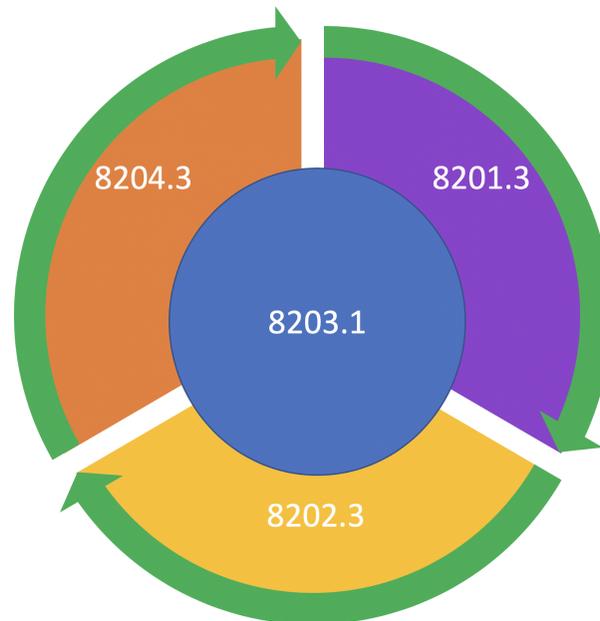# Scope Components and Project Scope Template and Descriptor

This template covers four assessments: MLED: 8201.3, 8202.3, 8204.3 and 8203.1

These are the Scope Components and the Project Scope and are completed in stages.

Your Scope Components are the building blocks for your Project Scope. Your Project Scope is your overall plan for your Practice-based Change Project that you implement in Part 3 and are informed by Contemporary Teaching, Digital Fluency, Leadership in Practice and Collaboration in Practice. Each of the Scope Components focuses on an important aspect of your final Project Scope.

Candidate Name:

Template for Project Scope Component

You will develop your Project Scope over time with several iterations. There are coloured sections that need to be completed at different stages /iterations. The green sections may change over time as you continue your learning journey.

See below for the guide as to when to complete each section. The first section (green) can change each time you complete a new coloured section. This is because your thinking around the topics in the green section may change throughout these assignments to keep this document updated.
You can ungrey the text as you complete each section. The References box is at the very bottom of the document.

You complete each Scope Component and Your Project Scope on this template. You will complete the document in the following order:
- Section One (green) outlines your goals, purpose, impact etc., and may need updating as you complete each coloured section)
- Contemporary Teaching Scope Component (8201.3) :- Complete Section One (green) and Section Two (purple)
- Digital Fluency Scope Component (8202.3) :- Update/Complete Section One (green). And complete Section Three (yellow). You will need to add evidence to support your thinking around Digital Fluency (and you may change , delete or add information in the green section)
- Collaboration in Practice (8204.3) :- Update/Complete Section One (green) and complete Section Four (orange) (and you may change, delete or add information in the remaining green sections)
- Project Scope Leadership in Practice (8203.1) :- Complete Section Five and update other sections as required (8203.1 includes the entire the document).

Submission details:

The idea is to keep this as a complete document, that you will upload it with amended and completed sections to the portal

for each assessment.

Heading	Specific Elements (Guide)	Candidate to Complete What are you going to do?
**Complete (updated every time) -** **Maximum 700 words** **Leadership in Practice *MLED8203* Learning Outcomes** 1. Through evidence-based inquiry, critically evaluate collaborative leadership approaches that support sustainable change to teaching practice, effective learning in contemporary education and wider social and cultural environments. 2. Critically evaluate contemporary evidence and leadership models to support professional development in contemporary education. 3. Develop and communicate contemporary culturally responsive solutions to authentic problems of practice across interdisciplinary teams and wider education contexts through effective practice-based leadership. 4. Critically evaluate research and evidence regarding effective leadership and collaborative practice through the development of interpersonal skills and knowledge, essential for effective coaching and mentoring in educational contexts.		
Purpose Statement	To implement a change in focus for curriculum, for teaching and learning approaches and for place-based learning that ensures Original Practice Principles are applied. This involves learning Manaakitanga for the People and the Land. This is achieved through establishing a deep connection to the original values of Whanaungatanga, Whakapono, Whakamana, Manaakitanga and Turangawaewae. The approach will incorporate Tuakana Teina principles.	**Wellbeing - Care - Respect - Guardianship - Oranga Tonutanga - Hinengaro** Wellbeing applies to People and Land - our goal is "Thriving People in a Thriving Land". Wellbeing can be taught through a 'Heart-Mind' focus. The OECD (Organisation for Economic Cooperation and Development) and UNESCO have concluded that new realities demand that people bring a different set of competencies to the workforce than what was previously considered required for success.Today teamwork, problem solving and interpersonal skills top the list. These employment essential qualities translate directly to having Heart-Mind well-being. *The 3 Arguments for a Focus on Well-Being. (2015). Heart-Mind Online. Retrieved 1 May 2019, from https://heartmindonline.org/resources/the-3-arguments-for-a-focus-on-well-being* Wellbeing for the land can be taught by teaching reverence for Papatuanuku. Earth is our mother, the source of all good things. Our relationship with our mother is key to the life and success of us both.

		Areas of 'land' focus are being 'Zero Heroes' as we work towards becoming a Zero Waste school, our enviro-garden and a repurposing (up-cycling) programme. These are part of our focus on learning to live sustainably and protecting the earth's ecosystem. We will introduce and implement the concept of PALS - People and Land Savers. The process will involve identifying issues involving the People and the Land, implementing a Plan To Action process, and sharing the outcomes and learnings through a PAL-X presentation at its conclusion.
Identified Problem	To introduce Sustainability practices. To introduce Place-Based education focus that connects learners to their land, their culture, and our shared values. To introduce PALS programme - People and Land Savers with a Tuakana Teina emphasis of working together. To introduce the principles and practices of Original Practice by ensuring more hands-on, place-based, direct experience, socially based cooperative learning opportunities and experiences. To introduce PAL-X Learning Expos where project teams share their learning problems, plans, process, outcomes and next steps.	In "Thrive: Schools Reinvented for the Real Challenges We Face:" by Valerie Hannon, Valerie focuses on the question she was tasked with answering for a report on the Future of Learning - "What Is The Purpose of School?" *"Thrive: schools reinvented for the real challenges we face" - Innovation Unit Press - 2017* Valerie started with WHY, which is what Simon Sinek - https://startwithwhy.com/ - teaches we must always do. Valerie contends our great purpose must be 'Learning to Thrive in a Transforming world' - she refers to the theory we are on the cusp of change so great that there has never been a time of greater promise or greater peril. Valerie identifies three key challenge areas requiring disruptive thinking, the first of which is: Our Planet ● The sixth great extinction ● The Anthropocene age ● Climate change All three of these sub-points reference humankind's negative and destructive impact on our planet. In response to this, I contend we have now entered the 'Age of Consequences'. This is the time where a lack of concern for the People and the Land - failed policies and practices and greed - have resulted in disenfranchised, dispirited, disadvantaged, indigenous people, and a deeply damaged and suffering environment. It is the age of ubiquitous plastic, rising sea levels, gun violence, racist policies and rhetoric, and hate-speech thoughtlessly shared by anonymous 'keyboard warriors'. In light of these observations, it becomes apparent that the 'why' we need to find needs to be directly related to and embedded in the two elements of The People and The Land. Our 'Why' is thus twofold ● Thriving People ● Thriving Land

		We cannot have one without the other.
Project Goals	- To introduce Sustainability practices. - To introduce Place-Based education focus that connects learners to their land, their culture, and our shared values. - To introduce PALS programme - People and Land Savers with a Tuakana Teina emphasis of working together. - To introduce the principles and practices of Original Practice by ensuring more hands-on, place-based, direct experience, socially based cooperative learning opportunities and experiences. - To introduce PAL-X Learning Expos where project teams share their learning problems, plans, process, outcomes and next steps.	Whakauka - Sustainability To achieve Whakauka - Sustainability - requires a paradigm shift that takes us back to original practice. This is practice that focuses on what makes us human, focuses on community, empathy, and a service mindset. Living sustainably means living within the capacity of the natural environment to support life and ensuring our current lifestyle has minimal impact on generations to come. Sustainable practices relate not only to the natural environment, but also our society and culture, including aspects such as consumerism and community well-being - the People and the Land. Practicing sustainability empowers children to construct knowledge, explore values and develop an appreciation of the environment and its relationship to their worlds. This lays the foundations for an environmentally responsible adulthood. Our teaching and learning focus must aim to instil a strong love of the Earth (reverence for Papatuanuku - mother earth) so children understand what they are working to preserve. Teaching towards sustainability lends itself to place-based and project-based approaches to pedagogy. Although sustainability is a global goal, its problems and solutions are always importantly situated in local ecologies and communities.
Impact of Project	A paradigm shift away from the industrial - three Rs, compliance and conformity model - to a model that looks at learning through the twin lenses of the People and the Land (land encompassing all aspects of our environment - which may in time include space). Our initial focus within these two lenses is on - Wellbeing - Mindfulness - Relationships	Place based learning and culturally responsive place-based practice. Changing the Cultural Face of our Environment: We reflected on what could our Maori children in particular look to, and lay claim to, within our school's physical environment that spoke particularly to them From this, a process of consulting, discussing and reflecting began. Out of this came a whole new front of school environment, featuring five huge Pōhatu Tūmu. These rocks as ancient as the earth represent the five foundation values our school is built on: - Whanangatanga - Family Always - Manaakitanga - Caring Always - Whakamana - Our Best Always. - Whakapono - The Truth Always. - Turangawaewae - Our Home Always.

The only way The People and The Land can survive and thrive is if we address these foci before and above all else.

We address these foci through the principles of
- Social Emotional Learning
- Culturally Responsive Practice
- Belonging

Culturally responsive practice includes cultural locatedness, which means teachers shifting (physically, mentally, emotionally and professionally) learning, teaching and practice into locations or spaces that are safe, comfortable that culturally 'fit', and are receptive to the learner.
Tapasā - Cultural competencies framework for teachers of Pacific learners.
Ministry of Education - Te Tāhuhu o te Mātauranga - 2018

Kindness is regarded as one of the most important things we can teach our children if we are to bring about change in our world. Prime Minister Adern made this one of her key points at her address to the United Nations in 2018.

These five Pōhatu Tūmu are at the heart and core of everything we do now. At one end is Whanaungatanga, at the other Turangawaewae. This represents the People and the Land - encompassing the other three.
Every class, at the start of each year from now on will come out and sit on and among the rocks and hear the story of each one.
As we share and celebrate this sanctuary, we emphasise the universal nature of the values represented here. We share - and invite our children to share - how these stones connect to their culture, their stories, their values.
One of those core values is Manaakitanga
- Caring for ourselves, others and our land
- Kindness to ourselves, others and our land

We address kindness in many ways - through Bucket Filling, the Love in Love to Learn to Lead and through our focus on Pay It Forwards for every class every year. We also focus on Empathy and Service Leadership.
Our goal is to see Kindness become the Lingua Franca (meaning the language we all speak) of WHS - something that we address and aspire to every day.

This focus on kindness is designed to ensure we are educating the whole child, and best preparing them to be caring, contributing, connected citizens. Such qualities will be of increasing value and importance as robots and AI take take over more and more traditional jobs and workforce tasks. This also offers the opportunity to ensure collaborative learning focused solutions to improve teaching and learning practice.
Each class chooses their own 'Pay It Forward' project each year. This is an opportunity for children to get together and research needs in their school, community or even wider world. They select the need to address and draw up an action plan to achieve it. In many cases, this is a complex endeavour involving all manner of communication, planning, organising and doing.

"'I want the government ... to bring kindness back'. (2017) - *Prime Minister Adern on Checkpoint with John Campbell.*

Prime Minister Adern in her address to the UN in 2018 - "In the Māori language there is a word that captures the importance of that role – Kaitiakitanga. It means guardianship. The idea that we have been entrusted with our environment, and we have a duty of care. For us, that has meant taking action to address degradation, like setting standards to make our rivers swimmable, reducing waste and phasing out single-use plastic bags, right through to eradicating predators and protecting our biodiversity.
The race to grow our economies and increase wealth makes us all the poorer if it comes at the

		cost of our environment. Perhaps then it is time to step back from the chaos and ask what we want... If I could distil it down into one concept that we are pursuing in New Zealand it is simple and it is this. Kindness. In the face of isolationism, protectionism, racism – the simple concept of looking outwardly and beyond ourselves, of kindness and collectivism. New Zealand remains committed to ... being pragmatic, empathetic, strong and kind." *Ardern, J., Braae, Beard, & Chapman. (2018). Kindness and kaitiakitanga: Jacinda Ardern addresses the UN. The Spinoff. Retrieved 29 April 2019, from https://thespinoff.co.nz/politics/28-09-2018/kindness-and-kaitiakitanga-jacinda-ardern-addresses-the-un/* Our Prime Minister's message was widely received as being exceptionally important. We therefore should all care.
Project Deliverables	A change in Mindset, Language, Daily Habits and Practices. ● A more sustainable environment for the people and the land. ● Kindness is the Lingua Franca of our school. ● Pay It Forward Projects completed by every class. ● PALS and PAL-X programme operating successfully - based in our senior school but with Tuakana Teina approach to include and involve younger children.	The wellbeing of our people and our environment is a priority for all members of our learning community. That priority is evident in our daily actions and activities ● Recycling food scraps ● Recycling paper ● Longopac smart bags ● Worm farm ● Enviro-garden ● PALS Projects ● Kindness is the Lingua Franca of our school ● Awareness raised through sharing on web, at Whanau Time, in newsletter and particularly through PAL-X Expos. ● Kindness is evident in words and actions ● Kindness to self ● Kindness to others ● Kindness to our world ● Evident in Pay It Forward projects and the wairua of our school ● Visitors are welcomed ● Hugs are the norm ● Everyone in our school receives a hand-delivered card on their birthday ● Children are happy and proud ● Children and community are connected to and with our school ● New parents receive a full welcome from principal and have our cultural ways, practices and principles explained ● Our Pōhatu Tūmu are the foundation for our school Vision, Mission and Values ● Our Pōhatu Tūmu are the basis on which our Strategic Plan is built ● We have our own new Western Heights Waiata based on our Vision, Mission, Values

		and Pōhatu Tūmu. Children know it and sing it with pride
		● We have our own new Western Heights Haka based on our Vision, Mission, Values and Pōhatu Tūmu. Children know it and our Kapa Haka Ropu perform it with pride, mana and passion.
		● Parents and extended family can be seen in classrooms, the staffroom, playground and Leadership Team member offices - obviously comfortable and at home
		It is apparent to all that we are living and learning with sustainability principles and practices to the forefront.
		It is apparent to all that we put people and the land first, that we are a family and the principles of Whanaungatanga and Turangawaewae are embedded in all we say and do.
		The words of Albert Einstein will guide us, ""A human being is a part of the whole called by us universe... Our task must be to free ourselves... by widening our circle of compassion to embrace all living creatures and the whole of nature in its beauty."
		A quote by Albert Einstein. (2019). Goodreads.com. Retrieved 8 May 2019, from https://www.goodreads.com/quotes/369-a-human-being-is-a-part-of-the-whole-called
	The model for this plan can be viewed as a slide-set here: https://www.weebly.com/editor/main.php#/	

Complete for Contemporary Teaching Scope Component **Contemporary Teaching Learning Outcomes :**
Criteria for Assessment: 8201.3 Scope Component - *Contemporary Teaching*
Assessed Learning Outcomes LO 1. Critically analyse and evaluate emerging challenges and opportunities in contemporary teaching practice. LO 2. Critically analyse and evaluate evidence regarding contemporary pedagogies and implications in practice including wider social, political, bicultural and multicultural learning contexts. LO 3. Use contemporary evidence to devise culturally responsive and collaborative learning focused solutions to improve teaching and learning practice.
Maximum 1000 words

Supporting Evidence	Place-based learning and culturally	Changing the Cultural Face of our Environment:

Contemporary Teaching	responsive place-based practice.	As addressed in my previous assignment, Culturally Responsive Practice 8201.2, following a reflection on what could our Maori children in particular, look to and lay claim to within our school's physical environment that spoke particularly to them, a process of consulting, discussing and reflecting began. Out of this came a whole new front of school environment, featuring five huge Pōhatu Tūmu. These rocks as ancient as the earth represent the five foundation values our school is built on:
		- Whanangatanga - Family Always - Manaakitanga - Caring Always - Whakamana - Our Best Always. - Whakapono - The Truth Always. - Turangawaewae - Our Home Always.
		These five Pōhatu Tūmu are at the heart and core of everything we do now. At one end is Whanaungatanga, at the other Turangawaewae. This represents the People and the Land - encompassing the other three. Every class, at the start of each year, comes out and sits on and among the rocks and hears the story of each one. As we share and celebrate this sanctuary, we emphasise the universal nature of the values represented here. We share - and invite our children to share - how these stones connect to their culture, their stories, their values. One of those core values is Manaakitanga - Caring for ourselves, others and our land - Kindness to ourselves, others and our land We address kindness in many ways - through Bucket Filling, the Love in Love to Learn to Lead and through our focus on Pay It Forwards for every class every year. We also focus on Empathy and Service Leadership. Our goal is to see Kindness become the Lingua Franca (meaning the language we all speak) of WHS - something that we address and aspire to every day. This focus on kindness is designed to ensure we are educating the whole child, and best preparing them to be caring, contributing, connected citizens. Such qualities will be of increasing value and importance as robots and AI take over more and more traditional jobs and workforce tasks. This also offers the opportunity to ensure collaborative learning focused solutions to improve teaching and learning practice. Each class chooses their own 'Pay It Forward' project each year. This is an opportunity for children to get together and research needs in their school, community or even the wider world.

		They select the need to address and draw up an action plan to achieve it. In many cases, this is a complex endeavour involving all manner of communication, planning, organising and doing. The satisfaction and pride our children experience is greater than anything a typical social studies lesson could achieve. We focus on • People and the Land • Relationships • Whanaungatanga - the culture of familiness • Kindness • Bucket filling • Tuakana Teina practices • Buddy Classes • Pay It Forward • Place-based learning • Play-based learning • Culturally responsive practice • Reverencing Papatuanuku • Zero Heroes achieving Zero Waste All these and many more can be encapsulated in the concept and acronym PALS - People And Land Savers
	Pulling these many strands together - PALS	Pulling these many strands together - PALS - People And Land Savers: Our children will become PALS. Younger children will pair up with older PALS and together they will focus on projects that achieve all of the above goals. Older PALS will work on PALS Projects focused on a People or Land Problem to solve. The process will focus on a 3P Process • Problem Identification • Possibilities • Plan of Action These will lead into Pay It Forward Projects which in turn lead into PALS Expos - PAL-X - where they share the process, the learning, the outcomes, the Pay It Forward and the Pushing On (next steps, where to next etc).
	Contemporary Teaching Practice	Contemporary Teaching Practice: Our focus on the People and the Land requires we focus on on Well-being, Mindfulness and

Relationships. This was addressed by Russell Bishop, "It is not child-centred education it is relationship-based education, relationship-centred education, and it's culturally responsive but is also based upon the notion of relationships being paramount to the educational performance. We term it caring and learning relationships. Not just fluffy nice. A serious business Education. It's about caring for people, caring that they learn and it's about creating learning relationships to ensure they are able to learn. We term it culturally responsive pedagogy of relations".

Russell Bishop - "What makes the difference for Maori students".
(2019). Edtalks.org. Retrieved 1 May 2019, from
https://edtalks.org/#/video/culturally-responsive-pedagogy-relations

For the learning Vision to become reality, we need teachers with the necessary qualities, characteristics and approaches to make this happen.

We will therefore work collaboratively to introduce a five Cs approach to teaching.
- Coach
- Co-constructor
- Critical Friend
- Change-catalyst
- Caregiver

Coach
With a coaching approach, teachers move from giving advice or answers to their learners, to creating awareness of what they want or need to know and helping them design actions to achieve their learning goals. In effect, giving learners practice being creative.
The teacher becomes an inquirer, a question-asker, a curiosity fomenter. Coaching requires we demonstrate curiosity about what is going on with those we are coaching.

Co-constructor
This implies a partnership approach to learning - teacher as learning partner. This again involves a shift from content emphasis, where the teacher is the disseminator of knowledge, to process emphasis, where the teacher is a facilitator of learning though co-researching and co-constructing knowledge with the learner.

Critical Friend
A critical friend is a trusted person who asks provocative questions, provides data to be examined through another lens, and offers critique of a person's work as a friend. A critical friend takes the time to fully understand the context of the learning presented and the outcomes that the learner or group is working toward. The friend is an advocate for the success

of that work.

Change-catalyst
A teacher's role is to guide learners in their response to change and in their response readiness for change. This requires the teacher take a P.L.A. - Positive Life Attitude - approach. Positive believing converts positive thinking into positive action.
"The voyage of discovery is not in seeking new landscapes but in having new eyes." Marcel Proust.
Marcel Proust Quotes. (n.d.). BrainyQuote.com. Retrieved May 8, 2019, from BrainyQuote.com Web site: https://www.brainyquote.com/quotes/marcel_proust_137794
Our role as teachers is to help our learners have new eyes, have new ways of seeing, understanding, making meaning, and making new knowledge.

Caregiver
We are teachers and learners but before that we are parents...
The Education Act has a Latin title, 'In Loco Parentis' - it means Parent In Place. It means once a child comes into our care each day, they become our child. Our son, our daughter, our flesh and blood.
As a staff we have reflected on what this means, and we revisit it constantly.
What does it mean to be a good parent:
- Love Unconditionally
- Be Patient
- Be Present
- Be Fun
- Expect the best - for and of your children

We teach from a place of love to inspire love in our learners - love for the People and the Land - expressed as
- Love for ourself
- Love for others
- Love for our world

Love is an active emotion, it requires a response, it involves action. We show our love by what we do.

Complete as well for Digital Fluency Scope Component
Digital Fluency Learning Outcomes

Criteria for Assessment: 8202.3 Scope Component - Digital Fluency

Supporting Evidence Digital Fluency	Provide evidence that supports your project, regarding Digital Fluency and how you are going to use/implement your knowledge and capabilities around emerging digital technologies and digital fluency to inform your Practice-based Change Project and your practice.	
	What elements of leadership and collaboration in the adoption and impact of Digital technologies do you need to incorporate in your Practice-based Change Project and why? How are these informed by Culturally Responsive Practice?	

Complete as well for Collaboration in Practice Scope Component
Collaboration in Practice Learning Outcomes

Criteria for Assessment: 8204.3 Scope Component - Collaboration in Practice

Assessed Learning Outcomes
LO 1. Collaborate in a range of professional environments to critically evaluate evidence and practice, and through inquiry improve teaching and learning in the context of contemporary education practice.

LO 2. Critically evaluate and reflect on the implementation and impact of collaborative practice on teaching and learning including digital fluencies, taking into account

diverse learners and a range of learning environments. LO 3. Critically evaluate the importance of leadership to initiate, support and improve collaborative practice in the context of contemporary education practice. **Maximum 1300 words**		
Supporting Evidence Collaboration in Practice	Provide evidence that supports your project, regarding Collaboration in Practice. What do you need to consider when leading and implementing collaboration in culturally and professionally diverse settings?	
Stakeholder Groups	Who are the stakeholders directly involved in the project? Who are the stakeholders who are not involved, but are interested parties? What are you going to do to ensure the needs of the stakeholders are met? How have the stakeholders informed your thinking?	
Collaboration Plan	How will your Project Group support you in the project that you lead and the project or projects that you collaborate on? When will you meet with your Project Group? What agile processes will you use to enable effective collaboration? How will you ensure that you are meeting the requirements of your Learning? How will you support your Project Group to meet their learning Outcomes? What will your role be, and how will you	

	lead and collaborate during the different stages of the project?	

Complete for Leadership in Practice Project Scope 8203.1 **Maximum 2000 words** **Leadership in Practice _MLED8203_ Learning Outcomes** 1. Through evidence-based inquiry, critically evaluate collaborative leadership approaches that support sustainable change to teaching practice, effective learning in contemporary education and wider social and cultural environments. 2. Critically evaluate contemporary evidence and leadership models to support professional development in contemporary education. 3. Develop and communicate contemporary culturally responsive solutions to authentic problems of practice across interdisciplinary teams and wider education contexts through effective practice-based leadership. 4. Critically evaluate research and evidence regarding effective leadership and collaborative practice through the development of interpersonal skills and knowledge, essential for effective coaching and mentoring in educational contexts.		
Action Plan	Detailed plan outlining actions, requirements, stakeholders, key performance indicators, timeline, milestones, required resources. This should be key points, succinct and a suitable framework for you to use when implementing your project.	
Leadership Approach	Reflect on, and outline key thinking around how you are going to lead the project. Include evidence regarding effective leadership and change management. Include elements of leadership and followership, stakeholder and adoption groups, communication. How will your leadership of the project enable you to meet the Learning Outcomes of the MLED9200	

	Practice-Based Change Project course?	
Methodology & Data Collection	What research methodology will you use? How will that help you find out what you want to know? What research methods will you use? What are you going to use to measure the success of your project? What will you record, collect, gather as evidence to support the outcomes of the project? When will you gather this data? What will you do with the evidence and how will you know that this evidence is worthy of being collected? How do you know it is reliable evidence/data? How will you use data during the project to influence the iterative development of the project? How will the data collected inform the outcome of the project?	
Ethics	Provide a statement indicating ethical implications of the project.	
Key Performance Indicators/ Milestones	What are the success criteria for the project? What are the milestones that will help you to keep on track during the project to meet your Key Performance Indicators and your Project Goals?	
Challenges/Obstacles/ Risks/Mitigations /Feasibility	What challenges/obstacles etc do you foresee? How will you address those?	
Timeline	What happens when?	

Required Resources	What are the resources you need for your project to occur? (Including people, time and skills)	
Next Steps	Now What? What do you need to do before you start? What will you start with first? Who do you need to inform? …	

References