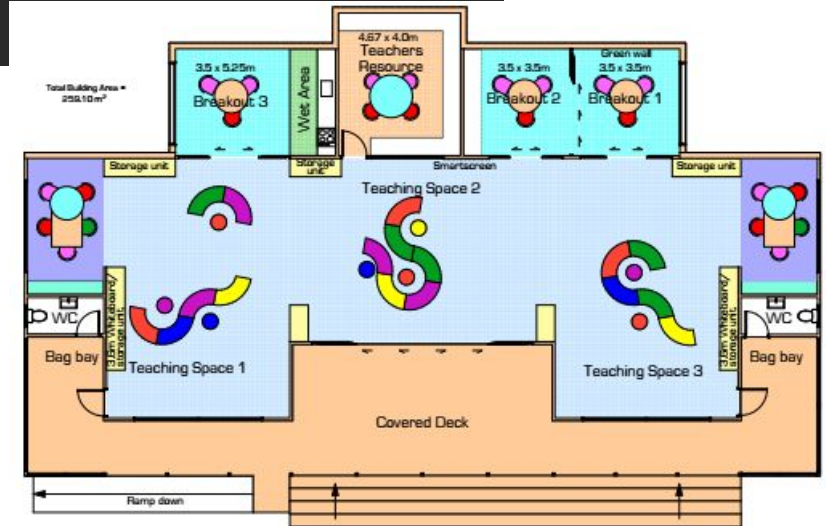


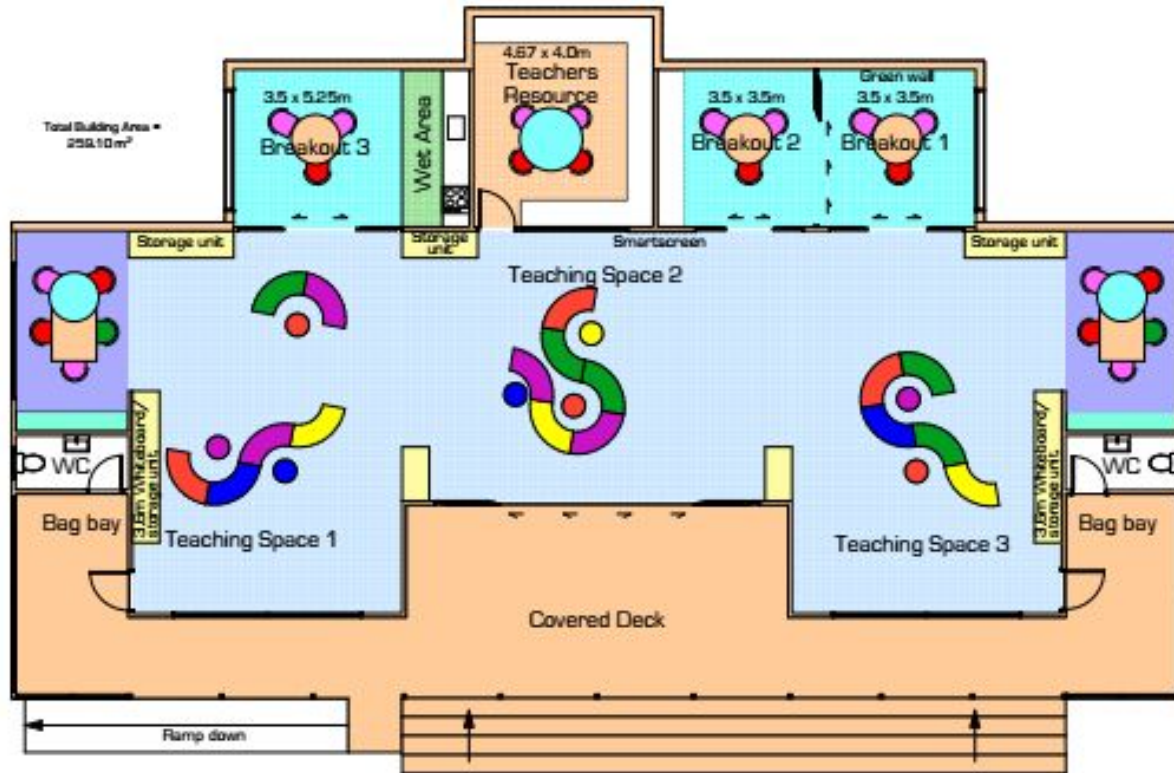
## Maramatanga Innovative Learning Environment Transition Meeting





**God of Love,  
with prayerful hearts we turn to you –  
may we live in your truth always,  
showing mercy to those in need,  
sharing our faith with others,  
and growing in the wisdom of your Holy Spirit.  
Inspired by Blessed Anne-Marie,  
and with willing hands,  
may we do a little good this day –  
all for the glory of you, our Creator.  
We make this prayer  
through the intercession of Mary,  
our Mother,  
St Joseph,  
and, as always,  
through Christ Jesus, your Son,  
our Lord.  
Amen.**

# Maramatanga ILE



## Key Features:

- 3 Teaching Spaces
- Large outdoor learning area
- Connected withdrawal spaces
- 3 break out spaces
- 1 wet area with oven and cooktop
- Green screen
- 100 sqm ratio

# Design Considerations

- Connected learning spaces, designed to cater for the range of learning activities that occur in a typical school context.
- Essentials of heat, light and acoustics that will make the environment comfortable to work in and conducive to learning activity
- Spaces that will allow for the needs of specific learners or learning needs to be met as required (e.g. withdrawal spaces)
- Connection with outside spaces in a 'natural' or free flowing way

# 7 Principles of Learning



1 Learners at the center

The social nature of learning 2

3 Emotions are integral to learning

Recognize individual differences 4

5 Stretching all students

Assessment for learning 6

7 Building horizontal connections

Whilst the physical space and furniture allows us to create flexible spaces to best support teaching, an ILE (Innovative Learning Environment) is about the teaching practice that best supports our learners. Our primary focus is student learning and student achievement. Our primary focus is to ensure your child will continue to grow physically, emotionally, academically, and spiritually at St Mary's school.

# Our ILE in Action

Whanau groups:

- Each student will have their current teacher as their whanau teacher, this will remain the same for the remainder of the year.
- Whanau teacher is a parent's first contact regarding the nuts and bolts / organisation e.g. dental appointment, child absent because of holidays, notices return, etc.
- Whanau teacher will also be your go to teacher for all things learning and pastoral initially as these relationships are already established and the children will be in the phase of building relationships with the other two teachers.
- However this won't take very long as they are already familiar with us all anyway.

# Our ILE in Action

Choice, Engagement, Learning, Creativity - Student Achievement

Learning scenarios

- Working with groups and direct acts of teaching will still be our core focus.
- One to many space - there will be times when we come together
- Breakout space - for smaller group instruction
- Peer tutoring space - could be pairs / groups working independently in breakout space too or just a quiet nook
- Informal learning space - depending on task (Managing self)
- Outdoor learning - amazing outdoor space on our deck to utilise
- Collaboration Space - working spaces flexible, can move tables...
- Independent practice space - quiet areas to work on your own / buddy
- Reflection Space - where we come back together

# Our ILE in Action

## Learning scenarios

Children will learn with teachers in a variety of groups for a variety of reasons. These groups will change depending on tasks and needs.

Independent work may be individual learning / pairs or groups and sometimes children will determine themselves who they choose to learn with or alongside.

This comes back to our Key Competencies -

- Children making good choices to manage themselves,
- Identifying what good learning looks like for them when they have their self directed learning time (They already do this in their classrooms now)  
Must Do / Can Do.
- Collaborative planning and assessment will be done by all teachers for all students - shared learning notes.

# Parent Questions

*Given there will be a considerable number of children in this environment, what provision is made for those children who do not cope or learn well with large groups of people in one space?*

Some children may show some anxiety during the transition to this new environment as do many children in times of change. However, the established relationships with teachers and peers will be a good support for children who may be unsure. The new space has many connected quiet or retreat spaces that can be utilised for children and groups who would prefer a smaller space to work in, at various times of the day.

As further support, there will be a number of structures and preparation activities implemented during the transition process. If your child is anxious about any aspect of the move please make sure you discuss this with your child's teacher or team leader.

# Parent Questions

*Can you please confirm the number of children who will be in this learning environment and how many teaching staff including any support staff who may assist during the day? (Ratio to stay the same)*

The ratio of teachers to students will be the same as it is presently. We have a total of 78 Year 2 children with 3 teachers. The current eight hours of additional teacher aide time to support Maramatanga teachers will continue.

# Parent Questions

*What is the rationale about moving these classes mid-year? Is it not more beneficial for this group of students to stay in existing classes with their teacher and begin with the year 2 group next year for consistency?*

Firstly we really are in need of additional learning spaces and the ability to utilise our new space in Term 3 will mean we can cater for New Entrant children much more effectively. Secondly and most importantly we are all excited by the prospect of working in a purpose built Innovative Learning Environment and the opportunities for learning that this will bring.

We have been focused on the development of innovative learning practices for a number of years now. This move allows our school and it's teachers to implement this.

We believe this is an exciting time for our students and that it would be a missed opportunity for these children if they / we didn't move when the space is ready.

# Parent Questions

*Will my child primarily be with their current teacher for most of their learning?*

With reference to Slide 6: Your child's current teacher will be their Whanau teacher. In catering for the individual learning needs of each child it is likely that there will be input from all teachers at some point during your child's learning journey. Once children are in groups they will remain in those groups with a teacher for a length of time to ensure a continuity of learning. However there may be some movement depending on children's needs (as happens in a single cell classroom.)

All teachers will plan and assess collaboratively so as to be aware of students learning needs and goals.

# Parent Questions

*What will happen when students transition e.g. move from Year 2 through to Year 3 and then again when they move from Year 4 through to Year 5? There are different environments, will this be confusing for them?*

All St Mary's teachers are now working collaboratively within teams in planning and assessing learning programmes. We have managed to demonstrate in our Aroha team that the application of innovative, student centred practice can be implemented through some subtle changes to existing environments. This is now an objective within our Whakapono team. In 2018 Whakapono will be operating as either 2 or 3 class hubs in a similar fashion to Aroha.

# Parent Questions

*Given the number of children in the ILE how are you going to ensure that the teachers establish a relationship with each child? Students at that age learn through special connections with their teachers.*

We again refer to the role of the Whanau teacher in slide 6. The addition of further educators will broaden teacher student relationships within our school and our Maramatanga team. This will strengthen the ability to connect with specific needs, academic and pastoral across the team.

This term before we move into our new space we will be implementing an arts rotation where each class will spend some time in each of the other classrooms completing a piece of art over a number of sessions. As a team we do already come together every week for Kapa Haka and Discovery. We have been coming together for our cross country training and all teachers are out on the decks at morning tea and lunch talking to all our children and building relationships with all our students. We will continue to build on these relationships until our move.

# Parent Questions

*Will the yearly interview schedule and format change? When different teachers work with different students in each curriculum area how will this information be shared with the parents?*

There will be no change to our reporting schedule. However, given the more dynamic approach to teaching and learning there is the ability to include input from more than one teacher when meeting face to face and when collaborating in regard to end of year reporting.