

The challenge

Is not so much the absence of innovations in schools, but the process of too many ad hoc fragmented reforms that come and go with scant attention to coherence and continuity.

Michael Fullan

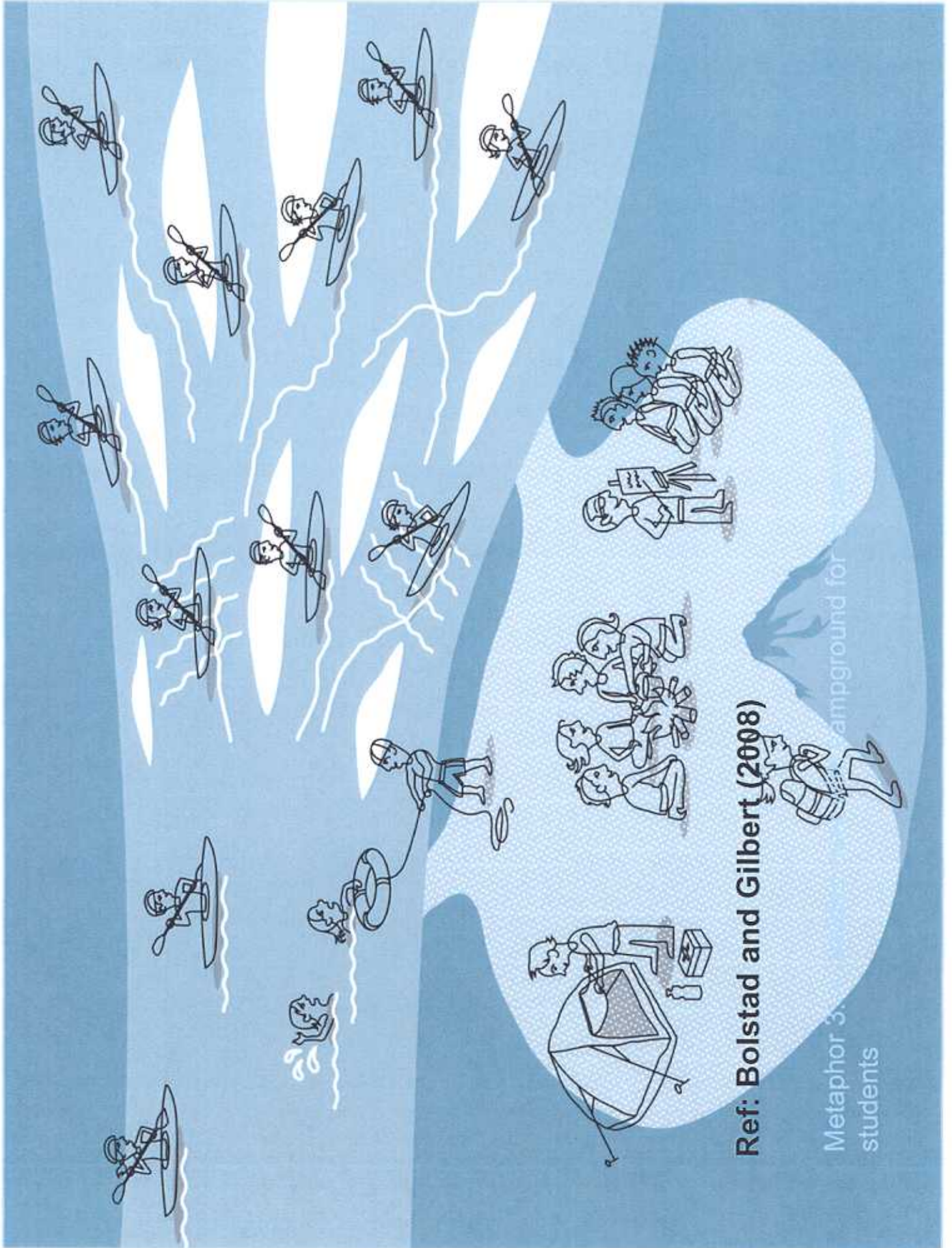




Ref: Bolstad and Gilbert (2008)

Metaphor 1: A forked river

© NZCER

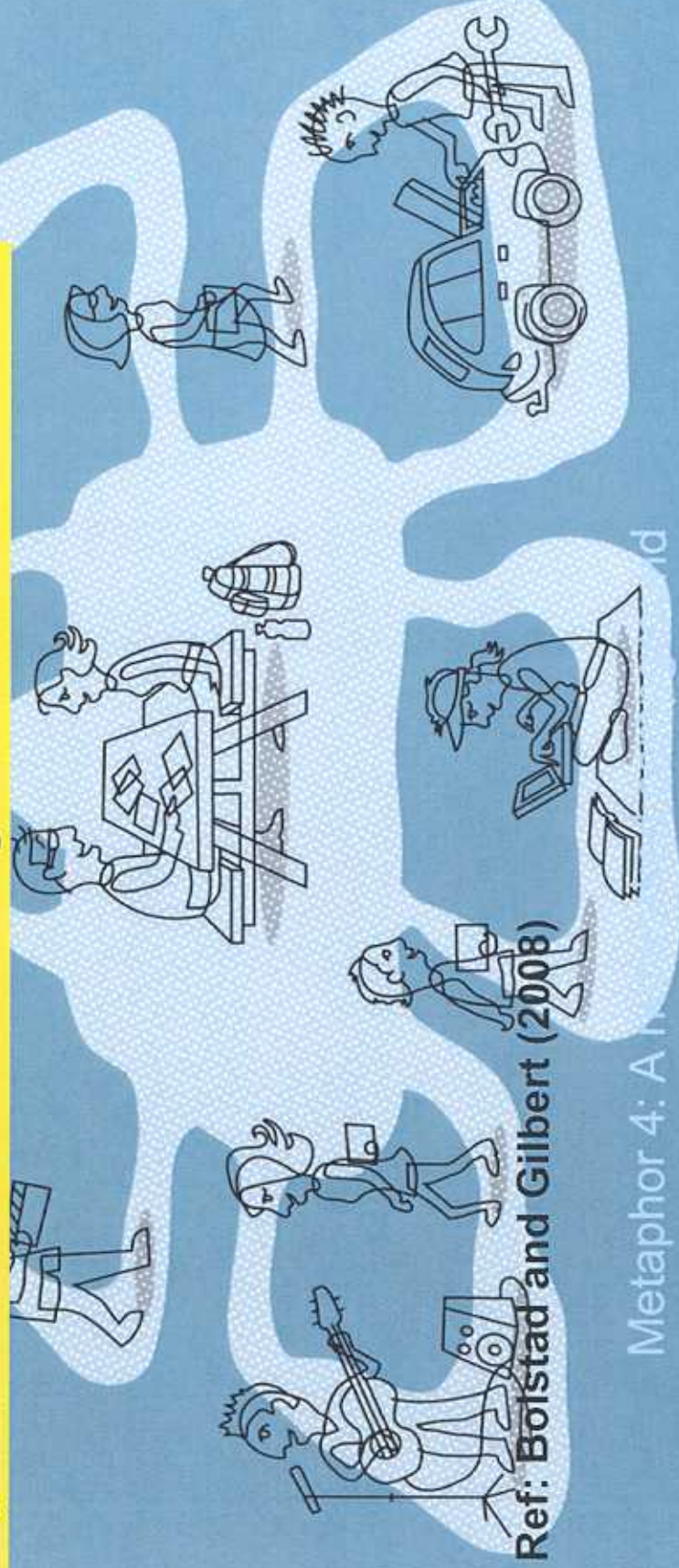


Ref: Bolstad and Gilbert (2008)

Metaphor 3:
students

campground for

- **Pathway Programme**
- **8 line timetable**
- **Learning, life and career portfolios for every student**



Ref: Bofstad and Gilbert (2008)

Metaphor 4: A H

Four Deepes and Nine gateways to personalising learning (Hargreaves)

Deep Learning

- * Student voice, Assessment for Learning, Learning to Learn

Deep Experience

- * Curriculum, New Technologies

Deep Support

- * Advice and guidance, Mentoring and coaching

Deep Leadership

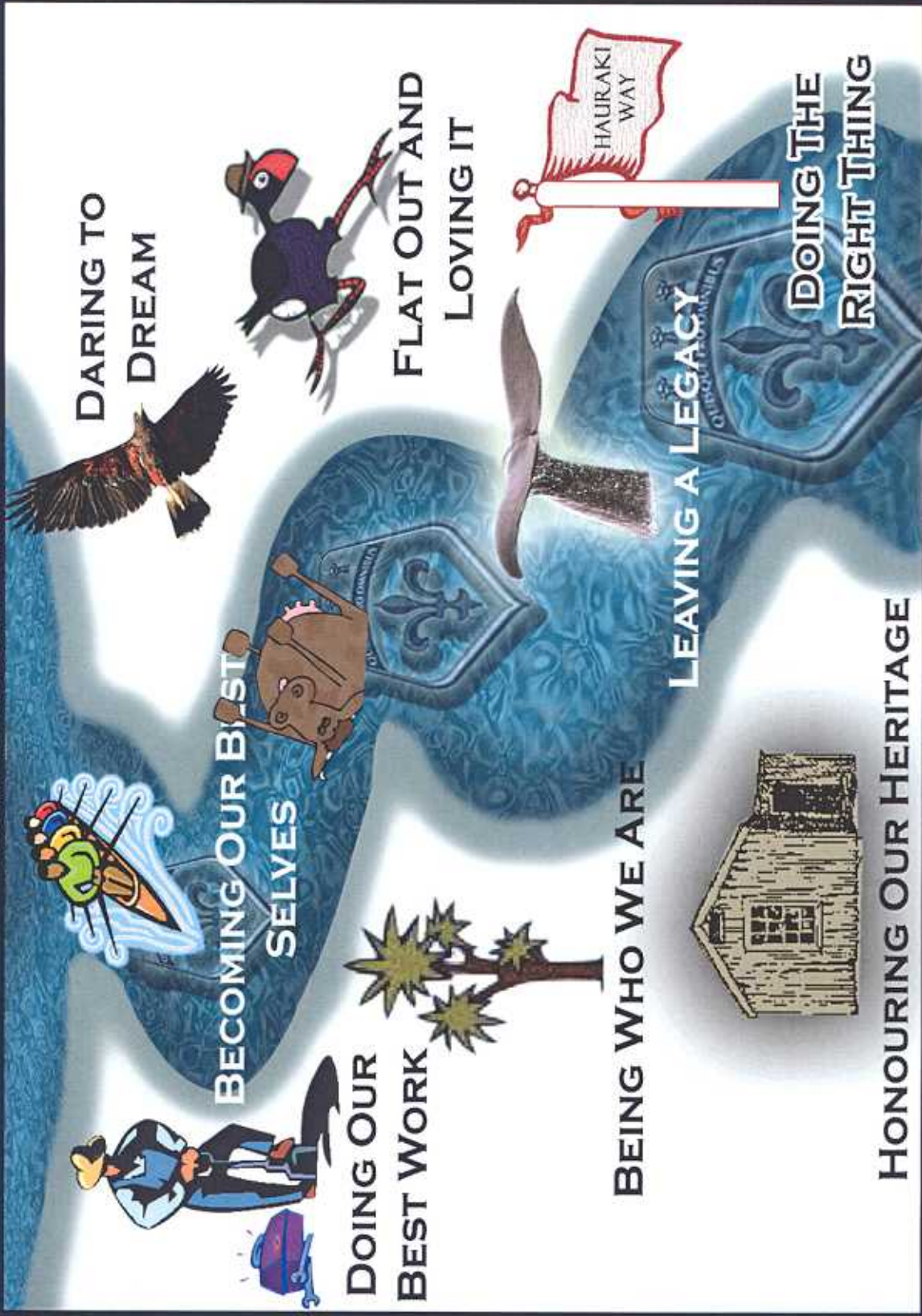
- * Workforce development, School design

An aerial photograph of a town, likely Kahikatea, showing residential areas, roads, and green spaces. A yellow rectangular box is superimposed over the center of the image, containing text. The background shows a mix of buildings, parking lots, and open areas, with a road winding through the town. The sky is overcast.

**The Kahikatea Project:
Kids on the Plains and Beyond**

HAURAKI PLAINS COLLEGE

"EXCELLENCE IS OUR TRADITION"



DARING TO
DREAM

BECOMING OUR BEST
SELVES

DOING OUR
BEST WORK

FLAT OUT AND
LOVING IT

BEING WHO WE ARE

LEAVING A LEGACY

DOING THE
RIGHT THING

HONOURING OUR HERITAGE

CHARACTER

COMPETENCE

COMMUNITY

HAURAKI PLAINS COLLEGE

"EXCELLENCE IS OUR TRADITION"



DARING TO
DREAM

BECOMING OUR BEST

DOING
BEST

First who then what

**An assertive approach to teacher
learning**

Maintain strategic coherence

Holding to moral purpose

COMPETENCE

DOING THE
RIGHT THING

HONOURING OUR HERITAGE

CHARACTER

COMMUNITY