

LeadershipEd

FOR PRINCIPALS & SCHOOL LEADERS IN THE K-13 EDUCATION SECTOR

Malmstrom ako inspired

AT NEWLANDS
WE'RE RE-IMAGINING
STUDENT-TEACHER
RELATIONSHIPS



FEATURE STORY HOME-SCHOOL PARTNERSHIPS	5-8
POLICIES AND PROCEDURES SETTING UP A MARKETING FRAMEWORK	9-12
SCHOOL CULTURE AUTHENTIC STUDENT VOICE	13-17
INNOVATION AND CHANGE LOW DECILE SCHOOLS AND COVID	18-22
CURRICULUM AND PEDAGOGY STUDENTS CO-CONSTRUCTING LESSONS	24-27
DEPUTY'S DESK COVID REVEALING HOME TRUTHS	28-32
WELLBEING @ WORK DEALING WITH FINANCIAL STRESS	33-36
TIPS FROM THE TOP GETTING THROUGH A CRISIS	37-40

MANAGING EDITOR
GRANT QUARRY

EDITOR
SARAH DUGGAN

JOURNALISTS
GEORDIE LITTLE
DENIZ UZGUN

ART DIRECTOR
BEN NICOL

BUSINESS DEVELOPMENT
SANDRA COLLI
MAGDA MUCHA

ADMIN AND SALES
MARK CUNANAN
ZENY MANUEL

CONTRIBUTORS
NIKKI DAVIES
DR KRISTINE FOX
DANIELLE KUTCHEL
ADAM MAJSAY
DR RUSS QUAGLIA
MARA ROBERTS

Disclaimer: The views expressed in this magazine do not necessarily reflect the views of the publisher.

Privacy Policy: To receive a copy of our privacy policy write to the address below.

Contribution: TechnologyEd welcomes contributions and story ideas from readers. Articles should be no longer than 1200 words.

LeadershipEd is published by
Tempo Media Pty Ltd
ACN 100 789 848

+61 3 9229 6200
PO Box 231
Brunswick West VIC 3055 Aust

editorial@educationhq.com
art@educationhq.com
sales@educationhq.com

educationhq.com/leadershiped



Editor's Letter

“Education needs to change; it’s got to shift from that content delivery mode to helping kids create content or create their own learning.”

Marianne Malmstrom,
page 24

Would you say that your school’s curriculum is designed to usher students (and teachers for that matter) along a learning path filled with ‘awe and wonder’? Are the children in your classrooms granted true agency and the space to dive deep into complex tasks without really knowing where they will end up? As our cover hero Marianne Malmstrom notes in this insightful issue, when educators err away from trying to predict what kids need to know for their future, and instead welcome them into the decision-making process, resilience and empowerment ensue. Don’t miss our Curriculum and Pedagogy feature where we chat with Malmstrom and her principal Angela Lowe from Newlands Intermediate School about their incredible approach to teaching with digital design and technologies. Elsewhere, our probing School Culture piece will force you to question whether you truly value student voice in your school – there’s more to it than fancy brochures and surface-level initiatives, after all. Enjoy!

SARAH DUGGAN
EDITOR



Doing things differently

Keen on developing 'a curriculum of awe and wonder', Newlands Intermediate School principal Angela Lowe and her staff decided to focus on a student-driven, problem-solving, resilience and project-based learning program. It was a risk, but a necessity in a rapidly changing world, the leader says.

BY DENIZ UZGUN

ABOUT four years ago, Newlands Intermediate School in Wellington underwent a significant overhaul to its digital design and technology curriculum – despite not knowing exactly what the new programme would look like.

But walking into the unknown was all part of the bigger picture, according to the school's principal Angela Lowe.

With technology rapidly evolving in today's classrooms, Newlands Intermediate wanted to develop a digital curriculum that was flexible and adept to change.

"We wanted to have a curriculum of awe and wonder," Lowe describes.

"I wanted the kids to come in and go, 'wow, this is wonderful, interesting, difficult and new'."

In the overhauled curriculum, students are given free rein to personalise lessons to their own interests – from working with 3D printers to making VR games.

Rather than focusing on specific technologies and hardware, Lowe wanted the curriculum to centre around problem-solving, resilience and project-based learning.

“The advantage of this is that students and teachers don’t have to constantly think, ‘have I got enough and what software do we need and what hardware have we got?’”

“Because we wanted to make it learner agency focused, it actually took it away from what the school owns and what the kids own into, ‘OK, how can we be creative with what we’ve got and

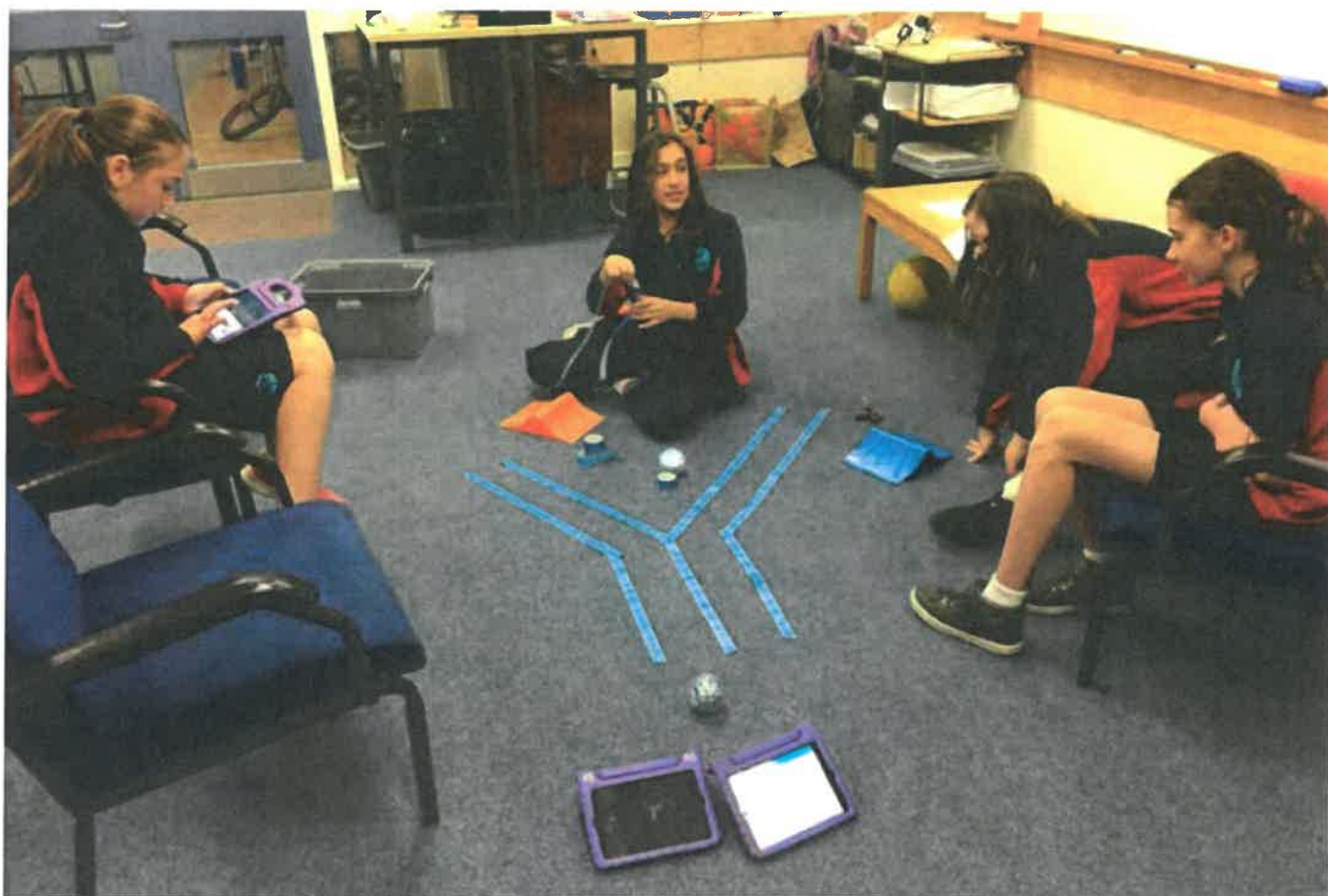
what the students bring to us?’”

Lowe says developing such a curriculum meant building a team of teachers that “would take a risk, give things a go and challenge themselves”.

One of those teachers was Marianne Malmstrom, who had decades of experience teaching digital technologies in the US, before calling New Zealand home.

“Marianne was just such an asset to us that I thought it was an opportunity to make a shift,” Lowe says.

“But I didn’t employ teachers that specifically had technology skills – I don’t think you need to necessarily employ lots of teachers that have got the very best of knowledge about digital technology.



“They just need to be able to have a vision of what they’d like to do, what kind of teacher they’d like to be, how they’d like to have a go and take a risk with digital technologies in their class.”

In the US, whilst Malmstrom thought she was putting together a ‘sophisticated digital technology curriculum’ for her students, she noticed that some students were going much deeper in their learning outside of school – for instance, in *Minecraft* and other virtual worlds.

“Kids would go home at night and play in these environments and when they came back into the class their play was much deeper and much more complex,” Malmstrom says.

“It really shifted my thinking about how as teachers we’re making decisions based on our own experiences and trying to be very predictive about what these kids need in the world. But it’s shifting so quickly that we may be missing some of those skills that are really going to be essential.”

For this reason, students at Newlands Intermediate are heavily involved in co-constructing their own lessons.

“Education needs to change; it’s got to shift from that content delivery mode to helping kids create content or create their own learning,” Malmstrom says.

To foster learner agency in the classroom, Malmstrom says teachers need to shift their perspective of being the ‘master of the classroom’ or ‘deliverer of content’ to entering a more shared learning space with their students.

“When I invited the kids to help construct their learning and paid attention to their agency and their perspective, we were building better and

“Education needs to change; it’s got to shift from that content delivery mode to helping kids create content or create their own learning.”

more complex learning tasks together than if I just did it in isolation,” Malmstrom says.

“The more that I learned to step aside and involve them in the decision-making, the more I saw that the learning was going deeper and [was] more complex.”

Malmstrom says this student-teacher relationship was inspired by the Māori concept of *Ako*.

“In the Māori community, everybody has something to contribute, and everybody has something to learn, and everybody is respected equally in that learning relationship,” Malmstrom explains.

In addition to this, Malmstrom says the curriculum aims to develop ‘resilient learners’ by teaching the students to problem-solve and stand on their own two feet.

“They cannot develop those problem-solving skills while we’re spoon-feeding them,” she says.

“So it’s important to provide a space for the kids to practice those key competencies and to go through that process of learning.

“I do that by letting them focus on something they really want to learn, taking responsibility for teaching themselves something, and then giving



them the technical support for their computers or software.

“It’s just helping them develop into really agile and resilient learners, because these kids are not only going to have to learn a lot of new things, they’re going to have to problem solve like no other generation has had to solve problems before.”

To help sustain the curriculum, late last year, the school applied for Professional Learning Development with the Ministry of Education.

“I decided that we probably needed to put things into a firmer place,” Lowe says.

“So we needed to perhaps have some stronger

pillars and we couldn’t just rely solely on Marianne to lead us.”

Lowe decided to create a team of lead teachers at Newlands Intermediate with Malmstrom leading the way.

“One of the experiences that I found is that when you have got a PLD relationship or partnership, and a person coming in or a small team coming in to support the staff with their PLD, you need to have a strong team within your own staff that can sustain that,” Lowe says.

“The key that we’ve found is the ability to sustain all of that learning, all of that knowledge and enthusiasm ongoing between teachers who are part of your school.”