



# August 2019

Whakaoriori Kāhui Ako

Today ◀ ▶ February 2021 Week Month Agenda ▾

Sun	Mon	Tue	Wed	Thu	Fri	Sat
31	Feb 1	2	3	4	5	6
7	8	9	10	11	12 11:30am Steer	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	Mar 1	2	3	4	5	6

+ Google Calendar

*“Ko te manu e kai ana i te miro nōnā te ngahere,*

*Ēngari ko te manu e kai ana i te mātauranga nōnā te ao”*

*The one who partakes of the flora and fauna, that will be their domain.*

*The one who engages in education, opportunities are boundless.*



## Janine Devenport

- Lead Principal

[janine.devenport@fernridge.school.nz](mailto:janine.devenport@fernridge.school.nz)



Fernridge and Douglas Park School brought Nathan Wallis to town!



Our August WSL meeting - some great sharing from Makoura College about Arotahi

## Kia Ora Tatou,

We have reached our 6 month milestone and have spent some time reflecting on the work that the team has completed during this time. At the start of the term we welcomed two new Across School Leads to the team. Evan Jones from Rathkeale and Mark Walker who represents our Early Childhood Sector. It has been a steep learning curve for both of them but I am sure that they will be terrific assets to the team.

The start of the term has been busy and we have started with meetings with RTLB which was terrific and also the SLT's (AP/DPs) from across the Kāhui. Having these meetings is an essential way of strengthening our networks and building relationships so that we can build collective capacity and work towards meeting our achievement challenges.

Many of you will have new members of your board and so we have developed a "Welcome to the Kāhui Ako" pack. This should help with you briefing or communicating with your board members. Remember that there should be a link to the Kāhui Ako in your strategic planning documents. The termly board updates sent from me should also help with letting them know what is happening.

Our PLD workplan is also beginning to get underway and we are excited to have Jean Annan present in August on Student Voice and Strategic Agency. Please remember to keep checking the PLD plan as it is updated regularly with opportunities for learning. To the left is a photo of Nathan Wallis who presented to over 100 teachers as part of our focus on Effective Pedagogy and Hauora.

A key component of our Achievement Challenge was gathering data around Hauora and we are doing this through the wellbeing@school survey. We currently have the Within School Leaders completing this survey with Years 4-10 and from this we will be able to collate some baseline data across the Kāhui and then develop and implement plans.

The big news on the education landscape is the Learning Support Co-ordinators and how we are lucky enough to be allocated 10 co-ordinators for our Kāhui. We have a working party who is dedicated to this work and there will be more information coming - watch this space!

Later on this term we are visiting another large Kāhui Ako who is further down their journey and we are excited to hear and learn from them.

On a personal note I have been on this journey as lead for a year now and I am enjoying working with a fantastic team and getting opportunities to connect and build relationships across the sectors. I want to take this opportunity to thank you all for your support on this massive thing that is Kāhui Ako! I know that it has been challenging and tricky at times but I truly believe that working together will ensure that the students of Masterton are successful and positive contributors to our community.

Please get in touch if you have "Gems" happening in our school.

Nga mihi

Janine

# Introducing our new Across School Lead Teachers...



## Mark Walker - Active Explorers

Kia ora koutou. Ko Mark Walker toku ingoa, no Wairarapa aha. I am an Early Childhood Teacher at Active Explorers here in Masterton. My schooling years were enjoyed in the stunning Wairarapa before heading off to tertiary study in Wellington. I finished my degree here in Masterton alongside my wife and two children, such a great place to raise them in the heart of the country. My passion in guiding tamariki in ECE is focused on each individual child's holistic wellbeing, enhancing their social abilities, and laying the foundations to create life-long learners. I enjoy empowering tamariki as they learn through their interests and those moments where they guide one another in their learning experiences they share through play. I love spending time with my family as we often go to local forests, parks, beaches, and also enjoy travelling further to experience what other regions have to offer. I'm excited to be a part of the ASL team, to strengthen the collaborative approach to education to further support our tamariki and all adults who support them.



## Evan Jones - Rathkeale College

Kia ora Whakaoriori Kāhui Ako

I am currently HOD of Art at Rathkeale College and have been for the past 15 years, apart from a secondment to NZQA in 2013. I grew up in Mid and South Canterbury, attended a small rural primary school then attended Ashburton College and Geraldine High School. After leaving school I joined the British Merchant Navy, did a lot of travelling. I went to Art School in Otago when I was 26 - a little older than most of my contemporaries. Once I completed my undergraduate degree I attended Christchurch College of Education and then taught in Timaru for seven years before going back to Otago to complete a Master's degree in Fine Arts. I then moved islands with my young family and wife Monika, who grew up in the Hutt Valley. I have had a lot of experience with assessment practices, held pastoral roles and have enjoyed a high level of student success over the years. Strengthening networks and developing new across sector professional relationships are areas of interest for me within the Kāhui Ako.

# What have we been up to?



## RTL B

In July ASLs met with RTL B. This was an opportunity to share some kai and introduce what the Kāhui Ako is and what we have done so far. RTL B were aware of the Kāhui Ako but had lots of questions and it was great to get around the table together. There are natural connections here as everyone works within the same schools and we all have the same end goal-growing good people. We have shared the PLD plan and we welcome them to participate when they feel it is appropriate. Thanks to Carolyn for allowing us in and we look forward to more chances to collaborate.

## Bek Galloway

Teachers from a wide variety of schools gathered at Hadlow on Friday 2nd August to attend a day-long workshop with Bek Galloway on Learner agency.

Agency is where learners are engaged in a thinking and learning culture of meaningful inquiry, where they are enabled with deep and purposeful learning and empowered with authentic agency! Bek's all about the pedagogy and programme. And she prides herself on providing relevant, practical ideas so teachers can create students who love learning, and have the dispositions, skills, knowledge and understanding to thrive in tomorrow's world.

Teachers came away with more scaffolds and skills to:

1. Cater for students with different degrees of agency
2. Create open-ended meaningful learning opportunities for learning adventures

Voice from attendees:

"This day has given me practical tools that I can use to enhance my practice."

"A very informative day with Bek Galloway. Her PD challenged our thinking and implored us to trust our children to be independent agents of their own learning right from year 1. Bek gave clear examples of how we can make moves to change our pedagogy and how we can manage this style of teaching within the classroom. She is an approachable and practical speaker who was able to paint a clear picture in our minds (as teachers), of how an agentic classroom would look and work. We learnt about the 'Why' this change is so important. The world is changing and we need learners who are thinkers, problem solvers, self-motivated, creative and able to work collaboratively. The industrial model of teaching that we are all accustomed to does not value or explicitly teach these all important soft skills - an agentic approach is the answer. "



## Nathan Wallis

On Monday 6th August Fernridge School and Douglas Park school brought Nathan Wallis to Masterton to present and share his expertise. Nathan Wallis provided an informative narrative on how our day to day interactions with children and young people, significantly in the early years, plays a critical role in defining later outcomes for children. He reflected on latest neuroscience discoveries, and focussed on how we as individuals and a society as a whole can use this knowledge to create better outcomes for our children and for our future. He spent the day explaining the significance of the brain and its 4 components. The risk factors and what is most important for students to ensure that they are able to learn was a key message. One being ensuring a diade relationship is apart of every child. We were challenged into thinking about why students moved teachers every year when it is much better if they stay with that teacher for longer to establish strong relationships. An inspiring and key day to reflect and influence our Effective Pedagogy strand.



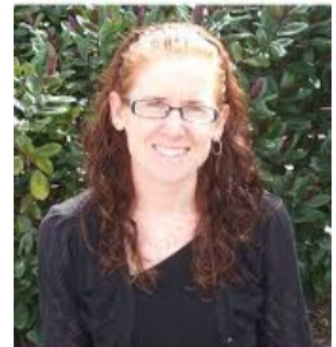
## Senior Leadership Team Meeting

We started Term 3 with a meeting with the AP / DP's from our Kāhui Ako. This allowed more communication with this important channel into schools. We enjoyed sharing tools such as Padlet and communication tools that could be used back in schools.

A huge thank you to all the Senior Leaders who managed to make their diary work to attend; positive connections and sharing were continued.

While some attendees were stunned by the amount of work the ASL team has covered, and felt a bit 'out of the loop', the positives are that they now feel more empowered to help the Kāhui Ako meets its goals. As we continue to communicate and liaise with schools, all staff will feel supported.

Thank you for continuing to support the PLD opportunities and Wellbeing data collection - also for supporting the WSL in your school.



Bek Galloway

IDEAL EDUCATION FOR  
Innovative, Deep, Engaging, Agentic Learning



Nathan also presented to whānau and community that night and this was a sell out event.

Thank you to Douglas Park and Fernridge for hosting and a big shout out to Trudy at REAP for organising this day.



## Within School Lead Meeting

The August Within School Lead meeting held at REAP House was well attended. The WSLs from Makoura presented an in-depth account of Arotahi. Arotahi is a whole school programme run at Makoura College. Makoura's journey started three years ago with teachers engaging in rewarding PLD visits to schools, Mindlab courses, then extensive research and trialing programmes. Arotahi has now become a full day in the school's curriculum and is held on Fridays. The Project based learning programme taps into student curiosity, awareness and allowing agency as a starting point. It's run as a 12-week cycle, but projects can be completed by students within six weeks and this allows for extension or renegotiation. Staff members or teachers are referred to as consultants. They assume a mentoring and support role, where the teacher steps back and nudges the student forward. Each consultant is responsible for 12 - 30 students. Students can request a consultant.

Arotahi, which means focus or concentration, has foundations in *The LAUNCH Cycle: A design thinking framework* by John Spencer and A.J. Juliani. Design thinking begins with the premise of tapping into student curiosity and allowing them to create, test and re-create until they eventually ship what they've made to a real audience (sometimes global but often local). Design thinking isn't a subject or a topic or a class. It's more of way of solving problems that encourages risk-taking and creativity.

LAUNCH acronym: Look/Listen/Learn, Ask, Understand, Navigate, Create, Highlight



## Practice Analysis Conversations

Peer practice analysis conversations are a great way to learn from a colleague who has a similar interest, challenge or inquiry. Mary Wootton was an inspiring facilitator - she spent the day walking us through effective practice analysis conversations. We learnt about using a more the PAC process and how to structure and guide the conversation both pre and post, time in class and gathering student voice. We also learnt about using a peer appreciation where both teachers in the conversation and observation to learn from one another. This type of peer conversation effectively can support real change in your practice, relationships, and teaching effectiveness.

This was a fabulous session and I would totally recommend it - there is a session being held in the Wairarapa on 15th November 2019. Here is link to the [flyer](#) for more information and form to [register](#). If you require more information contact Kate Hamill [kate@mis.school.nz](mailto:kate@mis.school.nz)

# Upcoming Events



## Dr Jean Annan - Positive Psychology

*Dr Jean Annan is a registered psychologist who works with teachers, leaders, family and whānau and organisations that support the learning and wellbeing of children. She is accredited by the New Zealand Ministry of Education as a Professional Learning and Development provider.*

*On Friday 16th August she will be running a PLD session on student voice and strategic agency. The*

session will run from 9-3pm at REAP in the Rangitumau Room.

Check out the link below...and make sure you book your spot!

<https://docs.google.com/document/d/1d9GyWZ0tnaknly1myfiaEsQIPRSVZCMadm2rXYZo8Rg/edit>

# Check This Out!



## Whakaoriori Kāhui Ako - PLD Workplan

We have created many PLD opportunities in line with our work streams.

Click on the link and keep an eye out for information about how to register!



All learners are culturally located – the foundation of successful relationships is being culturally responsive.

Understanding Te Tiriti o Waitangi and using Te Reo Māori helps with developing culturally responsive capabilities.

### Te Tiriti o Waitangi in Education

#### Article 1: Kāwanatanga – Honourable Governance

Learning communities understand their position as Crown agents and affirm Māori as tangata whenua.

They are governed honourably - decisions are made with those who are impacted the most by them.

A shared decision making process with whānau, hapū and iwi (partnership) is embedded.

Communication is meaningful, ongoing, reciprocal and transparent.

#### Article 2: Rangatiratanga – Agency

Te Reo Māori, tikanga and kawa, appropriate to local context, is valued, practiced and celebrated.

Māori are achieving success as Māori.

Māori have agency, voice and choice, the power to act.

Māori diversity is recognised and valued and self determination is enacted.

#### Article 3: Ōritetanga – Equity

In the interest of all, Māori have the same rights and opportunities as non-Māori.

Educational barriers and inequalities are removed to ensure equitable educational outcomes.

Education content and delivery reflects Aotearoa and our dual heritage (past, present and future), Equitable representation of Mātauranga Māori, Reo, tikanga etc.

Māori perspectives and opinions, and the voices of Māori are equitably represented.

#### Article 4: 'The spoken promise' the right to have cultural and religious freedom

[core-ed.org/culturally-responsive](http://core-ed.org/culturally-responsive)



## In Aotearoa learning communities that are honouring Te Tiriti o Waitangi, we would...

Is your learning community exploring how you might give mana to Te Tiriti o Waitangi in your learning environment? For those that are considering ways to better meet their obligations as Treaty partners, here are some suggestions about where you might start.

### See

Equitable representation of things Māori and non-Māori in the physical environment (whakairo, kōwhiriwhiri, tukutuku etc.)

Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, classrooms, hall, library etc.



### Hear

Being greeted in Te Reo Māori by all staff. Staff being able to say their mihimihi when welcoming guests or new learners and their whānau.



### Feel

Māori values being lived. Such as manaakitanga, kaitiakitanga, aroha, whānaukatanga kotahitanga, rangatiratanga.



Te Reo Māori being naturally integrated into

Te Reo Māori has

