



Te Aroha
College

Year 9 & 10 Teaching and Learning Framework

2019



At Te Aroha College in 2019 we are advancing our approach to high quality teaching and learning practice for junior students. We will be focusing on building and enhancing student engagement, ownership and organisation to support academic and personal success for all students as they grow through their secondary years. Our ongoing self review has shown the changing needs of incoming students need to be met with an intensified school wide approach quality teaching and learning.

To support the Secondary School demands of subject specialisation and further develop vocational pathways our College is planning on initiating a progressive approach towards the teaching of a range of learning skills and values as part of our ongoing programming across the full curriculum.

Underpinning this work will be a strong focus on developing core learning values and key competencies. Our New Zealand Curriculum Document sets the scene on the importance of these three strands working together rather than in isolation.

We believe our investment at year 9 and 10 will support the development of the necessary building blocks for academic and personal success as students transition from Primary School to the Secondary learning environment

The New Zealand Curriculum Directions for Learning



Vision

Young people who will be confident, connected, actively involved, life long learners

Values

Excellence,
innovation, inquiry
and curiosity,
Diversity, Equity,
Community and
participation,
Ecological
sustainability,
Integrity, respect

Key Competencies

Thinking, Using
language, symbols
and text,
Managing self,
Relating to others,
Participating and
Contributing

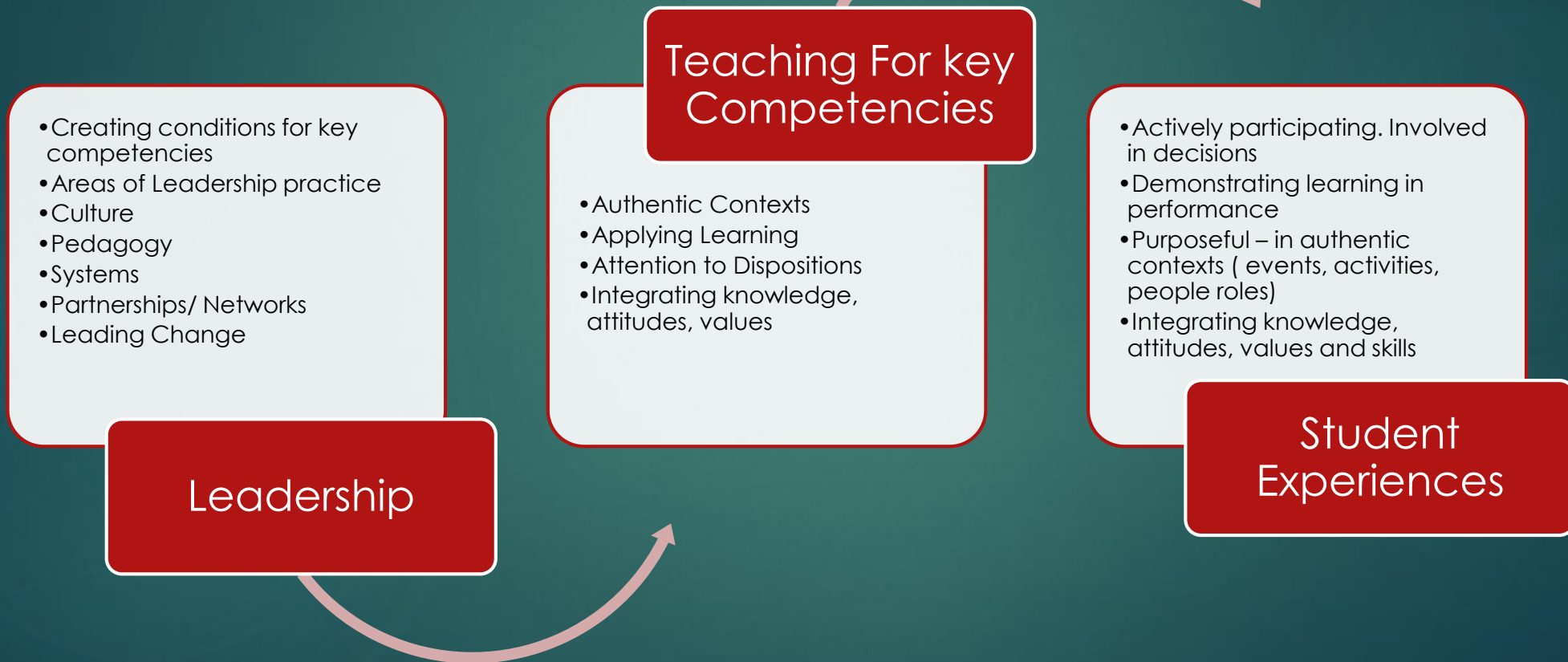
Learning Areas

English
The Arts
Health and Physical
Education
Learning Languages
Mathematics and
Statistics
Social science
Science
Technology

Principles

High expectations. Treaty of Waitangi, Cultural diversity, Inclusion, Learning to learn, Community Engagement, Coherence, Future Focus

Applying the New Zealand Curriculum Holistically



Linking to our Te Aroha College Strategic Plan 2019

Changing
Mind-sets and
building Skill
Sets

Engage in
engaging
inquiry &
reflection



Teacher Agency

High
Expectations

Collaborative
Culture

Community
Connections

Student
Learning &
Engagement

Parent
Involvement

Caring Ethos

Leadership

Student Voice

Create
Coherence &
Integration

Build
Internal Capacity
for Improvement

Linking Learning Through Passions and Interests



Te Aroha College Student Graduate Profile



‘Students of Te Aroha College are our future, they will be confident, connected, well rounded and have a clear future direction. They will have pride, purpose and flexibility. They will seek excellence and excel locally, nationally and internationally in their chosen strengths. They will be culturally aware and demonstrate tolerance, respect and understanding and will go out into the world and sustainably take responsibility for themselves and those that rely on them.’

Our journey towards reaching our graduate profile begins with a strong emphasis on developing key competencies and values in the junior secondary years.

We Are Working to Be GREAT



AT TE AROHA COLLEGE WE ARE



**GLOBALLY
CONNECTED**



**RESPECTFUL
RESPONSIBLE**



**EFFECTIVE
COMMUNICATORS**



**ACTIVE
ACHIEVERS**



**THOUGHTFUL
LEADERS**

Learning what our School Values look like, sound like and feel like in our every day school lives

Teaching and Learning Framework

The Teaching and Learning Framework provides the foundation for everything we do at Te Aroha College in relation to the teaching and learning process. The framework enables students, teachers and parents to clearly understand the learning environment that exists at the College and the high level of importance that we place on implementing evidence based teaching practices, proven to be successful in achieving better academic outcomes for students.

As we work through the Teaching and Learning Framework, it will become increasingly obvious that, the teaching and learning focus at the College is centred on nine major guiding principles. We believe these principles to be interdependent on each other.



These guiding principles include:

1. Significant focus on academic progress and achievement
2. Calm and orderly learning environment
3. Positive respectful and restorative relationships focused on student success
4. Culturally Responsive practice where all student identities are valued in the learning journey
5. Common Instructional Teaching Model
6. Contextualised learning opportunities
7. Consistent assessment of student progress and multiple opportunities for improvement
8. Regular feedback from teacher to student and parents
9. Effective and efficient Teacher Coaching and Appraisal



What is the Teaching & Learning Framework?



- ▶ Our goal at Te Aroha College, is to ensure every opportunity for learning is maximised to enhance student outcomes. To support this, we want all teachers to deliver their specific curriculum knowledge in a manner that enables every student to be aware of the purpose of the learning taking place, and of the process of acquiring new skills and knowledge. By focusing our framework on 'best practice', we can provide the most effective ways to ensure all students are learning.
- ▶ The Teaching and Learning Framework, is a powerful set of guidelines relating to quality teacher practice. It represents the 'way we teach' at Te Aroha College, which allows each student to work towards exceeding their potential.

Te Aroha College generates and supports a strong academic culture by:

- ▶ Being a welcoming and positive learning environment
- ▶ Focusing on improved student and teacher learning
- ▶ High quality teacher practice
- ▶ Developing a rich sense of history and purpose
- ▶ Embedding and living our core values of Respect, Responsibility, Cooperation and a Strong Work Ethic
- ▶ Maintaining a strong belief that all students can learn and implementing best practice instructional strategies that improve student learning
- ▶ Continuing to collaborate in our working groups that use knowledge, data and research to improve practice
- ▶ Continuing to foster strong leadership that continuously recognises strengths and seeks improvement from students and staff
- ▶ Enhancing the reward and recognition processes to reinforce core cultural values
- ▶ Engaging the stories of successful people to celebrate successes and recognise heroines and heroes
- ▶ Maintaining a physical environment that symbolises success, joy and pride
- ▶ Developing and maintaining a widely-shared sense of respect and care for each other and the school physical environment



Our Values for Educational Success



Values

Excellence,
innovation,
inquiry and
curiosity,
Diversity,
Equity,
Community
and
participation,
Ecological
sustainability,
Integrity,
respect

CORE VAUES

- ▶ **Resilience** – here we keep trying and never give up
- ▶ **Respect** – here we appreciate that there is more than our point of view
- ▶ **Excellence through Motivation** – here we strive to improve ourselves

Here We Are GREAT

- ❑ **Global Participants**
- ❑ **Respectful and Responsible**
- ❑ **Effective Communicators**
- ❑ **Active Achievers**
- ❑ **Thoughtful Leaders**

Supporting & Underpinning Values

- ▶ **Participation** – here we get involved
- ▶ **Pride** – here we work until we are PROUD
- ▶ **Compassion** – here we care about others with positive words and actions
- ▶ **Community** – here we give back to those in our community
- ▶ **Diversity** – here we celebrate our differences
- ▶ **Integrity** - here we do the right thing even when no body is watching
- ▶ **Innovation** – here we celebrate new ways to learn
- ▶ **TEAM** – here Together Everybody Achieves More

Our Teaching Environment



For effective learning to occur in the classroom, it must be both stimulating and secure. This type of environment involves:

- ❑ Raising student self awareness where a student is capable and confident to discuss their learning
- ❑ Clear, consistent and fair behaviour management and restorative practice
- ❑ Immediate, direct and positive student feedback
- ❑ Establishing trust in students and setting standards of mature behaviour
- ❑ An orderly atmosphere
- ❑ An attractive and challenging working environment

Building a Shared Framework

Values

Excellence, innovation, inquiry and curiosity, Diversity, Equity, Community and participation, Ecological sustainability, Integrity, respect

Key Competencies

Thinking, Using language, symbols and text, Managing self, Relating to others, Participating and Contributing

NZ Curriculum

Key Competencies	Teachers	Students	Parents
Listening <ul style="list-style-type: none"> <i>Listening to Understand</i> <i>Building Memory</i> <i>Following Instructions</i> 	<ul style="list-style-type: none"> Clear and consistent Lesson Starts and Expectation Clear systems for Instruction Active memory development 	<ul style="list-style-type: none"> Improved Listening skills and instructional actions Improved engagement and task understanding Improved functional memory 	<ul style="list-style-type: none"> Understanding of school processes and daily requirements Reinforcement of Listening expectations
Learning Journal <ul style="list-style-type: none"> <i>Book keeping</i> <i>Stationary Requirements</i> <i>Digital Record Keeping</i> <i>Keeping a bag</i> <i>Evidential Term by Term reporting</i> 	<ul style="list-style-type: none"> Ensuring students keep consistent learning records Ensuring correct equipment comes daily Reporting using the learning journal as the framework for success 	<ul style="list-style-type: none"> Completing high quality bookwork and digital bookwork representing the learning journey Competing daily evaluations of learning progress 	<ul style="list-style-type: none"> Ensuring daily equipment is organized and arrives at school Checking the Learning journals regularly
Group Work Teaching group roles <ul style="list-style-type: none"> <i>As leaders</i> <i>As recorders</i> <i>As participants</i> <i>As contributors</i> 	<ul style="list-style-type: none"> Active teaching of group work and role requirements 	<ul style="list-style-type: none"> Active learning of group roles and expectations Active participation in group work Ability to show flexibility in group work 	<ul style="list-style-type: none"> Supporting TEAM work culture Ensuring students attend and participate in full school events Ensuring students attend every day
Individual Work <ul style="list-style-type: none"> <i>Learning Technique</i> <i>Concentration</i> <i>Working in silence</i> <i>Working through a problem</i> <i>Being able to 'self right'</i> <i>Finishing work</i> 	<ul style="list-style-type: none"> Active teaching of independent work skills and practices Supporting the development of resilience and perseverance Insistence on work completion 	<ul style="list-style-type: none"> Developing understanding of 'learning styles' Developing silent work skills and increasing concentrations Developing skills in 'self righting and personal problem solving Completing all set work to a high standard 	<ul style="list-style-type: none"> Supporting student strengths though understanding 'learning styles' Ensuring work completion Reviewing, engaging with and celebrating student work
Conflict resolution <ul style="list-style-type: none"> <i>Communication</i> <i>Making mistakes and making right</i> <i>Making amends</i> 	<ul style="list-style-type: none"> Actively teach restorative practice Expect students to make right and make amends for any transgressions Have explicit school expectations 	<ul style="list-style-type: none"> Actively learning and participating in Restorative Practice Learning to respectfully accept responsibility for individual actions and make right 	Supporting student growth and ownership of actions Supporting Restorative Practice as the school's primary means of conflict resolution

Junior Class Common Expectations

The NUTS & BOLTS



WE ARE HERE FOR UNINTERRUPTED LEARNING

Phones: are ALL handed in at the start of each class to the class Phone BOX and returned at the end of class

WE ARE HERE TO BE ORGANISED

School Bag: Everyone has and is responsible for a school bag, the correct books and equipment and a Pencil case every class.

WE ARE HERE TO BE RESPECTFUL AND RESPONSIBLE

Class Entry: All classes are lined up and positively greeted as they enter each class

WE ARE HERE TO LEARN

Learning and Intentions and Objectives: are made explicit at the start of every lesson and the level of learning checked at the end of every lesson

WE ARE HERE TO GET THE WORK DONE

Learning tasks are completed: and checked at the end of each lesson ensuring all digital, book and sheet work is recorded.

Class Learning Teams for Teachers

At Te Aroha College each Junior Class has a Teacher Learning Teams (JLT) The protocols that Learning Teams at Te Aroha College operate within include:

- ▶ Teacher commitment to improving student learning outcomes
- ▶ Review of student work samples and data to inform future practice and the goals of the team
- ▶ Learning Team members support each other by providing and receiving feedback in relation to student learning
- ▶ Members prioritise the Learning Team above competing demands at the College
- ▶ Members communicate openly about the effectiveness of their teaching, use their time productively and are proactive in their support of each other

The tasks that Learning Teams undertake include:

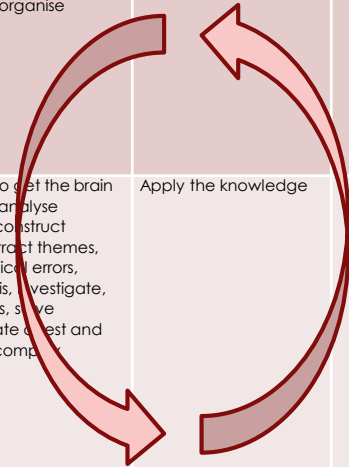
- ▶ Reviewing the impact of all practices with a focus on student growth
- ▶ The development of evidence-based teaching plans
- ▶ The review of data, including to determine teaching effectiveness
- ▶ Discussing plans for improving teaching and assessment practices



Using the GANAG Class Teaching Structure



	Stage/ Timing of the Lesson	What are we trying to get the brain to do (Neuroscience)	Components of Lesson	Lesson Plan	Evaluation
G	5 to 10 Goal • Setting Objectives and Providing Feedback • Reinforcing Effort and Providing Recognition	We are trying to get the brain to focus on the goal, reduce impulsivity and stick to the task.	What is the Goal of the Lesson? How will we know we have achieved our goal?		
A	10 To 15 Access & Activate Prior Knowledge • Questions, Cues and advance organisers • Non-linguistic representations • Identifying similarities and Differences • Cooperative Learning	We are trying to get the brain to associate, make analogies and compare.	Ask students 'What do we already know?'		
N	20 New Information Teacher explicitly teaches the concept and models skill or technique • Summarizing and Note Taking • Homework and Practice	We are trying to get the brain to gather and organise information.	Share new information		
A	30 Application, Development & Engagement Feedback, individual support, checking for understanding Practice • Identifying Similarities and Differences • Cues, Questions and Advance Organisers • Generate and Test Hypotheses • Homework and Practice	We are trying to get the brain to categorise, analyse perspectives, construct arguments, extract themes, analyse for logical errors, systems analysis, investigate, make decisions, solve problems, create and invent, follow complex directions.	Apply the knowledge		
G	5 to 10 Goal Review • Setting Objectives and Providing Feedback • Reinforcing Effort and Providing Recognition • Homework and Practice	We are trying to get the brain to 'put a tab on the folder' make a connection to the goal and retain the information learned	Feedback on our effort and achievement in relation to our goal Did we achieve our goal?		



The Year 9 Pike Project- Growing Great People



Year 9 William Pike Project

Growing GREAT People



The PIKE project will run in 2019 across the year 9 curriculum as an integrated part of the full year programme

This programme is designed to support and underpin all curriculum learning, reinforcing the values and skills it takes to be successful not only in school but in our lives beyond school.

The five key aspects of the PIKE programme will be completed during:

- ▶ Smart days
- ▶ Specially Planned Class project times
- ▶ Specially planned Year Level days and weeks
- ▶ In student's own personal time

Students' progress to achieve their goals will be reported on and tracked digitally. Students will be awarded for each milestone they complete. An end year awards event will celebrate completion of the whole programme for all year 9 students and their families at the conclusion of Year 9 Camp.

Student Feedback

As part of the Performance and Development Process, all teachers obtain constructive feedback from students in the form of student evaluations. This allows all teachers to analyse their teaching and make the appropriate changes where necessary. Feedback is gathered in relation to:

- What each student enjoyed learning in a topic/unit
- What each student enjoyed most about the teaching
- Methods to further engage students in the learning process
- Activities each student would like to see more often in class
- The types of feedback each student has received in class and how this has helped their learning

The benefits of gathering this form of feedback are well researched and allow the teacher to identify difficulties students may be having with instruction as well as strategies/activities that are being utilised that facilitate student learning. Student 'voice' in relation to teacher practice is highly regarded at the College.



Linking Mindsets to Quality Learning



A growth mindset results in:

- ▶ A love for learning and self-improvement
- ▶ Desire to be challenged
- ▶ Willingness to work for positive results
- ▶ Belief that you can control the outcomes in your life with effort and practice
- ▶ Ability to learn from mistakes and failures
- ▶ Emotional resilience
- ▶ Desire for feedback to support further improvement

A fixed mindset results in:

- ▶ False sense of superiority, undermined by a deep sense of self-doubt
- ▶ Fear of failure; refusal to take risks
- ▶ Feeling that failure permanently defines you as a loser
- ▶ Needing to prove yourself again and again
- ▶ Believing that only untalented, ungifted people must work for success; effort somehow reduces your aspirations
- ▶ Needing validation and reassurance in labels ('smart,' 'jock') – whether earned or not
- ▶ Inclination to blame others or outside circumstances when things don't go your way .

At Te Aroha College we encourage a growth mindset in all our students, praising ongoing effort, accepting mistakes are part of the learning process and recognising effort in the classroom.

We are developing further plans on:



- ▶ *Ensuring a strong focus on learning readiness, positive work completion and real world links to learning,*
- ▶ *How to support gender equity in raising expectations for boys*
- ▶ *Planning our term 1 learning readiness programme focused on front end curriculum and life skills – Introducing William Pike Project – Challenge Awards*
- ▶ *Focusing on the balance of keeping subject strength whilst creating new learning opportunities that will involve integration and sharing of curriculum area expertise.*
- ▶ *Refining the role of Teacher Aides in 2019 for our junior Learning Teams*
- ▶ *Extending the role of SENCO to advise on special assessment conditions and special learning needs and create necessary programmes to address these for each team*
- ▶ *Investing in the role of Gifted and Talented programmes to support learning advancement across the curriculum*