

TE KOWHAI'S KEY PRINCIPLES

Our beliefs about learning at Te Kowhai School... 'Our Learners', 'Our Place', 'Our Way'

The following show Te Kowhai's key Teaching and Learning Principles; the key concepts and implications for practice at Te Kowhai and the links between these and eLearning.



'Our Learners'

We believe that learning is successful when...

Students have agency - ownership involves knowledge of their learning and influence over the direction of their learning.

Principles	Therefore in our practice...	And the role of technology...
<p>Learners have an influence over their learning (ubiquitous learning - anywhere, anytime, anyhow)</p> <p>(LQ Links - Resilience, Collaborator Thinking, Self Manager Communicator)</p>	<ul style="list-style-type: none"> Structures and systems are in place that allow for flexibility. (e.g Daily 5) Students having choice and the responsibility to make an appropriate choice as to where they work (e.g. independent space, collaborative space, group learning) Students have the power to 'act, problem solve and challenge their thinking and the thinking of others' within our learning environments Students are accountable for their part in their learning (with teacher scaffolding) Different learning styles are accounted for in programme design Students have access to self-paced learning independent of the teacher (e.g rewindable learning with or through any device) Students feel safe and are encouraged to see mistakes as stepping stones to success 	<ul style="list-style-type: none"> Allows students to have access to a range of devices, and applications to gain experience accessing, using and sharing their learning. Ensures that learning can occur beyond the boundaries of school. Enables learning to be shared with a wider audience, and strengths connections with wider whanau. Provides students access to learning that caters for a variety of learning styles, that can be rewindable.
<p>Learners are able to articulate what they are learning or doing, how and why.</p> <p>(LQ Links - Resilience, Collaborator Thinking, Self Manager Communicator)</p>	<ul style="list-style-type: none"> Progressions are understood by the students and displayed in 'kid-speak' - for example, in student books, modelling books and on the walls. Self regulated learners who can explain their learning and identify their next steps. Assessment <i>as</i> learning; active and regular reflection - self, peer and teacher. Students can make connections between what they have learnt, how they have learnt and why (beyond the context of learning). 	<ul style="list-style-type: none"> Allows students to capture and reflect on their learning. (Student voice and evidence of learning) Removes barriers, and empowers students to provide and receive authentic feedback and feedforward, on their learning. Ensures that assessment as learning is in real time and authentic.

<p>Learners are provided with opportunities to pursue meaningful learning.</p> <p>(LQ Links - Resilience, Collaborator Thinking, Self Manager Communicator)</p>	<ul style="list-style-type: none"> • Students are on task and engaged in their learning. • Engage our learners in a world that makes sense to them (integrated where possible) • A variety of programmes are planned and provided to cater for individual interests, needs and ambitions. • Opportunities are provided for students to develop curiosity about the world. • Determine what to teach next on the basis of what is now known. 	<ul style="list-style-type: none"> • Provides students with familiar tools for learning, ensuring that learning happens naturally e.g. digital natives. • Provides for a higher engagement factor, and increases their learning capacity. • Enhances the access and speed of learning, ensuring that we are able to develop and act on student's curiosity.
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'Our Place'

We believe that learning is successful when...

Effective learning relationships are fostered through flexible learning spaces

Principles	Therefore in our practice...	And the role of technology...
Flexible (and purposeful) use of furniture and spaces to support learning	<ul style="list-style-type: none"> • A range of furniture and spaces to suit a variety of purposes, learning styles, and needs ie collaborative space, quiet thinking/working area, presentation space for "communicators", group learning space, outside areas 	<ul style="list-style-type: none"> • Ensures spaces are created to provide for the effective use and storage of technology.
The classroom is organised (resources, manageable systems to monitor student learning)	<ul style="list-style-type: none"> • Visual cues: e.g timetable / task board / daily 5 • Progressions/goals displayed around the walls (e.g indicators next to displayed work, indicating (i) expected achievement, (ii) works in progress, (iii) supporting information regarding where to next ie students individual levels, progressions. (the classroom as 3rd teacher) • The physical organisation of resources is conducive to good work flows • Conversation with students about what areas they need/use; how they use them • Clear expectations/etiquette about the different learning zones 	<ul style="list-style-type: none"> • Aids the daily workflow of students for effective learning. • Allows students to capture and reflect on their learning. (Student voice and evidence of learning) • Removes barriers, and empowers students to provide and receive authentic feedback and feedforward, on their learning. • Ensures that assessment as learning is in real time and authentic.
A vibrant environment that reflects and celebrates student learning	<ul style="list-style-type: none"> • Relationships are key to creating a positive emotional environment inclusive of all • Learners feel safe and are encouraged to take responsible risks • 'On-going learning and thinking is reflected in the classroom space; progress/effort as well as achievement/finished product. 	<ul style="list-style-type: none"> • Allows for social, creative and collaborative learning. • Provides for authentic contexts for learning digital citizenship.

'Our Way'

We believe that learning is successful when...

Learners are provided with a range of strategies and pedagogies to target effective learning.

Principle	Therefore in our practice...	And the role of technology...
Learners are provided with teacher facilitated, learner-directed programmes	<ul style="list-style-type: none"> • A variety of personalised teaching approaches are used that impact on our learners • Assessment <i>for</i> learning so that a strong and visible link between assessment and learning practice is evident (including Learner Qualities and PRIDE Values). • Integrated and authentic learning has a purpose and makes an impact - real life context/inquiry/project based learning. • Allow students to have access to self-paced learning independent of the teacher (e.g rewindable learning with or through any device) • Learning to learn, how the brain works, explore strategies for learning (HOM). Learners will know what learning looks like? • We will provide the right conditions for learning. • We will develop the 'whole' person? 	<ul style="list-style-type: none"> • Empowers teachers to shift the ownership of learning. • Enables teachers to link assessment, analysis of needs, planning and consequent learning clearly. • ePortfolios - providing 'real time' reflection of learning • Allows students to have access to a range of devices, and applications to gain experience accessing, using and sharing their learning. • Provides students access to learning that caters for a variety of learning styles, that can be rewindable.
Foster a collaborative learning network	<ul style="list-style-type: none"> • Utilising a range of 'experts' to support learning (teacher/teacher; teacher/student; student/student; student/teacher) • Learners are able to access and or select appropriate collaboration strategies to enhance learning (e.g on own, peers, group) • Flexible and creative use of instructional time. • Utilise online tools to connect with the wider world 	<ul style="list-style-type: none"> • Empowers students/Learners to become 'experts', as they support other learners.(The term learners includes teachers and students). • Enables social and collaborative learning opportunities • Connects learners beyond the classroom through effective use of learning tools.
Collaborative Teaching Practice and Pedagogy	<ul style="list-style-type: none"> • Shared ownership of students and student learning. • Teachers, students and community will explore and develop a growth mindset. • Understand the 'learning process' of selves and students. 	