I hope you won't mind my pillow and blanket at your presentation.

The last time you presented, I lost consciousness and broke my nose on the table.

Whatever happened to good manners?
JOURNEY FROM RELATIONSHIP-BASED BEHAVIOUR MANAGEMENT TO RELATIONSHIP-BASED CURRICULUM AND PEDAGOGY
The secondary schooling system in NZ is strong, robust and resilient and it is not broken!

THIS IS A BAD THING!

Because it is not broken there is little motivation to fix it!
“Young people today are inclined to contradict parents and tyrannise teachers.”

Socrates (as translated by Abraham)
Opotiki College Suspensions 2001-2012

Year 2001 - 2012

- Suspensions
- Maori Suspensions
- Exclusions
OUR ENTRY COHORT

Overall MidYIS Score: Percent in each Band

Percent

Band

D
C
B
A
Qualifications
The Opotiki College Pyramid of Restorative Practices

Relaxed Vigilance and Slightly Less Relaxed Vigilance

The Mini Chat

Restorative Hui (Deans or DPs)

Classroom Hui (DPs or Deans)

Full Restorative Conference

Target PD to

Fewer and Fewer Staff

All Staff
WHAT DO YOU DO ABOUT....?

• We wrote a manual that tied all of the restorative processes together.

• The most valuable part was the result of staff writing restorative responses to common student behaviour issues.
SOCRATES IS STILL RIGHT!

Number of Events

Drugs
Violence/Harassment
Abuse of Staff
Continual Defiance
DNA Saturday
Blues
Truancy
Damage
Alcohol
Theft
Smoking
There is no longer a good fit between the education we are currently providing and the education we need
ERO has identified three key interrelated issues that need to be addressed to significantly lift the achievement of students, particularly for priority learners.
Shifting the focus to student-centred learning

Implementing a responsive and rich curriculum

Using assessment information to know about and plan for student learning
.....the absolute necessity for knowing about learners as individuals who possess interests, strengths, and capabilities, and who are endowed with cultural backgrounds and knowledge that can contribute so richly to the curriculum.
ERO argues that innovation, creativity and responsiveness should be the norm in all schools and for all students.
Urgency for Change
HOW TO CREATE 21ST CENTURY LEARNERS?

Learners today are already 21st Century Learners.
The real questions are:
How to make teachers become effective teachers of 21st Century learners and
How to make schools relevant for 21st Century learners?

The students are already there!
The world is changing – schools are not

“There is no longer a good fit between the education we are currently providing and the education we need” (MOE, 2012)
RESEARCH INFLUENCES

• Innovation Unit (UK)
• ERO Reports (Priority Learners in NZ Schools)
• Graham Nuthall (The Hidden Lives of Learners)
• MOE (Supporting Future-oriented Learning)
• Big Picture Schools (Littky, Washer, Levine)
• Changing The Odds (McREL)
A different way to think about schooling
GPILSEO – A CHANGE MODEL

- Goal
- Pedagogy
- Institution
- Leadership
- Spread
- Evidence
- Ownership
THE THREE RS

• **Relationships**

  • “The quality of the relationships in a school has a tremendous effect of the quality of the learning that happens there.” (Big Picture)

• **Relevance**

  • “You have to start where people are, because their growth is going to be from there, not from some abstraction or where you are or someone else is.” (Myles Horton)

• **Rigour**

  • “[when] the activity is defined by the student’s interests… this fact alone leads to a more rigorous learning environment.” (Littky)

“You cannot have a relationship with or make things relevant for or expect rigour from a kid you don’t know.” (Abraham)
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LEARNING ADVISORY STRUCTURE

1. Kitchen Table
2. Check-in
3. Current events
4. Focus area
LEARNING ADVISORY

FOCUS
- Reflecting on and planning learning

FOCUS
- Pursuing Passions
FOCUS

Reflecting on and planning learning

STUDENT REFLECTION

- Reflecting on and planning learning
- Reviewing learning plans
- My portfolio
- Student handbook

MAKING CONNECTIONS

- Students linking learning to ‘Learning Plans’ and ‘Projects’.
- Making links to Key Competencies
FOCUS: PURSUING PASSIONS

1. Interest / Passion Exploration Activities
   - Sculpture
   - Dream Maps
   - Life Journey Map
   - Skill inventory
   - Career interest checklist (dream catcher)

2. Introduction to Learning Plans
   - Learning plan cover sheet
   - Parent sheet

3. Creating a Learning Plan
   1. Thinking
   2. Using Language, symbols and texts
   3. Participating and Contributing
   4. Relating to Others
   5. Managing Self

Exhibition
- Whanau – student – teacher hui

4. Passion to Project
   - Create a project around interest and passion
   - Link project to learning
   - Make it authentic
“Advisory in one word is communication. It makes the school smaller...[Students] know someone’s there for them, they are not getting lost among all the other students... In advisory we don’t talk at kids, we talk with kids.”
ONE KID AT A TIME

“There is no better way to do this [one student at a time] than to allow kids to learn through their own interests and pursue their passions.”

“When we are interested in what we are learning, no one has to force us to keep learning.”

“They are passionate about their learning, because they are learning something they are passionate about.”
Schools are not broken they are merely obsolete.