Towards personalised learning @Papanui High School
Why are we trying to meet more of the educational needs of more of the students more of the time?
The new curriculum tells us we can – and should

- Learning will aim to ensure ALL students are confident, connected, actively involved, lifelong learners
- Senior students can specialise within learning areas or take courses across or outside learning areas
ERO told us we should

• The two recommendations in the 2009 report were:
  - For teachers to improve personalised learning in the classroom
  - For students to increase their understanding of their own learning processes
20-25% of our students go to university

- Many students go on to further training
- What are our courses preparing them for?
- Disengagement?
Some students tell us they like some subjects – not all (5)

_Students are taking subjects as a matter of course not a course that matters_
Our ‘leaving’ data tells us we must

School leavers by highest achievement – PHS 2010

<table>
<thead>
<tr>
<th>All students</th>
<th>Total %</th>
<th>Decile 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>L3 Qualification or higher</td>
<td>30.6</td>
<td>38.4</td>
</tr>
<tr>
<td>L2 Qualification or 30+ credits on NQF at L3</td>
<td>30</td>
<td>32.5</td>
</tr>
<tr>
<td>L1 NQF Qual or 30= credits on NQF at L2</td>
<td>20.2</td>
<td>14.6</td>
</tr>
<tr>
<td>Less than L1 NQF Qual</td>
<td>19.2</td>
<td>14.6</td>
</tr>
<tr>
<td>UE standard</td>
<td>33.3</td>
<td>39.9</td>
</tr>
</tbody>
</table>
• The cost of NEETS gives us the moral imperative to
• Judge Andrew Beecroft tells us we must
• Increased use of ICT allows us to
• Research tells us to
• International best practice shows us how
• Quality teaching → does not always equal quality outcomes for students, nor engagement
• etc, etc, etc...
We know we can change things for the better for students
- RAFA
- EHSAS
Setting the process of profound change into motion:

The Dance of Change  Peter Senge et al p54
The earthquakes have necessitated change

- Site sharing ➔ Flexibility of the school day
- Stake-holder acceptance of change
- Early starts, early finishes, staff-wide meeting schedule before school to allow for curricular and co-curricular involvement after school
- Study centre
- e-learning
A ‘tradition’ of alternatives:

- Childcare
- TKW
- Auto Engineering
- Sports perf leadership
- ITT
- Catering and Hosp
- iCreate
- Gateway
- Maori/PI placement officer
Personalised Learning @PHS
- Individual at the centre
- One size doesn’t fit all

Now:
- Differentiated teaching
- Personalised behaviour management
- Integrated learning – self directed
- NCEA changes - greater flexibility of assessment options
- Academic counselling – the ‘glue’
- ICT PD - provides tools for personalised learning
- NZC - greater curriculum freedom for schools

Next steps:
- Transformation of the senior school: reduce square pegs in round holes
- Redesign of: courses, structures, regulations
- Tight junior school Emphasis on developing key competences
New initiatives

- Academic counselling
- ITT @ Yr11
- CTC (8 in ‘11, 20 in ‘12)
- Te Koru youth facility – Sound US
- Catering pathway – 15 hours (Yr12 & 13)
- Semester courses @ L2
- Blocking of the timetable (junior and senior)
How did it happen?

• 12+ (to fill the RAFA vacuum and meet our responsibilities to the new curriculum)
  - Action working team
  - Meet every week
  - Voluntary
  - Consultation at each step
• Passionate teachers and students
• Innovative timetabling team
• Thinking about what’s best for the learner
• Using what we do well now
PHS Strategic Overview 2012 to 2015

The school’s central aim is to.....

PERSONALISE LEARNING FOR ALL
Neg 1, 2

This will be achieved by............

Innovative curriculum design & delivery
Neg 3, 5

Which will lead to ..........

Increased engagement in learning
Neg 6, 9

and will be enhanced by.........

PHS being the ‘learning Hub’ for our community
2013 pathway courses

- Care industries
  - ECE and the elderly
- Sports performance leadership

- Part time students from other schools
- Partnerships with other agencies
- Partnerships with other tertiary providers
Always using.....

Local facilities /resources  
Student interest and needs  
Good change practice  
Community needs  
Teacher passion  
What works well
Just the beginning......