**INQUIRY QUESTION:** In a cross-curricular, multi-platform environment, how is learning and achievement monitored and reported on?

**FOCI OF PARTICULAR INTEREST:**

Integrated Junior Programmes

 Cross Curricular Senior programmes

 **Innovative timetable structures**

Pastoral Care structures

Reporting

**OBSERVATIONS/FINDINGS**

**Hauraki Plains**

Junior Diploma of Learning - Credits are awarded in each subject under each of the key competencies

Academic Monitoring and Mentoring: Two Academic Deans to check on each student’s progress at both junior and senior level.

**River Guides: River guides are the ‘significant adult’ for each child. They provide the first (oral) report of the year on core values and behaviours. During River Time sessions, students map out what they hope to achieve in 2017 and consider possible future career pathways, (reported to parents) The River Guides also track academic progress.**

Online reporting via the parent portal in “real time”

Reporting on Vocational Pathways Endorsements

**Juniors = 5 Hubs; Hauora (PE/Health/Well-being), English/Languages (English classes rotate through a block of Maori), Maths and Stats Humanities and Science (Look at the same context with different lenses), The Arts (Integrated) and Technology (Separate subjects)**

**The year is divided into two semesters. The first semester is longer so seniors are expected to achieve 14 internal credits within that semester. The focus in the second semester is externals.**

The Year 9 cohort is randomly split into two (Aotea and Tainui) Three teachers of each area for each so 6 classes all together. **All English taught at the same time for movement. Three Humanities and three Science classes on at the same time.** There is collaboration and co-designing of programme. The teachers can swap around and so can the students. The work is project based. The Monday meetings after school are for planning. Teacher Only Days each term for planning. One lesson of each every day.

**Papamoa College**

**The timetable has a six day cycle, with three learning blocks per day.**

Whangai Ropu: . This pairs students with teachers who then meet weekly, discuss their learning and how everything is going at both school and home. They run Wednesday Whangai Workshops where students are able to have tutorials and one-on-one support for any assignments and/or mahi that they are focusing on. Once a term they get all our Whangai students together and spend a day focusing on specific skills.

No distinction between Year 9 and 10 students. 5 weeks of learning and then inquiry. Teachers of the group meet from 8 until 830 every day for planning. The term is planned ahead. Teaching by invitation. Teachers get to observe each other.

School is split into Lower Middle School (Achievement measured against National Standards). Upper Middle School (Achievement measured against National Curriculum), Senior School (National Qualifications framework)

**Upper Middle School (Year 9 and 10)**

Learning is integrated across the learning areas. It is inquiry based. Year 9 and 10s are split into three Learning Commons . Approximately 120 students in a Learning Common. Every student belongs to a learning class, a learning commons and a whanau group. The Learning Areas are; English, Maths, Social Science, Science, Citizenship and PE. Year 9s rotate through Technology, Performing Arts, Visual Arts, Music and Languages. Year 10s choose options.

The Citizenship programme which is compulsory to Year 12 has a whanau system, electives, values and service programme.

In the learning class there is no distinction between Year 9 and 10. There is 5 weeks of learning and then students feed forward into what they want to do. Teachers of the class meet from 8 until 8:30 every day. The term is planned ahead. Non contacts are usually spent in the room. Teaching is by invitation (students opt into what they need to know) Teachers get to observe each other.

**Year 11 - Students are in the same class for English, Maths and Pathways based on an area of learning focus which a student is possibly interested in the future (eg trades).** They have an academic mentor for Pathways who also provides guidance and pastoral support.

**Te Puke High School**

Junior pods = 4 teachers to 70 students

Collaborative planning/Theme teams share an office space therefore Learning Areas meet more regularly.

Learning is connected with whanau eg Market Day for parents to sample work from the Fermentation theme

Learning in inquiry focused

**No form classes. Small group mentoring. Everyone including DPs have a gorup as well as volunteers from support staff.**

First three days of school are TOD looking at data, learners and getting to know students.

Six week skill modules in each subject (addresses some Numeracy and Literacy concerns from parents)

**HODs are now called Leaders of Learning. (9 based on NZC)**

**Some integrated teaching in the senior school (Maths/Engineering/Science). Multi Level courses.**

**Small horizontal groups timetabled each day for 20 minutes (contact time)**

**Careers Education is compulsory at Year 11. Students study 7 subjects.**

**Paeroa College**

**Year 9 and 10 students are taught together. The lessons are integrated and taught in teams. Teams plan together.**

**Lesson structure is 100 minute lessons.**

**No lessons on Fridays. Juniors do Passion Projects or seniors do Gateway/Polytech or a passion project**

**Each student has an academic tutor and an IEP.**

**Senior Students are taught functional literacy and numeracy for one hour a week.**

**Lots of multi level classes at senior level.**

**Focus on Vocational Pathways endorsement. Given as much status as traditional endorsements.**

**Maori Awards evening.**

**Have cut down on transition times**

**Have created a Graduate Profile and report on this.**

**Key Learning**

*I saw lots of engaging/exciting programmes at all levels with schools that were really personalising the learning for students. It would be fantastic to have IEPs and academic mentors for all students as in the Paeroa model which would allow excellent tracking of achievement but this is not as achievable in a bigger school. Schools were moving towards reporting in ‘real time’ by putting things into Kamar straight away and directing parents to their results. Others were placing emphasis on Key Competencies and Core Skills and reporting on these on a regular basis. Paeroa had a graduate profile which included being”assessment savvy” Most schools had models of conferencing or student lead reporting to parents.*

**Where to next at Motueka High School?**

*We are in the process of a timetable review - the first part of which is working on the mechanics of the timetable structure. As a staff we have already looked at aspects of each of the schools I visited to see how the model would work for us. After we have tweaked the times we will begin to look at curriculum delivery - of particular interest was the integrated multi-level model as well as team teaching. We have just taken out Rich Learning (Passion Projects) due to teacher workload so it was good to see how they were implemented in each school in a different way.*

*I need to do more research to get a clear sense of what is being reported on and how. This is part of a general drive in the school to streamline the reporting process. We have also made a move to purchase Assay which was a Kamar add-on recommended by Brad. This will help us with the structure of department reports.*