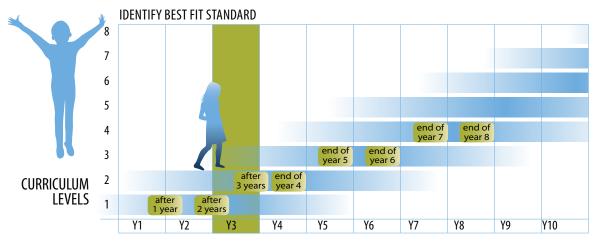
FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

Identify Year 3 students not making expected progress. Considering the best fit standard, identify these students' strengths, needs, and next steps for learning, e.g., Frances is one of a group of students who have been in Year 3 for two terms and their progress most closely matches the standard *after two years at school*. What do you need to plan in order to accelerate Frances's and this group of students' progress to meet the *after three years at school* standard?



After three years at school, students will be achieving at early Level 2 in the mathematics and statistics learning area of The New Zealand Curriculum.

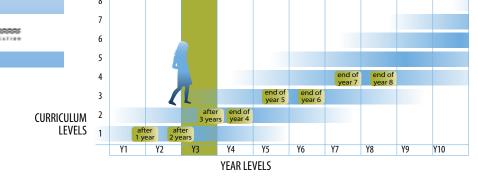
Source: The New Zealand Curriculum Mathematics Standards for years 1-8, p.15.



Using the information on Page 1:

FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

- Confirm best fit mathematics standard and the next steps for the focus students;
- Identify and investigate what is important (and, therefore, worth spending time on), given where my students are at;
- Refer to relevant strategies and resources.



What educational outcomes are valued for our students and

how are our students doing in relation to those outcomes?

What has been the impact of our changed actions on our students?

Engagement of students in new learning experiences

Desian or redesian of learning tasks.

Engagement of teachers in further learning to

leepen professional knowledge and refine skills

educationally

for all of our students

What knowledge and skills do we need as teachers to improve student outcomes?

How can we as leaders promote our own

learning and the learning of our teachers to bridge the gap for our students?

