



Innovative Learning Environments

The Junior team

2016



Modern learning Environment

- Why are we changing:
- The **technology** we have in the school now allows us to teach and learn in different ways. We can work across classes and across year levels. We need to develop within students, the key skills they will need for life.
- **Numbers** – In 2016 we will have about 34 students in Years 1, 2 and 3. The current make up of our classes is not feasible for this number of students. There are not enough year 1 students to have a separate class. We feel we have come up with the best solution for both students and teachers.
- **Relationships** – We understand that students achieve when they feel comfortable within their environment. The change we are making will give us flexible options for placing students. When a New Entrant starts we will discuss with you whether they should be in the same class as a brother or sister or in a separate class. We will always try to place students with a friend.
- **Future focus** – Research is showing us that both teachers and students need to collaborate. Teachers are planning using Googledocs. We want students to work collaboratively using both ICT and face to face. We know students feel more engaged in their learning when they have student agency- students knowing their next learning steps and having the opportunity to learn from each other.
- Core Video clip <http://www.core-ed.org/professional-learning/clusters-take-charge-your-pld>



What will it look like?

Two parallel classes of Year 1, 2 and 3 students. New Entrants can feed into both classes

Waiorongomai (Room 1) Rebecca Griffin	Wairarapa (Room 2) Amanda Craddock
New Entrants – 1 at start of year Year 1 (1) Year 2 (8) Year 3 (6) Total 17	New Entrants (0) Year 1 (2) Year 2 (7) Year 3 (8) Total 17



What will it look like?

- **Shared teaching between the rooms, as there is now** - In 2015 there have been Year 1, 2 and 3 students in Room 2. We feel that this has worked well. Two parallel classes in 2016 gives us greater opportunity to group students according to their needs and achievement levels. Students may go to Room 1 for reading and Room 2 for writing. All the Year 3s may come together for some activities.
- **Using teacher strengths** – Students will need to relate to both teachers and will benefit from the knowledge and skill of two experienced teachers. The planning and discussions between teachers should ensure that there are the same messages and expectations across both rooms.
- **Greater flexibility to meet students' needs academically and socially** – Students do not make progress at a steady rate. They come to school with different strengths, weaknesses and background experiences. Through working across both rooms we have the ability to group to preload information, fill in gaps and chunk learning into the next small step for each student.
- **Students learning from each other** – lots of research and our own experiences show that younger students pick up routines, behaviour and learn academically from each other. Having multi levels in each class will help students settle quickly to routines freeing up teaching time.



What will it look like?

- Renaming classrooms – using the local places of interest as class names as been suggested for quite some time. This seemed the ideal time to introduce the new names.

The Symbolism of a Journey

Room 1 Waiorongomai The Wet Land

We are baptised in water – starting at ground level

Room 2 Wairarapa (Moana) The Sea

We are baptised in water – starting at ground level

Room 3 Tauwharenikau The River

We continue a journey

Room 4 Remutaka The Mountain

We strive to reach great heights

Room 5 Takitimu The Canoe that carried ancestors

We are preparing to launch our students into the wider world



Questions

These questions were asked at Wednesday's meeting:

Do the students know about this change yet?

No not yet but the names of the teachers in each room and the change of the names of each room are in today's newsletter.

When do the children know which room they will be in?

A letter outlining this is included with the report students will bring home next Tuesday.

If a student is in one room will his brother automatically go in the other room when he starts as a New Entrant?

We will have a discussion with parents and together make the decision about the best placement.

We need to think about what will be best for both students. It is likely that they will be together at some time of the day no matter which class they are in.

If a students is struggling in an area, such as writing, will they fall through the cracks going between two teachers? Or feel that there are different expectations in the two classrooms.

This approach to teaching and learning requires teachers to meet together often, to plan together and to monitor each student's progress together.



Questions continued

Is there a cap on the number of students in each class?

No – if the numbers in each class grow significantly we will be able to give extra teaching support to both classes; and if needed withdraw small groups of students to other areas, such as the Wharenui or the library for group work.

Will the collaboration be based on academic levels?

Students learn at different rates and come to school with different knowledge and skill sets. Collaborative groups will be formed based on many different criteria including

- *where students are academically*
- *who they work well with*
- *the next step in their learning*
- *what their interest / passion is*

In Term 1, 2016 we will hold an open morning so that you can see the parallel classes in action.

If you have further questions please come and talk to us, email or phone

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