Secondary Principals Sabbatical Report: Term 3, 2019

Enhancing Agentic Learning

An exploration of strategies to support the development of an authentic local curriculum promoting agentic learning at St Kevin's College and across the Whitestone Kāhui Ako

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He purapura i ruia mai i
Rangiātea e kore e ngaro.

A seed sown in Rangiātea will never be lost.

Contents

Abstract

This sabbatical report explores current thinking about agentic learning, emerging pedagogies that support student engagement and how to develop an agentic local curriculum within the context of St Kevin's College and the Whitestone Kāhui Ako.

Through professional reading, school visits and reflection, this report records the journey to explore the following questions within the local context:
1. How can the New Zealand Curriculum be delivered in a way that leverages the benefits associated with authentic student engagement?
2. Given that there is an emerging link between student agency and better wellbeing outcomes, what are some of the successful responses?
3. Would increased clarity about holistic transition points and learning progressions help to facilitate ākonga moving to be more agentic in their learning?
4. What examples are there of successful approaches that increase agentic learning through timetable flexibility?
5. While there is a significant move to assessment for learning, what are some examples of tools that empower learners to be agentic?
6. How can we use Digital to enhance student agency?

Having traversed the literature and practice, the conclusion contains a number of recommendations that in the author's opinion would benefit the local context.

Acknowledgements

I would like to thank all those people and institutions that have made it possible for me to take this period of sabbatical study and reflection. It has been a rewarding time for professional growth and inspiration.

Purpose

My 2019 sabbatical time has been the research and reflection phase of an ongoing investigation. I have been inquiring about how to continue the authentic agentic learning ākonga are experiencing in our best primary settings into our secondary context. The focus has been to explore strategies to support the development of an authentic local curriculum promoting agentic learning at St Kevin's College and across the Whitestone Kāhui Ako.

The following draft questions emerged as a result of my initial thinking:

1. The traditional secondary curriculum often reflects a subject siloed and NCEA assessment-driven back mapping, which can place severe constraints on curriculum delivery. Can the New Zealand Curriculum be delivered in a way that leverages the benefits associated with authentic student engagement? If so, what would it look like?

2. Wellness is an emerging issue for our tamariki. Would increased student agency in secondary school, lead to better wellbeing outcomes? If so, what would it look like?

3. The National Curriculum contains some important big ideas in the front section which for an agentic learner are not easily reconciled with the siloed Achievement Objectives in the back section. Would increased clarity about holistic transition points and learning progressions help to facilitate ākonga moving to be more agentic in their learning? If so, what would it look like?

4. The traditional period based timetable has efficiencies but limits the ability for students to pursue extended periods of independent learning. Are there successful approaches in a traditional setting that increase agentic learning through timetable flexibility? If so, what would it look like?

5. Traditional reporting and assessment of progress often focus on assessment of learning. While there is a significant move to assessment for learning and formative assessment are there more tools to empower learners to be agentic? If so, what would it look like?

6. Digital influences are ubiquitous and not always positive. How can we use Digital to enhance student agency? What would it practically look like?

Rationale

My working definition of an *Agentic Learner* is an individual who has the power to control his or her own goals, actions and destiny. This embodies the concepts of empowerment, "student voice", personal motivation and engagement.

Core Education cites [Learner Agency](#) as one of the top 10 trends in 2014 and the following link gives an explanation of the background concepts.

The following link gives a readable overview of [Agentic Learning](#) concepts.

Louise Starkey (2019) gives a deeper analysis of the Agentic Learning within the New Zealand context which I explore in my findings.

Contextual Lens and Limitations

Also mentioned, my sabbatical work is anchored deeply within the local context which I am immersed in and looking to advance. The following points will help readers contextualise my thinking as well as the perceived constraints:

St Kevin's College and the Whitestone Kāhui Ako are a particular context with their own strengths and limitations:

- The Kāhui Ako is made up of full primaries of schools and St Kevin's College which is State Integrated with preference requirements limiting enrolment.
- The cellular design of classrooms on the St Kevin's College campus which is a constraint that more recent innovative learning environments do not have.
- A community that has demonstrated a reluctance to embrace change without a compelling reason and strong evidence for the efficacy of change.
- St Kevin's College is undertaking a curriculum review and is looking to minimise transition issues by looking to implement a coherent Kāhui Ako wide local curriculum. This will support effective pedagogy, smooth transitions and give traction our work on around the achievement challenges.
- The Kāhui Ako has community-wide strength working with Spirals of Inquiry and has shown a commitment to developing agentic learners.
- St Kevin's College is an inclusive learning community and has a policy of working with students with special needs and Alternative Education programmes within the school community. We do not have a special needs unit in the spirit of the Ministry report "Special Education 2000".

Activities Undertaken

In preparation for my sabbatical:

I read the following books:

- 10 Mindframes for Visible Learning: Teaching for Success by John Hattie and Klaus Zierer
- Reduce Change to Increase Improvement by Viviane Robinson (2019)
- Narrative assessment: a guide for teachers. Ministry of Education (2009) A resource to support the New Zealand Curriculum Exemplars for Learners with Special Education Needs.

My thinking was challenged at the SPANZ 2019 conference by:

- Pasi Sahlberg - keynote his learning from the Finnish experience
- Lucy Hone - workshop on wellness

During my sabbatical, I have engaged in the following activities:

1. Attended the CaSPA Korero 2019 conference in Adelaide and was inspired by the following Presentations:

- Presentation Title: Horizon Program - An Independent Learning Program at Catholic College Wodonga. Presenter: Darta Hovey, Catholic College Wodonga
- Presentation Title: Practical, Professional, Participative: SCCVC as a workplace of applied learning. Presenter: Patrick O'Reilly, Southern Cross Catholic Vocational College
- Presentation Title: Leading a Culture of Change to Connect Learning and Wellbeing to Positively Impact our Students. Presenter: Meagan McDonnell & Cath McCole, Nazareth College

2. Attended the Edmund Rice Convention - St Thomas of Canterbury
   The theme of the Conference was Manaakitanga.

   Workshops included:
- Inclusive Education in an Edmund Rice School
- Addressing issues of bullying - culture and student voice

3. Coordinated visits to schools who have demonstrated specific elements of successful practice that potentially could be integrated into our programmes:

- Rolleston College
- Bayfield High School
- South Otago High School
- Craighead Diocesan School
- St Thomas of Canterbury
- Papakaio School

4. Extensive professional reading to deepen my understanding, broaden by research and evidence-based and reflect on the big picture ideas.

- A noteworthy read was "Deep Learning: Engage the World Change the World" by Michael Fullan, Joanne Quinn, Joanne McEachen (2018)
- Teaching to the North-East: Relationship-based learning in practice. Russell Bishop. NZCER Press (2019)

5. Facilitated a teacher only day with St Kevin's College staff and Kāhui Ako leaders to unpack graduate profiles to develop transition pathways that will give clearer expectations for staff and students as they unpack the curriculum. This work was facilitated by Mel Stopford from Evaluation Associates. It was based on the Coherent Pathways Tool work of Mary Chamberlain. The tool provided draft transition vision statements. It also provided us with facilitation ideas to help us discuss, capture and share the ākonga capabilities that support your kāhui ako vision for agentic learning.

6. Participated in a kāhui ako leaders hui facilitated by Steve Edwards from Evaluation Associates. The aim was to build coherence as we develop our local curriculum that is learner-centric and fosters agentic learners.

7. Participated in a hui looking at narrative assessment facilitated by Anne-Marie McIlroy from Auckland University. The aim was to explore reporting processes based on narrative assessment to develop the capacity for reporting learning progress in a learner-centric way and that fosters agentic learning for students of all abilities.

8. Participated in a hui exploring how to better implement the work skills portfolio colloquially called the "Work Ready Passport". This is key to a structured student-centred transition to work or further study.

9. The most important feature of my sabbatical has been the opportunity to take time for reading, thinking and reflection.

Findings

Professional reading has moved my thinking. The following readings have formed the basis for my environmental scan of the Education landscape.

In Going Deeper by Michael Fullan, Mag Gardner and Max Drummy (2019) the issue of engagement is brought to the fore. The abstract sets the scene and the challenge.

Noting that teens are disengaged in school and increasingly dispirited by social problems, the authors argue that these students need learning environments that foster engagement, connection, and a greater sense of purpose. They make the case for deep learning--learning that helps students "make connections to the world, to think critically, work collaboratively, empathize with others, and, most of all, be ready to confront the huge challenges that the world is leaving their generation." Deep learning in this mode is possible in schools, the authors say, but requires significant paradigm shifts in education.

"What today's teens need most from schools is learning that fosters engagement and connection."

Three dimensions of student-centred education: a framework for policy and practice by Louise Starkey (2019) helped clarify for me the overlap of the Agentic dimension and interplay of the other dimension leading which leads to a student-centred education.
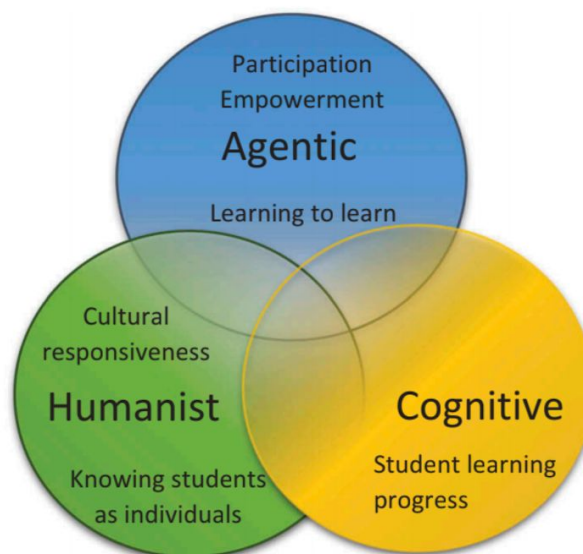
Student-centred education conceptual framework.

As I have explored the concept of agentic learning more deeply, I have come to see that I have had a blurring of concepts when describing student-centred education.

The following quote resonates with me: *"Greater clarity of the concept of student-centred education may enable stronger policy and practice alignment, and successful implementation of the three dimensions may have a positive effect on those who are currently disadvantaged."*

An Agentic Learning focus has the potential to enhance outcomes for our priority learners. These tamariki are over-represented the under-achievement statistics. This statement is supported by Fullan et.al. (2018)

Deep Learning: Engage the world change the world. Fullan et.al.(2018)
I have listed a few key points that resonated with me:

- Fullan postulates that through new pedagogies for "Deeper Learning" educators can change outcomes by building the 6 global competencies: character, citizenship, collaboration, communication, creativity and critical thinking. These are known as the 6Cs. The Authors suggest that Deep Learning occurs when we use these competencies to engage in issues and tasks of values to students and the world.
- The authors reference the following quote:
  A focus on the 6C's immunises and protects against social and emotional difficulties that building positive mental health and resilience a focus on the six c's levels the playing field for students from challenging backgrounds -Dr Jean Clinton.
- In their work, the authors challenge the "old" notion that students who have struggled at school must wait until they have mastered the foundations of literacy and numeracy before moving on. This thinking is being "replaced with effective programs that bolster foundational literacy and numeracy skills but simultaneously engross students in authentic tasks that engage them deeply, while providing meaningful ways to learn critical literacy skills." They call this "*The Equity Hypothesis,* noting emerging evidence that suggests *deeper learning is necessary for all but maybe even more advantageous for those alienated and underserved by traditional schools.* Indeed there is a strong case to be made that we need to *tackle inequality with excellence*... doing something that has personal and collective meaning… Don't dumb down smarten up." "This Equity Hypothesis can have a profound impact on policy and whole system change because the mindset shifts from one of deficits and fixing broken students to one of growth and unleashing potential."
- "The new role for students goes beyond the notions of student voice and student agency to combine both internal development. In external connections to the world, we're seeing a deeper engagement of students as co-designers and co-learners. Meaningful learning partnerships students can be

accelerated when teachers ...develop students as active engaged learners who are prepared to *learn for life and experience learning as life*"
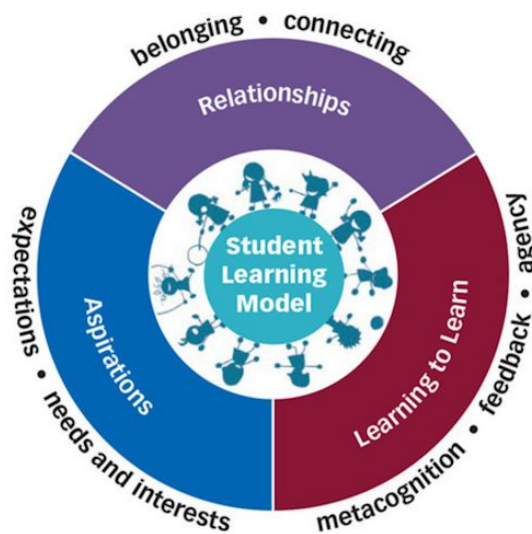
Source: Adapted from Fullan, M., & Quinn, J. (2016). *Coherence: The Right Drivers in Action for Schools, Districts, and Systems* (p. 94). Thousand

- With respect to "digital", the authors take the position that "learning is the foundational driver and technology can be a great accelerator."

The Authors also go on to give a number of case studies that highlight successful learner-centred strategies and pedagogies.

Weaving the coherent curriculum: how the idea of 'capabilities' can help. NZCER (2017) by Rosemary Hipkins

Rosemary Hipkins work gives complementary thinking for building an agentic local curriculum to that of Fullan et.al. with NDPL. It has been woven intrinsically into the New Zealand Curriculum. Central to this work is the Capabilities model. I have included some background information from the Local Curriculum design tool to put the model in context.

Hipkins (2017) Links the front section of the National Curriculum to the back section with a capabilities framework. "Capabilities foreground the learning dispositions, competencies (including literacy and numeracy skills) and wider disciplinary knowledge that you consider to be critical for your learner cohorts at key points on their learning pathway. They remix aspects of all the key competencies and weave them together with the important knowledge and skills (including literacy and

numeracy skills) that are articulated in each of the eight learning areas. They also help teachers to focus on ākonga dispositions to act in ways that support them to achieve success in their learning and be critical, informed and responsible citizens."

Typically, capabilities bring together:

- concepts or big ideas (from one or more learning areas)
- appropriate aspects of all the key competencies (including the specific language, symbols and texts of the learning area)
- values and learning dispositions.

The 'transition to school' statements are based on Te Whāriki (2017). The rest of the statements are based upon the New Zealand Curriculum (2007). They highlight four types of capability that ākonga develop within the context of the eight learning areas.

Beginning with the After three years at school transition, four types of capability are highlighted:

1. Making meaning in discipline-specific ways (MM)
2. Critical inquiry (CI)
3. Perspective-taking (PT)
4. Taking action (TA)

Findings in response to my focus questions.

The following bullet points are distilled responses to my modified initial six-questions:

1. **How can the New Zealand Curriculum be delivered in a way that leverages the benefits associated with authentic student engagement?**

   - The Michael Fullan readings point to NPDL (New Pedagogies for Deep Learning) as a way to build Agentic practice.
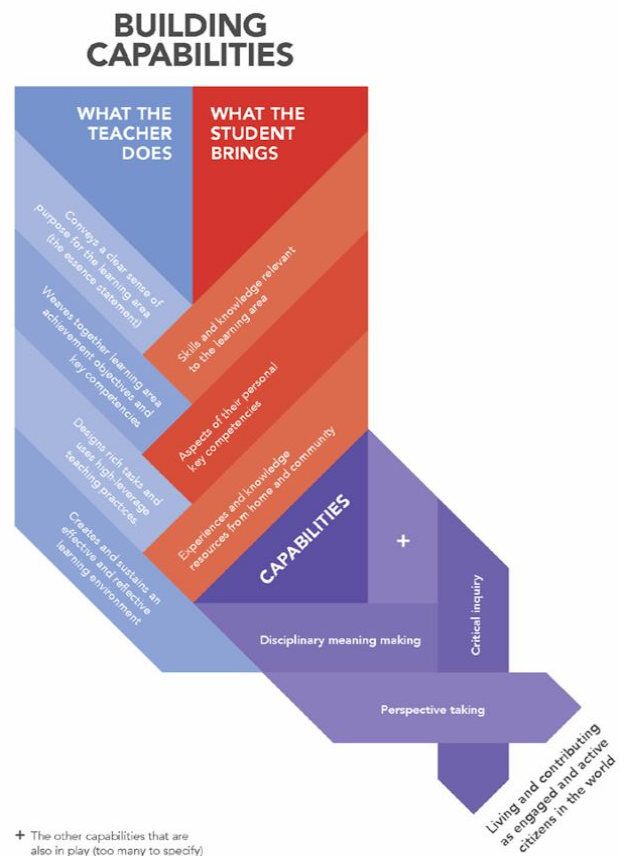
- The Rosemary Hipkins Capabilities work is complementary and is linked to the NZ Curriculum by Mary Chamberlain and her team.
- Rolleston College - an engaging curriculum design in an innovative learning environment.
  The Learning Vehicles are:
    - Integrated Learning - Connection Learning
    - Personalised Learning - Ako Learning
      Ako includes:

    - Specialised Learning - Selected Learning
      Selected is developed by:
        - learner's voice
        - teacher expertise and passion
        - our school vision
        - authentic contexts
        - cross-curricular approaches
        - deep learning

- Bayfield High School - personalised programmes to allow flexibility for senior students.
- South Otago High School - Pathway Fridays.
- Craighead Diocesan School - Authentic learning option programmes.
- Inglewood High School - innovative timetable options for juniors and alternative Wednesday programmes.
- St Thomas of Canterbury College - values-based integrated curriculum, building emotional intelligence and restorative practice.
- A number of Colleges have innovative learning spaces which when well designed and used effectively, clearly engaged students. It was very apparent when students were not engaged which is a strength of this type of learning environment.

- Innovative external spaces are adding to agentic learning opportunities. Rolleston College has some student-created spaces that not only add to the learning but have been the learning.

- STEM: Science, Technology, Engineering, Arts and Mathematics
  Russell Tytler, Professor of Science Education at Deakin University makes the following comments of caution.
  STEM in Australia has morphed from a term denoting a broad area of study to a watchword for interdisciplinary curriculum practices. STEM is looked to for engaging students in collaborative reasoning and authentic problem-solving. Yet the effectiveness of STEM as an interdisciplinary curriculum has been questioned." There are questions about the nature of disciplinary reasoning and interdisciplinary practices, and the relation between STEM curriculum practices.
  My own classroom observations suggest that careful integration gives uniques opportunities to engage learners.
- HASS: Humanities and Social Sciences.
  Associate Professor Deborah Henderson Faculty of Education, Queensland University of Technology, makes the following comments about HASS: *HASS subjects are, diverse and contested fields of learning characterised by the provisional and situated nature of their knowledge practices and understandings. It is no surprise then that approaches to integration in HASS in Australia have waxed and waned over the years as educators argue about discipline-based versus integrated approaches. Essentially, these debates centre on conflicting ideological assumptions about what knowledge is for and what sort of learning is required.* Given this context and challenges, I have observed successful integrations in the junior secondary context as they form rich contexts for learning. In the Catholic Integrated settings, Religious Studies are easily integrated.

2. **Given that there is an emerging link between student agency and better wellbeing outcomes, what are some of the successful responses?**

- The Humanist and Agentic dimensions overlap. Starkey (2019) There is a growing realisation that student wellness is linked with resilience making meaning and having a purpose in life. This links closely to the agentic empowerment of a student-centred model. There is a strong case for an integrated approach to wellbeing which springs from personal empowerment.
- All the schools we visited had some kind of focus on wellbeing. Most were delivered by specific programmes, whanau groups or mentor groups. My reading would suggest that wellness needs to be supported in a holistic and integrated manner, rather than being seen as a stand-alone programme to be delivered in isolation. This is an area that Dr Lucy Hone is working on with a number of NZ schools to share evidence-based practice.
- The Education Review Office publication, Wellbeing for success, effective practice (2016) makes the following observation about effective schools:
  "Programmes to promote wellbeing were planned for in the curriculum. Values were explored explicitly and underpinned a restorative, instead of a punitive, approach to dealing with problems. Students were expected and supported to show leadership. They knew that their opinions were heard and were used in decision making."
- The New Pedagogies for Deep Learning Global Team collaborated with [Dr Jean Clinton,](#) a Clinical Professor of Psychiatry and Behavioral Neurosciences at McMaster University in Hamilton, and her colleague, Stephen De Groot. This resulted in the paper - In Wellbeing: Connections to Deep Learning:
  Together they identified what's happening in a young person's brain when it's engaged in learning and then considered how fostering conditions, environments and practices that promote deep learning can support mental health and well-being.
  Three themes emerged from the collaboration:
  1. First, students need to feel safe: emotionally, physically, socially, and mentally
  2. Second, they need to feel significant – that they are worthy and their ideas are worth listening to
  3. Lastly, students need to feel a sense of purpose, knowing why they are here and that their contributions can make an impact

  Deep Learning experiences aim to bring these three conditions to the fore and help children become their best selves

- Ripple: This is an outcomes tracking, analytics, and communication tool developed for organisations, staff and their clients to track mental health and wellbeing over time. https://www.ripple.com.au/ This is a digital approach to wellness monitoring.
- Student voice and curriculum choice go together with deep learning pedagogy to foster agentic learning opportunities. Choice is important.
- PB4L Restorative gives functional ways to restore broken relationships and encourages students to take responsibility for their own actions.
- Care and relationships should be articulated from a co-constructed student-centred process. The following is an example of the resulting guidelines:
    1. Show care
    2. Don't shout
    3. Show personality
    4. Tell us we've done well
    5. We do appreciate you.
- I observed a trend towards actively teaching students a language to describe their emotions - the concept of emotional intelligence. At St Thomas's "circle-time"as part of mentoring meetings is often used to develop the ability of their boys to articulate their emotions and work through issues with restorative practices.

3. **Would increased clarity about holistic transition points and learning progressions help to facilitate ākonga moving to be more agentic in their learning?**
   - Cognitive Domain and Agentic overlap: Starkey (2019)
   - Coherent Pathways Tool modelled on work initiated by Mary Chamberlain presents a compelling case for explicit descriptions of expectations at transitions. This work is not just useful for teaching but allows ako and whānau to become actively involved in a transparent and agentic process.
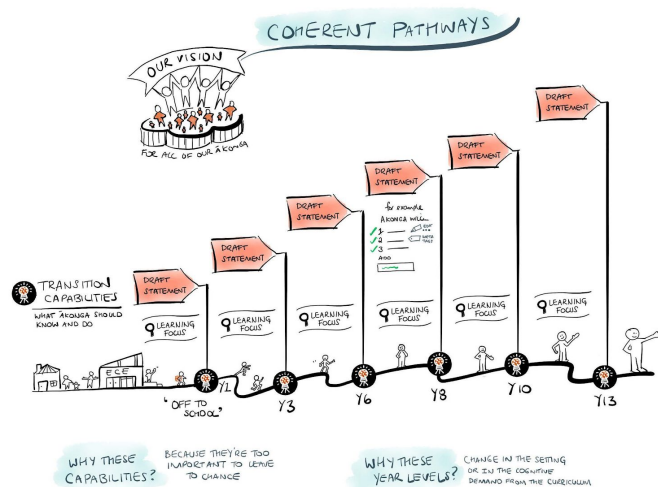
4. What examples are there of successful approaches that increase agentic learning through timetable flexibility?

There are a number of timetable variations that can bring life to an authentic student centred curriculum. The table below illustrates the continuum that I observed. Each school has grappled with its own unique combination of timing constraints, curriculum coverage issues, community expectations, teacher capacity and limitations of the physical learning spaces. Media often portray the two extremes as a dichotomy, however, I was pleased to see that there are a number of variations that are working really well for a range of students. I am left thinking that success or failure is determined more by the teaching pedagogy than the structures when there is a culture of student-centred learning that fosters agentic learners.

- Traditional period structure   - Siloed curriculum   - One teacher - one class
- Traditional period structure   - Curriculum optionised   - One teacher - one class or two classes - two teacher or variations depending on the physical spaces.
- Traditional period structure   - Siloed curriculum for 4 days   - Alternative structure on Wednesday or Friday   - One teacher - one class or two classes - two teacher or variations depending on the physical spaces.
- Traditional period structure   - Integrated or "optionised" curriculum for 4 days   - Alternative structure on Wednesday or Friday   - One teacher - one class or two classes - two teacher or variations depending on the physical spaces.
- Integrated curriculum divided into segments such as core and electives.   - Period length is longer - often 100 minutes.   - One teacher - one class or two classes - two teacher or variations depending on the physical spaces. 1 to 1 was mostly observed in senior NCEA specialist classes in the innovative learning spaces.
Fully Integrated curriculum with student directed learning projects, quests or inquiries that are fully student led. This model is not dependant on ratios or physical lay out and is not mainstream.

Integrated options

Students select integrated options, that can have a range of period lengths - from 50 minutes to 100 minutes. It is popular to have semester (half-year) options. The integrated approach gives choices and rich curriculum coverage.

Examples of contexts covering The Arts and Technology

1. Maori culture and art
2. Mandarin and food tech
3. Performing arts and media
4. Musical theatre with digital technology
5. Food and marketing
6. Robotics and programming
7. Hard materials with CNC programming
8. Soft Materials and Art

There are a number of other combinations from other essential curriculum areas. What is important to reconcile is that the rich context is only halfway. The other half revolves around an appropriate pedagogy.

Alternative Programme Friday or Wednesday

A number of schools are timetabling senior school NCEA courses into 4 days with vocational pathways and other options offered as separate day long or part-day activities

Vocational options are generally:
- Gateway Programmes - 20 credit work-placement courses.
- Polytechnic courses offered locally.
- STAR Courses - courses purchased from other providers.
- Trades Academy Courses.
- Work Experience offered under Section 71 of the Education Act.

Academic Pathway Learning can include:
- Scholarship Classes.
- Foreign Language by Distance Learning.
- Laboratory Studies.
- Academic Field Work and Field Trips.
- Academic tutorials to support learners with core studies.

Independent Learning can focus on:

- Academic Pathway work exploration.
- Time to complete Arts Portfolio.
- Time to work on a Passion / Quest Project.
- Young Enterprise Scheme work.
- Service Options.
- High-Performance Sport individual programme.
- Support of Year 7 and 8 Programmes on Fridays

5. **While there is a significant move to assessment for learning, what are some examples of tools that empower learners to be agentic?**

- SOLO (Structure of the Observed Learning Outcome) taxonomy has powerful scaffolding that links to NCEA and explicitly leads students to their next steps for learning.

- SOLO requires the development of explicit learning intentions and their corresponding success criteria. This has two advantages for learners.
  1. There is systematic teacher planning which focuses teachers on quality design of learning opportunities.
  2. The learners have an essential overview to empower them to become truly agentic learners, charting their own path to success.
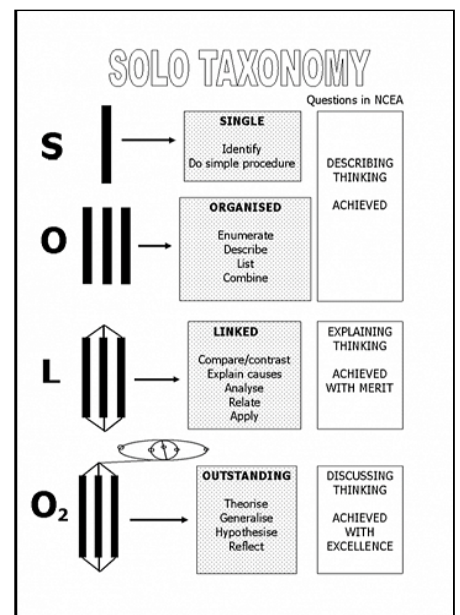
- A common thread from principals using SOLO taxonomy is that it is important to embody high expectations within the success criteria to keep the tasks challenging and authentic.

- The SOLO taxonomy is being used as a reporting tool in an increasing number of schools.

Learning Vehicle	Learning Area	New Zealand Curriculum Level				
		Above Expected Level	At Expected Level		Not Yet At Expected Level	
		Extended Abstract	Relational	Multi structural	Uni structural	Pre structural
Connected Learning	Health-Selwyn Hauora			✔		
	Managing Self	✔				
	English-The Power of One Visual Text Analysis		✔			
	Record of Learning	✔				
	English-Formal Writing Sustainability			✔		
	Moodboard		✔			
	Mathematics-Geometry			✔		

6. How can we use Digital to enhance student agency?

Fullan et.al. (2018) notes that "learning is the foundational driver and technology can be a great accelerator." As we visited school there were a number of schools reporting that technology could be used to accelerate learning. Some example of thinking include:

● To get the best out of a BYOD programme, the system needs to allow the files to be in the cloud with an effective management system. Google Apps for Education and Microsoft Tools can each support effective systems, but they need an educators perspective rather than an IT specialist telling schools what to do.

I observed very effective use of Google Classroom and One Note to empower agentic learning that was effectively a 24 /7 opportunity for learners.

The ability to use shared document for co-constructed learning and planning was a powerful feature emerging in almost all schools I visited.

I noted two features:
1. The best implementations were when there was a school-wide structure supporting the learning. This involved an agreed platform and clear expectations about how it would work at a system level as opposed to an ad hoc approach with classing each having their own system that is dependant on the teacher's skills.
2. The best implementations allowed co-construction of the learning opportunity not just with the teacher and student, but between groups of peers and extended to encourage whanau engagement.

- As I visited schools, I had the opportunity to view a number of authentic contexts that empowered students to take responsibility for their own learning. At Papakaio School the [The Electric Garden](#) initiative was an example of a rich context. Currently, the focus is on primary level students but type of concept is worth exploring as it is integrated an curriculum design and is scalable.
- There are some great examples of emerging software that encourage students to have voice and collaboration.   *Slido* is one example of the genre. https://www.sli.do/

Conclusions

There are a number of observations that stand out for me as I have had time to reflect. They are more pertinent to the St Kevin's College setting and Whitestone Kāhui Ako but may have wider relevance for institutes in similar contexts.

1. The Whitestone Kāhui Ako and St Kevin's College would benefit from continued work on graduate profiles and documentation of our expectations for transition capabilities. These should become the central reference point for agentic local curriculum. [The Coherent Pathway](#) Tool is a powerful tool for framing this work as there are embedded links to the [New Zealand Curriculum](#). The use of the four capabilities gives genuine coherence.
    - Making meaning in discipline-specific ways (MM)
    - Critical inquiry (CI)
    - Perspective taking (PT)
    - Taking action (TA)
2. The Whitestone Kāhui Ako and St Kevin's College would benefit from a move to a unified implementation of SOLO (Structure of the Observed Learning Outcome) taxonomy as the use of explicit Learning Intentions and Success Criteria allow students to self-assess and flourish as agentic learners.
3. Solo taxonomy could be considered as a reporting tool. It will empower self-reporting and agentic practice. The seamless flow into the NCEA Achieved, Merit and Excellence structure will also limit the stigma of the grading associated with NCEA for our juniors.
4. The Whitestone Kāhui Ako would benefit from developing a set of agreed principles for the use of Digital to ensure learning is the foundational driver and technology is an accelerator.
5. St Kevin's College students would benefit from the development of a more integrated curriculum offering that allows for rich learning contexts and deep learning. I recommend that these are semesters to give reasonable time allocations for deeper engagement.
6. The students in the Whitestone Kāhui Ako would benefit from the development of a set of agreed principles for integrating PB4L, Restorative and Wellbeing initiatives (such as anti-bullying) in a coherent way to support transition and a holistic approach to Hauora. This could be framed against the [Huakina Mai](#) framework which is a kaupapa Māori behaviour initiative.
7. St Kevin's College would benefit from developing an integrated approach to fostering emotional intelligence.
8. St Kevin's College would be well served by moving to a differentiated Friday offering. The current NCEA structure encourages over assessment which has

workload issues for both staff and students. Having student choice on a Friday will, from my research, improve engagement.

9. The Whitestone Kāhui Ako would benefit from the sharing of best practice based on the research into narrative assessment. This harvests naturally occurring evidence to show incremental progress for students who are not showing progress against the national curriculum levels

10. St Kevin's College should explore how to use the external quadrangle spaces to support agentic learning and wellness in an outdoor setting.

11. St Kevin's College would benefit from developing integrated learning opportunities that link directly to the College values and virtues. These authentic contexts have naturally occurring "calls to action" which lead to highly engaging contexts that students readily adopt. Social Justice and Environmental Issues are being used as contexts for agentic in a number of schools.

12. The Whitestone Kāhui Ako would benefit from developing a common approach to integrated curriculum design through the STEM / STEAM and HASS lenses. (STEM: Science, Technology, Engineering, Arts and Mathematics, HASS: Humanities and Social Sciences)

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