

Innovative Teaching and Learning Practice

Our students are growing up in a rapidly changing world in which they will face increasingly complex challenges and exciting opportunities offered by new knowledge and technologies.

To prepare our students for this world we continue to review, rethink and adapt our pedagogy, systems, spaces and use of digital technology in order to meet the needs of modern students and equip them to thrive in such a world.

Innovative Teaching and Learning practices incorporates responsive teaching practice, student ownership of learning, high levels of engagement, authentic contexts, the development of competencies and the strategic use of digital technologies to connect, collaborate, create and share learning.

At **Johnsonville School** we aim to further embed the following innovative teaching and learning practices:

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| Active learning | Our students are involved in the learning, working on activities that help them to learn, not just sitting 'receiving' wisdom. Such activities might include discussions, working collaboratively on a project, designing a presentation to share findings or performing an experiment. |
| Agentic learning | Our students are guided and encouraged to seek feedback, learn from their mistakes, and to take responsibility for their own learning. It is about the student being a partner in the learning instead of just receiving knowledge from the teacher. |
| Authentic learning | Our students solve challenging problems in 'real- life' contexts. These can be in or across any learning area and often involves students working collaboratively. |
| Blended learning | Our students are involved in learning that occurs when at least part of the content and instruction is delivered via digital and online media. Learning will also occur in other ways, including with the teacher in person. Students have some control over time, place, path, or pace of their learning. |

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| Co-constructed curriculum | Our students work with their teachers, and on occasions, parents, to develop a curriculum that really engages and extends them. |
| Collaborative Inquiry | Our students work closely together to enhance their understanding of the world around them. They develop a question, gather and analyse evidence, determine next steps and share their findings and recommendations. |
| Deep learning | Deeper learning is the focus in the classroom and learners will apply what they have learned in one subject area or context to newly accounted situations in another. They can see how their learning relates to real life. Deep learning entails a sustained, substantial, and positive influence on the way students act, think, or feel. |
| Digital literacy | Students use a range of digital technologies to find, organise, understand, evaluate and analyse information. The students use the right technologies effectively to achieve the outcomes they want. |
| Experiential learning | Our students learn through experience, characterised by the learning that occurs as a result of actively reflecting on the experience. |
| Fluid teaching | Our teachers follows and respond to the students' interests, strengths and needs as they emerge. |
| Inquiry learning | Our students engage in inquiry learning whereby they gain knowledge about an area of interest by posing questions for investigation, seeking answers, applying their new understandings and sharing their findings. The teacher's role is as a facilitator, guiding students towards purposeful, self-directed learning. |
| Personalised learning | Our teachers tailor instruction to the specific needs and interests of each student. In a personalised learning environment, the learning objectives and content, as well as the method and pace may all vary. Typically students know and understand how they learn and make choices about what and how they learn. This is negotiated with the teacher and will be set within a framework to meet clear learning objectives. |

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| Problem & project-based learning | Our students will at times work over a period of time to explore open-ended challenges and investigate complex questions or, problems. |
| Purposeful learning | Our students are engage in learning that is focused on stretching the student's knowledge, skills and adaptability to the next level of development. The student understands the reason why they are learning what they are learning. |
| Student agency | Our students show the knowledge and capacity to <ul style="list-style-type: none"> • act and make a difference • have choices and the ability to act on those choices • direct learning and take responsibility for themselves • empower self learning and peer learning • contribute to the learning community • grasp the processes of how to learn and how to unlearn |
| Student-initiated learning | Our students come up with what learning they will do. This is then negotiated with the teacher to determine its appropriateness in developing the student's capacity as a learner. Students have access to any information possible, so there is no need to 'spoon-feed' them knowledge or teach 'one-size fits all' content. |
| Student voice | Our teachers believe that the students <ul style="list-style-type: none"> • have unique perspectives on learning, teaching, and schooling • have insights that warrant attention and the responses of adults • should be afforded opportunities to actively shape their education |

INFORMATION FOR PARENTS (YEARS 3 & 4) DECEMBER 2016

Johnsonville School

Learning and Growing Together Akoranga Whakatipuranga Ngatahi

INNOVATIVE TEACHIING AND LEARNING (ITAL)



WHAT IT IS (in our school)

› Part of a New Zealand and worldwide change in education based on research

› An improved approach to teaching and learning

› A way of building on the things we already do well

› Continued direct teaching of reading, writing and mathematics

WHAT IT MEANS FOR OUR STUDENTS:

(Depending on age and stage)

- › More say in what, when and where you learn
- › Opportunities to collaborate with others
- › Show engagement and you earn the right to work independently, more often
- › The development of 21st century skills, e.g. self-management, digital literacy, problem solving, self-regulation
- › Choice in how you share what you have learnt

WHAT IT MEANS FOR OUR TEACHERS:

- › Knowing their students' strengths, needs and interests
- › Careful planning and assessment
- › Targeted teaching
- › Close monitoring of student progress and achievement

WHAT IT ISN'T (IN OUR SCHOOL)

- › Free choice for students to do as they please
- › Teachers handing over all the responsibility to the students
- › Most of the day spent online
- › 100 students in one classroom

