

Tukutahi - Learners connected to curriculum, school, community and each other

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Wellington High School wanted to develop a teaching and learning programme that challenged students to become active, connected, confident learners, but that also challenged teachers to adopt modern pedagogy. To achieve this we changed the teaching and learning environment.

Tukutahi

Teachers teach in cross-curricular teams of four. The teaching teams, made up of an English, Maths, Science and Social Studies teacher, are responsible for the academic and pastoral care of up to sixty students. Teachers collaboratively plan around a universal theme; inquiry and research play a significant part of the curriculum; learning habits are explicitly developed and ICT supports and enables our learners.

Most of the students have their own netbook; all have a blog and communicate with their teachers using google docs; learning conversations are held twice a year; inquiry offers the opportunity for authentic learning; and student voice and co-construction are beginning to drive many curriculum decisions.

Through the regular sharing of ideas and experiences, rigorous teacher inquiry, and the desire to improve the learning outcomes for their students, teachers at Wellington High School have grown Tukutahi into a successful teaching and learning model.

From the initial pilot of one Tukutahi class and fifty students in 2008, there are now six Tukutahi teams across the junior school.

This presentation will be a conversation about the development of the Tukutahi programme, including the challenges, the barriers and the enablers.

Workshops presenters:

Denise Johnson and Dominic Killalea are Deputy Principals at Wellington High School. Dominic oversees ICT development and infrastructure, Denise is responsible for curriculum development and Tukutahi.