Vision

Perspectives and partnerships

Leadership of change

Collaborative approach to teaching and learning

Meaningful student involvement

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Meaningful student involvement

TĀRAI KURA
Shaping a treasured space of learning

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 domocratic 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:
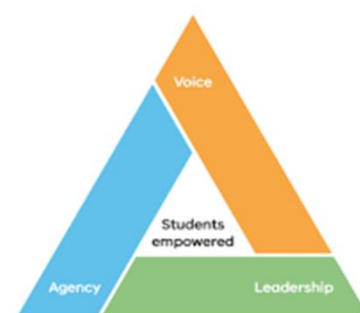https://www.academia.edu/34577548/The_Guide_to_Meaningful_Student_Involvement

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

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.

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Authentic Curriculum

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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

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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?
New Pedagogies for Deep Learning is a global evidenced based approach to teaching & learning grounded in 6 competencies. This website contains vignettes & case studies. https://cutt.ly/ob0rCE1 This TKI guide provides strategies and outlines the importance of pedagogy, collaboration and inclusion when planning for your ILEs. https://cutt.ly/unxlK68 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. https://cutt.ly/knxlUgE The compass approach at Scott Point primary outlines multiple pathways for successful learning. https://www.scottpointschool.nz/	*Curriculum for the Future* 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. https://cutt.ly/qb0rKDM The extent to which teaching and learning is shaped by future workplace skills is explored in this short World Economic Forum article. https://cutt.ly/KnmOrXQ	The *Flexibility in Learning Mosaic* (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. https://cutt.ly/xnM95gO The OECD's Centre for Educational Research & Innovation wrote *The Nature of Learning* as part of their research from the ILE Project. This introduces the now famous 7 Principles of Learning. https://cutt.ly/qmbD6WT Explore some curriculum websites from some new Aotearoa schools: • Matua Ngaru Curriculum prezi here. https://www.matuangaru.school.nz/our-learning/ • Knights Stream School learning page. https://www.knightsstream.school.nz/ourlearning/ • Araria Springs curriculum model. http://ararira.school.nz/ourcurriculum/

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?
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. https://cutt.ly/dnxzQcC Leaders and teachers find the book *Clarity in the Classroom* 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.	The *Leading Local Curriculum Guide* 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. https://cutt.ly/nnxbuwm The United Nations has 17 Sustainable Development Goals (SDGs) that can be used to deepen authentic learning in school communities. https://cutt.ly/4nxbpu5 Also check out the Futuremakers site for additional SDG links. https://cutt.ly/pmnongm 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. https://cutt.ly/MmiQ26a	*The ILE Matrix* developed by Core Education provides a framework to guide educators on thinking around planning and implementing innovative approaches to support learning and teaching practices. https://cutt.ly/cmbF1Uf 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. https://cutt.ly/CnmI30X A clear and simple Curriculum Review Framework (by Leading Learning) provides a process map with steps and guidance for curriculum design. https://cutt.ly/KmbGeqv

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

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