

Ātātou
pūrākau

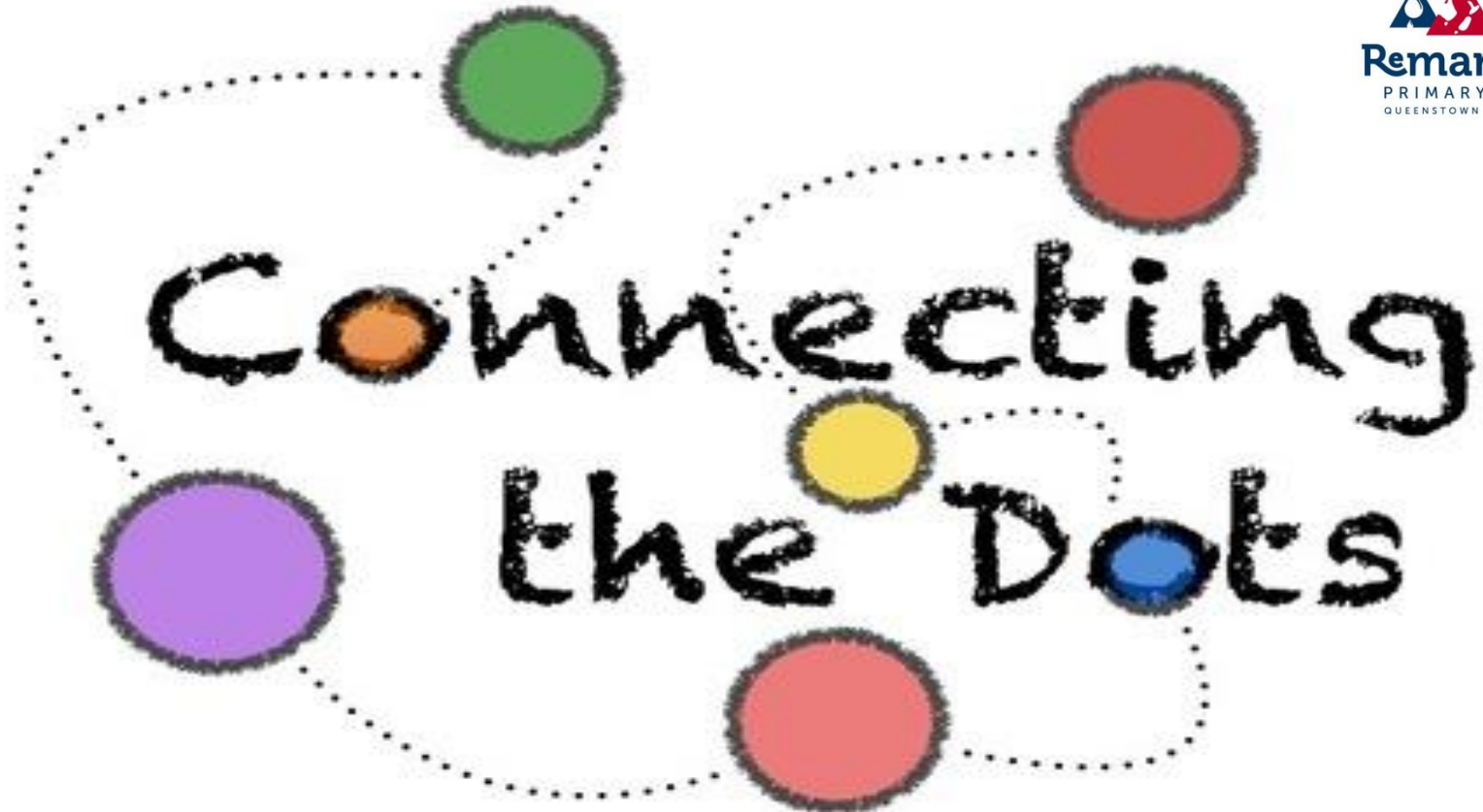
Our
stories



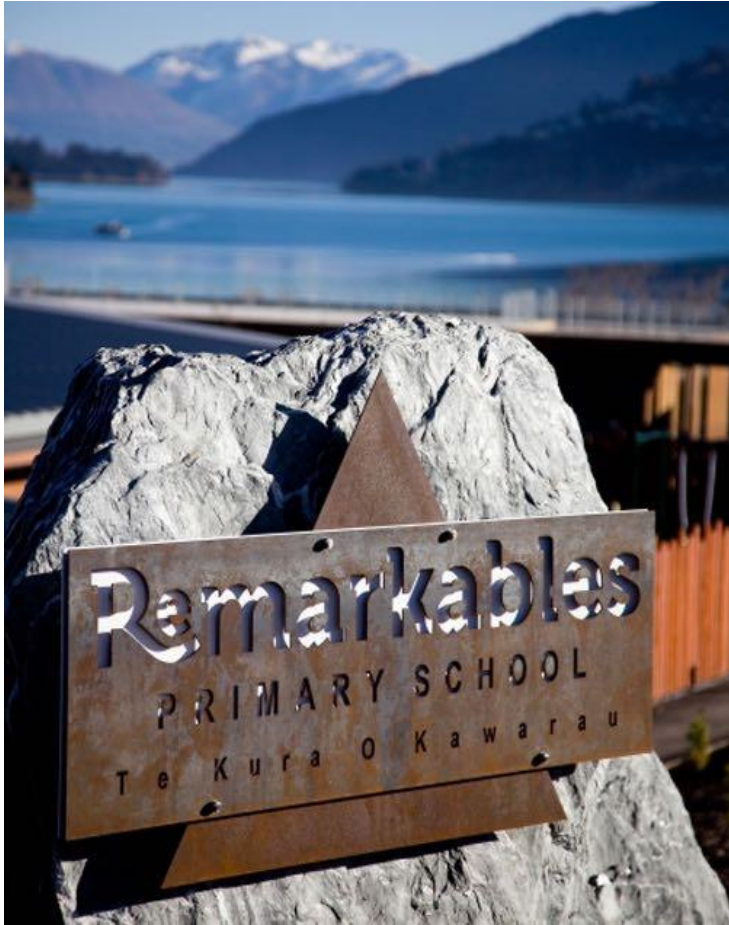
visible
learning^{plus}



Remarkables
PRIMARY SCHOOL
QUEENSTOWN • NEW ZEALAND



Our Place of Learning



Our People, Our Stories



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 language

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

To equip

To inspire

To take full advantage

Of life's opportunities

Global
Environment

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

Our Values- Based on Joining Dots



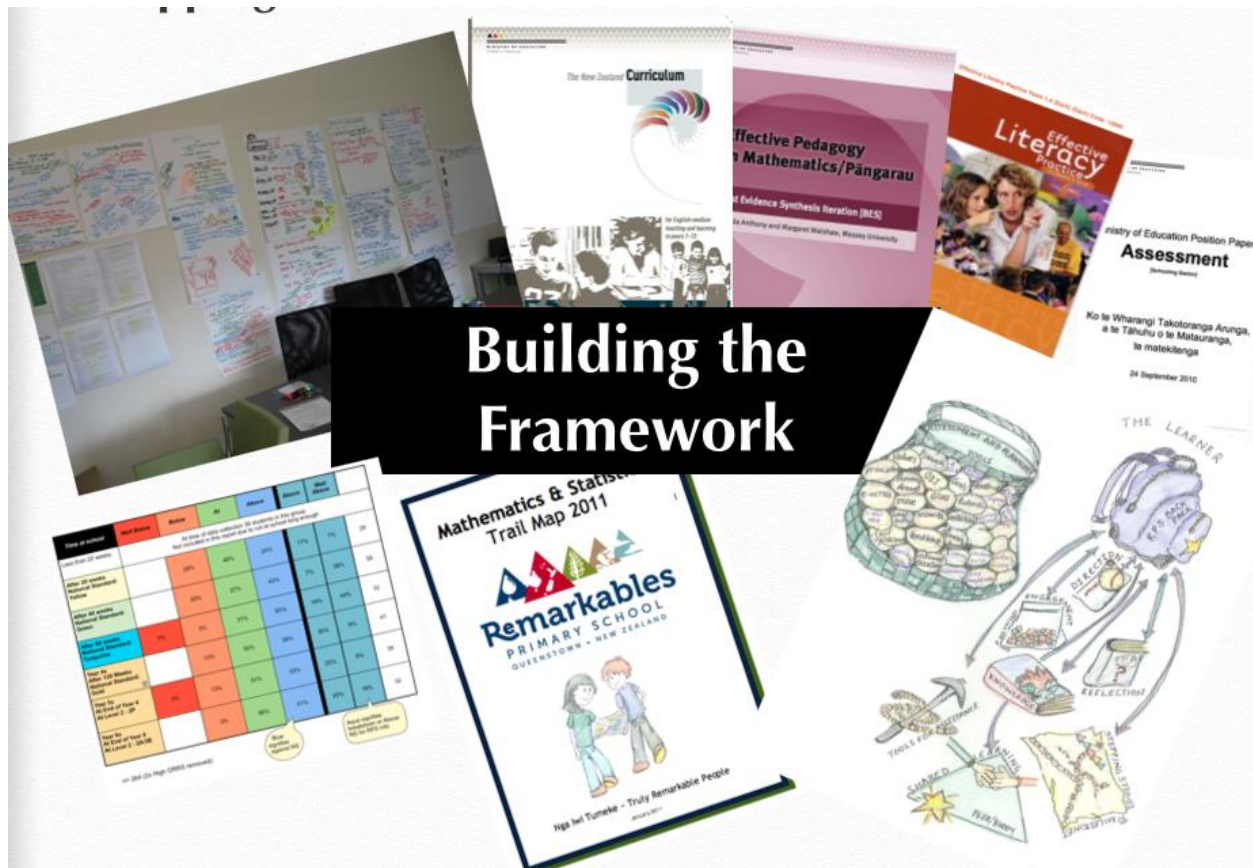
RESPECT

**REACH OUT
REACH UP**

REFLECT

REWARD

Entwining Research with great thinking and adding a Remarkable twist!



Building the Framework

Year of student	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Maths	80%	85%	90%	95%	90%	95%
English	75%	80%	85%	90%	95%	90%
Science	70%	75%	80%	85%	90%	95%
History	65%	70%	75%	80%	85%	90%
Art	60%	65%	70%	75%	80%	85%
Music	55%	60%	65%	70%	75%	80%
Physical Education	50%	55%	60%	65%	70%	75%
Health & Wellbeing	45%	50%	55%	60%	65%	70%
Character Education	40%	45%	50%	55%	60%	65%

Mathematics & Statistics Trail Map 2011
Remarkables PRIMARY SCHOOL
QUEENSTOWN • NEW ZEALAND
Tika hei Tūmaki - Truly Remarkable People

Effective Pedagogy in Mathematics/Pāngarau
Evidence Synthesis Iteration (ESI)
By Anthony and Margaret Walshaw, Massey University

Effective Literacy Practice
Effective Literacy Practice: What Works in Literacy Instruction

Ministry of Education Position Paper: Assessment
(Summary Section)
Ko te Wharangi Takioranga Aranga, a te Tāhuhu o te Mātanga, te matekōanga
24 September 2010

THE LEARNER
A diagram showing a learner's journey through various stages: CHALLENGE, DECISION, PROGRESS, REFLECTING, and others, with icons for tools, resources, and learning outcomes.

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?

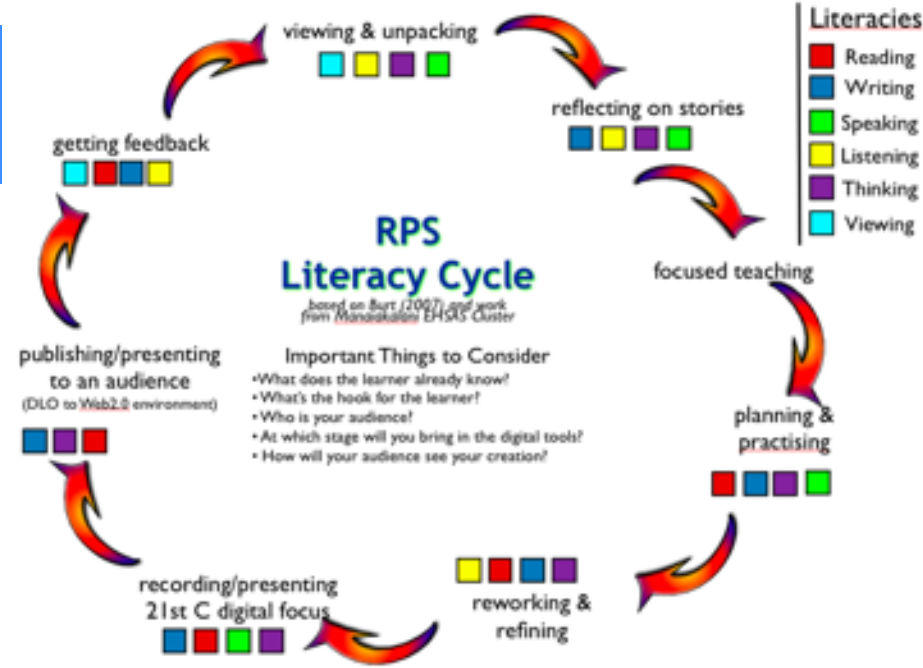
On a Post it - record your thinking and we will try to weave this into our presentation.

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



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 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 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.



Inspire & Sandpit Time 2011

Year 4 Gap Analysis

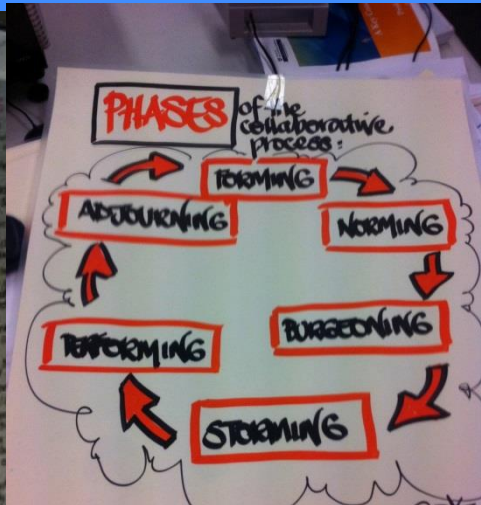

Student Skills Counting (Learning) What are gaps and how do we address them?

Where do children struggle the most?

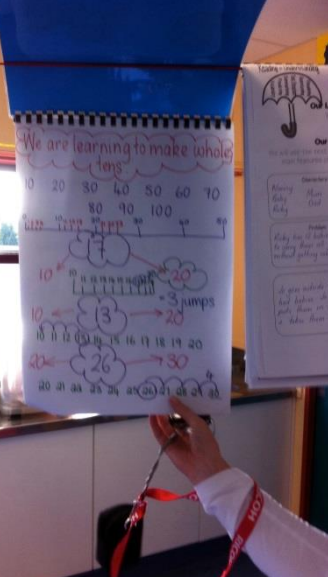
- Know they want to read where to look and know what they can read
- Check checking re-reading
- Make connections using prior knowledge to interpret language
- making and checking inferences
- summarising & identifying main ideas
- read for sustained period retelling meaning over longer text
- read for longer text (Anzac Day)
- reading words from context
- can discuss responses to a variety of texts

Knowledge and Skills

- phonologically segmenting & using decoding strategies
- phonic patterns how they work
- word meanings how they change

We are learning to make whole tens




Values

Key Competencies

Learning to Learn

Student Inquiry CLUES

English

Maths

Social Science

Science

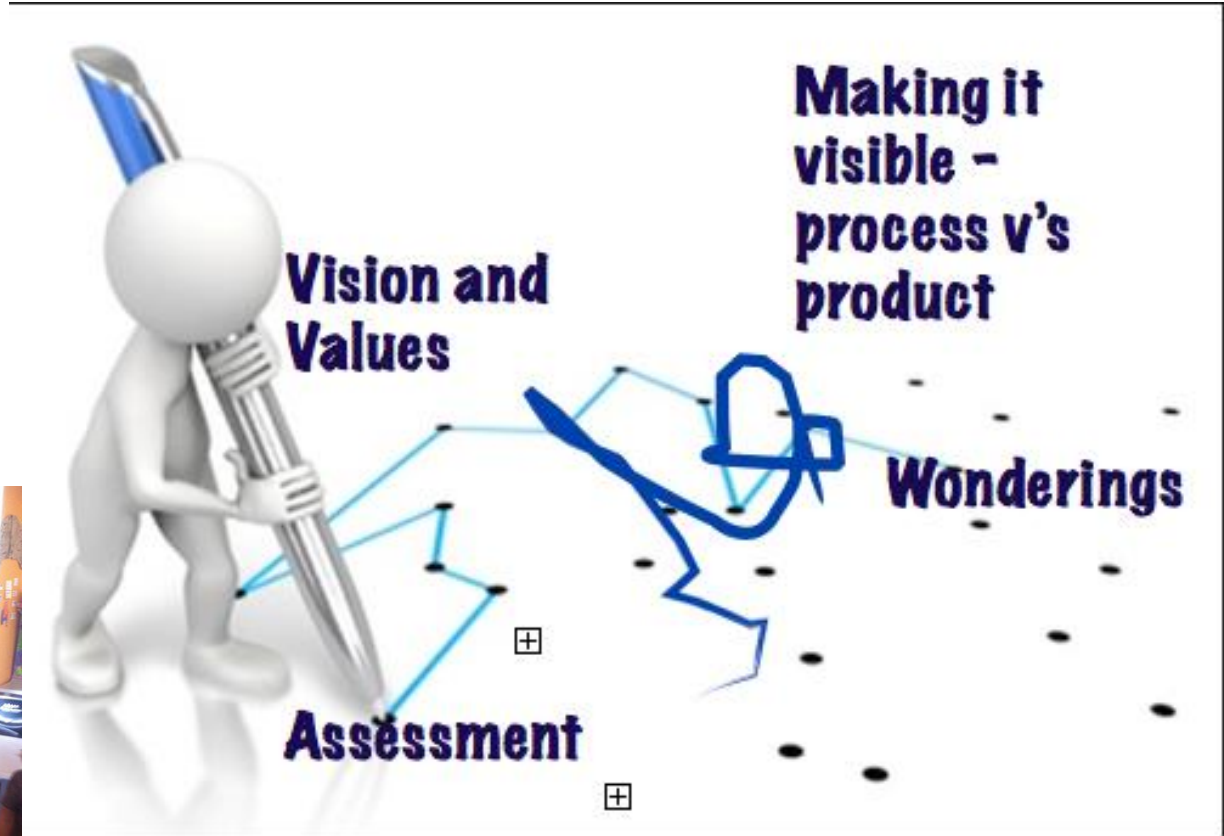
PE & Health

Technology

Art




Process v Product 2012



Process v Product 2012

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

if it doesn't challenge you it doesn't change you

LEARNING

FAILURE **FAILURE**

Intelligent

- learn new things Try them out - Reach up..
- In the PIT!
- experiment
- Risk (have a go)

Preventable

- you can do it
- if I didn't read the instructions
- Rules = if you don't follow them
- Success criteria

* learn from mistakes

* if you fail you can get someone to help you

* Turn your failure into a goal

* Reflect back on your mistakes → change → success

if it doesn't challenge you it doesn't change you

XX

✓✓

$1+1=2$
 $2+2=4$
 $3+3=6$

$1+1=8$
 $2+2=2$
 $3+3=3$

Learning!

preventable

failure You can't do it!

intelligent

failures

→ learn new things + reach out reach up and in the pit!

→ experiment

→ risk (have a go)

* learn from mistakes

* if you fail you can get someone to help you

* turn your failure into a goal!

* reflect back on your mistakes → changes → success

* if it doesn't challenge you it doesn't change you

rules → if you don't follow the success criteria

- if I didn't read the instructions

→ learn new things + reach out reach up and in the pit!

→ experiment

→ risk (have a go)

$1+1=2$
 $2+2=4$
 $3+3=6$

$1+1=8$
 $2+2=2$
 $3+3=3$



Take Full Advantage of Life's Opportunities

Learning has purpose

Rich Authentic learning

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

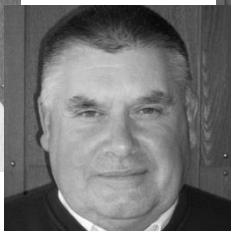




Data analysis 2012-2013



Data analysis 2012-2013



ASSESSINATORS

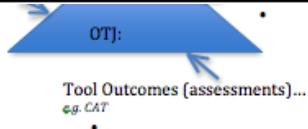


Data analysis 2012-2013

Writing at End of Standard Time Frame Judgments: Junior School

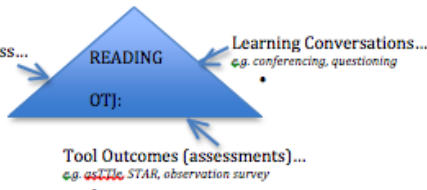
Ministry Descriptors		Well Below	Below	At	Above	Well Above	RPS REPORTS After X Year expectations
		Standard 2 Years below	Standard 1 Year below	Standard	Standard 1 Year above	Standard 2 Years above	
After 1 year at School	MOE			within Level 1	After 2 Years At L1	After 3 Years Working Towards 1A/2B	
	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

e.g. writing adaptations



1-Mar-12	Years 7-8 A	9	11	9	8	15	14	9	6	11	10	10	12	83	61	126.4	133.1	0.67	1.00	3	2.9	6	17	1
1-Mar-12	Years 7-8 A	12	12	10	12	14	15	13	13	9	11	11	7	67	66	130.4	140	0.96	3.00	3	3.4	7	8	1
1-Mar-12	Years 7-8 A	10	11	9	7	11	13	8	10	8	11	10	10	56	62	120.8	133.9	1.31	5.00	2	2.7	3	5	2
1-Mar-12	Years 7-8 A	9	11	6	2	6	10	5	5	9	10	6	3	41	41	110.8	118.9	0.81	2.00	2	2.5	2.5	4	1
1-Mar-12	Years 7-8 A	12	11	12	12	19	18	12	12	11	10	10	11	76	74	145.5	149.2	0.37	0.00	5	4	4.8	9	0
																Average	123.3	132.3						
																StDev	9.1	11.0						
																Ave St Dev	10.0							
																Effect Size	0.89							

Observation of Process...
e.g. running records



Learning Conversations...
e.g. conferencing, questioning

ALL Project

Tista the great!

Consi
co
co

Keep raw
copy to
workshe
then a

Achievement

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

Progress



d dev =
data

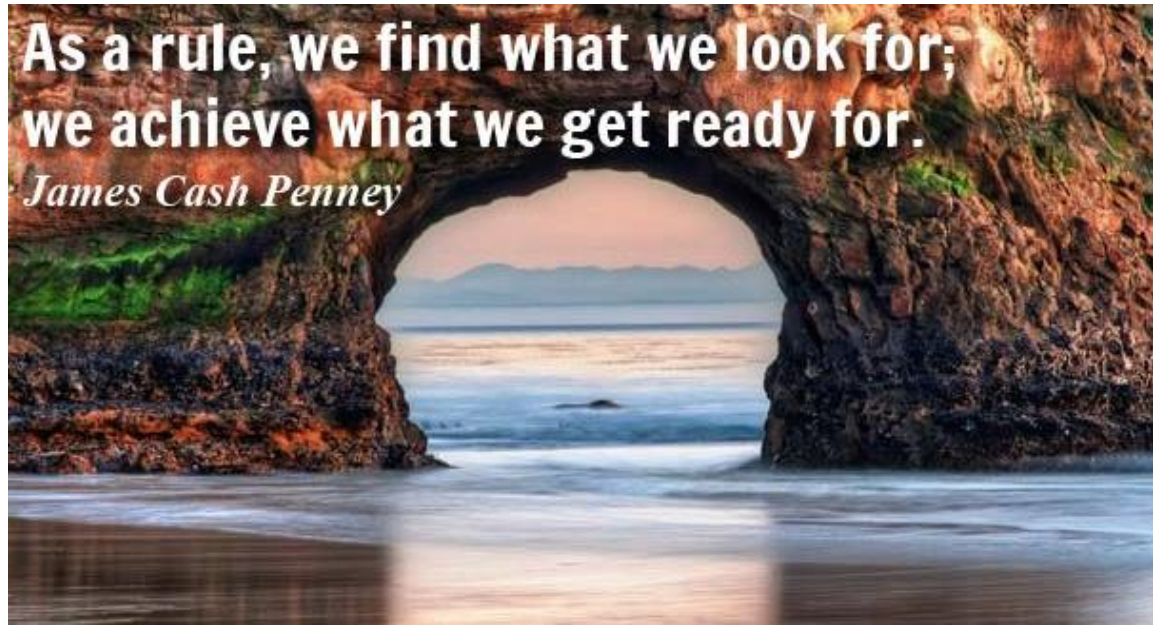
validation,
cups,
tifs...





As a rule, we find what we look for;
we achieve what we get ready for.

James Cash Penney



FEEDBACK:

Do you have and...

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

Equip and Inspire/Process v's Product/ Assessors 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.

Equip Team Visioning ~ Joining the dots further 2013/2014

REMARKABLES PRIMARY SCHOOL TEAM LEARNING VISIONS...

2013

2014

Yr 1- TRAIL

Yr 2- We Grow

Yr 3- We Grow

Yr 4- We are

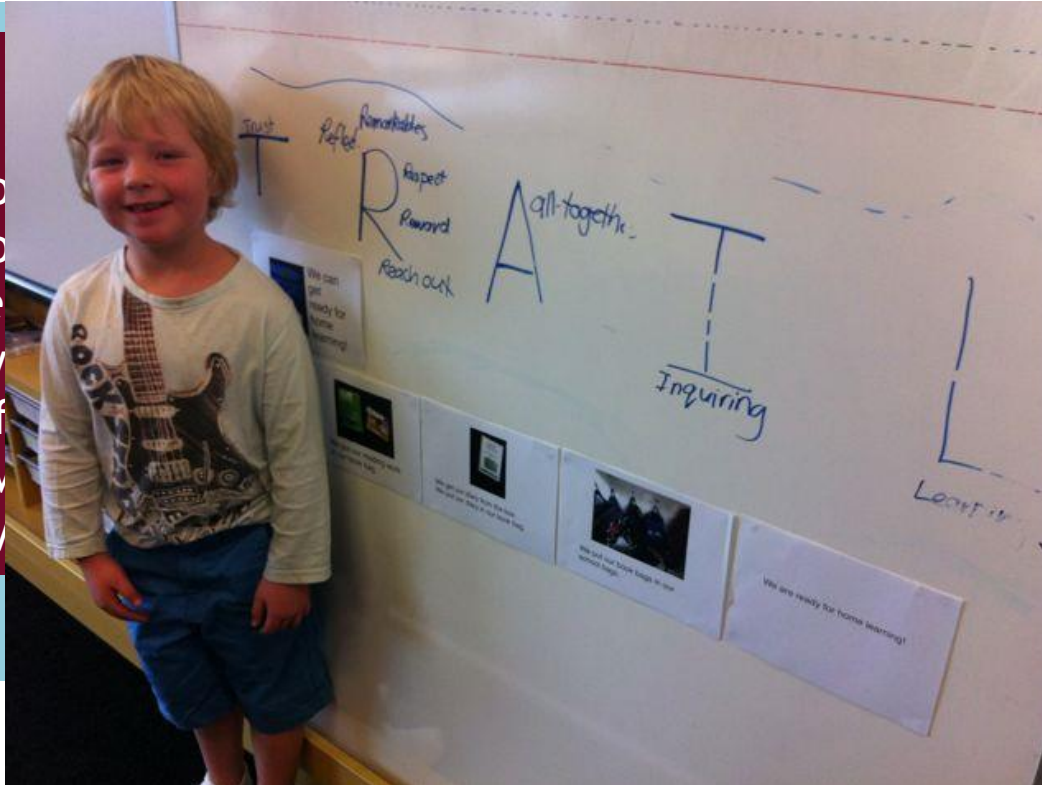
Yr 5&6- New

Yr 7&8 - Self

Connecting v

Looking at w

DISCUSSION.

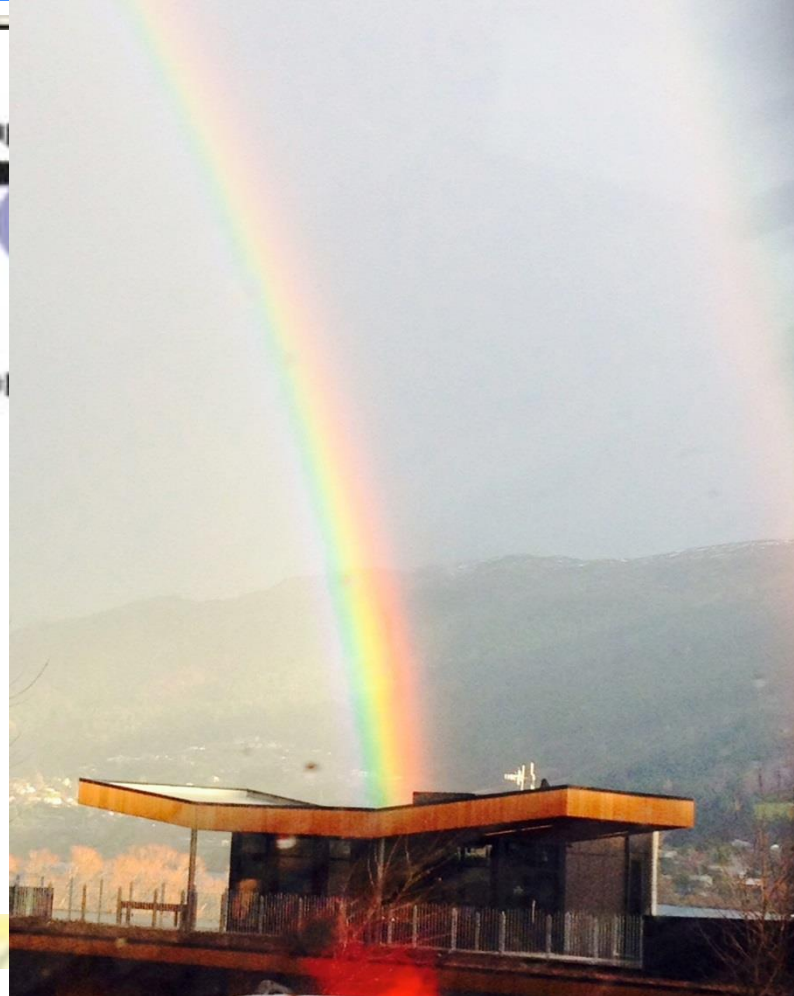


allenges



Feedback- Reflection/ Assessment Lens

January 21-25th 2013 Wellin
ICO
16th International Co



DUSOLAN



*Roadblocks
holding you
back?*

www.YourTalentAdvantage.com

Leadership – Creating a Learning Plan

Gathering Data on what Visible Learning sounds like at RPS - Term 1 2014

Team leaders investigating different things

How we gathered data

Visible Learning

- Student interviews
- Walk throughs looking at learning walls

Inspiration

Teacher

- Staff surveys at level.

Effective Feedback

- Observation from afar
- Staff survey

Know thy Impact

- Effect size shifts within
- Assessorators – team

short.



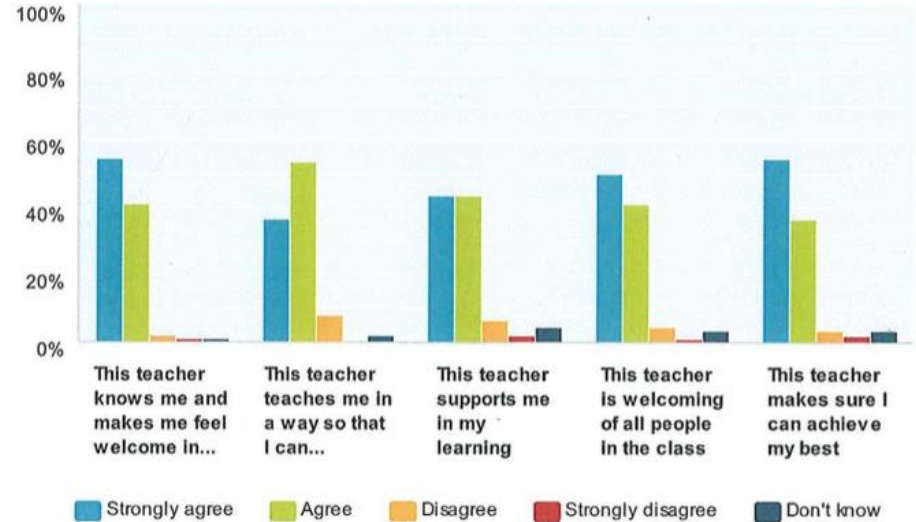
Findings

Inspired and Passionate Teachers

Example: Suz

Q3 Teachers are committed to students and their learning

Answered: 90 Skipped: 0



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

Findings- Feedback

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
prncipal/deputy prncipal	4.76% 1	61.90% 13	28.57% 6	4.76% 1	21

Example Peter



Evaluate Ask Link

suggestions

! ↓

- There were pockets of teachers who were 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

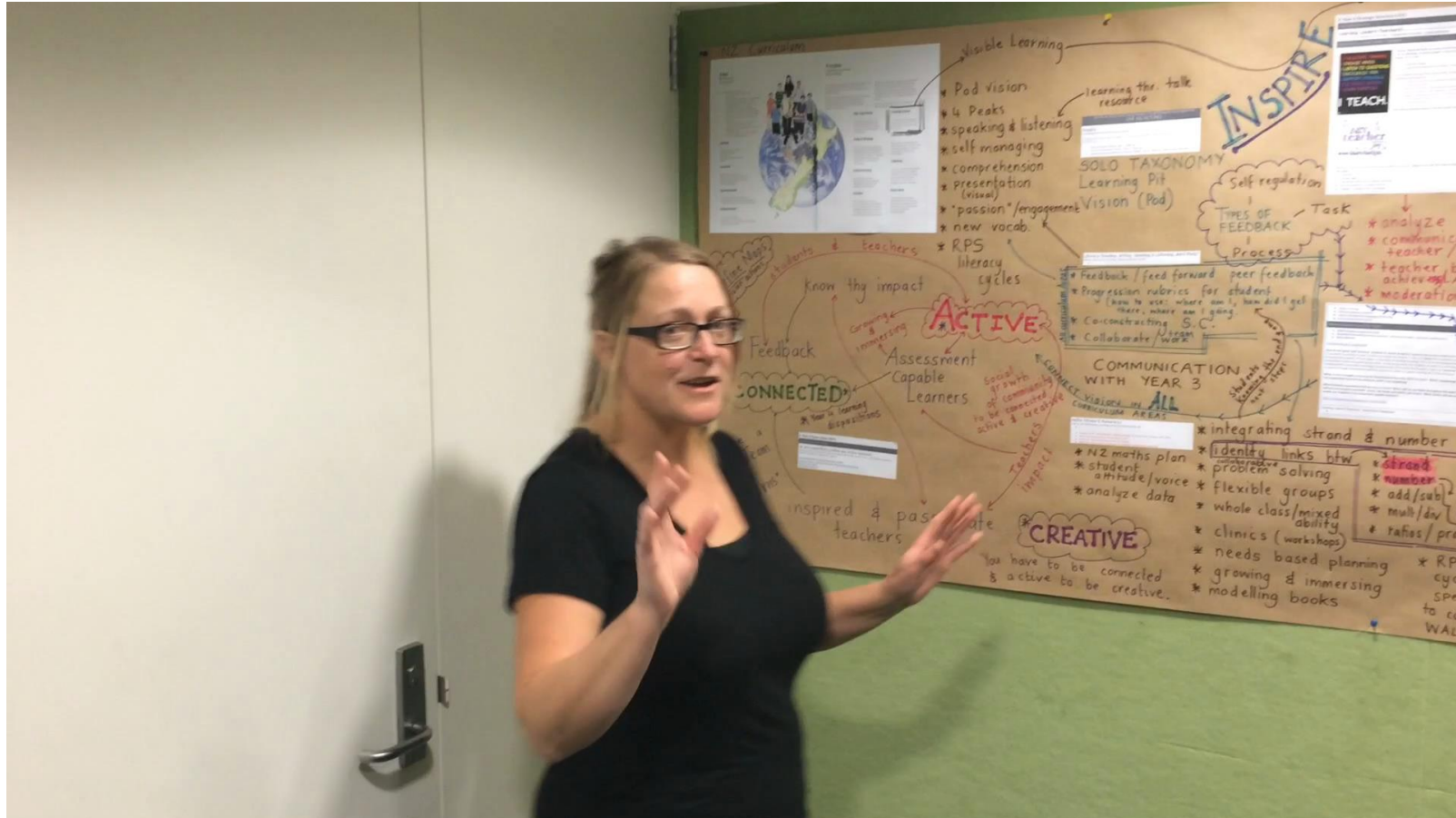


Equip - Joining Dots (2014/2015)

- **Year 1** - Trust, Respect, All Together we are Inquiring Learners Looking at the foundation of What learners do....
- **Year 2** - As Learners we Growpositive 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.



Emma sharing of Vision



treated, calm voice, listens to others

Build effective relationships.

Equip - Joining Dots (2015)

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)

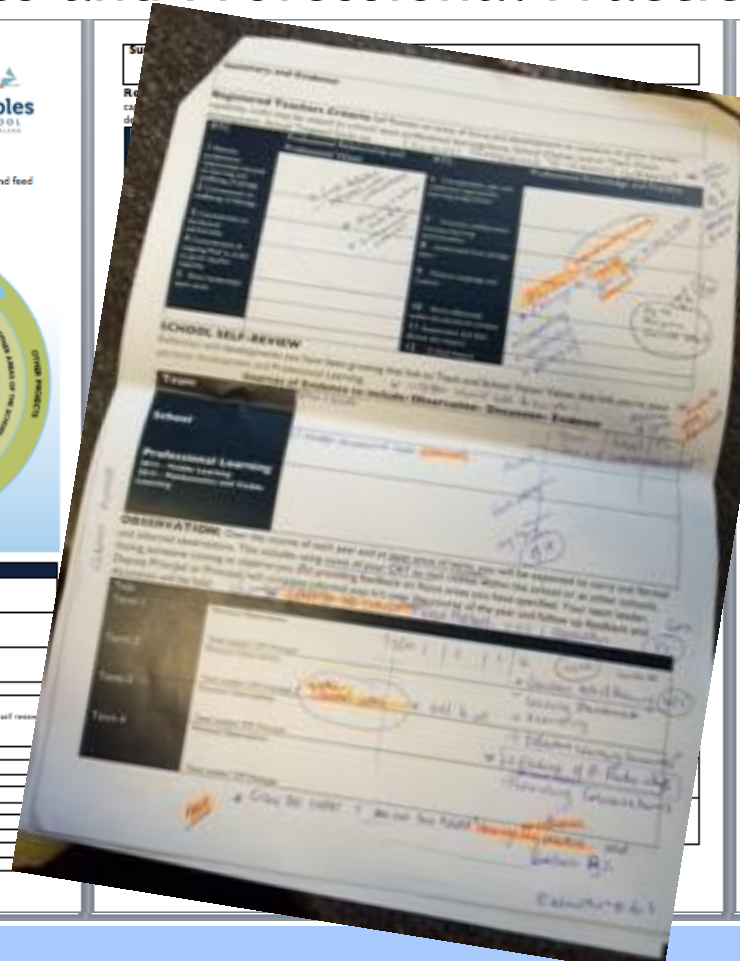


Year	Focus and Development	Findings and Next Steps

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 inquiry)

Reading		
Writing		
Mathematics		
4 Peaks and Environment		
Inquiry		



Year	Term	Personal Observations
Term 1		
Term 2		
Term 3		
Term 4		

Year	Term	Personal Observations
Term 1		
Term 2		
Term 3		
Term 4		

REFLECTION - next steps, developments, career pathways and professional learning foci.

Next Steps	
Professional Learning	
Other Supporting Information	

SIGNED: _____ Teacher

SIGNED _____ Principal

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

Know Thy Impact



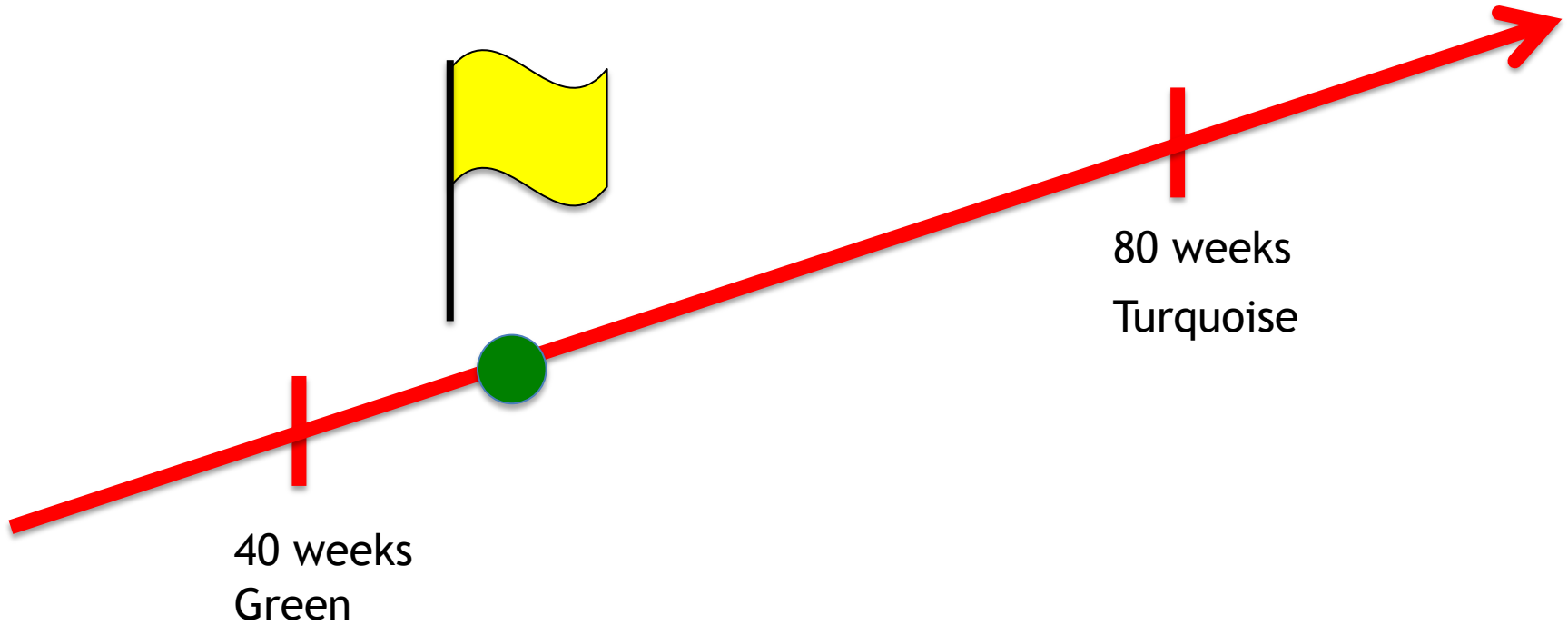
LAG DATA v's LEAD Data



Lead Data:
Professional
Teaching
Practice

Lag Data:
Student
Achievement

Know Thy Impact



Embedding Visible Learning through the lens of Mathematics

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?



Get video from Louis

Next Steps - Know Thy Impact Take Full Advantage

Mind frames

Know the impact beyond the data



Resilience Actions

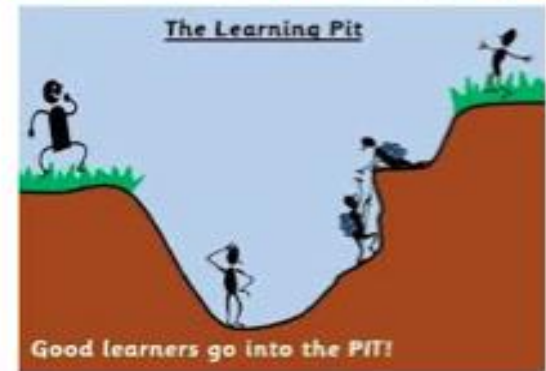
'Power of Yet' and the 'Learning Pit'

Student Voice

Connected Curriculum and 4 Peaks actions

The following info is adapted from Carol Dweck, World-renowned Stanford University psychologist's theory on changing our mindset.

	Growth Mindset	Fixed Mindset
	 I believe that my character, personality and intelligence can be developed. My true potential is unknown.	 I believe that my character, personality, potential and intelligence are carved in stone and determined at birth.
Desire	to push myself, take risks and constantly learn new things. I enjoy a challenge.	to look smart in every situation and to prove myself again and again. I must never fail.
Evaluation of situations	"Will it allow me to grow?" "Will it help me to overcome challenges?"	"Will I succeed at it or fail?" "Will it make me look intelligent or stupid?"
Attitude to setbacks	"I failed. I'll learn from it and move on." "I'll try harder next time."	"I'm a failure." "I knew I'd fail, I'm an idiot."
Attitude to challenges	I embrace challenges and persist when things get tough.	I avoid challenges. I get defensive and give up easily.
Effort	I believe that personal growth and learning require effort.	Why bother with effort? It's not going to change a thing.
Criticism	I try to learn from criticism. "What can I do to improve?"	I ignore criticism. I do things my way.
The success of others	I find lessons and inspiration in other people's successes.	I feel threatened by the successes of others. If they succeed, I fail.
Result...	They achieve ever-higher levels of success.	They plateau early, and never reach their full potential.



Inspire - Planning connections

TERM 2:

SCIENCE A.O.s



ENVIRONMENT & SUSTAINABILITY

- the natural world
- the living world
- relationships

Kids Ideas and Curiosities - LOCAL

Lake: formation, depth, water sources.

Water: clouds, snow, moisture ✓ water cycle...

Animals: insects in snow, eels (Pinnis)

Flora: trees, windmill pines; cutting them down? why don't trees go all the way up the mountain? Why do they have oxygen?

Land, mountains: where are they from? fossils, rocks, gold... how rocks are formed?

- teachers... ones that lead to investigations
- water cycle... lake... glaciers? habitats to people...

VISION

"As independent learners we can... select, create and share."

EQUIP

LEARN

INSPIRE

KNOW:

- limited amount of water available to people and its continuously recycled
- water changes from one state to another evaporation and condensation - that drives the water cycle.
- water cycle important part of Earth's weather.
- the lake is a habitat - eco - system/relationships
- people influence natural features and resources (water)

HOOK: "wonderment and awe"

• science experiments
• water rise
• waiting up science process...

VISIBLE LEARNING

TIPS:
• water based
• aquarium
• hot trip
• milk
• science group
• class group
• pool trip
• lay over

WATER:
• hands on at wet ground...
• water after
• 1/3 water

LONG FINNED EEL:
• trout
• flounder
• flounder
• whitebait

CREATE INTEGRATE CURRICULUM LINKS



TRANSFERENCE

What do we want our students to transfer
• communication comes in many forms eg. oral/visual, written, social, dance and drama
• communication eg doing an interview... (skills)

SHARE

- play or dance (dramatisation) of a myth or legend (own or retell)
- dance eg water cycle
- share with parents, buddy classes
- video, blogger, website
- share a report eg something they have learnt.

IMOTT: Independent Most of the Time

- read for knowledge/symbols and text eg 35°C, -10°C (minus)
- make informed decisions
- reflect on their own learning and intuitions
- ask questions
- choose appropriate symbols and text eg scientific/mathematical language...

Visible Learning

Partners (2014/2015)



Alex

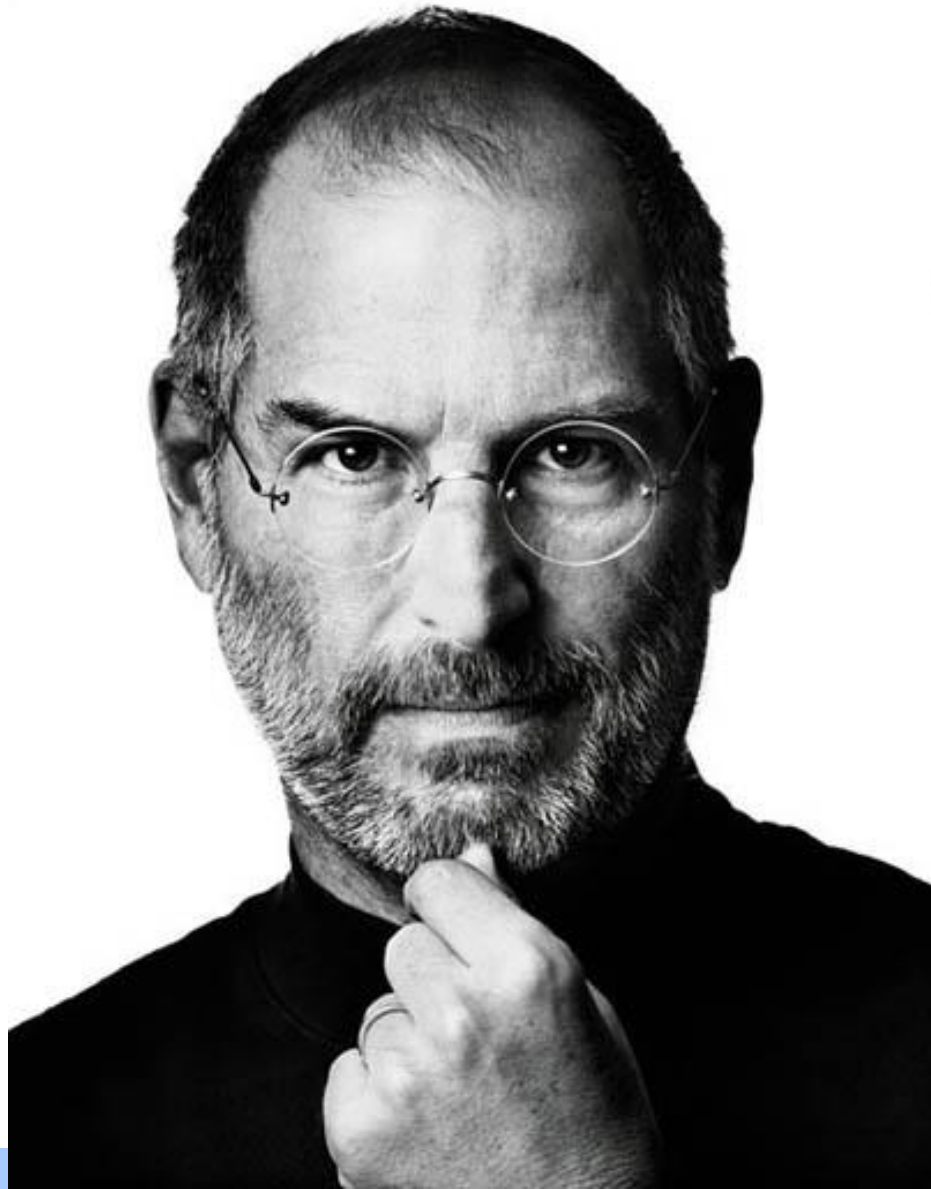


Cromwell

Primary School

MAKING A DIFFERENCE





“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

Fence Post Questions - Using Disciplined Reflection Principles

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.



Connecting the Dots~ What is the glue?

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

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

Transference

Learning is not linear.



"Are we there yet?"



dreamstime.com



The more compliance
you expect
the more
helplessness
you create.

LF LEADERSHIP PRACTICE
www.leadershippractice.com

Reflection:

How do we create a thinking environment?
Questions and Wonderings?