

## **Learning Ready. Life Ready. Work Ready. World Ready.**

### **Sabbatical Focus:**

We want our rangatahi to be learning ready, life ready, work ready and world ready. With this in mind, the focus of this Sabbatical was to develop a learning framework for Hauraki Plains College that captured our developing understandings about the sort of capabilities and curriculum contexts that is needed to by our learners for their futures. This would then form the foundation for a curriculum review that would give effect to the NZ Curriculum statement in ways that would best address the particular needs, interests, and circumstances of our school students and community.

### **Approach:**

It was Steve Jobs who wrote: “Simple can be harder than complex: You have to work hard to get your thinking clean to make it simple. But it’s worth it in the end because once you get there, you can move mountains.”

While my original intention was to seek out some fresh ideas that could contribute to our thinking about curriculum direction and a learning framework, when it actually came time to stop and take stock, I came to the conclusion that we had spent many years thinking about a future-focused curriculum as a school and what was now needed was not more ideas but rather time to reflect and pull all of our thinking together in a way that had clarity, conciseness and cohesion.

### **Acknowledgements:**

There are many who have contributed to our thinking about curriculum design over time. Sometimes it was just a sentence or a word that stayed past the moment; other sources provided substantial insights which are acknowledged in the references. In particular, I would like to thank colleagues from the Hauraki Kāhui Ako who have travelled alongside this waka from our beginnings as a community of learning; also to Jane Gilbert, Ally Bull and John Wright who have been so generous in offering insights and feedback over several years.

## Context:

Antoine de Saint-Exupery once said, “It you want to build a ship, don’t herd people together to collect wood and don’t assign them tasks and work, but rather teach them to long for the endless immensity of the sea.”

This work grew out of an opportunity to attend the Springboard Trust *Strategic Leadership for Principals Programme* in 2018. From this programme, a new vision statement emerged which was intended as a call to action through a refreshed vision statement “*More than a school.*” What this looks like in practice is being continuously worked through but providing diverse pathways for learners, offering a wide range of co-curricular opportunities in the arts, sports, leadership and service; supporting students through a culture of extraordinary care and a focus on character development and citizenship are core elements of what it means to be more than a school.

Ultimately we are challenging our students to become their best selves and do their best work through responding over time to these three questions: Who am I? What am I here for? Where am I going? These are questions of identity, purpose and direction; we want our students to think about these and shape a future for themselves beyond the next assessment, credit count or prize giving award. At the same time, through a PB4L initiative, we refreshed our school values (Our purpose: *Rangatiratanga*; Our place: *Manaakitanga*; Our Place: *Kaitiakitanga*). As we did not want to lose our previous mission statement (Excellence is our Tradition), this was integrated as a ‘stamp’ a mark on all we endeavour to do.



While the charter provides a north star for school culture and decision making, still the question remains: what does this look like in the day to day business of school and in the classroom? This set the context for developing a learning framework that would reflect the aspirations laid down in our school charter.

# Hauraki Plains College - Learning Framework

Thinking about

## Students and Their Future Lives

*What sort of people do we hope our students will become?  
What capabilities will they need?*

### Capabilities of a Lifelong & Lifewise Learner

- Disciplinary meaning making
- Creative and critical inquiry
- Navigating self
- Perspective taking
- Living and contributing as engaged and active citizens

Student Attributes:

**Rangatiratanga  
Manaakitanga  
Kaitiakitanga**

## Education as Becoming

Thinking about the

## Direction of Teaching and Learning

*How might teaching and learning need to change to prepare students for the 21<sup>st</sup>c world of life and work?*

### Teaching and Learning that demonstrates:

- Commitment to teaching as a profession
- Commitment to the wellbeing, identity and progress of all learners
- Commitment to parents and whanau
- Commitment to society

Achievement outcomes:

**Engagement  
Equity  
Excellence**

## Professional Culture

Thinking about the

## The Issues and Challenges of our times

*How do we prepare young people to take responsibility within local, national and global communities?*

### Work That Matters

- Real, relevant, authentic contexts
- Profound questions and big ideas
- Impact projects and real world products
- Connections with local, national and global communities

Securing futures that are:

**Purposeful  
Personalised  
Pathways**

## Work that Matters

The intent of the HPC Learning Framework which emerged after several drafts was to pull together the threads of several years of thinking about what future-focused might look like in our context .

Reading across the framework, the blue arrows are based on three important components of a future focused model; the green arrows unpack what this could look like and the pink are the outcomes we are seeking, connecting back to our vision statement.

**Students and their future lives: Capabilities of a Lifewise and Lifelong Learner**

The first arrow of the framework considers education as becoming. What sort of people do we hope our students will become? What capabilities will they need? Capabilities can be framed up in many ways and have been taken from both Marc Prensky’s work (2014: *The World Needs a New Curriculum*) and a relatively new resource from Rosemary Hipkins (2017: *Weaving a Coherent Curriculum: How the Idea of Capabilities can Help*).

This work captures the focus of the Hauraki Kahui Ako which has collective understanding that the root cause of underachievement is fundamentally attributable to the lack of key competencies or capabilities in students which are essential both now and in their future lives (Resource 3).



We have settled on five broad capabilities which have been further unpacked for teacher use in the classroom (Resource 4). How we might teach, assess and evaluate the capabilities at the classroom level is still a work in progress. Our learning from being involved in the PB4L project is that if we believe students need to learn to behave in certain ways, then we will need to be intentional about teaching these things. If we believe these things are important, then we need to figure out how we might evaluate and report on students’ progress, whether that is through self reflection or teacher observation or a combination of both. This is still a work in progress.

## Capabilities of a Lifelong Learner and Contributing Citizen who is Learning Ready, Life Ready, Work Ready, World Ready

Capability	Essential Components	Contexts for Learning
<p><b>Disciplinary Meaning Making</b></p> <p>Understanding, using and communicating disciplinary knowledge, language &amp; conventions</p>	<p><b>The formal curriculum:</b></p> <ul style="list-style-type: none"> <li>* The Arts                      * Business Studies                      * English                      * Sciences</li> <li>* Humanities and languages   * Health and Physical Education</li> <li>* Primary Industries        * Technologies</li> </ul>	<p><b>Rigorous</b></p> <p>Students learn why the discipline / subject matters and how each discipline works including specialist vocabulary, understanding its texts and symbols and communicating and using disciplinary knowledge and ideas in appropriate ways.</p>
<p><b>Critical and Creative Inquiry</b></p> <p>The capacity to gather and interpret data, use evidence to support ideas and participate in knowledge building.</p>	<p><b>The Cognitive Curriculum</b></p> <ul style="list-style-type: none"> <li>* Shows intellectual curiosity and enjoys intellectual cognitive challenge.</li> <li>* Is a creative, critical and logical thinker. Imagines new possibilities.</li> <li>* Has multiple strategies for solving problems</li> <li>* Takes responsible risks; entrepreneurial</li> <li>* Confidently tackles challenging tasks using a range of thinking tools</li> <li>* Reflects on one's own thinking and learning processes</li> <li>* Makes informed and sensible decisions</li> </ul>	<p><b>Real World Contexts</b></p> <p>Learning is relevant to students' lives and the real world. Connections are made across diverse learning areas.</p>
<p><b>Navigating Self</b></p> <p>The ability to see an idea, action or challenges from others.</p>	<p><b>The Emotional Curriculum</b></p> <ul style="list-style-type: none"> <li>* Is self aware. Knows strengths and limitations. Stands secure in own values.</li> <li>* Demonstrates a growth mindset. Is ok with making mistakes and learns from them.</li> <li>* Has a 'can do' attitude. Tries something new. Self motivated, pursues opportunities.</li> <li>* Sets goals &amp; prioritises, plans; manages projects for results, self evaluates. .</li> <li>* Takes responsibility for one's own learning and actions. Thinks before acting.</li> <li>* Demonstrates resilience and perseverance, diligence and self discipline.</li> <li>* Adaptable in new and changing contexts, can improvise. Is resourceful. Is enterprising.</li> <li>* Manages distractions and challenges; deals with complexity</li> <li>* Pursues physical and mental well-being and a healthy lifestyle.</li> <li>* Maintains composure. Is a good role model.</li> <li>* Strives for best self and quality work.</li> </ul>	<p><b>Authentic Tasks</b></p> <p>Tasks are authentic and have value such as an impact projects or making a product for an audience. . Students are using learning in meaningful ways and building knowledge and skills through their participation in learning (as opposed to just remembering, regurgitating, repeating, recording, waiting, copying).</p>
<p><b>Perspective Taking</b></p> <p>The ability to see an idea, action or challenges from others.</p>	<p><b>The Relational Curriculum</b></p> <ul style="list-style-type: none"> <li>* Can identify and explain personal feelings. Respects others' needs.</li> <li>* Seeks to understand others; shows empathy, compassion and care</li> <li>* Establishes &amp; maintains positive relationships, strong interpersonal skills</li> <li>* Communicates effectively and respectfully with others</li> <li>* Collaborates, learns from and facilitates learning of others</li> <li>* Is able to take a leadership role</li> <li>* Values diversity and appreciates difference.</li> <li>* Demonstrates capacity for respectful confrontation and managing conflict</li> </ul>	<p><b>Intentional</b></p> <p>The capabilities and competencies are foregrounded and scaffolded through modelling, noticing, giving feedback, self assessing as opposed to assuming they will absorb these. .</p>
<p><b>Living and Contributing as an engaged and active citizen.</b></p> <p>The capacity to accomplish tasks in the real world.</p>	<p><b>The Civic Curriculum</b></p> <ul style="list-style-type: none"> <li>* Has a clear sense of belonging, identity, of heritage, of self in relation to the world.</li> <li>* Takes social and civic responsibility as an informed and active citizen</li> <li>* Promotes fairness and social justice, respect for human rights and sustainable practices.</li> <li>* Evaluates the sustainability of social, cultural, economic, political and environmental practices</li> <li>* Endeavours to make a difference, to leave a legacy.</li> </ul>	

### ***The direction of teaching and learning: Professional culture***

The second arrow of the framework considers the professional culture. How might teaching and learning need to change to prepare students for the 21st century world of life and work?

Over the past several years, like many schools, we have undertaken extensive professional learning and development work around assessment for learning strategies, building relationships, cultural responsiveness, a writing focus, teaching as inquiry and restorative practices to name a few. Rather than itemise these every evolving teaching pedagogies under the nature of teaching and learning, the Framework refers back to the Education Council's Code of Professional Responsibilities with its four commitments:

- Commitment to the teaching profession
- Commitment to learners
- Commitment to families and whanau
- Commitment to society

If a teacher demonstrates commitment to the teaching profession, he or she will for example endeavour to provide high quality and effective teaching practices and do whatever it takes, including being open to new strategies, inquiring into one's own data and practices and engaging in professional, respectful and collaborative relationships with colleagues. If a teacher commits to learners, he or she will for example provide a supportive environment that encourages reflection and agency and will respect the diversity of the heritage, language, identity and culture of all learners.

By including the four commitments of the Code into the Learning Framework, we are reminded that while the spotlight will continue to shine and fade on emerging and evolving pedagogies and while Education Council requirements will hold teachers to some measure of accountability, unless teachers and leaders have a strong moral compass to honour these commitments, we will never be in a place to have teaching and learning that is best for students' futures, whatever that might look like. A professional culture that honours a commitment to the profession, to learners, to families and whanau and to society will seek outcomes that support engagement, equity and excellence in all its forms.

### **The issues and challenges of our times: work that matters**

How do we prepare young people to take responsibility and actions within local, national and global communities? Work that matters is about providing real, relevant and authentic contexts; asking profound questions and considering big ideas; undertaking impact projects and making products for real audiences; making use of community connections and resources; engaging the interests, needs and aspirations of students and using local, national and global issues to explore significant themes such as sustainability, citizenship, enterprise and globalisation.

Work that matters is a way to both localise and globalise our curriculum; it is unique and responsive to the priorities, issues, concerns, strengths and aspirations of our community and the broader national and global community. A closer look at our Charter image and one can see faded out a landscaped scene of the Hauraki Plains taken from the banks of the Piako River outside of our school. The image is symbolic of personalised, purposeful pathways for our students as they navigate their lives beyond the school gates into the wider world.

### **The Learning Framework as a Basis for Curriculum Review**

Developing a Learning Framework is a first step. It is intended to provide clarity and cohesion to what happens as we collaborate, develop and implement learning experiences in the classroom. With the Learning Framework in place, we are now undertaking a curriculum review process based on the eight principles within the NZ Curriculum document. Each Learning Area is required to complete a one page written report and give a 10 – 15 minute presentation to staff which captures:

- Their developing understandings of the curriculum principle as it applies to their learning area.
- How this curriculum principle can contribute to student capabilities
- What shifts in teaching practices would be required if this principle was implemented in the classroom
- What curriculum contexts may be introduced which reflects this curriculum principle

The following is an example of the review for the Treaty of Waitangi principle.

Curriculum Principle: Treaty of Waitangi	
<p><b>Developing Understanding:</b> <i>What is our developing understanding of the Treaty of Waitangi principle?</i></p>	<p><b>Understanding the Principle: what does it mean in terms of our responsibilities as educators in terms of ?</b></p> <ul style="list-style-type: none"> <li>● Protection</li> <li>● Participation</li> <li>● Partnership</li> </ul>
<p><b>Students and their future lives</b> <i>How does this principle encourage the development of capabilities and values?</i></p>	<p><b>Education as Becoming:</b></p> <ul style="list-style-type: none"> <li>● Disciplinary Meaning Making</li> <li>● Creative and Critical Thinking</li> <li>● Navigating Self</li> <li>● Perspective Taking</li> <li>● Living and contributing as engaged and active citizens</li> </ul>
<p><b>Teaching and Learning Practices</b> <i>What shifts of practice might we be looking for?</i></p>	<p><b>Shifts in Practice</b></p> <ul style="list-style-type: none"> <li>● Commitment to the teaching profession</li> <li>● Commitment to learners</li> <li>● Commitment to parents and whanau</li> <li>● Commitment to society</li> </ul>
<p><b>Curriculum contexts:</b> <i>How will this principle equip students to be learning, life, work and world ready?</i></p>	<p><b>Work that Matters</b></p> <ul style="list-style-type: none"> <li>● Providing real, relevant and authentic contexts</li> <li>● Asking profound questions and considering big ideas</li> <li>● Undertaking impact projects and making products for real audiences</li> <li>● Making use of Community Connections</li> <li>● Engaging the interests, needs and aspirations of students</li> <li>● Using local, national and global issues to explore 'wicked' themes such as sustainability, citizenship, enterprise, globalisation</li> </ul>



## Part 2: The River Curriculum

The River concept was established more than ten years ago and has three foundations: curriculum, structure and one student at a time support.

1. Curriculum: in its broadest sense curriculum is everything we want our young people to learn, both inside the formal classroom and beyond including co-curricular opportunities, gateway experiences and at school assemblies for example. If we really want our rangatahi to be learning ready, life ready, work ready and world ready when they go out of our gates for the last time, then we need to think of our localised curriculum in expansive terms to include skills such as financial capabilities, civics, employability skills and understanding the law. This has shaped up to become what we call our 'River' Curriculum.
2. Structure: the school is divided into River groups of around thirteen students of the same year level, each with a River Guide who, along with the Year Level Dean and a Deputy Principal, will support the learner through their journey at college.
3. One student at a time support: is around the role of a significant adult. As Rita Pierson passionately expressed:

“Every child deserves a champion - an adult who will never give up on them, who understands the power of connection and insists that they become the best that they can possibly be.” The River Guide therefore is someone who is with the young person on their journey through secondary school, batting for them, who is in their corner and is saying your education is important and I will not give up on you.

A chunk of work undertaken during the sabbatical time was to review the River curriculum through aligning ERO's student outcomes indicators to our charter values: Rangatiratanga, Manaakitanga and Kaitiakitanga and mapping out a revised river programme integrating these student outcomes across the year levels (Resources 6 and 7):

- Year 9: Setting sail
- Year 10: Paddling the waka
- Year 11: Navigating high tides
- Year 12: Setting one's course
- Year 13: Distant horizons

## Valued Student Outcomes

### *Demonstrating Rangatiratanga, Manaakitanga and Kaitiakitanga*

#### **Rangatiratanga**

- > Confident in their identity, language and culture as citizens of Aotearoa New Zealand
- > Self managing and demonstrates self efficacy
- > Sets personal goals and self evaluates against required performance levels
- > Can confidently tackle challenging tasks & resilient and persevering in the face of difficulties and failures
- > Able to take a leadership role and make informed and responsible decisions
- > Resilient, adaptable, in new and changing contexts
- > Represents and advocates for self and others
- > Shows a clear sense of self in relation to cultural, local, national and global contexts
- > Physically active and lead a healthy lifestyle
- > Determines and participates in coherent pathways that connect to further education and employment
- > Uses multiple strategies for learning and problem solving
- > Able to reflect on own thinking and learning processes
- > Enjoys success in national qualifications
- > Curious and enjoy intellectual engagement

#### **Manaakitanga**

- > Socially and emotionally competent, resilient and optimistic about their futures
- > Enjoys a sense of belonging and connection to school, whanau, friends and the community
- > Feels included, cared for, and safe and secure
- > Establishes and maintain positive relationships, respects others' needs and show empathy
- > Promotes fairness and social justice and respect for human rights
- > Values diversity and difference: cultural, linguistic, gender, special needs and abilities
- > Collaborates with, learns from, and facilitates the learning of others

#### **Kaitiakitanga**

- > Shows a sense of pride as a citizen of Aotearoa New Zealand
- > Participates and contributes confidently in a range of contexts - cultural, local, national and global
- > Thinks critically & creatively, applying knowledge from different disciplines in dynamic contexts
- > Works collaboratively to respond to problems, develops new solutions and approaches
- > Takes action as an engaged, informed and responsible citizen
- > An ethical decision makers and guardians of the world of the future

## River Time Overview 2019

### Learning ready. Life ready. Work ready. World ready.

Strengthening sense of :	9 <i>Setting sail</i>	10 <i>Paddling the waka</i>	11 <i>Navigating high tides</i>	12 <i>Setting one's course</i>	13 <i>Distant Horizons</i>	Valued Student Outcomes
<b>Rangatiratanga</b>						
<b>My story</b> <i>Identity and culture</i>	This is me Identity and culture	Character Strengths Online Identity Best Possible Self	Character Strengths	Character strengths and personality: what's the difference? Leadership studies	Bucket list What's important Leadership in action	Confident in identity, language and culture
<b>Learning Tools</b> <i>Striving for quality work</i>	Junior Certificate Growth mindset Best work project	Junior Diploma Learning Powers Eat that Frog	NCEA Level 1 The learning dip Managing priorities	NCEA Level 2 Growth mindset	NCEA Level 3 Balancing it all out	A successful lifelong learner who sets and pursues goals
<b>Life skills</b> <i>Taking Personal responsibility</i>	The Hauraki way Dealing with bullies Don't be mean on the screen	The Hauraki Way Standing up Basic first aid Safe on the internet	Driving licence The law and you	Life skills (Casey Assessment) Money ready	Graduation Learning ready. Life ready. Work ready. World ready.	Realistic and optimistic about the future
<b>Manaakitanga</b>						
<b>Personal Wellbeing</b>	Where to go for help Emotional intelligence - what is it?	Emotional awareness Up until now Just for Today Mindfulness Sleep matters	Wellbeing Challenge	Happiness: the flawed equation Under stress Emotionally intelligent (CBT)	Positive tips for life Wellbeing boosters Positive self talk Managing disappointment	Physically active and leading a healthy lifestyle
<b>Positive Relationships</b>	Manners Making friends Mixing with winners	Teacher advantage Peer Pressure Friendship	Managing emotions	Mindful listening Decision making Resolving conflict	Negotiating Assertiveness Body language	Socially and emotionally competent
<b>Kaitiakitanga</b>						
<b>Careers</b> <i>Navigating Futures</i>	My strengths Multiple intelligences	Career exploration Subjects for careers	Work ready Vocational Pathways and subject selection	Career decision making The world of work	Career decision making and planning	Setting personal goals and self evaluates
<b>Our story</b> <i>Honouring our heritage Leaving a legacy</i>	Hauraki Stories The Dog Box story School song, haka, waiata	Hauraki Stories River Whanau Service learning project	Lessons from the ancestors Heros from Hauraki	Inter river service challenge	Voting rights and responsibilities Legacy Project	Developing a sense of belonging and connection
<b>River Whanau Fun</b> <i>Give it a go</i>	Inter-river challenges Heritage Week Camp	Inter-river challenges Service Learning Project Camp	Inter-river challenge	Inter-river challenges Yr 12 & SOS Camp	School Spirit day	Having fun

### Resource 7: River Programme

The River review coincided with a Ministry initiative to design a School Leavers' Toolkit which is a Government commitment to provide school students with opportunities to develop the knowledge, skills and capabilities they need to transition successfully into further education, training or employment. The Toolkit is designed to ensure that students have access to foundational knowledge in civics education, financial literacy and key workplace competencies (<http://www.school-leavers-toolkit.tki.org.nz/>)

The evolving story of the River initiative has been written up by the Project Leader, Miriam Gibson and soon to be published on the above mentioned website. This vital part of our school curriculum has been shaped and reshaped around our school values and those capabilities which might sit outside the formal classroom. An overview is included (Resource 8).

### **Conclusion:**

So much has been written and spoken in recent years about future-focused education and what it means for a school, for leaders, for teachers and for learners. Having the time to pull together some of those threads and weave into a coherent framework and a direction ahead has been invaluable - both in terms of a learning framework and our River curriculum.

It was Sir William Osler who said, "The best preparation for tomorrow is to do today's work superbly well". As a school we don't pretend to be cutting edge or even very original in our thinking; what is offered in this report is a realistic take on how we might work towards ensuring our rangatahi are learning ready, life ready, work ready and world ready.

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