Planning guide for Technology Transitions
Te Aratohu Whakarite mō te Whitinga Hangarau

As leaders and kaiako, how can we strengthen pathways for ākonga transitioning from year 7&8 technology into a secondary setting?

Ākonga thrive within a technology curriculum that is rich, coherent, and forms an organised learning journey from intermediate to secondary school. This guide offers practical insights on implementing such a curriculum and ensuring smooth transitions for ākonga.

Develop relationships
Te whanaungatanga me te manaakitanga

Ākonga value open relationships with kaiako and feel personally connected when kaiako express an interest in all aspects of their being

He pātai huritao | Reflective question

› What do ākonga see as they move through the learning spaces?
› What do ākonga feel as they interact in the classroom?
› What do ākonga hear from kaiako and others?

Hei mahi | Actions

Department tikanga:

- Add bi-lingual names for equipment, tools and machinery.
- Hang health and safety signs for all tools and machinery.
- Encourage open communication; one to one conversations, emails, with ākonga and whānau.
- Devise a technology specific peer support programme.

Learning space specific:

- Include kaiako in any 'getting to know you' activities.
- Use roll taking as an opportunity to get to know your class by asking a question provided by ākonga – kaiako to answer as well!
- Create a 'what you need to know about me' drop box.
- Ensure classroom culture remains respectful.
- Ask students to write down the names of two or three people they'd like to sit next to before creating seating plans.
- Use project contexts that foster communication and mutual understanding e.g identity/community.

With ākonga:

- Notice ākonga wellbeing.
- Build trust based relationships by sharing personal anecdotes during conversations with ākonga.
- Celebrate project outcomes.
- Create collaborative learning experiences so ākonga can build new friendships.

Integrate prior knowledge and skills
Me whai wāhi ngā mātauranga, pūkenga hoki

Knowledge of capabilities and skills leads to intentional targeted teaching and a shared understanding of what success looks like

He pātai huritao | Reflective question

› What do we understand about ākonga knowledge and skills?
› What do we know about ākonga prior learning experiences?
› What are we doing to ensure learning is progressing?

Hei mahi | Actions

Department kaupapa:

- Create a relationship with your providing technology centre to understand ākonga prior knowledge, skills, contexts and outcomes.
- Create ways for your technology centre and secondary school to share information.
- Create space for ākonga and kaiako to meet once a term to share ideas.
- Explore contexts of interest with ākonga.

Learning space specific:

- Create a passport, checklist, tick box or licence for health and safety, practical skills and knowledge to share between contexts and kura.
- Create targeted learning modules to prepare for skills required at secondary (particularly digital).
- Show ākonga how you plan to expand their learning.
- Make space for ākonga to articulate what they are good at and what they need help with.

For ākonga:

- Create a survey to understand what ākonga know.
- Set up initial practical challenges for ākonga to show their skills.
- Offer refresher projecs for ākonga to choose from.
- Give early finishers the option to work on a personal project – something challenging.
- Check in regularly to ensure ākonga are on track.
- Empower ākonga to 'do their magic'.
- Provide opportunities for ākonga to take charge.

Build authentic learning
Te whakarite ara akoranga

Authentic learning brings a change in attitude empowering ākonga to proactively seek new knowledge and skills

He pātai huritao | Reflective question

› How might we imagine a more authentic learning environment?
› How might we plan a learning programme based on measurable data?
› How might we involve ākonga to implement change?

Hei mahi | Actions

Department pedagogy:

- Request data from your providing technology centre on curriculum levels, learning needs, contexts and projects.
- Develop a policy for starting homework light and becoming progressively more challenging.
- Respond to ākonga feedback for in-class balance of practical vs theory.
- Allow ākonga to select the subjects and their order throughout semesters – 'pick their own path'.
- Develop 'Tech Challenge' days.
- Leverage the same design process framework across all contexts.

Learning space specific:

- Share a plan or flow chart of the semester with ākonga.
- Share assessment dates at the start of the course.
- Provide opportunities for choice in the classroom, e.g. ākonga can choose from 5 different recipes.
- Provide authentic projects that relate to ākonga in a meaningful way or link to their community.
- Allow ākonga to work ahead or catch up at home.
- Teach ākonga to use planning tools to manage time.

By ākonga:

- Ensure any changes made to learning reflect ākonga voice.
- Allow ākonga to select assessment/evidence gathering methods from a range of options.
- Support an 'all questions are good questions' policy.
- Co-construct success criteria for practical projects.