



September 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.

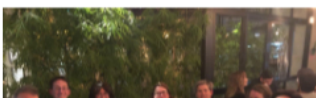
The one who engages in education, opportunities are boundless.



Janine Devenport

- Lead Principal

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Kia Ora Tatou,

Term 3 has been a busy term and we have spent a huge amount of time getting stuck into the "work" of the Kāhui Ako. We have had a great couple of PLD sessions. Our team have enjoyed a full day of professional learning and development. We have also had a great couple of PLD sessions. We have had a great couple of PLD sessions. We have had a great couple of PLD sessions.



Dinner with the Across School Lead Teachers...just missing Jane!



Student Led Inquiry in action during our visit to the Pupuke Kāhui Ako.

sessions. *M Jean Annan created a full day session on Student voice and Strategic Agency. This was attended well by both primary and secondary teachers. Jean was impressed with the group and how open we were to the learnings around this. She also noted that it was obvious that we were open to this Future Focused principle.*

We welcome a few new members to the Within School Leaders team from Rathkeale, MIS and Fernridge this term

There is an afternoon session run by Polly Newton and Carly Mac Pherson. They are both Speech and Language Therapists and are excited to present this work to ECE staff and Junior Primary teachers. I look forward to hearing about this from the team. This is again another example of PLD opportunities being provided by the experts in our region.

The Learning Support delivery model is underway with all school SENCO's and representatives from ECE services completing the database of needs. This is exciting and will mean that we can strategically plan for learning and behaviour needs across the community. Of course the other layer to this is the Learning Support Co-ordinator positions. The Kaitiaki group have met around this and have thought of a few options that might logistically work for the larger group. I will update you more when I hear more. The Learning Support Working Party of Carolyn Silverwood, Myself, Steve Wheeler and Lauren Tauvel met with Mtn. Tracey Martin. This was a useful discussion and clarified a few things for all. There will be a plan for this that will be presented at the Kaitiaki group.

Meeting dates for 2020 will be handed out at the next Kaitiaki meeting and these will also be available on the website.

The Across School Leads and I visited Pupuke Kāhui Ako in September and were inspired and amazed at the work that they are doing with the students and teachers of the north shore. We also spent time with our expert partner Brian Annan who has helped clarify our next steps.

I would like to finish by saying that I appreciate all the work and the support that I get from all the leaders and principals of the many schools and centres. Thank you - I know that you are all busy and are focusing on your own schools and centres.

Remember to let me know of any cool things or "Gems" that are happening in your neck of the woods.

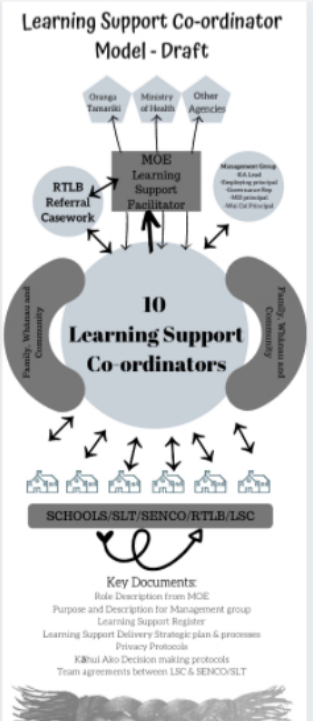
Nga Mihi

Janine

What have we been up to?

Learning Support Update

- We have been lucky enough to be allocated 10 Learning Support Co-ordinators to the Whakaoriori Kāhui Ako cluster. The Learning support working party has begun the work on collating the learning support needs database. This should be sent in to the team by the end of Term 3. Work has also started to work out how the Learning Support co-ordinators are going to work in the cluster. Janine is going to present a draft model at the September update meeting. There are also some key next steps around appointment of these roles. We appreciate that this is a new venture and the working party has spent time researching and talking to other clusters around the country to see what they are doing.
- Hopefully we will be able to get this ball rolling with this initiative as soon as possible as it will affect everyone in some way.
- The positives are - We will have 10 experienced teachers working with schools to support learning through the cluster. These roles will be able to work differently and support our learners in a proactive and effective way. The learning support register will help the cluster to provide strategic resourcing and PLD for needs. Anything that helps our learners be successful across the cluster is great.
- The pitfalls or challenges are - these are new positions and staffing these could be tricky with a teacher shortage. Ensuring that all schools are included is also essential so that we are supporting all learners.



Well being in the Library

The Library can be a 'hub' of a school - a safe place for many, full of human and information resources; often an underused space. We know that reading promotes Inclusion, empathy, happiness. Have you considered harnessing the Library as a tool to enhance school wide well being. At the National Library

NCEA Changes Hui

One of 28 regional hui about the changes to NCEA was held at Makoura College in August. This workshop was designed to clarify the changes that were announced earlier this year. It was great to see a mix of parents,

provided a PD day that got me thinking; have I tried:

- Having a booking sheet for using Library space - encourage agency in using for break out spaces
- Use the school newsletter to advertise new books in Library - use students to do this
- Have we an e-reader service - should we tap into the Masterton Library service?
- Are teachers seen in the Library on their own account?
- Is the library open for use after school?
- See if there is a need for a Summer reading borrowing allowance (target families and have an evening for them to select for the long break)
- Buddy classes to visit Library - help with issuing, reading together, selling new books
- Do we survey our Library users - students, preschool, families - How are you using it? What do you want to use?
- The Library can be an active Makerspace
- What can we do to support Teachers using the Library as an important learning space?
- Encourage links to learning through what classes do outside the Library
- Book tasting events
- Staff book club
- Use school Facebook page to advertise Library happenings / books



teachers and some students there to find out more. Participants were asked to respond to the proposed changes and it felt like this was more of an exercise in collecting feedback than telling us about changes which were set in stone. While some changes were immediate, with the removal of fees, the rest of the timeline stretches over the next ten years. These workshops have been run around the country and the information they have gathered will be used to develop the final change and implementation plan, which will be delivered to cabinet in November. From there the design work and writing will begin and we should see an updated timeline for the rollout of changes. You can read more about the NCEA Change Package [here](#) and bust some myths [here](#).

Future of
NCEA
belongs to
all New
Zealanders

Student Voice and Agency

Dr Jean Annan is a well-regarded registered psychologist based in Auckland. You may find these notes, taken from her 16th August sessions at REAP Masterton, helpful.

Psychologists in the last 15 years have learnt more about how the brain works than over the last 200. This has changed educational philosophy. Agency is embedded in the seven dimensions of wellbeing: Safety; Social connection; Sense of agency; Equilibrium (Homeostasis); Positive experience; Consistency; and Meaning.

Emotions are integral to learning. Agency integrates elements of neuropsychology. A basic need is to have a sense of control – allowing oneself to be free and able to negotiate life and thus have agency.

Student agency can refer to learning through activities that are meaningful and relevant to learners, driven by their interests, and often self-initiated with appropriate guidance from teachers. Student agency gives students voice and often, choice, in how they learn.

Agentic children are more supported – not less. They are active in making things happen for themselves, and in their ability and opportunity to negotiate learning and life. Each learner contributes to the world but is also influenced by the world. Agency reflects their wellbeing.

There are four aspects of agency: Personal agency (confidence, sense of self-efficacy); Strategic agency (knowledge and skills); Social agency; and Voice (being heard, action taken, environment).

Teacher practices that support agency

Allowing the dimensions of agency to flourish: Negotiated learning, Positive perspective, Secure environment, Links with real life, Connected learning, Reflection, Teacher agency (sense of autonomy). Positive belief in the future of the students you are teaching is important. We need to be careful not to collude with negative media about the future of the planet and other socio-political anxieties, and help young people script positive futures. Neuroscience researchers have highlighted the brain's ability to mirror others' neurons in physical and emotional behaviour, transferring feelings from one individual to another – suggesting anxieties can be infectious, similar or vicarious feelings are shared, and burdens can be projected.

Points to consider

- Key competencies have equal importance to the academic curriculum.
- The digital curriculum is very important because most students will be working with technology in the future.
- People skills are important – human connections will always remain.
- We need to get the balance right between feeling safe and challenged.
- Student agency is important for retention at senior level.

Upcoming Events



Oral Language for ECE & Junior Primary

Oral Language is part of our Achievement Challenge. Initial baseline data collected in 2018 reflected that children are arriving in our ECE's and Schools with very limited language and the ability to communicate effectively. Starting some discussion and PD around this area is a focus for Kahui Ako. Our first workshop is using two expertise in our community who are passionate about Oral Language and providing good tools for teachers to enhance Oral Language in our centres and schools.

Chatterbox Project Quote

'We know that the key to successful ongoing learning is great oral language development when children are very young.'





Polly Newton

Speech Language Specialist and Chatterbox Project Manager at REAP

ORAL
Language
Supporting Early Literacy

Carly McPherson

Speech Language Specialist

Thursday 19th September

1.00 - 3.00pm @ REAP

RATO AKORANGA Ā ROHE
REAP
WAIRARAPA

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!

Please email Janine Devenport, your WSL or ASL for the link to book. All addresses are on the "Our People" page.

[A great resource about Well Being and Agency.](#)

Particularly useful for secondary schools

LOVE
YOUR
WORK



Join the dots between who you are and a career that fits

Our Kāhui Ako in Action!

Matharapa

Matharapa is perfect example of collaboration, and I don't mean students working together to solve problems - which they do - I'm talking about teachers working together across schools for the benefit of the students of Masterton. Teachers from a range of schools, currently Albert Chand (Solway College), Colin Green (Rathkeale College), Penny Walker (St Matthews Collegiate) and Mike van Woerkom (Wairarapa College) met to plan, organise and host **Matharapa**, a competitive maths event held annually during Maths Week. Teams from schools (both primary and secondary) compete in individual and team problem solving challenges.

The competition has been going for the best part of 25 years. Mike van Woerkom puts the events success down to the support that schools give the event. Each year the teams keep coming back - so the mix of its length, the fun, the challenges and a reward at the end works well.

The **Matharapa** Team also receive great support from the extended community to help fund the prizes and rewards that teams receive.

Poi Porotiti and Nga Tama Toa

Nga Tama Toa is a Masterton Schools programme that focuses on Boys Leadership with boys from years 5 to 13.

The programme is supported by Masterton Trust Lands Trust and administered by REAP.

The purpose of the programme is to grow the leadership skills of our future young men. We are lucky to have local Mau Rakau tutor, Rihari Daymond; Head of Maori at Tararua College and a group of Tararua College lead students to teach the young men the skills they need to stand strong and be positive role models to their peers.

Poi Porotiti is a Masterton Schools programme that focuses on Girls Leadership with girls from years 5 to 13.

The programme is supported by Masterton Trust Lands Trust and administered by REAP.

The purpose of the programme is to grow the leadership skills of our future young women.

We are lucky to have local tutors, Pania Reiri-Smith and Palais Douglas to teach the young women the skills they need to stand strong and be positive role models to their peers.

Check out the links!

Poi Porotiti - <http://www.reapwairarapa.nz/poi-porotiti/>

Nga Tama Toa - <http://www.reapwairarapa.nz/nga-tama-toa/>

