

Taradale Intermediate School



Taradale Intermediate School



SEEK TO ACHIEVE

To be the best we can be!

KEY BELIEFS

Foundation Literacies

Powerful Learning Strategies

Rich, Real, Relevant Concepts

Quality Teachers / Teaching

Quality Classrooms / Environment

The Vision:

The School that will provide enthusiasm, commitment and care, to lead Students forward to success and independence.

The Mission.

To facilitate learning experiences that motivate and challenge pupils to extend their personal standard of excellence while developing the ideals of good citizenship.

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General Description of the School

Taradale Intermediate School is located in a residential suburb of Napier city. The growth of this area has been maintained over recent years and new housing developments are a feature, prime residential sites are continually being developed. The school has had a stable roll over recent years, remaining at or near the zone dictated, enrolment scheme maximum of 560 - 570 students. Trends indicate that the roll will fluctuate but remain around 520–540 for the foreseeable future.

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Being an Intermediate or Middle School is a unique position and this is fully appreciated by the Board, staff and leadership of Taradale Intermediate. The development of appropriate school wide programmes, resources and multiple opportunities for students during this two year learning period is a priority. Providing the best learning opportunities for the emerging adolescent continues to be the school's main reason for existing. On-going maintenance and development of the school grounds, buildings and facilities has been a focus for previous and current Board of Trustee members. Planning focuses on the provision of a quality learning environment, restricted only by the constraints of funding.

School development over recent times includes the following:

Literacy was the focus of school wide staff development and student assessment during 2006 and 2007, it remains a focus for teacher support, development and evidenced based practice. In school support and development will continue via the Literacy Team under the guidance of Di Taylor Deputy Principal.

Inquiry Learning: staff development focus during 2007/2008 expanded staff knowledge and confidence to better deliver on the Key Belief - "Rich, Real and Relevant Topics." This focus was reached by the whole staff and will be a focus for PD when this can be arranged. TIS finished the second year of a four year Extending High Standards (EHSAS) contract with the MoE with a focus on Inquiry Learning. Unfortunately this contract was broken by the Ministry and the new Government. We are part of a cluster of schools working together to achieve similar goals for our students, staff and schools through Inquiry. This cluster has successfully won a contract for ICTPD and this will continue elements of the Inquiry PD programme

The national focus on the development of **numeracy** skills has been accepted at Taradale Intermediate through the school purchasing quality professional development and on-going support. The school committed its own funds to this important development. This development also meant that our school was ready for the students coming from our contributing schools, all of whom were part of the Numeracy Project. This continues to be a development focus. Dinah Harvey has been contracted this year to continue with in-school PD and support programme.



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Alongside the numeracy focus was the **Assess to Learn (AtoL)** professional development programme. This two year (2003 / 2004), school wide development, enabled teachers to improve their teaching skills - giving greater emphasis on including students in the learning process, improving feedback and methods of sharing and recording assessment information. Literacy learning was used as the main curriculum focus but the understandings gained have been applied across all curriculum areas.

Assessment procedures and purposes have been refined and **Assessment for Learning** sustains our focus. Three way conferences now involve students being fully involved in reporting on their learning progress to their parents at mid-year interviews.

During 2004 the school utilised an educational consultant over a two week period to review our school **Vision** and to develop a '**Beliefs and Values**' statement that encapsulates much of the review, consultation, professional development and staff changes that have been undertaken over the last three years. This has been reviewed and aligned to the changes coming about through the review of school curriculum as we align this to the NZC.

We defined our **Key Teaching Beliefs** using the following as focus points: Critical Literacies; Powerful Learning Strategies; Rich, Real and Relevant Concepts; Quality Classrooms; Quality Teachers. Along with this defined our values using Caring, Sharing and Daring as key concepts. As a Learning Community we continue to develop and refine how we deliver these key beliefs.

Three Learning Teams, staffed with a Lead Teacher and five teachers have been established and all classes are mixed year 7 and 8. Home room classes are not streamed in any way. These teams are the basis of many school activities; learning, sport, cultural, competitive, pastoral and each team with their own culture. The school has moved to Year 7 / 8 combined



classes. Other expert teacher roles have been created for e-Learning and Mentoring and Coaching. These positions have impact across the whole school.

A **Pastoral Care** support programme is now an integrated and critical support structure in the school. This is a needs based, available and ongoing support programme for students, families and staff. This support programme is now critically important in that it enables the school to offer an appropriate level of support immediately to students (and parents) when and in a manner that is suitable and timely.

Professional development opportunities that relate directly to improving the teaching capability with the focus on the emerging adolescent and effective teaching practice.

Digital technologies are fully integrated into daily programmes; Taravision on a regular basis, moving from a specific specialist programme to integration in normal class programmes has been a major shift. Integration of computers in the learning process, access to the internet in a safe environment and staff support and development from within the school and by outside providers. Digital technologies continue to be explored

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through action research approach in selected classrooms. This will then allow for further development across the whole school. A Lead Teacher position e-Learning was established for 2010 and onwards.

Future Learner: This programme started in 2007 and modified during 2008. During 2009 it was an integral part of the Inquiry professional development programme. Future Learner rose out of desire to give all our students the skills and knowledge to use digital technologies in their learning, to enhance their already intuitive digital skills and to turn them into tools and skills that support our learning programmes. It also enables us to combine staff support and personal development with regard to ICT. It is also seen as an integral part of our goal to improve teacher capability in the delivery of any Inquiry based learning focus. Teachers will be active members of the programme along with the school librarian. This programme is resourced with a fully equipped suite of computers - both PC and Apple, the physical library and its staff. This too has now been integrated into normal class programmes with support from the ICTPD Lead Teachers.

Expansion and focus on **enrichment opportunities** for all students with focused support for those with special needs and talents and abilities. International exchange programme with Hanawa Junior High School (Japan) is an annual event.

A team of Teacher Associates and Ancillary staff provide learning **support, pastoral care and administrative support.**

There is high level involvement and success for students through the **Awards Programme, Inter-school and National level competitions** - academic, sporting and cultural. Through review and evaluation this involvement has been enhanced and developed so that maximum involvement and success is targeted.

Specific **property enhancement** have meant that the focus has been on upgrading teaching and learning spaces ahead of administration and general resource areas. The next area for development is now overdue but is challenged by funding and Ministry policy—that is our specialist technology block. 40 years old and in need of replacement and in that lies the battle!

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Our Vision and Beliefs - for TIS, an Intermediate, a Middle School (or a school in the middle!)

From our Charter The Vision: To be a school that will provide enthusiasm, commitment and care, to lead Students forward to success and independence. **The Mission.** To facilitate learning experiences that motivate and challenge pupils to extend their personal standard of excellence while developing the ideals of good citizenship.

Our TIS Curriculum will be built on the following framework, our Key Beliefs. These have been modified to reflect review and dialogue that we have had over recent years and through professional development opportunities:

Foundation Literacies	Future learners - the literacies needed to be an effective 21 st C Learner	What do these mean for our students? What will they be doing? What will we do to make these real? The learning process, the language of learning.
Powerful Learning Strategies	Future learners - through the process of INQUIRY. The Key Competencies, Habits of Mind infused in everything that happens at TIS	
Rich, Real, Relevant Concepts	Concept based curriculum for Science, Social Sciences, Health and PE, Technology and The Arts. English, (Languages) and Mathematics are integrated and stand alone when appropriate	Our TIS Curriculum - with Concepts that will drive Inquiry. Students actively involved.
Quality Teachers / Teaching	What do great teachers do? Powerful Pedagogy	What does this mean for us as teachers? What responsibilities and practices will we show as effective teachers? What do we mean by deliberate acts of teaching?
Quality Classrooms / Environment	What makes a great learning environment - school and classrooms. Restorative practice as a key behaviour management process.	



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C. The goal for our school is to have a common school wide understanding of:

1. The learning process - what does it mean to be a learner (student and teacher) at TIS? What are the Key Concepts that we will build our curriculum around? See statement—Rationale for Concepts

2. A clearly defined language of learning that we will all use - consistently, with confidence and knowledge. Inquiry infused learning at all times. Core expectations in all literacies. Quality classroom environments and quality modeling and support by teachers who engage in specific acts of teaching, visible acts of teaching that make a difference for students.

3. Learning intentions and learning outcomes co-constructed and part of the students vocabulary, teacher vocabulary and focused on challenging thinking in a manner that gives students the chance to achieve to their very best. (Learning outcome designed learning experiences (contexts and content of the learning) and WALT statements)

4. Students actively involved in Self Assessment for learning. (Students involved in the design of the way they share their assessment information (rubrics, e-portfolios, journals - built around learning intentions)

5. Active and purposeful Interventions by teachers, (these are deliberate acts of teaching), by students (their thinking is challenged, they apply the competencies, the Habits of Mind, by parents (supporting, asking questions) in the learning process. Thinking interventions and ICT interventions that enhance what we value as key learning actions where the Habits of Mind, the Key Competencies along side our values and beliefs makes school a great learning environment.

Professionalism - what does it look like? What would an alien visitor see when they drop in on us with the view of adopting TIS professional ways??

Our response in brief:

Organised, Prepared, Passionate, Community aware, Communication, Continuous Learner, Confidentiality, Accountable, Ethical, Reflective Learner, Dressed appropriately.....



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Curriculum Targets for 2010

Maths:

Themes for development for 2010 in conjunction with Advisors+.

1. Develop student voice with richer explanations. Students writing and asking questions. Peer talk and co-constructing the learning steps.
2. Focus on place value knowledge and the explicit teaching of two strategies for subtraction.
3. Making the starter activities a priority using Advisors Plus planning sheet.
4. Develop an understanding of what the National Standards look like in maths and how we can provide "proof" to our parents.
5. Develop a two year programme that will allow more depth of teaching and learning.

School Targets

To have 60% of students working at Numeracy Stage 7 Decimal and Subtraction by the end of Year 8.

To have 60% of students working at Numeracy Stage 7 Multiplication and Division.

Year 7 PAT Maths data will be used to develop focus areas for year 7 students and will impact on future target setting.

Initial focus areas will be numeracy and geometry.

Note:

Year 8 - 35% working at or above Stage 7 did not meet our target. Our historical data shows that 60% mastery at stage 7 would be a challenging target.

PAT results from Y7 identify Geometry and Measurement (visualization tasks) to be the areas that need to be targeted.

Literacy Targets :

To improve all students reading comprehension skills through focussed teaching and specific acts of teaching during Guided Reading. To monitor closely student achievement of 'critical students' through effective use of NZCER PAT (Comprehension, Vocabulary and also Star, running records and Probe) as tools not just for assessment but also for teacher professional development.

Analyse students who have critical results from the beginning of year STAR test in 2 or more areas. To provide a teaching programme to raise these students' scores out of the critical area cross checked with asTTle results.

Targets for 2010

A) Target students

To raise individual PATc score for target students by the end of Year 8.

To raise the achievement of all Year 7 students with STAR critical scores and move out of the critical list by the end of Year 7.

B) All students

75% of all students above Mean Patc 60.4 by end of Year 8

75% of all students above Mean PATc 53.2 by end of Year 7

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ICTPD: Digital Daze2.0 Cluster

These cluster goals are our school goals along with a focus on developing staff expertise in the use of LMS KnowledgeNet and our new website.

First Cluster Goal	
Cluster goal	Success Indicators
All teachers utilise opportunities to integrate ICT authentically into teaching and learning programmes	<p>Teacher planning incorporates authentic ICT contexts.</p> <p>Teachers' demonstrate increased confidence and competence in use of ICT in teaching and learning.</p> <p>ICT is imbedded in curriculum delivery, aligned to the NZC, its principles, vision, values, key competencies and essential learning areas</p>

Second Cluster Goal	
Cluster goal	Success Indicators
Expand Teacher / Principal pedagogical capability in the use and support of ICT/eLearning approaches	<p>Teachers use appropriate ICT resources within learning programmes</p> <p>ICT goals are linked to teachers' ICT PD goals within their school performance management systems and in class observation</p> <p>Teachers will participate in and contribute to needs-based workshop approach utilising existing teacher expertise</p> <p>Opportunities to showcase and celebrate successful and effective teacher practice within the cluster eg through learning Circles</p> <p>Provision of ongoing and regular in-class support for teachers - through observation, support and guidance by more expert colleagues and outside facilitators.</p> <p>Opportunities for student voice to give feedback and feedforward.</p>

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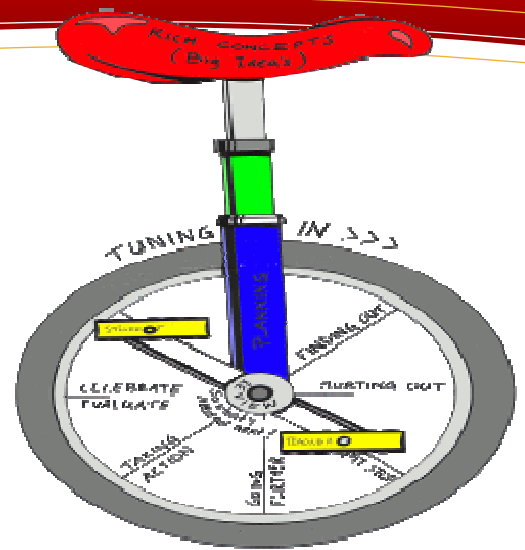
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Inquiry—Continuing with EHSAS

2008/09 focus

Utilising Emily Nelson as facilitator. Kath Murdoch seminar and Lead Teachers maintaining in school support and curriculum development. Goal to have assessment practices that relate to Inquiry in place during 2010.



Link between Inquiry learning and Effective Pedagogy (New NZ Curriculum p. 34)

Students learn best when:	Effective teachers:	Inquiry Phases
“They are able to integrate new learning with what they already understand.”	“Stimulate the curiosity of their students.”	Big Idea Provocation Tuning In Prior knowledge
“They are able to stand back from the information and ideas and think about them objectively.” “Develop their creativity, their ability to think critically about information and ideas and their meta-cognitive ability.”	“Require them to search for relevant information and ideas.” “Teachers help students make connections across learning areas as well as home practices and the wider world.” “Design tasks and opportunities that require students to critically evaluate the material they use.”	Finding Out Sorting and Presenting Going Further
“reflective learners assimilate new learning, relate it to what they already know, adapt it for their own purposes and translate thought into action” They are valued as “able, active visible members of the learning community”	“challenge them to use or apply what they’ve discovered in new contexts or in new ways” “inquire into the impact of their teaching on their students”	Taking Action Celebrate and Reflect
	“encourages them to see what they are doing as relevant and take greater ownership of their own learning”	What Now? (self, home practices, wider world)
“develop their creativity, their ability to think critically about information and ideas and their meta-cognitive ability” “they have the time and opportunity to engage with, practice and transfer new learning”	“look for opportunities to involve students directly in decisions relating to their own learning” “Foster positive relationships within the learning environment”	Managing the Process (Elaborated Communication)

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KEY COMPETENCIES AND HABITS OF MIND		
Key Competencies	NZC	Habits of Mind (Not exclusive to any one Key Competency – guide only)
Managing Self	<p>Self motivation</p> <p>Can do attitude</p> <p>Able to set personal goals, make plans, have high personal standards</p> <p>Being enterprising, resourceful, reliable and resilient</p> <p>Having strategies for meeting challenges</p> <p>Knowing when and how to follow someone's lead or make own well informed choices.</p>	<p>SELF CONTROL</p> <p>Persistence</p> <p>Taking responsible risks</p> <p>Trying new ideas</p> <p>Managing impulsivity</p> <p>Stop and Think</p>
Relating to Others	<p>Interacting effectively with diverse range of people in variety of contexts</p> <p>Able to listen actively, recognise different points of view, negotiate and share ideas</p> <p>Open to new learning</p> <p>Able to take different roles in different situations</p> <p>Know when it is appropriate to compete, and when it is appropriate to co-operate</p>	<p>GAINING UNDERSTANDING</p> <p>Listening to others</p> <p>Thinking interdependently</p> <p>Working with others</p> <p>Finding humour</p> <p>Continuous learning</p>
Participating and Contributing	<p>Participating actively in local, national and global communities</p> <p>Able to respond appropriately as a group member</p> <p>Able to make connections with others</p> <p>Able to create opportunities for including people in group activities</p>	<p>Listening to others</p> <p>Thinking interdependently</p> <p>Working with others</p> <p>Finding humour</p> <p>Continuous learning</p>
Thinking	<p>Using creative, critical, metacognitive and reflective processes to make sense of and question information, experience and ideas</p> <p>Active seeker, user and creator of knowledge</p> <p>Reflect on their own, draw on personal knowledge and intuitions, ask questions, challenge the basis of assumptions and perceptions</p>	<p>THINKING PROBLEMS THROUGH</p> <p>Past knowledge</p> <p>Metacognition (thinking about thinking)</p> <p>Questioning</p> <p>Thinking flexibly</p> <p>Responding with wonderment and awe</p> <p>Gathering data through all senses</p>
Using Language, Symbols and Texts	<p>Can interpret and use words, number, images, movement, metaphor and technologies in a range of contexts</p> <p>Recognise how choices of language and symbol affect people's understanding and ways in which they respond to communications</p> <p>Use ICT confidently to communicate and access information</p>	<p>CREATIVITY AND FLEXIBILITY</p> <p>Accuracy and precision</p> <p>Thinking and communicating with clarity</p> <p>Precision</p> <p>Creating, imagining and innovating</p> <p>Continuous learning</p>



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Key Competencies - Habits of Mind: Dispositions for students and Role Modelling foci for teachers

LEARNING

PERSONAL

AND

SOCIAL

<p>Thinking <i>Past knowledge Metacognition (thinking about thinking) Questioning Thinking flexibly Responding with wonderment and awe Gathering data through all senses</i></p>	<p>Using Language Symbols & Text <i>Accuracy and precision Thinking and communicating with clarity and Precision Creating, imagining and innovating Continuous learning</i></p>	<p>Relating to Others <i>Listening to others Thinking interdependently Working with others Finding humour Continuous learning</i></p>	<p>Managing Self <i>Persistence Taking responsible risks Trying new ideas Managing impulsivity Stop and Think</i></p>	<p>Participating & Contributing <i>Listening to others Thinking interdependently Working with others Finding humour Continuous learning</i></p>
<p>Exploring ideas & asking questions</p>	<p>Demonstrating ability to read symbols, charts and signs in context</p>	<p>Demonstrating ability to work cooperatively – with individuals or groups</p>	<p>Demonstrating an I can Do attitude</p>	<p>Contributing to and finding ways to add to your community</p>
<p>Demonstrating ability to explore options and make good decisions</p>	<p>Demonstrating ability to understand and review a variety of texts, and produce written evidence</p>	<p>Sharing ideas, being able to listen and be open to new ideas</p>	<p>Demonstrating an ability to be resourceful</p>	<p>Identifying and working toward social responsibility and taking on new roles</p>
<p>Applying problem solving skills to real life situations</p>	<p>Demonstrating ability to speak, discuss and listen effectively</p>	<p>Demonstrating ability to carry out roles and responsibilities</p>	<p>Showing self motivating</p>	<p>Ability to focus on planning for worthwhile action</p>
<p>Reflecting and evaluating learning & exploring ways to improve</p>	<p>Using a range of media to communicate meaning</p>	<p>Demonstrating ability to interact with others effectively</p>	<p>Demonstrating ability to plan ahead and set goals</p>	<p>Demonstrating the skills needed to be a good citizen</p>
<p>Demonstrating creativity and thinking that is outside the square</p>	<p>Demonstrating ability to use ICT effectively</p>	<p>Being a team player – in classroom, in sports, cultural and service activities</p>	<p>Using effective time management</p>	<p>Showing that you can see and act beyond self</p>
<p>Want to remember the Key Competencies: TRUMP!</p>			<p>Demonstrating ability to negotiate and achieve personal goals</p>	

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RATIONALE FOR OUR TIS CONCEPTS

CULTURE AND IDENTITY

Well being, interdependence, identity, social justice.

- self respect: journey on discovering who they are.
- all classes have a wide range of cultures within them that need to be respected.
- we need to live in harmony with each other.
- others are entitled to different beliefs and to have their way of life respected.
- accepting diversity
- willing to make an effort to understand.

We need to give children the tools to stand firm/tall/strong with their beliefs.

COMMUNICATION

Basic need of society, families, community groups and globally.

It is about: Language and relationships
Performance and presentation
Learning to relate socially to themselves, their community and the global community.
Cultural empathy

Oral Communication - how they portray themselves/how they share feelings/their willingness to share.

It is about having confidence, being able to collaborate, co-operative learning.

Children need to be able to understand their own learning in order to present/share new knowledge with others in a coherent and competent way.

CREATIVE EXPRESSION

Innovation and enterprise, social comment, responsible risk-taking.

It opens the way to possibilities.

Creative expression helps takes the learner on a journey of self discovery, to be able to respond with wonderment and awe. It helps them to understand themselves and to celebrate their creativity and uniqueness.

DISCOVERY

Imagination, curiosity, interest.

Without DISCOVERY the world would be at a standstill.

Learning comes from discovering what you don't know.

IT IS ALL ABOUT LIGHTING THE FIRE



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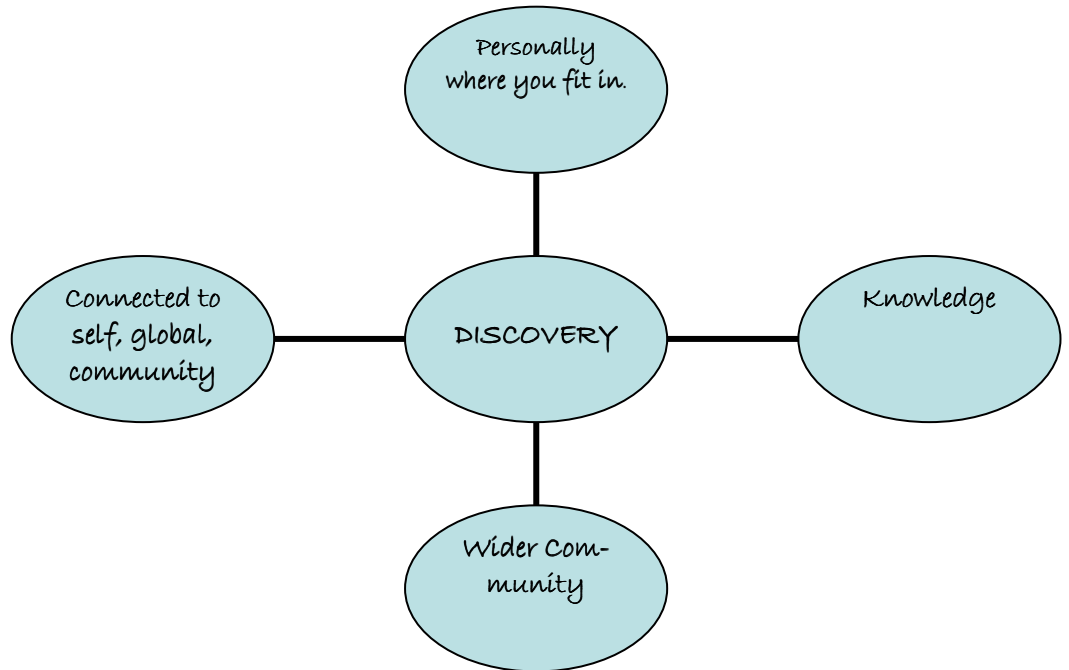
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IMAGINE

Fun
Humour
Curiosity
Personal Interest
Leisure

These should drive the learning process.
They create learning opportunities.
Makes contexts: meaningful, powerful, relevant, and enjoyable

The more FUN the more FOCUSED and MOTIVATED LEARNING will be!

CHANGE

Everything has the capacity to change.
Different ideas are covered through change: physical, emotional, personality, identity, relationships, friendships.
Impacts on daily life and their future.
Relates to the sciences and Health.
An important part of Intermediate with all our transitions.
Learning for the 21st century - what skills and technologies will we need to cope with these.

Looking at change brings about self-reflection.



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CHALLENGE

- Seek to Achieve
- Responsible Risks
- Physical Survival
- Conflict, Adventure

Challenging yourself to be able to cope with new situations. Motivation to do the change. Involves everyone's safety but includes kiwi identity - "Give it a go!"

There is a time and place to challenge yourself and push yourself beyond what you find comfortable.



IMAGINE

Allowing students to think outside the realm of reality. To go beyond what is real and delve into the world of possibilities.

To be able to respond to the world - real and imaginary- with wonderment and awe.

To be able to give flight to their imaginative and creative side.

INNOVATION

"The number 8 wire."

New Zealanders are known for their innovation and their persistence in seeking new solutions to problems. This is the door to the world.

Celebrate the creation and invention of new technologies and ideas.

ENTERPRISE

Linking students to their community through local, national and global contexts.

This allows students to see the reality of business and financial literacies and gives them an authentic context to explore what may be possible for them in the future.

"Anyone can change the world."