

Kaitiakitanga



Manaaki whenua, manaakitanga, haere whakamua

If we take care of the land and take care of the people, we will take care of the future.

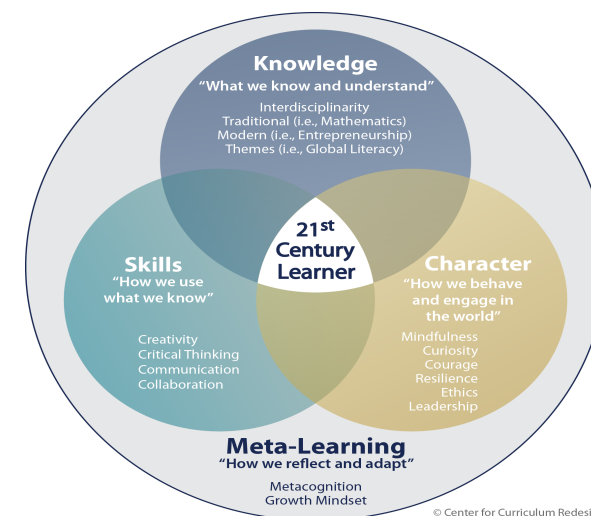
The Big Question: *How does caring for people and our earth ensure a brighter future?*

Key understandings we want our tamariki to develop throughout this inquiry are:

1. Every action has an impact on the world around us.
2. Stories of the past teach us how to take care of today.
3. We have the power to bring about change to our future.

Asking these key questions will support the key understandings:

1. How can I contribute to the Kelston community to ensure growth and protection for all?
2. How can I demonstrate whānau whanui to protect our whenua and tangata?
3. How has the past shaped the present?
4. What are the stories of our community?



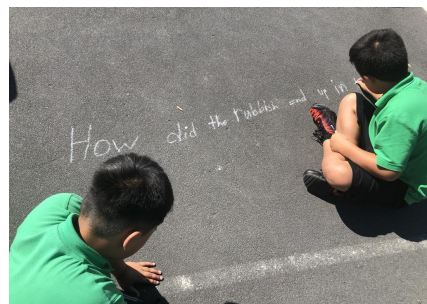
NZC Principles	School Values Focus:	Key Focus:	
Community Engagement <i>The curriculum has meaning for students, connects with their wider lives and engages the support of their families, whanau and communities. (NZC pg 9)</i> Future Focused Learning <i>Exploring issues such as sustainability, citizenship, enterprise and globalisation. We are creating solutions for issues that will improve our life in the future. (NZC pg 9)</i>	Belonging - Whanau whanui <i>... this inquiry will connect our children with our local iwi and tangata whenua of the past, making our school pepeha come alive with the stories of our maunga and awa.</i> Integrity - Mana Tangata <i>... this inquiry will help our children to understand that being responsible and accountable for our actions helps our community and environment.</i>	Relating to others <i>... Students who relate well to others are open to new learning and able to take different roles in different situations, they are aware of how their words and actions affect others. They know when it is appropriate to compete and when it is appropriate to cooperate. By working effectively together, they can come up with new approaches, ideas and ways of thinking. (NCZ pg 12)</i>	Managing Self <i>Students who manage themselves are enterprising, resourceful, reliable and resilient. They establish personal goals, make plans, manage projects and set high standards. They have strategies for meeting challenges, they know when to lead, when to follow and when and how to act independently. (NZC pg 12)</i>
Curriculum Focus: Social Science, Health and The Arts (Drama)			
Achievement Objectives			
Level 1	Social Sciences: How places in New Zealand are significant for individuals and groups Health: Take individual and collective action to contribute to environments that can be enjoyed by all Drama: Share drama through informal presentation and respond to ways in which drama tells stories and conveys ideas in their own and others' work.		
Level 2	Social Sciences: Understand how places influence people and people influence places. Health: Contribute to and use simple guidelines and practices that promote physically and socially healthy classrooms, schools, and local environments. Drama: Share drama through informal presentation & respond to elements of drama in their own & others' work.		
Level 3	Social Sciences: Understand how people make decisions about access to and use of resources Health: Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment. Drama: Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies combine to create meaning in their own and others' work.		
Level 4	Social Sciences: Understand how people participate individually & collectively in response to community challenges Health: Specify individual responsibilities and take collective action for the care and safety of other people in their school and in the wider community. Drama: Present and respond to drama, identifying ways in which elements, techniques, conventions, and technologies create meaning in their own and others' work.		

Key Understandings (KU)	Success Criteria for Key Understandings
1. Every action has an impact on the world around us.	- Students will be able to talk about what they do to help protect our whenua. - Students will be able to draw a poster to promote looking after our land and people.
2. Stories of the past teach us how to take care of today.	- Students will be able to talk/draw about a myth and legend - Students will be able to take part in 'Drama' activities that demonstrate an understanding of stories from the past that help us to take care of our people and/or land today.
3. We have the power to bring about change to our future.	Students will be able to draw/talk about what they need to do more to look after our people and land.
Resources	
Key questions to provoke thinking... What can you see? What do you think will happen if...? What kinds of things am I interested in? Do I have to do all of the options? What am I going to make? What do I need for my project? What are the different things that you could expect to happen? What went well? What did you learn? What do you want to keep on learning? How's this going to keep growing? Explain what happened? Or maybe a KWL chart? Use a KWHL Chart chart - H = How will I learn about it? K <i>What do I know?</i> W <i>What do I want to know?</i> L <i>What did I learn?</i> <i>What do I want to know more?</i> <i>How will I find out?</i> Key Vocabulary - Kaitiaki - guardian - Kaitiakitanga - - Whenua - papatuanuku - Wai - water	Useful Websites: Tracing the History of the Whau Whau River The Whau, our streams, our river, our backyards Te Kawerau iwi nz history Possible Integration of Literacy Letter writing to local boards/council/ iwi/ community experts/ community/schools/ Writing descriptive- smells, flora/fauna, Inform- findings from our noticing, potential actions, Instructional - how to... TKI: TKI Junior/School Journals Possible Integration of Maths Term 1: Number, algebra and measurement (distance, rubbish, vegetables) Term 2: Number, algebra and statistics (cars, rubbish, vegetables) Possible Integration of Drama Elements, techniques, conventions and technologies that can be used to tell a story. (Oral/written/play/video of local stories)

Jump In



Get Curious



Get Learning



Get Going



Purpose:

For teachers and students to use resources to spark student interest, stimulate discussion, evoke curiosity & hook them into learning.

In the JUMP IN stage:

Students are presented with an interesting learning experience (or hook) like an image; historical document, movie clip, diary entry or some prose. Each experience comes with background information that can be used to position the information within a broader context.

Your role as the teacher is to use the knowledge of your students to select experiences (menu below) to support children so they can draw on their Prior Knowledge (PK) and engage in the learning.

Ask questions to help them share their initial responses, encourage them to make connections to their PK and

Purpose

An essential goal in this stage is for students to form / construct a rich question to guide their inquiry. A rich question is an open question that requires students to go beyond mere fact-finding to develop an answer.

Key questions:

What do we need to ask?
What do we want to ask?
Where can we find the answers?

In the GET CURIOUS stage:

Students use their observations, ideas / questions / wonderings "[I wonder wall](#)", and feelings from the **Jump in Stage** to begin to develop questions that will help them to find out more.

Your role as the **teacher** is to provide a range of individual, pair and group activities that help students to extend their understanding. These activities

Purpose

For teachers and students to get learning as they pursue their questions to make meaning and sense of key technology / science concepts connected to creativity and innovation.

In the GET LEARNING stage:

Students work through the design process as they sort, prioritise, discard, shelve, collate, analyse, evaluate and or synthesise information from the get curious stage making connections to scientific concepts along the way. They draw conclusions finalising their design, drawing on the expertise of our community and beyond to do this.

Your role as the **teacher** is to conference with students, discuss how they can use their findings to

Purpose

For teachers and students to undertake a purposeful, community focused action designed to influence people's ideas or behaviours.

In the GET GOING stage:

Students find a way to share what they have learned with their communities. This stage should involve a high degree of student agency. Students need to convince their peers that the design they are proposing or have made is relevant and worthy of effort.

Your role as the **teacher** is to ensure that students' action / design has a clear link to the focus of learning, it also needs to be manageable and achievable serving some purpose in the

experiences. Record children's thoughts, questions, observations and relevant PK. Display this as reference for the next inquiry stage: 'get curious'. This information can also be used to support teacher / class reflection. Refer below for skills to develop. By the end of the jump in stage, children should be developing key understandings through the experience of others:	will help to generate further questions. Students and teachers will share ideas, record facts and ideas, ask each other questions and challenge each other's assumptions. Refer below for skills to develop. By the end of the get curious stage, children should be extending key understandings from extension learning experiences at the jump in stage. By the end of this stage, class / individual students will have formulated their rich question. Write your class question below:	answer the inquiry question as they create their design. NB. It is important to note that at this stage , some designs will not be able to be seen through to completion in the next stage due to constraints of their design. Refer below for skills to develop. By the end of the get learning stage, children should be extending key understandings from their own learning experiences.	technological / scientific / artistic fields. Teachers need to allow plenty of opportunities for students to exercise choice and negotiation. Refer below for skills to develop. By the end of the get going stage, children should be extending key understandings making direct reference to their own inquiry learning journey. Students should be able to explain and understand:
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Inquiry and Information Skills

Jump in	Get Curious	Get Learning	Get going
Level 1: • Make connections to what they already know • Participate in learning experiences	Level 1 • Be curious learners • Ask open ended questions • Ask questions to help them understand the topic	Level 1 • Know where to find information • Understand new information • Reflect on their new learning	Level 1 • Show their new learning through creativity • Summarise and discuss their learning journey • Begin to think beyond themselves
Level 2: • Make connections to what I already know by describing and recalling information	Level 2 • Ask lots of different 'Why' and 'How' questions and search for answers • Create and make predictions	Level 2 • Look at information and find what is agreeable or disagreeable	Level 2 • Create and present new learning in a variety of ways • Summarise and evaluate

Explain what they already know and give examples		- Locate useful information from at least 2 trustworthy sources - Evaluate and analyse the information gathered	their learning along the way - Reflect on new learning - Thinking beyond self
Level 3: - Identify and retrieve relevant prior knowledge - Generate ideas	Level 3 - Construct a pathway for learning that follows their own curiosity - Develop rich open-ended questions to investigate	Level 3 - Find rich, relevant information to follow a line of inquiry - Organise and interpret information from a variety of different sources - Use skimming and scanning skills to locate relevant information - Evaluate and analyse information gathered from various points of view - Manage my time efficiently - Evaluate and analyse information gathered from various points of view	Level 3 <u>Modify</u> ideas and information logically and clearly - Reflect on my new learning - Present my new understandings to others - Present a culminating activity to share new learning - Put my new learning into action with the focus on impact - bigger than myself

CONNECTING THE CURRICULUM

Links: 1. [Writing](#): 2. **Maths** [link](#) 3. **Drama** 4. **Social Studies** 5. **Te Reo Maori** [link](#) 6. **Health and PE** [link](#)

WHOLE SCHOOL LAUNCH - Week 6 Wednesday, 10th March

[Inquiry Launch organisation T1 2021](#) Rotation between school and the whau (looped walk so no crossover).

Our Purpose / our WHY? To explore our local community and notice (using our senses: see, hear, smell, feel)

Inquiry Skills: Listening, scanning, viewing, recording, interpreting, formulating initial what do we want to find out more about questions.

Whanau teams design a 'noticing' sheet for students to take to Archibald Park based on specific inquiries.

'What things are we noticing?'

'What do we see?'

'How many pieces of rubbish did you see/find?'

Fact sheets to prompt teachers connected to specific inquiries:

- Mangroves
- Trees
- Bird life
- Rubbish
- Safety.

Whanau rotation:

- Storytelling in the hall: Papa Ngaro
- Walk to the Whau: Observation Sheet
- Eco-Matters
- Walk back to school to fill in reflection sheet
- On the courts, chalk it up! Kids write their questions on the courts about their wonderings and thinking, what they want to find out more about?
- Teachers take photos of the questions so they are not lost and can be developed further.

What do we need:

- Glue the 'noticing sheet' into inquiry books.
- Pencils
- Bags- lunch, drink, hat, covered shoes
- Letter to parents informing we are going off site- with parent volunteers (ratio of 1:4 Kakano, 1:6 Teina/Tuakana, Children with high needs 1:1)

TO DO:

Routes/Order/RAMs: Jenny and Ivanka

Organising the stories: Papa Ngaro - Maori/Jenny - European

Eco Maters: Kaitaki

POSSIBLE LEARNING ACTIVITIES and TIMELINE: ([The Big6 inquiry process scaffolded](#))

Term 1:	Term 1:	Term 2:	Term 2:
<u>JUMP IN TASKS</u> Launch activity support: One plus a day: picking up plastic Bi-Cultural NZ - Valuing Maori knowledge: historical aspects and ways of life. - Our maunga & awa stories of the past.	Consider the following for student inquiry or class:	HOW TO CONDUCT RESEARCH Student questions during the research process	HOW TO RECORD FINDINGS

(Papa Ngaro; The community hub etc) Local Curriculum - History of West Auckland and Early Innovation - te whau pathway - Maori Symbols and designs and their meanings			
Reflections on Children's Understanding and Teachers Delivery of the Inquiry process after each stage of the Inquiry Cycle:			
Jump in	Get Curious	Get Learning	Get going
The teacher can ask these reflective questions at the end of each week and take a record of the responses to inform teaching and learning next steps: Students: 1. What did you learn this week? 2. What did you find hard? 3. What did I do to help your learning? 4. What could I do to help you (understand)? Teacher: 1. What sparked my class interest? 2. What direction is my class inquiry going? 3. What skills am I going to need to teach to support their inquiry?	The teacher can ask these reflective questions at the end of each week and take a record of the responses to inform teaching and learning next steps: Students: 1. How successful were you in creating questions to solve? 2. What did you find hard? 3. What did I do to help your learning? Teacher: 1. How successful were my students in generating open ended questions? 2. From my observations what can my class do well when asking inquiry questions? 3. What strategies do I need to teach next?	The teacher can ask these reflective questions at the end of each week and take a record of the responses to inform teaching and learning next steps: Students: 1. How successful have you been in finding information to answer your question? 2. What sources (kind of) information have you used? 3. How have you used that information? 4. What have you created to solve your problem? 5. What worked? 6. What didn't work? 7. How do you know? Teacher: 1. What strategies are my students using? 2. Where are they struggling 3. What do I need to teach next?	The teacher can ask these reflective questions at the end of each week and take a record of the responses to inform teaching and learning next steps: Students: 1. How are you going to share your solution to your problem? 2. Who are you going to share it with? 3. What are your thoughts about your solution? (what is good, what needs more work) 4. What did you do with feedback you received? Teacher: 1. Are my students able to present a viable solution to a problem/question? 2. What support do they need to complete and present their

			solutions? 3. What do I need to teach next?
Showcase:			
Culminating Learning Outcomes - sharing with our community:			
Kakano: FOOD eg. School / Community garden to table & Rongoa Garden <i>(inquiry was plants at Arataki plants and their uses ie. mangroves, flax; food what does food look like, healthy, not healthy - sharing ideas could be parents come in and children talk about what they've done and share poster / project / inquiry book- eat my lunch)</i> Teina: RUBBISH eg. Programme within school / community / community clean up <i>(rubbish and trips to whau - sharing ideas open classroom in the afternoon)</i> Tuakana: TRANSPORT eg. Bikes to school / bike track / biking in the community <i>(all diff questions - sharing ideas were the last block parents come in to see the learning, and talk about inquiry; other way was to take photos and present as a powerpoint in an assembly and some speakers talk about it)</i>			
Overall reflection of my teaching practice:			
1. What did I do successfully to teach my students the inquiry process? 2. What areas can I change/improve to enhance my teaching practice (for inquiry)? 3. Was there anything interesting I noticed? 4. Challenges to learning? 5. Unit comments (success, expenses and expenditure needs) Consider the following: ➤ <i>Following the Inquiry process</i> ➤ <i>Developing the key understandings</i> ➤ <i>Developing our class / individual inquiry questions</i> ➤ <i>The skills needed for inquiry (hard & soft)</i> ➤ <i>Integrating the curriculum</i>			

- *Connecting / developing our local curriculum*
- *The plan itself and timing of the four stages from launch to learning celebration with whānau.*
- *Making the connection to Māori history, worldview 'Tamsin Hanley'.*