



PB4L Conference – 2015
Communities collaborating around cultural capital.
Kate Gainsford – Principal
Nicola Jackman – Coach
Aotea College

Workshop aim:

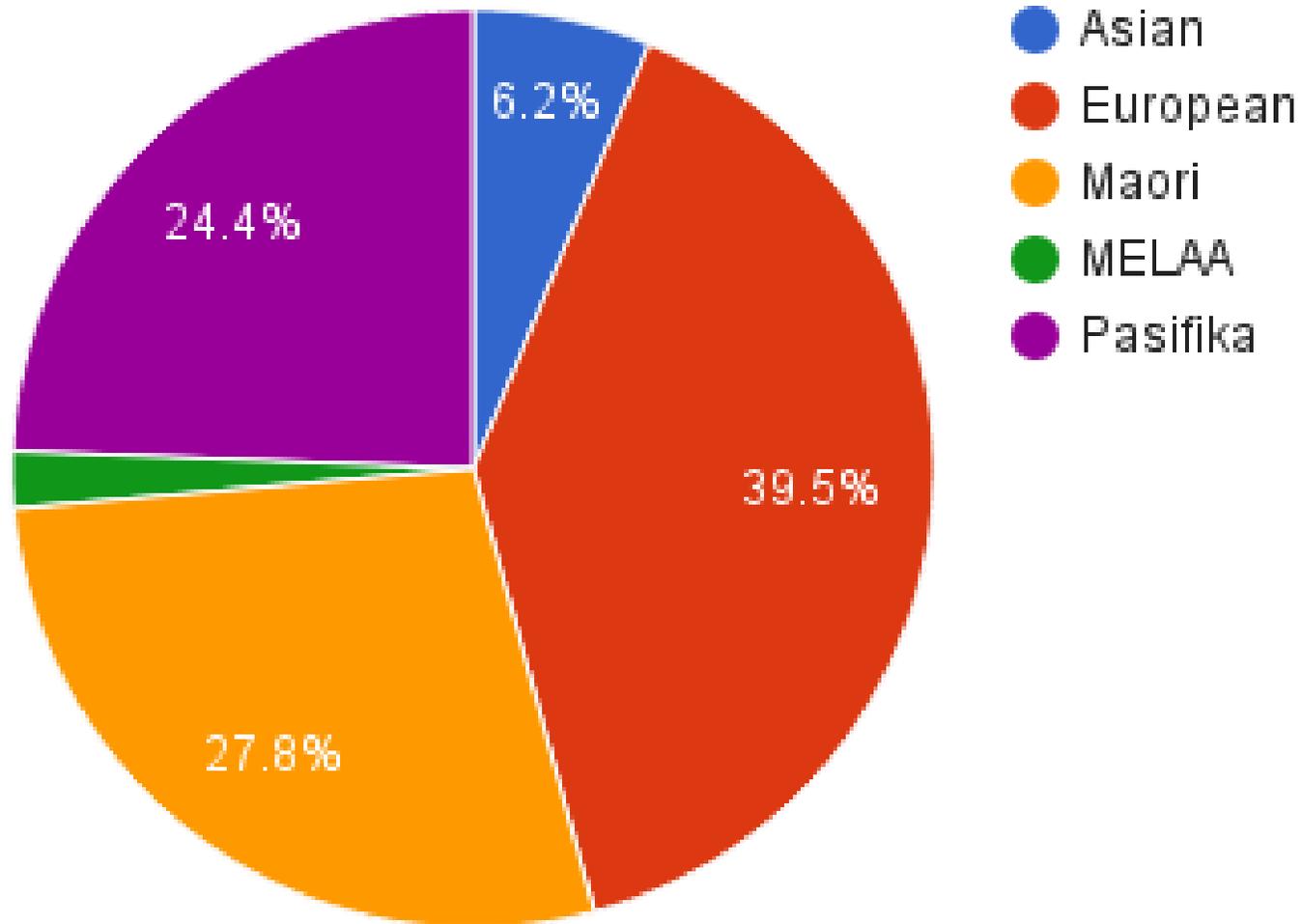
- To tell our story and provide an opportunity to work through issues we raise that have been part of our experience.
- The issues may be new to you, they may be those you have already encountered or ones that emerge in the future in your school.



He waka kotuia kahore e tukutuku nga mimira

A canoe that is interlaced will not become separated at the bow.

Aotea College: Student Ethnicity % 2015





DIVERSITY



CONNECTEDNESS



LEADERSHIP



EXCELLENCE



All students are valued and celebrated in a climate of respect for others ensuring competency for



All students are supported and challenged to achieve success in the New Zealand Curriculum evidenced by NCEA results in Year 9 and 10 achievement

Starting point: The words we started with for our initial expectations:

Resilience	Relating to Others
Excellence	Being Prepared

From there we asked a group of staff and Year 13 students what an ideal student looks like.

We then put these typed up words into www.wordle.com to see what words stood out (a website where the size of words are represented by their frequency- the more often a word is mentioned the larger it is).

Our community, especially our Pasifika Fono liked the word Respect, though many staff felt the word Respect was over used and suggested an embedded hierarchy, rather than a reciprocal way of interacting.

Further debate and consultation led us to settle on the word **manaakitanga** from :

Mana - Every person has mana.

Aki aki - to encourage.

Manaakitanga captured a more holistic meaning and inclusion of Te Reo in our core values added an important dimension.

Perseverance	Manaakitanga
Excellence	Readiness

Further staff feedback showed a dislike of the word Preparedness, they preferred Readiness.

However, there was a strong student voice (especially Year 9) that firmly told us they thought neither Readiness nor Preparedness matched the importance or mana of the other three expectations.

We consulted firstly with our Pasifika staff and Pasifika Fono who discussed and endorsed **Sauni**, as a word with layers of meaning to do with being prepared, alert, and ready to perform.

At last, at the start of December 2013, we had arrived:

Perseverance

Excellence

Manaakitanga

Sauni

Finally, further staff feedback showed a dislike of the word Preparedness, they preferred Readiness. However, there was a strong student voice (especially Year 9) that firmly told us they thought neither Readiness nor Preparedness matched the importance or mana of the other three expectations.

After consulting further we were given Sauni, meaning 'be ready' in Gagana Samoa.

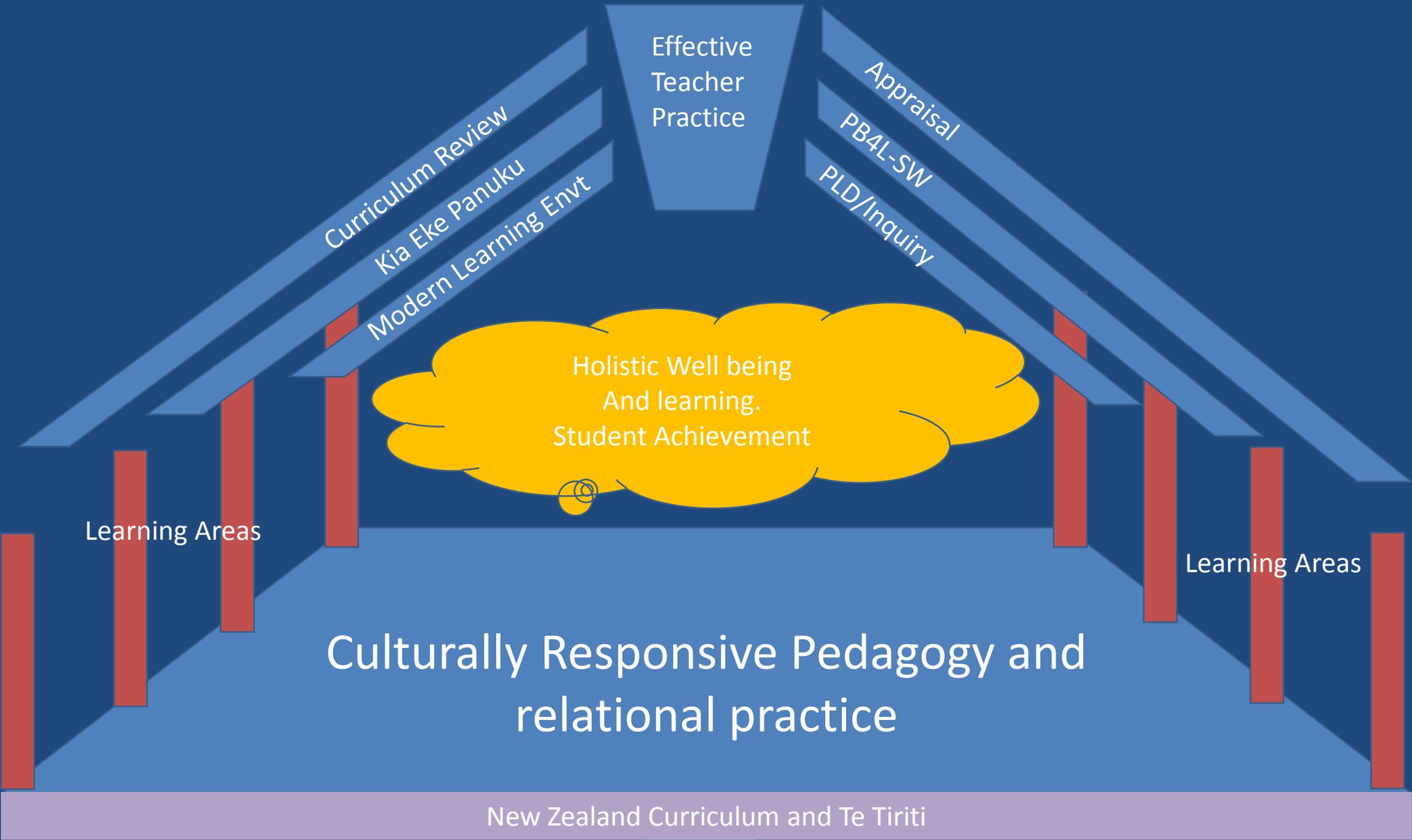
At last, at the start of December 2013, we had arrived:

Perseverance Manaakitanga Excellence
Sauni



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Effective
Teacher
Practice

Curriculum Review
Kia Eke Panuku
Modern Learning Env't

Appraisal
PB4L-SW
PLD/Inquiry

Holistic Well being
And learning.
Student Achievement

Learning Areas

Learning Areas

Culturally Responsive Pedagogy and
relational practice

New Zealand Curriculum and Te Tiriti



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Classroom routines are explicit, positive shared expectations for all people throughout all learning environments.

Class routines include: the beginning, the setup, the powhiri.

The beginning:

- Teacher organises entry into class (+ve 1:1, smile) affirmation of presence kanohi ki te kanohi
- Students are greeted (+ve setting the tone) Karakia are tauparapara.
- Learning prompts (PB4L - Sauni) cell phones and ipods off, ear phones out, books out, bags on the floor, jackets off, gear required. (+ve – Thank you for quick cooperation)
- Signal from the moment of entry what work they will be focussing on.(+ve message about learning)
- Quiet, firm interaction 1:1 with students who are in incorrect uniform, without equipment, late. (-ve).
- Classes are settled and working within 5 minutes (+ve message of appreciation)
- Students are occupied and engaged in a task from the moment of entry into your class.(+ve opportunity to affirm)
- The task has a clear connection to your learning intention.
- Homework check (+ve opportunity to affirm)

The middle:

Lessons will have clear Learning Intentions and Success Criteria.

- **Ako – students are** clear about **what** they are learning and **why** they are learning it and **how** they will know they have learned it. (+ve message about value of what will be learnt today)
- Teachers manage the seating arrangements in their classes. This may mean a seating plan. (+ve message about building on strengths, manaakitanga) . There may be times you group them by ability level, by interests or in mixed ability groups. Groupings should vary.
- Clear listening and talking routines and routines and for extraordinary visitors using good manners :
 - visitor's presence is acknowledged.
 - greetings are exchanged
 - visitor is invited to speak
- Expectations for each learning area are explicit and positioned positively :excellence, sauni, manaakitanga, perseverance)

The end: Poroporoaki

- Clear closing routines in classes
- Pack up/clean up (+ve reference to perseverance).
- Homework set, recorded and understanding checked (+ve message about looking forward to seeing how students have processed the learning of the day.
- Prompts for next lesson. (+ve message about being pleased students are prepared for next steps of learning)
- Farewell (+ve opportunity to be forward looking to tomorrow)

Naku te rourou nau te rourou ka ora ai te iwi.
With your basket and my basket
the people will thrive.





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