

## THE NAENAE SCHOOLS LEARNING AND CHANGE NETWORK

Jean Annan, PhD  
Woolf Fisher Research Centre Affiliate  
University of Auckland

### INTRODUCTION

Naenae, a suburb of Lower Hutt City in the Wellington Region, is located on the eastern side of the Hutt Valley. The Hutt River acts as a boundary along the western side of the area while Taita Drive bounds the suburb to the North. The southern boundary lies between Eponi and Fairfield. Naenae has a population of around 8,000 people (Census 2006). The population is ethnically diverse and the area is of low socio-economic status. The Naenae shopping centre is situated in the middle of the community with stores, a swimming pool/fitness facility and a library. People in the community are able to access trains from the shopping centre, the railway forming a physical divide between the two sides in Naenae, which is connected by overbridges at both end of the suburb.



### PARTICIPATING SCHOOLS

There are several schools in the Naenae area, including state primary schools, a Catholic full primary school, a Montessori school, an intermediate and a college. The schools are spread around the suburb, situated on both sides of the railway and at the ends of the area. While the physical area of Naenae is bounded by the Hutt River, Belmont School (on the eastern side of the river) is considered part of the Naenae schooling network as historically the establishment and composition

of schooling networks has not always related to the physical boundaries of an area. There are strong ties between the schools and prior to the establishment of the current network, most worked together in schooling improvement. The names of schools that belong to the Naenae Learning and Change Network and their network leaders are listed in the table below.

	<b>Belmont School</b>	<b>Dyer St School</b>	<b>Epuni School</b>	<b>Naenae Primary</b>	<b>Rata St School</b>	<b>St Bernadettes School</b>
<b>Principal</b>	Robin Thomson	Denise Sainsbury	Bunnie Willing	Murray Bootten	Dave Appleyard	Jo Buckley
<b>Enthusiastic Leader</b>	Judy Williams	Kelly Layton	Leanne Stewart	Robin Carthew	Glenda Stewart	Kylie Nixon
<b>Practitioner Evaluator</b>	Judy Williams	Kelly Layton				

**Network Coordinator**

Dave Appleyard, Rata St School

**Facilitator**

Andrea Scanlan, University of Auckland, Uniservices.

**Lead Development Advisor**

Rob Mill, Ministry of Education

### STUDENTS ENROLLED IN THE FOUR SCHOOLS

In July, 2012, the Naenae Schools Learning and Change Network had 1295 students enrolled. The distribution (in percentages) of ethnicities at that time is shown in Figure 1:

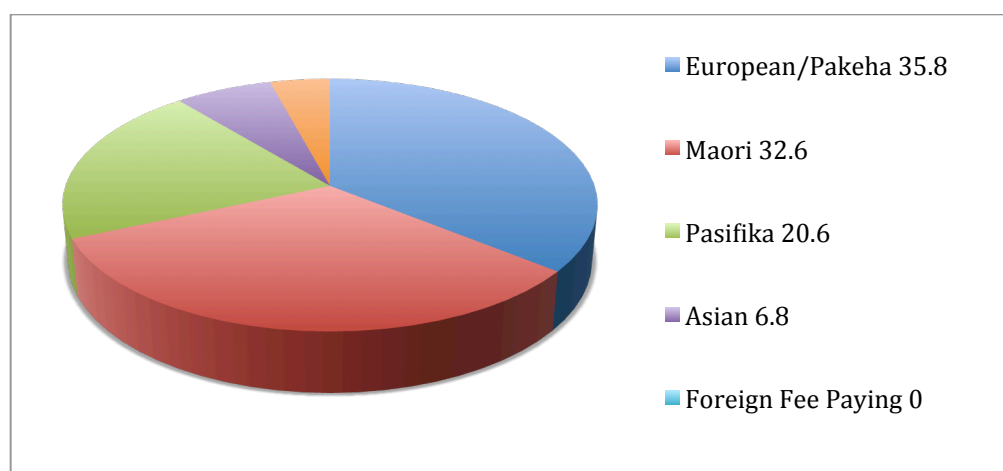


Figure 1. Percentages of ethnicities represented by students in the Naenae Learning and Change Network.

## A. BACKGROUND TO THE NAENAE LEARNING AND CHANGE NETWORK

The schools' history of working together and strong professional relationships has provided a firm foundation for the Naenae Learning and Change Network. Several schools in the Naenae Schools Network have in recent years been involved in a schooling improvement project. The project had encouraged learning connections among the participants and had helped the project leaders take more objective views of teaching and learning. Although common threads connected the schools, each school was able to make ultimate decisions about their students' education.

One point of commonality within the Naenae Learning and Change network was the placement of children's learning at the forefront when making educational decisions. The school leaders had experienced valuable professional learning from talking with children, families and teachers and discovered the capability within the network that was forming. The Naenae schools had connected with one another to communicate to the community the continuous education available to their children. Below is chart of the *Naenae Way*. This chart indicates the values, beliefs and practices shared by the group of schools.

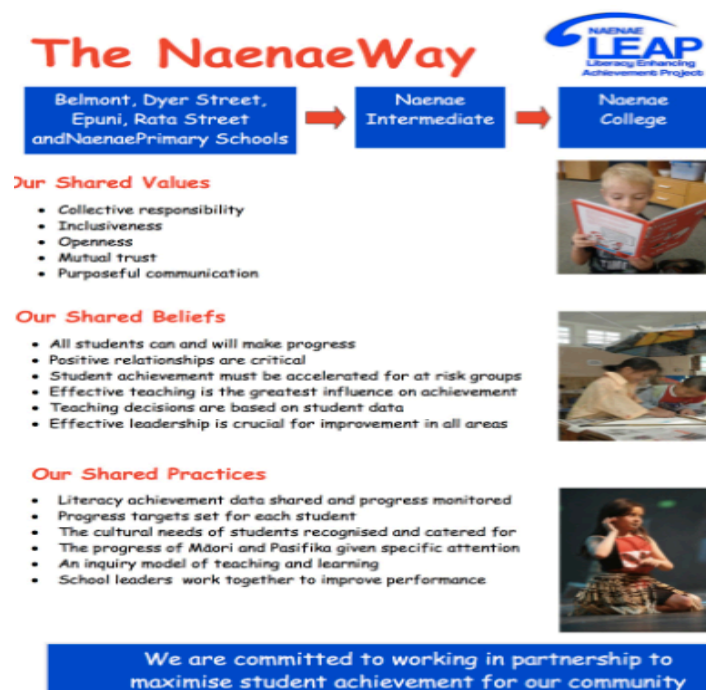


Figure 2. Poster of the Naenae Way.

### **FORMATION OF THE NAENAE LEARNING AND CHANGE NETWORK**

At the first meeting of schools in the Naenae area, school leaders considered the specific objectives and tasks of the strategy and made decisions about whether or not the strategy was suitable for their school at this time. A key topic of conversation at the initial meeting was the potential of the strategy to generate prosperity for the learners and for the community. School principals and interested staff attending checked that, if they took part in the strategy, all participants (students, leaders, teachers, community) would benefit in terms of learning. The strategy would need to be sufficiently challenging to keep them moving forward. It would need a real purpose.

Six schools formed the Naenae Learning and Change Network. The leaders of these schools indicated that they were ready to take an active role in constructing and implementing the strategy. In recent years they had focused on teacher learning and remained committed to retaining this emphasis. What had attracted network leaders to the Learning and Change Network Strategy had been the opportunity to incorporate understanding of the child's experience of learning, the aspect that was central in the strategy. The Learning and Change Strategy presented as a way of simultaneously obtaining student voice and providing opportunities for teachers to further develop their practice. Teachers would be getting information about students' experience "right from the horse's mouth". One principal commented that it was "time to regroup, to change and make sure that we grow so that our kids don't miss out".

Network leaders met on three occasions to learn about the Learning and Change Network frameworks in relation to the Naenae schools, families and communities and to construct their specific course of action. The Network Leaders of the six participating schools requested that the priority goals of the current strategy align with the various schools' particular circumstances. One principal spoke of an earlier experience in which one of her school's priority projects 'went on the back burner' while their school engaged in a cluster-wide project. The network leaders, facilitators and Ministry of Education staff agreed

that the specific goals for the network activity would vary from school to school but that the network would select an overarching achievement challenge and change priorities. Such decisions would be made after the schools had developed understandings based on their exploration of the students' learning networks and practices of those involved in the students' education. Whatever decision was made, the planned activity would have links with each school's charter, vision and strategic resourcing.

The Learning and Change Network Strategy would continue over a period of 18 months. Over the next six weeks, the network would identify the participant group, set up systems of data collection, and visit one another in rotation. The Learning and Change Strategy would build on the previous Schooling Improvement project by integrating blended learning and cultural responsiveness. It would primarily support children whose education was currently taking Ministry of Education priority. The network would focus their understanding and planned activity on those children who are Maori, Pasifika, had special education needs or were in low socio-economic communities and who were achieving below national standards. The network discussed the number of students who would be involved in the project. While no specific number was decided, the project was to be kept manageable in each school.

The network leaders discussed the specific and various roles of network leaders, who together would form the leadership team. Three Learning and Change Network Leadership roles were described. The leadership team would comprise the following members:

- Principals. The extent to which a school principal was involved could vary but they would remain involved in a strategic support and resourcing role. As it happened, all network principals remained heavily involved in the activity of the Learning and Change Strategy.
- Enthusiastic Leaders. The enthusiastic leader would take responsibility for driving the project in the school and examining the learning environment.

- Practitioner Evaluators. The practitioner evaluators would participate in training session(s) to prepare for the role of collecting information to discern changes in the designated achievement area and concurrent increases in lateral learning experience for participants, in particular, the students.

## **B. EXPLORING THE LEARNING ENVIRONMENT**

The network leaders loosely identified a key achievement challenge, the learning area in which educational enhancement was sought, and their hunches about the influences on students' learning in this area.

Over the following weeks, the network planned to complete the following tasks.

- Suggest an area in which there was an achievement challenge
- Map the current links that students use to access and share knowledge.
- Look for patterns in relation to the achievement challenge and the students' reported opportunities for lateral learning
- Refine the achievement challenge and change priorities (influences) on this in collaboration with participants. The achievement challenge and the change priorities could change once the trends and patterns were recognised.
- Once the mapping exercise was completed, school teams comprising representatives of each participant group (students, principals, enthusiastic leaders and family members) would visit other network schools in rotation. The teams would work together to identify the overall trends and patterns emerging in the data. The group stressed the need to be open and flexible with regard to the interpretation of the data.
- Between meetings and visits, the network would make ongoing decisions together, running various options past one another.

In preparation for the tasks above, the network leaders considered the notion of reciprocal and lateral learning relationships. They discussed the way sites of learning now extended beyond the classroom, and noted that one of the tasks of the group would be to discover what was exciting the students. The first step

toward this goal would be the analysis of the current situation, a process by which the group would learn about the ways their particular students generated and developed ideas. This would involve obtaining information about the perspectives of those who knew and cared most about the children's learning, the students, their parents and their teachers.

**Engaging the students:** The network recommended that a clear approach to conversations with students was required so that children knew what was expected and the group would be gathering comparable and focused information. Student voice has been collected in some areas over the past two years, particularly in the implementation of Ka Hikitia.

**Engaging families:** The group discussed various ways of engaging the parents and capturing their views of the learning environment for the students. There were several suggestions ranging from asking parents to draw the Learning Environment Diagrams to asking parents to comment on their children's drawing. The preferred procedure was to ask parents to respond to the diagrams their children had drawn. This would create more meaningful contexts for conversation around children's learning connections and could serve as catalysts for deeper learning conversations with family members. Each school would talk with parents in ways that they saw most appropriate for them.

**Engaging school staff:** Teachers of the participating children would learn about the Learning and Change Strategy and the procedures undertaken by the network and the particular schools. They would be active in contributing to the development of the understanding of the students' learning, being encouraged to take an appreciative, strength-based view of students' learning and their learning environment, highlighting achievements and supports while clarifying the challenges to be met. Decisions about the people best placed to work directly with the students as they drew diagrams would be made by each school.

The principals and enthusiastic leaders attending the meetings mapped the connections they believed their students made in pursuit of particular areas of study or interest then shared and discussed their diagrams with one another.

### MAPPING STUDENTS' ACCESS TO KNOWLEDGE

A mapping exercise, using the Learning Environment Diagram (Figure 3) to illustrate students' connections with the learning environment, would contribute to network leaders' understanding of the learning environment in relation to the achievement challenge. Network leaders trialled the use of this, firstly with a pencil and paper version and then an electronic version of the mapping tool designed specifically for this strategy by the provider.

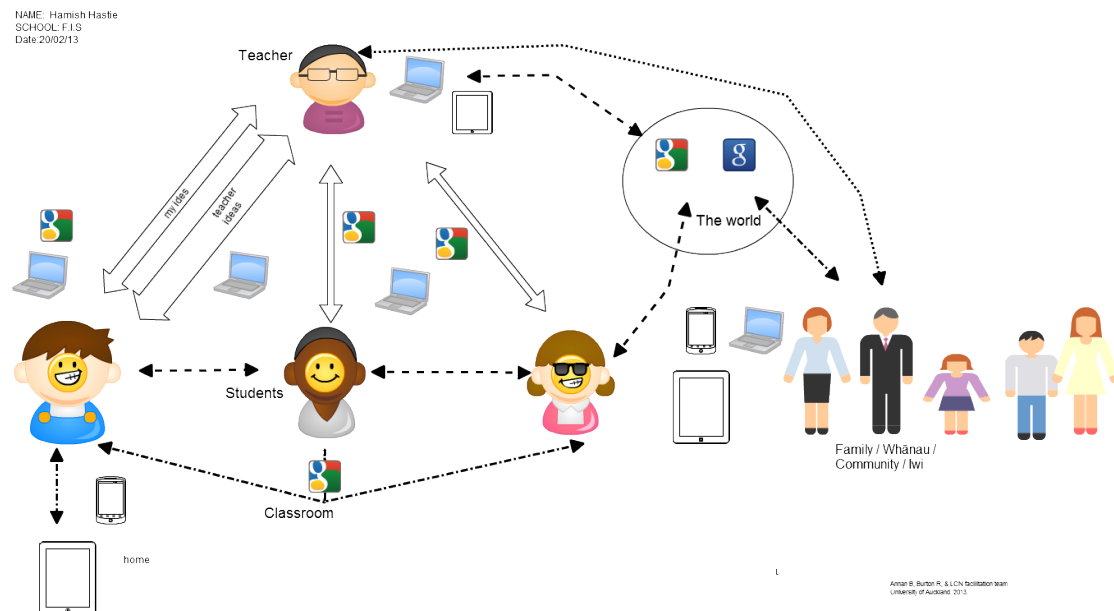


Figure 3. A completed example of the electronic Learning Environment Diagram

The first pencil and paper exercise was experienced as challenging and interesting, some leaders noting the variation in the extent to which connections were teacher or student led. It became clear from the practice activity that the students would need to complete or design their own diagrams and be asked about the nature of their connections. While the teachers' perceptions of students' connections allowed them to draw the diagrams, they were aware that



the validity of the diagrams could only be assured by asking students about the nature and extent of their links to information they valued.

When principals and enthusiastic leaders had worked with the electronic version of the Learning Environment Diagram, they suggested a range of ways it could be used, including the possibility of collating diagrams. Ethical issues were raised and discussed, network leaders being mindful of the need to obtain permission to share student information on the Internet. The project manager, Rene Burton, explained how to set the website privacy settings so that schools could comply with applicable codes.

The network leaders worked with the students selected for involvement in the strategy, using the mapping exercise to collect information associated with their achievement challenge. Discussions were guided in the initial stages by the leaders' hunches about the achievement challenge but they were open to new possibilities. Information collected to explore the learning environment in relation to the achievement challenge and lateral learning involved the active engagement of the students, teachers and families. Below are two examples of the diverse strategies used by the network to access this information.

### **PRACTICE ANALYSIS**

Once the maps were completed, students, teachers, parents and network leaders reflected on their practice in relation to the maps and their interpretations. They discussed the practices in which each of these participants engaged, the reasons for selecting these and the impact that they had on the learning environment. The discussion considered those actions that supported students' learning as well as those that, perhaps inadvertently, obstructed learning. An example of the practice analysis process is included later in this document.

### **TRACKING HUNCHES**

Throughout the project, the network kept the achievement challenge, or focus, in view. That is, all of the information the network collected was related directly or

indirectly to students' academic learning. Individual schools had selected specific aspects of academic learning, some of these being particular subjects, for example, mathematics learning, and others multiple subjects such as reading, writing and mathematics. This focus had been decided early in the networking process.

During the course of data collection through selecting the achievement challenge, conducting the mapping exercise, making school visits and analysing the practices of students, teachers and families, the network kept an ongoing record of their 'hunches' about the influences on academic learning. In this way, they ensured that they were making sense of the information they gained as they went, and were able to follow up on questions generated by each analysis. The 'hunch tracker', illustrated below (Table 1), allowed the network to take an increasingly data-informed view of the emerging trends and patterns. The tracker recorded the hunches that the network had about the influences on the achievement challenge.

Table 1. The Hunch Tracker

<b>HUNCHES ABOUT INFLUENCES ON THE ACHIEVEMENT CHALLENGE</b>			
	<b>DATE 1</b>	<b>DATE 2</b>	<b>DATE 3</b>
<b>SCHOOL A</b>			
<b>SCHOOL B</b>			
<b>SCHOOL C</b>			
<b>SCHOOL D</b>			
<b>SCHOOL E</b>			
<b>SCHOOL F</b>			

When all information was collected, the schools in the networks considered the entire set of data, looking to discern dominant patterns and any obvious outlying information. The data collected formed a coherent set of dimensions.

## EXAMPLES OF THE MAPPING EXERCISE

### SCHOOL A – DYER STREET SCHOOL

Dyer Street School conducted the mapping exercise with the students and then discussed the maps with both the students and their parents. The procedures and observations from discussions with students and then parents is outlined below.

#### *Students' perspectives of the learning environment*

Dyer St School project leaders selected three groups of six students (three girls and three boys) to take part in the mapping exercise. One group had a focus on maths, another a focus on reading and the third a focus on writing. Children with priority learning needs were included in the group as well as at least one student who was achieving at or above expected standards.

#### *Setting the scene for the structured interview*

A structured interview was developed to guide the students. The session began with the facilitating teachers setting the scene by explaining that they were seeking information from students, parents and teachers to help them make their school an even better place for learning. The facilitating staff members showed the students how to draw pictures in response to the questions they would ask. They took care to ensure that the students made comments and drawings about their experience *in the current year*.

#### *Interview procedure with mapping exercise*

The network leaders at DDS devised a series of questions to elicit the information required to learn about the students' educational experience and the broad context of their learning. Students were asked to draw particular aspects of the learning environment, gradually building up their Learning Environment Diagram (LED). Specific questions followed, allowing students to explore their learning experience and to give

explanations for their entries on the LED. For example, students were asked to draw the teacher(s) and people students worked with during class or in a group. Then they were asked questions such as, “Who decides what you write about?” and were encouraged to illustrate their answers on their diagrams. The facilitators supported the students by illustrating their expectations on projected slides. The questions asked were placed in a table alongside the student responses. This table accompanied the pictures drawn by the students.

*What was discovered?*

The questioning process produced much information about the students’ experience of learning with one another. For example, in the group focusing on writing, the students noted the events that they liked, that inspired them to write. These included making up the stories and writing in relation to topics that interested them, such as animals, particular movies and the production of guides to activities. They also noted the events and activities that deterred them from writing. These included having to rewrite drafts due to errors, having to write more on a topic when they were satisfied they had finished, and not having sufficient choice. When asked what they believed would make their writing more interesting, they said they would like increased choice and topics linked to their own experience.

Information was also gathered about the opportunities the student had and took for connecting with other people. The students’ learning connections included working with their teachers and some discussion with other students but they did not talk about learning with students in other classes. Other connecting events were identified, such as family picnics, some being linked to learning and others not. The students also commented on their use of technology at school and at home. It appeared that students were familiar with the internet and various electronic devices but did not view these as integral parts of their learning environment.

### *Students' Interpretation of the Maps*

The students compared their Learning Environment Diagrams to identify what was common across the set and what aspects of learning experience differed.

Common entries were:

- Central position of the teacher – teachers making decisions on learning
- Involvement of children
- Home and school contact

The aspects on which the LEDs differed were:

- The use of technology
- The use of books
- Students talking about their learning
- Teacher setting (specific) goals.

### *Parents' perspectives of the learning environment*

Dyer St School invited six parents (two from each group) to meet with network leaders on 3 different occasions. Five of these parents took part in the discussion where they talked about their child's map.

### *Setting the scene*

The network leaders explained that the strategy was aimed to help their schools, in this case Dyer Street School, become even better places for learning. The parents' position and roles as members of the network were discussed and the mapping exercise, already completed with their children, was explained.

### *Procedures*

The parent group was asked the following questions in relation to the children's maps:

- Does your child talk about learning at home?
- What is working for your child?
- What works well for you when helping with your child's learning?
- What does your child like/dislike about school?
- What engages/disengages your child?
- Does your child talk about things he/she would like to learn?
- Do you have any suggestions about ways we could do things better?

*What was discovered?*

The conversation elicited a variety of comments. The main themes are reported below.

- *Relevance and interest:* The parents considered that the students talked more at home about their schoolwork and engaged more in homework activities when they were perceived as relevant to the children at that time and related to their interests.
- *Relationship:* The relationship that the school, in particular the teacher, built with the child and the family was seen to support students' learning.
- *Quality of instruction:* When teachers were clear and well organised, it was easier for children to engage in their tasks.
- *Experiencing success:* The children engaged when they had the ability to perform tasks. Some successful programmes and activities, such as *Learning Conversations* and *Reading Together*, were associated with parent observations of learning.
- *Direction:* A range of responses related to children's reactions to being directed to activities. Some students did not like being told what to do. Others found it a challenge to take an active role, not knowing what they didn't know so passively complying with requests and instructions.

### SCHOOL B – NAENAE PRIMARY SCHOOL

Naenae Primary School saw participation in the Network as a way of making school an exciting, challenging and interesting place for students, parents and teachers. To understand the learning environments of the children selected to take part in the project they began by conducting the mapping exercise. This involved speaking with the students and their the parents. The school had selected mathematics as their specific achievement challenge, a focus that aligned with the network focus of academic achievement and the goals for the school this year. Prior to meeting with the students, the network leaders met with the whole staff to discuss the process. The teachers drew maps showing their perspective of the students' learning environment. An example is shown below in Figure 4.

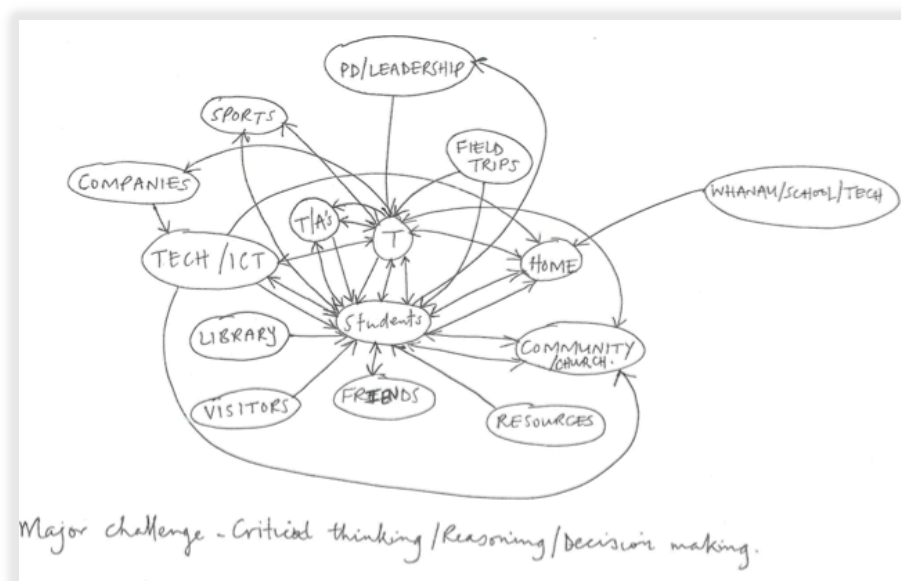


Figure 4. An example of a teacher's perspective on the learning connections of the students

#### *Students' perspectives on the learning environment*

Two groups of students took part in a combination of group and individual activities to explore and communicate about their learning environments. The students represented a range of abilities that included

students with priority learning needs and some who were currently achieving at or above expected standards. The two groups were distinguished by class level: a junior group (Years 1 to 3) and a senior group (Years 4 to 6). This example reported here was carried out with the eight students in the Years 4 to 6 group.

#### *Setting the Scene for the Mapping Exercise*

The principal and the enthusiastic leader facilitated the mapping exercise, aiming to explore the learning environment in relation to mathematics. The leaders took a novel approach to engaging the students in conversation. At the beginning of the session, the students had the opportunity to experience a classroom environment similar to that in times past through a role-play involving the students, the enthusiastic leader and the school principal. That is, the students experienced a traditional classroom approach, being asked to sit in rows, to sit still, to say nothing unless asked to do so, looking toward the teacher. Following the role-play, the students were shown pictures of early 20<sup>th</sup> century classrooms and they made comparisons between this type of schooling and their own experience. The principal and teacher shared memories their own school experience.

#### *Procedures*

The students talked in pairs for five minutes about what was different now from the type of the schooling they had experienced in the role-play. The pairs of students were helped by the prompts: "What helps you learn? Who helps you learn? and, Where do you learn?" The children chatted enthusiastically. The activity had warmed the children to the session and resulted in them thinking and talking broadly about learning opportunities.

After being shown how to draw the learning environment maps, the students began drawing individual diagrams of their learning connections, including the people, places and things that help them learn.



The high level of engagement in this task indicated that the students understood the nature of the task and saw its relevance to their learning mathematics.



Figure 5. Naenae Primary School students drawing Learning Environment Maps.

*What was discovered?*

Once the drawings had been completed, the students discussed the learning connections illustrated on their diagrams. The students identified many supports for their learning inside the classroom. These included teachers, books, writing activities, computers and friends. They also recognised that they had many general learning opportunities outside of the classroom. These included their interactions with Whanau members such as nans, brothers and sisters, who, for example, taught students how to speak English and how to ride a bike, and friends.



Figure 6. Naenae network leaders work with students the draw and discuss maps of the learning environment.

When asked about how they learn, the students agreed that school was a place where you could have fun. They said that you learn better when you have confidence and also explained that students could help one another to build this confidence. Students provided examples of how family members had helped them learn, one explaining a process by which her brother taught her skills and then gradually required her to become independent in the skill. Although most arrows placed on the maps by the students were unidirectional, one student noted, with use of double-tipped arrows, the reciprocal learning relationships between teacher and student and student and internet (computer).



Figure 7. Example of a child's map of her learning environment.

Several parents of the students who were participating in the study met with the network leaders to provide a broader perspective on the students' learning. This meeting took place on an evening when a school event was scheduled.

### VISITS TO SCHOOLS

The network's six schools divided into two groups for inter-school exchange of information about the learning environment. The activity of one of these subgroups (Naenae Primary School, Dyer Street School and Epuni School) is described here as an example of the way visits can be arranged.

Students, Family members and network leaders met at Dyer Street School for a morning. At the beginning of the visit all participants met in the school library. Students were asked to form three groups, each composed of similar numbers of students from each of the three schools. Each group went into separate classrooms that had been vacated for the visits. Network leaders who facilitated discussion among the students took a set of prompt questions or topic starters they had compiled to generate conversation among the students about learning environments. Students from each school showed and discussed their learning environment maps, which they had brought with them on the visit. These provided learning opportunities for students and network leaders. One network leader reflected after the student discussions that the conversation had provided

“so much good learning for her”. Facilitated discussions were also held with the parent group and the network leadership group. While the network leaders were talking, the visiting students joined the host students in play at break time outside.

#### *Students' reported views on the learning environment*

In one of the multi-school student groups, the following was reported. The students said that they learned with their teachers, family members, and friends and that learning experiences happened at school, home and at friends' houses. When students were asked about 'how' they learned, they found the question difficult to answer. However, they were better able to answer questions about what they did and what helped them learn. Several supports for learning were identified including ipads and computers, books, mathematics games and sports. One student described how playing softball helped him to learn mathematics because he had to judge how far the ball needed to go.

The students indicated that learning could be fun. Enjoyable activities included playing games, sports, helping others, and using computers at school. They indicated that they enjoyed learning things that were new to them, whether they were associated with reading, writing or football. They enjoyed trips and school visits, pointing to the example of their current activity, “like we are doing here”. They also found fun in reading reference books, such as dictionaries, where they could find out things. Games that involved challenges with others also had appeal. An important aspect of learning was allowing teachers to know what children needed to learn. One child suggested that children could help the teacher know what children need to learn, one suggesting a 'brainstorm'.

#### *Parents' perspectives on the learning environment*

The parents who met to discuss their students learning maps discussed the way their children engaged most willingly in activities that involved practical, hand-on activities. They enjoyed searching for information and learning new things that seemed relevant to them. The parents spoke positively about the inquiry

projects in which their students engaged at school, stressing the importance of consulting students about what they wanted to learn and what interested them. Students had to have an input. Parents also noted the importance of cultural representation at school. One parent, as way of illustration, noted the high value of the kapa haka programme in one of the participating schools.

#### *Network leaders' perspectives on the learning environment*

The network leaders reflected on the previous discussions and shared their initial analyses of the mapping exercise in their schools. In summary, although the information had been collected in different ways, similar patterns had been observed in the schools. These included the following:

- The learning environment extends beyond the classroom (not necessarily recognised as learning)
- Popular connotations of learning reflect school-based learning
- Many interactions between teacher and student are teacher directed
- There are few direct links from school to home, links are through the children
- Students did not always see themselves as instrumental in what is learned/did not regularly initiate learning activities/often saw their role as passive rather than active

#### **EXAMPLE OF THE PRACTICE ANALYSIS**

Each school conducted the practice analysis with students, teachers and parents. That is, each group considered what practices they used, how these practices impacted on learning situations and what alternative practices they might choose. An example of the activity and collaboration of this practice analysis is shared below from Belmont School.

Our process for the practice analysis conversations developed from working with our school leaders. In a leadership meeting the long-term goal of our learning and change network was revisited. The learning

environment that our students and teachers had indicated in their maps was outlined. While some aspects of environments were similar there were also mismatches. Teachers saw themselves as, in the main, partners in learning with their students whereas students saw that while there were times they were partners and drivers of their learning a large proportion of their learning environment was teacher driven with them being recipients not partners.

In the following discussion talk became uncomfortable with feelings and concerns this picture engendered coming to the fore. Working through this led us to identify and celebrate all the effective practices we have that lead to student achievement as well as identifying some practices that we would modify. From this we were able to map our leaders' practice and identify what our achievement challenge is.

Based on the above process we planned two staff meetings. In the first the similarities and mismatch of the student and teacher's maps were shared and established sound practices were identified and examined in smaller groups, shared back and celebrated. In the second session these were revisited briefly and used by teachers to independently analyse their practice, complete their thinking and record their responses to the achievement challenge.

Families of our priority students were invited to school for an evening with shared supper. There was provision made for the parents' children to be looked after. The view from the students regarding their maps and the teachers' perspectives were shared. We moved from this topic to discussing homework and how they found it, what works, what doesn't etc. They completed a group response based on that and the evening's discussions. Those families that weren't able to meet that evening came into school for Learning Conversations and their thoughts and ideas were shared in the evening session.

Priority students were likewise brought together in two groups – one of Years 3 and 4, and one of Years 5 and 6. Their group discussions were based on what they thought made learning hard for them. The following day students individually recorded their thoughts after further discussion of their thinking in a one on one situation.

### **C. EMERGING TRENDS AND PATTERNS A**

The tentative themes emerging from collation of data from all schools after the mapping exercise and the first visits among schools are listed below. Each of these themes involves the current foundations of strength in the area and the aspects identified for future development.

1. 21<sup>st</sup> C Pedagogy
2. Lateral learning
3. Blended learning
4. Active or passive role of students
5. Engaging family and whanau (partnerships)

### **D. EMERGING TRENDS AND PATTERNS B**

Following the analysis of the practice by students, teachers, and parents, the lists of hunches were reviewed and revised. On the basis of the evidence presenting at this stage, some new themes emerged, some were combined and some were removed. The hunches, now firmed to priorities for change, are presented below accompanied by the observations and learning of the networks. This understanding will support the planning of a programme of change.

#### ***21<sup>st</sup> Century Pedagogy***

Teachers practice will need to be guided by 21<sup>st</sup> Century pedagogy and incorporate the use of new tools. This may reduce the extent of teacher-directed activity, the role of the teacher being a facilitator of learning. Effective teaching will involve making decisions about when to direct and when to hold on, when to

stand back. The learning environment will scaffold and support active learners and will be structured to meet the needs of a diverse group of learners.

### *Active vs passive role of students in learning*

The opportunities for students to take an active role and to initiate their learning will need to be increased. For this to happen, students will need to have clarity about the purpose for learning to understand their role and to be active in learning in and beyond the classroom. Students will need to have choice in their action and to learn in a range of environments.

### *Lateral learning*

Children engage best when they are excited by the learning activities. We need to build on the 'WOW' factor. All participants, students, families and teachers need to understand lateral learning and provide opportunities for this to happen.

### *Blended learning*

Lateral learning involves the use of diverse resources and the availability of digital resources needs to be increased.

### *Engaging family and whanau (partnerships)*

Parents, caregivers, students and teachers all need to have power to contribute to and support children's learning. We need to learn more about ways of engaging whanau so that all can work together, so that parents can understand the active role of the learner and work with the school.

### *Mapping the dimensions*

One of the network schools, Dyer St School, developed a diagram to show the relationships among dimensions or themes emerging from the analysis of the current situation. The diagram below (Figure 8) shows the achievement challenge and identified dimensions that would identify areas for change or areas that would support change.



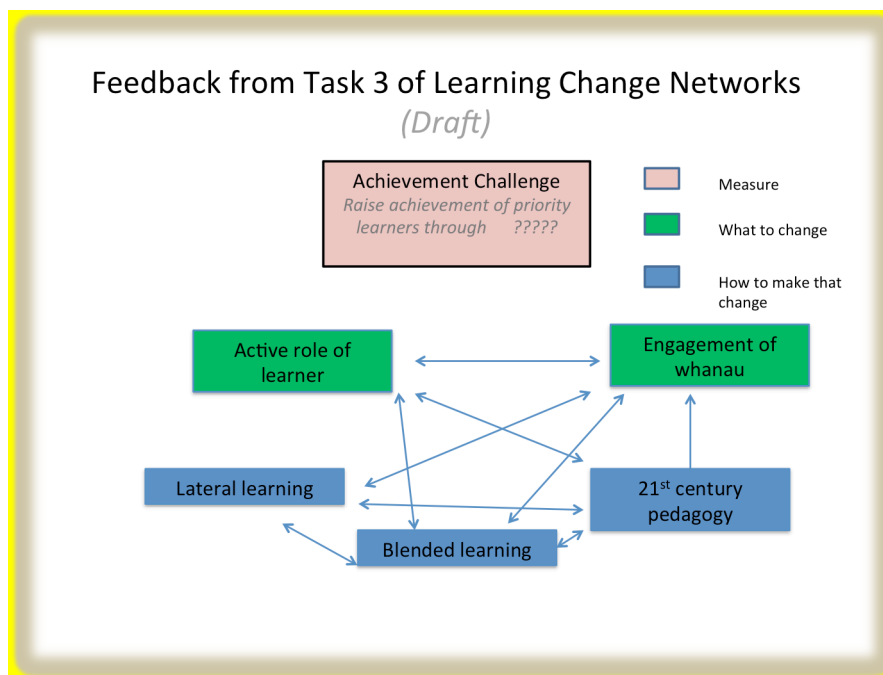


Figure 8. Map of the current situation in the Naenae Network

### From the current learning environment to a plan to recreate a new innovative learning environment

The network met to discuss the emerging themes in the current learning environment. Between meetings, they had taken the list of emerging themes and noted beside each of these, the items from their sets of data that had related to individual themes. At the meeting, the leaders were asked to order their themes to identify the priorities for change. Some would form focal points for change, while others would provide a platform for change. When the themes were prioritised, the network leaders compared and contrasted their maps with the fields listed on the Ministry of Education's Capability Tool and the Provider's 'Cloud Diagram'. Where items were present on one of these lists but not on those generated from the network data, the network leaders checked that it was implicit in the priorities for change already selected and adjusted wording for the purpose of clarity. If the item had been omitted, the network identified ways of accommodating it in an integrated way. This process ensured that the understanding reached was firstly grounded in the wider network but sufficiently comprehensive to incorporate all aspects of the Strategy.

The understanding reached by the Naenae network leaders indicated schools and communities would need to pursue pedagogy that was relevant for students learning in the 21<sup>st</sup> Century. Opportunities for lateral learning would be created, supported by blended learning. This would begin with development of community and whanau connections to promote the cultural and linguistic relevance of students' learning experience. The network developed a diagram to illustrate the direction they considered might be taken (See Figure 9 below). Figure 9 shows the network leaders' vision for their students. Learners who are active and progress in academic learning are supported by whanau and community who themselves take an active role in students' education. This activity is supported by new pedagogy that promotes lateral learning and cultural and linguistic relevance of learning experience.

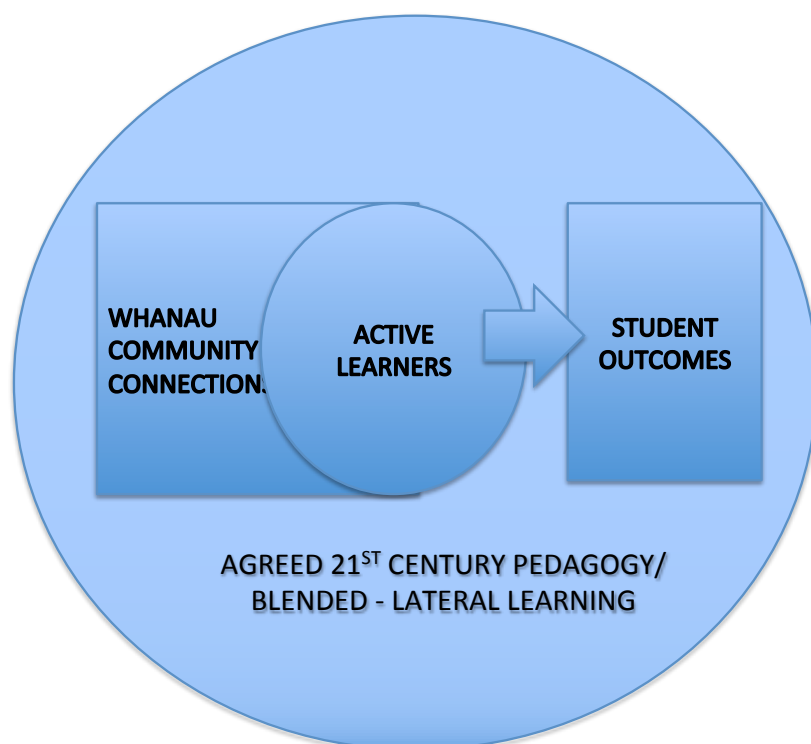


Figure 9. Vision for the Naenae Network Plan as proposed by network leader. The diagram shows tentative priorities for change.

The network leaders are aware that the plan is by no means complete. Their next step involves adjustment and elaboration of the plan in collaboration with students, parents, community and teachers. Each participant will be supported to be active in influencing students' learning directions and creating learning activities.