

6

Timeframe
1-2 lessons

Years
4-10

Format
Individual
or groups

Cards

Element

Context

Download
hpe.tki.org.nz/ata-stories

Kōrero ako Learning stories

Using the Elements to
guide learning conversations.

Plan your learning conversations. Use the Element cards to help decide on an area of focus. Use the Context cards to decide where to apply this focus. Use the Learning stories activity sheets to guide your learning conversations with other students, class, teachers and whānau.

6
Kōrero ako
Learning stories

Choose an element to focus on. Then, choose an area where you will apply this focus.

Name _____
Date _____

| | | | |
|--|--|---|--|
| <p>What element are you focused on?</p> <p>He tūrangawaiwae Connection to place</p> <p>My prompt _____</p> | <p>Where is your area of focus?</p> <p>akomanga classroom</p> <p>My prompt _____</p> | <p>What element are you focused on?</p> <p>He tuakiri, he no, he tikanga, he mītapono Identity, languages, cultures and values</p> <p>My prompt _____</p> | <p>Where is your area of focus?</p> <p>kapa haka cultural group</p> <p>My prompt _____</p> |
|--|--|---|--|

ATA

Learners will

- Notice, describe and reflect on their learning.
- Develop a self-led approach to goal setting.
- Identify and explore strengths, weaknesses and areas of improvement.
- Describe where they are at in their learning and identify what their needs and strategies are.
- Become empowered and resourceful in their learning strategies.
- Develop a voice and contribute to an individual or collective learning pathway.

Ways to use the resource

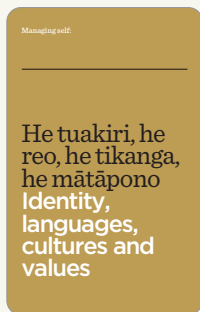
- Use outcomes from the **Developing strategies, Approaching challenges** and **Check-in** activities as a precursor to this exercise.
- Work individually or in groups to identify, record and discuss focus areas.
- Capture outputs in a format of your choice.
- Use blank **Ata cards** to capture new contexts.
- As a teacher, reflect on the chosen focus areas and compare the perspectives.

Next steps

- Use insights to design or modify future lesson plans and areas of learning inquiry.
- Use the focus areas and contexts explored in this activity as reference points for future check-ins.
- Repeat the process over time to notice and respond to ongoing changes.

What you will need

Element and Context cards



Learning stories activity sheets:

One per person or group

6

Kōrero ako Learning stories

Choose an element to focus on. Then, choose an area where you will focus on it.

Name _____

Date _____

| What element are you focused on? | Where is your area of focus? | What element are you focused on? | Where is your area of focus? |
|----------------------------------|------------------------------|----------------------------------|------------------------------|
| | | | |
| My prompt | | My prompt | |

ATA TEACHING ASSISTANTS ASSOCIATION

6

Kōrero ako Learning stories

Choose an element to focus on. Then, choose an area where you will focus on it.

Name _____

Date _____

| What element are you focused on? | Where is your area of focus? | What element are you focused on? | Where is your area of focus? |
|----------------------------------|------------------------------|----------------------------------|------------------------------|
| | | | |
| My prompt | My prompt | My prompt | My prompt |

ATA TEACHING ASSISTANTS ASSOCIATION

Activity

1. Preparation

Although it is not essential, it can be helpful if learners have completed the **Elements puzzle** and **Developing strategies activities** at least once.

2. Prepare activity sheets

You'll need to print or photocopy one **Learning stories activity sheet** for each student or group. There are two formats of the activity sheet: two focus areas and four focus areas. Choose the format that suits your learners best.

3. Chose a focus area

Choose which element(s) you want to focus on.

4. Choose a context

Choose context(s) where you will focus them.

5. Plan & capture

Ahead of your learning conversation, explore how you might approach this focus area in your chosen context. Capture ideas in the form of keywords or prompts that you could use when presenting your **Learning stories**. Record these prompts in the provided space on the activity sheet.

Use ideas from the **Developing strategies** activity to help, if completed.

6. Present

Using the **Learning stories activity sheet**, and your chosen **Element** and **Context cards**, present your learning stories, describing your approach and what you hope to achieve.

7. Customise

Use group discussion and blank **Ata cards**, make your own **Context cards** that are relevant to your chosen element or focus area.