

## Kindergarten/School Transition

Wendy is a kindergarten teacher and Donna is a primary school teacher. They bump into each other in the supermarket and get chatting about what's happening in the school and the kindergarten they work at. They realise that they have some common practices and some things that are quite different. This makes them ponder how the tamariki they work with feel when they move from kindergarten to school.

A mother (Fiona) of one of the tamaiti (Dylan) notices them and comes over to join the conversation. Her son will be starting school soon and he's excited about the change but worried about missing out on his favourite activities at kindergarten. His older sister has told him that school is really serious and hard, not like playing at kindergarten so he is a bit worried about that too.

As Fiona, Wendy and Donna keep chatting they start to come up with ideas about how Dylan could take the learning he has been doing at kindergarten and weave it into the school programme and how they could use some of the Te Whaariki curriculum in the school. They also think that some of the things Donna is working on with her class would be interesting to the kindergarten children and could be incorporated into their learning. They decide they want to do something practical to make their ideas happen and to see if there is anything else they could develop together so that the move from kindergarten to school is enhanced for all tamariki.

### Group Discussion

As a group discuss the following questions about how Fiona, Wendy, Donna and others could work together to make a change and how it will involve collaborative leadership

1. *Talking positive*-What do you think their moral purpose for working together is? How would you express it as a positive goal?
2. *Show interest in others*-Who are all the different people that would be interested or involved in this? What might their perspectives be? What could they contribute? What differences might they have?

Now look at the draft collaborative leadership handout from the NE working group-can you see what the principles would look like in the discussion you have just had? What else does it make you think about?

## Secondary School Learning Support

Gavin is year 10 secondary school pupil. He has been identified as having some learning difficulties and qualifies for extra support to improve his literacy skills. Practically, this means that he works with a teacher aide (Michaela) during two periods of English each week. He likes working with Michaela because she explains things clearly and helps him understand the lesson but he often finds the topic boring and other times he feels like he is missing out if he has to leave the classroom to do extra activities.

Gavin really enjoys art because he likes talking about the ideas he can see in pictures. He wants to study art history in year 11 but he is worried about whether he will understand all the written information. Michaela notices that Gavin's oral language skills and vocabulary are much stronger when he is talking about a topic that interests him and that he feels confident about. She wonders if there is a way to work with the English and the Art departments together to develop integrated learning to help Gavin. She talks with his English teacher who agrees to arrange a meeting to discuss this.

The meeting takes place with a couple of English teachers, the Art HoD, Michaela and a couple of other teacher aides who work with students with similar learning needs to Gavin. As they get talking they realise they work with several students who struggle with some subjects and find others really interesting. They decide to work together to see how they could use this to enhance Gavin and the other student's learning.

### Group Discussion

As a group discuss the following questions about how Michaela, the English and Art teachers, teacher aides and other people could work together to make a change and how it will involve collaborative leadership

1. *Talking positive*-What do you think their moral purpose for working together is? How would you express it as a positive goal?
2. *Show interest in others*-Who are all the different people that would be interested or involved in this? What might their perspectives be? What could they contribute? What differences might they have?

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## Advocacy of Effective Assessment

Ted teaches a class of year 6 students. His students are making good progress but he knows that many of them will not be 'at standard' when he assesses them against the National Standards. He wants to make sure that this doesn't demoralise the students and that their parents can see the progress they have all made and can understand the issues raised by National Standards. The board of his school protested against National Standards when they were first introduced but over the last few years, have been quiet about them. Most of the board members are new since the time they protested. Most teachers just seem to accept and get on with making OTJs against the standards for their students.

Ted decides to 'test the waters' to see what other people know and feel about the standards. He asks his colleagues during a staff meeting and realises that most of them are concerned that they don't really show student progress or help improve learning. Several newer teachers don't know what its like to teach without them. The teacher aides who work with specific children find them frustrating because they don't show the hard work of the students and they aren't helpful with guiding their learning.

Ted's principal agrees that they should talk to parents to find out what they know about the standards and how they feel about them. Like the newer teachers, most parents don't remember a time when there weren't national standards. Most parents think they are important because they are government policy but they aren't really sure how they make a difference to their children and their learning. One or two parents are quite upset about them as they don't think they are fair to their children. The parents want to have relevant information about their children's learning and progress.

Ted realises that there is an opportunity to work together with his colleagues and the parents at the school to do something about the standards. He thinks together they can explore issues and identify better ways of assessing student progress and achievement. They can then use their learning to campaign for change.

### Group Discussion

As a group discuss the following questions at how Ted and others could work together to make a change and how it will involve collaborative leadership

1. *Talking positive*-What do you think their moral purpose for working together is? How would you express it as a positive goal?
2. *Show interest in others*-who are all the different people that would be interested or involved in this? What might their perspectives be? What could they contribute? What differences might they have?

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### Upskilling in Te Reo Māori

Marama is one of the kaiako in a level one immersion unit that is part of an English-medium primary school. The wider school community has indicated that it would like all ākonga to learn both tikanga Māori as well as Te Reo Māori. Julie teaches an English-medium year 3 class. She is keen to improve her knowledge of te Ao Māori and develop her Te Reo Māori fluency. She asks Marama if she can help her with this.

Marama is keen to do this and wonders if there is a way that they could develop a programme for all kaiako and ākonga to learn together. She realises that to do this they would need to involve more people to share the mahi. Marama and Julie decide to approach the local marae to discuss the idea and to seek guidance and support for their idea. The marae is interested in the idea and suggests collaborating with whanau in the community as part of the project.

Marama and Julie organise a hui of kaiako, whanau and members of the marae to talk about how they can plan and implement the programme.

#### Group Discussion

As a group discuss the following questions at how Marama, Julie, people from the marae and others could work together to make a change and how it will involve collaborative leadership.

1. *Talking positive*-What do you think their moral purpose for working together is? How would you express it as a positive goal?
2. *Show interest in others*-Who are all the different people that would be interested or involved in this? What might their perspectives be? What could they contribute? What differences might they have?

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