li><li>• Achievement Report 2020. <a href="https://cutt.ly/7nM8gKd">https://cutt.ly/7nM8gKd</a></li><li>• Wellbeing Survey 2020. <a href="https://cutt.ly/rnM8sCZ">https://cutt.ly/rnM8sCZ</a></li><li>• Achievement Update 2019. <a href="https://cutt.ly/MnM8lUJ">https://cutt.ly/MnM8lUJ</a></li></ul> <p>This TKI Snapshot from Ormiston Junior College <a href="https://cutt.ly/KnM8cw2">https://cutt.ly/KnM8cw2</a> outlines the process and thinking for their badging system &amp; graduate profile which enables the school to give learners agency in their learning as well as clarity of assessment, progress and hauora for educators and whanau. Read more about a day in the life of an OJC learner here. <a href="https://www.ojc.school.nz/a/Qi3Uhiy">https://www.ojc.school.nz/a/Qi3Uhiy</a></p>	<p><i>The Monitoring and Evaluation Framework</i> (developed by Grow Waitaha) supports schools on a journey of transformational change. The framework identifies areas of practice including key questions to guide action for change. <a href="https://cutt.ly/CmbHMv3">https://cutt.ly/CmbHMv3</a></p>	<p>The NZ based <i>Wellbeing@School</i> website provides access to practical evidence-based tools, resources, and services, a 5-step self-review process, and information about how to get started. <a href="https://cutt.ly/qnxQu0r">https://cutt.ly/qnxQu0r</a></p> <p>Other schoolwide programmes/systems that can be used to amplify learner wellbeing include:</p> <ul style="list-style-type: none"><li>• Positive Behaviour for Learning. <a href="https://pb4l.tki.org.nz/">https://pb4l.tki.org.nz/</a> (American based)</li><li>• Kiva. <a href="https://www.kivaprogram.net/">https://www.kivaprogram.net/</a> (Finnish based)</li><li>• Māori Achievement Collaborative or ‘MAC’. <a href="https://www.mac.ac.nz/programs">https://www.mac.ac.nz/programs</a> (NZ based)</li></ul> <p><i>Wellbeing for Success</i> is a resource for schools that has been developed to help schools evaluate and improve student wellbeing. It highlights the importance of schools promoting the wellbeing of all students as well as the need for systems, people and initiatives to respond to wellbeing concerns for students who need additional support. <a href="https://cutt.ly/4mbJieF">https://cutt.ly/4mbJieF</a></p>
4. How does, or might, your school track information about targeted ākonga?	5. To what extent does, or might, your school focus on teacher, student, and whānau perspectives to maintain successful initiatives and address areas for development?	
<p>The revised <i>National Administration Guidelines (NAGs)</i> <a href="https://cutt.ly/FnM84Mp">https://cutt.ly/FnM84Mp</a> state that schools must collect, analyse, and report on good quality assessment information that “draws on a range of evidence to evaluate the progress and achievement of students and build a comprehensive picture of student learning across the curriculum”. <i>Assessment Online</i> provides tools to support this. <a href="https://cutt.ly/SnROQde">https://cutt.ly/SnROQde</a></p> <p>The <i>Ka Hikitia Measurable Gains Framework</i> webpage has comprehensive resources to help measure the extent to which activities and initiatives are making a difference to Māori enjoying and achieving education success as Māori. <a href="https://cutt.ly/1mlAFrq">https://cutt.ly/1mlAFrq</a></p> <p>Various learning management systems provide innovative methods for tracking the progress and wellbeing of targeted and all learners. Consider:</p> <ul style="list-style-type: none"><li>• <i>eTAP's Spotlight On Learning</i>® is now available to schools. It's the answer to improving teacher collaboration, increasing student agency, live reporting to caregivers/parents, and collaborative planning. Learn more here. <a href="http://www.cc-learning.co.nz/">http://www.cc-learning.co.nz/</a></li><li>• <i>Hero</i> is a powerful and secure online sharing platform customisable to reflect the curriculum, vision and values of your school. <a href="https://hero.linc-ed.com/">https://hero.linc-ed.com/</a></li><li>• <i>School Talk</i> is a cutting edge cloud platform, which helps schools implement student agency and creates efficiency for teachers, learners and parents. <a href="https://schooltalk.co.nz/">https://schooltalk.co.nz/</a></li></ul>	<p>ERO’s <i>Internal Evaluation Indicators</i> give you guidance about how to effectively evaluate your own practices to improve learners’ success through the development of internal evaluation systems and processes. Consider building this process into the school charter, and strategic and annual planning formats to allow for ease of use and to support managing the vast amount of change in the start of a new school/rebuild/location change. <a href="https://cutt.ly/nmbJkcD">https://cutt.ly/nmbJkcD</a></p> <p><i>The NZ Institute for Wellbeing and Resilience</i> includes evidence based practice ideas for wellbeing in schools. <a href="https://nziwr.co.nz/">https://nziwr.co.nz/</a></p> <p>This report from a staff survey at Te Ao Mārama School demonstrates how one school ‘checks in’ to ‘take the pulse’ of their staff and gather input. Staff infographic <a href="https://cutt.ly/QnM8MBh">https://cutt.ly/QnM8MBh</a></p>	

The impact of transformational change on learning and wellbeing needs to be continually monitored.

## About Tārai Kura

---

The goal of Tārai Kura is to support schools, kura, tumuaki, kaiako, boards of trustees, proprietors, and communities to think widely about how school property design can best support the contexts in which the curriculum will be delivered, while protecting local identity and culture. Tārai Kura is premised on the notion that all people will be a part of the mahi on any given project. Everyone brings their sets of tools together to contribute to the design and use of a space that meets the needs, values, and aspirations of the BOT, tumuaki, kaiako, tamariki and their whānau, and just as importantly, mana whenua. The cultural narrative that is developed will continue to play an ongoing role in teaching and learning within the kura or schools.



**Leadership Lab**



Contact us: [contacttaraikura@gmail.com](mailto:contacttaraikura@gmail.com)

