

Kelburn Normal School

Curriculum Information Sharing





Why are we here tonight?

The KNS BoT initiated an external review into our curriculum and engaged Charles and Shona Oliver to do this.

Communicating what we do has been an ongoing project for us and is a tool for building better partnerships between the school and parents/whanau.

Schools are time poor. The building project and move was a big, demanding task, and put other initiatives on hold.

Facebook and newsletters are portals to school activities and approaches. However, online media can't convey the nuance or complexity of our curriculum.

The external Curriculum Review allows us to relaunch face to face meetings about 'how we do things around here'.



Charles and Shona Oliver

Both highly experienced principals who are now working as consultants.

Charles and Shona gave the BoT an outside and expert assessment on our school's curriculum.

They spent 2 days in the school and took away a large amount of documentation to analyse.

Their focus was to evaluate the Kelburn curriculum, its organisation, its framework - curriculum development, philosophy and purpose.

They looked at the Kelburn connection to NZ curriculum, best practice, and education priorities and the staff understanding of the curriculum and how they are enacting it.

The specialised nature of review was more comprehensive and detailed than an ERO review



Learning then and now - discussion

Why do we value the learner and the learner knowing how to learn?

Fact = Our 5 year olds will leave school in 2031? What will the world look like then? It will be different to when we left school. What are the key differences between learning now, and how you experienced it?

Is talking learning?

What do effective teachers do? Who is responsible for learning?

Is there a difference between group work and collaboration?

Literacy. What does it mean to be literate ? How important are capital letters?

The importance of the meta-dimensions of learning- knowing ourselves, how we, and how to learn



NZ Curriculum - How does it work?

The NZ Curriculum is a framework for growing competent, lifelong learners.

Highly respected and lauded world wide.

Based on the learner, learning, and how to learn.

Builds a real connection between the content of the curriculum and the learner.

Offers a richness that engages all learners.

Requires schools and teachers to develop a curriculum that is responsive to their learners.

Gives agency and responsibility to teachers through teaching as inquiry.



NZ Curriculum in a page

In the New Zealand Curriculum, the development of the Key Competencies underpins all other learning

Vision - Confident, connected, actively involved, lifelong learners

Values - Excellence; Innovation, inquiry and curiosity; Equity; Communication and participation; Ecological sustainability; Integrity; Respect

Key Competencies - Thinking; ULST (Using language, symbols and text); Managing self; Relating to others; Participating and contributing

8 Learning Areas - English, Mathematics and Statistics; Science; The Arts; Physical Education and Health; Social Science; Learning Languages; Technology (including Digital Technology from 2020)

Principles - High expectations; Treaty of Waitangi; Cultural diversity; Inclusion; Learning to learn; Community engagement; Coherence; Future focus.

Effective Pedagogy. Teacher actions that promote student learning e.g. teaching as inquiry



Kelburn Curriculum

The Kelburn Curriculum is a complex, living document developed by teachers as a professional learning community

Vision - Where students learn creatively and strive for excellence, preparing for lifelong learning.

Key Competencies. The deeper, long term learning that underpins all other learning.

Values - Aroha and respect; Responsibility and honesty; Fairness; Manaakitanga; Inclusiveness; Interdependency; Powerful learning; Resourcefulness and positivity

Principles - High Expectations; Inclusion; Coherence; Learning to learn; Cultural diversity; Future focus; Community engagement; Treaty of Waitangi

Key Practices - 7 key practices that make teaching and learning coherent across the school



Key practices

Teachers enact the NZC coherently through 7 key practices. These practices enable teachers to collaborate when working with students and also to improve their practice at Kelburn Normal School.

1. Dialogue (Learning conversations)
2. Multiple Literacies
3. Inquiry Learning
4. Learning environment: groupings and spaces
5. Overviews
6. Science Capabilities
7. Practice-based research



Dialogue (learning conversations)

Dialogue for Communication: The combination of oral and written conversations moving between groups and individuals to build social learning cultures, and give students voice and agency.

Dialogue for Reflection: Building reflection into learning, that is, before, during, and after learning, so that learners come to understand learning, and themselves as learners.

Dialogue for Knowledge-building: A form of dialogue designed to scaffold understanding of key concepts, and accompanying language practices for all learning areas.

The common purpose of these three dialogic practices is to empower students to be the drivers of their own learning, as individuals and in groups.



Multiple literacies

Multiple Literacies: The combination of practices and tools in which language learning and meaning making becomes a creative process, one connected to the development of the Key Competencies.

Process Drama: Teachers and students work together as creators in imaginary contexts to explore questions, develop empathy, and make and present plays.

Digital Literacies: The use of digital tools to augment traditional literacies, open up new spaces, and create new learning roles and ensembles.



Inquiry Learning and Science capabilities

Inquiry learning is framed by big picture themes and issues. Using generative questions, and authentic contexts, children can develop their own questions, make new connections, become digitally fluent, discover new knowledge, and then find out ways to apply this knowledge.

Science Capabilities - children learn to observe and interpret their observations over time, to find and represent patterns, to problem solve and make connections between their discoveries and existing scientific knowledge.



Learning environments - groups and spaces

This involves how we organise the use of the new spaces.

1. Students belong to a home learning team where the Key Competencies and essential learnings are developed to make a powerful learning culture.
2. Students are arranged in other groups, according to their needs and strengths, the learning process involved, and the learning area.
3. Flexible groups and spaces allow teachers to build more relationships, and increase their contact with, students.
4. The main purpose of blended learning, and associated digital tools and software, is to build collaboration and dialogue between students.
5. Students gain agency and voice by addressing an ever wider audience for their learning.
6. The KNS values - HEART of the school and Manaakitanga - are strengthened by the greater collaboration the spaces afford.
7. All spaces are shared, and are available for multiple uses and users.
8. The furniture is multipurpose and moveable; its function is to optimise the flexible nature of both the spaces, and of the student groupings.



Overviews

These are everyday processes and routines to build the basic building blocks of successful learning.

This involves planning and preparation for context coverage. This is much of what adults remember from primary school - the core business if you like.

Examples include handwriting, spelling, basic facts, PE, daily drills, grammar, visual art.

These are generic ,age-appropriate practices for ongoing and essential learning especially in literacy and numeracy.

It also involves processes for planning for extension and learning support.



Practice based research

Teachers conduct collaborative inquiry into their own practice and its impact on students learning. They share their findings in order to develop the Kelburn Curriculum.

The sharing of the research promotes the process of co-learning and helps to build coherence across the school.

This teacher learning culture does not have walls, and extends into other professional networks.



Our research resources

Ken Robinson - UK - critique of old models - decreased curiosity. Promote connection-making, creativity, learner agency.

Lester Flockton - New Zealand- How to develop your own school curriculum.

Michael Fullan - Canada - Coherence - Focused strategies to build a shared purpose.

Guy Claxton - UK - Building Learning Power - the capacity to learn.

Pasi Sahlberg - Finland - Using small data to effect big change.

Andreas Schleicher- Quality of school depends on the quality of its data. Soft skills as hard skills.

Jan Robinson- Developing leadership, coaching and mentoring, teachers as researchers.



What leads to school improvement?

Accountability? Appraisal? Assessment? KPIs????

Michael Fullan - Coherence - this enables us to collaborate and reflect on our practice, building a professional learning culture that is focussed on the learner

1. Focussed strategies / practices to build a shared purpose.
2. Cultivating collaborative cultures, while clarifying individual and team roles.
3. Deepening learning to accelerate improvement and foster innovation.
4. Securing accountability from the inside out - which led to the development of the Key Practices.



Two recommendations for the school from the review

To continue to communicate the KNS curriculum to parents and the community.

To build the transition from KNS to the colleges. This has started with the Kahui Ako.



Quotes from the review...

At Kelburn...

“The absolute focus is on students knowing how to learn and being able to discuss their learning with others.”

“The ‘process’ of thinking is more important than the end product. This is helping students develop the necessary skills for the future.”

“In recent years the teaching staff have engaged with the latest research, listened to educational leaders such as Michael Fullan, and have developed a Kelburn Normal School Curriculum based on the New Zealand Curriculum and modelled on accepted modern teaching practice. They do this in a way most schools would not be able to achieve.”

“We observed students who were happy, challenged, extended, stimulated and confident. We believe the education provided at this school will create confident and capable life-long learners.”



Quote from the review...

At Kelburn...

“Gathering the data is but one step in the journey. The teachers at this school take the time to formally review and analyse all data which then informs their next teaching steps. This depth of the review process is shared by the syndicate members in a collaborative way. Essentially this is teaching as inquiry.”

“Teachers are reflective of their practice and consistently strive to improve their performance so that the outcomes for the students will be improved. There is a genuine focus on the learners and how they learn. A key to learning right across the school is learning together based on the Key Competencies. Students are taught how to co-learn, collaborate and cooperate. The culture across the school is that everyone is a learner, including teachers and students. Teachers follow the 7 key practices which have been developed to guide the learning culture across the school:



Quote from the review...

At Kelburn...

“These 7 key practices lift the teachers at Kelburn Normal School to a high level of performance. We have never visited a school with such a comprehensive, collaborative and self-reviewing culture as we have seen here.”

“Kelburn Normal School is very fortunate to have highly effective teams of teachers working collaboratively to achieve all of the above goals. We conclude that the programmes are well balanced and an appropriate higher focus is given to literacy and numeracy. Each team works to provide exemplary practice in their teaching. A very rich curriculum has been planned across the school by all of the teams”