NASDAP TOUR - Reflections

Deb King (March 2017)

The big question: How are schools preparing for changing teaching and learning pedagogy with (and without) modern learning environments?

Hauraki Plains College

Timetable options include: one hour per subject, per day - 5 x 5 timetable. Note that Hauora includes both PE and Health.

The move is away from subject areas and into projects as the basis for the structure.

Science/Humanities Construction example

Examples of project based learning -

1. How clear is the Piako River?

Social Science focus on guardianship of the river

Science focus on the monitoring.

Two classes are timetabled back to back and they swap every 2 weeks.

Sometimes a whole lesson in the hall for everyone.

Maths and English build on this context.

Senior classes have creative names like ‘supercourse’ and then the teacher (and students) select standards to make up a course (based on a project or theme).

Semester 1 - 20 weeks (must do 14 credits)

Semester 2 - 15 weeks - working towards externals. Block week for exams - school continues.

Papamoa College – The Mount

3 100 minute blocks per day – primary model.

Middle years schooling philosophy looks at the four stages – it is the most rapid in terms of growth. Social, cognitive, emotional and physiological – rapid growth between ages 11-14.

Teach years 9 and 10 together.

Learning communities – learning is a social construct.

You increase the learning community opportunities to make a team.

COHORTS SHOULD GO – focus on learners.

Te Puke High School

Learning pods. Different teaching learning areas in the pods.

Years 9-10 integrated – team teach with up to 70 students 3-4 teachers at a time. Themes then taught within a context with an inquiry focus.

SPINS – options – FOCI – special things staff put out there in year 9/10 to put the fun back into learning. 30 drones – learn to drive the drones. Travelwriter – English/Social Studies – propose places to go to – do the trip and write about it. Virtual reality foci this year – learn and develop the world.

Mindshift needed – Albany senior high school came and led workshops. We let them go for it and encouraged them to have a go – modern learning environments are a state of mind for teachers. In the pods you look for combinations. Now we are working on themes we look to the leaders of learning to create groups made up of strengths and weaknesses.

Paeroa College

What can we achieve if we structure a secondary school so that teachers and students can dynamically influence time/space/learning/pegagogy?

Task is to get years 9 and 10 moving into being a graduate (note –many schools have junior graduate profiles),

Single day authentic projects – wananga come in – developing manufacturing ice-cream – outdoor ed-gateway on that day- every week on a Friday – choose a course for a semester and a semester is 15 weeks.

Learning is the focus throughout – not about the credits.

Community have met re changes – widely accepted that we are all changing. Targeting different parts of the community all the time. People know Doug (the principal) and he is very involved in the community – big push because they trust him.

Overall -

1. The structural shifts reflect themes - contexts for learning. Those contexts need to be created before shifts are made out of traditional subject lines.
2. Junior school is collective - not age based.
3. Communities need information (and in many cases convincing).