



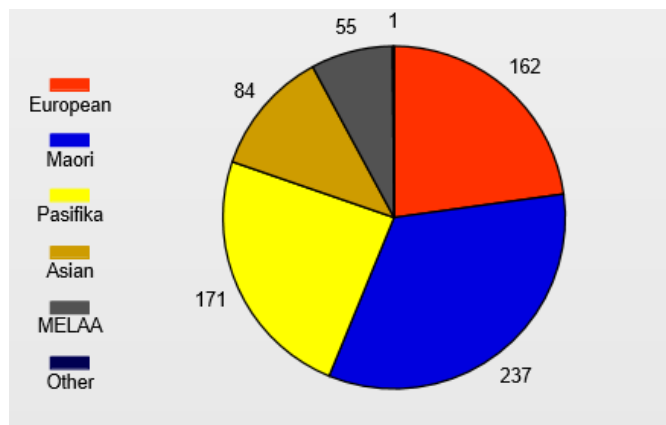
Naenae College

Summary of core values and processes

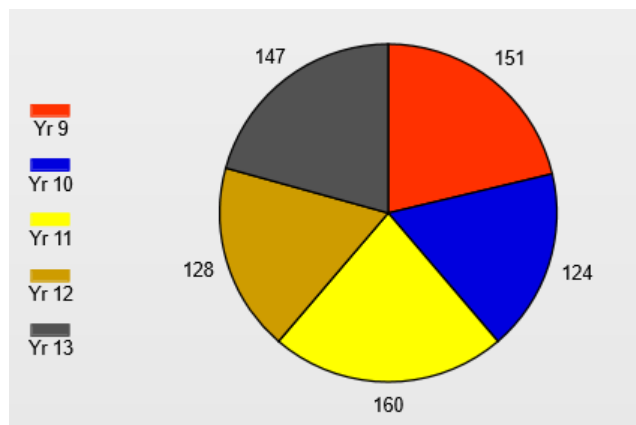
2019

Naenae College is a Decile 3 co-educational secondary school with a current learning community of 698 students. The ethnic composition of the student roll at its simple level looks like this

Ethnic Composition of Naenae College



By Year Level



We have some 42 nationalities on the roll with a portion of these students, having come to New Zealand as refugees and settled in State housing in Naenae. This has occurred over the last ten years.

Specific student nationalities are list below.

Afghani	Eritrean	Maori	Rarotongan	Tuvaluan
African	Ethiopian	Mexican	Samoan	Vietnamese
Asian	Fijian	Middle Eastern	Somali	
Australian	Fijian Indian	NZ European	Southeast Asian	
Burmese	Filipino	Other African	Sri Lankan	
Cambodian	Indian	other Asian	Sri Lankan Tamil	
Chinese	Indonesian	Other Ethnicity	Syrian	
Colombian	Iraqi	Other Middle Eastern	Thai	
Cook Islands Maori	Kenyan	Pacific Peoples	Tokelauan	
English	Malaysian Chinese	Pakistani	Tongan	

We absolutely embrace and celebrate our diversity. It is not a problem; it is a rich learning opportunity for us all. Our overriding statement of value is summed up in the phrase

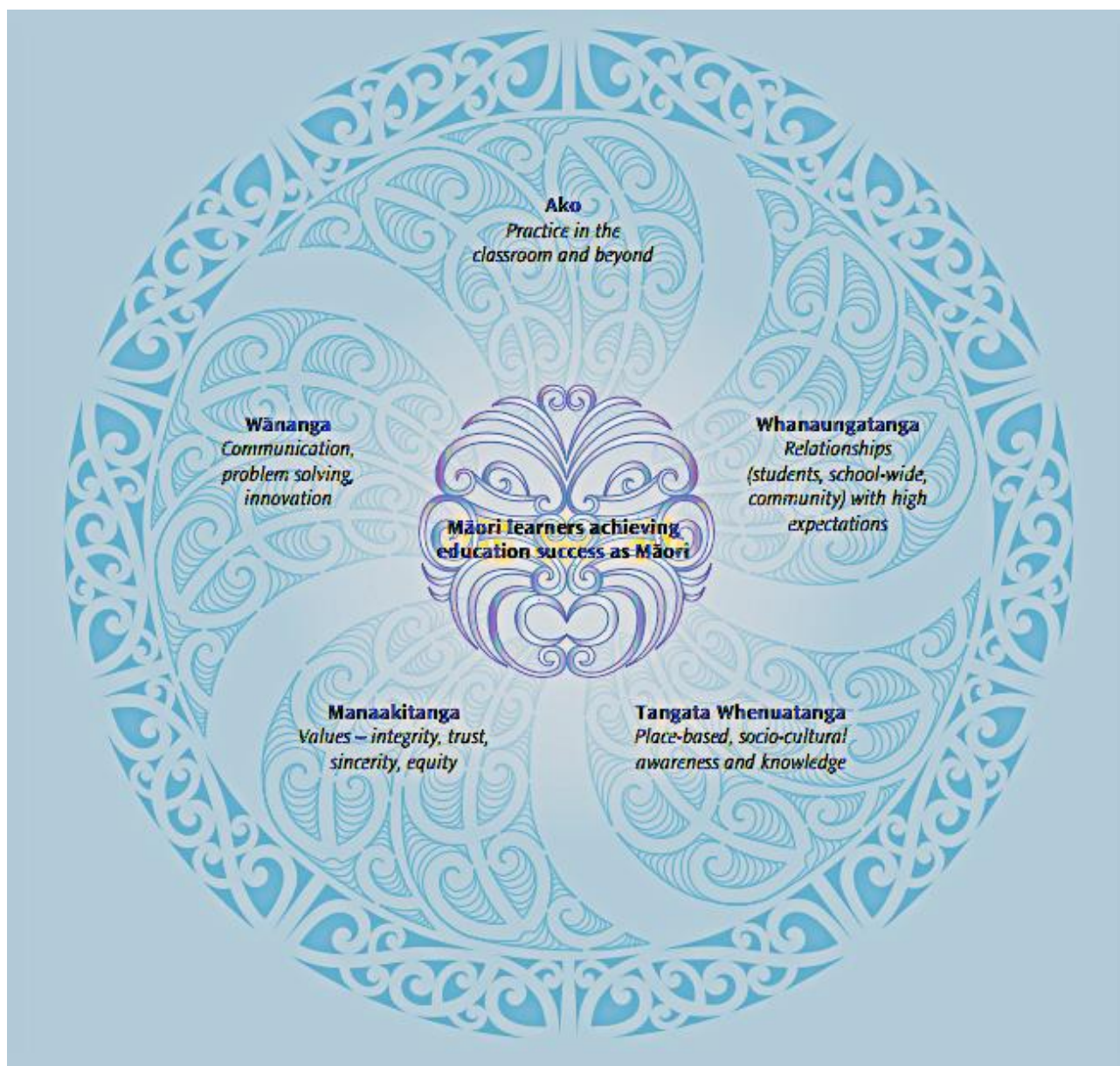
Te Whanau Tahi (The United Family)

This is the name of our College Marae and our Kapa Haka group. It is also the name of our programme to raise the achievement levels of Maori and Pasifika students, drawing on the work of the Te Kotahitanga project run out of Waikato University as well as our involvement in the He Kakano, Ako Panuku and KEP contracts.

We talk all the time about 'unity in diversity.' We first acknowledge the Tangata Whenua of Aotearoa and our bicultural heritage. Then we acknowledge the multi ethnic nature of the Tauwiwi- all the rest of us who have arrived on these shores over the generations. Everyone is important and valued. Mutual respect is the cornerstone value. We have a wonderful opportunity to learn from one another.

Our College Marae belongs to everyone. All year 9 students and new staff are welcomed with a powhiri, as are special guests to the College at any time.

There is no place at Naenae College for deficit thinking. That is, we do not dwell on students 'lack of social capital', 'socio- economic status' or any other perceived negative indicator. We focus our thinking and our heart commitment on realizing the potential of our students. We recognize the cultural capital they bring which is diverse, rich and resilient. We learn with and from our students in a spirit of partnership. We embrace the concept of Ako – the reciprocity of learning and teaching. We have an absolute belief that we can make a difference and are doing just that.



The New Zealand Curriculum

HOFs need to ensure that the vision, values and principles of the New Zealand Curriculum are embedded and that staff has a sound understanding of the requirements of their learning area.

Vision:

Young people who are confident, connected, actively involved life-long learners:

- **Confident** – positive, motivated and reliable, entrepreneurial, enterprising, resilient, resourceful
- **Connected** – able to relate well to others, effective users of communication tools, connected to land and environment, members of communities, international citizens
- **Actively Involved** – participants in a range of life contexts, contributors to the well-being of New Zealand – social, economic and environmental
- **Lifelong Learners** – literate and numerate, critical and creative thinkers, active seekers, users, and creators of knowledge, informed decision makers

Principles:

All curriculums should be consistent with these eight statements:

1. **High Expectations** – The curriculum supports and empowers all students to learn and achieve personal excellence, regardless of their individual circumstances.
2. **Treaty of Waitangi** – The curriculum acknowledges the principles of the Treaty of Waitangi and the bi-cultural foundations of NZ. All students have the opportunity to acquire knowledge of te reo Maori me ona tikanga.
3. **Cultural Diversity** – The curriculum reflects NZ's cultural diversity and values the histories and traditions of all its people.
4. **Inclusion** – The curriculum is non-sexist, non-racist, and non-discriminatory; it ensures that students' identities, languages, abilities, and talents are recognised and affirmed and that their learning needs be addressed.
5. **Learning to Learn** – The curriculum encourages all students to reflect on their own learning processes and to learn how to learn.
6. **Community Engagement** – The curriculum has meaning for students, connects with their wider lives, and engages the support of their families, whanau and communities.
7. **Coherence** – The curriculum offers all students a broad education that makes links within and across learning areas, provides for coherent transitions and opens up pathways to further learning.
8. **Future Focus** – The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise and globalisation.

The principles of the new curriculum place students at the centre of teaching and learning. **All** students should experience a curriculum that engages and challenges them, is forward-looking and inclusive and affirms New Zealand's unique identity.

These principles relate to how curriculum is formalised in our school; they are particularly relevant to the processes of planning, prioritising and review.

Values

Students will be encouraged to value:

- **Excellence** - by aiming high and persevering in the face of difficulties
- **Innovation, inquiry, and curiosity** - by thinking critically, creatively, and reflectively
- **Diversity** - as found in our different cultures, languages and heritages
- **Equity** - through fairness and social justice
- **Community and Participation** - for the common good
- **Ecological sustainability** - which includes care of the environment
- **Integrity** - which involves being honest, responsible, and accountable and acting ethically
- **Respect** - themselves, others, and human rights

It is important that we develop our own understanding of these values (teachers, students and families) and how they will be expressed in our school. These should then be evident in our school philosophy, structures, curriculum, classrooms, and relationships. Students, teachers and families should understand the importance of these values and express these through the way they think and act on a daily basis in the school environment.

Key Competencies

The NZ Curriculum identifies five key competencies:

1. **Thinking**
2. **Using language, symbols, and texts**
3. **Managing self**
4. **Relating to others**
5. **Participating and Contributing**

The school has developed a set of descriptors for **Managing Self, Relating to Others and Participating and Contributing** - these are displayed in every classroom. Teachers need to ensure that students understand these competencies and are given every opportunity to develop them. They are included on reports in the junior school

Learning Areas

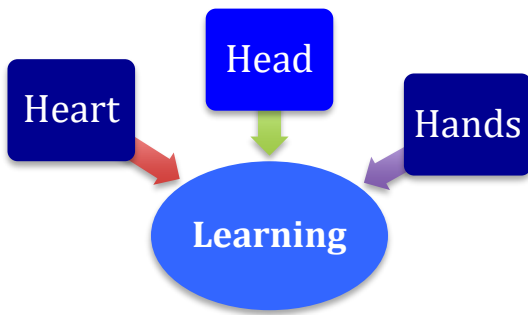
When developing programmes of learning your starting point should be the new learning area statements (pg 11-13, The New Zealand Curriculum). Programmes should be developed based on **students' needs and interests**. You are then able to select the achievement objectives to fit the programme.

Please Note:

Delivery of all strands in each learning area is necessary but you may choose to emphasise particular strands at different times or in different years. Ensure you have a clear rationale for doing this and that each strand receives due emphasis over the longer term.

We design curriculum to meet the needs of our students

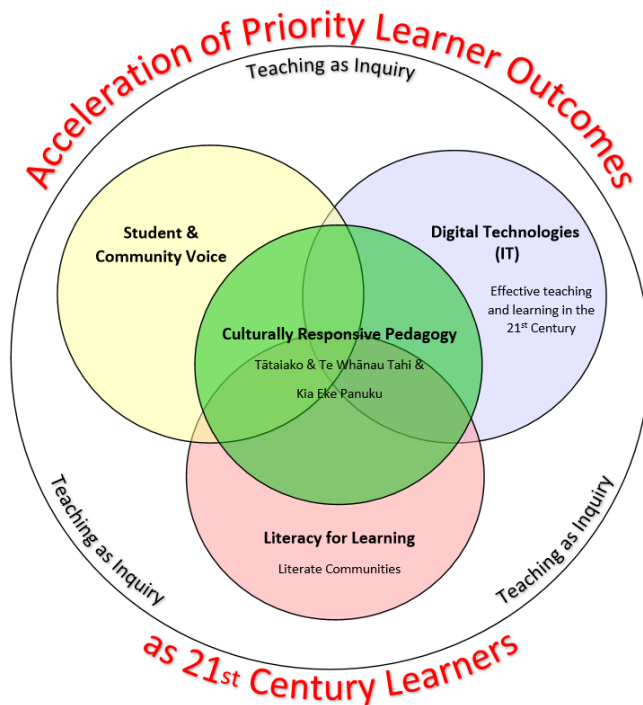
The Big Picture Schooling Model



- **Heart** - Commitment to the core Te Whānau Tahī (United family) values of the school and service to the school
- **Head** - Academic achievement
- **Hands** - Attendance, engagement in full range of activities and opportunities through the curricular and co-curricular life of the school

Professional Learning Development at Naenae College for 2017

The key elements that drive our behaviour as a learning community are encapsulated in our staff PD programme.



We are working together to ensure a strong, sustainable and robust Professional Learning Community continues to build among teachers. All teachers are expected to fully engage in the school’s professional learning programme.

Time is set aside every Thursday morning 8:30am - 9:25am for staff professional development. We will meet as a full staff or in faculties or in particular interest groups depending on the particular theme. Some of the Faculty/Curriculum meeting time on Tuesdays will have a professional learning focus also.

Requests to attend workshops/courses off-site are to be forwarded to RS. All professional learning must link to and support the school’s strategic goals.

See also section on the development of our ‘Community of Learners’

Skills are not learned until they are **applied, practiced** and **embedded** to improve student outcomes

Teaching as Inquiry

Spiral of Inquiry To improve the quality of teaching in order to significantly enhance student learning and achievement

Timperley, H.; Kaser, L.; & Halbert, J. (2014). *A framework for transforming learning in schools: innovation and the spiral of inquiry*. Melbourne, Centre for Strategic Education.

Scanning:

What's going on for our learners?
How do we know?

What's going on for learners?



Checking:

Have we made enough of a difference?

Focusing:

Where will concentrating our energies make the most difference?

Developing a hunch:

How are we contributing to the situation?

New learning:

How and where will we learn more about what to do?

Taking action:

What can we do differently to make enough of a difference?



AITSL commissioned Professor Helen Timperley, University of Auckland, to undertake the *Professional Conversations and Improvement-Focused Feedback* literature review to draw together national and international research in relation to conversations that support professional growth. The purpose of the review was to examine the characteristics and impact of these conversations, synthesise the common themes and identify the enablers and barriers to effective professional conversations. The review looked at professional conversations that achieved real changes in teaching practice, improved student outcomes, created better solutions to problems or developed new practice.

The *Australian Professional Standards for Teachers* and the *Australian Professional Standard for Principals* are underpinned by a view of professionalism that goes beyond technical competencies. This view encompasses the type of individual who is driven by the moral imperative to promote the engagement, learning, and well-being of each of their students and continues to learn and improve their knowledge and skills. The analysis in *Professional Conversations and Improvement-Focused Feedback* was framed in terms of the type of professionalism the conversations promoted and collated under the descriptor of adaptive expertise.

Adaptive expertise is needed to navigate the constant societal and technological changes present in today's complex education contexts. Characterised by teachers and leaders developing agency for their own improvement, adaptive expertise challenges the belief that expertise is developed simply through repeated practice.

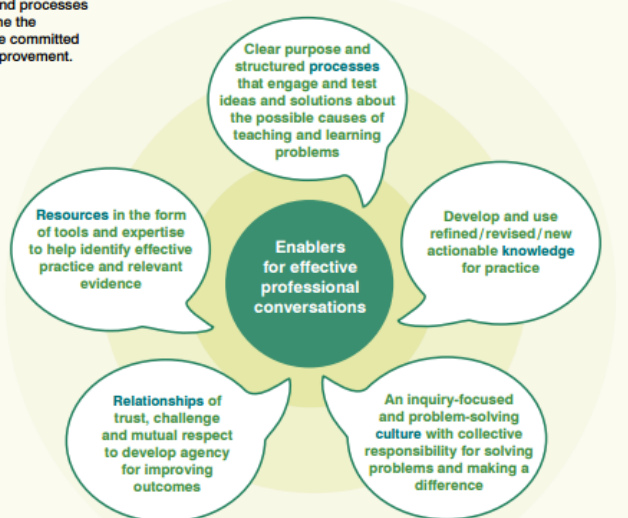
Key features of adaptive expertise include professionals:

- ▶ being focused on the moral imperative of improving a range of valued outcomes for students
- ▶ taking agency for the continued development of their knowledge and skills through self- and co-regulated learning
- ▶ creating self-awareness in terms of existing assumptions and when they might be helpful or unhelpful, and in this way becoming highly metacognitive.

These enablers are the conditions and processes that support professionals to examine the effectiveness of their practice and be committed to make appropriate changes for improvement.

Context forms the wallpaper for all the other conditions and processes and serves to shape the professional conversations but at the same time is shaped by them.

Contexts include national, jurisdictional, sector, region and school contexts, as well as the professional learning context in which the conversations are situated.



Resources

▶ Resources in the form of tools and expertise are essential in shaping the quality and direction of conversations.

▶ Tools and expertise bring high quality information to conversations, supporting participants to challenge each other to improve practice, solve problems and promote better outcomes for students.

▶ Expertise in conversational processes is essential for productive conversations.

Relationships

▶ Relationships are developed through conversations and do not necessarily exist prior to them.

▶ Relationships of trust and mutual respect need to be accompanied by challenge and high expectations for the conversations to be effective.

▶ Agency implies a commitment and a belief that it is within an individual or group's capacity to make a difference.

Processes

▶ Clarity is enhanced when the participants in a conversation have a shared understanding of its purpose and there are processes in place to achieve that purpose.

▶ Processes are sufficiently flexible to allow all participants to express, engage and test different ideas.

▶ Effective processes resolve the dichotomy of 'asking questions' versus 'telling' through treating all views as hypotheses, testing their validity through deep inquiry and developing integrative solutions.

Knowledge

▶ Knowledge is both an outcome of the conversation and a resource brought to it as participants come to see things in a different way.

▶ New knowledge arises from a mix of context-specific individual theories of practice, leaders', colleagues' and expert theories of practice or research-based theories.

▶ Knowledge must be directly applicable to the participants' contexts and actionable in that context if it is to be used.

Culture

▶ A culture focused on improving outcomes provides purpose and is both an enabler and an outcome of conversations as they develop over time.

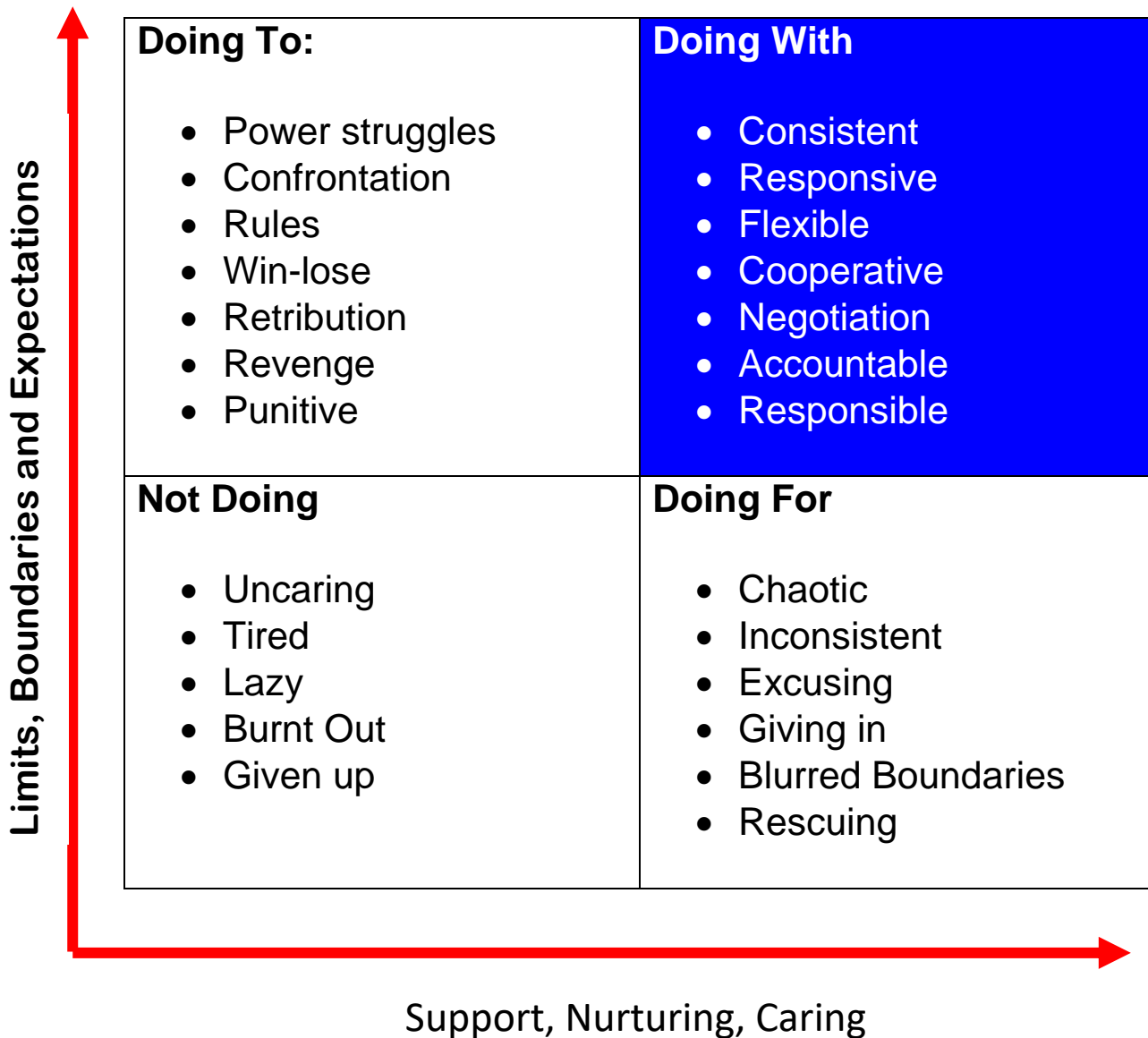
▶ The culture can facilitate a shift from participants attributing particular problems to outside influences to participants focusing on their own interactions with others and what can be changed.

▶ Through this improvement-focused culture and the shifting of attributions, conversations create the professional agency needed to make progress towards achieving particular outcomes.

Building Social Capital

Academic success is fundamentally important for all. To maximize academic achievement, we need a solution-focused attitude with strong teamwork, respectful culturally located relationships and behavioural management strategies to match. Our students are strongly relationally orientated. ‘Get to know me and then I am ready to learn from you’. ‘I need to know you care about me’

The diagrams, which follow, illustrate ways of being that are important to us.

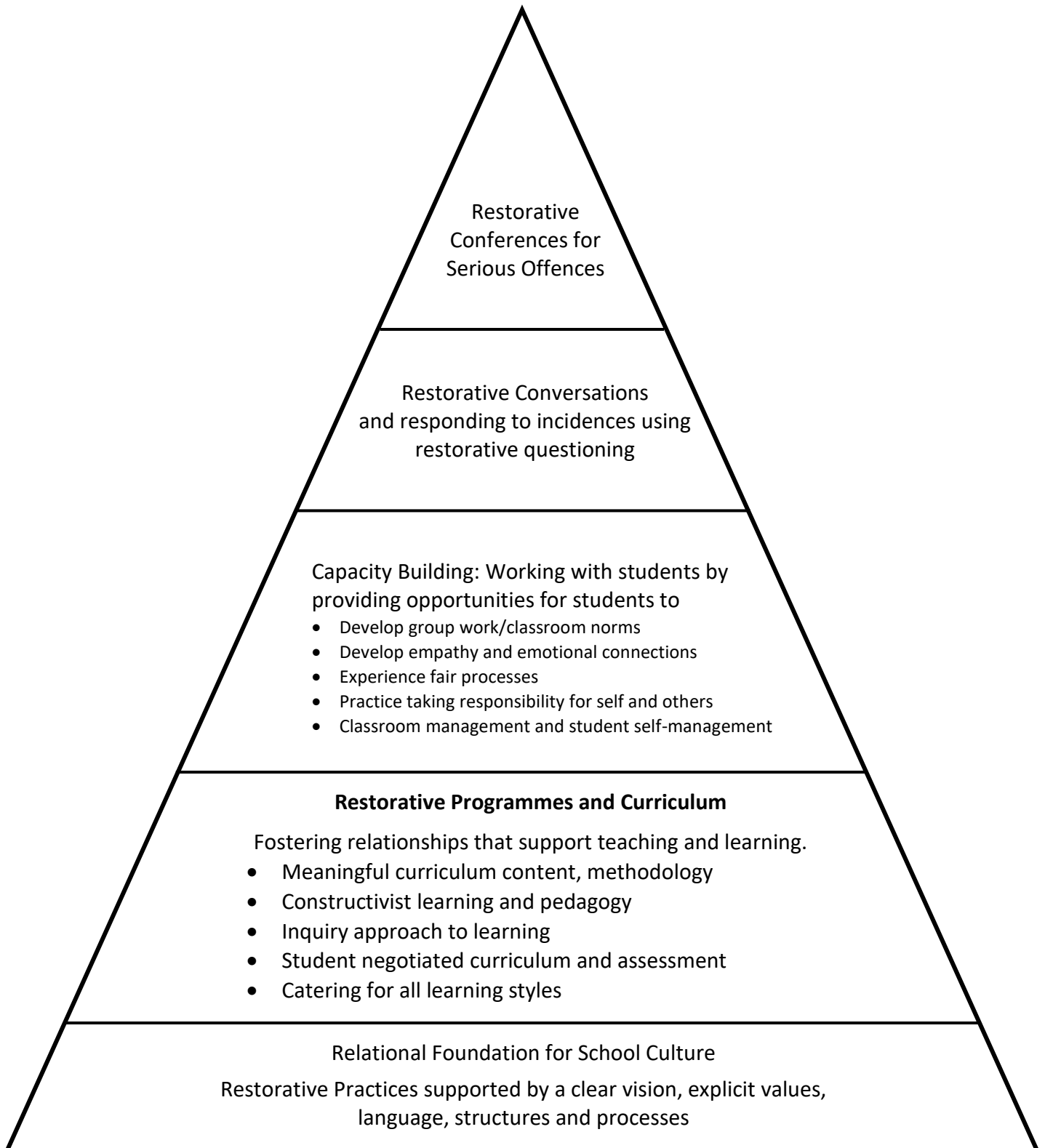



We constantly strive to focus our actions in the top right corner. It is paying big dividends.

Restorative Practices

We have a strong relational foundation for School Culture which drives our behavioural management systems. We work in a restorative manner as a first priority. This is not a soft option. We teach our students and community how to live this way.

'If you muck up fess up, put it right and move on. We do not want anyone to fall out of the waka so look after the person next to you. Help them get it right'





THE Restorative Chat

TELL THE STORY

- What happened?
- Tell me what happened when..
- What were you thinking when it happened?
- What value was not used?
- What are you thinking now about what happened?

EXPLORE THE HARM

- Who do you think has been affected?
- In what way?
- What do you think it must have been like for them?

REPAIR THE HARM

- What needs to happen to put things right?
- What do you think _____ needs to hear from you?
- Is there anything else you can think of that might help?


REACH AN AGREEMENT

- If this happens again, what will you do differently?
- What do you need from me/ us to support you?
- What will the plan for the future include?
- If this happens again, what will we do about it?


PLAN FOLLOW-UP

- When would be a good time to check with you to see how you are going?
- What will happen if our agreed outcomes haven't been reached?


Te Whānau Tahī




KOTAHITANGA – working together




MANAAKITANGA – caring



PUMANAWATANGA – atmosphere

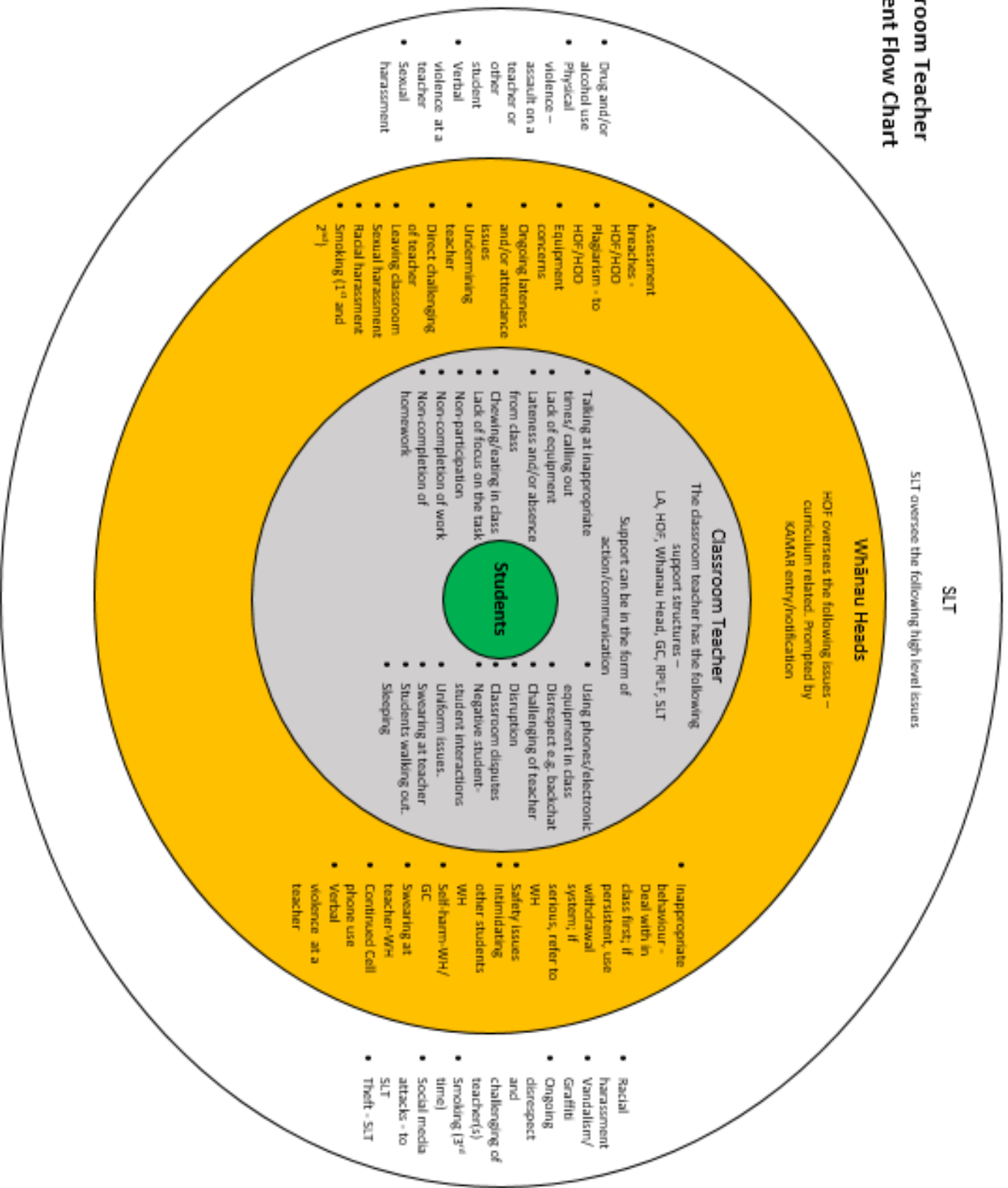


RANGATIRATANGA – leadership



WHANAUNGATANGA – relationships

Classroom Teacher Incident Flow Chart



Te Kotahitanga - Effective Teacher Profile *(Bishop et al, 2003)*

Effective teachers of Māori students create a culturally appropriate and responsive context for learning in their classroom. In doing so they demonstrate the following understandings:

1. They positively and vehemently reject deficit theorising (blaming factors outside the school or 'beyond their influence') as a means of explaining Māori students' educational achievement levels; and
2. Teachers know and understand how to bring about change in Māori students' educational achievement and are professionally committed to doing so in the following observable ways:

Manaakitanga	They care for the students as culturally located human beings above all else.	Mana refers to authority and āki, the task of urging someone to act. It refers to the task of building and nurturing a supportive and loving environment.
Mana motuhake	They care for the performance of their students.	In modern times mana has taken on various meanings, such as legitimation and authority, and can also relate to an individual's or a group's ability to participate at the local and global level. Mana motuhake involves the development of personal or group identity and independence
Whakapiringatanga	They are able to create a secure, well-managed learning environment by incorporating routine pedagogical knowledge with pedagogical imagination.	Whakapiritanga is a process wherein specific individual roles and responsibilities are required to achieve individual and group outcomes
Wānanga	They are able to engage in effective teaching interactions with Māori students as Māori.	As well as being known as Māori centres of learning, Wānanga as a learning forum involves a rich and dynamic sharing of knowledge . With this exchange of views, ideas are given life and spirit through dialogue, debate and careful consideration in order to reshape and accommodate new knowledge
Ako	They can use a range of strategies that promote effective teaching interactions and relationships with their learners	Ako means to learn as well as to teach . It refers both to the acquisition of knowledge and to the processing and imparting of knowledge. More importantly, ako is a teaching-learning practice that involves teachers and students learning in an interactive, dialogic relationship
Kotahitanga	They promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Māori students	Kotahitanga is a collaborative response towards a commonly held vision, goal or other such purpose or outcome

Naenae College Curriculum 2017

	Year 9	Year 10	Level One	Level Two	Level Three
Languages	English Maori Spanish Samoan ESOL	English Maori Spanish Samoan ESOL	English 101 - Thematic modules SPEC Maori 101 Spanish 101 Samoan 101 ELL 123	English 201 English 202 English 222 SPEC Maori 201 Samoan 201 ESOL	English 301 English 302 Maori 301/401 Samoan 301 Adult ESOL
Mathematics	Maths	Maths	Maths 101 Maths 102 Maths 103	Maths 201 Maths 202 Maths - Trades	Calculus 301 Statistics 301
Science	Science	Science	Science 101 Science 102	Science 202 Biology 201 Physics 201 Chemistry 201	Biology 301 Physics 301 Chemistry 301
Social Sciences	Social Studies	Social Studies	Geography 101 History 101	Geography 201 History 201 Tourism 212 PEM 232	Geography 301 History 301 Tourism 322
Arts, Commerce & Technology	Art Drama Music Food Technology Hard Materials Graphics ICT / Information Literacy (core)	Art Drama Music Film Media Stud Food Technology Hard Materials Graphics DIT Business Studies	Art 101 Art 102 Drama 101 Music 101 Food &Nut 102. Tech Mat 102. Graphics 101 Digital Tech 101 Digital Tech 102 Accounting 101 Economics 101	Art 201 Design 201 Photography 201 Drama 201 Music 201 Catering 212 Tech Engineering 202 Tech Building 202 Graphics 201 Digital Tech 201 Digital Tech 212 Accounting 201 Economics 201 Bus & Retail 202	Art 301 Design 301 Photography 301 Drama 301 Music 302 Catering 322 Tech Engineering 322 Graphics 301 Digital Tech 301 Accounting 301 Economics 301 Bus & Retail 302
P.E. Health & Transition	PE/Health	PE/Health	PED 101 Sports Dev 102 Life Skills 102 Service Academy	PED 201 Sports Dev 202 Services Academy Trades Academies	PED 301 Sports Dev 302 Services Academy
Learning Support	Literacy Option	Personalised Programmes	Correspondence Courses		

Skills for Employment

There are several key work readiness and employability skills recognised across industries and work and we are currently going on to teach and evaluate these in the senior school. We will develop this in the LAR programme.

1. Positive attitude	<ul style="list-style-type: none"> a) I am positive and have a “can do” attitude. b) I am optimistic, honest and show respect. c) I am happy, friendly and enthusiastic. d) I am motivated to work hard towards goals.
2. Communication	<ul style="list-style-type: none"> a) I understand, and reflect on, the way I communicate and how it affects others. b) I ask questions when unsure or unclear. c) I understand how employees, employers and customers communicate. d) I speak, listen and share ideas appropriately.
3. Team work	<ul style="list-style-type: none"> a) I work well with others to complete tasks and meet goals. b) I contribute to developing new ideas or approaches. c) I work well with others of different genders, cultures or beliefs. d) I recognise the authority of supervisors and managers, and follow directions.
4. Self-management	<ul style="list-style-type: none"> a) I arrive at work on time, with appropriate clothing and equipment to complete a work day. b) I understand, and reflect on, my own words, actions and behaviour, and how these affect others. c) I show commitment and responsibility. d) I am dependable, follow instructions and complete assigned tasks. e) I am responsible for my own health and wellbeing, and follow health and safety guidelines in the workplace.
5. Willingness to learn	<ul style="list-style-type: none"> a) I am willing to learn new tasks, skills and information. b) I am curious and enthusiastic about the job, organisation and industry. c) I look for opportunities to work more effectively to make the business better. d) I accept advice and learn from feedback.
6. Thinking skills (problem solving and decision making)	<ul style="list-style-type: none"> a) I identify and assess options before making a decision. b) I recognise problems and use initiative to find solutions. c) I think about consequences before I act. d) I recognise when I need to seek advice.
7. Resilience	<ul style="list-style-type: none"> a) I adapt and am flexible in new and changing situations. b) I handle challenges and setbacks and do not give up. c) I am able to seek support and help when needed. d) I recognise and accept mistakes made and learn from them.

Investing in Educational Success - Community of Schools /Learners

At the end of 2015 we completed the first steps in forming a COS (Community of Schools). This was realised early in 2018 when the Secretary of Education endorsed / approved both Naenae and Taita-Stokes Valley's Achievement Challenges cementing the establishment of the Naenae and Taita-Stokes Valley CoL's (Community of Learning).

This formation involves Taita College, Naenae Intermediate and our contributory primary schools (Rata Street, Naenae Primary, Epuni, Kelson, Belmont, Dyer Street and St. Bernadette's). This CoL has been approved by the Minister of Education.

The next step is to establish three new roles to facilitate the community working towards its goals

These roles are described as:

- Community of Schools Leadership role (Principal(s)) **Appointments made.**
- Community of Schools Teacher (across the Community) role **Appointments allocated but yet to be made.**
- Community of Schools Teacher (within school) role **Appointments allocated and made.**

Details of the selection process, person specifications and job descriptions, time allowances, contract terms and remuneration for each of these positions are all defined.

The real work starts when these personnel are in place. This is likely to be undertaken in the second Term of 2018.

The Timetable

Classes start at 8.45am, except for Thursdays when we have staff Professional Development and classes start at 9.25am. Classes conclude every day at 3.00pm. The timetable looks like this for all students

	Monday	Tuesday	Wednesday	Thursday	Friday
Staff only – PD				8.30am – 9.25am Staff PD No classes	
Period 1	8.45am–10.15am	8.45am – 10.15am	8.45am – 10.15am	9.25am – 10.55am	8.45am – 10.15am
LAR	10.15am–10.55am	10.15am–10.55am	10.15am–10.55am		10.15am–10.55am
Interval	10.55am–11.15am	10.55am–11.15am	10.55am–11.15am	10.55am–11.15am	10.55am–11.15am
Period 2	11.15am–12.45pm	11.15am–12.45pm	11.15am–12.45pm	11.15am–12.45pm	11.15am–12.45pm
Lunch	12.45pm–1.30pm	12.45pm–1.30pm	12.45pm–1.30pm	12.45pm–1.30pm	12.45pm–1.30pm
Period 3	1.30pm–3.00pm	1.30pm–3.00pm	1.30pm–3.00pm	1.30pm–3.00pm	1.30pm–3.00pm

Teachers may require any student to remain up to 3.20pm.

There are 3 teaching periods each day

- All senior subjects have three 90 minute periods each week.

- All junior subjects have two 90 minute periods per week with the exception of Year 9 English and Year 10 Mathematics which have three 90 minute periods each week.
- **The Learning Advisory time is for 40 minutes on four days of the week.** It includes assemblies, and a **structured learning programme**. It is active learning time and staff are credited with 1.5 hours of curriculum time for this work. NCEA credits may be available in the senior school for some of the learning programmes in this time.

(Refer to the *Guidance and Communication* handbook for the detailed job description of the Learning Advisor.)

Junior Teaching Classes

The names of the junior teaching classes are:

Year 9	9E	9U	9H	9N	9U	9I
Year 10	10E	10W	10H	10N	10U	10I

- The letters chosen are simply the 6 letters of **TE WHANAU TAHI** that are not used in the Whanau names (**A**mo, **K**oruru, **M**aihi, **T**okomanawa)
- **9H** is for boys and **9U** is for girls receiving additional literacy and numeracy support. Other Y9 classes are all mixed ability.
- **10E** is the **Extension** class, **10H** is the boys' Learning Support class and **10W** is the girls' Learning Support Class. The other three Y10 classes are all mixed ability classes.

All class teaching teams will meet 2-3 times per team for planning and co-construction meetings.

- All classes will place priority on implementing the key learning from this year's Professional Development
 - Te Whanau Tahi relationships
 - Behaviour management based on restorative practices
 - Reinforcement of key competencies
 - A focus on literacy and numeracy in all subjects
 - Agreed pedagogical practices - learning intentions, success criteria, feedback /feed forward etc.
 - Appropriate use of technology
 - Sharing student assessment data to improve outcomes

Inquiry Time

- All Year 9 students will be involved in an extended 4 week Inquiry project at the start of Term 3, based on the theme of 'Think Global, Act Local'. This will culminate in a Year 9 Only Day where learnings will be shared with Whanau and the community.
- All Year 10 students will be involved in a 2-3 week Inquiry in Term 2. This will build on their Year 9 Inquiry completed in 2015.

We are confident that the learning journey in the Junior School is an exciting one and will prepare all students for NCEA and beyond.

Future Oriented Learning

“The illiterate of the future are not only those who cannot read and write but those who cannot learn, unlearn and relearn”

Alvin Toffler – 1970

Outcomes for Students

- ▶ Prepared young people, that can adapt to a variety of vocations, relate and collaborate with others
- ▶ Akonga who have developed capabilities to face challenges in a fluid, uncertain and complex society
- ▶ The ability to find, use and create new knowledge and take calculated risks
- ▶ Connected akonga who follow their passions, values and take responsibility to fulfil their potential
- ▶ Enabled to contribute to a positive and sustainable Aotearoa

Personalise the learning

- ▶ Learning built upon learner interests and passions – flexibility
- ▶ Flip the classroom
- ▶ Strategically resource time, space, technology and staff
- ▶ Project based – real world contexts, student ownership

Curriculum that develops learning capacity

- ▶ Assess what matters – Skills and competencies required in the real world instead of memory
- ▶ Unlock digital expertise
- ▶ Collaborate with others to create new knowledge to solve complex issues
- ▶ Authentic learning contexts – knowledge recall is not the end point
- ▶ Engaging in knowledge generating activities – research, analyse, synthesis, apply, present

Culture of continuous learning

- ▶ Most inspiring people are those that lead by example. It follows that...
- ▶ Most inspiring teachers are those who are passionate about learning and their own learning
- ▶ Ensuring teachers / leaders and students are able to access the supports needed to meet individual needs
- ▶ Robust Teaching as Inquiry

Teacher and student roles

- ▶ Partnership to create a knowledge building environment
- ▶ Draw on the strengths and passions of each other to support learning
- ▶ Mentoring based upon competency development
- ▶ Authentic responsibility sharing

Partnerships and relationships

- ▶ Teachers collaborating with others who can provide specific expertise and knowledge
- ▶ Co-create the contexts and experiences with community
- ▶ Culturally connected relationships and learning
- ▶ Shared ownership, spaces and problem solving with community, industry and education providers

Ms Tania Campbell, AP, has overall responsibility for the Junior School programme.

Project Inquiry Model

