

FLIPPED LEARNING



At Cloverlea School we use a flipped learning approach to teaching and learning. In flipped learning, LEGENDs watch a short video that teaches key skills and/or knowledge prior to working with their kaiako. The flipped learning video introduces students to the content at their own pace. They are able to pause, rewind and replay as

often as they need, until they understand the concept. After watching the video, time with the kaiako is used to support, reinforce and apply new learning, and extend them further. This could be: extra support around the content, collaborative discussions and tasks (using Kagan structures) with other LEGENDs, tamaiti-centred learning activities, inquiry-based learning and project-based learning, which improve achievement and increase engagement.

IT IS IMPORTANT BECAUSE:

Through flipped learning, LEGENDs are actively involved in their learning and have more ownership. Learning is personalised for tamariki; they work at their own pace at the level that is right for them. They can pause, rewind and rewatch videos, giving them more control over their learning. LEGENDs can access their learning at any stage, anywhere, because it is online.

Flipped learning allows tamariki to move through a Niho Taniwha model of learning, beginning with Whai, where they encounter the learning content through flipped videos filmed by Cloverlea kaiako, moving to Ako, where tamariki watch the videos and have a go at mahi directly related to the videos, to Mau where tamariki review what they have learned and delve deeper into learning with their kaiako.

Flipped learning gives kaiako more time to engage with LEGENDs, meeting their specific needs and supporting them to apply their learning. Rather than spending lots of time introducing and explaining basic information, teachers facilitate deeper learning that requires higher level thinking and have more time to provide extra support for those who need it. Through flipped learning, different levels/abilities can be catered for at the same time. Another benefit of flipped learning is that kaiako have more support in what content to teach based on the range of learners.

Motivation and engagement increase because LEGENDs have targeted learning at the right level, are engaged in active learning, with the kaiako available to support, challenge and question them, providing deeper understanding. Flipped learning helps make learning more accessible to all tamariki.

CURRICULUM LINKS:

A flipped learning environment provides LEGENDs with the skills and opportunities to develop and grow their use of the key competencies. With explicit teaching of the flipped learning process, and the skills required, our tamariki can get the most out of their learning.

Because basic content is delivered through videos, LEGENDs have more time with kaiako on meaningful and active learning tasks that encourage the NZC Values as well as delving deeper into the specific curriculum area. Kagan collaborative learning structures are a natural fit within the kaiako-time part of flipped learning.

Flipped learning helps to create an environment where Determination & problem solving skills are developed in a way that is supportive and iNclusive. All tamariki are able to learn without feeling whakama about their own progress. Their mana is upheld by being able to learn at their own pace.

Every curriculum area can be flipped as we develop the video content. Flipped learning is particularly useful for areas with a large knowledge component. There are also clear links to PB4L and digital technologies also.

WHANAUNGATANGA:

Developing strong, positive kaiako-tamaiti relationships is the 'why' behind flipped learning. The kaiako is more available to LEGENDs as the core knowledge is presented by video. Learning with the teacher is richer, leading to better connections between kaiako and LEGEND, and better learning outcomes.

Flipped learning strengthens whānaungatanga across the school when LEGENDs learn from videos made by other kaiako.

In a flipped classroom, LEGENDs have lots of opportunities to be iNclusive and help each other, developing better peer relationships.

Whānau-kura partnerships are strengthened by whānau having access to the flipped videos, enabling them to see and understand what their tamaiti is learning at kura, further promoting the connection between whānau and kura and allowing them to further support their tamaiti.

ENACTING TE TIRITI O WAITANGI:

Article 1 focuses on making sure that we are able to ensure learners are accessing learning at the level they need. Flipped Learning means that this can be done independently so that we are enhancing mana for those tamariki who feel worried about how others view their learning. It also gives an opportunity for extension.

Through kaiako from Cloverlea creating the content being taught on the videos, we are developing learning partnerships as we all learn from each other. This continues to foster whanaungatanga.

LINKS TO OUR LEGEND VALUES:

Lead/ Ārahi: LEGENDs choose the right pace for themselves and take more control of their own learning. LEGENDs can control where and when they learn.

Excellence/ Kairangi: LEGENDs push themselves to complete the videos and activities to a high standard. or **G**anised/ Nahanaha: LEGENDs ensure their devices are charged and they are using their devices with headphones, on the right site and doing the right learning task.

resilience/ Manawaroa: LEGENDs can choose to push pause and have a break. LEGENDs stay calm when learning gets hard, technology doesn't work or things go wrong.

inclusive/ Kotahitanga: LEGENDs bring their knowledge to their group time with the teacher and can support each other. LEGENDs share equipment and devices. LEGENDs can help each other get or **G**anised (get on their device, find the video etc) and understand the learning.

Determined/ Rae Pakari: LEGENDs are **D**etermined to watch the set video and understand the concept being taught. LEGENDs who need to spend more time on a particular topic can use the video to master the learning and revisit content as often as needed.

RESEARCH & EVIDENCE:

<https://www.flglobal.org/>

<https://elearning.tki.org.nz/Teaching/Future-focused-learning/Flipped-learning>

<https://tlc.lincoln.ac.nz/the-flipped-classroom/>

<https://www.lizkaneliteracy.co.nz/further-reading>

Ārahi, Kairangi, Nahanaha, Manawaroa, Kotahitanga, Rae Pakari

LEAD, EXCELLENCE, ORGANISED, RESILIENCE, INCLUSIVE, DETERMINED