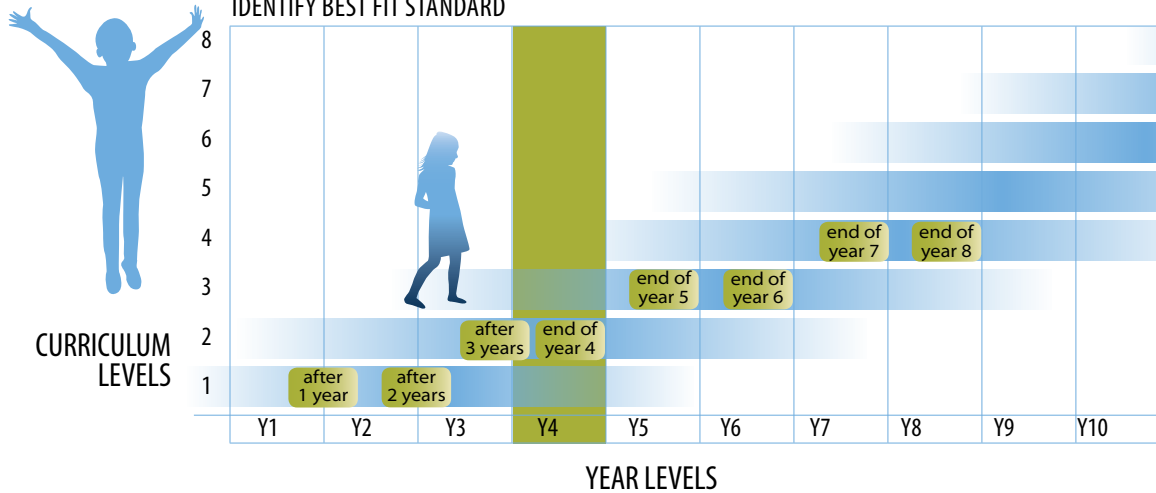




FOCUSING THE INQUIRY ON STUDENTS NOT MEETING THE EXPECTED LEVEL

Identify Year 4 students not making expected progress. Considering the best fit standard, identify these students' strengths, needs, and next steps for learning, e.g., Jess is one of a group of students in Year 4 whose progress most closely matches the standard *after two years at school*. What do you need to plan in order to accelerate Jess's and this group of students' progress to the Year 4 standard by the end of the year?

IDENTIFY BEST FIT STANDARD



By the end of Year 4, students will be achieving at Level 2 in the mathematics and statistics learning area of The New Zealand Curriculum.

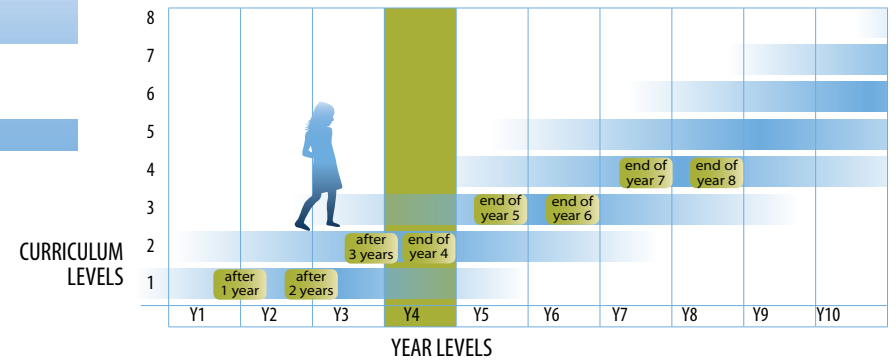
Source: *The New Zealand Curriculum Mathematics Standards for years 1-8*, p.15.

--	--

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
Design or redesign of learning tasks, activities, and experiences

Engagement of teachers in further learning to deepen professional knowledge and refine skills

How can we activate educationally powerful connections 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?

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
Design or redesign of learning tasks, activities, and experiences

Engagement of teachers in further learning to deepen professional knowledge and refine skills

How can we activate educationally powerful connections 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?