Ātātou pūrākau Our stories

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Connecting the Dots

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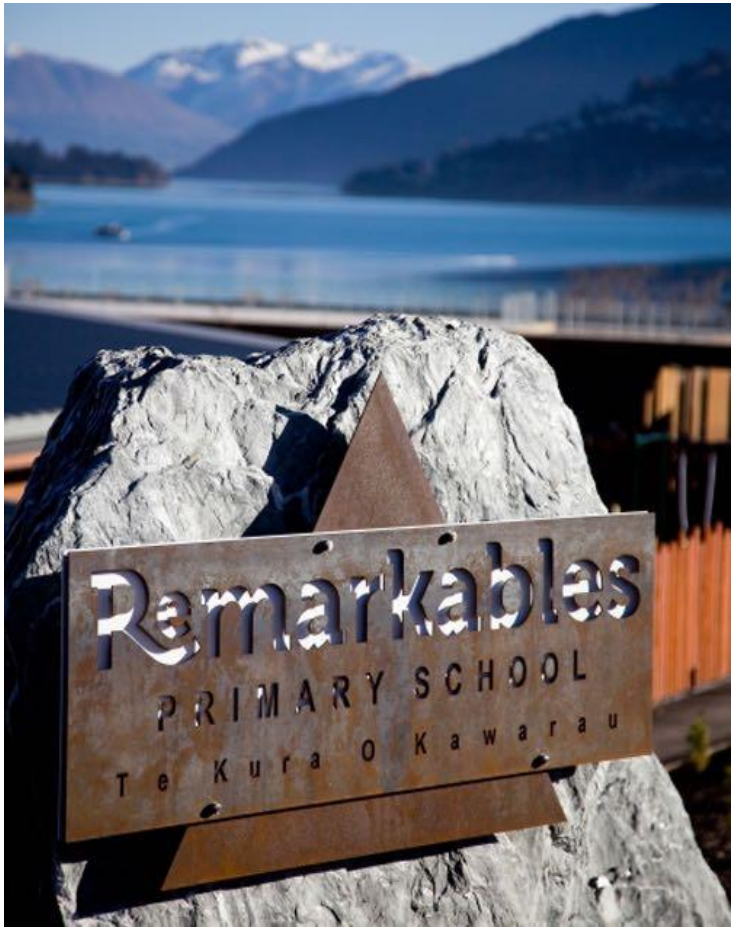
Our Place of Learning



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Our People, Our Stories

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Our Vision – based on joining the dots

To equip and inspire each learner to take full advantage of life's opportunities within the global environment.

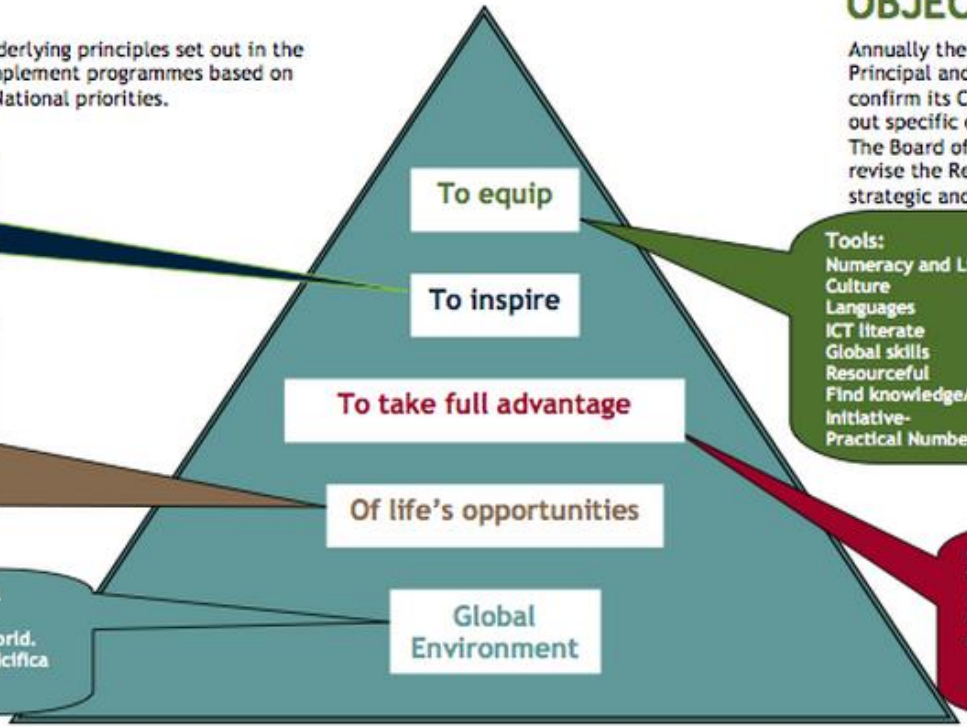
AIMS

To deliver learning outcomes based on the underlying principles set out in the National Educational Guidelines (NEGS). To implement programmes based on the New Zealand Curriculum Framework and National priorities.

School is fun and enjoyed
Children can talk about what they have learnt
Share learning with others

Adapting to suit the environment
Recognise opportunities
Well rounded
Risk taker
Reflective thinker
Works with others collaboratively
Thinks about what is out there
Languages- having a second langauge

To be able to use their skills anywhere in the world.
From the .....Pod Community, RPS Community, Queenstown, New Zealand, Pacific and the wider world.
To foster cultural diversity and support Maori and Picifica students



OBJECTIVES

Annually the Board of Trustees, through the Principal and staff will develop, revise or confirm its Curriculum Action Plan. It will set out specific objectives for curriculum delivery. The Board of Trustees will also develop and revise the Remarkables Primary School's strategic and Action Plan.

Tools:
Numeracy and Literacy
Culture
Languages
ICT literate
Global skills
Resourceful
Find knowledge/ solutions and apply it
Initiative-
Practical Number 8 wire thinking!

Confident to question and contribute ideas
Engaged
Risk takers- are able to take measured risks

https://sites.google.com/a/remarkables.school.nz/remarkables-primary-school-charter-2014-2016/

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Our Values- Based on Joining Dots

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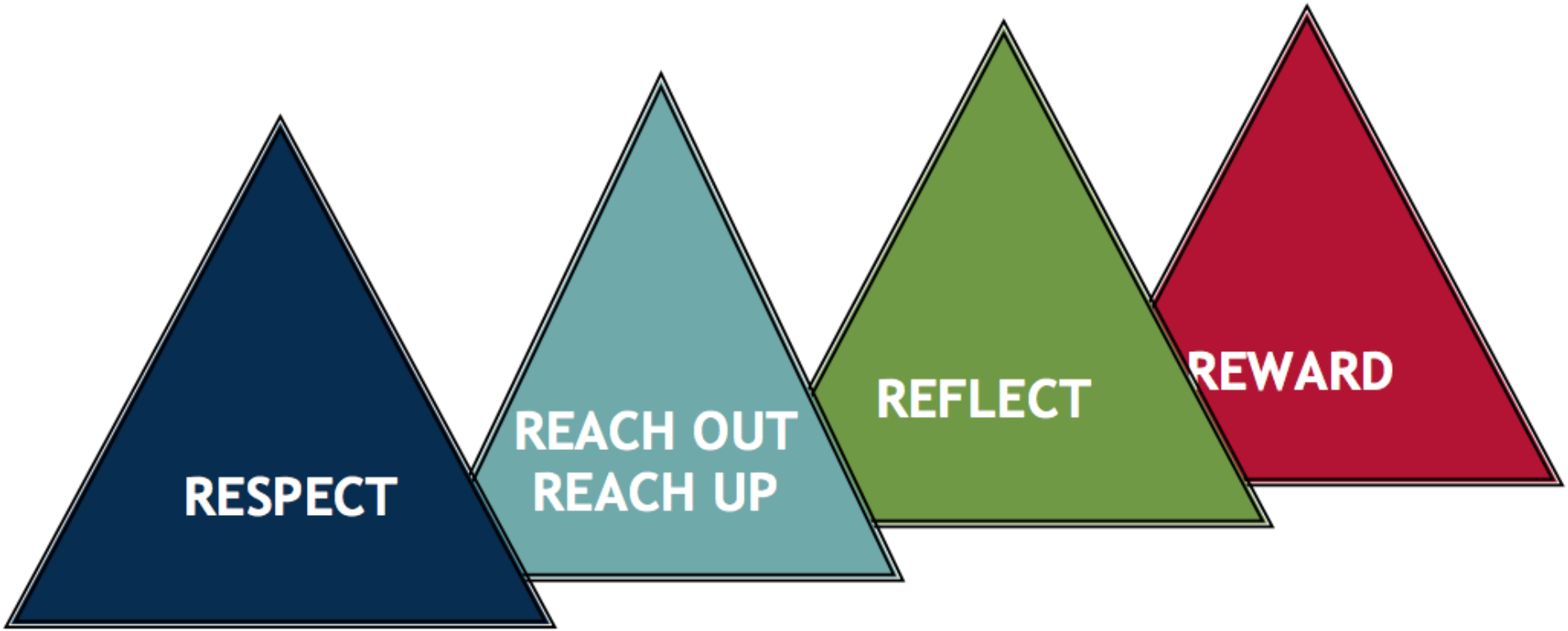

https://docs.google.com/a/remarkables.school.nz/presentation/d/105HFhgYOypa5D71zLO_ripMovE90Dz55wqiuBzAZI2M/edit#slide=id.p19

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Entwining Research with great thinking and adding a Remarkable twist!

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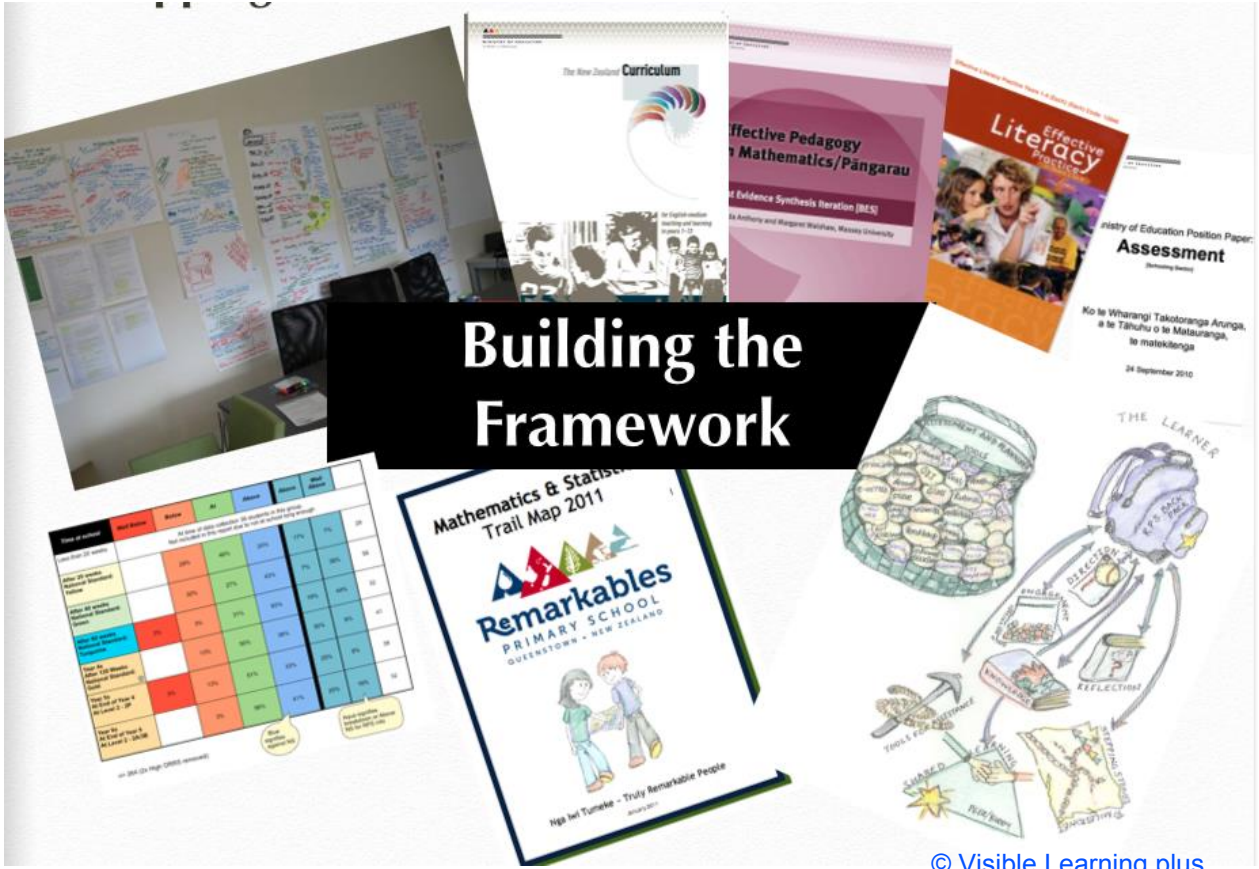

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Learning is not about going in one direction

Learning is not the same for all …

Learning is about **Taking Action**

Learning is about **Reflection - going back**

Learning is about **Reaching Up and Reaching Out** by extending ourselves into the unknown(risk taking)!

Learning is about putting in the **sweat and tears** (effort)

Learning is about **intelligent failure**

Learning is about **celebrating the small steps** along the trail not just the end point

Learning is messy!

FEEDBACK:

Do you have and…

- Questions
- Wonderings
- Or would like to find out more about Remarkables Primary School?

On a Post it – record your thinking and we will try to weave this into our presentation.

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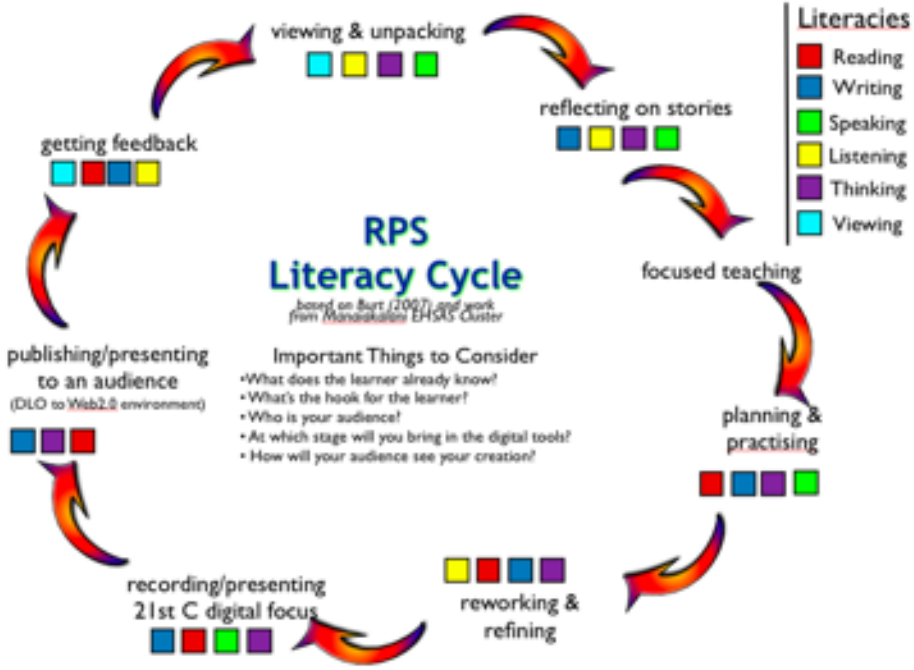
Equip 2010

FOCUS: Developing a collaborative team and collaborative thinking by…. equipping our learners (staff and students) using sound research

- BES Reports
- DANZ Reports
- Hattie's Research
- Learning Trails –learning of different pathways

Distributive Leadership

Pod Team structure



Equip – Professional Practice Principles

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Remarkables PRIMARY SCHOOL

Expeditions Leaders Guide 2015

Search this site

- Congratulations - UPDATED DOCUMENT
- Your Tool Kit
  - 21st C Teacher
  - eLearning Toolkit
- Modern Learning Environments
  - Management of MLE
- Effective Learning Communities
- Quality Acts of Teaching
- Learning Conversations
- Curriculum
  - Planning & Recording
- Evidence of Professional Practice and Shift
- Sitemap

Congratulations - UPDATED DOCUMENT

Congratulations on your appointment as a teacher at RPS!

We are very excited to have you as member of the Remarkables Primary School team on this amazing journey in growing our school, a truly remarkable school. So, what does this all mean for you? What do you need to know to teach at Remarkables Primary School?

This trail map is designed to guide you in developing learning programmes for our student explorers as they take the steps to reach their learning goals, climbing their learning pathways on their way to reach their aspirations. It also outlines our expectations of you and your practice as you maintain your Teacher Registration Certificate and grow as a professional.

You will have noticed some key language being used already. Our school is situated in the beautiful Wakatipu Basin surrounded by a number of peaks. The school has been named after some of these peaks and our logo, our learning philosophy and behaviour management programme are based on the metaphor of peaks and expeditions.

What's important at Remarkables Primary School?

Our core business is learning. We see each learner both young and old as explorers - exploring how they best learn, talking with them about their learning and ensuring they take responsibility for their learning within the classroom context and beyond.

Using our metaphor, we see teachers as expedition guides leading hikers along pathways of learning, carrying a pack of tools to help their them achieve their learning goals. In order to achieve this, we see the following four key elements as fundamental when developing an effective and engaging expedition plan for the trampers in our learning community:

- The Terrain of Modern Learning Environments (RTC 2, 7; Tataiako: Manaakitanga)
- The Climate of Effective Learning Communities (RTC 1, 3, 4, 5, 7, 9, 10; Tataiako: Tangata Whenuatanga, Whanaungatanga)
- The Knowledge for Quality Acts of Teaching (RTC 6, 8, 9, 11)
- The Conversations of Learning (RTC 4, 8, 12; Tataiako: Wananga, Ako)

These elements connect to your role as a professional and we have matched these to the Registered Teacher Criteria as an indication of how you can provide evidence of meeting each criteria. They are are outlined in further detail in the following pages.

How do we achieve this?

We see our teachers with a backpack of tools that they utilise along the pathways they lead their students. These tools are key for a best practice practitioner and are identified in detail on the next pages.

Students aren't the only learners at RPS. We see teachers as learners too. Professional learning, including time to play, are key components to achieving the best learning programmes for the RPS community.

We have a strong professional learning emphasis where teachers are key drivers of their own professional growth to stretch their pedagogy and thinking as individual practitioners, as well as in connection with their learning communities. At RPS each year level community has a vision driving the learning of that community. You will also have your own learning inquiries to explore alongside school targets. These may dovetail or may be separate depending on your own learning pathway - either way your active participation in this is vital.

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Inspire & Sandpit Time 2011

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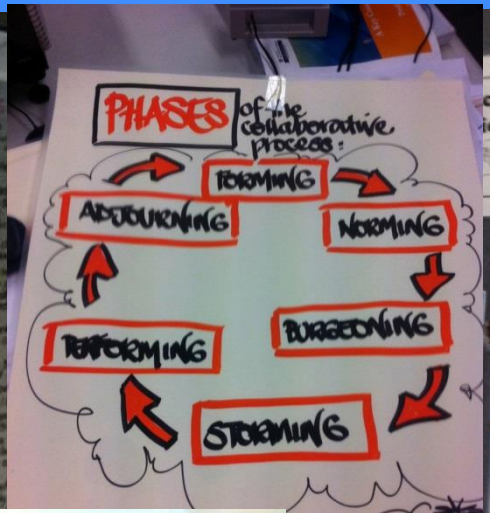

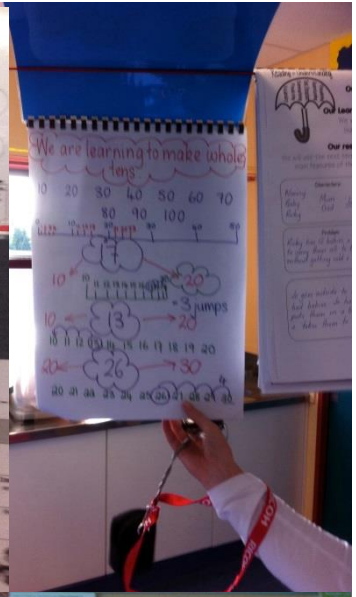

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Process v Product 2012

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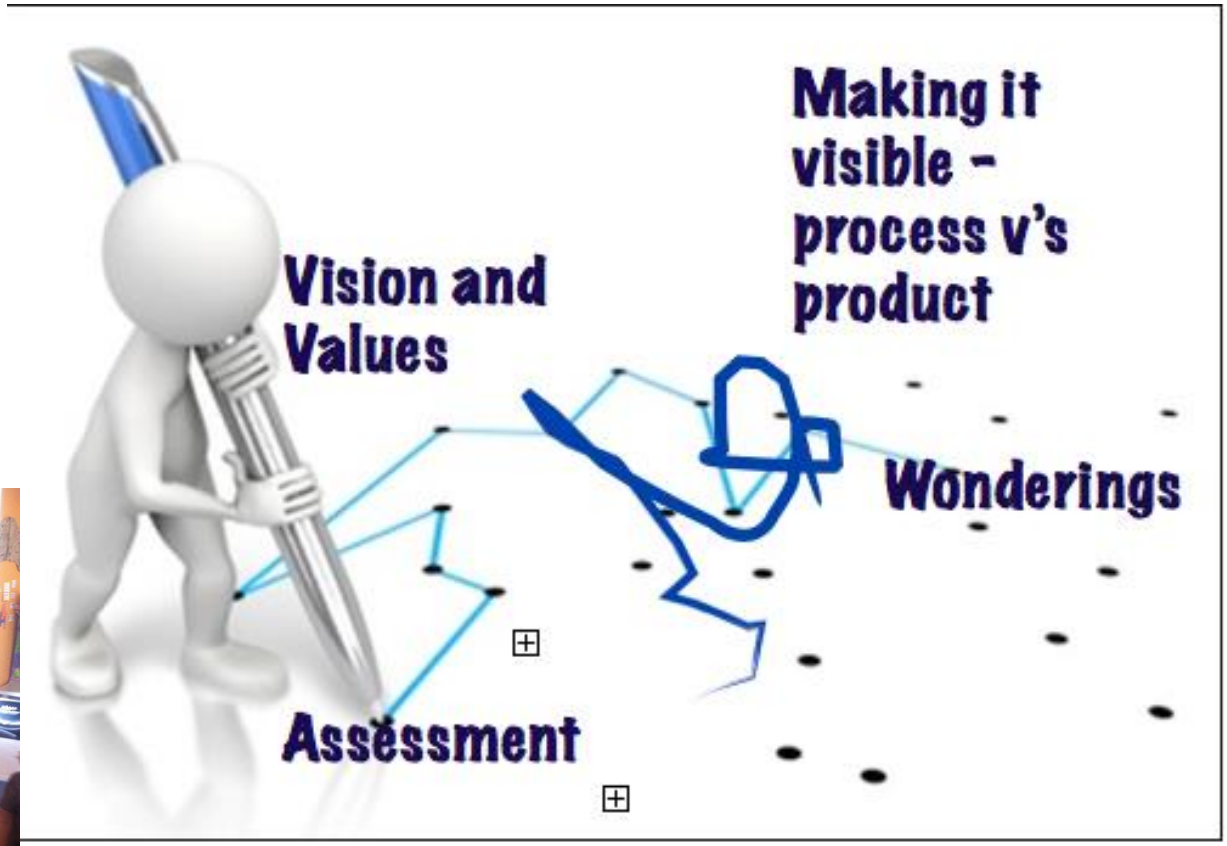

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Process v Product 2012

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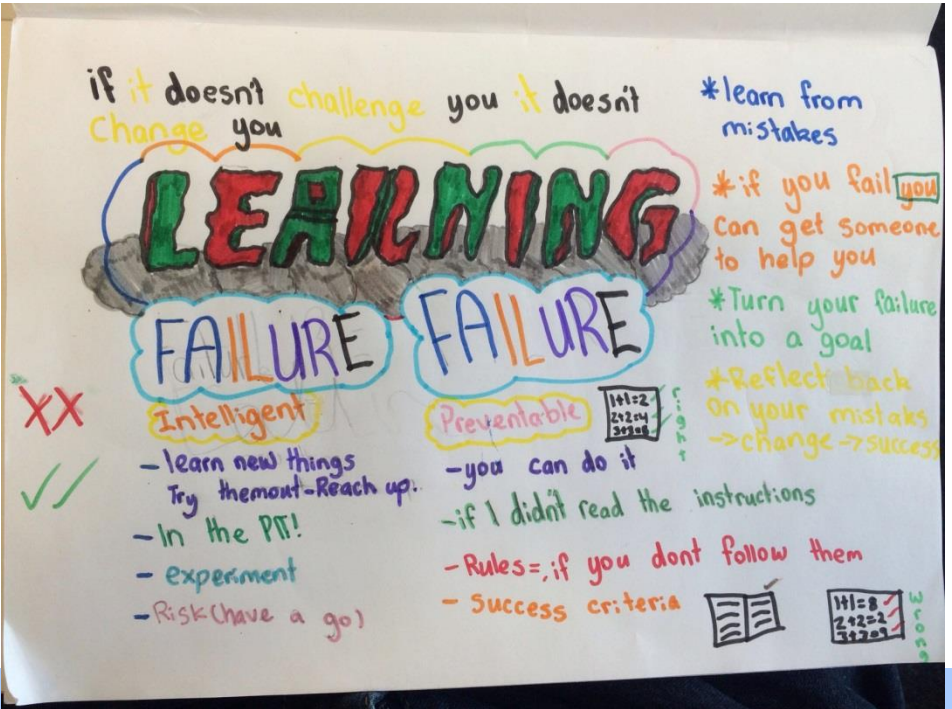
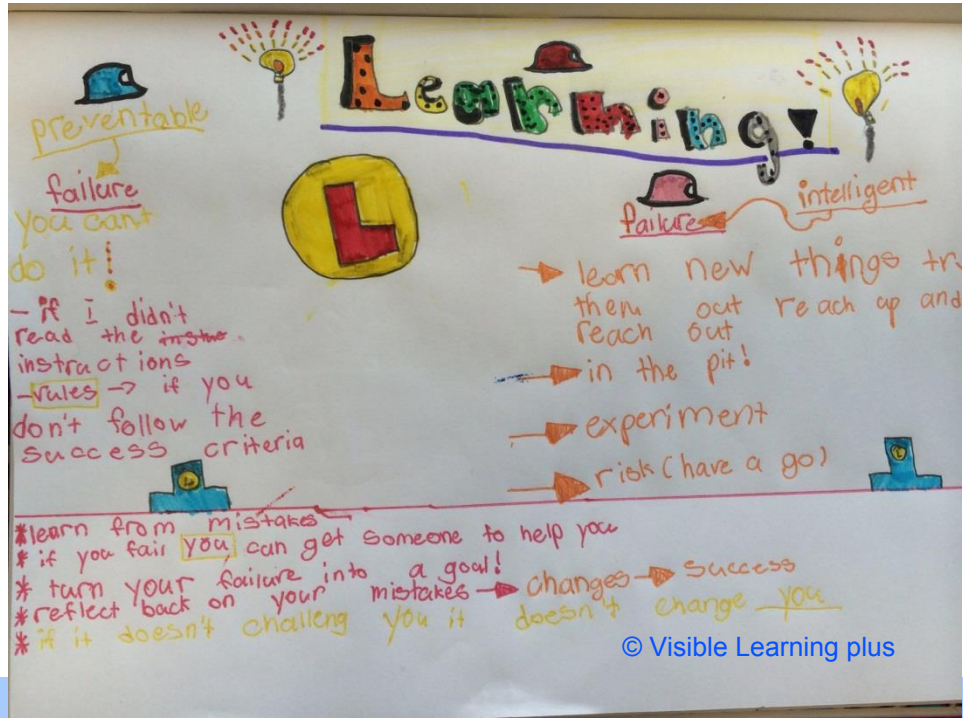
Learning Walls and the development of student ownership in setting up the class learning spaces.





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Take Full Advantage of Life's Opportunities

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Learning has purpose

Rich Authentic learning

- Partnerships with Businesses
- Links with the community
- Transference of skills
- Student voice and Student leadership

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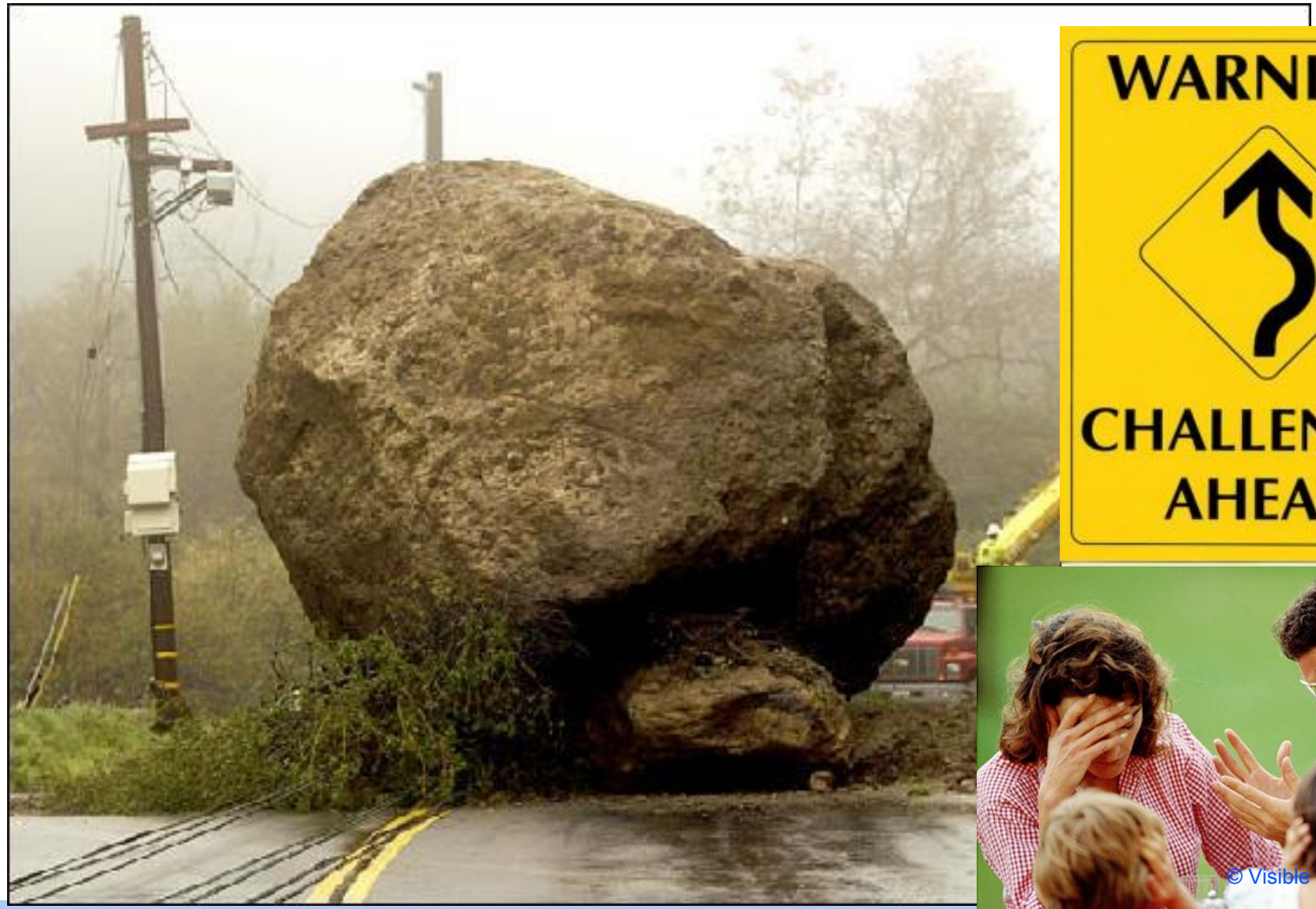

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Data analysis 2012-2013

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Data analysis 2012-2013

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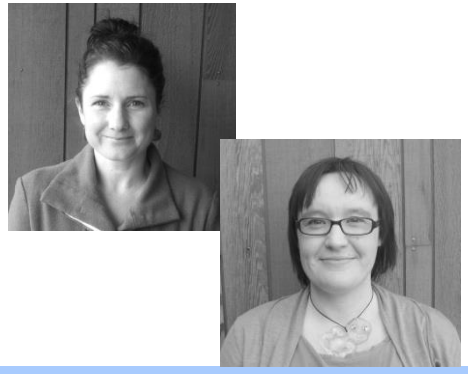
ASSESSINATORS



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Data analysis 2012-2013

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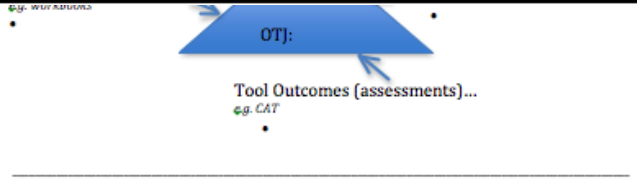
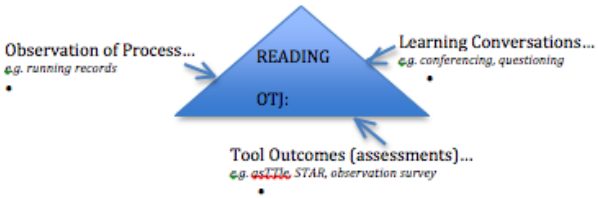
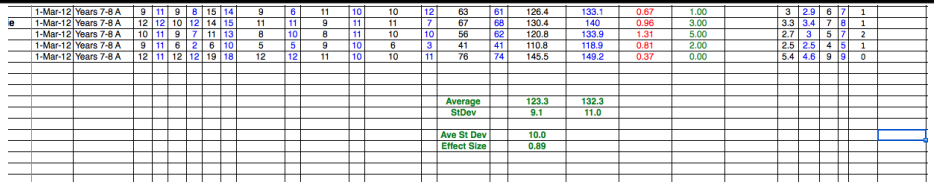
Writing at End of Standard Time Frame Judgments: Junior School

Ministry Descriptors		Well Below Standard 2 Years below	Below Standard 1 Year below	At Standard	Above Standard 1 Year above	Well Above Standard 2 Years above	RPS REPORTS After X Year expectations
After 1 year at School	MOE			within Level 1	After 2 Years At L1	After 3 Years Working Towards 1A/2B	
	RPS		Foundation	1B	1P	1A/2B	1P
After 2 years at School	MOE		After 1 Year Within L1	at Level 1	After 3 Years Working Towards 1A/2B	EoY4 At L2	
	RPS	Foundation	1B	1P	1A/2B	2P	1A
After 3 years at School	MOE	After 1 Year Within L1	After 2 Years At L1	working towards L2 (bk) early L2 (poster)	EoY4 At L2	EoY5 Towards L3	
	RPS	1B	1P	1A/2B	2P	2A/3B	2B







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Tista the great!

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High Achievement Low Progress	High Achievement High Progress
Low Achievement Low Progress	Low Achievement High Progress

Achievement

Progress

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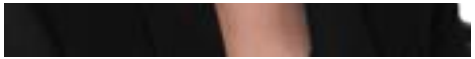

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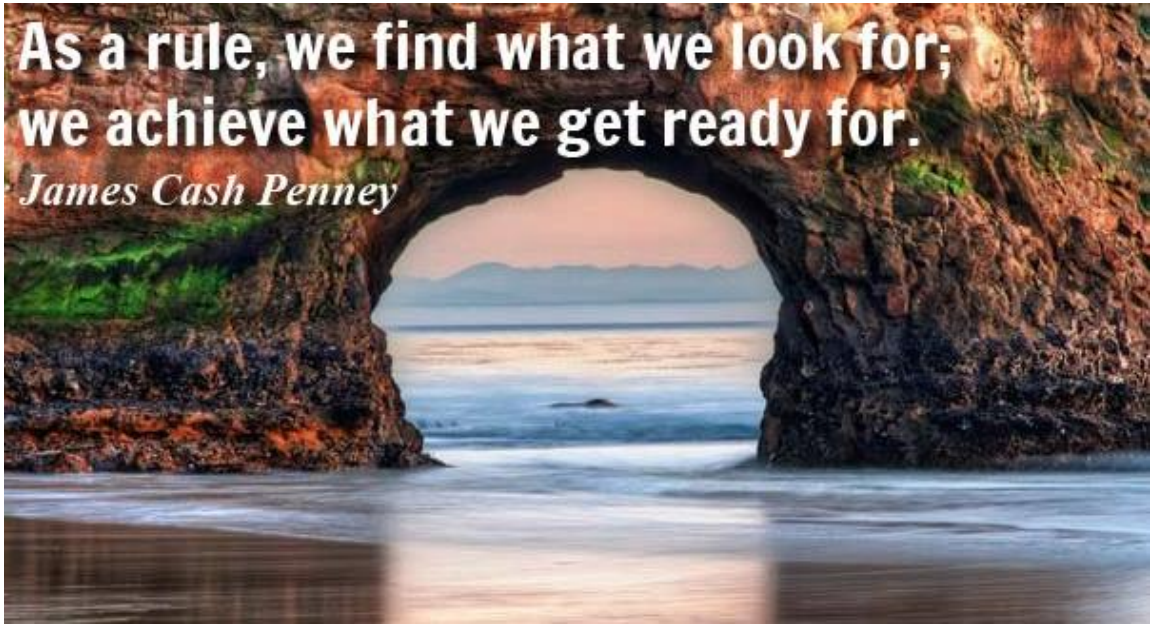

FEEDBACK:

Do you have and…

- Questions or Wonderings
- Or would like to find out more about…

Equip and Inspire/Process v's Product/ Assessinators and Take Full Advantage?

How does this link to your place of work?

At our place we use reflective questions 'What is going well?' 'What is not going so well?' ' How can we influence what is not going so well?'

On a Post it – record your thinking and we will try to weave this in through the next segment.

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Equip Team Visioning – Joining the dots further 2013/2014

REMARKABLES PRIMARY SCHOOL TEAM LEARNING VISIONS...

2014

Yr 1- TRAIL

Yr 2- We Gro

Yr 3- We Gro

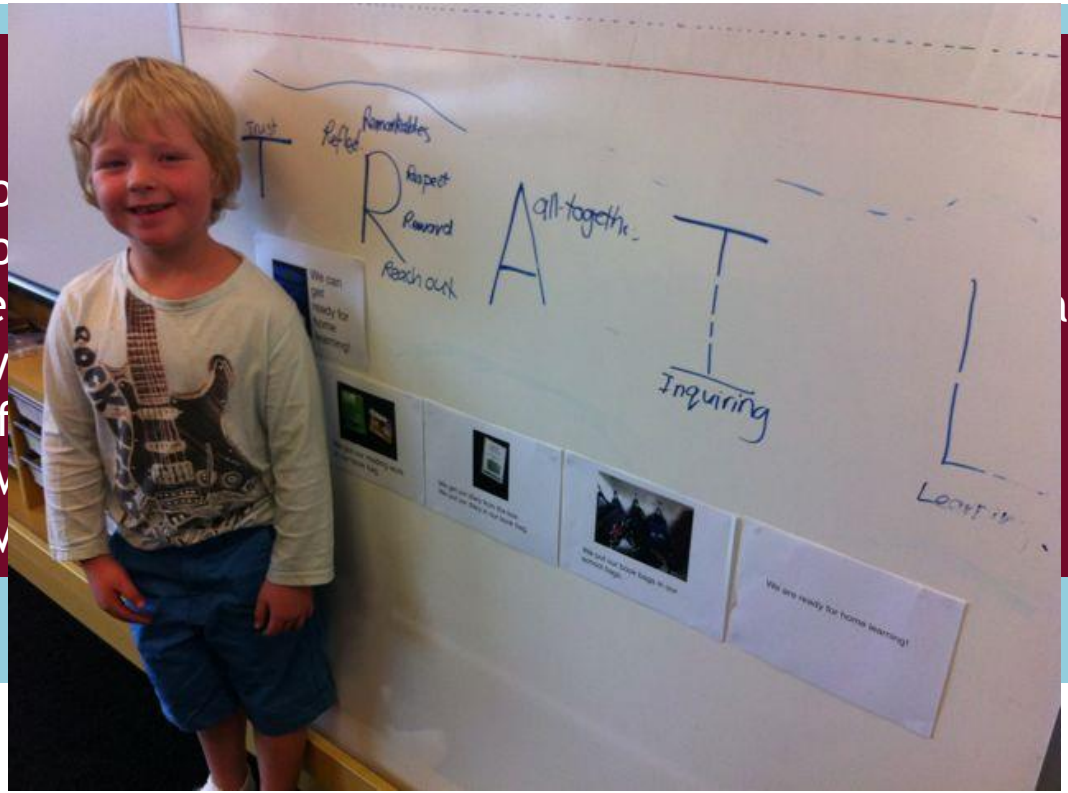
Yr 4- We are

Yr 5&6- New

Yr 7&8 – Self

Connecting w

Looking at w



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discussion.

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Feedback- Reflection/ Assessment Lens

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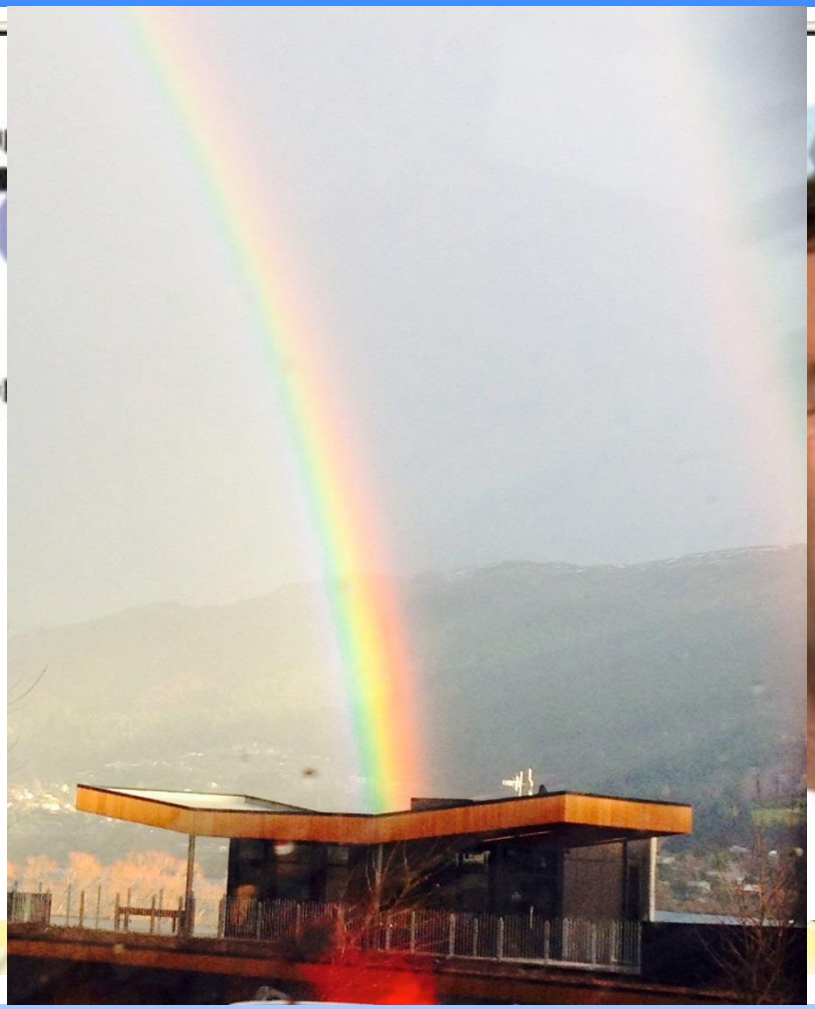

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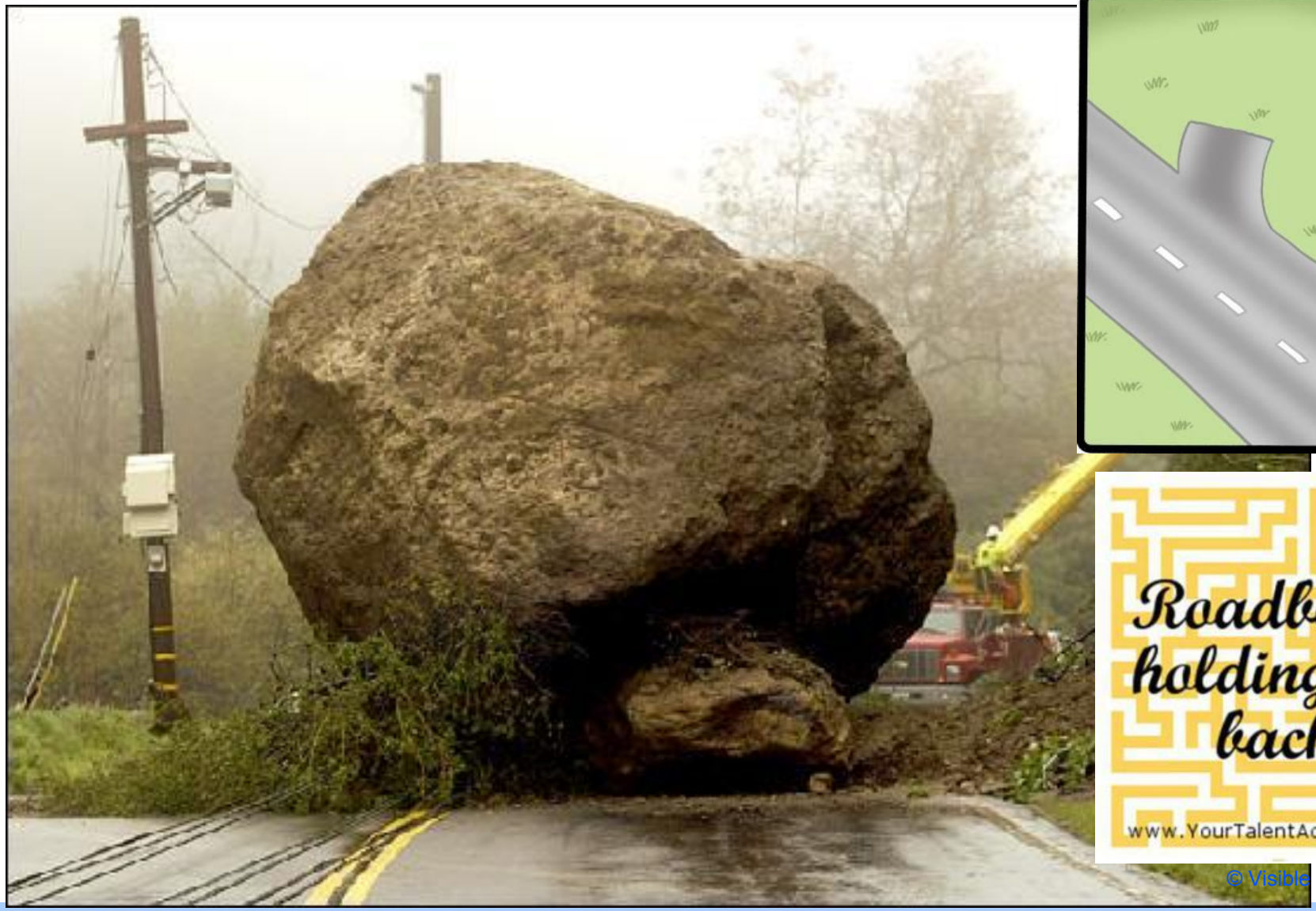

Roadblocks holding you back?

www.YourTalentAdvantage.com

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Leadership – Creating a Learning Plan

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Gathering Data on what Visible Learnin sounds like at RPS - Term 1 2014
Team leaders investigating different t
How we gathered data

Visible Learning
- Student interviews
- Walk throughs looking at learning walls

Insp
Tea
- St
surve
level.

Effective Feedback
- Observation from afar
- Staff survey

Know thy Impact
- Effect size shifts within
- Assessinators – team

hort.

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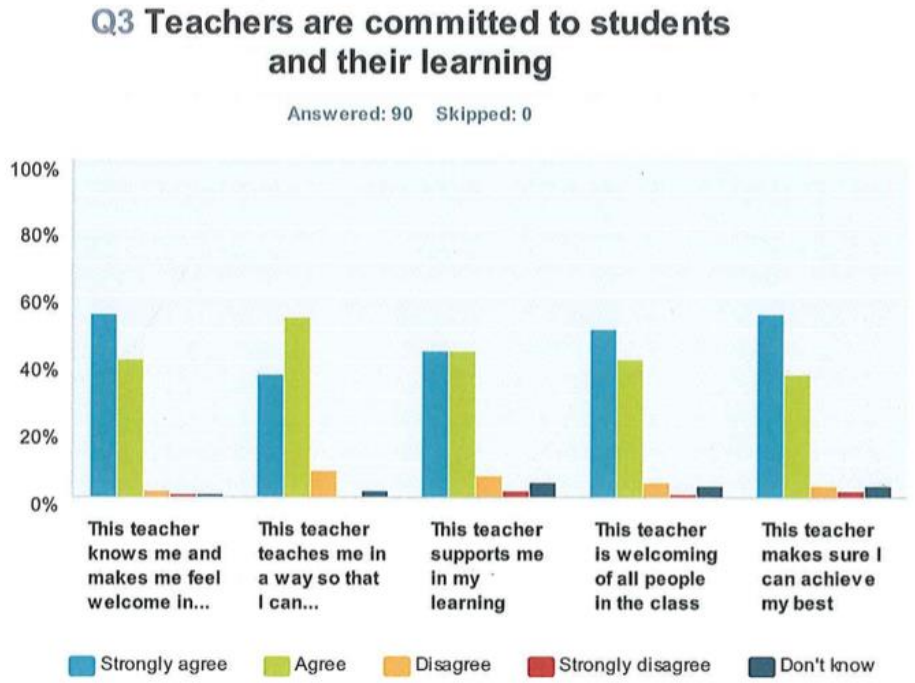
Findings

Inspired and Passionate Teachers

Example: Suz



	Strongly agree	Agree	Disagree	Strongly disagree	Don't know	Total
This teacher knows me and makes me feel welcome in class 95%	54% 49	41% 37	2% 2	1% 1	1% 1	90
This teacher teaches me in a way so that I can understand work 90%	37% 33	53% 48	8% 7	0% 0	2% 2	90
This teacher supports me in my learning 86%	43% 39	43% 39	7% 6	2% 2	4% 4	90
This teacher is welcoming of all people in the class 91%	50% 45	41% 37	4% 4	1% 1	3% 3	90
This teacher makes sure I can achieve my best 91%	54% 49	37% 33	3% 3	2% 2	3% 3	90

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Findings- Feedback

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Question No 4 - Giving and receiving professional effective feedback - how often do you use and receive the common 4 types of feedback

	never	once or twice a term	once or twice a week	daily	Total
Praise - self / others i.e. Well done, great job?	0.00% 0	9.52% 2	52.38% 11	38.10% 8	21
Task related- How well has the task been performed; is it correct or incorrect?	4.76% 1	23.81% 5	42.86% 9	28.57% 6	21
Process- What are the strategies needed to perform the task; are there alternative strategies to can be used? i.e. feedback / feed forward on solving a problem	0.00% 0	38.10% 8	33.33% 7	28.57% 6	21
Self regulation- Self- monitoring to achieve a goal	4.76% 1	9.52% 2	52.38% 11	33.33% 7	21
principal/deputy principal	4.76% 1	61.90% 13	28.57% 6	4.76% 1	21

Example Peter

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Findings

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- There were pockets of teachers who were are impacting on student achievement by unpacking assessment with students so that they can identify their next learning steps.
- Students across the school were motivated and engaged when talking about what they were learning in class. We felt this was a big positive.
- There needs to be more consistency of learning scaffolds being used across the school years 1-8.
- Students in every year group could talk about at least one way they track their learning but these were all quite different.
- As the age groups increased, students were able to articulate their learning more in depth.

What we did with the data

Learning Plan

We can't do it all, so what pathway will we choose first???

Visible Learning

- Know thy Impact
- Learning intentions / Success Criteria
- Unpacking and going deeper

Example:

Jenny checklist- student voice

Joining the dots with her students

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Equip – Joining Dots (2014/2015)

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- **Year 1** - Trust, Respect, All Together we are Inquiring Learners Looking at the foundation of What learners do....
- **Year 2** - As Learners we Grow ....positive mindsets and effective communication to form understanding and independence
- **Year 3** - 'As independent learners we can… select, create and share.
- **Year 4** - 'We are connected, creative and active learners
- **Year 5 and 6** - Deep Thinking, Rich Learning, Challenging Pathways
- **Year 7 and 8** - 'We are Self Managing Learner' because we are... thinkers, assessment capable learners, independent, relationship builders and effective communicators.

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Emma sharing of Vision

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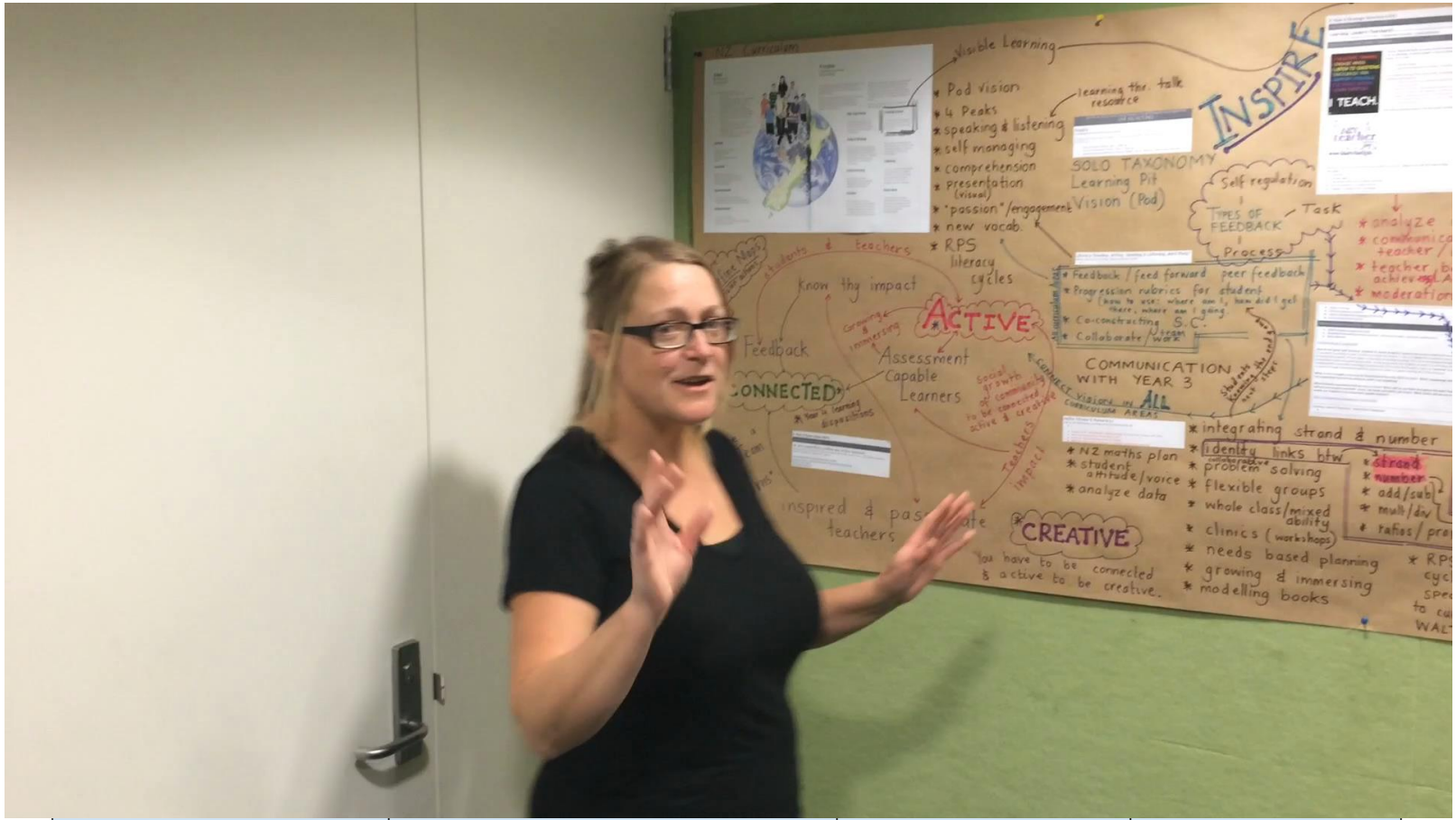

	treated, calm voice, listens to others *Build effective relationships.*		

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Equip – Joining Dots (2015)

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RTC/ Code of Ethics and Professional Practice

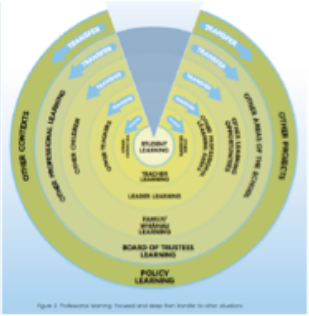
TEACHER REGISTRATION 3-Year Review Cycle

Name: _____

REGISTRATION RENEWAL YEAR_____

The following reflective focus areas form discussion points for sharing evidence, providing ongoing feedback and feed forward as well as forming next steps in continuing to grow teacher capability.

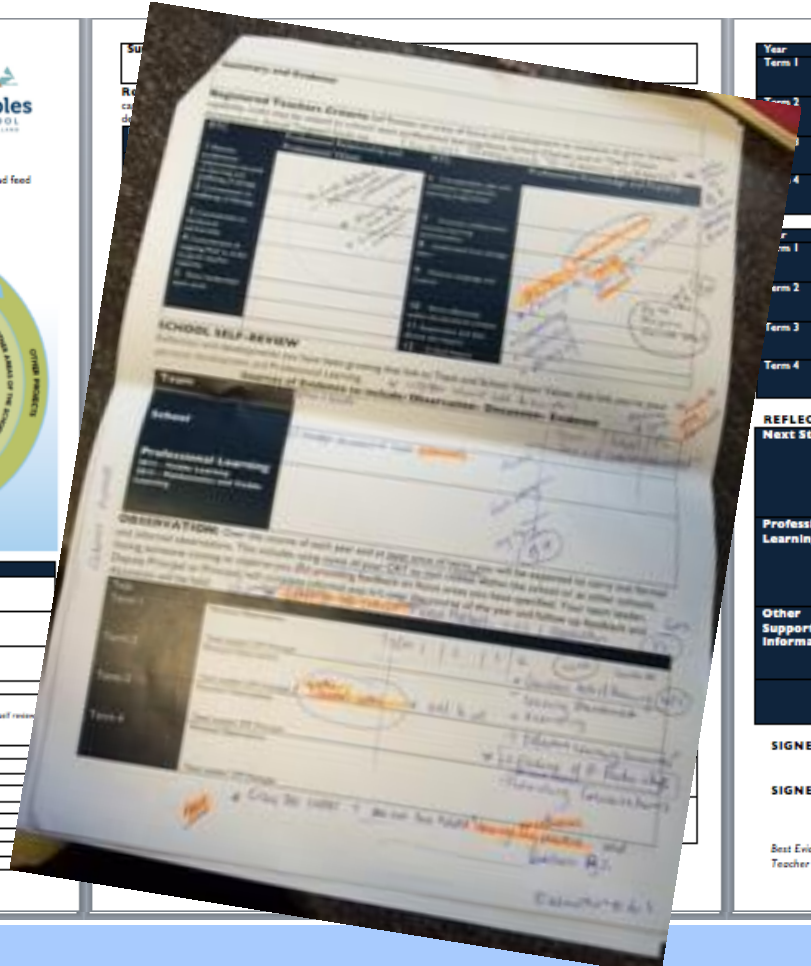
CLASSROOM SELF REVIEW – Teacher as Inquiry
Sharing inquiry foci (Year 1 to Year 3 of the Cycle)



Year	Focus and Development	Findings and Next Steps
Evidence		

TEACHER SELF-REVIEW Attestations completed (Please add the year when you and or team completed the following self review which will be worked on as a collaborative discussion focus within teams).

Reading		
Writing		
Mathematics		
4 Peaks and Environment		
Inquiry		



Year	
Term 1	Personal Observations Team Leader/ DP/ Principal
Term 2	Personal Observations Team Leader/ DP/ Principal
	Personal Observations Team Leader/ DP/ Principal
4	Personal Observations Team Leader/ DP/ Principal

m 1	Personal Observations Team Leader/ DP/ Principal
erm 2	Personal Observations Team Leader/ DP/ Principal
Term 3	Personal Observations Team Leader/ DP/ Principal
Term 4	Personal Observations Team Leader/ DP/ Principal

REFLECTION – next steps, developments, career pathways and professional learning ~~goals~~

Next Steps	
Professional Learning	
Other Supporting Information	

SIGNED: _____ **Teacher**

SIGNED _____ **Principal**

Best Evidence Synthesis, ERO Inquiry, Evaluative Associates, RATA Cluster, Helen ~~Timperley~~, ERO Teacher Appraisal and Teacher Registration Criteria, ~~Tataka~~

Updated January 2015

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Know Thy Impact

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LAG DATA v's LEAD Data

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Lead Data:
Professional
Teaching
Practice

Lag Data:
Student
Achievement

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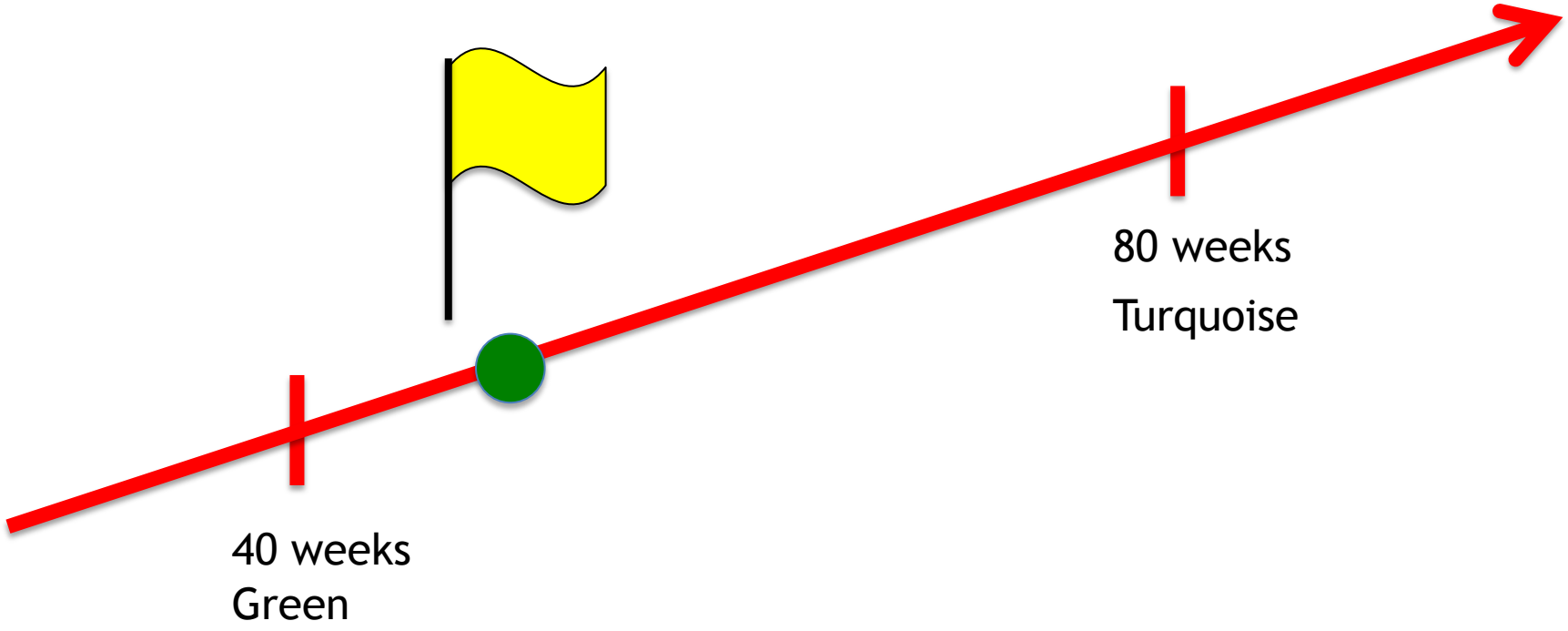
Know Thy Impact



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Embedding Visible Learning through the lens of Mathematics

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How Educators Can Assist Learners in Developing

Prior knowledge is the most important factor influencing learning.
Our job is to accelerate the growth of those who start behind.
Not only do we need to understand what they know, we need to understand their ways of thinking.
Students may think differently from us - so we need to look at the how:
Shayer's research: Cognitive Acceleration

- cognitive conflict
- mind grows as we learn
- cognitive development is a social process promoted by high quality dialogue among peers supported by teachers

So how are your students thinking?

Piktochart

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Get video from Louis

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Next Steps – Know Thy Impact
Take Full Advantage

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Mind frames

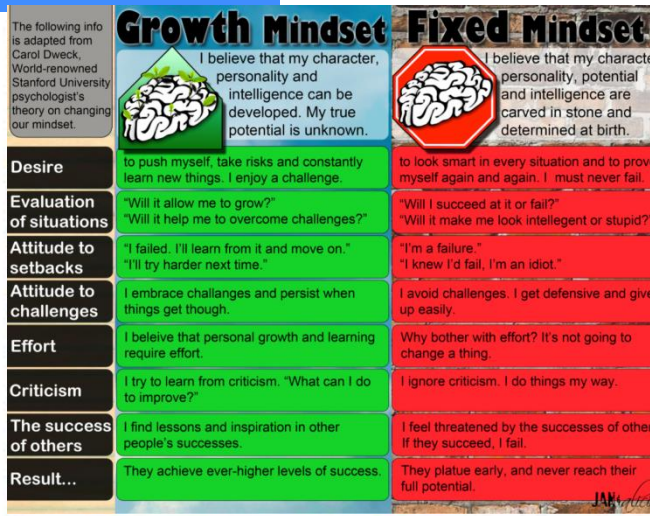
Know the impact beyond the data

Resilience Actions

'Power of Yet' and the 'Learning Pit'

Student Voice

Connected Curriculum and 4 Peaks actions



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Inspire – Planning connections

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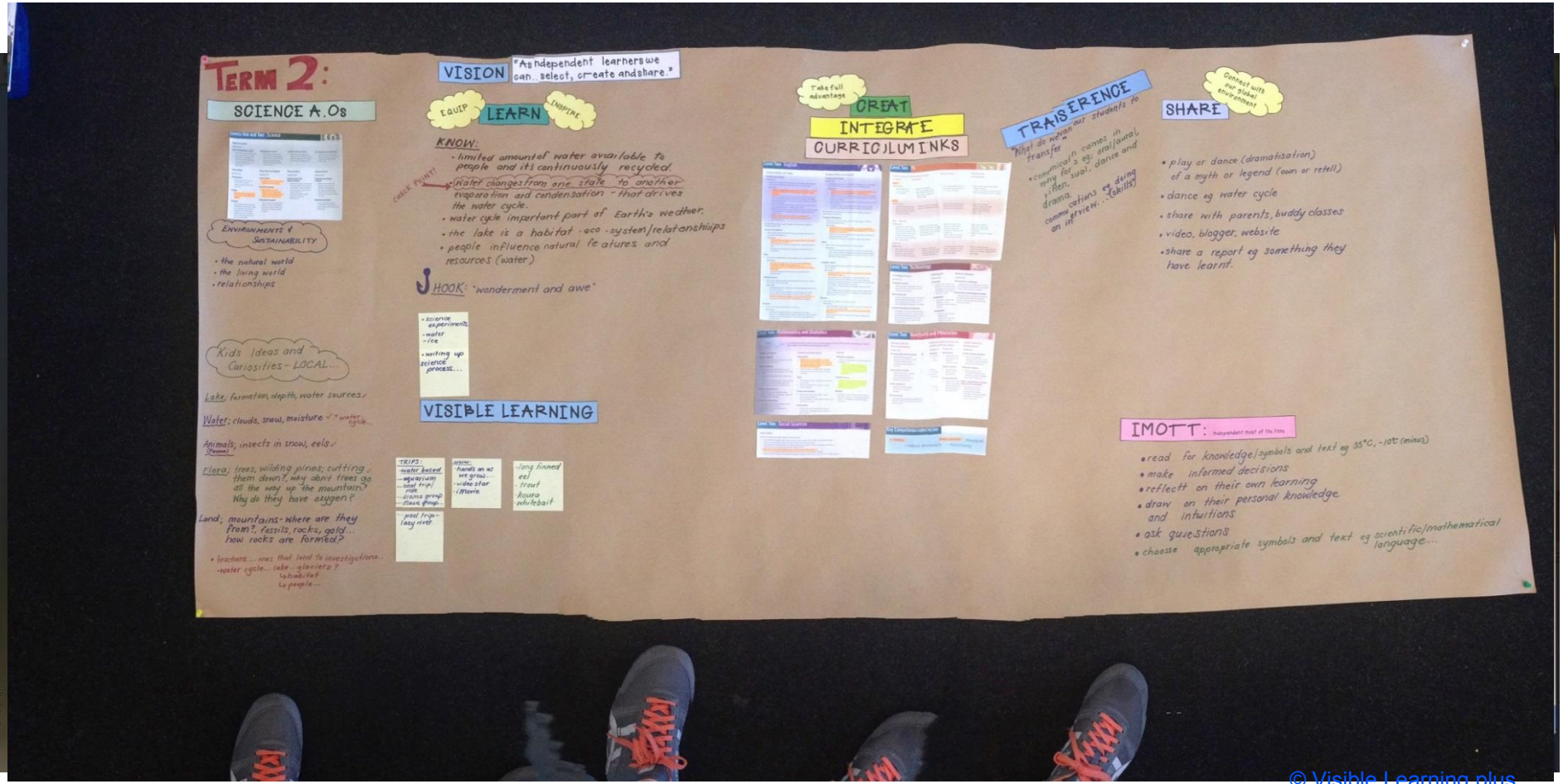

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Cromwell Primary School

MAKING A DIFFERENCE

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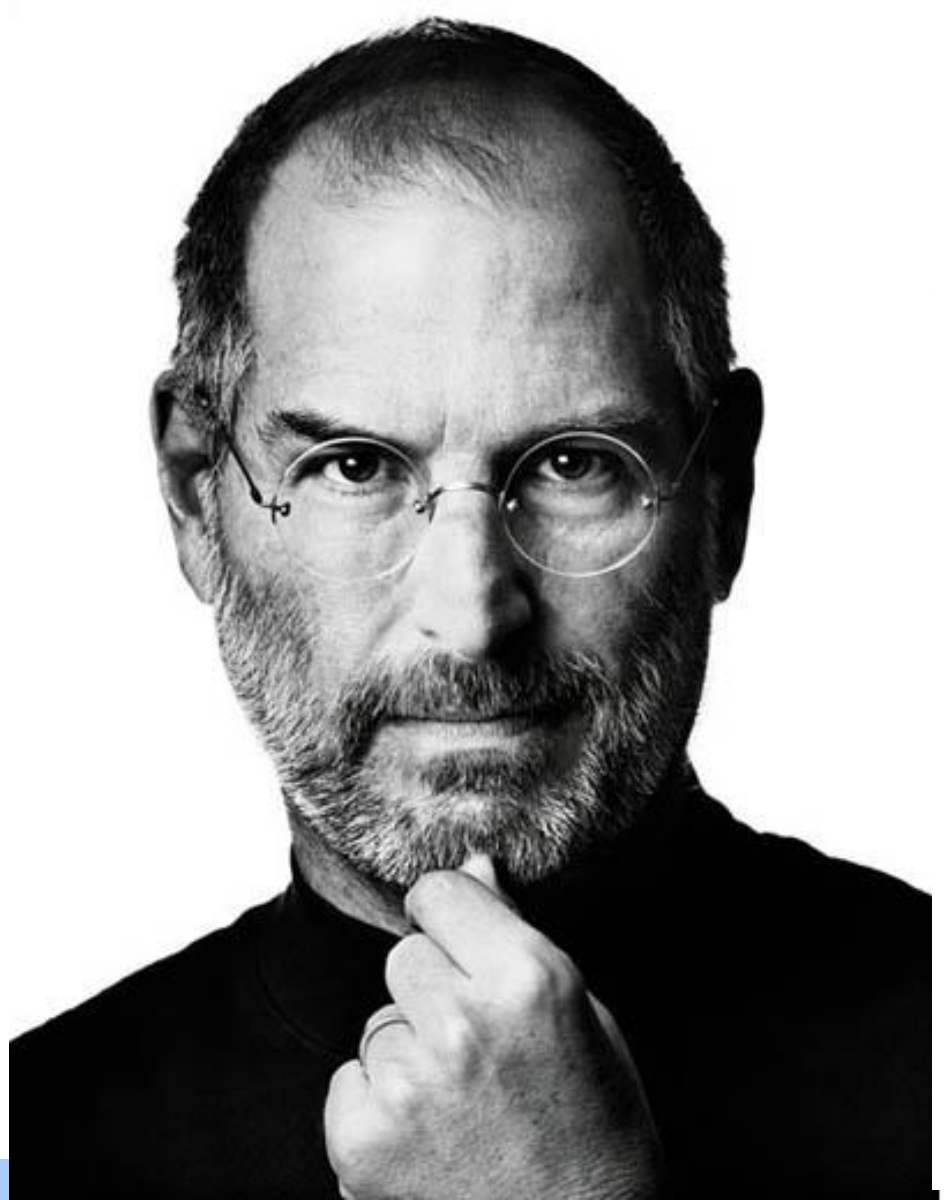

“You can’t connect the dots looking forward, you can only connect them looking backwards. You have to trust that the dots will somehow connect in your future. You have to trust in something. Your gut, destiny, life, karma, whatever. Because believing that the dots will connect down the road will give you the confidence to follow your heart, even when it leads you off the well worn path. And that will make all the difference.”

Steve Jobs

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Fence Post Questions - Using Disciplined Reflection Principles

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What is going well?
What is not going well?
How can we influence what is not going well?
What is your and our impact / contribution?
Leads to outcomes on student learning.

Connectioning the Dots- What is the glue?

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Create Learning Actions for all (Students & Teachers)

Must Haves – Nice to Haves (Pacing)

Self Advocacy – Professional decision making in the hands of the teachers

Connecting the Dots

Sandpit & slow thinking time

Transference

For the learner, with the learner, by the learner.

Learning is not linear.

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Reflection:

How do we create a thinking environment?

Questions and Wonderings?

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