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.

2023 Edition

About the kete

This change kete is a 'go to' for the latest in research and practice aimed at providing support for navigating transformational change around the design of learning spaces. It is designed to be a quick links starter pack. 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 honour 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 accompanied by key guiding questions and a well curated kete of resources, including video, articles and websites for further exploration of ideas.

Vision	Perspectives and partnerships	Leadership of change
Schools and their communities need a clear vision to guide ongoing transformation of education for their students	Schools need to be actively connected to their communities, sharing and benefiting from partnerships, expertise, and opportunities.	Schools need to understand the complex processes of change and the key drivers for success.
Collaborative approach to teaching and learning	**Meaningful student involvement**	**Cultural sustainability**
Outcomes for learning are optimised through the use of appropriate collaborative teaching and learning strategies.	For students to be at the centre of change, their participation and collaboration in learning design is critical.	Schools need to embed culturally responsive pedagogy throughout the process of transformational change, and local curriculum design.
Authentic curriculum	**Space and resources**	**Monitoring impact on well-being and learning**
Curriculum, pedagogy and learning pathways should be developed, prototypes and implemented to ensure that ākonga experience and authentic curriculum.	Learning spaces and resources need to be responsive to ākonga needs and reflect the school's vision for teaching and learning	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. The future focused nature of design also includes what teachers do and challenging current paradigms and assumptions. There is an important connection globally with futures thinking.
- A school vision needs to be reviewed to ensure meaning and relevance for 21st century learning.

Key Resources | He Pounamu

1. *'Kia eke atu ki Taupaenui o te tangata'* – "People reaching their full potential" (Te Paepae o Aotea School, 2022). The merger of Hawera Intermediate and Hawera High school into a new school, Te Paepae o Aotea, is shared in this video. The establishment board chair shares the iwi vision for Te Paepae o Aotea, including the gifting of a whakatauākī. Website: https://tinyurl.com/tepaepaeoaotea Video: https://tinyurl.com/Aotea-name-vision-whakatauaki
2. *From values and beliefs about learning to principles and practice* (Dr Julia Atkin, 1996). In this article Julia describes the mind shift necessary to move towards values and vision driven development as a basis for improving practices. https://tinyurl.com/From-Values-and-Beliefs
3. *Back to the Future of Education (OECD, 2020).* The OECD has developed four scenarios for schooling in this resource. The downloadable book provides a set of scenarios on the future of schooling, showing not a single path into the future, but many. Using these scenarios can help identify the opportunities and challenges that these futures could hold for schooling and education more broadly. https://tinyurl.com/Back-to-the-Future-of-Ed
4. *Strategic 'Plan on a Page': Examples from around Aotearoa* (Tārai Kura, 2022). This slide deck has curated examples of *plans on a page* from Aotearoa schools. https://tinyurl.com/Strategic-Plan-on-a-Page
5. *Tamaoho Strategic Plan and Implementation Plan (2021-2023).* Tamaoho recently opened as a new school. This document provides a clear overview of both their strategic planning process, as well as the plans. https://tinyurl.com/Tamaoho-Strategy
6. *Looking to the Past to Shape the Future* (Grow Waitaha, 2017). This resource outlines how the Establishment Board of Knights Stream School recognised the importance of looking to the past to inform the school's vision and to shape its future, as they worked in collaboration with Te Taumutu Rūnanga to develop the school's vision and values. https://tinyurl.com/KnightsStream-past-to-future
7. *Tumuaki Insights* (Sean Bailey, 2022). In this article Sean, who was the foundation principal at Lemongrove School (opened in 2016), offers valuable insights into his learning that followed in the years after the initial flurry of the first year of establishment. https://tinyurl.com/Tumuaki-insights
8. *Realising our Vision (*Stonefields, 2022). This video outlines how the school developed the vision around four principles that have continued to evolve and drive the teaching and learning programme. https://tinyurl.com/Stonefields-vision
9. *Designing a vision for learning* (Tārai Kura, 2021). This support document provides ideas around the visioning process and activities. https://tinyurl.com/Visioning-for-learning

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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

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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.
- Perspectives and partnerships are steeped in local history and is also about partnerships beyond the notion of school – community (local businesses, different models of thinking, different research partners).

Key Resources | He Pounamu

1. *Honouring equitable partnerships* (Janelle Riki-Waaka, CORE Education, 2021). In these resources Janelle shares vital insights about Te Tiriti o Waitangi and implications for schools. https://tinyurl.com/Equitable-partnerships-video and https://tinyurl.com/Equitable-partnerships-slides
2. *Mana whenua engagement* (Te Whainoa Te Wiata, 2021). This video, 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://tinyurl.com/mana-whenua-engagement
3. *Building genuine learning partnerships with parents* (ERO, 2018). This 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://tinyurl.com/genuine-learning-partnerships
4. *A framework for school community engagement* (Tārai Kura, 2022). This article offers a framework for school community engagement, with examples. https://tinyurl.com/community-engagement-framework
5. *Engaging the community through the design process* (Sandra Jenkins and Lynda Stuart, 2022). In this article learn about the May Road journey of a redevelopment project, and how the community was engaged in the design process. https://tinyurl.com/engaging-with-community
6. *The innovative learning model: Sharing key messages* (Grow Waitaha, 2018). This resource offers key ideas about innovative learning environments with evidence-based material, and a quick guide to communicating key messages with the community, using recent research. https://tinyurl.com/innovative-learning-model
7. *Schools as community hubs*: Explore the potential of community hubs and insights from case studies. http://tinyurl.com/schools-as-community-hubs

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Vision

Perspectives and partnerships

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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 system-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 Resources | He Pounamu

1. *A Signposts Tool for School Leaders Engaging in Change Toward Innovative Learning Environments* (Tārai Kura, 2021). This roadmap tool is designed for leaders to evaluate their progress in nine principles needed for school transformation. https://tinyurl.com/change-leaders-roadmap-tool
2. *What schools for tomorrow? Futures thinking and leading for uncertainty* (Tracey Burns, 2022). This paper argues that futures thinking is an essential component of leading educational systems in increasingly uncertain times. It suggests that we need to build long-term, strategic thinking in education and reinforce futures thinking, to help identify potential opportunities and challenges, and stress-test against unexpected shocks. https://tinyurl.com/leading-for-uncertainty
3. *Leading Sustainable Change* (Grow Waitaha, 2018). In this resource school leaders who successfully led their school through change share their insights. The resource includes a quick guide, as well as a detailed roadmap for leading change. https://tinyurl.com/leading-sustainable-change
4. *Leading Change: Journeying with Teams and Communities through School Transformation (*Tārai Kura Online Series, 2022). Tumuaki share their journeys of leading staff and communities through change in these resources - https://tinyurl.com/Leading-change-event-video and https://tinyurl.com/Leading-change-synopsis
5. *Change leadership and the transition to innovative learning environments* (Mark Osbourne, 2018). This article introduces a theoretical framework comprising three essential stages when leading staff through the process of transitioning into an ILE: (1) preparing for change; (2) implementing change; and (3) sustaining change. https://tinyurl.com/Change-leadership-article. You can also access the full research thesis: *Change leadership when implementing innovative learning environments* (July 2020) https://tinyurl.com/ILE-change-leadership-PhD)
6. *Education Environment Scan* (Derek Wenmoth, 2022). This document draws on information from a wide range of sources to provide an environment scan aimed at assisting education leaders to determine the future direction of their organisations and of the system as a whole. https://tinyurl.com/Education-environment-scan
7. *Teaching, School, and Principal Leadership Practices Survey Tool* (NZCER, 2022). This free survey gives a principal a snapshot of what is going on and references his/her practice against their staff (available terms 2 and 3 of each school year). https://www.tspsurveys.org.nz/
8. *'It's time, transformational timetables practices'* (NZCER, 2021). This research project explores the ways five diverse secondary schools shaped their timetables to support innovation in teaching and learning, which promote collaborative practices for teachers and learners. https://tinyurl.com/Transformational-timetabling

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 (approximately 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 and 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 Resources | He Pounamu

1. *Teacher Transition into Innovative Learning Environments*: 'The enactment of teacher collaboration in innovative learning environments: A case study of spatial and pedagogical structuration' (Bradbeer, 2021, p.47-60). Exploring how to balance individual autonomy with the structures required for collaboration and how learner agency & structures operate as a 'duality'. https://tinyurl.com/TeacherCollaborationILE
2. *Collaborative practice emerging across Kāhui Ako: Ten trends* (New Appointments National Panel (NANP), 2021). This report synthesises the insights and practices shared from over 2500 interviews https://tinyurl.com/KahuiAkoCollabTrends . You may also be interested in exploring the 'Collaborative Teaching' development map from the Kāhui Ako Guide to support collaborative practices here: https://tinyurl.com/CollabDevelMap
3. *Leading new, deeper forms of collaborative cultures: Questions and pathways* (Azorín and Fullan, 2022). The essay explores the ways in which the pandemic has provided the conditions for new human development that joins two powerful forces: the pulsar model which elevates human potential with respect to student learning, and new, deeper forms of collaboration that have long eluded those interested in system change. https://tinyurl.com/CollabCultures
4. The following ERO papers explore and examine the function of collaboration in schools and kāhui ako:
   1. https://tinyurl.com/ERO-Collab-in-Practice
   2. https://tinyurl.com/ERO-CoP-Collab-In-Action
   3. https://tinyurl.com/CoL-Collab-to-improve-outcomes
   4. https://tinyurl.com/Kahukura-CoP
5. *Reviving collaboration in classrooms* (Doubet, 2022). This article endeavours to support educators to consider what they can learn from the business world about effective collaboration practices. https://tinyurl.com/Reviving-Collab-in-Classrooms
6. *We go not ego: co-teaching and leading collaborative teams* (Leadership Lab, 2021). In this video, Stonefields School share their approach to collaboration with a focus on teams. https://tinyurl.com/We-Go-Not-Ego   This collaborative approach is also explained in this SET article https://tinyurl.com/Creating-Collab-Effectiveness and as featured on the ERO site: https://tinyurl.com/ERO-TeacherCollab-PL-in-ILEs
7. *Collaboration Framework* (Core Education, 2022). This provides school leaders with a tool that can be used formatively to gauge what to prioritise and can be utilised as a self-review tool to monitor progress over time Accessed from: https://tinyurl.com/Collab-framework, https://tinyurl.com/Collab-framework-PDF

Meaningful ākonga involvement

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When ākonga have opportunities to meaningfully engage in all areas of school life 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 learning and curriculum design, yet in many schools in Aotearoa and around the world there is a glaring inequity around who determines the goals of education. 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 and 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 and opportunities for leadership.

Key Resources | He Pounamu

1. *Students' views of teaching and learning in ILE spaces* (Tarai Kura, 2022). In this article ākonga from a large urban ILE high school share their views about learning in ILEs. https://tinyurl.com/akonga-views-ILE-design
2. *A Day in the Life at OJC.* (Ormiston Junior College, 2020). This blog post outlines how learner agency is factored into the daily timetable 'The TARDIS' and the video explains how digital badging enables ākonga agency at this junior high school. https://tinyurl.com/A-Day-In-The-Life-OJC and video: https://tinyurl.com/Digital-Badging-OJC
3. *Leading change: Learner agency to activate change* (Leaders' Connect, 2020). This video shares how ākonga at Riccarton High School lead their own learning for change using design thinking. Lisa Heald shares the process. https://tinyurl.com/Leading-Change-Ideas-to-Action
4. *Pūtātara - website* (MOE, 2019). This resource supports schools and teachers to develop learning opportunities that are place-based, inquiry-led, and focused on participation for change incorporating sustainability and global citizenship across the curriculum. https://putatara.education.govt.nz/
5. *Amplify: Empowering students through voice, agency and leadership* (State of Victoria, 2019). This is a practice guide for schools to grow student voice, agency and leadership. https://tinyurl.com/Amplify-2019
6. *Learner agency: Final research report* (CORE, 2017). This resource is the result of both a literature scan and a series of conversations with ākonga and teachers from three New Zealand ILE schools. It provides teachers or learning teams, school leaders, educators and learning communities with a shared understanding of learner agency and provides practical tools for tackling and/or embedding the concept of learner agency within education systems. https://tinyurl.com/Learner-Agency-CORE
7. *Student Agency for 2030: OECD Futures Framework* (OECD, 2020). This resource articulates the aspirations for learner agency as a conceptual learning framework. https://tinyurl.com/OECD-Agency-2030
8. *10 Ways to Teach Me* (Brigham Riwai-Couch, 2019). Brigham shares his perspective of the top 10 things that make a difference for him as a learner. This video focuses on Māori achieving educational success as Māori, drawing on student voice. https://tinyurl.com/10-Ways-To-Teach-Me
9. Home/school/ākonga partnerships in learning and wellbeing: Various learning management systems provide innovative methods for tracking the progress and wellbeing of targeted and all learners. Consider:
    a) eTAP's Spotlight On Learning© 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. https://www.etap.co.nz/features.php (scroll to bottom)
    b) Hero is a powerful and secure online sharing platform customisable to reflect the curriculum, vision and values of your school. https://hero.linc-ed.com/
    c) School Talk is a cutting-edge cloud platform, which helps schools implement student agency and creates efficiency for teachers, learners and parents. https://schooltalk.co.nz/, https://www.tkh.nz/home and https://www.sct.nz/schooltalk/te-kete-hono

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 school trustees, 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 educators' critical consciousness 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.
- Local curriculum designed strategically with mana whenua provides opportunities for transformative change in knowledge and pedagogical practice. Implementing place-based pedagogies enriches the local curriculum and strengthens local perspectives and partnerships.

Key Resources | He Pounamu

1. *Cultural Narrative, introduction for school leaders* (CORE Education, 2019). This cultural narrative resource helps schools understand what it is, what the intent is and how it might look. https://tinyurl.com/10Trends-Cultural-Narrative
2. *Online Series #2 - Mana Whenua Engagement & the cultural narrative* (Tārai Kura, 2022). This online event featured Tony Grey, Te Ao Marama and Lisa Cavanagh, Ngākōroa School. Read the Event Synopsis here: https://tinyurl.com/Event3-Mana-Whenua-Engagement. You can view the Pre-Event video here: https://tinyurl.com/Event3-PreVideo and view some video highlights from the session here: https://tinyurl.com/Event3-Highlights.
3. *The 5 Wai's (Not Why's) of Māori Engagement* (Tibble, 2015) and *Lessons for successful mana whenua engagement. Tips for people who don't know where to start* (Auckland Council, 2016). The recommendations in these resources provide a starting point for considering engagement with mana whenua. https://tinyurl.com/The-Five-Wais and https://tinyurl.com/Mana-whenua-engagement-tips
4. *Guide to Supporting Ākonga Māori*. (MOE, 2022). This TKI site is an online resource containing culturally responsive strategies to meet the needs of ākonga Māori, who require additional support. It has a wealth of ideas for practice, including meaningful engagement with whānau and the community. https://tinyurl.com/Supporting-akonga-Maori-guide
5. *Te Tiriti o Waitangi Partnership: Leader Self-reflection* (MOE, 2019). This 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. https://tinyurl.com/TToW-Leader-Self-Reflection
6. *Leading out of White Spaces* (Leaders' Connect, 2022). In this video Dr Ann Milne shares her whakaaro on Leading Out of White Spaces. https://tinyurl.com/Leading-Out-Of-White-Spaces. More here: https://www.annmilne.co.nz/blog
7. *Kāwhia School's learning journey* (Education Gazette, 2020). In this article learn about how one school is leading change toward cultural sustainability. https://tinyurl.com/Kawhia-School-Local-Curriculum. The tumuaki shares her leadership approach in this video. https://tinyurl.com/Kawhia-School
8. *Ngā wawata me ngā tūtohunga: Our Aspirations* (The iwi of Te Tātoru o Wairau, 2022). In this website you can read a published cultural narrative from The Marlborough Schools project. https://tinyurl.com/Te-Tatoru-o-Wairau
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Authentic Curriculum

Aspirational and 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 development of assessment literacy of educators and ākonga part 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 is 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 continuous exploration of innovative learning practices and new approaches.

Key Resources | He Pounamu

1. *The Leading Local Curriculum Guide series (MOE, 2019).* This was developed to steer review of curriculum, assessment, and design decisions as you strengthen your local curriculum, respond to progress, and reinforce learning partnerships with parents and whānau. https://tinyurl.com/Strengthening-LC You might also find the MOE webinar recording on designing local curriculum useful. https://tinyurl.com/Local-Curric-Webinar-2020
2. Learning from Home (MOE, 2022). This site has several case studies and videos about planning for and implementing hybrid learning https://learningfromhome.govt.nz/
3. *Ngāi Tahu Matauranga website* (Ngāi Tahu, 2022). This website contains Ngāi Tahu's education strategy https://ngaitahu.iwi.nz/education/ and links to teacher resources for Ngāi Tahu's 18 regional Papatipu Rūnanga. https://ngaitahu.iwi.nz/education/teacher-resources/
4. Rangiora High School – Authentic and collaborative learning (Grow Waitaha, 2019). This site explores how a new learning space at Rangiora High School has supported staff and students to teach and learn in different ways. These three videos describe Rangiora High School's journey in creating a connected curriculum that enables collaboration, greater learner agency, and authentic learning opportunities. https://tinyurl.com/Rangiora-collab-learning
5. *Māori History in the NZ Curriculum* (MOE, 2022). This site contains possible programme designs for Māori history in years 1-8 and 9-13, along with New Zealand Curriculum and NCEA links, resources, and learning experiences - designed to guide students and teachers when looking at Māori history in a local context. https://maorihistory.tki.org.nz/en/programme-design/ This video is also excellent: https://tinyurl.com/Whanganui-Maori-Histories
6. *Authentic local learning in Roxburgh* (Education Gazette, 2022). This article about linking curriculum to local communities captures how students at Roxburgh Area School have been making authentic connections with local organisations and businesses. https://tinyurl.com/Roxburgh-local-learning
7. *Leading a Future Focused Curriculum in a Complex World* (Leaders' Connect, 2021). In this video Maurie Abraham shares his whakaaro on leading a future focused curriculum in a complex world. https://tinyurl.com/HPSS-future-focused-curriculum
8. *Maunga at the heart of local histories mahi* (Education Gazette, 2022). In this article an Auckland kāhui ako shares how they are developing the local histories curriculum from their maunga, Te Pane o Mataoho. https://tinyurl.com/maunga-centred-local-learning

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

Space and resources

TĀRAI KURA
Shaping a treasured space of learning

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 can 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 many opportunities to support and catalyse collaborative learning experiences (educator-educator, ākonga-ākonga and educator-ākonga).
- Acoustics, lighting, ventilation, and temperature are four key factors that impact 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 Resources | He Pounamu

1. *Green School New Zealand* (ArchiPro, 2022). This video is about Green School, the first of its kind in New Zealand – both architecturally and in its educational offering. The innovative and sustainable campus, located on a 60-hectare farm in Taranaki, is the work of BOON. Surrounded by rolling hills, next to the Oakura River and situated between Mount Taranaki and the Tasman Sea, it is an inspiring location for learning https://tinyurl.com/Green-School

2. *Designing schools in Aotearoa New Zealand (DSNZ) Standards* (MOE, June 2022). The DSNZ sets out the Ministry's expectations re: planning/design of schools. https://tinyurl.com/DSNZ-Property-Design-Standards

3. *ILETC's Spatial Typologies* (ILETC, 2021). This video series grounded in research focuses on five key areas – design of space, pedagogy, furniture, digital technology and acoustics – required in order to develop the knowledge and skills to effectively use innovative spaces. https://tinyurl.com/ILETC-Spatial-Typologies

4. *Learning furniture: a don't just stuff it guide* (CEFPI, 2010). This resource provides support and guidance for designing learning spaces with 'learning furniture' and ideas for aligning this with pedagogical intent: https://tinyurl.com/Learning-Furniture

5. *School design insights – Fitzroy Gasworks* (Victorian School Building Authority, 2022). In this video an expert panel discusses their planning process and considerations for the innovative vertical secondary school opening in Melbourne's inner north. The school will be a state-of-the-art partnership between Collingwood College and Fitzroy High School, called Wuran Senior Campus. https://tinyurl.com/Fitzroy-design-insights More here: https://tinyurl.com/Wuran-Campus-Info.

6. *Waimairi Rebuild site* (Waimairi School, 2021). Read about the renewal of Waimairi School (2010 - 2021) and the factors that influenced their on their blog: https://www.waimairi.school.nz/rebuild and in our Tārai Kura article: https://tinyurl.com/Waimairi-article and video https://tinyurl.com/Waimairi-Transformation

7. *Innovative Learning Spaces for the Next Generation: Centerview Elementary School* (Wold Architects, 2019). This video explains how learning commons act as a shared gathering space for both the school and the community, emphasising flexible and personal learning. https://tinyurl.com/Centerview-Elementary-ILE

8. *Designing spaces for future focused schools - University of Westminster workshop* (Gratnells, 2020). Murray Hudson and Terry White have brought together educationalists and innovative school architects to pool their collective expertise and inspire the design of more intelligent learning spaces. Learn about their process: https://tinyurl.com/Gratnells-future-school-design More here: https://plsinpractice.com/ and https://planninglearningspaces.com

9. *Master planning and design of new schools* (Grow Waitaha, 2019). This resource provides stories about Canterbury schools' experiences and information about the master planning and design phases for this process: https://tinyurl.com/Grow-Waitaha-Masterplanning

10. *Clever Classrooms (*HEAD Project -Holistic Evidence and Design, 2015). This paper outlines that well-designed primary schools boost children's academic performance in reading, writing and maths. Differences in the physical characteristics of classrooms explain 16% of the variation in learning progress over a year for the 3766 pupils included in the study. https://tinyurl.com/Clever-Classrooms

TĀRAI KURA
Shaping a treasured space of learning

Vision
Perspectives and partnerships
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Monitoring impact on well-being and learning

Monitoring impact on well-being 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. For these reasons 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. Reporting on the ongoing progress and evaluation of large changes promotes ongoing commitment.

Key Resources | He Pounamu

1. *Te Ara Huarau - School Improvement Framework* (ERO, 2022). This recent resource will be used by schools alongside their ERO evaluator, and provides guidance for schools across 10 areas including, inclusive learning climate, and health and wellbeing. https://tinyurl.com/Te-Ara-Huarau
2. *Trauma Informed Practice in primary and secondary schools* (Education Hub - Emily Berger and Karen Martin, 2022). This article outlines some implications and strategies that can inform your approach. https://tinyurl.com/Trama-Informed-Practice
3. *Te Whare Tapa Whā* model (Mental Health Foundation, 2022). This wellbeing model was developed by leading Māori health advocate Sir Mason Durie in 1984 and describes health and wellbeing as a wharenui. It is unpacked here: https://mentalhealth.org.nz/te-whare-tapa-wha
4. *Socio-Emotional Learning, Well-being, and the Global Competencies: Five things we know.* (NPDL, 2020). This brief outlines how the New Pedagogies for Deep Learning Framework comprehensively addresses the key components of well-being. https://tinyurl.com/SEL-5-Things-We-Know
5. *Education in the digital age: healthy and happy children* (OECD, 2020). This article explores the intersections between education, well-being, and digital technologies. https://tinyurl.com/OECD-Ed-In-The-Digital-Age
6. *School Spaces for Student Wellbeing and Learning: Insights from Research and Practice* (QUT, 2020). This book launch presentation shares some key highlights. https://tinyurl.com/Engagement-Learning-Behaviour   (Can purchase book from https://tinyurl.com/SELB-Springer-Link)
7. *Flexible learning spaces for diverse students - fact sheet* (MOE, 2016). This factsheet supports schools to consider how to make flexible learning spaces work for everyone when designing an inclusive space. https://tinyurl.com/MOE-FLS-Factsheet
8. *Designing Educational Spaces for Mental and Emotional Health* (Corgan, 2022). This blog series explores how external factors can influence wellbeing. It suggests what aspects of the physical environment can act as stressors and how you might design with empathy. https://tinyurl.com/SEL-Learning-Space-Design
9. *How learning space design can support student well-being* (Highland, 2022). This article explores how learning space design can amplify ākonga safety and agency. https://tinyurl.com/FLS-Design-for-Wellbeing
10. *Māui whakakau, kura whakakau* (MOE, 2016) explores the impact of physical design on Māori and Pasifika student outcomes. https://tinyurl.com/Maui-whakakau-kura-whakakau
11. *TKI Inclusive Education and Design site* (MOE, 2022). This website offers a series of guides to support learners within an inclusive learning community. https://inclusive.tki.org.nz/

About Tārai Kura

The goal of Tārai Kura is to support schools, kura, tumuaki, kaiako, school 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 school board, 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.

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