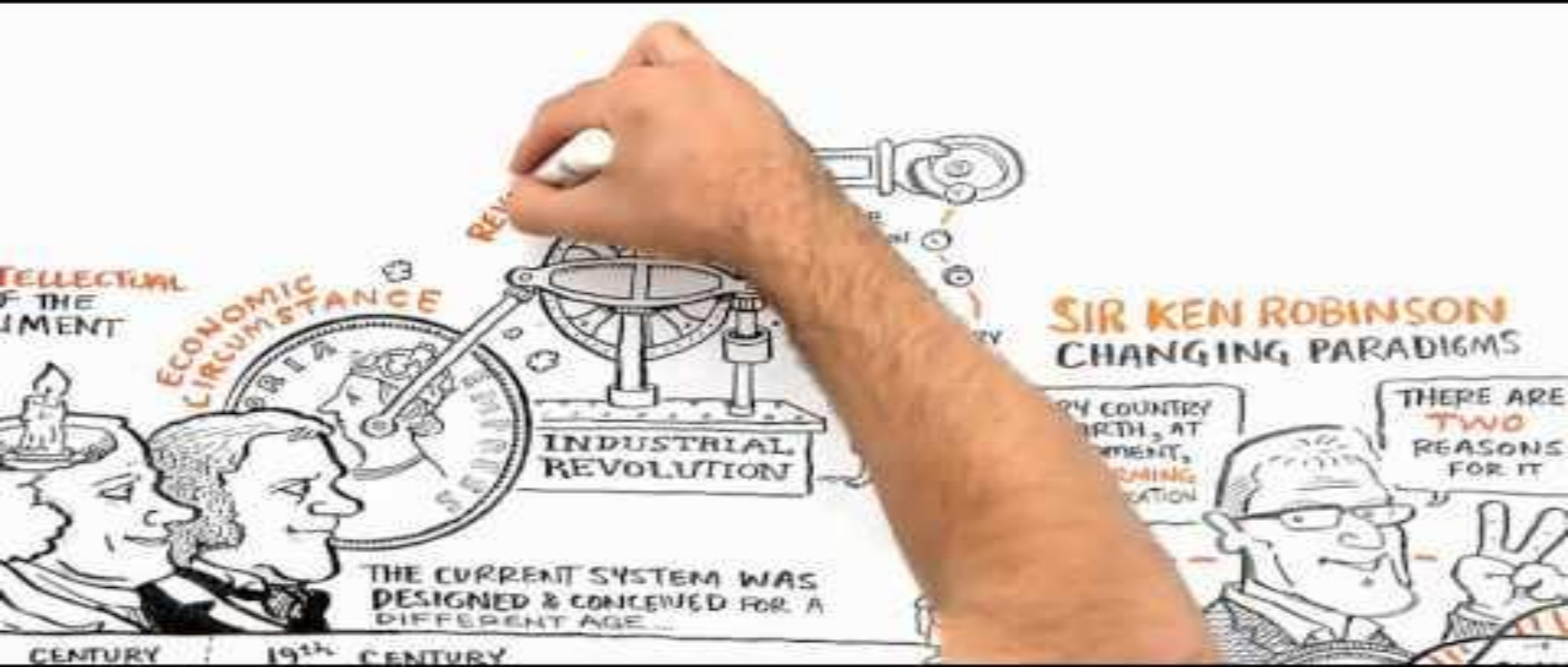
Pauatahanui Community Evening

Term 1 2018


TELLECTUAL
F THE
IMENT
ECONOMIC
CIRCUMSTANCE
INDUSTRIAL
REVOLUTION
THE CURRENT SYSTEM WAS
DESIGNED & CONCEIVED FOR A
DIFFERENT AGE
CENTURY
19TH CENTURY
SIR KEN ROBINSON
CHANGING PARADIGMS
THERE ARE
TWO
REASONS
FOR IT

Our Approach

TELL ME and I forget.
TEACH ME and I remember.
INVOLVE ME and I learn.
BEN FRANKLIN

What

Who

How

Where

When

Positive attitude

Communication

Teamwork

Self-management

EMPLOYABILITY SKILLS

Willingness to learn

Thinking skills

careersnz
mana rapuara aotearoa

Resilience

Collaboration

Teacher to teacher collaboration

More ideas

Varied strengths

Differing personalities

Two sets of eyes to notice student progress

The Power of 3- The role of our Learning Coach

Can model good collaboration

Enables students to get to know us quicker as we can bounce off each other and show our personalities easier

Student to student collaboration

Development of higher-level thinking

Communication,

Self-management,

Leadership skills.

Increase in student retention

Increase in self-esteem,

Increased responsibility and accountability.

Collaboration doesn’t just happen, it has be learned

Learn to ;
Listen
Ask good questions
Negotiate
Take turns

Visible learning and Goal Setting

KNOWLEDGE	STAGE 4	Advanced Counting

At this stage these are the key pieces of knowledge that the children need to learn.

	Learning Outcomes Knowledge I am learning to…								
NI	Read any number up to 100	17, 26, 38							
Sequencing & Ordering	Count forwards from any number up to 100	34, 35, 36							
	Count backwards from any number up to 100	75, 74, 73							
	Say the number after and before a number 1- 100	54, 55, ____ ____, 54, 55							
	Order numbers to 100	26, 33, 54, 71							
	Count forwards & backwards in 2's, 5's, & 10's to 100	2, 4, 6, 8,…. ….100 5, 10, 15, 20…..100 10, 20, 30,40…..100							
Grouping/ PV	Know number of 10's in decades	six 10's in 60							
	Know groupings within 20	17 + 3, 4 + 16							
Basic Facts	Know teen number facts	10 + 6 = 16 10 + ? = 18							
	Know multiples of 10 that add to 100	30 + 70 = 100							
	Know doubles and halves to 20	3 + 3, 6 - 3 $^1/_2$ of 6							
	Know addition facts to 10	4 + 3 = 7							
Fractn	Read unit fractions	$^1/_2, ^1/_4, ^1/_3, ^1/_5, ^1/_{10}$							

My name is _____

My Writing Target

Date	Target	Achieved

1A Writing Targets

- ☐ I can write the sounds I hear in order.
- ☐ I am beginning to use some common spelling patterns e.g. ing, ed, blends.
- ☐ I can spell words correctly (Essential List 1-2)
- ☐ I understand sentences need capital letters and full stops and I put these in with support.
- ☐ I can write sentences that make sense correctly
- ☐ I think about what I am going to write e.g. talk to someone else about it, draw a picture about it etc
- ☐ I am beginning to revise and edit writing for spelling and basic punctuation.
- ☐ I am beginning to develop dictionary skills.

- ☐ I write my story so it will be interesting for someone to read.
- ☐ I write my thoughts, feelings and ideas clearly.
- ☐ I have ideas and I write about them including my thoughts and feelings.
- ☐ I include some personal experiences.
- ☐ I support some of my ideas with simple details and comments.
- ☐ I use sentences with different beginnings.
- ☐ I sometimes use sentences joined together.
- ☐ I attempt to sequence my ideas.
- ☐ I am using descriptive words.
- ☐ I attempt to use appropriate adjectives, verbs and nouns.
- ☐ I attempt to use language features e.g. similes and onomatopoeia.
- ☐ I use topic words.

My Reading Ro

This is the level I'm le

Silve

Blast Off!

Silver
Levels 23, 24

Gold
Levels 21, 22

Purple
Levels 19, 20

Turquoise
Levels 17, 18

Orange
Levels 15, 16

Green
Levels 12, 13, 14

Blue
Levels 9, 10, 11

Yellow
Levels 6, 7, 8

Red
Levels 3, 4, 5

Magenta
Levels 0, 1, 2

Next Learning Steps…I am learning

- Use my Reading Strategies indepe
  Use my 'Handful of Clues': Decode
  Words match? Make sense? Picture C
- Make my reading sound fluent, phi expressive.
- Cross-check my reading: Does it r
  Look Right? Sound right?
- Skim read to locate specific inform
- Identify Key words & summarise th events. Sequence ideas.
- Create a personal response to the
- Recognise and use syllables and s patterns.
- Clarify - look closer when somethi
- Relate ideas to own experiences a
- Actively take part in all group activ
- Identify question types & ask a var as part of research / inquiry.
- Confidently ask & answer questio for answers, explain to others how
- Explain purposes of headings, dia pages, table of contents, indexes, chapters.
- Use references such as dictionarie atlases.
- Make simple inferences.
- Read a range of texts & make con them. Identify differences betwee
- Know meaning of some common p
  be- to- in- im- pre-
- Know meaning of some com
  -er -ly -est -ed -es

Targeted sounds (revision) / knowledge

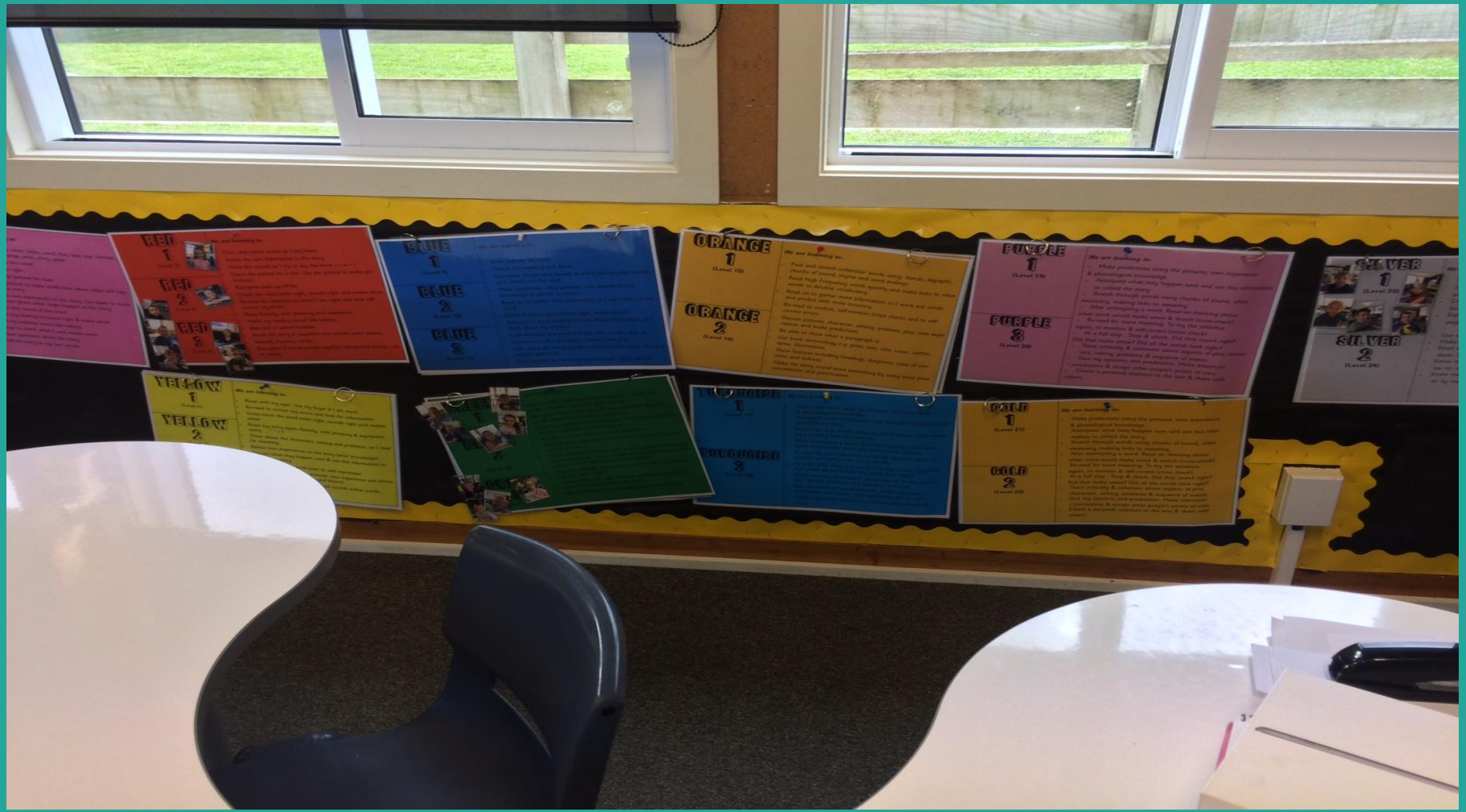
Long Vowels: ai ay a-e
ee ea e-e -y
ie igh i-e -y
oa oh o-e
ue u-e

Homonyms: wood/would, hair/hare

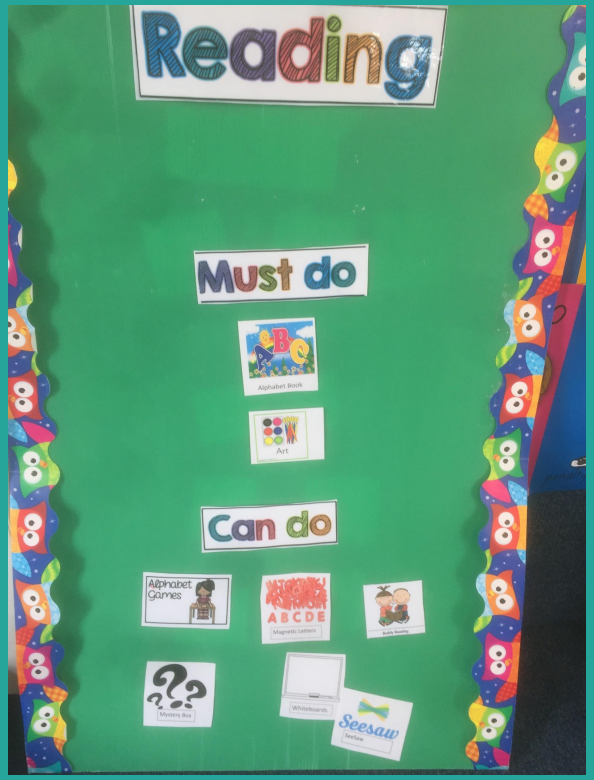
Synonyms: buy/purchase, big/large,

What strategies
What strategy could I try

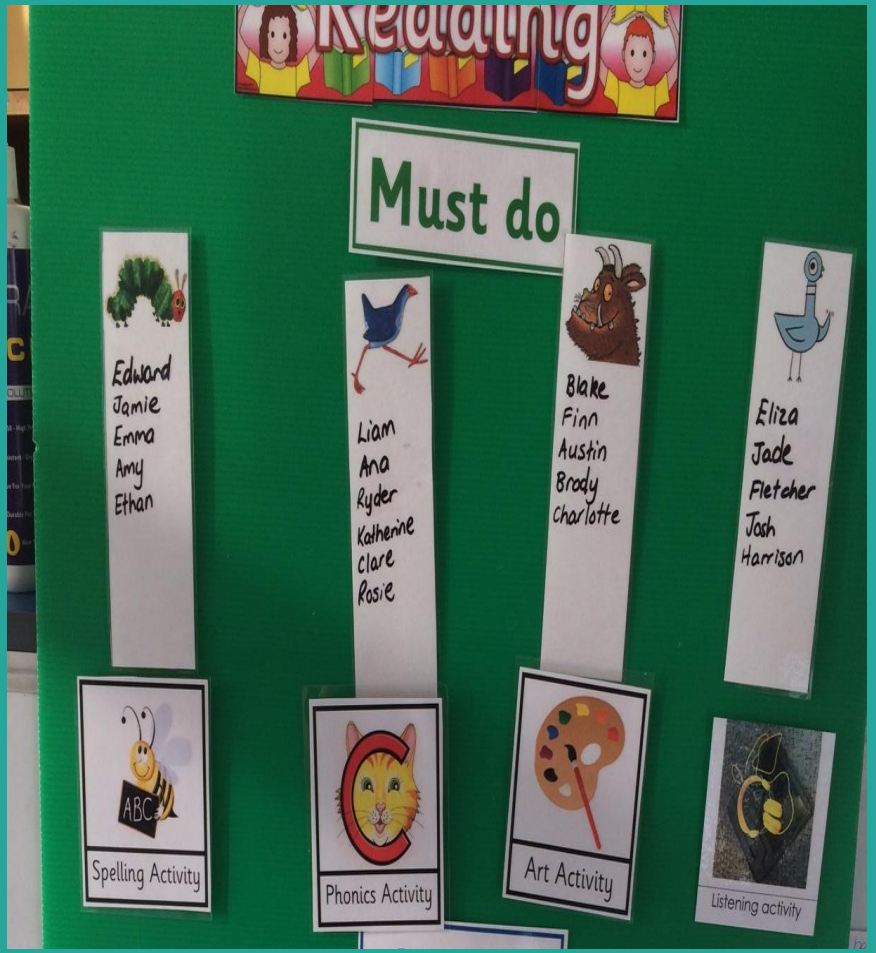
Stage 5
Addition & Subtraction
I can solve 2 digit addition and subtraction problems in my head using
I can solve addition and subtraction problems in my head using my basic facts
Tidy Numbers
Place Value
Doubles
Bridging Tens
Back through ten
Flows
Stage 6
Addition & Subtraction
I can solve multi-digit addition and subtraction problems in by choosing an appropriate mental strategy
Rounding and compensating
Reversibility
Equal additions
Level 2—Stage 4
Multiplication & Division
I can solve multiplication and division problems using repeated addition or known addition facts
I can solve multiplication and division problems using known simple multiplication facts or repeated halving
I know x2, x5 and x10 multiplication facts and matching division facts.
Level 3—Stage 6
Multiplication & Division
Using known facts
Doubling
Halving
Reversibility
Level 2—Stage 5
Proportions & Ratios
I can find a fraction of a number using halving, known addition facts or some simple multiplication facts.
I can solve division problem with remainders using halving, known addition facts or some simple multiplication facts.
I know the symbols for halves, thirds, quarters, fifths and tenths
I can order fractions with the same denominators, e.g. 1/4, 2/4, 3/4
I know the symbols for improper fractions
Level 3—Stage 6
Proportions & Ratios
I can repeated halving or known multiplication and division facts to solve problems that involve
I can repeated skipping to solve simple problems involving ratios and rates
Finding fractions of a set or region
Division with remainders
Renaming improper fractions


RED 1
RED 2
RED 3
BLUE 1
BLUE 2
BLUE 3
ORANGE 1
ORANGE 2
PURPLE 1
PURPLE 3
SILVER 1
SILVER 2
YELLOW 1
YELLOW 2
GOLD 1
GOLD 2

In Kawhia, our Year 0 -1 Hub, this is what student agency looks like



In Tainui, our Year 1 -2 Hub, this is what student agency looks like



In Raukawa, our Year 3 / 4 Hub this is what student agency looks like

The wonders of Flipgrid!

Whitireia Rooms 1 and 2

Student agency is driven through contextual learning. This means learners understand the purpose for their learning and develop student agency by working through the steps necessary to complete their end project collaboratively.

Whitireia Rooms 1 and 2

For example, this year in Term 1 the children have researched, planned a built a scale model of a sustainable city. The children have learned about area, perimeter and scale in maths, read about sustainable practices in reading and the children have written an explanation about the unsustainable elements of modern settlements in writing.

Whitireia Room 9

Senior Class @ Pauatahanui School

Student agency is giving students choice, and voice.

Every student knows where they are working at, have analysed their assessment, and know what their next steps are. This is a process, and gives students ownership of their learning. (See one example of analysed results)

Every student has their assessment on record, and we visit these regularly.

Term 1 assessment

Listening test

Stanine - 6

- I feel that I did very well considering that a lot of the time I find it difficult hearing people sometimes
- My biggest strength is my memory although i find it hard to hear sometimes when I do I can remember quite well
- I need to work on listening and focusing better on what it's saying

Star test

Scale score 137.8

Stanine 7

- I felt I did well overall but there are some parts that I could have done better
- I felt I did well in my word recognition because only needed 7 but I got all 12 of them correct
- I need to work on my vocab
- I will do this by choosing interesting spelling word that I don't know the meaning of then when it comes to the spelling definitions I can learn new words

Pat maths

Scale score - 68.7

Stainine - 7

- I felt that I did well because I got over average but I did get a lot of questions wrong
- My biggest strength is algebra as I usually find it difficult and need explaining to understand
- I need to work on number strategies

easTTle reading test

Level Overall - 4A

Surface - 4P

Deep - 4A

Scale score

Overall - 1507 mean - 1462

Surface - 1488 mean - 1457

Deep - 1527 mean -1464

- I felt that I did well in my test
- My biggest strength was language features
- I need to work on process and strategies

Overall statement

When I do tests I feel pressured / scared I feel pressured because I feel like I need to do well I also sometimes have a bad attitude towards test sometimes because I don't enjoy them the most especially the ones I don't think I am good at. But I know why we do them and that it puts me in the group that I should be in. I try not to be scared but sometimes it can be difficult.

Whitireia: Room 9 What does the week look like?

Each student is ‘shared’ (through google docs) into teacher planning. From there, they look at their assessment and decide which ‘workshops’ they need to attend. Students choose *when* they do different activities, but also know the teacher’s timetable.

Walk throughs

What does this look like in your child's classroom?

Room 7 Kawhia

Room 8 Kawhia

Little Theatre

Tainui Hub

Raukawa Hub

Whitireia Hub

Topic assessment

Room 9

Questions ?