

# Gaining Synergy

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ROTORUA 2011



**Learning@School**  
Illustrating excellence in 21st Century Classrooms





## Curriculum Map

# Gaining Synergy

DISCOVER : DEVELOP : NURTURE

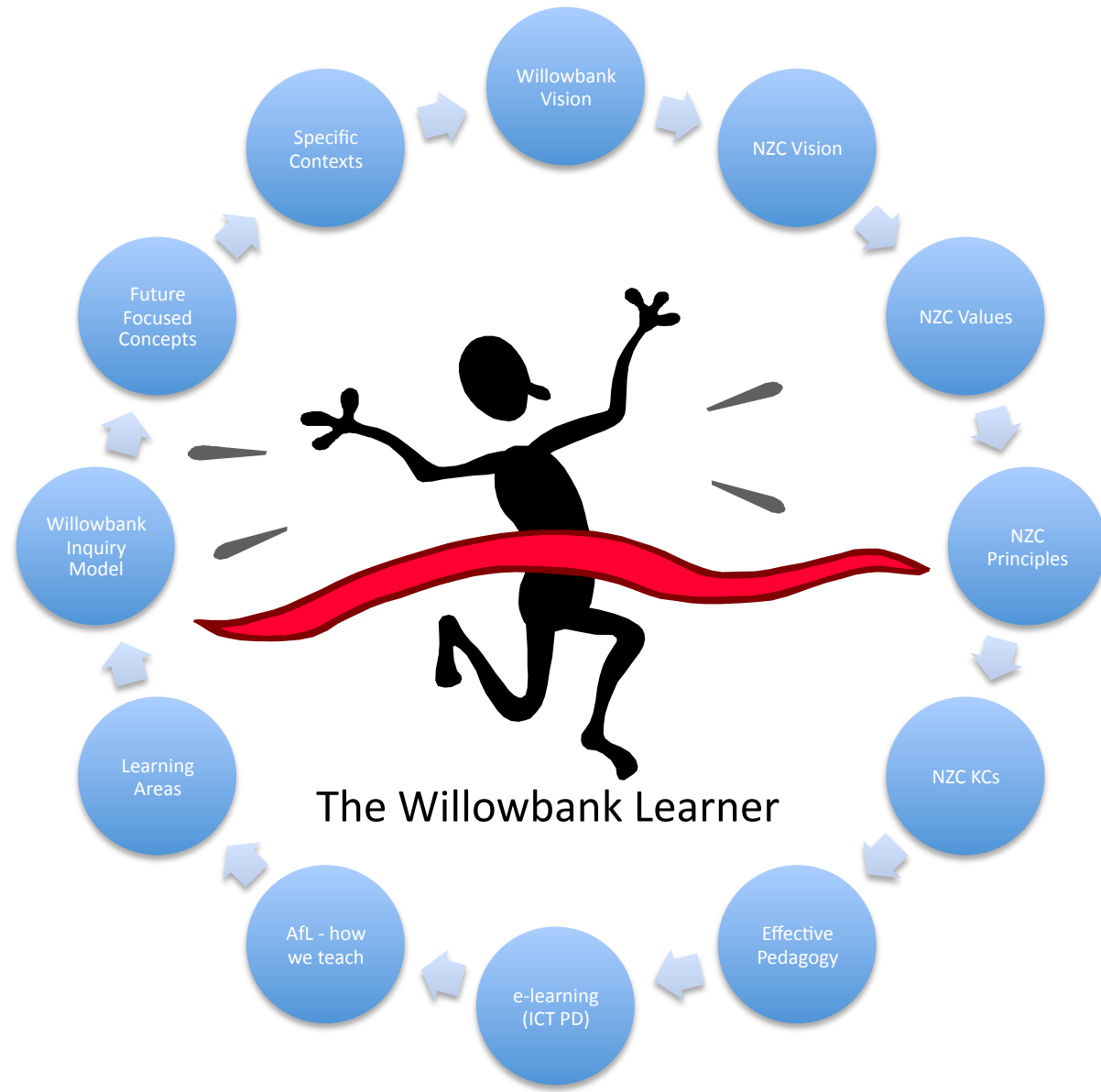




FUTURE

PAST

PRESENT



The Willowbank Learner

Willowbank Vision

NZC Vision

NZC Values

NZC Principles

NZC KCs

Effective Pedagogy

e-learning (ICT PD)

AfL - how we teach

Learning Areas

Willowbank Inquiry Model

Future Focused Concepts

Specific Contexts

# Te Kete Aronui the basket of knowledge



# Vision

At Willowbank School our community wants students who are:

NZC	Confident	Connected	Actively Involved	Lifelong Learners
Learners @ WBS	<ul style="list-style-type: none"> <li>•Proactive</li> <li>•Motivated</li> <li>•Independent</li> <li>•Self managing</li> <li>•Self reflective/ evaluative</li> <li>•Resilient</li> <li>•Open minded</li> <li>•Leaders</li> <li>•Positive</li> <li>•Have integrity</li> <li>•Positive self esteem</li> </ul>	<ul style="list-style-type: none"> <li>•Knowledgeable about the contemporary world</li> <li>•Respectful</li> <li>•Sense of fair play</li> <li>•Life skills</li> <li>•Have good language skills</li> <li>•Value driven</li> <li>•Ecologically respectful</li> <li>•Tolerant</li> <li>•Empathetic</li> </ul>	<ul style="list-style-type: none"> <li>•Questioning</li> <li>•Can source information</li> <li>•Ethical</li> <li>•Competitive</li> <li>•Team players</li> <li>•Social skills</li> <li>•Accepting of others</li> <li>•Technologically competent</li> </ul>	<ul style="list-style-type: none"> <li>•Take risks in learning</li> <li>•Sustain learning</li> <li>•Disciplined</li> <li>•Ethical</li> <li>•Accountable for themselves</li> <li>•Research</li> <li>•Communicate</li> <li>•Can problem solve</li> <li>•Self discovery</li> <li>•Critical and creative thinkers</li> <li>•Can make decisions</li> </ul>
Teachers @ WBS	<b>ONGOING</b>			

# Principles

At Willowbank School our curriculum is based on the principles of:

NZC	High Expectations	Treaty of Waitangi	Cultural Diversity	Inclusion
Learners @ WBS	All students will learn and achieve personal excellence through discovering their potential and developing their learning	We honour Te Tiriti o Waitangi through exploring and relating learning focii with te reo maori me ona tikanga with all students	At Willowbank School we nurture relationships through valuing all cultures and respecting what they bring to their learning	All students, regardless of gender, ethnicity or ability, are affirmed of their progress within their personal learning journey and included in setting next learning steps
Teachers @ WBS	<b>ONGOING</b>			



# Principles

At Willowbank School our curriculum is based on the principles of:

NZC	Learning to Learn	Community Engagement	Coherence	Future Focus
Learners @ WBS	Critical, creative and caring thinking are discovered and developed through the inquiry model and use of assessment for learning strategies	Engagement with our diverse community is ongoing and integral to nurturing learning connections with families	Synergy between future focused concepts, key competencies and learning areas is evident within the future focused inquiry map	The concepts of sustainability, citizenship, enterprise and globalisation drive inquiry and discovery through developing the key competencies and learning areas
Teachers @ WBS	<b>ONGOING</b>			

# Values

At Willowbank School our community wants students who model:

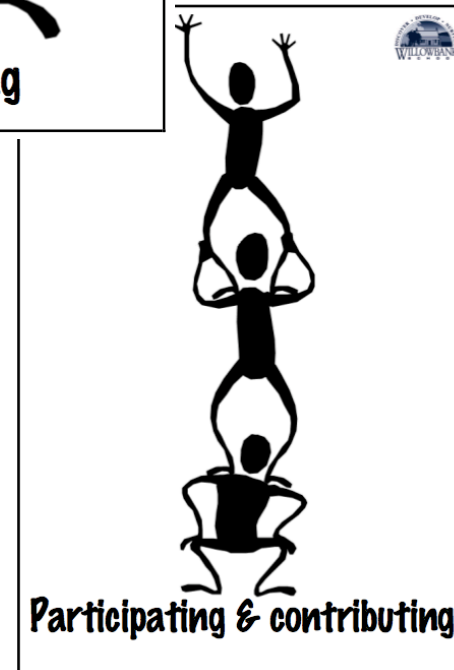
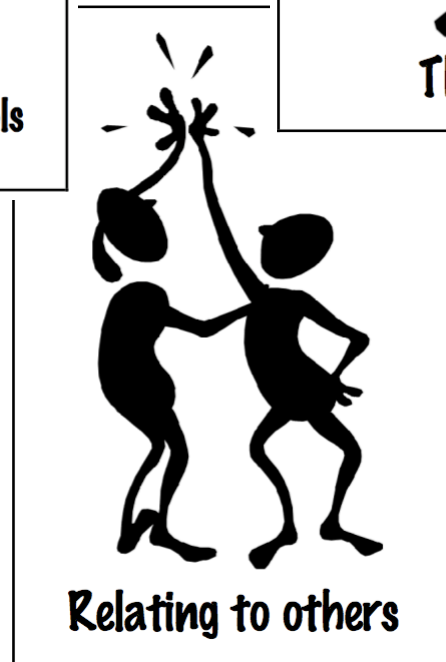
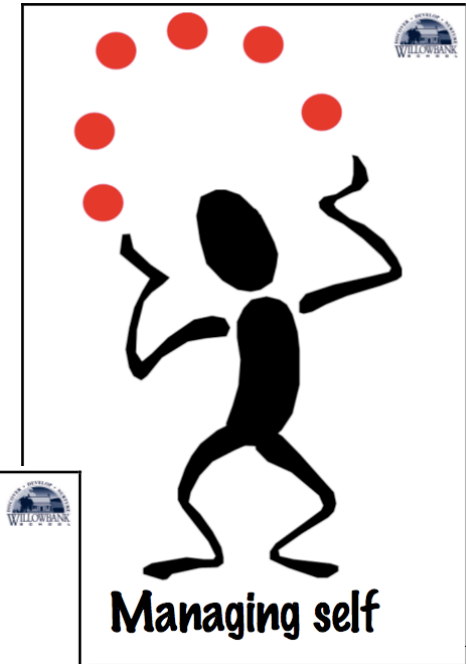
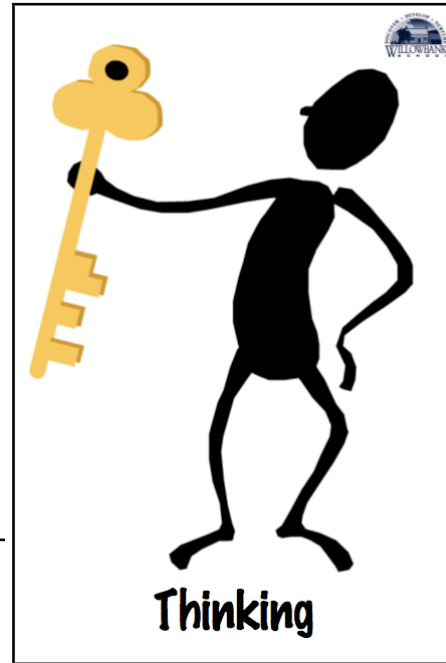
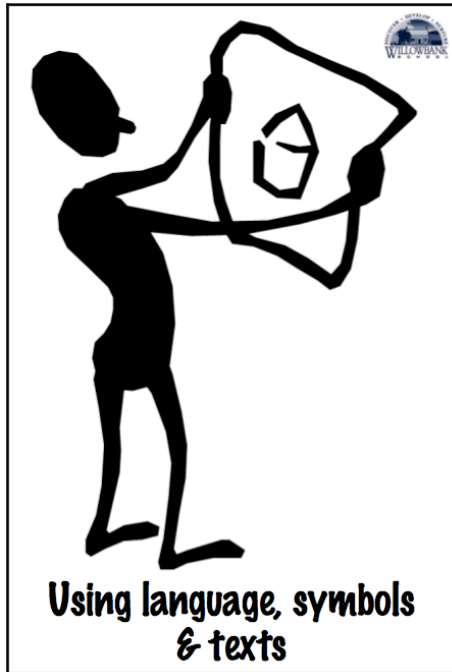
NZC	Excellence	Innovation, Inquiry & Curiosity	Diversity	Equity
Learners @ WBS	<ul style="list-style-type: none"> <li>•In all learning areas</li> <li>•Self discipline</li> <li>•Positive work ethics</li> <li>•Takes risks in learning</li> <li>•Know how to learn</li> <li>•Possess study skills</li> <li>•Use of ICTs</li> <li>•Proactive</li> <li>•Self discovery</li> <li>•Motivation</li> </ul>	<ul style="list-style-type: none"> <li>•Sustainability</li> <li>•Contemporary knowledge of the world</li> <li>•Able to source and use information – research</li> <li>•Problem solving</li> <li>•Self evaluate/ reflect</li> <li>•Critical and creative thinkers</li> <li>•To question and to make decisions</li> </ul>	<ul style="list-style-type: none"> <li>•Knowledge of another language</li> <li>•Respect for others</li> <li>•Accept others cultural and religious beliefs</li> <li>•Bilingual skills respected</li> </ul>	<ul style="list-style-type: none"> <li>•Open minded</li> <li>•Human values</li> <li>•Leadership</li> <li>•Sense of fair play</li> </ul>
Teachers @ WBS	<b>ONGOING</b>			

# Values

At Willowbank School our community wants students who model:

NZC	Community and Participation	Ecological Sustainability	Integrity	Respect
Learners @ WBS	<ul style="list-style-type: none"> <li>•Competitive</li> <li>•Sense of fair play</li> <li>•Possess life skills</li> <li>•Team player</li> <li>•Communication</li> <li>•Social interaction</li> </ul>	<ul style="list-style-type: none"> <li>•Respect for the environment</li> <li>•Accountability</li> <li>•Healthy</li> </ul>	<ul style="list-style-type: none"> <li>•Positive behaviour</li> <li>•Resilience</li> <li>•Independence</li> <li>•Responsibility</li> <li>•Integrity</li> <li>•Life long learning</li> <li>•Make own choices</li> </ul>	<ul style="list-style-type: none"> <li>•Tolerance</li> <li>•Empathy</li> </ul>
Teachers @ WBS	<b>ONGOING</b>			

# Key Competencies



# Willowbank Effective Pedagogies

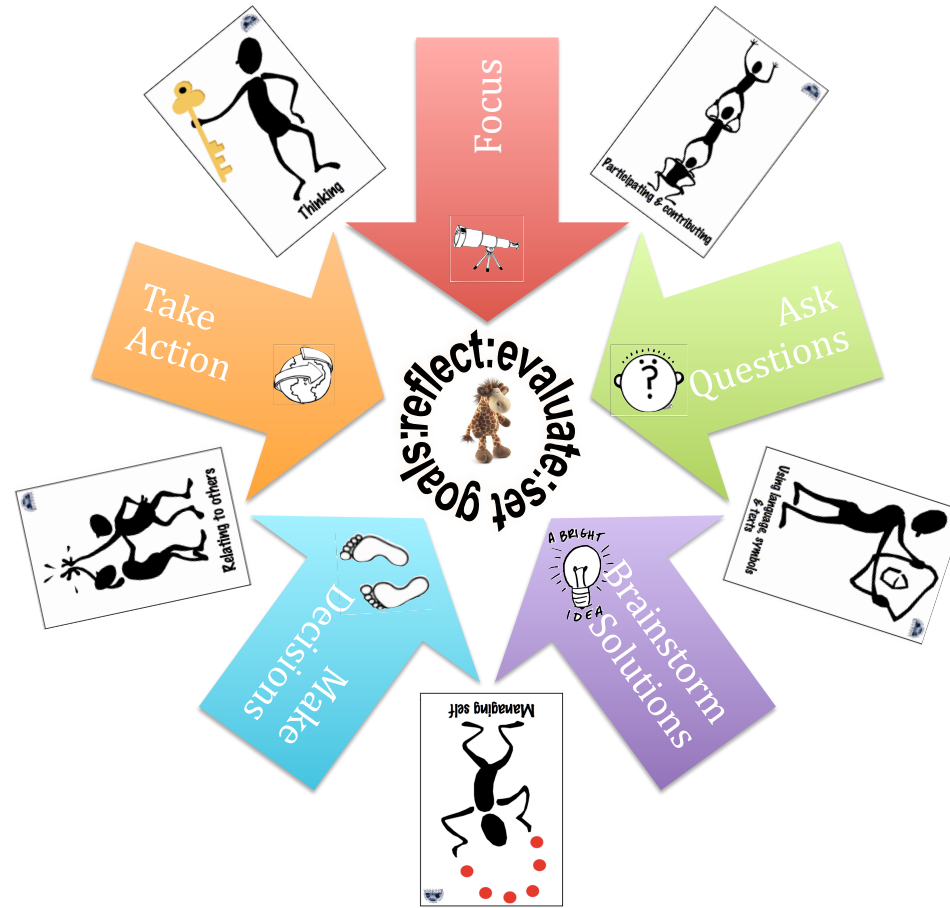
- Synergy exists between e-learning, assessment for learning and Willowbank Inquiry maps to create a cohesive approach to teaching and learning
- Key competencies of *thinking; using language, symbols and texts; managing self; relating to others and participating and contributing* drive our learning
- Future focused concepts of *sustainability; citizenship; enterprise and globalisation* focus our learning

# Willowbank Pedagogies

## Demonstrated through:

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning
- Making connections to prior learning and experience
- Providing sufficient opportunities to learn
- Teaching as inquiry using the Willowbank Inquiry model

# Willowbank Inquiry Model



# 5 standards of authentic learning

- Higher Order Thinking
- Depth of knowledge
- Connectedness to the world beyond the classroom
- Substantive conversation
- Social support for student achievement

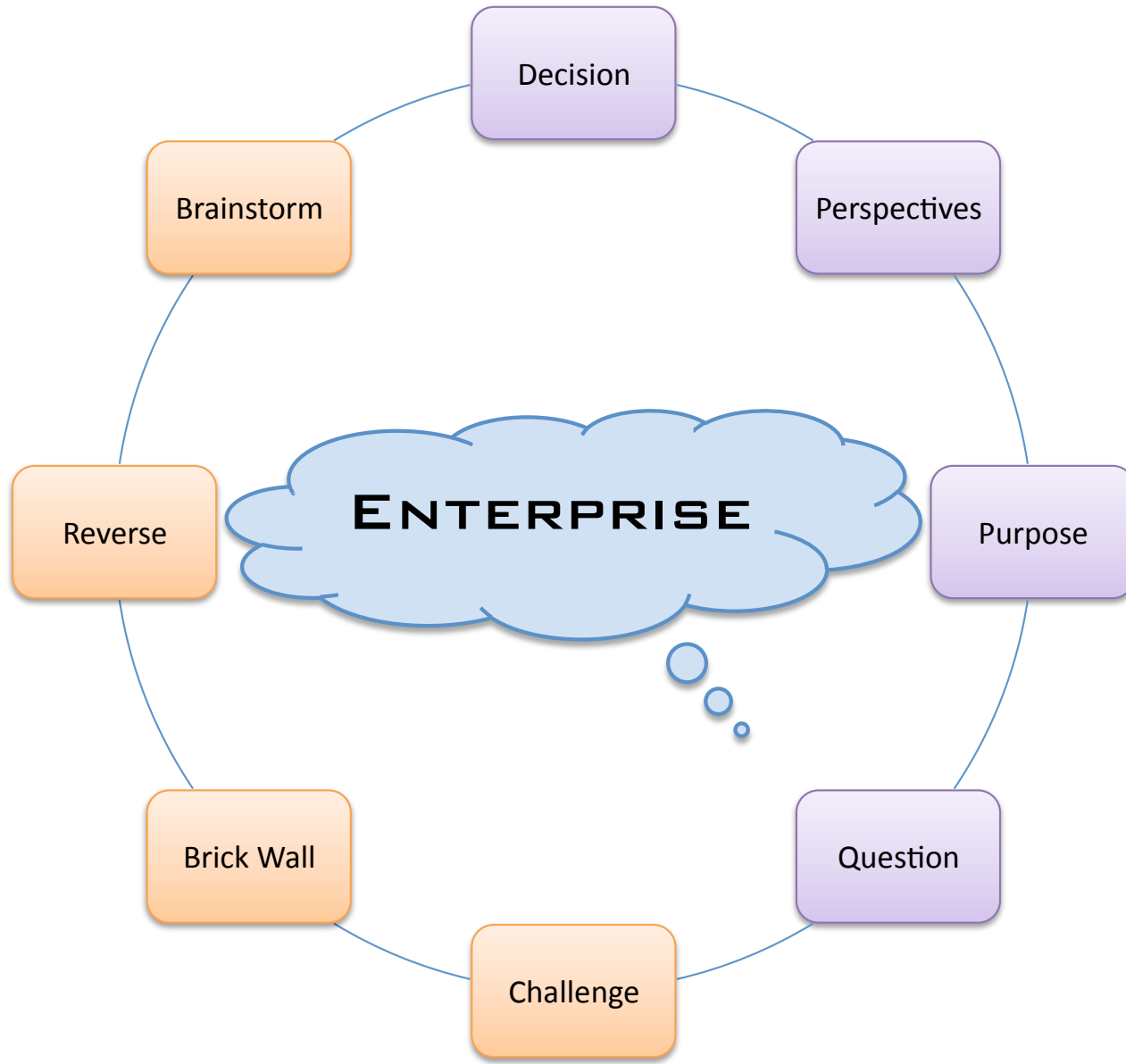


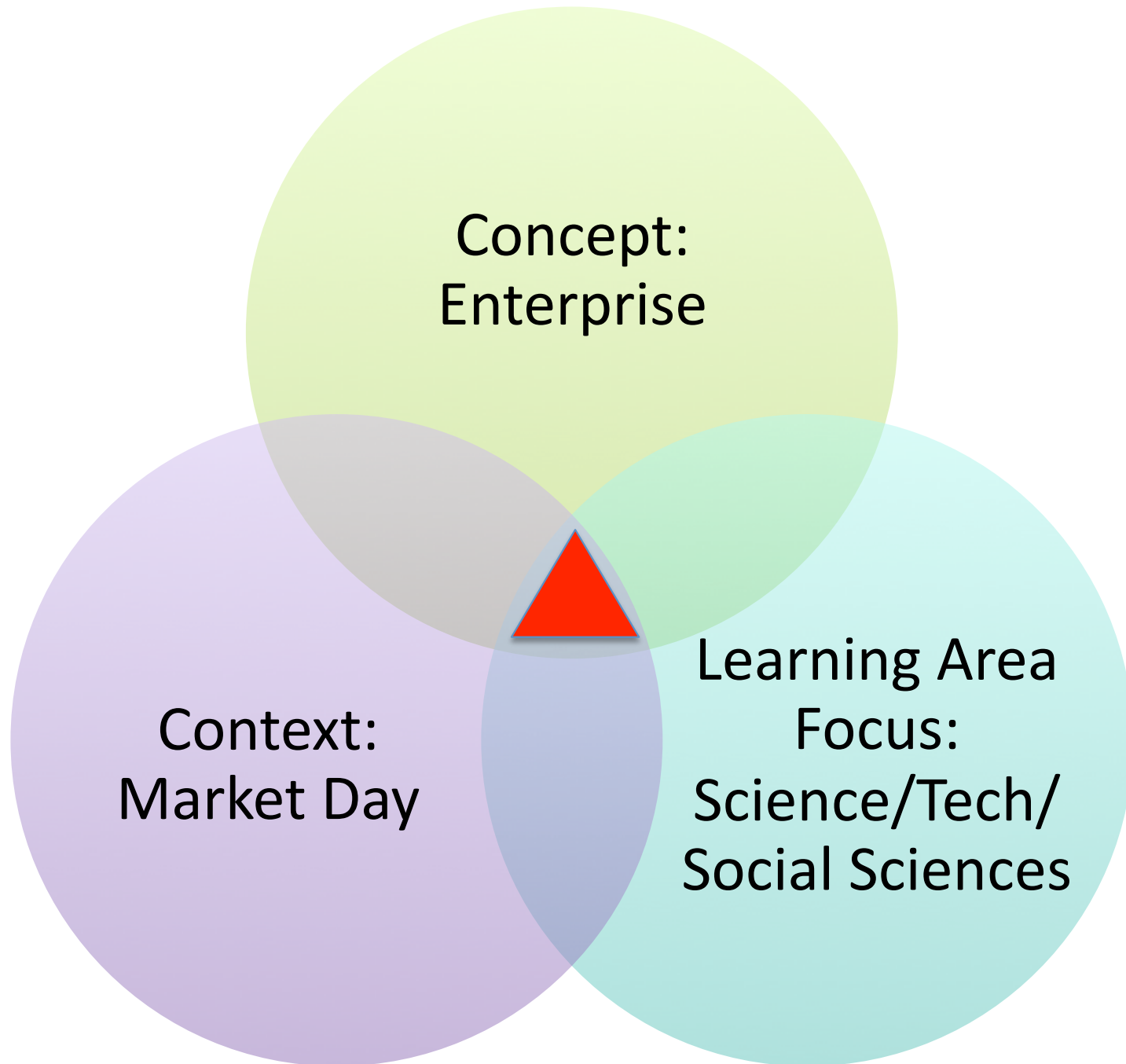
# Enterprise

- ***Enterprise – exploring what it is to be innovative and entrepreneurial***
- ***Enterprise***: (noun) 1 a project or undertaking, especially a bold one. 2 bold resourcefulness. 3 a business or company.
- ***Innovative***: (adjective) 1 featuring new methods; advanced and original: innovative designs. 2 (of a person) original and creative in thinking.
- ***Entrepreneurial***: (adjective) of or relating to an entrepreneur ("Entrepreneurial risks")  
(adjective) willing to take risks in order to make a profit

# Enterprise – making it ZESTY!

- Think BIG
- Use exciting titles
- Find a metaphor for the inquiry
- Think about songs or music
- Use icons or images to focus
- ***Practice serendipity***



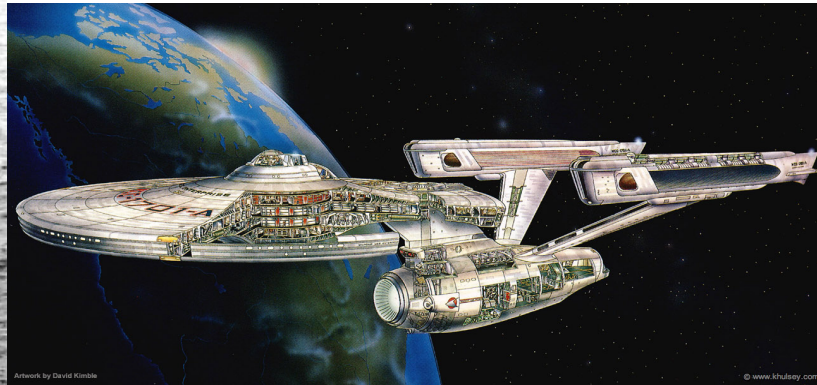


Concept:  
Enterprise

Context:  
Market Day

Learning Area  
Focus:  
Science/Tech/  
Social Sciences

# So what is **ENTERPRISE** to you?



X

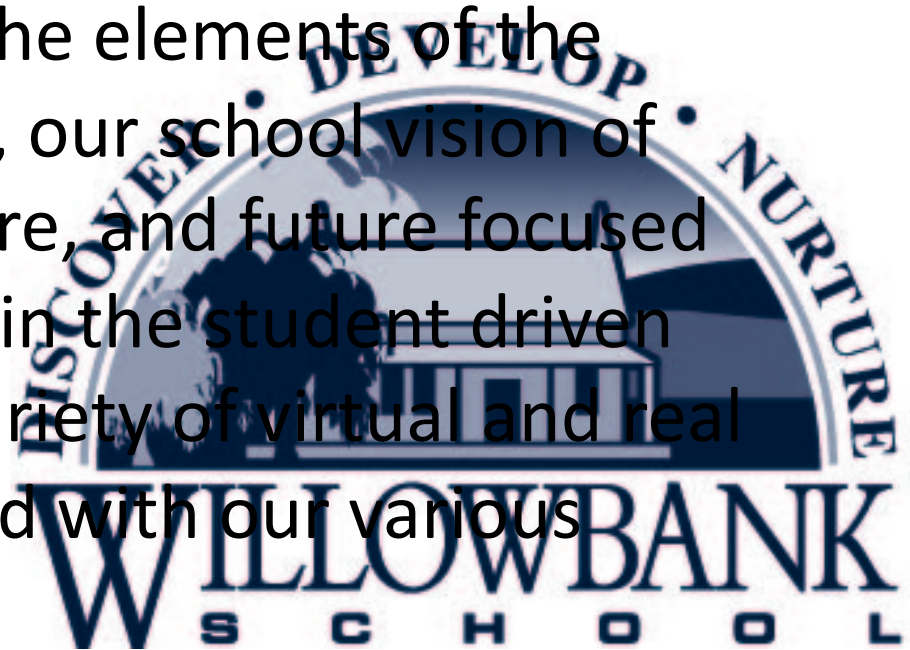
... will we boldly go where no learner has gone before?

# Enterprise 2010

- Team 0/1: The Fizzing and Foaming Shop
  - Inquiring into chemical changes in fizzing food
- Team 2: The Money Tree
  - Inquiring into plant cycles and environmental issues of recycling
- Team 3: Are you what you eat?
  - Inquiring into chemical uses in food and how to make healthier choices
- Team 4: Toy Story
  - Inquiring into physical phenomena and how toys can help explain/explore those phenomena
- Team 5: Flash for Cash
  - Inquiring into electricity and inventions and how these combine to create flashing gifts
- Team 6: Young Einsteins / Mission Impossible?
  - Inquiring into what it is means to be a scientist and how we can help others to learn scientific concepts

# Willowbank School Curriculum Statement

Synergy exists between the elements of the New Zealand Curriculum, our school vision of Discover, Develop, Nurture, and future focused concepts. This is evident in the student driven learning, explored in a variety of virtual and real environments, and shared with our various communities.



# Learning Areas

- English
- Learners make and create meaning through developing processes and strategies to engage with increasingly sophisticated texts
- The Arts
- Learners transform creative ideas through sound, movement and image to express ideas



# Learning Areas

- **Health and Physical Education**
- Learners develop positive attitudes and values towards their own and others hauora, promoting health within a socio-ecological perspective
- **Learning Languages**
- Learners develop linguistic and cultural knowledge while developing the ability to communicate in an additional language

# Learning Areas

- **Mathematics and Statistics**
- Learners explore patterns and relationships in data, quantities, space and time while developing strategies to enable them to solve problems
- **Science**
- Learners test creative ideas to investigate, understand and explain the natural and physical world

# Learning Areas

- **Social Sciences**
- Learners develop skills to participate as active, informed and responsible global citizens
- **Technology**
- Learners address needs and realise opportunities through engaging intellectual and practical resources to develop innovations

# Assessment

- Learners and teachers engage in an ongoing reflective process of improvement. The gathering, analysis, interpretation and use of data enables learners and teachers to inform next learning steps across learning areas. Effective assessment involves and benefits students and supports teaching and learning goals.

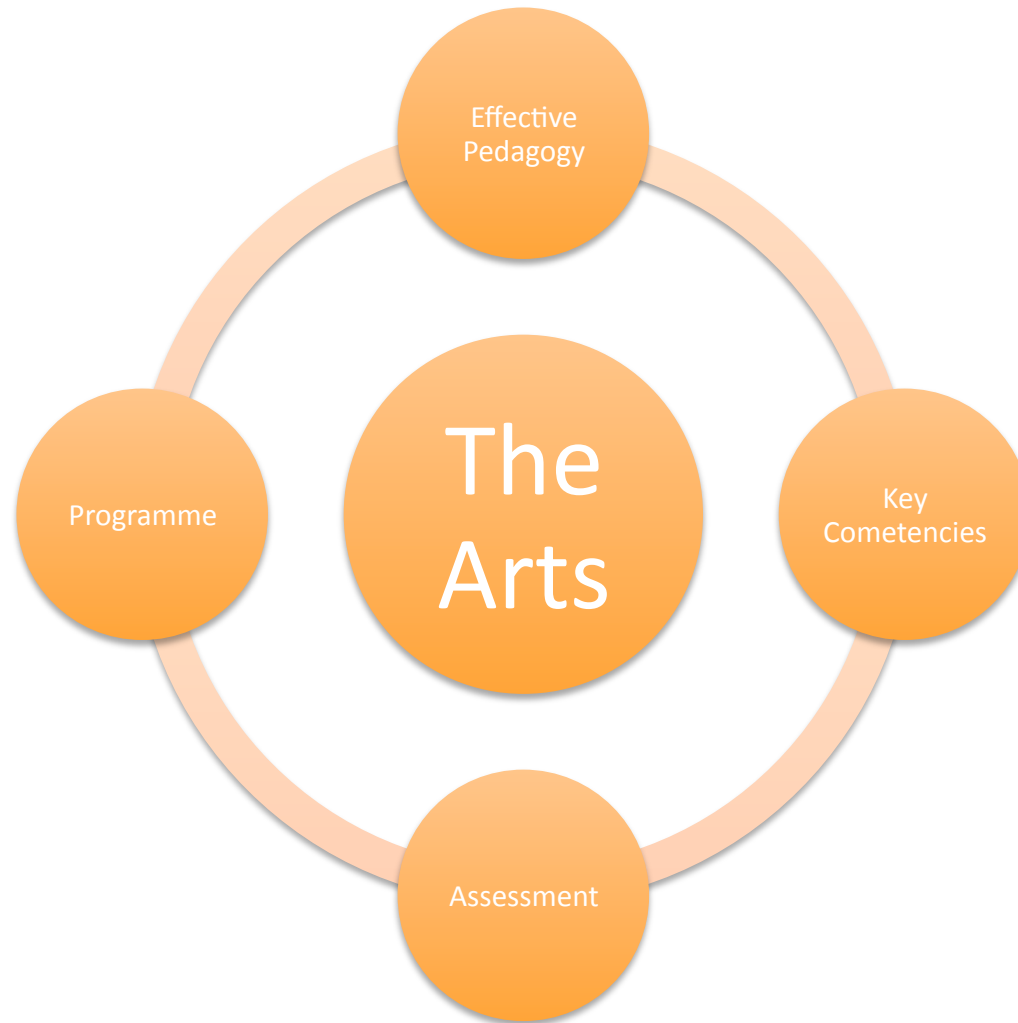
# E-learning

- E-learning overcomes barriers and facilitates the participating in and sharing of learning experiences within real and virtual environments. Tools are used to enhance teaching and learning opportunities, to access resources and to enable connections between learning areas.

# Review

- Learners and teachers inquire into and reflect on their teaching practice, student learning and next steps as an integral component of discovering potential and developing learning.

# Where to next:



# Effective Pedagogy

- Creating a supportive learning environment
- Encouraging reflective thought and action
- Enhancing the relevance of new learning
- Facilitating shared learning
- Making connections to prior learning and experience
- Providing sufficient opportunities to learn
- Teaching as inquiry
- E-learning and pedagogy

*Explored  
with staff in  
each  
learning  
area*



# Key Competencies

- Using language, symbols and texts
- Managing self
- Thinking
- Participating and contributing
- Relating to others

*Explored  
with staff in  
each  
learning  
area*

# Assessment

- Benefits students
- Involves students
- Supports teaching and learning goals
- Is planned and communicated
- Is suited to the purpose
- Is valid and fair

*Explored  
with staff in  
each  
learning  
area*

# Programme

- Philosophy
- Differentiation
- Structure
- Planning expectations
- Instructional time

*Explored  
with staff in  
each  
learning  
area*



**To be continued...**