




TEACHING & LEARNING INFORMATION



A photograph of two young children climbing a large, circular, spiderweb-shaped play structure made of blue and black metal. The child on the left is wearing a red long-sleeved shirt with a 'Playa' logo and black pants. The child on the right is wearing a green t-shirt with a 'Hawaii' logo and black pants. They are both smiling and holding onto the web. The structure is set on a bed of wood chips. In the background, there is a grassy field with other children playing, and a school building with a blue roof. The sky is bright and sunny.

Growing Adventurous
Learners for Life

WHAT IS INCLUSIVE EDUCATION?

*Inclusion is a right, not a privilege for a select few.
Judge Geary. Education Board 1992*

Inclusive education is where all students are engaged in their learning and achieve by being present, participating, learning, and belonging (TKI). This includes students of all abilities, cultures, ethnicities, religious beliefs, gender identities, sexual orientations, neurodiversity, ages, and socio-economic status.

INCLUSIVE EDUCATION



WHY IS IT IMPORTANT?

Inclusive education is very important because: All children are able to be part of their community and develop a sense of belonging and become better prepared for life in the community as children and adults. It provides better opportunities for learning.

HOW DOES IT LINK TO OUR SCHOOL?



WANT TO KNOW MORE?

<https://insideout.ry.org.nz>

<https://www.inclusive.tki.org.nz>

<https://www.education.govt.nz/school/student-support/inclusive-education>

<http://nzcurriculum.tki.org.nz/Inclusive-practices/Inclusive-Education>



WHAT IS PLAY?

Play is often talked about as if it were a relief from serious learning. But for children play is serious learning. Play is really the work of childhood.

Fred Rogers

Teaching and Learning through Play at Pillans Point School provides authentic opportunities for ākonga to build on the Pillans Point School learner competencies; encouraging relationships, exploring the world, developing communication, creativity and innovation skills. Children are invited to engage in self-directed play that is internally motivated.

Through play, children are not only learning about the activity or working towards an outcome, they are talking, engaging, negotiating, problem solving and establishing friendships.

Teachers support children by creating a classroom environment and set up play activities/provocations that offer rich play opportunities.



WHY IS IT IMPORTANT?

The New Zealand Curriculum identifies and values the Key Competencies, culturally responsive practice and a holistic view of education. All of these can be developed in learning through play. With recent developments in neurological research, play has been confirmed as the most behaviourally, biologically and developmentally appropriate education to promote healthy childhood development. More recently, neuroscience has also identified the important link between learning through play, physical movement and the successful development of key executive functioning skills now viewed as paramount for the adult workforce.

HOW DOES IT LINK TO OUR SCHOOL?



WHAT ABOUT READING, WRITING AND MATHS?

While play is an important part of learning, so too are skills in literacy and numeracy. Children at Pillans Point School also receive explicit teaching in reading, writing and mathematics, based on their needs.

WANT TO KNOW MORE?

<https://www.longwortheducation.co.nz>

<https://nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Online-blog/Learning-through-pl>
School News "Why teachers should provide play every day"

<https://www.schoolnews.co.nz/2017/03/why-teachers-should-provide-play-time-every-day/>
"Harvard University - Executive Function and Self Regulation"

<https://developingchild.harvard.edu/science/key-concepts/executive-function/>

Quality Learning Environments (QLE)

WHAT IS A QLE?

QLE's are often referred to as Innovative Learning Environments (ILE's).

The MOE defines the following:

"An Innovative Environment is one that is capable of evolving and adapting as educational practices evolve and change - thus remaining future-focused"

They are a space where children and teachers learn together.



WHY DO WE HAVE THEM?

A learning environment is not just about property. It's about the social, pedagogical, and physical elements in the whole school aligning and aiming for positive educational outcomes.

- Social – the people in the environment and how they interact
- Pedagogical – the teaching and learning practise
- Physical – the property, technology and other resources
-

When learning environments are well designed with the above elements aligned, they can contribute to success and wellbeing at school.

HOW DOES IT LINK TO OUR SCHOOL?

At Pillans Point School we believe that teaching and learning is inclusive, interactive, and meets the developmental needs and stages of all children. We also believe that 'Adventurous Learning' can happen anywhere. That is why Quality Learning Environments both inside and outside, provide the flexibility needed to support the developmental and curriculum learning experiences that children need to be successful in their learning.



WANT TO KNOW MORE?

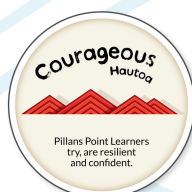
Designing Learning Environments - Ministry of Education Website 2019

Innovative Learning Environments: CORE White Paper - Mark Osborne 2016

The Nature of Learning: Using Research to Inspire Practice - OECD 2012



Ako Hōanga



Collaborative Teaching and Learning

WHAT IS COLLABORATIVE TEACHING?

"The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives" Robert Meehan

Teaching is complex and multifaceted. Teachers are also learners, and they learn best together. The diversity of children in our care is also changing. Collaborative teaching allows teachers to; support colleagues, develop effectiveness together, build on strengths and weaknesses, be innovative, share responsibility, and provides greater job satisfaction.

WHAT IS COLLABORATIVE LEARNING?

"The best collaborations create something bigger than the sum of what each person can create on their own" Robert Meehan

Collaborative learning is when children and teachers work together to develop understanding, solve problems, create a product, or complete a task together. This collaborative learning can be both formal and informal. Collaborative learning represents the shift from traditional teacher-directed learning to children being highly engaged and immersed in a particular learning experience. It also offers opportunities to work with other classes, schools, and wider community.



WHY IS IT IMPORTANT?

Neuroscience confirms that we learn through social interaction, and the organisation of learning should be highly social. When there is active engagement between and amongst peers, learning is deeper and more profound.

HOW DOES IT LINK TO OUR SCHOOL?

At Pillans Point School we believe that collaborative teaching and learning supports our Learner Competencies. By empowering teachers and children to work together they are connecting with their learning and peers. In turn this develops the necessary skills of being an explorer, and courageous team player. Working together also supports engagement and connecting with the learning at hand, whilst effectively supporting quality opportunities to communicate (e.g. debate, reason, and explain)



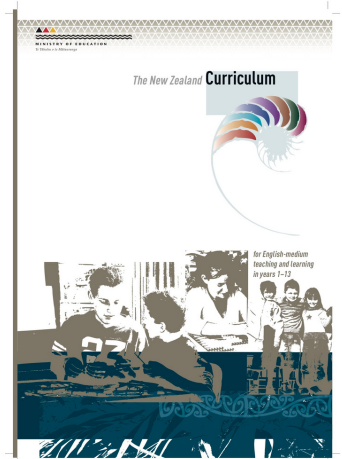
WANT TO KNOW MORE?

Possible Futures (2011) & Twenty-first Century Learning (2009) - Prof Stephen Heppell (CORE Ed)
Ten Trends: The Changing Role of Teachers - Core Education (2019)
The Nature of Learning: Using Research to Inspire Practice - OECD (2012)

WHAT IS THE NEW ZEALAND CURRICULUM?

The New Zealand Curriculum is a clear statement of what the Ministry of Education deem important in education. It takes as its starting point a vision of our young people as lifelong learners who are confident, creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five key competencies that are critical to sustained learning and effective participation in society and that underline the emphasis on lifelong learning.

The New Zealand Curriculum (2007)



WHAT IS OUR LOCAL CURRICULUM?

Our Pillans Point School Local Curriculum is the unique way we have responded to the priorities, preferences, and issues of our community and our people using the New Zealand Curriculum as our framework. We acknowledge that this is an ongoing process and continuously evaluate our ideas, systems, and processes.

The current curriculum content and delivery (pedagogy) has been developed in consultation with;

- The Ministry of Education's - Local Curriculum: Designing Rich Opportunities & Coherent Pathways for all Learners (2019)
- Pillans Point School Lead Team and Teachers
- Parent Community
- PPS Learners themselves; the children

PILLANS POINT SCHOOL CURRICULUM STATEMENT?

At Pillans Point School we believe that our children learn best through a balance of hands-on experiences and sequential programmes. The Pillans Point School Learner Competencies are developed through these opportunities.

As educators we believe;

- that the educational theory of 'Teaching and Learning through Play' provides authentic opportunities to explore the world, encourages creativity, communication, and innovation
- that educational neuroscience research informs our use of well-sequenced programmes, allowing us to provide a highly engaging and integrated curriculum that is developmentally appropriate

While attending Pillans Point School, the children will experience a broad and well-balanced curriculum.



Ako Hōngā

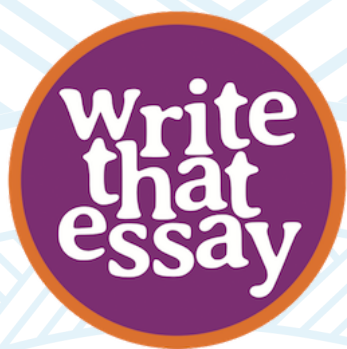


Reading, Writing, & Maths

READING

Teachers at Pillans Point School use a range of approaches to teach reading; Reading To, Shared Reading, Guided Reading, Independent Reading, Reciprocal Reading, and Literature Circles, in accordance with best practice.

As a result of advances in Neuroscience and our developing understanding of how children learn the acquisition of written language, PPS staff has had professional learning in 2020/2021 to further develop reading and spelling programmes that align with the most recent research.



WRITING

In collaboration with Write That Essay, Pillans Point School has developed a scope and sequence for the teaching of writing. This sequence was triangulated with the NZ Curriculum, NZ Literacy Language Progressions, and previous PLD with Gail Loane.

Write That Essay has been recognised by the Education Review Office (ERO) as an effective approach to engaging and accelerating children's progress in writing.

MATHS

The PR1ME Maths programme was selected by PPS because it builds a solid foundation in maths by developing deep conceptual understanding with a strong focus on problem-solving. The structure of PR1ME is clearly sequenced so that new concepts are regularly revisited, reinforced and built upon to enable children to confidently move to the next step of complexity in the concept being learned.

PR1ME Mathematics combines the best practices used by the three top performing nations in primary mathematics education according to international benchmarks. It fully aligns with the NZ Curriculum and allows children to confidently and independently meet the NZ Curriculum levels.



HOW DO THESE PROGRAMMES LINK TO OUR SCHOOL?

Each of our core curriculum subjects (reading, writing, and maths) scope and sequence and teacher development align with recent research and evidence based best practice.

WANT TO KNOW MORE?

Learning Matters: Because Learning Differences Exist - Carla McNeil (Website 2019)

Write That Essay - Dr Ian Hunter (Website 2019)

Keeping Children Engaged & Achieving in Writing - Education Review Office 2019

Collaboration in Practice: Insights into Implementation - Education Review Office 201

WHY DO SCHOOLS REPORT TO PARENTS?

The National Administration Guidelines State:

NAG 2 -Each board of trustees, with the principal and teaching staff, is required to:

- on the basis of good quality assessment information report to students and their parents on progress and achievement of individual students: in plain language, in writing, and at least twice a year; and
- across The National Curriculum, as expressed in The New Zealand Curriculum 2007 or Te Marautanga o Aotearoa, including in mathematics and literacy, and/or te reo matatini and pāngarau;

HOW DO PPS DO THIS?

Effective reporting requires two-way transmission e.g. the sharing of information from school to home, and also the sharing of information from home to school.

SeeSaw: Online app. Provides parents and extended whanau ongoing snapshots of children's learning at least 5 times per term.



Term 1:

- Parent/Teacher Conferences: This afternoon is provided early in Term 1 (or for new entrants, after your child has been at school 4 weeks). This meeting is for parents to share information about their child with the classroom teacher.

Term 2:

- Formal written reports
- Parent/Teacher Conferences: To discuss child's progress and next steps

Term 4:

- Formal written reports

THE DOOR IS ALWAYS OPEN!

You are welcome to visit your child's classroom before or after school to look at their work books, and to speak informally to the teacher.

If you require a more formal meeting, the best way to contact your child's classroom teacher is via email. They will be more than happy to make a time to see you or to chat on the phone.



Ako Hōngā



SMILING. MIND.



Mental Health & Mindfulness

Keeping children happy and healthy not only involves taking care of their physical health but also their mental health.

'Mindfulness is like gym for the mind'

What is Mindfulness?
A good way to explain mindfulness to those unfamiliar with the practice is to compare mindfulness with physical exercise.
Practising mindfulness is attention training, designed to strengthen the mind. The process of repeatedly paying attention is similar to activities you might undertake to build a muscle – a bicep curl for the mind!
In this way practising mindfulness strengthens the minds' ability to focus, pay attention and reduce worry – the more we practise, the stronger the mind becomes. Therefore, mindfulness is like gym for the mind.



Why?

Research has shown us that practising mindfulness strengthens areas of the brain that control 'executive function' such as the prefrontal cortex and hippocampus.
For that reason, mindfulness leads to better attention, memory, regulation of emotions and self-awareness. In turn, improvements in these areas leads to reduced stress, anxiety and depression, and better academic skills, social skills and self-esteem.

Download the Smiling Mind app today

Our free app is available through the App Store or Google Play and can be downloaded on your phone, iPad or computer for your personal use.



More information can be found on the Smiling Mind website
smilingmind.com.au.

HOW CAN WE SUPPORT CHILDREN WITH LEARNING DIFFERENCES?

Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of the learning community. Effective teachers foster positive relationships within environments that are caring, inclusive, non-discriminatory, and cohesive.

The New Zealand Curriculum (p.34 2007)

Learning Support Action Plan

2019-2025



Māhoro Māhoro
The Learning Support

Visit the curriculum at www.curriculum.govt.nz

Share your say about
the future of education.
P32-0001

WHAT IS THE LEARNING SUPPORT ACTION PLAN?

The Learning Support Action Plan will drive progress towards an inclusive education system with a range of learning environments where children and young people with learning support needs, including disabilities, are welcome and where their achievement, progress, wellbeing and participation are valued and supported.

The Learning Support Action Plan (2019 - 2023)

HOW DO WE SUPPORT ALL LEARNERS AT PPS?

At Pillans Point School we believe that we provide a fully inclusive education system where we value everyone, respect diversity and provide equal opportunities and success for all.

- Relationships, relationships, relationships - really KNOW your children
- Whanau engagement - take time to really KNOW your families
- Certificates and rewards - celebrate success of progress and achievement
- Opportunities - through Adventure Time and play which spark curiosity and interests
- Embrace difference - we've all got something to contribute
- Acceptance - culturally inclusive of all students, including our international students





Pillans Point School



www.pillanspoint.school.nz



Ako Hōpara