



# VERTICAL LEARNING

## The What & Why of Vertical Learning:

At Te Manawa o Pāpāmoa we value teaching and learning in a way that is flexible and responsive to every learner's needs. Although a child might be chronologically older or younger, their maturity, social needs, academic needs and behaviour are uniquely their own. Our groupings are based on 'stage', not 'age', allowing ngā kaimanawa the opportunity to reach their full potential. Relationships are at the heart of our school philosophy and vertical learning environments allow for ngā kaimanawa and whānau to connect and stay with kaiako who really know them, reducing the number of transitions and changes in school life.

## Vertical learning provides opportunities for ngā kaimanawa to:

- Observe, imitate, copy – peer modelling
- Be exposed to next steps in learning
- Take on tuakana-teina roles
- Support others and be supported
- Learn at a rate that suits their individual capabilities
- Develop Manawatanga
- Be extended and supported in their learning with other learners who are working at the same stage
- Enjoy the benefits of being in a supportive social structure that is modelled on a whānau environment

## The Role of Kaiako:

- Provide flexible groupings and flexible arrangements of ngā kaimanawa within groupings
- Create learning groups that respond to academic and social-emotional needs
- Explicit teaching to cater for learning needs
- High expectations for all ngā kaimanawa
- Have a wide and expert knowledge of the New Zealand Curriculum and our localised school curriculum
- Have a clear understanding of the kaiako's role and responsibilities within the teaching team

**We must find ways to break down the barriers we have erected to keep young people of different ages apart.**

PETER GRAY

## What it is not:

- A one-size-fits all philosophy – we do not follow a hard and fast rule
- A rigid and unresponsive framework for classifying students into classes or year groups
- Learning environments where older tamariki 'rule the roost'
- An environment that does not nurture social and emotional development
- An environment where children will get work that is too hard or too easy

## Links to Research:

- [Christine Rubie-Davies – Raising the Bar](#)
- [Peter Gray – Age-mixed Play](#)
- [Multi-aged Classrooms](#)

*Ignite*

*Navigate*

*Thrive*