Ariki and NPDL

How Ariki Sustained Pedagogical Change at Wānaka Primary School

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Purpose:

The Ariki Project has been part of professional learning and development at Wānaka Primary School since 2009. The Ariki approach developed a culture of trust and a way of working with a large staff, supporting the school through significant pedagogical changes as it introduced New Pedagogies for Deep Learning. This report will show how Wānaka Primary School has used Dr David Stewart's Ariki Project to make and sustain change over time. David Stewart believed that to change behaviour, first, you have to change the thinking in teachers' heads.

Introduction:

Wānaka Primary School (WPS) is a learning community that strives to make a difference for its students. The school aims to promote educational achievement to the highest possible standard by empowering students and teachers to take ownership of their learning. The school's mission statement is 'Empowering a Community of Learners'. To achieve this goal, WPS has

> *Quality Learning Circles (QLC) are focused interactions with colleagues where shared professional narratives are illustrated with evidence of practice.*
> (David Stewart, 2009)

adopted and embedded Ariki Quality Learning and New Pedagogies for Deep Learning (NPDL). These programmes are used to critique, reflect and further develop how teachers think about students' learning and their own pedagogy. This has resulted in significant and sustained change.

The Ariki Project involves working with evidence of practice in a reflective group setting. It allows individual teachers to share their voice within a Quality Learning Circle (QLC), where they respond to specifically developed questions that reflect and enable them to think critically.

NPDL is about building quality pedagogy where the role of a teacher is changed into that of an activator. Teaching experiences are designed around real-life problem-solving (Michael Fullan, 2017). This global initiative focuses teaching towards deeper, richer, and more meaningful learning that engages students and families.

This report aims to document the journey of WPS embracing NPDL. The Ariki project aided in taking ownership of the new initiative and embedding the changes.

Section 1: The Ariki Project

Definition: The Ariki Project

The Ariki Project is a New Zealand initiative developed by Dr David Stewart to build reflective groups where teaching and learning practices are critiqued. It involves a group of four teachers meeting twice a term to share a classroom story, piece of research or student achievement data. Prior to the group meeting, teachers record a presentation summary and each member receives a copy. At the Ariki meeting a teacher presents, then is asked questions purposefully designed to explore and critique their practice. An online group summary sheet is completed with the key ideas that have been discussed. This is shared with everyone in the group and the principal, who can see links between the Ariki topic, school and team targets and what is important for teachers in their classrooms.

> *In order to improve their practice, teachers have to question, clarify, consider and often unlearn and discard considerable amounts of their current understanding of content and pedagogy.*
> *(Kay Tester, 2011)*

When Dr David Stewart developed the Ariki Project, he saw the need to establish professional conversations within schools and leader groups. This was in response to the newly developed New Zealand Curriculum (NZC) introduced in 2005. Ariki gave principals a collaborative setting to share and reflect. For teachers, it gave them a voice where they could reflect and critique their practice and discuss what was important in their classroom.

Ariki Values

Ariki professional values are central to the process required to underpin a collective commitment to learning and development. The four values are:

- Professional Discretion where teachers act professionally to ensure the work being done is in the interests of students and their learning, no matter the pressures being faced.
- Collegial Obligation recognises that the collective meaning of practice matters and is formed by working with colleagues.
- Reflective Inquiry and Discourse encourage processes which depend on trusting relationships and opportunities to co-construct meaning.

- **Evidence-based Professional Practice** is about having robust data sources to inform teaching and learning (Susan Lovett, 2016).

Ariki Shaping learning at Wānaka Primary School

In 2005 Dr Wendy Bamford gained the position of Principal at WPS. Dr Bamford was already an Ariki director and had been working with Dr David Stewart on the inception of the Ariki Project. During this time, the much-proclaimed new NZC was introduced, and for the staff of WPS, this meant unpacking the key competencies and the front end of the curriculum. In 2009 the Ariki Project was introduced to the staff of WPS as Dr Bamford valued the importance of

> *The research has been clear and consistent for over 30 years — collaborative cultures in which teachers focus on improving their teaching practice, learn from each other and are well led and supported by school principals resulting in better learning for students.*
> *(Michael Fullan, 2011)*

collaboration and professional conversations. Once the staff had a collective understanding, professional learning groups were established. The protocols were introduced, the nationally run Ariki Web Diary and group summaries were set up, and group meetings were timetabled twice a term.

By 2010, Ariki QLCs had become embedded as part of the professional development and formal appraisal system at WPS. A culture of trust and collaboration was firmly established amongst the staff. There was a positive focus on what teachers were doing and their willingness to learn, critique and reflect with others in a positive collegial environment.

Quote from: Robyn Blennerhassett, teacher Wānaka Primary

"When we began our Ariki QLCs, I enjoyed the collaborative nature of the groups. I found the questioning and discussions very valuable as they focused my thinking and helped me enhance my teaching practice."

Ariki and National Standards

National Standards were introduced into schools at the beginning of 2010. Teachers across New Zealand felt pressure on their performance. The underlying message was that expectations were high regarding students' results and outcomes. Many teachers became disheartened that assessment was becoming the focus of teaching and learning. Teachers could see education

> *The key to Ariki is the initiative that is placed in the hands of the teachers. They decide what is important rather than being directed by some external authority.*
> *(Kay Tester, 2011)*

was moving away from the front end of the curriculum to assessing the back end, at the detriment of the Key Competencies. Publicly circulated school results impacted heavily on teachers and school leaders. This was strangling rich learning as testing was emphasised more, and children's individual needs, interests and well-being were lost in the paperwork and Ministry requirements.

WPS Ariki QLCs became more important than ever. Ariki QLCs allowed staff the opportunity to talk about teaching and learning in their classrooms, not just assessment. Teachers' research would directly reflect what was important for the school and themselves. They would focus on school, team, and personal goals, not National Standards.

Ariki and Appraisal

As Ariki became embedded in the professional learning at WPS. It also became part of the appraisal process, now known as Professional Growth Profile. Ariki web diaries were discussed at twice-yearly appraisal meetings. Teachers shared their work around school, team and teacher 'standards' targets, as well as reflections on the Ariki QLCs. Evidence of practice and strengths were valued, and next steps or goals were developed. Web diaries helped teachers systematically gather evidence of their current practice and how they were developing and improving their teaching. A link between a teacher's professional learning needs and professional development could be seen. The Web Diary was phased out with presentation and reflection sheets completed and shared using WPS's own version. These were kept as evidence which continued to be used during appraisal and for evidence of current teaching practice. The group summaries were shared with the principal, who could see trends, patterns, strengths, needs, and changes happening within the classrooms, thus aiding in the development of the strategic plan and forward planning for professional development.

Ariki - Part of Wānaka Primary School Culture

Between 2010 and 2019, WPS grew from 350 to over 770 children. It was found that Ariki cross-school groups reduced professional isolation that can occur in large schools. Teachers enjoyed sharing their practice with colleagues from other parts of the school.

The school's strategic, team and personal goals became the QLC's focus. For teachers, this could be around a curriculum area, classroom management, parent conversations, time management, or creating rich, diverse tasks. Using Ariki questions would aid critique and reflection, thus keeping the focus on the importance of teaching and learning. Ariki QLCs became part of the culture at WPS, and clearly defined the quality of professional interaction in the school.

> **Quote from: Dr Wendy Bamford, Principal Wānaka Primary**
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> *"The use of the Ariki protocols in school, empower rather than control, ask the right questions rather than provide right answers, and focus on flexibility. Ideas are welcomed, innovation is fostered and collaboration assured. Ariki protocols can end up becoming a habit of the mind as critique and reflection becomes embedded in a teacher's way of thinking about their work. Ariki allows teachers to have a voice, lead with their own innovations and passions, and to critique their own work and that of the school against cultural expectations and goals."*

Section 2: New Pedagogies for Deep Learning

The Arrival of NPDL

As National Standards increasingly impacted teachers and students, the joy of learning was disappearing. This combined with changes in digital technology and communication was changing how children learn. Therefore, forward thinking was required. In 2016, Dr Bamford and Sue Heath, the then Principal of Hāwea Flat School, travelled to hear Michael Fullan speak about a new global programme of professional learning called New Pedagogies for Deep Learning (NPDL). This enthused them to research more deeply and they decided to introduce NPDL into their schools.

> *Deep Learning is a global partnership that works to: transform the role of teachers to that of activators who design experiences that build global competencies using real-life problem solving; and supports schools, districts, and systems to shift practice and how to measure learning in authentic ways.*
> (Michael Fullan, 2018)

The NPDL framework inspired Dr Bamford and Sue Heath in what they felt could be the basis of successful change towards deeper, richer teaching and learning. NPDL was a strategy to return to the front end of the New Zealand Curriculum and take the focus of teaching and learning away from National Standards.

Definition: NPDL and the Six Competencies

NPDL promotes Six Global Competencies (6Cs) which align with the 4 Key Competencies of the New Zealand Curriculum and take them deeper.

These personal and interpersonal Competencies are traits essential for students to flourish. By focusing on the six competencies, teachers have more capacity to meet student needs, especially those around well-being.

The Deep Learning competencies are:

- Character – Grit, tenacity, perseverance, and resilience. Self-regulation, responsibility and integrity.
- Citizenship – Thinking like global citizens, considering global issues, compassion, empathy, and concern for others.

- Collaboration – Working interdependently, team-related skills, social, emotional, and intercultural skills, learning from and contributing to the learning of others.
- Communication – Communicating effectively in a variety of styles, including digital, for a variety of audiences.
- Creativity – Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions, and turning ideas into action.
- Critical Thinking – Making connections and identifying patterns, problem-solving, and constructing meaningful knowledge (Michael Fullan, 2011).

NPDL at WPS (2017/2018)

In February 2017, WPS hosted a Teacher-Only Day for the Upper Clutha schools. Six local primary schools attended the day which focused on NPDL. Margot McKeegan and Derek Wenmoth from Core Education facilitated the day. The local Upper Clutha schools have always worked closely together, and had already established constructive, sharing relationships. By introducing NPDL as a cluster, these relationships were valued and enhanced even more.

By joining the global NPDL movement, each school had the support of experienced practitioners and a website that contained a depth of resources. These resources were the starting point for classroom and teacher development. Rubrics for each of the 6Cs gave progressions for the children to take ownership of their next steps. A rubric around school conditions showed each school the importance of developing a vision and collaborative culture as well as the importance of empowering the NPDL leaders. Teacher self-assessment tools supported teachers and gave them the knowledge to confidently make positive changes. Many online webinars were offered each term to support teachers and NPDL leaders. During these webinars, experience and knowledge was shared, as well as the opportunity to ask questions.

The lead NPDL teachers across the six schools met termly to reflect on progress, discuss research and develop forward-thinking plans. Conversations were held around how NPDL was being implemented, and questions were asked to help reflection and critique. Professional Learning days, which Margot McKeegan would lead, were shared between the schools.

WPS staff developing a passion for NPDL were given the opportunity to take on a leadership role within the school. NPDL leaders were established across the school who led Ariki QLC groups and took part in twice-termly meetings where strategic planning took place.

NPDL Deep Dive (2018/2019)

Mag Gardner, a global partner in the NPDL team visited New Zealand in 2018. She facilitated a Deep Dive with the Upper Clutha schools held at Hāwea Flat School.

A Deep Dive is a strategy available to schools that wish to reflect on and analyse their progress in implementing NPDL and the impact it has had. External NPDL members are invited to participate in a collaborative inquiry focused on the school conditions that support NPDL. A Deep Dive explores four basic questions.

1. What are the school's greatest NPDL strengths and achievements, and what is the evidence?
2. What enables these standout achievements?
3. What are the best opportunities for moving forward?
4. What are the next steps, and how might they be measured? (Michael Fullan, 2020)

After the Deep Dive experience at Hāwea Flat School, the WPS NPDL/Ariki groups took on a new look. The Ariki QLCs had continued to run in the original format until the end of 2018. However, at the beginning of 2019, WPS Ariki sessions changed. The Ariki QLC framework and protocols were followed, and the prime focus of reflecting, critiquing, and providing evidence of practice remained the same. Dr David Stewart's Ariki questions were reworked to incorporate NPDL language and focus, and the collaborative inquiry process was used to group questions. Reflections were shared, and teachers developed their personal goals helped by the professional, reflective critiquing during an Ariki session.

> *A Deep Dive is the opportunity to reflect and analyse your progress in implementing New Pedagogies for Deep Learning and the impact that it has had on your school. It involves inviting New Pedagogies for Deep Learning members from the local schools within your cluster to participate in a collaborative inquiry focused on the school conditions that support Deep Learning. It is a high trust appreciative model which is evidence-based.*
> *(Michael Fullan, 2020)*

The first Deep Dive experience illustrated the value, professional growth and development it provided. Due to this experience, WPS decided to implement three Deep Dives.
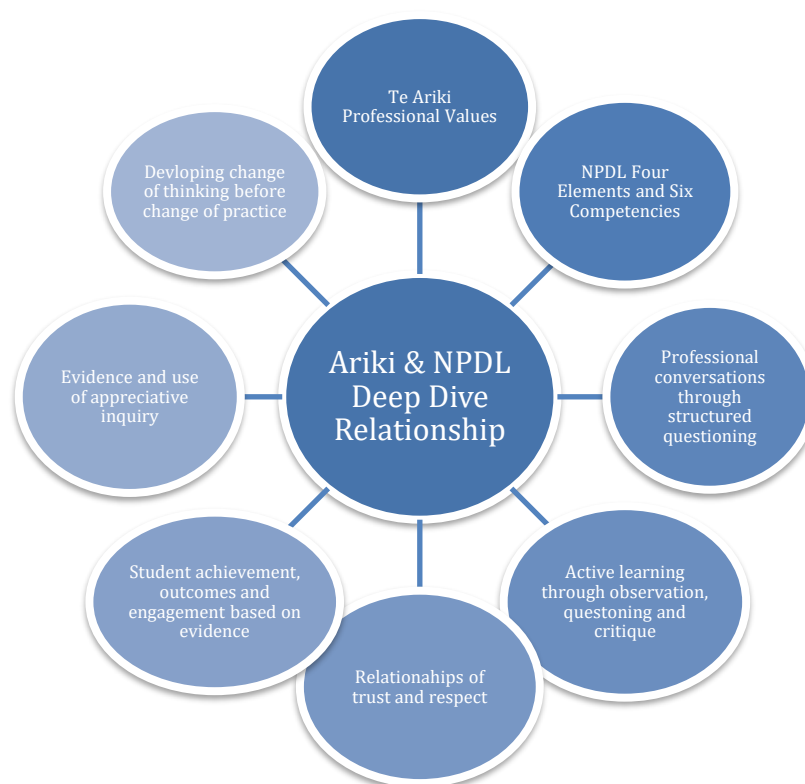
1. Lead Teachers Deep Dive – WPS school leadership team, seven NPDL lead team members, three parents and five pupils
2. Full School Deep Dive – All staff at WPS as well as pupils and parents

3. Cluster Deep Dive – NPDL lead team members from the Upper Clutha Schools

The three Deep Dives cemented the belief of WPS staff that NPDL protocols, strategies and pedagogy were the way forward for quality teaching and learning. They accelerated the change of thinking that meant NPDL was firmly embedded at WPS.

Quote from: Kerry Guise, Deputy Principal Wānaka Primary

"The Deep Dive experience gives us valuable insight. We can see a flow across the school where the growth and use of NPDL language and pedagogy can be clearly seen."

Te Ariki Professional Values

NPDL Four Elements and Six Competencies

Devloping change of thinking before change of practice

Ariki & NPDL Deep Dive Relationship

Professional conversations through structured questioning

Evidence and use of appreciative inquiry

Student achievement, outcomes and engagement based on evidence

Active learning through observation, questoning and critique

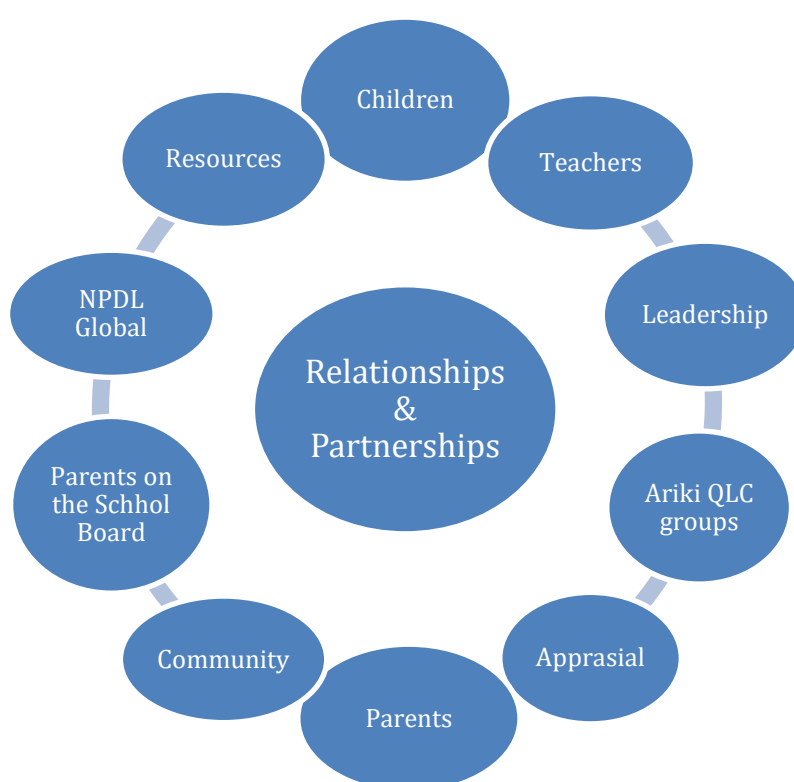Relationahips of trust and respect

Partnerships with the Community and the Local Curriculum (2019)

In 2019, the local curriculum design was the focus for the WPS leadership team. They looked closely into learning conditions, new pedagogies, and deep learning outcomes that identified the WPS community. After the Deep Dives, NPDL was shown to be well embedded in the school. The question then arose: how could the school community become more involved in being part of the journey?

A school's partnership with students, parents and the community is vital in creating ownership for individuals and giving them agency of their learning. During 2019, the structure of twice-yearly

reporting to parents changed. A new written report format was developed, which celebrated the use of NPDL language, especially the 6Cs. Whanau/family were invited into school to participate in a Deep Dive into their child's learning. Parents were guided through a personal Deep Dive/Ariki session with their child. They would discuss learning, goals and next steps based around evidence their child presented to them. Questions were supplied to scaffold the conversation to create an atmosphere of positive, reflective critique of the child's work.

Parents were invited into school to take part in classroom activities where they could contribute to their child's education and others. Through the changes in reporting, and the invitation to participate in learning design, partnerships with parents strengthened and became more positive.

Children

Resources

Teachers

NPDL Global

Leadership

Relationships & Partnerships

Parents on the Schhol Board

Ariki QLC groups

Community

Apprasial

Parents

NPDL Across the Curriculum (2020)

At the beginning of 2020, the focus of the NPDL journey changed. The shared belief that NPDL was the way forward led to it spreading into all curriculum areas. The Six Competencies became interwoven through all teaching and learning. The next step was to strengthen the use of the four elements of Learning Design. These have been identified to help teachers design deep and more meaningful learning experiences.

The Four Elements of Learning Design:

1. Learning Partnerships – Relationships between and among students, teachers, families, and the external world.

2. Learning Environments – A modern learning space that includes physical and virtual spaces but, more importantly cultural and relational spaces.

3. Leveraging Digital – How digital technology can accelerate, facilitate, and deepen the learning

4. Pedagogical Practices – Precision of pedagogical practices is an essential foundation for deep learning (Michael Fullan, 2011).

Making the four elements a focus during Ariki QLC sessions contributed to the cross-curricula spread of NPDL. Teachers became more intentional in developing learning experiences that made learning meaningful. A mathematics or spelling lesson became deeper with the inclusion of a meaningful context, a new or different environment, or the use of technology. Planning sessions became based on discussing the four elements and how these could be enhanced to deepen the learning.

Quote from: Kylie Brown, teacher at Wānaka Primary

"The Deep dive experience is very valuable as we use the appreciative inquiry approach where we only look for the positives. Through our QLCs we discuss and critique what we have seen and often what is shared is then used within our own class. "

Global Pandemic

As 2020 began, so did the global pandemic. Online learning suddenly became a major focus for teachers, students and parents. NPDL was a significant part of daily learning online. As the parents and students already understood the language and format of NPDL lessons, the change from classroom to online learning was minimised.

Leveraging digital and new learning environments became part of daily schooling for children. Backyards, living rooms, bedrooms, and kitchens became learning environments, and online meeting platforms became integral to teachers' tools.

Online Ariki QLC sessions became even more important as they allowed teachers to reflect and critique the changes that were suddenly forced upon them. Support, guidance, and collaboration

with colleagues was invaluable. The Six Competencies played a large part in online distance learning. The traits of persistence, resilience, collaboration, creativity, critical thinking and communication all became essential skills during lockdown. Using NPDL, teachers were able to develop and enhance these skills within their students during this time.

Sustainable Change

In 2021 and 2022, WPS focused on developing sustainable change. Deep Dive and Ariki sessions began to morph. The twice-termly Ariki QLC meetings changed into classroom visits, where a focus was decided, and an appreciative inquiry model was used. This gave teachers a powerful look into the positive aspects of NPDL and what was happening in other classrooms across the school.

Appreciative Inquiry is a way to engage groups of people in self-determined change. It focuses on what's working, rather than what's not working, and leads to people co-designing their future (Catherine Moore, Psychologist 2019).

The joint initiatives of the NPDL framework, the Deep Dive process, and the Ariki protocols had led to cross-school coherence. Teachers were taking ownership of NPDL and believed in the way their teaching was positively changing learning for their students.

Change comes from the top and Dr Bamford had ensured that appropriate staffing, resourcing and professional learning had been offered to show the

When change occurs, there will be disturbances, and this means that there will be differences of opinion that must be reconciled. Effective leadership means guiding people through the differences and, indeed, enabling differences to surface. (Michael Fullan, 2020)

importance and value of the new initiative. This support by school leadership is on-going. Initiating change slowly so new ideas become cemented is crucial for sustained change and ownership.

Section 3: How Ariki Embedded NPDL

When Dr Bamford introduced the Ariki Project to WPS in 2009, she began a journey empowering her teachers. Her continued belief in dialogue, critique, and reflection where teachers are questioned in a supportive, safe environment, developed a culture where change of thinking is valued and supported.

As National Standards began in 2010, many teachers became disheartened as teaching and learning was changing, and assessment was becoming the focus. During this time teachers valued and looked forward to Ariki sessions as they were given the opportunity to discuss what was important to them, not just assessment.

When NPDL was introduced at WPS in 2017, the use of Ariki QLCs was already firmly established. Teachers felt they had the support from school leadership and colleagues to question and critique the new programme. As the focus of Ariki QLCs and teacher's personal goals became NPDL, it was natural to change and develop the Ariki questions to incorporate NPDL language. It was during Ariki sessions that teachers felt they could question others' NPDL understandings, and from this, form their own beliefs. Teacher's personal goals set during the first three years of NPDL, questioned how NPDL language and theories would benefit the learning of children. During the twice termly Ariki sessions, these goals would be discussed. When Deep Dives were incorporated, staff spent time looking closely into others classroom practice. It could clearly be seen that NPDL was becoming embedded at WPS.

Ariki group summaries shared during appraisal sessions, highlighted to the school leadership that the change in thinking was becoming embedded at WPS. Teachers were talking about how they could see a rise in students' engagement and enjoyment in learning, which they directly related to the introduction of NPDL.

When the reporting to parents' format changed in 2019, the initial response was mixed. The new format was carefully structured and based around how an Ariki session would run. Support and guidance through the new reporting structure was given and careful thought put into the questions parents would ask their child. This was critical to the success of sharing the right information. Parents now feel they have more information than a traditional written report, which includes their child's learning and next steps. This twice-yearly reporting day has developed into a community expectation. WPS has a 98% uptake by whānau on these days and the children can confidently discuss the 6Cs and

demonstrate that they understand the importance of academic education and well being.

Using the Ariki values and protocols alongside the NPDL framework, teachers have the knowledge that their students are gaining valuable life-long skills. The use of Ariki QLCs helped teachers make sense of changes because it connected thinking and practice, thus reducing anxiety and stress. Teachers are the key agents for changing classroom practice. Therefore, providing opportunities for them to collect evidence and have genuine conversations about improvement makes sense. Ariki has allowed and developed a culture at WPS where the change of thinking is valued and supported. Change of thinking comes before the change of practice.

Section 4: Conclusion

At Wānaka Primary School, Ariki is seen as a valuable part of ongoing professional dialogue where teachers can critique their own work, and reflect on whether a new activity or initiative is worthwhile. Teachers like to work collaboratively, to discuss, share ideas and praise. Therefore, Ariki groups give teachers a formal outlet for

Coherence is the key to dealing with the fragmented demands of overloaded reform agendas.
(Michael Fullan, 2007)

this to occur, and their ideas to be heard. When New Pedagogies for Deep Learning was introduced, Ariki QLC protocols were well established. Experiences with the introduced NPDL initiative were shared using positive dialogue, critique and reflection.

Ariki and NPDL have brought depth and coherence to WPS. Ariki protocols have embedded NPDL as the umbrella that all other professional learning falls beneath. This prevents the feeling of jumping from one new initiative to another.

The Wānaka Primary School mission statement is, 'Empowering a Community of Learners'. Through the continued use of Ariki, WPS has sustained the introduction of NPDL, which has empowered its students and teachers.

About the Author

Jennie Croxford has been a teacher at Wānaka Primary School since 2002 and Deputy Principal since 2020. She is passionate about children and future eduction therefore strongly believes in the pedagogy behind NPDL. Jennie leads NPDL and Ariki at WPS and has presented at national and international NPDL conferences.

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Appendix

1. Master ARIKI QLCs Communication questions 2022
2. Master Ariki QLCs Creativity questions 2022

'Empowering a Community of Learners - Kia whakamana ai i te hāpori akonga'

ARIKI QLCs - Focus on the global competencies within the Foundation Literacies

NPDL focus - Communication

Professional conversations, and reflective critique help establish meaning and authentic purpose for what teachers and school leaders do. The Ariki Project provides both a context and a set of protocols, supported by appropriate resources for ensuring that high-quality thinking is applied to the work that educators do. A reworked Quality Learning Circles methodology from Ariki is established as a means of progressing this goal. The prime focus for the ensuing reflective critique is evidence of teacher practice and student outcomes. At the centre of attention are the interactions that the various participants engage in as they seek to achieve the school goals. Our focus is on the work we are doing within NPDL around embedding the 6Cs, design, implementation and assessment within the Foundation Literacies. How are you using the resources, hub, workshops, etc. to develop this in your learning environment?

PROTOCOLS:

● QLC/mentor groups work collaboratively and maintain confidentiality
● Each QLC member is well prepared for the meeting having evidence of practice or learning story to share
● Groups to select from the ARIKI (Communication based) questions to encourage reflective critique of this competency
● Communicate respectfully with each other
● Make a summary of key ideas discussed - placed on a shared document
● Work together to develop next steps to enhance Deep Learning and improve student outcomes in the Foundation Literacies
● If you see/hear good ideas - share them. Spread the Deep Learning Bug

> **10-15 minutes per person for each group member** (have a timer)
> ● 5-7 min to present Share evidence of practice (Learning/Teaching story)
> ● 5-7 min to ask questions Questions are asked from the template below to help the teacher unpack each stage of the collaborative Inquiry Cycle focusing on the Foundation Literacies and NPDL pedagogy.

GUIDING QUESTION SHEET - Communication

Add your reflection to the summary sheet before you leave for the afternoon

Stage of the Collaborative Inquiry Process	Guiding Questions Communication
Assess - Use the Deep Learning Competency F/Work to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals	# How might learners identify appropriate challenges or opportunities that are relevant and engaging for them? # How do you measure impact on student learning? # How do the Deep Learning progressions help you assess student learning? # What does this look like/sounds like/ feels like/next steps in your classroom? # What data/evidence do you have to support that? # How do you assess the Foundation Literacies within the Deep Learning planning

	format?
Design - work with peers, students and families to use the Deep Learning Progressions to design Deep Learning tasks steeped in real-world problems or challenges of relevance to the learners	# What kind of technology resources might be needed or appropriate? # What partnerships could be part of this work? # What cross curricula connections and contexts can enrich this activity? # How do the Deep Learning progressions help you design learning? # How do you identify opportunities for student agency? # How do you create learners with strong action leadership skills and a can-do attitude? # How are you planning the Foundation Literacies within the DL planning format?
Implement the Learning - Implement the deep learning task, leveraging digital to accelerate and deepen the learning	# What types of technology might extend, deepen or assist effective learning in # How will learners effectively work with learning partners - within and outside the classroom? # What ways do you engage learners? # How do you scaffold, so learners know how to frame problems and pose questions/ fulfil needs/create opportunities? # How do you enable student voice/ agency/divergent or creative thinking/action? # How have you set up your learning environment so learners can access expertise and resources? # How does your classroom environment e.g working walls, empower student agency? Is there evidence I can see, or you can show me?
Measure, Reflect and Change - Use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved	# What worked best in this learning activity? # On reflection, what are/were some of the necessary skills you need to pre-teach before this learning task? # What kind of evidence would best demonstrate students' successful learning from this activity? # How are you assessing outcomes? Of students? Of Learning Design? 6Cs? AOs? # What challenges do you face when designing or implementing 6Cs and Deep Learning experiences? # What? So What? Now What? What are your next steps? # Did any outcomes surprise you? # What evidence did you use to decide if this task/practice was successful/effective?
Further questions to probe, clarify meaning, think more deeply, invite responses, seek evidence/data and validation	Tell me what you mean by…. ? Can you give me an example/evidence of that? I wonder….. How did you decide? I'm interested in….. What's another way you might…..? What would it look like if ….? What do you think would happen if….? How was …. different (or similar to)? What success criteria did you use and how did you use it? What sort of impact do you think….? What is the actual challenge we/you are trying to address here? This is the data/evidence and this is what I think it means How did this task empower your students as learners? Are there any outcomes that occurred that you hadn't intended/thought about? Having listened to your feedback, my thinking has shifted from …. to ….

'Empowering a Community of Learners - Kia whakamana ai i te hāpori akonga'

ARIKI QLCs - Focus on the global competencies within the Foundation Literacies

NPDL focus - CREATIVITY

Professional conversations and reflective critique help establish meaning and authenticate purpose for what teachers and school leaders do. The Ariki Project provides both a context and a set of protocols, supported by appropriate resources for ensuring that high quality thinking is applied to the work that educators do. A reworked Quality Learning Circles methodology from Ariki is established as a means of progressing this goal. The prime focus for the ensuing reflective critique is evidence of teacher practice and student outcomes. At the centre of attention are the interactions that the various participants engage in as they seek to achieve the school goals. Our focus is on the work we are doing within NPDL around creativity. How you are using the resources, hub, workshops, T.O.D. etc. to develop the creativity competency in your learning environment.

PROTOCOLS:

● QLC/mentor groups work collaboratively and maintain confidentiality (if requested by presenter)
● Each QLC member is well prepared for the meeting having evidence of practice or learning story to share
● Groups to select from the ARIKI (Creativity based) questions to encourage reflective critique of creativity
● Communicate respectfully with each other
● Make a summary of key ideas discussed - placed on One Note Appraisal
● Work together to help develop next steps to enhance Deep Learning and improve student outcomes
● If you see/hear good ideas - share them. Spread the Deep Learning Bug

15-20 MINUTES FOR EACH GROUP MEMBER:

Shares evidence of practice (Learning/Teaching story - Creativity) (5-10 mins)
Questions are asked from the template to help teacher unpack each stage of the collaborative Inquiry Cycle focusing on creativity

GUIDING QUESTION SHEET - Creativity

Add your reflection to the summary sheet before you leave for the afternoon

Stage of the Collaborative Inquiry Process	Guiding Questions Creativity
Assess - Use the Deep	# What does innovation/creativity mean for you and your learners?

Learning Competency F/Work to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals	# Do you have any examples of learners solving real world problems and innovating within their Deep Learning work? # How might learners identify appropriate challenges or opportunities that are relevant and engaging for them? # How do you measure impact on student learning? # How do the Deep Learning progressions help you assess student learning? # What does this look like/sounds like/ feels like/next steps in your classroom? # What data/evidence do you have to support that? # How do you assess the NZC learning areas within the Deep Learning planning format?
Design - work with peers, students and families to use the Deep Learning Progressions to design Deep Learning tasks steeped in real world problem or challenge of relevance to the learners	# What kind of technology resources might be needed or appropriate? # What partnerships could be part of this work? # What cross curricula connections and contexts can enrichen this activity? # How do the Deep Learning progressions help you design learning? # How do you identify opportunities for student agency and creativity? # How do you create learners with strong action leadership skills and a can-do attitude? # How do you link 'creativity' (or other Deep Learning competencies) to the learning areas? # How do you enable students to pose good inquiry questions? Think divergently? # How do you plan for the NZC learning areas within the Deep Learning planning format?
Implement the Learning - Implement the deep learning task, leveraging digital to accelerate and deepen the learning	#How will learners implement their ideas in a real world context? # How will learners communicate effectively with learning partners - within and outside the classroom? # What strategies do you use to promote creativity and Deep Learning? # What ways do you engage learners? # How do you scaffold so learners know how to frame problems and pose question/ fulfil needs/create opportunities? # How do you enable student voice/ agency/divergent or creative thinking/action? # How have you set up your learning environment so learners can access expertise and resources? # How does your classroom environment e.g working walls, empower student agency and creativity? Is there evidence I can see or you can show me? # How are digital opportunities used to deepen learning?
Measure, Reflect and Change - Use a range of evidence to measure the outcomes of the learning and effectiveness of the design so that you can reflect on what works and what can be improved	# What kind of evidence would best demonstrate students' successful learning from this activity? # Is the scope for student action manageable - for you and the learners? # How are you assessing outcomes? Of students? Of Learning Design? Of Creativity? 6Cs? NZC? # What challenges do you face when designing or implementing creativity? # What? So What? Now What? # So what are your next steps? # Looking back what would you do differently? # How could you take this further? # Did any outcomes surprise you? # What evidence did you use to decide if this task/practice was successful/effective? # How does this task reflect your beliefs about what constitutes Deep Learning
Further questions to probe, clarify meaning, think more deeply, invite responses, seek evidence/data and validation	Tell me what you mean by…. ? Can you give me an example/evidence of that ? How did you decide? I'm interested in….. What's another way you might…..? What would it look like if ….? What do you think would happen if….? What success criteria did you use and how did you use it? What sort of impact do you think….? What is the actual challenge we/you are trying to address here? How else might we look at this? What ideas do others have? This is the data/evidence and this is what I think it means How did this task empower your students as learners? What/how does this outcome reflect about Deep Learning/ Creativity etc.?

| | How does this fit with Deep Learning design/implementation/creativity?
Are there any outcomes that occurred that you hadn't intended/thought about?
What concerns or wonderings do you have? |