

The background features a light, textured surface with diagonal rainbow-colored stripes running from the top-left to the bottom-right. The stripes are composed of multiple parallel lines in shades of red, orange, yellow, green, blue, and purple.

# CHANGING THE JUNIOR CURRICULUM AT TE PUKE HIGH

FROM TRADITIONAL CURRICULUM DELIVERY TO AN INTEGRATED APPROACH

# New Learning Environments





# Sitting along side traditional classrooms



# What happened to the new pedagogy?

- We saw some great examples of team teaching
- There were classes with differentiated instruction
- Seniors and juniors were interacting
- Teachers became very aware of each others practice.
- Some open learning areas were blocked off by movable white boards
- Some teachers worked hard and innovatively to make sure they were always in the traditional teaching blocks
- Some glassed off areas were never open

WHAT HAD CHANGED - In short not much there were teachers who had adapted well and used good teaching practice and pedagogy to assist the change and others who were struggling and worked hard to retain separate teaching spaces.

# What did we know about our students?

- They arrived at high school excited
- We have built strong relationships with students through our Small Groups
- Despite this engagement drops by the end of Year 9 and deteriorates in Year 10 (PAT results support this, kids don't get dumber they disengage)
- Student voice indicated that even high achieving students found the curriculum repetitive.

# How could the Senior Leadership Team Initiate Change?

- Started with research
- For curriculum ideas we looked closely at work by Rosemary Hipkins and Jane Gilbert
- For developing leadership we looked at the work by Helen Timperley, J Goldstein and Howard Youngs

# The Easy Part

- We could all agree that we wanted the school to become more student centred in the delivery of the junior curriculum, that we wanted to see a more constructivist approach to learning and that students needed more choice and voice.

# The Hard Part

- Having an end point in mind to improve learning is just start
- The real challenge and where the Senior Leadership Team needed to focus was on how we could initiate and lead this change
- This meant facilitating the change in the school and being prepared for staff who emerged as leaders to shape the end point

# First Steps

- Start with presenting the vision to the Leaders of Learning with the expectation that they were also focused on improving student achievement
- Allow lots of reading to take place, lots of discussion and lots of angst
- Focus unrelentingly as Senior Leaders on what is good for OUR students not what is good for individual departments

# Be Aware

- Identify those in the lead group who have the ability to step up to school-wide thinking and engage beyond his or her own area of responsibility (H Youngs)
- Regularly seek to bring connection across disparate views
- Be willing to adjust – implementation date set back from 2015 to 2016, junior curriculum integration took on many different shapes
- Build trust in the group that the good of the school and students will be represented in learning areas
- Accept that as a Senior Leader you are co-ordinating and refocusing the group not manipulating and controlling it

# What is the message?

- Don't just research the change you want, spend time understanding what approach you are going to take to make the change – we decided that a wider distribution of leadership would contribute change and create a culture of teamwork which would benefit the open learning environments
- Be clear about bottom lines but open to how those are achieved
- Understand the need to resource time and thinking space
- Identify those who are truly interested in the good of the school not just the good of their area (they are not always the loudest or flashiest)

# What will 2016 look like?

- *Integrated Core - All students will study six integrated theme studies, incorporating the core subjects English, Mathematics, Science, Social Science and Physical Education/Health in each year. Students will still have access to a specialist from each area and will have clear goals to achieve for each learning area.*
- *Foci - In addition they will be required to select 12 Foci options which cover extension, interest and support options which are cross curricula in delivery.*
- *Spins - Special Interest subjects (SPINS) cover the other three curriculum areas of Technology, The Arts and Languages and students are required to select across all three Learning Areas at Year 9 and 10 to maintain a balanced curriculum for all junior students.*

# Your Thinking

- What major changes have been implemented successfully in your school?
- What change management plan was used for this to occur?
- What is the next major development you would like your school to consider?
- What research is it based on?
- Have you researched how to implement change as well as the end goal?
- What group will you need to develop in your school to help lead this change?
- Who do you think are the boundary spanners (those who are truly interested in the good of the school not just the good of their area) in your school?
- How could you check this thinking?

# Next Step

- Map out the next steps you need to take to initiate the change you would like your school to consider
- The end goal is great but the steps to get there are what will ensure success
- Identify where you will develop leadership in your school to help gather the critical mass
- Critically examine your ability to change what you have in your mind as the final product, bottom lines are important but imposing all of your vision with no flexibility will bring resistance not buy in