Frankley Local Curriculum

Tū Manaaki

Tū Kaha

Tū Ako

Akoranga

Literacy and Maths

Capabilities

Guiding Principle...

"Students learn best in Personalised, Agentic Programmes with Whānau Engagement"
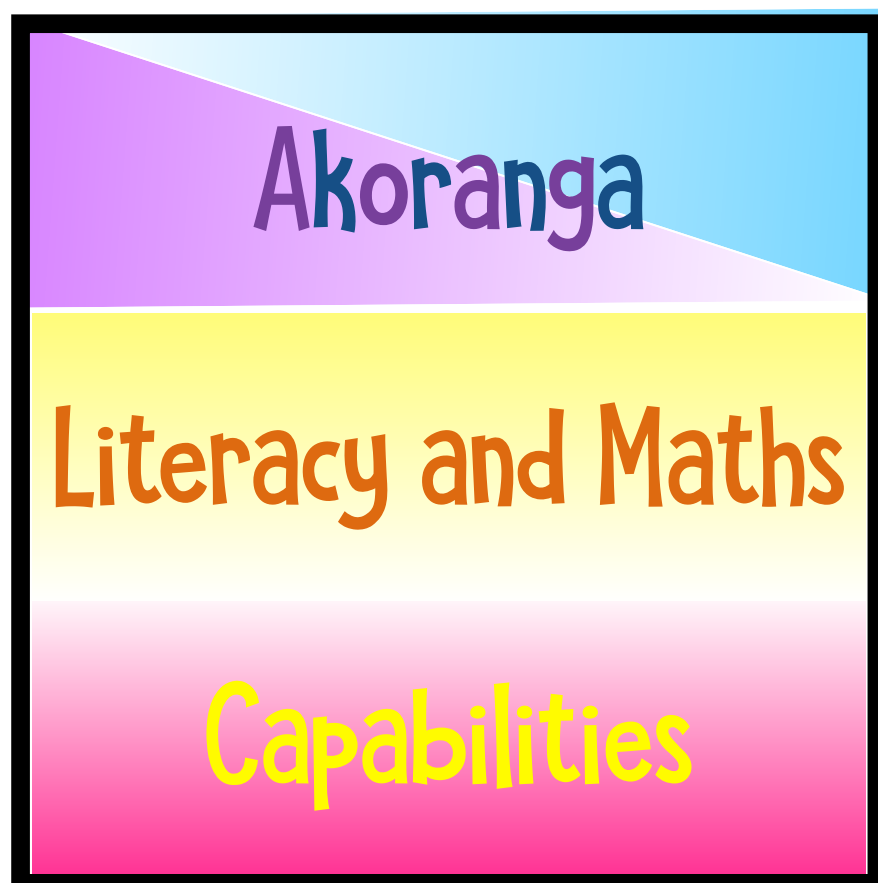
Tū Manaaki

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Guiding Principle...
"Students learn best in Personalised, Agentic Programmes with Whānau Engagement"

Akoranga

Literacy and Maths

Capabilities

★ *Students learning important ideas from across the curriculum through a balance of exploration & projects, depending on what works best for them*

★ *Students' individual strengths and needs are identified and targeted through explicit teaching, guided practice activities and opportunities to practise & learn with & from others*

★ *Students develop all 6 capabilities across the curriculum and throughout the day*

**In Akoranga,
our students learn important ideas
from across the curriculum*
through exploration & projects.**

*Currently selected by teams - Working on more clarity for this

Akoranga

Social

Interactive

Modelled

Learning through Exploration

Learning through Projects

Assisted

Guided

Student Driven

We ACTIVATE all students' curiosity, interest & engagement by exposing them to a wide range of NEW & ENGAGING ideas, experiences, concepts & contexts

We don't know what we don't know, so we want to continue to build on Students' STINs

Taste Test

A B C

Akoranga

Learning through Exploration

Social
Interactive
Modelled

Learning through Projects

Assisted
Guided
Student Driven

Our Akoranga Approach aligns with our Guiding Principle

Not age or year level specific - best balance for individuals

Students offered increasing ownership

Teachers Still Teach!

☀ *At all 6 stages teachers heavily involved*

☀ *D.A.T.s used throughout from Social to Student Driven*

Continuum approach supports teachers to design their programme

Social	Interactive	Modelled	Assisted	Guided	Student Driven

Students begin learning through Social & Interactive Exploration where they engage in their own play and are regularly engaged in new ideas, experiences & tasks that they also have the opportunity to extend further.

Next our students have Projects modelled for them by teachers so they have a successful experience to guide further akoranga projects. This is followed by teachers providing considerable assistance for students as they work through their project so they can develop the confidence and skills to continue learning through projects.

Then students move onto more 'Guided' Projects where they will have increasingly more ownership over what they are learning and doing, before moving towards 'Student Driven' Projects where they negotiate and design their own projects.
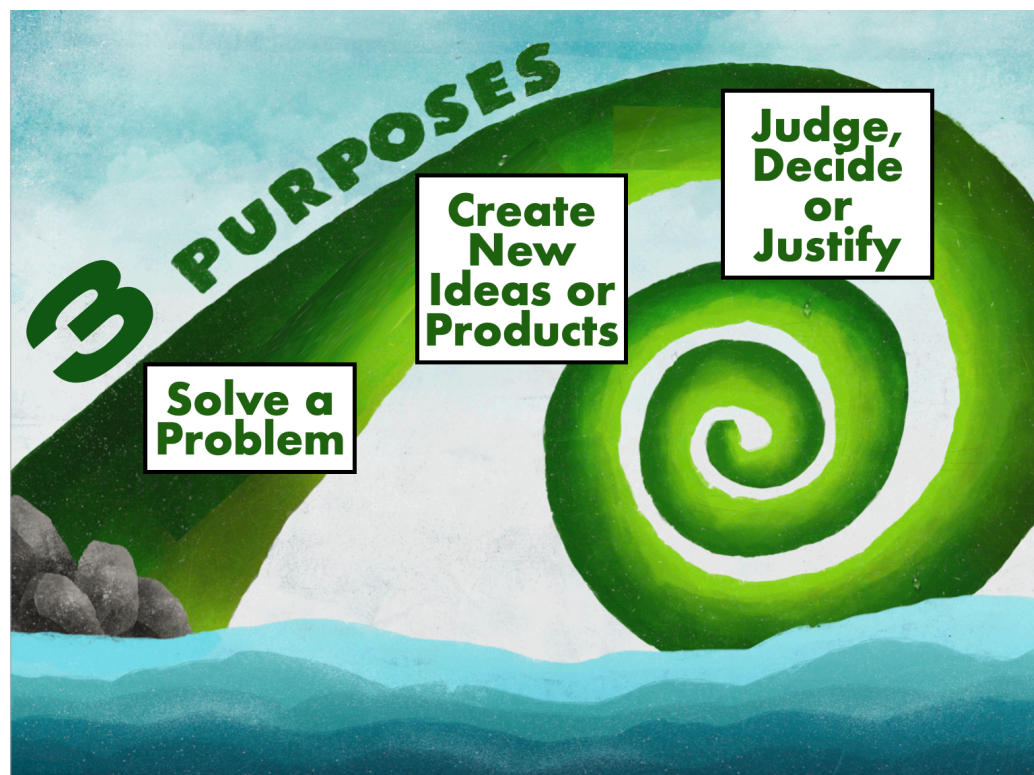
	Social	Engaged	Modelled	Assisted	Guided	Student Driven
Overview	Students are learning through open ended play and following their urges, while being coached by teachers	Students are engaged in new ideas, experiences & tasks that help them learn more about the akoranga big ideas and contexts, with open invitation to take it further or apply it in different playful ways	Students work as a member of the whole class or large group, on a project that is based on the akoranga big ideas & contexts; and is overseen & managed by teachers	Students work as a member of a group, on a project that is based on the akoranga big ideas & contexts; and is heavily supported by teachers	Students work as individuals, pairs or very small groups on a project that may or may not be linked to the akoranga big ideas and contexts in some way	Students work as individuals, pairs or small groups on projects of their own design
Teaching & Guidance	Teachers use D.A.T.s across all stages →					
Teaching & Guidance	Teachers coach students as they are exploring during akoranga Teachers use deliberate acts of teaching to extend students' play further	Teachers provoke students with engaging activities that will expose them to new learning; Teachers question & challenge to get students thinking as they explore Teachers offer workshops as common needs or interests arise	Teachers deliberately slow the project down & manage it for students so they are taken through a successful project step by step, that they can then use as an experience to guide further akoranga projects when they are ready Teachers are very explicit about the key elements & expectations of Projects	Teachers break the whole project down into manageable stages Teachers set small achievable tasks and have expectations & standards for each lesson Teachers question students to assist them through the project ensuring the 3 thinks are included and thinking is evident throughout	Teachers have regular timetabled check ins with students so they can see how students are progressing and offer any support that is required in the moment Teachers provide some compulsory & some opt in akoranga workshops based on common needs or areas needing reinforcement	Teachers have flexible check ins with students to coach & extend students and see if support is required Students request support as needed Students attend akoranga workshops that meet their needs
Ownership	All students are 'activated' in a wide range of new & engaging ideas, experiences, concepts & contexts					
Ownership	Students choose what they will explore and move to different activities when they are ready or encouraged by teachers	Students attend 'Wananga' lessons & can build on this during independent time Teachers offer 'Master Classes' for students who want to extend their learning or explore new ways to apply ideas with support from teachers	Students are 'activated' in a variety of known & new contexts so teachers can find what engages them most The group works towards the same purpose & context that has been identified by teachers based on what will engage learners most, or that is voted on by students Students are questioned by teachers to seek their input wherever possible		Students explore a range of contexts before choosing the area they'd most like to explore further, and negotiate with teachers to identify a specific purpose to work towards. The purpose can be kept the same for all learners doing guided akoranga if necessary	Students are still 'activated' but they can determine their own purpose & context outside of the akoranga Concept or topic being explored Students are heavily involved in decision making and are shown how to plan, reflect on & modify their journey as they go
Capabilities	Main focus is on Agency & Thinking, with links to other Capabilities as they arise Students choose which Agency Bee they think they need to focus on, and what specific behaviour they will try and show during Akoranga				Students work with teachers to identify the key Capability areas to work on and the specific focus within each of those capabilities	Students identify their own Capability goals to work on and how they will achieve them
Literacy & Maths Integration	Students are encouraged and able to explore literacy or maths activities and games during Akoranga, as well as engaging in literacy & maths learning that occurs through their play Teachers can notice & name key literacy and maths learning as they see students engaging in it		Teachers highlight for students where the literacy and maths is within the project helping them to see the connections; and have them working on this most often during akoranga time and sometimes during literacy time if appropriate Projects are worked on usually during 'Akoranga Time' as teachers are more available to model & assist		Teachers work with students to identify opportunities to work on literacy and/or maths within the project; and to determine how much will be done within and outside of the project. Most students still attend any guided literacy or maths lessons outside of project	Students identify opportunities to work on literacy & maths within their project and focus on them "just in time" Students are encouraged to attend any guided lessons if they will support them as learners

Akoranga

Social | Interactive | Modelled

Learning through Exploration

Learning through Projects

Assisted | Guided | Student Driven

Our Process & Tools for 2021

Understand - Implement - Review - Localise

3 PURPOSES

Solve a Problem

Create New Ideas or Products

Judge, Decide or Justify

3 Thinks

THINK FIRST

THINK F.A.C.T.S.

THINK DEEPLY

	Social	Engaged	Modelled	Assisted	Guided	Student Driven
3 Purposes	Teachers plan opportunities within akoranga for students to Solve Problems, Create New Ideas and Judge, Decide or Give their opinion Teachers use the language of the Think Crew		Teachers: ⁕ use the language of Purpose - *"The purpose for our project is…"* ⁕ explain why having a Purpose is important ⁕ choose a purpose for or with students so they can dive deeper into the Akoranga Concept or Big ideas they're learning ⁕ expose students to all 3 Purposes, pointing out the similarities and differences as they arise		Students have a voice in their purpose They cover all 3 purposes over time so they experience different types of projects	Students choose their own Purpose for their Projects, which may extend beyond the 3
3 Thinks	Teachers model the 3 THINKS without making it explicit, by asking students targeted questions from each of the BASIC 3 THINKS whenever they're engaged in problems, generating new ideas or giving their opinion.		Teachers make all 3 components explicit: ⁕ their name, nature & purpose ⁕ where they've used them in their lives before when they've had something to achieve or do ⁕ why they're important & what happens if we don't include each part Teachers ensure that students are thinking throughout as they model & assist the projects Teachers encourage students not to rush off OR focus on the idea they want before they've even done any thinking, but reinforce that they have a purpose to meet Teachers determine the level of appropriate research for the students and whether or not the full F.A.C.T.S. process will be covered Teachers guide students through a step by step thinking process and point out when further information is needed to support or give proof to thinking claims		Teachers reinforce the importance of pausing to plan to 'think first' Students need to prove that they have done 'Think First' before they can move on. Teachers personalise Think F.A.C.T.S. to suit students' literacy levels Students are expected to show evidence* of all the thinking behind each of the 3 thinks *either in writing or verbally	Students understand the nature and importance of each of the 3 thinks so create their own plan for how they'll include each of them and share this with teachers. Students are engaged in metacognition

Basic
- What do we have to do?
- What do we need to know about?
- Do we need to find anything out?
- How could we do that? Who could we ask?
- How will we use the Think Crew so we think in different ways and do a good job of this?

Proficient
- What is our Project Purpose?
- What do we need to know about, find out, or research?
- What thinking steps do we need to do?
- What factors or criteria will we need to think about if we're going to meet the purpose?
- How could we do that using F.A.C.T.S.?
- Do we need to find anything out to support our thinking?

Advanced
- What is our project purpose & the likely outcome or result?
- What do we need to know, find out, or research?
- What types of thinking will we need?
- What factors or criteria will we need to consider for success?
- How could we do that using F.A.C.T.S.?
- What thinking steps do we plan to do?
- What do we know about the situation, problem or issue we are working with?
- What does what we've found out mean for our project?
- What facts, proof or evidence will we need to support our thinking?