



**Lincoln  
High School**  
Te Kura Tuarua o Waihora

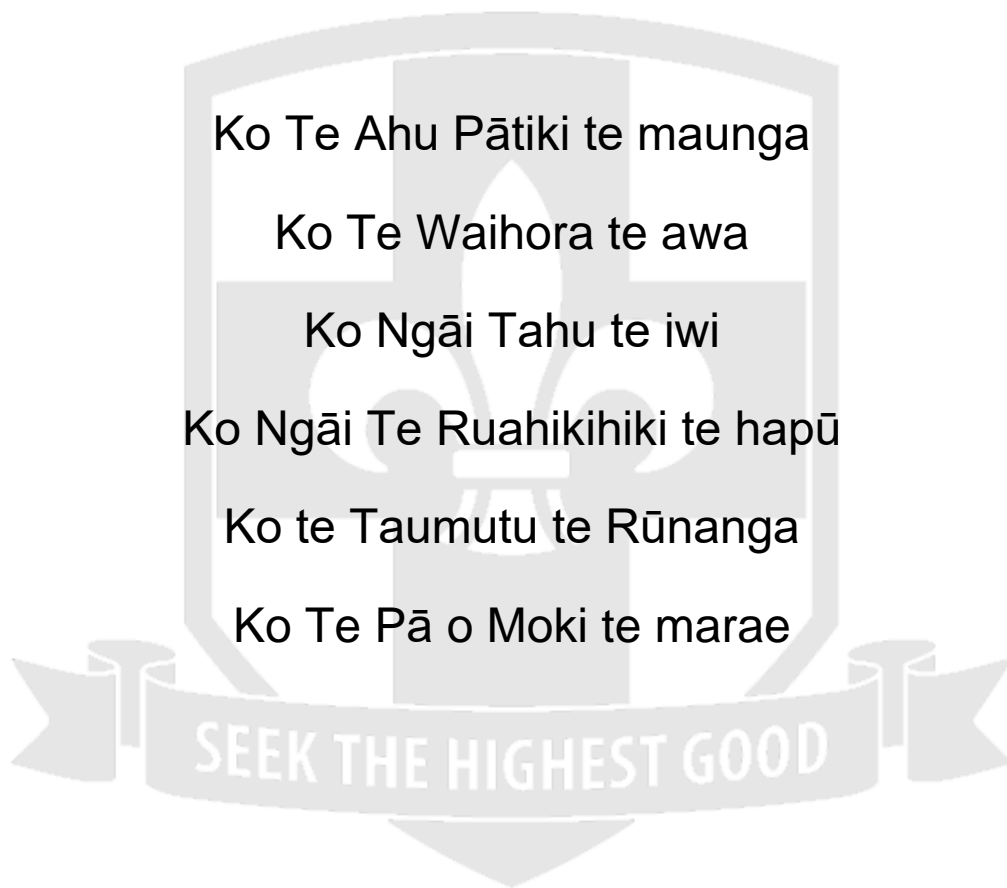
SOS101  
**SOCIAL  
STUDIES**

# Lincoln High School

Te Kura Tuarua o Waihora

## Teaching and Learning Framework

## Mihimihi



## He kupu whakataki | Foreword

Lincoln High School is a contemporary state, co-educational school in a university town on the outskirts of Christchurch. Our roll has approximately 1400 students, including approximately 15 overseas fee-paying students. We draw from a semi-rural catchment area in the Selwyn District and many students travel to school by bus. The school is an equal opportunity employer and works within the principles of the Treaty of Waitangi. The staff are professional, talented, supportive and tolerant; our team approach is a major factor in the positive atmosphere of the school.



*Kathy Paterson*

The paramount consideration at Lincoln High School is the needs of the students. The Linc (mentoring) system, the house structure, and pastoral care system are designed to provide ongoing support and guidance to students. The school provides a warm and caring environment for all students and encourages them to become lifelong learners through individual learning and learning with others.

The school's curriculum is broad and designed to meet the individual needs of our students. They work in an orderly, well-disciplined environment which, alongside our tikanga, emphasises a positive work ethic, personal responsibility and self-discipline. The school is future focused and collaborative with a variety of innovative learning spaces. We have a very committed Board of Trustees and a positive, supportive community.

Our school has a reputation for innovation, forward thinking and excellence in all facets of school life. Our main focus is the development of a Learning Community, focusing on teacher learning as the leverage for improving student learning. Teacher learning teams are a feature of the school.

I am very proud to be the Principal of Lincoln High School and urge you to read our Teaching and Learning Framework.

Ngā mihi

A handwritten signature in black ink, appearing to read 'Kathy Paterson', with a long horizontal flourish extending to the right.

Kathy Paterson



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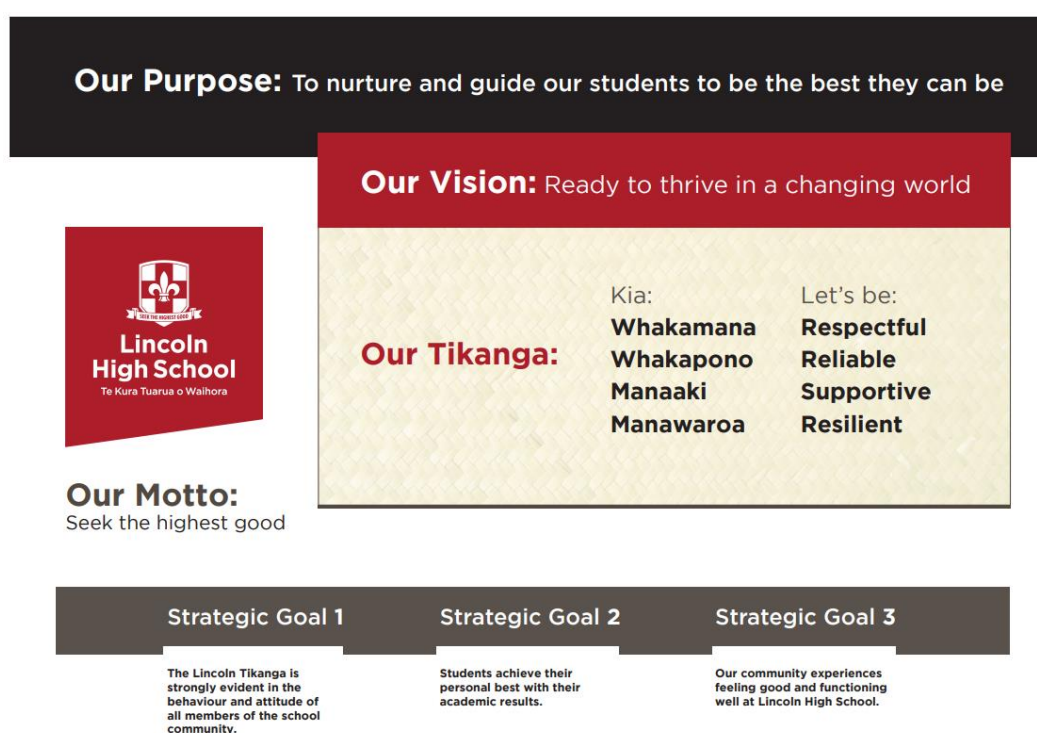
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## He tīmatanga | Introduction

### What is the Teaching and Learning Framework?

The Teaching and Learning Framework is a powerful set of guidelines relating to quality teaching practice. It represents “the way we do things” at Te Kura Tuarua o Waihora | Lincoln High School. It allows each student at Lincoln High School to be ready to thrive in a changing world and be the best they can be.

We want all kaiako | teachers to deliver their specific curriculum knowledge in a manner that enables every student to be aware of the purpose of the learning taking place, and of the process of acquiring new skills and knowledge.



Strategic Goal 1	Strategic Goal 2	Strategic Goal 3
The Lincoln tikanga is strongly evident in the behaviour and attitude of all members of the school community.	Students achieve their personal best with their academic results.	Our community experiences feeling good and functioning well at Lincoln High School.

## Our Tikanga

Our tikanga are an essential part of our school. When we all show these personal characteristics, our school is a safe place to be where learning thrives. Our tikanga applies to all staff and students.

Some examples are:

Let's be respectful/Kia whakamana – use appropriate language, tone and volume.

Let's be reliable/Kia whakapono – be in the right place at the right time.

Let's be supportive/Kia manaakitanga – be kind and inclusive in your thoughts, words and actions.

Let's be resilient/Kia manawaroa – keep trying in all situations.



## Positive Behaviour for Learning

Positive Behaviour for Learning - School Wide (PB4L-SW) is a framework that focuses on providing a positive school climate and supportive environment for personal, social and academic growth for all students and staff.

There are some key principles at the heart of the PB4L-SW approach. These include:

- Behaviour is learnt and can be taught. Our tikanga is explicitly taught in everyday interactions and also through lessons during Linc time. Our tikanga and Behaviour Curriculum outline what is considered appropriate.
- When appropriate behaviour is shown it should be acknowledged. We aim for a 4 to 1 ratio of positive to negative feedback.
- When responding to inappropriate behaviour there are research-based principles that reduce the likelihood of the behaviour occurring again. Our *Responding to Minor and Major Behaviours* document outlines how staff should respond to inappropriate behaviour.
- If behaviour escalates for an individual, kaiako | teachers will be involved in various processes to support this ākonga | student to get back on track.

## Whaia ki te ara tika: In pursuit of culturally responsive pathways

E koekoe te tūī, e ketekete te kākā, e kūkū te kererū.

*The tui sings, the kaka chatters and the kererū coos*

This whakataukī reflects the richness that diversity brings, and within Te Kura Tuarua o Waihora | Lincoln High School, the classroom, and teacher interactions, this diversity is recognised, cherished and celebrated for the richness that each student brings to us each day.

Māori students share knowledge, leadership and culture through participation in a range of Māori student initiatives such as Manu Kōrero, Pō Whakangāhau, He Puna Pūtaiao, Kī-orahi, Te Pā o Moki visits, and kapa haka.

Our kura | school has built an extremely strong and important relationship with Te Taumutu Rūnanga, allowing us to utilise their knowledge, prowess and strength. Te Taumutu Rūnanga is the representative body and kaitiaki (guardians) of Te Waihora and the surrounding takiwā (region), including the whole of the Selwyn District, of which Te Kura Tuarua o Waihora is a part of. Leaders and staff are committed to valuing and promoting te ao Māori and the rūnanga has been involved in making biculturalism more prominent in the school.

Teaching staff are provided with effective teacher learning and development so that they can create culturally appropriate and responsive learning in their classrooms. The learning experience for teachers inspires them to become culturally responsive, provides them with a learning experience which develops capability, reduces fear and vulnerability and enables them to become inclusive and culturally competent educators.

### Te Ararīrā “The Strong Pathway”

The name of our school whare was given by tangata whenua. It refers to both the “L2” river which runs into Waihora and the periodic opening of the lake to the sea. The narrow strip of shingle at the southern tip of Kaitorete Spit has been opened to the sea by Māori and Pākehā periodically over time to drain the lake and support eel migration and through which fish and eels have travelled both ways.



## **Whāia Te Ararirā: “Seek the strong pathway.”**

In our conversations between kaiako | teachers, ākonga | students and whānau about course selection or career paths we encourage the idea of identifying and following the pathways which lead to the best outcomes for the individual.



## **Te reo Māori:**

With an increasing number of staff who have moderate to strong proficiency in te Reo Māori, we are actively promoting their genuine communicative use of te Reo in general day-to-day school practice. Concurrently, we are increasing the profile of te Reo in signage, naming of buildings, staff communication, school documentation, and pānui in general, again, in ‘real’ communicative contexts.

## **SOLO Taxonomy**

The SOLO Taxonomy is a model of surface and deep learning developed by Biggs and Collis in 1982. It is used as a language of learning across a number of Learning Areas at Lincoln High School.

### *WHAT and WHY*




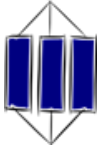

The classroom-based use of SOLO is an approach developed by Pam Hook to make learning visible to students and support them to deepen their learning. SOLO is used to both design learning tasks and assess student learning outcomes. The power of SOLO is that it makes it clear to students where they are at, and what they need to do to their work to show a deeper level of learning. With SOLO the focus is on the complexity of the student response, and how it might be improved, rather than on labelling the student.

### *Understanding SOLO levels*

When students’ learning is assessed according to SOLO, the learning outcome will be at one of the 5 levels below. Here is a brief explanation of what each level means.

SOLO can either be declarative (describing – usually writing or talking about knowledge) or functional (usually demonstrating a skill).



<b>SOLO Taxonomy</b>		<b>Declarative knowledge</b>	<b>Declarative verbs</b>	<b>Functional knowledge</b>
	<b>Pre-structural</b>	The learning outcome <b>does not answer the task.</b>		The student <b>cannot do the skill.</b>
	<b>Unistructural</b>	The student has <b>one relevant idea.</b>	<i>define, identify, find, label</i>	The student can do the skill if <b>helped</b> , or if <b>copies</b> or <b>models</b> someone else.
	<b>Multistructural</b>	The student has <b>several relevant ideas.</b>	<i>describe, list, find, match</i>	The student <b>can do the skill</b> but makes mistakes/cannot do it consistently.
	<b>Relational</b>	The student has <b>connected</b> the relevant ideas.	<i>compare, explain, sequence, classify, link, integrate, analyse, apply, relate, correct, perform, show control</i>	<i>evaluate, generalise, predict, hypothesise, show insight, create, justify, reflect, prove, show mastery or insight.</i>
	<b>Extended abstract</b>	The learning outcome <b>extends</b> the connected ideas, <b>looking at the ideas in a new way.</b>	<i>evaluate, generalise, predict, hypothesise, show insight, create, justify, reflect, prove, show mastery or insight</i>	The student can do the skill in a <b>new or improved way</b> and/or <b>show others how to do it</b>
<b>Functional verbs</b> <i>plan, design, select, interview, question, collaborate, reflect, apply, listen, solve, use, mix, measure, observe, throw, share, cut, solder, join, participate in, contribute to, draw, sketch, move, demonstrate etc.</i>				

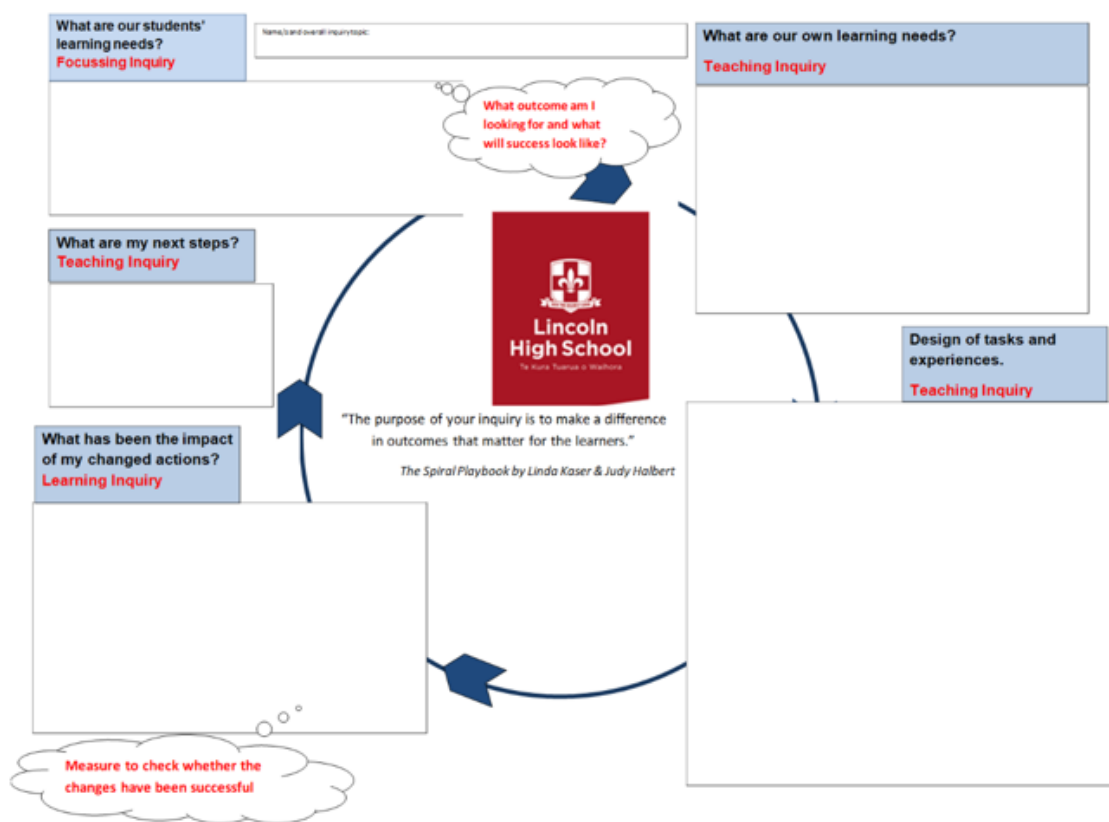
Based on the work of Pam Hook: <http://pamhook.com/solo-taxonomy/>

## Inquiry (Growth) Cycle

All kaiako | teachers are expected to complete an inquiry cycle within a school year to improve outcomes for students. It is also a framework that kaiako | teachers can use to help them learn from their practice and build greater knowledge.

The inquiry cycles can take any form that the teacher feels is appropriate and many of our staff find this layout helpful:

### Teaching as Inquiry



At Lincoln, we encourage kaiako | teachers to work collaboratively when working through their “puzzles of practice” and this has benefits for both ākonga | students and kaiako.

Our Specialist Classroom Teacher helps anyone who needs assistance with creating and completing an inquiry cycle.

## **Learning Teams**

Kaiako | teachers at Lincoln High School are involved in self-selected professional learning teams (PLTs) that have a year-long focus. For some kaiako | teachers, they remain in a team for consecutive years to consolidate their learning.

2024 Learning Teams will be based on individual choice and will be groups of at least four staff members. Staff can apply to work on individual study if they are enrolled in a formal qualification linked to education.

## **ICT**

We run a Windows network with campus-wide wifi. Our main platform is Office 365, with Teams and OneNote as the principal tools for classes. Teachers have a Windows laptop and all students are expected to bring a device (ideally a Windows laptop or tablet) to school. Our friendly technicians run a drop-in helpdesk for students and staff and keep everything running smoothly.

## **Digital Curriculum**

Integrated teaching of Designing, Developing Digital Outcomes (DDDO) and Computational Thinking (CT) is in all learning areas. Providing students with the skills that they need to thrive in a digital, future-focused world. Our Teaching and Learning Group (TAL) are focusing on developing and supporting staff with the implementation of the digital curriculum across all learning areas.

## **Digital Use Agreement**

In 2021 we introduced a new Digital Use Agreement for staff and students. The agreement clearly outlines the rights and responsibilities for all users and how to access support. Digital Use Agreement lessons are taught in Linc and focus on digital safety and understanding the Harmful Digital Communication Act 2015.

## **Teams**

Staff and students use the Microsoft Teams platform to communicate and collaborate. It is a central point for learning with all classes having their own dedicated Team allowing for staff

to share files and videos, set assignments, access a class OneNote and facilitate collaboration amongst students.

As a school we have department, whole staff, House and other specialist group Teams to allow us to centralise files, communicate notices and share ideas. Microsoft Teams can also be used to run video conferences with both ākonga | students and whānau. It is also becoming increasingly used as a platform to run NCEA assessments - both assignments and digital assessments.

The Teams platform not only supports all the standard Microsoft applications such as Word, Excel, OneNote and PowerPoint but allows apps from other sources, such as YouTube, Kahoot, Flipgrid to be easily embedded into a Team to enhance learning.

Within school we have also setup professional development strategies to allow staff to continue to enhance their usage of Microsoft teams within a learning environment.

## **Wellbeing**

There are already many things happening at Lincoln to promote wellbeing for our students. We have an amazing Student Services Team, and a strong pastoral team of Deans and Linc teachers. We run a peer support programme for our Year 9s and have many visiting speakers such as the Attitude Team, to share ideas for living a great life with our students.

One of our strategic goals is that our community "experiences feeling good and functioning well". This is encompassing our whole school community, students, staff, and whānau. Teams / Departments within the school have been given the opportunity to nominate a "wellbeing champ" who would liaise and work with the 'Within School Lead of Wellbeing'. The aim of this is to help saturate the importance of wellbeing for everyone in our school. Staff newsletters, health related workshops and challenges are a few other examples of the variety of communication methods used to spread the awareness of well-being.

Wellbeing has also been evaluated by quality evaluation tools to measure and reflect on the well-being outcomes of our community. Staff voice around the use of flexi-non opportunities and big events that have rocked our community are taken into consideration and built on. We have been using community assets to maximise the well-being benefits for our LHS community and have been developing the visibility of the staff LHS Well-being model across our school environment. We adopted adopt the model of Te Whare Tapa Wha Rima in 2022.



## House Structure

Ākonga | Students and staff are designated a house when they start at Lincoln High School. There are six in total: Kōtare, Īnaka, Mako, Pātiki, Kāhu and Kūaka. These houses also provide the structure for the Linc classes. There are a variety of competitions throughout the year – academic, sporting and cultural – leading to an overall winner of the House Shield. The house system is an integral part of the pastoral framework at Lincoln High School as it connects all students and staff together. House spirit is important to the overall wellbeing and culture of a school community and the council members who oversee the House Council put an incredible amount of work in each year to ensure that students and staff are provided with fair and fun events to participate in. In Term 4 the Junior Council steps up to run junior based events when the seniors are on exam leave.



## Student Leadership Opportunities

Ākonga | Students have many leadership opportunities, other than those offered through the house system.

- School Council
- Student Executive
- Junior Council

We have a **School Council** made up of pupils in Year 13. The School Council members are selected by an extensive election and interview process. The Council's role is to co-ordinate student activities, and to act as a voice for the entire student body. The Council is led by a team of four Head Students, with Council members leading the Academic, Arts, Social, Junior, Sports, Services, Sustainability, House Councils, Year 13 Committee, Communication and Cultural Councils.

The **Student Executive** comprises students from Year 9-13 and is facilitated by a staff member. Student voice is very important to us and we ask this group for advice and to comment on a range of topics. Students apply for this role each year through an online application process overseen by the Within School Teacher in charge of Leadership.

The **Junior Council** for Year 9 and 10 students promotes a positive and supportive environment for all Junior LHS students. They run events targeting the junior school including the house events programme for Term 4. They help out at the Year 8 Fun Day in November and assist other councils to run events. They are led by the Year 13 Heads of the Junior Council.

## Building Awesome Young Men (BAYM)

The Building Awesome Young Men programme was launched in 2020. The motivation for a programme like BAYM is to increase the level of participation of male students at LHS.

The programme will operate over a period of years with each year having a different theme/focus. Male students from Year 9-12 are invited to apply to be on the BAYM team. They will oversee the events run during that year.

## **Junior Curriculum**

We place equal importance on option and compulsory subjects at the junior level which means that all courses have the same time allocation per week. The compulsory junior courses are English, Mathematics, Science, Social Sciences as well as a combined Health and Physical Education course.

In 2023 we moved to a fully semesterised junior school programme (i.e., four semesters). Junior ākonga | students complete three semesters of compulsory subjects plus semester courses in their option subjects. Languages equate to yearlong courses.

## **Senior Curriculum**

At the senior level our students choose six subjects which each get equal time allocation and we encourage students to take at least one subject they enjoy; even if it doesn't align with their chosen career pathway.

In Year 11 students do not complete Level 1 NCEA. Their year is also fully semesterised, taking six subjects per semester. Students study two semesters of Mathematics and English, the compulsory courses. Although Science is optional, we strongly recommend students study two semesters of it. Semesters are 18 weeks long. In 2022 and 2023 we were a pilot school for the new numeracy and literacy digital co-requisite. The aim is for ākonga to have gained these standards by the end of Year 11.

In Year 12 students still take six courses, but they are yearlong and there are no compulsory subjects; we strongly recommend that students select an English and Mathematics course. Some courses have recommendations relating to academic performance in Year 11.

In Year 13 students still have six yearlong timetabled courses but one course is Flexible Learning Time where they do not have to be on site. This is to provide these young people with the opportunity and responsibility to manage their own workload and understand their own learning styles. There are no compulsory subjects in Year 13. For students intending to go to university, it is recommended that they select at least four University Entrance approved courses.

Added to this, there is flexibility within the timetable for students to take courses at any year level, they are not restricted by their chronological age.

## **He aha ngā tautāwhi mō ngā akonga o Waihora? | What supports are in place for a Lincoln Learner?**

### **Linc (mentoring)**

Linc is designated time for our ākonga to focus on goal setting, future planning and their general well-being. Through Linc, kaiako step into mentoring roles, talking to our young people about their futures, their achievements and helping them get the most out of their time at Lincoln. Through our Linc programme, each student should have at least one staff member who knows that student on a long-term basis.

We also use the time to further embed our school tikanga, particularly Kia Whakapono/Being Reliable, Kia Whakamana/Being Respectful, Kia Mannakitanga/Being Supportive and Kia Manawaroa/Being Resilient. We also help mentor students through challenges they may face and celebrate their achievements.

Where possible, a student's Linc teacher stays with them for the duration of their schooling career ensuring a consistent point of contact for both the student and their wider whānau.

Subjects/topics covered in a Linc class across the year levels include:

- ensuring students are on track to achieve personal goals
- tikanga
- student wellbeing
- house events
- future/career planning
- financial literacy
- study skills

### **Pastoral Care System**

We know that for students to function well in their lives, including learning at school, they need to have a good level of personal wellbeing. At school their wellbeing is affected by their own behaviour, attitudes and thinking as well as the behaviour of others. Our pastoral care system is set up to support our young people to manage their own wellbeing and to ensure that this is not impacted negatively by others.

All teachers are involved in pastoral care as Linc teachers, subject teachers and through activities beyond the classroom. Added to this, each Year Group has a Dean and a Head of



Level, who move through the years with the students. This allows the Dean and Head of Level to get to know the students well and build great relationships.

Key elements of pastoral care at Lincoln are:

- all kaimahi | staff are involved in meeting the students' academic, social and personal needs
- the school provides a structure that allows for continuity in caring for students
- a strong guidance network that provides pastoral care through the Linc Teacher, Head of Level, Tutor, Dean and guidance staff.

## **Academic Support Network**

Each year level has a Tutor, who deals with all the academic aspects, including class placement, working with Learning Support to provide for students who need support and also with those students who are not feeling challenged. The Tutors are part of the Careers and Pathways Team and they also provide Course Counselling for students in their year group, particularly as they look towards the following years and the subjects they will choose.

If students would like extra tutoring in one of their subjects, the Academic Council provides senior students who can do one-on-one tutoring in the lunch break.

The Careers and Pathways Team consists of a Careers Advisor, a Gateway Co-ordinator, A STAR Co-ordinator/Career Coach, the Head of Careers and Pathways, an Employment Skills teacher and the Tutors.



## Learning Support

The Learning Support Department is a key structure in our school which helps support both students and staff. Learning support teachers are timetabled to work alongside the subject teacher in the Year 9 and 10 Supported Learning classes for both Mathematics and English. The Year 9 Literacy Option develops the key literacy skills for identified learners while the Work and Community Skills programme aims to develop skills needed for identified learners to enter a workplace and participate in the community in which they live. Assessment for WCS classes is via NCEA Supported Learning Standards.

The department also supports teachers by testing students, providing comprehensive teaching strategies and placing teacher aides in classes where needed.

The department aims are to:

- support students with Specific Learning Difficulties
- assess students for possible undiagnosed specific learning disorders (SLDs) and support families to access professional diagnoses
- apply for Special Assessment Conditions (SAC) for NZQA assessments
- provide opportunities for students in years 9 and 10 to trial SAC
- support the transition of high-needs students from primary school to high school
- provide continuing support to high-needs students with the routines, expectations and complexities of attending high school.



## **Ngā Mātāpuna o Ngā Pākihi | Kāhui Ako**

### **Together we achieve: An engaged community of successful learners**

Lincoln High School is part of a Community of Learning (Kāhui Ako) with seven local primary schools and thirteen early childhood centres. <https://hail.to/mp-kahui-ako>

Our Community of Learning | Kāhui Ako, Ngā Mātāpuna o Ngā Pākihi, has been operating for 7 years as a Kāhui Ako.

The achievement challenges for 2024 include:

- Literacy in the Middle Year (7-10)
- Mana ōrite
- Numeracy
- Aotearoa New Zealand Histories

Four Across School Leaders have been appointed to lead these areas in 2023. The Kāhui also has a number of Within School Leader roles, of which Lincoln High School currently has eight positions.

There is a strong Early Years programme that has been operating successfully for a number of years.

## **Lincoln High School**

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