

Grow Waitaha

Authentic learning

A conversation starter: Facilitation guide

#growreallearning

Grow
Waitaha

A decorative pattern on the right side of the slide, consisting of various geometric shapes (triangles, squares, and rectangles) in shades of blue, yellow, and grey, arranged in a complex, overlapping manner.



This resource supports educators to gather **students' perspectives about learning**. It has been designed by Canterbury educators and Grow Waitaha facilitators to **encourage student voice**.

Why?

It is useful for educators to understand students' perspectives about learning in order to co-create authentic learning experiences with them.

Students' perspectives can support educators to think about the why and how of learning to:

- + make learning personalised and meaningful
- + provide students with ownership of their learning
- + empower students to approach their learning with motivation, confidence, and self-efficacy.



Resource outline

In this resource

Students can explore:

- + what learning means for them
- + aspects of the [New Zealand Curriculum](#)
- + the idea of future focused learning.

Stages of the activity

1. Set up
2. Explore student perspectives — facilitate a conversation
3. After the conversation
4. Go further

Activity resources

Authentic learning conversation starter:

- + [Image pack](#): Images that can be used to prompt discussion about different types of learning.
- + [Curriculum cards](#): Short descriptions of the New Zealand Curriculum learning areas and key competencies in child friendly language.
- + [Conversation script](#): Prompts to support leading a conversation about learning with students.

Activity

1. Set up

Who:

This activity works best with groups of 8–15 students but can be carried out with a whole class.

Time:

Allow approximately 90 minutes.

Materials:

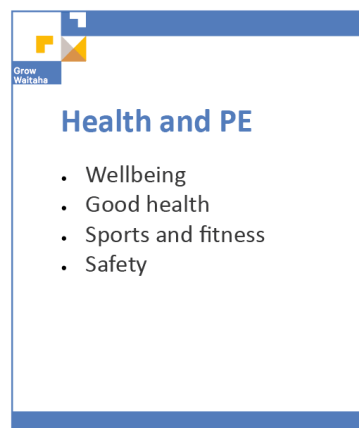
- + [Image pack](#): Print and cut out the images. You will need enough for one set between 2–4 students.
- + [Curriculum cards](#): Print and cut out the cards. You will need enough for one set between 2–4 students.
- + [Conversation script](#): Use as a guide to facilitate a conversation about learning. Adapt the script as necessary.
- + Post it notes
- + Markers

2. Explore student perspectives — facilitate a conversation

Your role as facilitator is to use the image cards and conversation script to:

- + Ask questions
- + Listen carefully to students' discussions
- + Prompt when necessary – “Tell me more”, “Tell me why?”
- + Prompt with deeper questions as you reflect on why students might be giving particular responses.

It can be helpful to have others in the room who are listening and noting down interesting discussion points.

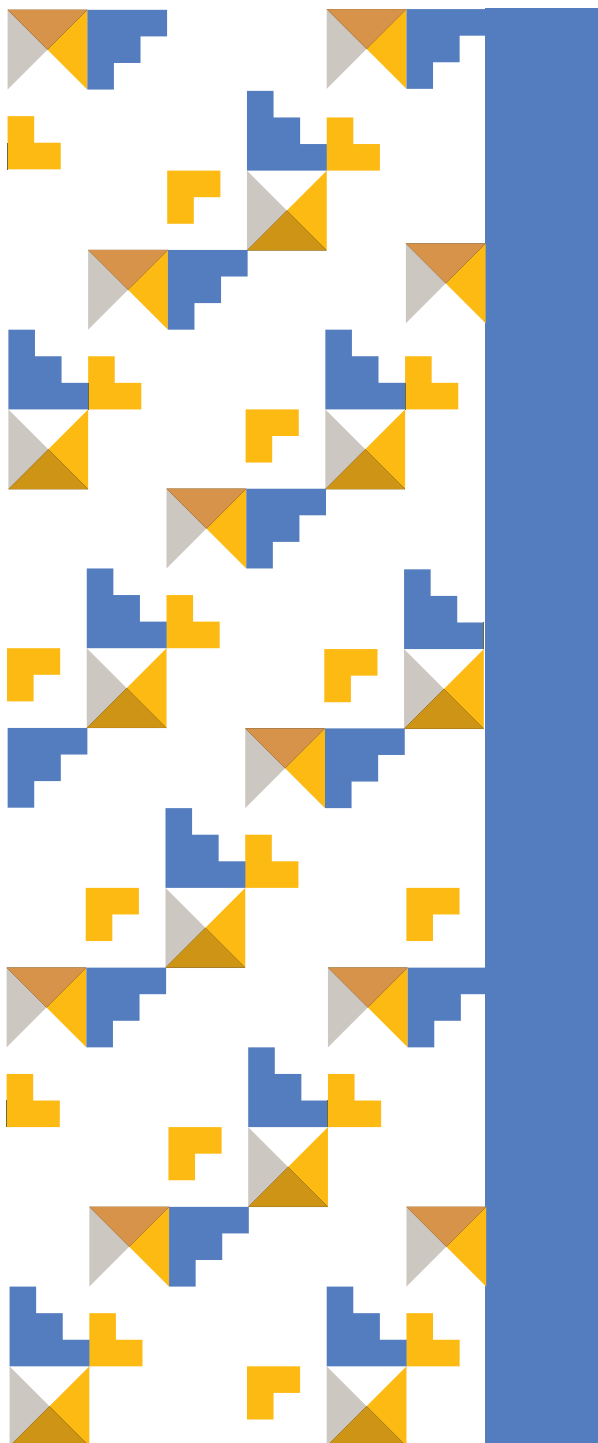




3. After the conversation

The learning conversation may indicate that students don't have an understanding of learning as a concept. Build on their thinking and understanding by:

- + **looking for examples of learning:** Go on a learning hunt around the school. Students can take photos of what they think is learning.
- + **sorting the image pack:** Use the image pack and sort the photos into different categories. For example, students learning from a teacher, students learning from others, students learning together, students learning through play.
- + **creating definitions of learning:** Draw/write definitions for learning.
- + **using the Frayer Model:** Use a [Frayer Model](#) graphic organiser to define learning.
- + **watching videos:** Share this [video of teachers talking about learning](#). Create your own student video about learning in your school. Share these videos about the [learning pit](#) and [growth mindset](#) and invite students to share their own experiences.
- + **designing learning:** Ask students to design a 'day of learning'. What would their dream school day look like based on their thinking about what learning is important or even the most important?
- + **exploring jobs in the future:** Explore the [future of work](#) from Careers NZ. Students could create future focused job advertisements for a career that doesn't exist yet, but they think might exist in the future.



4. Go further

- + **Consider** how you might share the students' thinking with others in your school or community.
- + **Harness** the students' thinking and perspectives. How can you make changes to your teaching and learning programme based on their ideas?
- + **Organise** a student design team to work with teachers as part of curriculum design and future planning at your school.
- + **Share** students' thinking in [this google form](#). We would love to know what your students think about learning. Grow Waitaha will email you a #grow reallearning badge to celebrate your participation in the #growreallearning conversation. Quotes from your students might feature in our social media spaces.

Additional resources:

- + [Conversation starter cards](#): Produced by the Ministry of Education, these conversation cards help you gather student, staff, and whānau voice.
- + [Education Conversation | Kōrero Mātauranga](#): Tools designed to help New Zealanders have conversations about the future of education and learning.
- + [Education Matters to Me reports](#): Reports that share views from a diverse range of children and young people about their educational experiences.

#growrealllearning

Grow Waitaha uses the #growrealllearning hash tag to celebrate authentic learning. Search for this hashtag on twitter, instagram, and facebook.

Authentic learning

The Education Review Office provides the following definitions in their 2015 Modern New Zealand Learning Practice Glossary:

- + Authentic: Real, something students can relate to.
- + Authentic Learning: Learning opportunities that enable students to solve challenging problems in 'real-life' contexts. These can be in or across any learning area and often involves students working collaboratively.

Source: <http://www.ero.govt.nz/assets/Uploads/PDF-of-MLP-glossary-FINAL.PDF>



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