

Takapuna Grammar School

Teaching and Learning



**“Aspiring to Personal Excellence
through Knowing, Connecting, Relating and Supporting”**

Drafted April 1 2012

Preparing Students for the The 21st Century Learning Environment

What has changed?

Schools were once predominantly about knowledge – they were designed to select those students who were the “wisest” so that they could be further educated and become the leaders of society. Those who were not “wise” left the education system and became workers in industry or on the land. The “wise” were selected by a system (usually written examinations that only 50% were allowed to pass) that asked them to show that they had absorbed the knowledge of their teachers. In this education system teachers knew the facts and taught them to their students who tried to absorb them and recall them later. Things were learned **just in case** you needed them sometime. The longer you were at school, the more knowledge you were supposed to learn. In the classroom the focus was often on rote learning, competition, text books and rules.



What has changed? We are now well into what has been called the knowledge age. New technologies mean that knowledge is no longer “owned” by just a few. Students do not need to accumulate lots of facts because they can find them easily when they need to use them **-just-in-time** rather than just in case learning. For this to be effective information needs to be available anywhere and anytime. However, with so much information available, students need skills of determining things such as whether the information is accurate, whether the information is important, and what further questions the information raises. Teachers need to be facilitators in a classroom, assisting students to evaluate and apply knowledge and how to work together to solve problems and create solutions.

This technology is changing rapidly and continuously. We are now preparing students for a future world they do not yet know. The Wall Street Journal talked about today’s students eventually “having jobs that don’t yet exist, using technologies that haven’t yet been invented.” To cope with this, students must learn not just to master the technology, but also to be adaptable and capable of learning new skills, processes and applications. They need to be flexible and creative in their thinking. They need to use what they have already learned to construct new understandings and then relate those understandings to future situations. They need to have a strong sense of inquiry and a willingness to be lifelong learners.

Additionally like most of the world, New Zealand is becoming much more diverse through factors such as increased migration, better means of communication with even the most remote places and rapid transportation capacities. Globalization also means that our actions as a society both influence and have consequences for other societies. Therefore our students must learn to be interdependent, to understand, appreciate and be tolerant of those who are different to them. They need to develop a sense of service to others and to know that they can help to create a better and more peaceful world through intercultural understanding and respect.

With all these “challenges” on them, our students need qualities such as resilience, determination, persistence and integrity. They need to be independent, capable of making their own choices and understanding how they learn. They need to realise that if they have the capacity to continue to learn throughout life they can meet any change and any challenge that might eventuate.

UNESCO in its International Commission on Education in the Twenty First Century talks about “equipping [an individual] to seize learning opportunities throughout, both to broaden her or his knowledge, skills and attitudes, and to adapt to a changing, complex and interdependent world.” It talks of the four pillars of learning:

- learning to know learning to learn
- learning to do dealing with changing situations and acting creatively
- learning to live together developing interdependence and cooperation
- learning to be developing autonomy, personal responsibility and a sense of potential

As a school, Takapuna Grammar aims to achieve this by ensuring that our students have these learning capacities: that they become **life long learners**, equipped to deal with any technological, social or cultural change they might face in the future.



What will the classroom look like?

21st century learning should be characterised by:

- A focus on learning rather than on instruction
- Conscious development of thinking skills, metalanguage and constructing knowledge
- ‘Left brain’ literal thinking is still important but primacy of ‘right brain’ thinking
- Independent thought and conscious concern
- Students encouraged to develop supportive relationships, teamwork skills and emotional intelligence
- Assessment used to promote further learning not simply to judge

Where learning

- involves generating knowledge not storing it; and is about process not product
- is primarily a group and not an individual activity
- happens in ‘real world’, problem-based contexts
- should be ‘just-in-time’, not ‘just-in-case’

The shift is **from** an accumulation of knowledge-based *credentials* which are usually discretely subject or discipline based **to** a reservoir of strategies, behaviours, skills and values or *competencies* which are cross-curricular, non-curricular and co-curricular





The Takapuna Grammar School Learner

Takapuna Grammar seeks to produce a **life-long learner** who is:

- Challenged to academic and personal excellence
- A critical, creative and reflective learner
- A self - motivated and active life long learner
- A connected, compassionate and global citizen
- A participator and contributor

A Takapuna Grammar School learner will be continually seeking personal excellence and will therefore be

- Academically successful, striving for top level formal qualifications and continually challenging him or herself to gain success in a wide range of contexts
- Well rounded, fully involved in sporting, cultural and musical activities inside and outside the school
- Socially responsible, actively supportive of other students and of members of the wider community
- A global citizen, who is international minded, appreciating of other cultures, political and economic systems, and New Zealand's place in the world as an independent and bicultural nation
- Capable in a wide range of skills, able to move beyond school and to continue to be successful, involved and a life-long learner

A Takapuna Grammar School student will reflect the following values

- Personal Excellence
- Respect
- Service and citizenship
- Inquiry
- Creativity and innovation
- Pride
- Sustainability

How Teaching and Learning Happens

KCRS: The Learning Behaviours of a Takapuna Student

Behaviours are “*how*” students learn. The **behaviours** needed by a Takapuna Grammar School student to become a life-long-learner are:

LEARNING BEHAVIOURS	
K KNOWING	Understanding how learning happens (metacognition).
C CONNECTING	Building understanding on what has already been learned from other people, contexts and experiences.
R RELATING	Applying prior learning to make and create links in other contexts and to solve problems creatively.
S SUPPORTING	Being an active participant in a positive and collaborative learning environment that supports diversity and others’ viewpoints.

There are **attributes** that each student should have that enable these behaviours (these are listed over).

Staff will teach and model a range of **strategies** that will enable students to develop these learning behaviours. The behaviours will be applied in a **learning context**, for example a subject. These learning contexts will also be rich in **knowledge**, the “*what*” of learning. Knowledge, the acquisition and possession of information, of fact, of history, of experience, is the foundation stone for effective teaching and learning. Contexts will be linked rather than delivered in isolation from each other.

Each learning context will also develop the **values** and **competencies** that the school promotes.

The content within a Learning Context, the **concepts, skills and knowledge**, will be determined by such things as:

- The New Zealand Curriculum and Qualification frameworks and IB subject guides
- Subject specific curriculum statements
- The learning needs of individuals and groups
- The special character of Takapuna Grammar School

KCRS: The Teaching behaviours of a Takapuna Grammar School teacher

All teachers at Takapuna Grammar should be seeking to:

- Support students to be lifelong learners
- Employ a pedagogy around the learning behaviours of knowing, supporting, connecting and relating
- Teach and model a range of strategies that will enable students to develop these learning behaviours
- Plan and create learning contexts with clear content, skills and values
- Establish high expectations and enable personal excellence



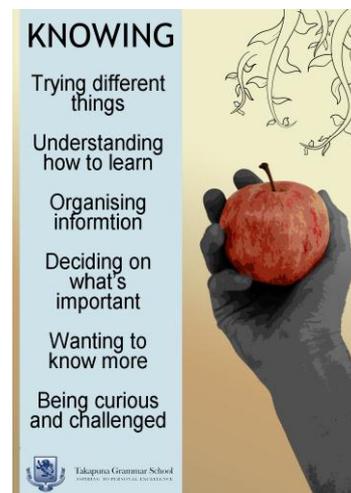
Pedagogy is “*how*” teachers teach. The pedagogical behaviours of a Takapuna Grammar School teacher should be:

TEACHING BEHAVIOURS	
K KNOWING	Understanding how students learn. Having in-depth knowledge of the content, skills and values of their own learning area.
C CONNECTING	Constructing learning around what students have already learned from other people, contexts and experiences.
R RELATING	Creating links into other contexts from which students can apply their prior learning to solve problems creatively.
S SUPPORTING	Creating a positive and collaborative learning environment that acknowledges diversity, individual needs and encourages cooperative learning

The KCRS Attributes

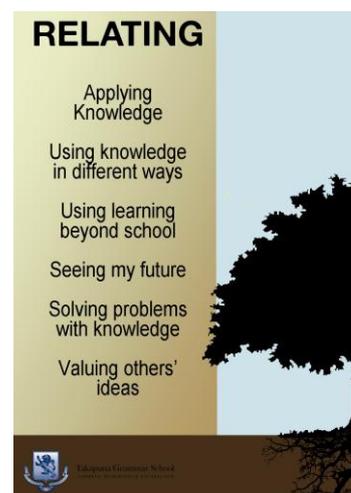
Knowing means

- Understanding of how learning happens
- Appreciating depth of knowledge and being able to discriminate its intellectual quality
- Using evidence to support knowledge claims and its reliability
- Being able to organise knowledge in ways that help to retrieve and apply it
- Seeing knowledge not as an end in itself but as the way to further learning
- Seeking knowledge across a wide spectrum of endeavour
- Continually demonstrating curiosity and a sense of inquiry and accepting challenges
- Developing independence and autonomy in learning and the quality of academic honesty



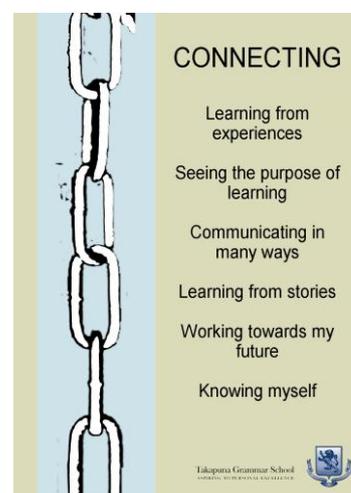
Connecting means

- Actively constructing understandings based on personal experiences, past and present
- Understanding the relevance of learning
- Developing a wide range of strategies for communicating meaning
- Appreciating the value of personal narrative
- Envisioning a personal future and proactively working towards it
- Understanding your place in the world
- Developing persistence, resilience and independence



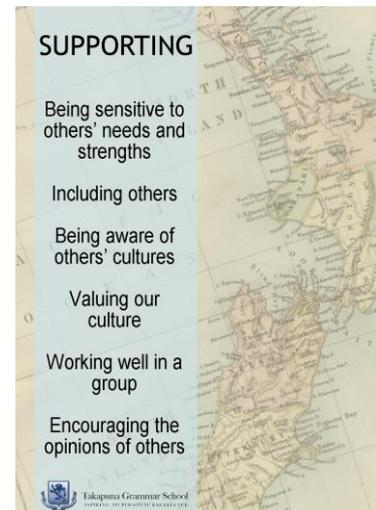
Relating means

- Understanding and applying knowledge across all areas of learning and appreciating the links between skills and understandings
- Applying learning to personal needs and ambitions
- Using assessment, appraisal and continual feedback to evaluate present learning success and outcomes
- Using knowledge to solve problems creatively.
- Listening to others input and using knowledge wisely
- Developing a global perspective and a sense of service in order to promote and develop a better and more peaceful world



Supporting means

- Believing in the capacity of all people to learn and recognising their individual talents and needs
- Being consciously inclusive and caring, and promoting a positive learning environment for all
- Acknowledging and accepting cultural diversity and in particular the bi-cultural nature of the New Zealand context
- Creating and working in a collaborative learning environment
- Being sensitive to issues related to ethnicity, gender, sexual orientation and cultural background
- Encouraging others to state their views and welcoming a diversity of opinion
- Having the ability to make reasoned and ethical decisions



Strategies

The **strategies** that a teachers uses in a learning context should both model and teach students learning behaviours which support them to become lifelong learners and to achieve personal excellence.

Fundamental to these strategies is **inquiry-based learning**. This is an approach in which students have ownership of their learning. It starts with exploration and questioning and leads to investigation into a worthy question, issue, problem or idea. It involves asking questions, gathering and analysing information, generating solutions, making decisions, justifying conclusions and taking action. Inquiry-based learning is based on the belief that students are powerful learners who are actively engaged in the process of investigating, processing, organising, and extending their knowledge within a subject or activity.

Strategies might include:

3 Level Guides
Use of Graphic Organisers
Enquiry learning
Authentic questioning
Differentiation
Habits of Mind
Thinking Hats
Blooms Taxonomy
Brain Compatible learning
Lateral thinking
Multiple
Feedback, feed forward
Portfolios and exemplars



The Takapuna Grammar School Curriculum

The **curriculum delivery** of a school is the construction of a series of discrete and structured learning opportunities to that enables teaching and learning to occur.

The Takapuna Grammar School curriculum reflects the school's **values** and the **qualities** expected of a Takapuna Grammar School learner. It is based on the **principles** of:

- high expectations
- the Treaty of Waitangi
- cultural diversity
- inclusion
- learning to learn
- community engagement

The curriculum consists of an amalgam of **learning contexts**. These include the:

- learning areas (subjects)
- co-curricular opportunities
- student support structures
- culture, ceremonies and traditions of the school

The Takapuna Grammar School Curriculum is delivered through the KCRS pedagogy. It therefore promotes, both implicitly and explicitly, **the key competencies** from the New Zealand Curriculum. These are **the desirable outcomes**

Takapuna Grammar School will judge any changes to its curriculum on the agreed **Curriculum Charter**. This states that curriculum will be defined as any context providing a learning opportunity and the Takapuna Grammar School curriculum will:

- be defined by the Takapuna Grammar School Teaching and Learning Charter
- recognise the Takapuna Grammar School values and the attributes of the Takapuna Grammar School learner
- be based on the principles of high expectations, recognition of the Treaty of Waitangi, cultural diversity, inclusion, learning to learn, community engagement, coherence and future focuses
- deliver the New Zealand Curriculum Learning Areas
- enable students to achieve qualifications from the New Zealand Qualifications framework and the IB Diploma programme
- be broad and general while ensuring that the ambitions and abilities of each individual student be enabled
- give priority to literacy and numeracy
- provide programmes that will meet the needs, abilities, and interests of the whole school student population including GATE (Gifted and talented) Special Needs,

underachieving, Maori and Pacifica, international and migrant students, Special Assessment Needs and Special Education

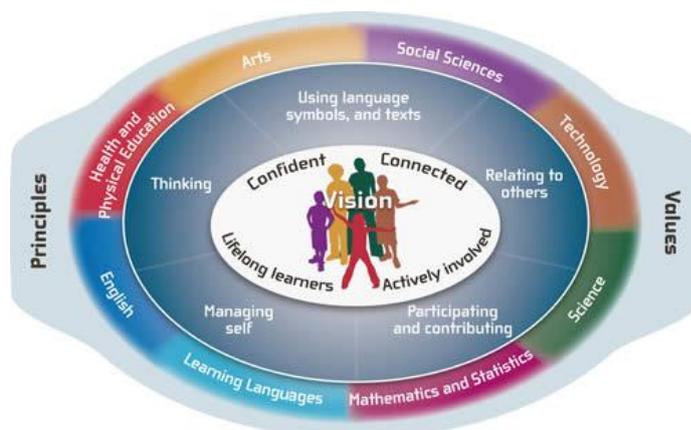
- maintain Te Reo and Maori cultural programmes at all levels
- provide careers education and guidance for all students
- encourage education outside the classroom
- enable a wide range of co-curricular activities that encourage regular physical activity and personal wellbeing

The Key Competencies

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

Thinking

Thinking is about using creative, critical, and metacognitive processes to make sense of information, experiences, and ideas. These processes can be applied to purposes such as developing understanding, making decisions, shaping actions, or constructing knowledge. Intellectual curiosity is at the heart of this competency.



Using language, symbols, and texts

Using language, symbols, and texts is about working with and making meaning of the codes in which knowledge is expressed. Languages and symbols are systems for representing and communicating information, experiences, and ideas. People use languages and symbols to produce texts of all kinds: written, oral/aural, and visual

Managing self

This competency is associated with self-motivation, a “can-do” attitude, and with students seeing themselves as capable learners. It is integral to self-assessment.

Relating to others

Relating to others is about interacting effectively with a diverse range of people in a variety of contexts. This competency includes the ability to listen actively, recognise different points of view, negotiate, and share ideas.

Participating and contributing

This competency is about being actively involved in communities. Communities include family, whanau, and school and those based, for example, on a common interest or culture. They may be drawn together for purposes such as learning, work, celebration, or recreation. They may be local, national, or global. This competency includes a capacity to contribute appropriately as a group member, to make connections with others, and to create opportunities for others in the group.

Assessment at Takapuna Grammar

All assessment at Takapuna Grammar School will be undertaken according to the school's assessment policies and procedures. Assessment has two main intentions:

1. Formative Assessment:

Formative assessment structures and practices help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and limitations. The emphasis here, a key component of learning how to learn, is on making the student a better judge of their own performance and then helping them develop strategies to improve.

2. Summative Assessment:

Summative assessment is concerned with measuring student performance against a predetermined set of assessment criteria to judge levels of attainment. Students are aware of what the criteria are in advance and will likely have practiced in advance and seen exemplars of appropriate performance. Teachers will use summative assessment expectations and practices to help students improve performance in a formative way.

Years 9 and 10 assessment will be standards based and will reflect performance against the appropriate achievement levels of the New Zealand Curriculum.

Year 11 assessment will derive from NCEA

Years 12 and 13 will derive from NCEA and the IB Diploma programme



