

Whare Ako



What is involved with Whare Ako?

We continue to group together according to age when in fact, age, is the only thing that students have in common. And, in doing so, we miss the opportunity to provide space and places that are more like the real world.

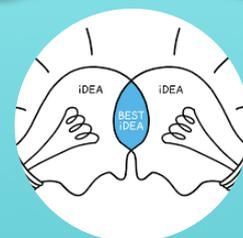
Sir Ken Robinson

At Lynmore our Whare Ako structure is made up of 3 vertical teams that support students from Year 0-6. This vertical structure provides a more cohesive and coherent pathway for learners and a greater platform for teachers to connect and collaborate in the decisions and moderation that is needed in providing a rich and authentic learning experience at Lynmore. Each Whare Ako will be lead by two team leaders in a collaborative leadership team whose role is to support the vision and coherent pathway for learners as they transition through the team. With in each Whare Ako we are able to provide a greater range of class options that cater for a wider range of developmental growth, including Year 1, Year 1/2, Year 2, Year 2/3, Year 3/4, Year 4/5, Year 4/5/6, Year 5/6 classes. Where suitable we aim for students to be carried through by current teachers, but ultimately we value the collective decision between whanau and teachers in placing students in the best class for them. The Whare Ako structure will also provide a mixture of single cell and collaborative learning environments to meet the different needs of students at Lynmore. Additionally the structure allows us to provide two reception classes taught by very experienced junior school teachers that will ensure all students get the foundation and support that enables a successful learning journey at Lynmore School.

Why is this important?

We believe that the Whare Ako structure will be of huge benefit to the students. This includes:

- Reducing the transitioning between teachers; students will follow the Whare Ako pathway where relationships with teachers have already been established.
- Students are people that are not defined by age but by how they interact with the world so need a greater range of options for class placement.
- The progression of learning is planned and moderated by a professional team rather than an individual teacher resulting in greater quality and coherency of learning pathways.
- Reducing inequality at the beginning of school to ensure all students have the best start supports longer term achievement and self-efficacy.



Collaborative teaching and leading

Collective action in developing all learners



Reception classes

Best start for all students including early identification and support for learning needs



Personalised Pathways

Connecting with one team for stronger partnership and relationships for all students, whanau and teachers

LYNMORE SCHOOL VALUES -

Utilising collaborative teaching teams through Whare Ako and specialised reception teachers, greater **AROHA** can be established with teachers, students and whanau. Greater **INTEGRITY** to the system comes from planning and moderation from across a wider group of teachers and leaders, as well as clearer communication and coherency from Year 0-6. Greater collaboration and contribution across year groups requires **COURAGE** and **CURIOSITY** that underpins authentic learning for students and teachers.