

Ātātou
pūrākau

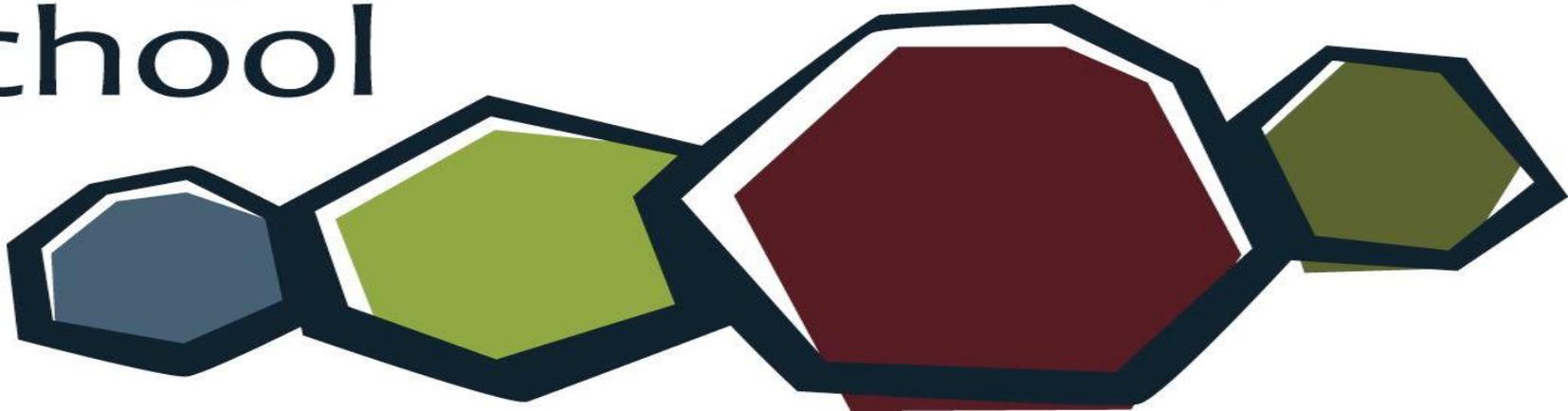
Our
stories



visible
learning^{plus}

Stonefields

School







8% Maori

11% Pasifika

25% Asian

40% NZ European

30+ different
Cultures



Building Learning Capacity

Know, believe and stretch self as a learner



Collaborating

Relate, participate and value diversity.
Make a contribution



Making Meaning

Use tools, strategies, skills and knowledge to break codes, understand, and take action

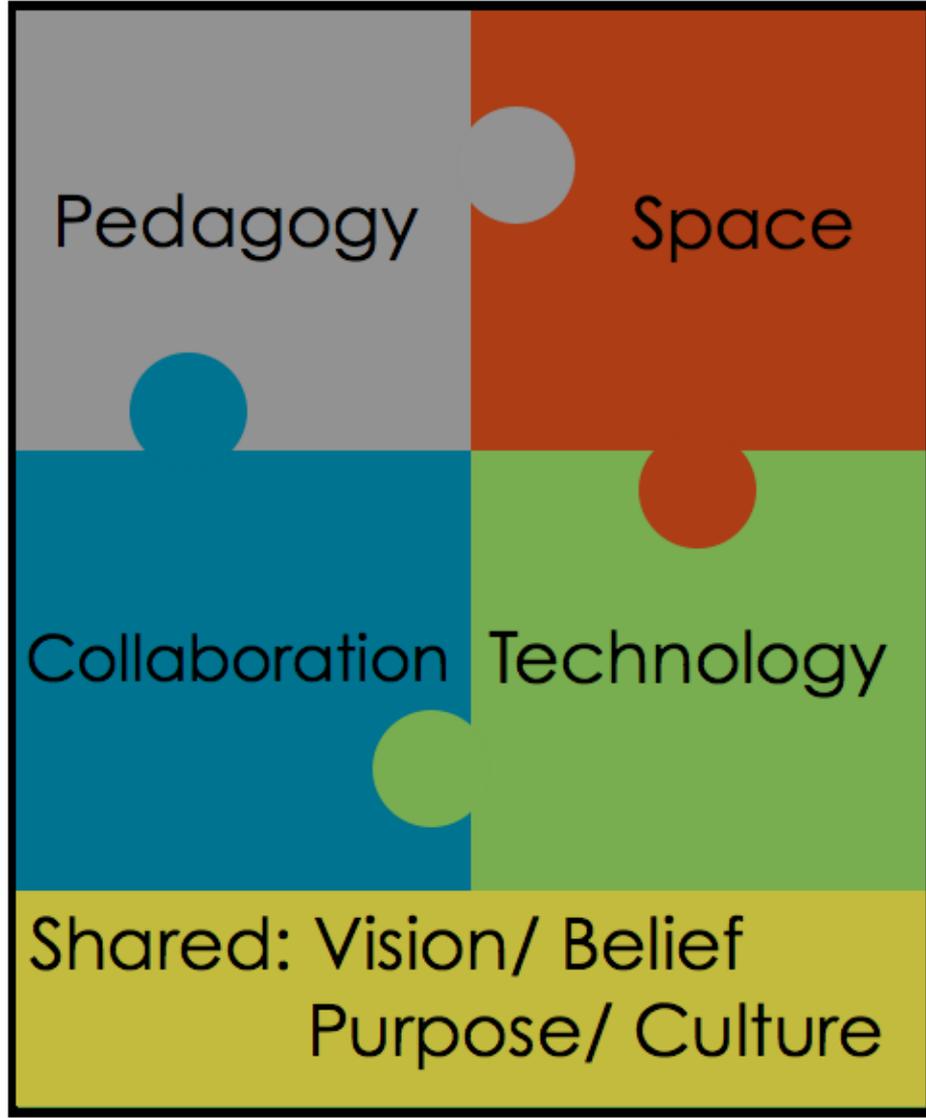


Breaking Through

Strive to achieve success and happiness in learning and life.



Modern Learning Environments



collaboration



use the school
VALUES
Respect
Inclusive

share
THE

LOAD

respect others
opinions
perspectives ● points of view

GET THE
JOB
done



Listen to understand

BE
OPEN



seek
FEEDBACK

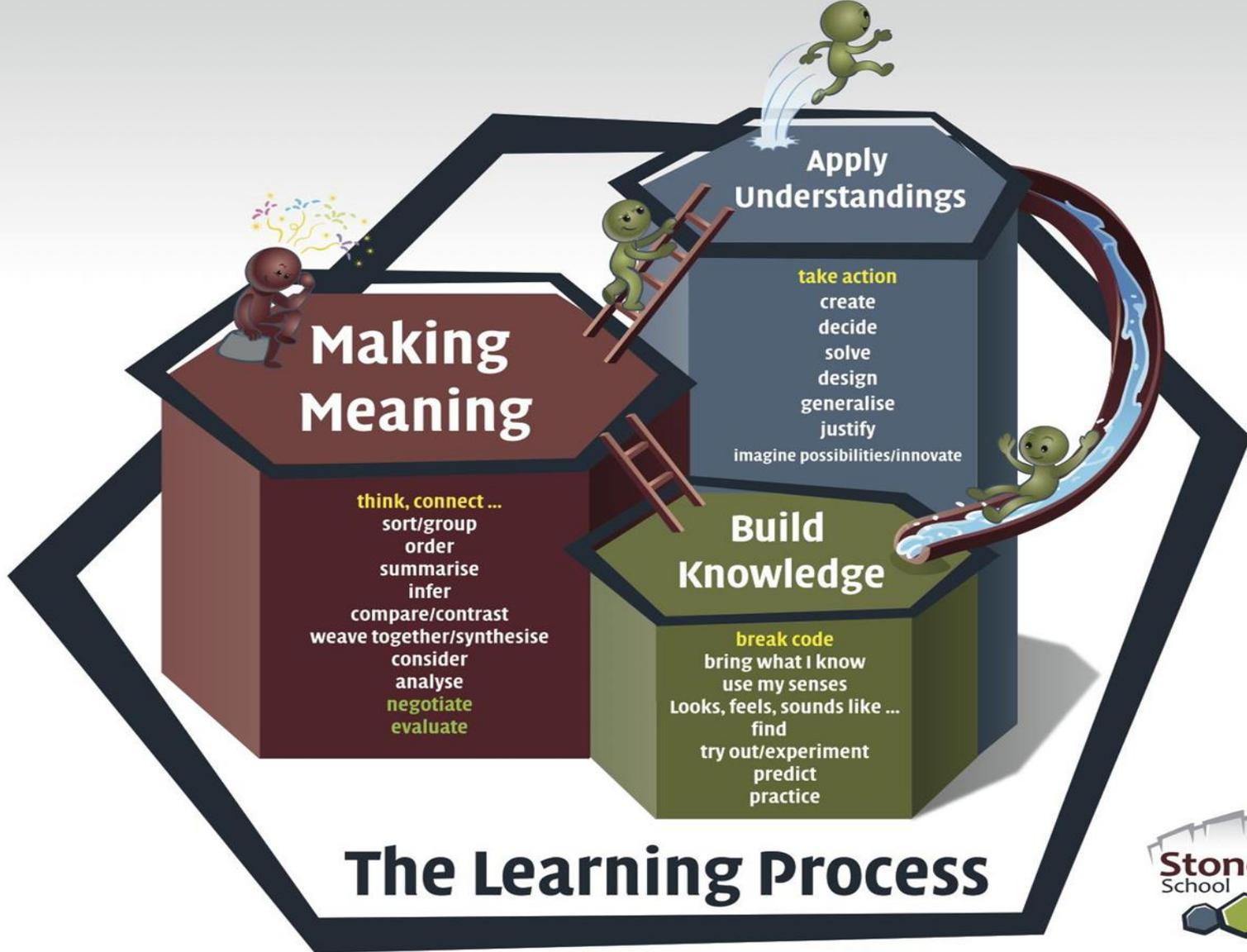


Build
on one another's
strengths

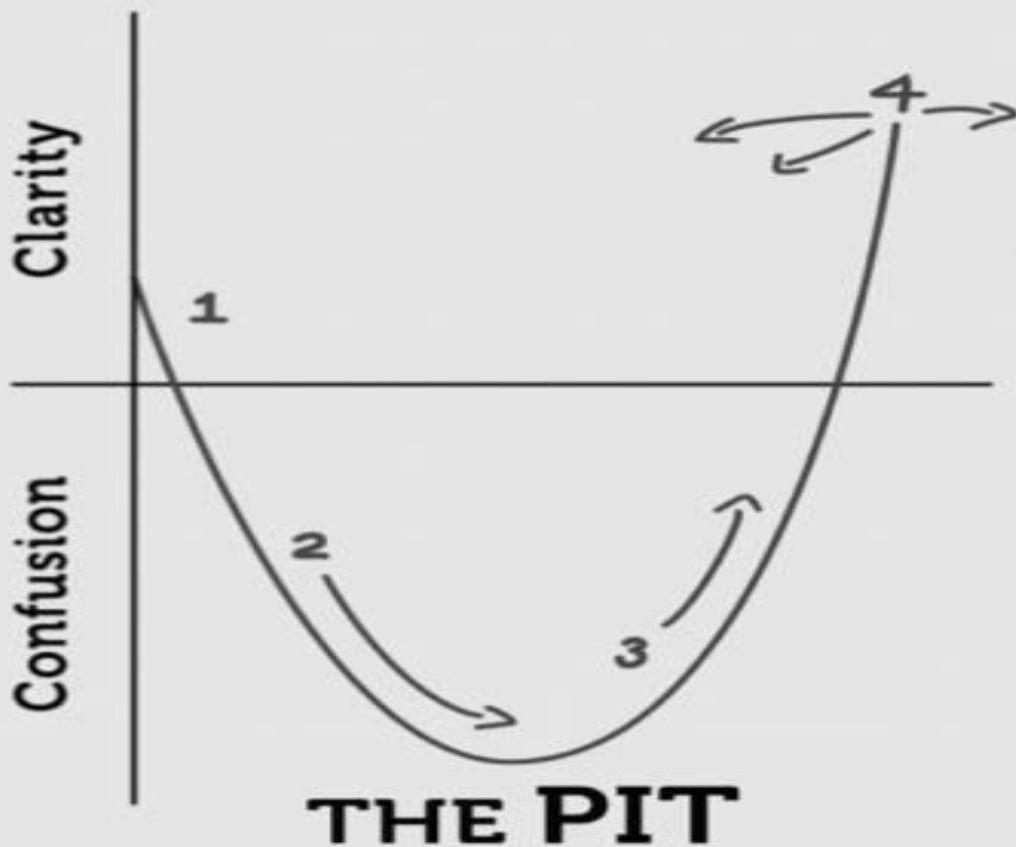
take



turns



The Learning Challenge



1. Concept
2. Conflict

3. Construct
4. Consider



Reflect



Self Aware



Think



Connect



Wonder



Question



Determined

Reading Progressions
Writing Progressions
Number Strategy Progressions
Learner Quality Progressions

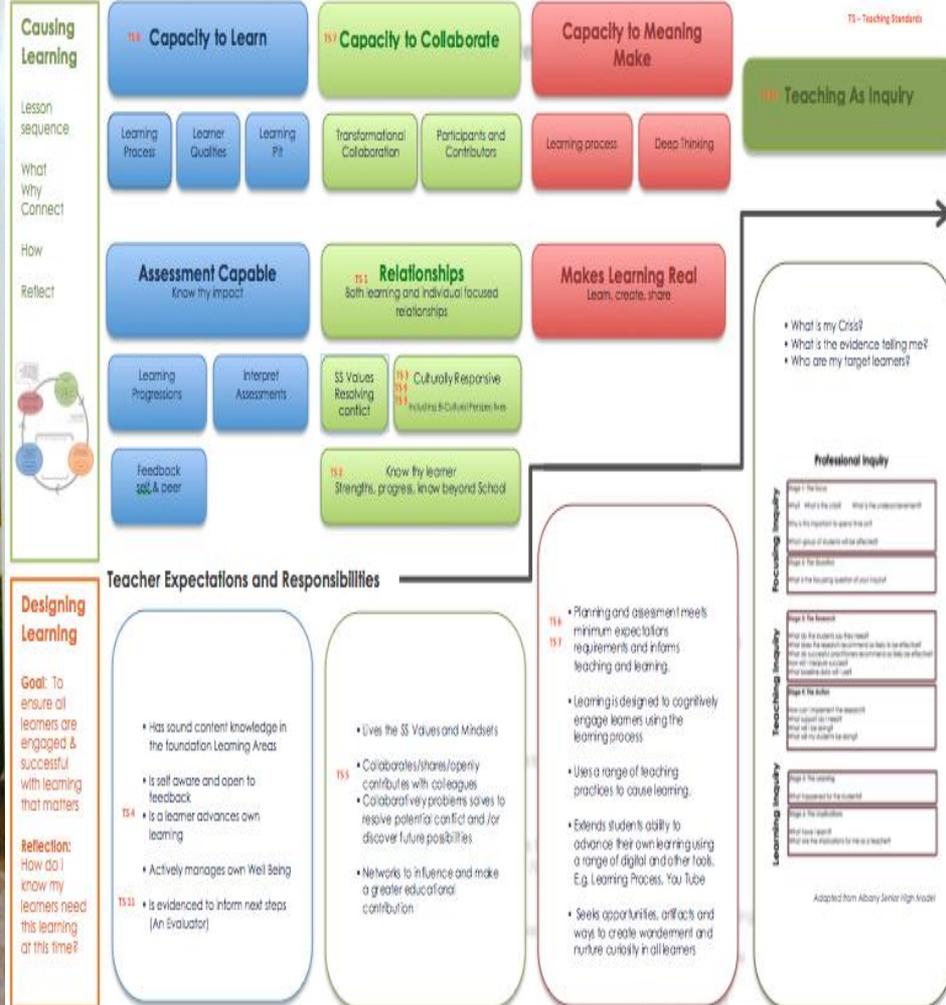


Stonefields School Teacher Effectiveness Framework



TS - Teaching Standards

Teacher Effectiveness required to achieve vision aspiration – Teachers build learners ...



Data First.....

- At the beginning of 2014 data analysis showed writing achievement needed to be a focus across the school.
- This was mirrored in our Hub.



2 Groups of Learners Stood Out.

- Learners who were showing a disparity in their reading and writing achievement.
- Learners who were not achieving and making few gains.



Analysis of Crisis: Reading and Writing Disparity

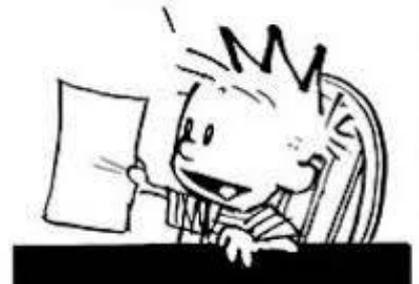
- In narrative writing they all had 3 things missing. These were: supporting detail, character development, and an emotional connection.
- They were disengaged from writing and didn't like it



Analysis Of Crisis: Writers Who Were Struggling To Achieve In Writing and Making Few Gains.

- Learners were disengaged from writing
- Difficulty in generating ideas, character, plot.
- Difficulty getting words down on the page.
- Surface features missing.

WITH A LITTLE PRACTICE,
WRITING CAN BE AN
INTIMIDATING AND
IMPENETRABLE FOG!



What we Needed to do

- Scaffold the creation, process so the learners could focus.
- Have the learners connect with their character(s).
- Provide a rich and engaging experience for the writing to come from.
- Look at who our learners are. Look at who we are.

We Chose.....

The RPG.

- Engaging and on the learner's own turf.
- Action packed experience.
- Scaffolded the creation process so the learners can focus on their aim
- Collaborative creation

We also Chose....

The Sandbox MMORPG also known as
Minecraft

- The creative function of the game.
- The familiarity of learners with the context
- The collaborative aspect.

The Theoretical Reasoning Process

- Wood et al (1976). RDDMFM.
- Gee 2003. Engagement, problem progression, customising the character experience
- Garris Et al 2002. Simulation vs Gamification.

We Chose to Use



Focussed Goals from the progressions

Design the learning experience for exactly what that learner needs to know.

Writing Focus: To add supporting detail to my ideas.



What this looks like in Practice

The Modelling Doc

The Focus: Adding supporting detail to my Ideas.

Adaptations based on learning needs

- Changing the lesson sequences to accommodate learning differences.
- Having the 1 play 1 record then swap over sequence.
- using assistive technology: Word Q