

Teacher Only Day feedback

Learning Intention: To give informed and effective feedback on the new draft curriculum document

Success Criteria:

- **quality feedback will be collated for the MOE**
- **draft curriculum will be thoroughly unpacked and examined by all teachers**

What is the best way to help our students achieve success?

- High standards
- Learning intentions co-constructed
- Success criteria
- Feedback/feed forward
- Achievable measurable goals
- Reflective students
- Teaching to the need
- Motivation and challenge
- Formative assessment
- Purpose for testing to determine where to next
- All round participation
- Metacognition
- Celebration of achievement and success
- Value individual
- Develop topics that are relevant to children
- Allow children to make mistakes and know strengths and weakness
- Part parents play in this process triangular
- Diff forms of assessment
- Programmes for CWSA and CWSN
- EOTC
- Teamwork
- RTLB's working alongside students' families and teachers
- Buddy systems
- Awareness of own strengths/weaknesses-setting goals-reflect on these

What is the biggest curriculum challenge our school is currently facing?

- Implementation Maori
- Lack of prior knowledge our community has of NZ society
- Small staff lack of expertise-do we know everyone's strengths
- Full primary technology - BDSC
- The Arts-music, dance and drama skills need to be taught in classes
- Technology not covered very well in the school
- Full timetable crowded curriculum

- English ESOL
- Lack of General Knowledge particularly Kiwiana
- Coverage of topics

What's inventive or innovative about our school curriculum?

- Flexibility – broad topics
- Staff buy in
- Joint collaborative planning
- One topic per term
- Teach to the need
- Cross grouping
- Units not repetitive
- Joint collaborative planning
- Thinking skills as a tool
- Career speakers
- BOLC
- Community and family
- Buddy opportunities
- TDS-shared vision living and breathing and work in progress as well
- Individual responsibility for learning
- Innovative-sharing our journey with visitors
- External competitions
- Virtues/value based
- Individual responsibility for learning
- Buy resources to match topics
- Integration of ICT

What appear to be priorities in this draft?

- The whole draft is developing the whole child and their role in communities
- Flexibility
- Key Competencies – integrated
- Values
- Meeting individual learners needs
- In depth but simplified
- Assessment with a purposes
- Languages
- Feedback from teachers to ensure collaborative
- NZ emphasis
- Clear progression between levels
- Meet community school needs
- Open direction – flexibility
- Developing the whole child in order to be an active participant in society
- Developing life long learners

FEEDBACK from each group

Look at page 7 of doc - What is different? What is missing?

FEEDBACK

- Key competencies
- Languages
- Vision right in the middle the core glue that binds the whole document together
- Pedagogical change-learning the key rather than curriculum
- Holistic
- Steering are principles and values
- Reminds you of Julia Atkins model where in the middle is the value then what does it look like and the how is on the outside.
- Missing are strands, essential skills, areas of learning aren't separated.

Where has our Education system come from?

Fine to change the curriculum but the biggest change is to change the teachers—we have to see ourselves as learners. We as teachers are all digital immigrants but the students aren't and therefore think in a different way.

Went through the 70's and 80's integrated units

90's Tomorrows schools

New curriculum documents of the 90's did not talk about the how of assessment

Maths document came out in 1992

The framework and science document at the same time in 1994

When the new curriculum documents arrived there were 100s of achievement objectives too many to unpack and developed an overcrowded curriculum

New draft curriculum offers more flexibility

The development process has been going since 2000.

MoE have given all (not just school leadership teams) NZ staff chance to analyse and reflect on this new curriculum document

We will today clarify and refine outcomes, focus on effective teaching, now we have permission to own our curriculum

The curriculum document has a vision of confidence, connected and lifelong learners and to be actively involved

How do our school priorities align with the priorities in the draft?

Seeking Knowledge
Life long learners
Communication
Participant
Motivated

We need to work on

Resilience – we need to work on this and entrepreneurial

Contributors to the well-being of NZ society-

Suggestion to add reaching full potential, commitment, celebrate diversity

Change beginning paragraph to say "It is by developing....growth of our nation." Not economy.

Values need to be integral to shared vision and unpacked with all students as well. We need to take on board new students and staff and make sure this is fostered and continues to be a focus.

Principles – How realistic are they?

Can we deliver?

We can, however the one we still need to work on is coherence. Many of the principles are in our school vision

Does coherence mean within individuals or between schools?

In cultural heritage what about celebrating being a NZer?

What is different?

What is missing?

Some families are less supportive than others so this is not an area that is always in our control.

Key competencies

- This is what makes a real human being work if they can cope with these they can cope with life, hence why we report on them. What data can we collect as evidence of these things?
- Managing self-establish personal goals and high standards for themselves, where do you fit in to NZ society.
- Relating to others-interacting effectively with a diverse range of people
- Participating and contributing -In local, national and global communities.
- Thinking - We have unpacked this and will continue to do so with Teacher Designed School team creation of toolbox.
- Intellectual curiosity is at the heart of these competencies. What sort of data are we collecting?
- Using language, symbols and texts is about

Working with and making meaning of the codes in which knowledge is expressed.

What opportunities do the key competencies offer our children?

- Holistic approach towards life long learning integrated through curriculum areas.
- Real life skills and values
- Have their voices heard
- Question confidently and critically
- Life long learning
- Learning to grow growing to learn
- Value others
- Contribute to society in a variety of contexts
- Self-awareness
- To be themselves-confident individuals
- To be valued
- Involved
- Self regulation
- Contribute to society in a variety of contexts

What challenges do the key competencies pose?

- Specific relevant assessment
- How is it graded?
- Success for all despite barriers
- Parent buy in
- Some are abstract to students-prior experience
- Societal learning v Academic learning
- New way of reporting to parents-parent expectation
- Understanding what is expected
- Cultural differences and expectations
- Language especially for junior children

What are we already doing to help students develop the key competencies?

- Shared vision KC already imbedded
- Shared language between staff and with students
- Tools we use Thinking hats you can do it to deliver this
- Reflecting and reviewing in our Whanau reviews
- Goal setting
- Learning Intentions and Success Criteria
- You Can Do It – health programme
- Action Learning approach
- Vitues-what do these look like

- Leadership opportunities for students
- Range of ICT used
- Inclusion in planning
- Teacher modelling
- Reports
- Using some of these skills ourselves in our own personal life.
- You have to be a walking talking role model in everything you do.

What else could we be doing?

- Make students more aware of key competencies
- Explain ourselves to students

How could we monitor our students' development of the key competencies?

- Reflections
- Teacher modelling
- Using the language
- Self and peer monitoring
- Learning stories
- SMS
- Portfolio
- Identify levels of progression
- Exemplars
- Evaluations
- PMI
- Goal setting

Learning Areas Feedback

How accurately does the introduction to each learning area capture the essence of the learning area and describe how it is structured?

Do the introductory statements and achievement objs give a good basis for designing a curriculum that reflects the changing needs and expectations of students?

Soc Sciences

Concise intro and succinct

Level 3 & 4 AO's same

Learning areas structured into 4 strands:

- Identity, culture and organisation
- Place and Environment

- Continuity and Change
- Economic World

Social inquiry aspect gives more purpose the inquiry is essential and builds in each level

Relates well to key competencies

The old document gave a couple of examples of what they mean

This curriculum area would make it difficult for a beginning teacher to use and know what to do. Staff will need to personalise it for our community and unpack it.

If performance pay comes in will people be collaborative in this unpacking and sharing

Mathematics

Intro waffly-terminology difficult to understand what is mathematics and statistics

Does not differentiate between mathematics/statistics well enough

Three strands – planning would be difficult without old document

What does display multi variant –dejargonise this it is too difficult to understand

Good to have what knowledge they need to know

Science

Processes are now investigating, communicating, participating and understanding

There is progression but you would need to look at what you were going to cover, as there is some overlapping between level 1 & 2/3 & 4.

Should be different AO's in levels 1 & 2

We need a skill base to address

Health & PE

Good introduction

Another strand – home economics (food and nutrition/well being)

Similar to last one

Virtues and values prog

Clear progression

Technology

Introductory statement really relates to AO's

Lots of jargon in the AO's what does it mean?

Has a definite progression

Only 3 areas to cover

Easy to follow but you need to understand what the terms are. We need examples of the things that could be studied under the strands.

English

Very self-explanatory

Achievable and more realistic

Easier to follow and gives more scope where as the last curriculum was huge.

Gives more flexibility

Two main areas is much easier now

Not a lot of specific direction – we had to use this for overview level but then you had to break it down into specific areas for planning–how do we ensure accountability with just the 2 areas.

Arts

Introductory statement yes in line with where we are out

Music now called sound art and has 4 interrelated strands very similar to old curriculum document

Broadness of AO allow flexibility

Level 1 and 2 exploring

Learning Languages

Is it learning a language or culture? There are 3 strands language, culture, and communication. This is huge!

Logistics – community consultation, timetabling resourcing, decile differences, what if they don't have a basis

Could we teach our students English?

Crosses to social science

How does the transition work from one school to another?

Best time to learn another language is between the ages of 3-7.

Some people are naturally linguistic.

Not enough trained personnel in NZ

Will there be funding to employ specialist teachers?

We see the why but the how will be difficult?

What about different dialects within some languages? How will these be addressed?

Can we fit these in to broad topics that we have any way?

What languages will be taught and what happens when they move to different primary schools?

Is Te Reo and sign already expected?

Please identify what you see as "a language".

General feedback across learning areas:

Still a lot of personalised planning to do between these overviews and daily plans.

How do we know we are covering enough?

Huge opportunity provided if implemented thoroughly

FEEDBACK Assessment-

Important we adopt the triangular system learner – parents –students.

We need to inform parents in parent jargon.

The most important responsibility of the board is to improve student achievement.

Effective Pedagogy

What effective strategies have you developed to respond to individual needs while ensuring other students remain constructively engaged in learning?

Address each Childs current level

Value all ideas

No put downs

Peer mentoring

Buddy work

BM strategies to address needs

Supporting low level ESOL students

"You Can Do It"

Small groups

Level based groups

Success criteria

Group rotations

Incentive charts

Teacher aides

Conferencing

IEP's

RTLB

Task boards

Incentive charts RTLB

Learning centres

How do you currently identify students' learning needs?

Observing

Formative

Summative

Brainstorming

Goal setting-reflection

Communicating with parents

Self & peer assessment

Info from other schools

Individual conferences

Communicating with previous teacher and current teacher in cross grouping cases

Cross grouping

Teacher/Parent conferences
Informal discussions
Info from support services eg RTLB
Reflections
Pre and post testing

How do you encourage students to be reflective and creative?

Reflective

Feedback and feed forward
Goals
Openness
Have a go
Opportunity for reflection
Looking at their own learning
Reflection journals
Conferencing relating back to learning intentions
PMI's
Visual indication of material understood

Creative

Allowing children to express own ideas
Be non judgemental
Imagination/pretend
Learning styles-cater for all
Art and Craft
Ideas box
Teacher modelling by doing, acting, pretending

Can your students see how their learning in different areas connects?

Depends on topic and integrated emphasis
Learning Intentions and how these are unpacked, explained, developed and self awareness of links
Key to this is teacher communication
Relate learning to previous experiences
Ongoing discussion what are we learning and how it links to previous learning?
Sometimes teachers make links and some students will automatically make these links themselves.

Do you give students more than one chance to learn new things? How do you know?

Learning styles
Reflecting and reviewing
Self-assessments in portfolio

Triangulating learning tackling things from 3 different angle
Repetition
Transferring knowledge
Communicating what they have learnt
Learning dispositions and thinking skills-give students dispositions to use them
You know you have learnt something when you can communicate this to someone else.
Revisiting, recapping, reflecting
Self-assessment
Triangulate learning
Transferring skills/concepts across curriculum areas

● **Can your students see the relevance of what they are learning?
How do you know?**

Children explain then they know relevance
Learning intentions
Success Criteria – formulating collaboratively
Oral presentations, feedback, reflections, evaluations, conversations-these all reflect their understanding of what and why.
BOLC-structure and big picture
Reflections next learning steps
Use new learning and transfer it in a different curriculum area
Goals
Sharing and communicating with others

● **How are you using ICT to open up new and different ways of learning?**

Sourcing information-inquiry
Using everyday equipment - speaking on phone
Presentation
Viewing
Decision making
Adds element of fun excitement to learning for some
Tool to expose to new learning
Communicating with others
Web quests
Maintenance of areas taught
Communicating ideas with each other
Integrated

How does our current school curriculum reflect the particular needs and interests of our students and the community?

Food festival/picnic

Community events

Range across curriculum

RTLB

ESOL

Peer tutoring/buddy system

Cross grouping

Range of sports

Integration

BDSC

Off site extra curricular activities

Whole school theme to meet needs e.g. kiwiana

Specialist teachers

Inquiry process

Action learning

Extension of students

How well do we equip students to make transitions and respond to change?

Cross grouping

Group based teaching

Student teachers/visitors

Seating arrangements

Flexibility within timetable

Thinking skills

Buddies

Whanau teams

BDSC

Team teaching

Welcoming culture - arrival of new children and the change of class dynamic

Making connections with what we are doing in the future-pathways explicit

Resilience

Teaching self management and organisation skills

Resilience