



# Making Learning Visible Every Day

- Beliefs to Practice



Kirsty Panapa & Sheena Campbell



opened February 2011

# Welcome to Stonefields School

Designing space for learning & collaboration



opened February 2014

A group of approximately 12 diverse students, including boys and girls of various ethnicities, are lying on their backs in a circle on a dark, patterned carpet. They are all wearing matching blue school uniforms with a small logo on the chest. The students are looking towards the camera with various expressions, some smiling. The background is a plain, light-colored wall.

7% Maori  
9% Pasifika  
25% Asian  
40% NZ European  
30+ different Cultures



Creating a vision and purpose

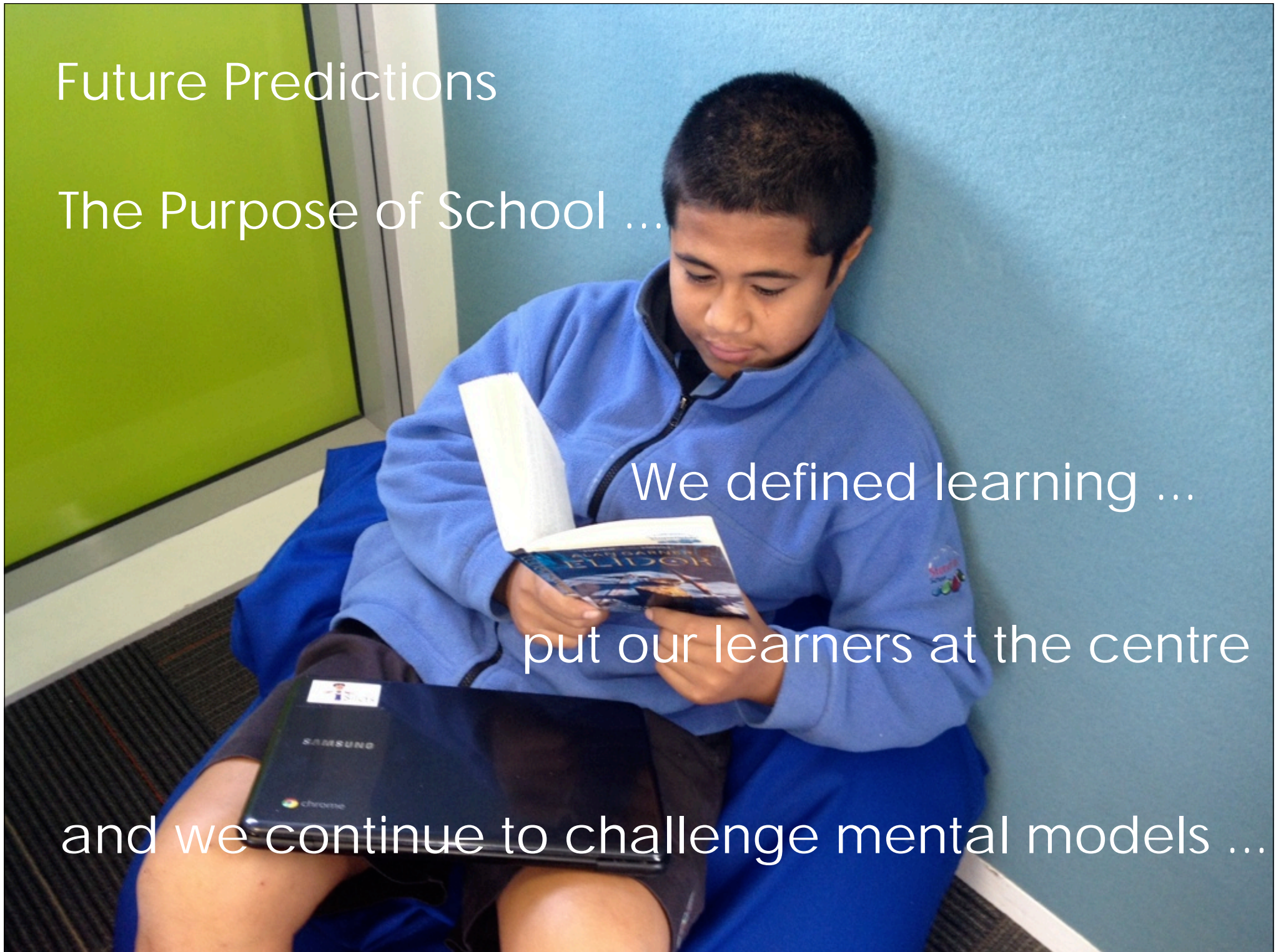
Future Predictions

The Purpose of School ...

We defined learning ...

put our learners at the centre

and we continue to challenge mental models ...



# Ken Robinson says schools kill creativity

TED2006, Filmed Feb 2006; Posted Jun 2006

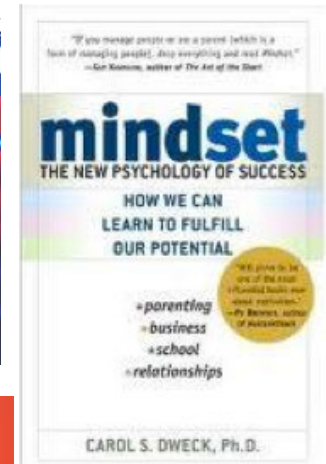
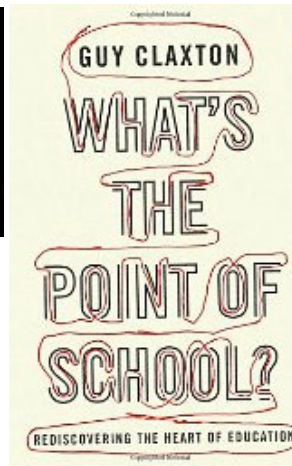


heppell.net

stephen's blog

contact heppell.net lys

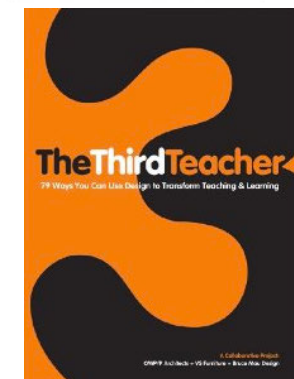
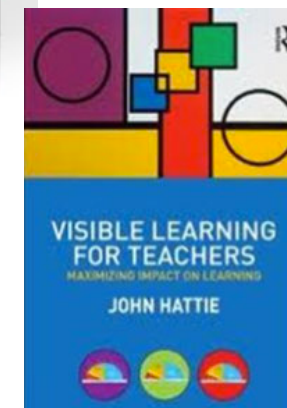
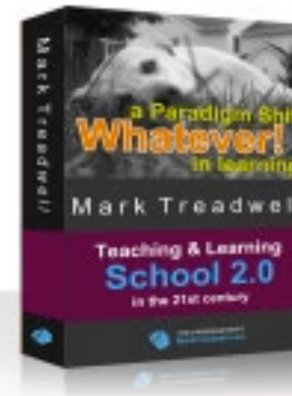
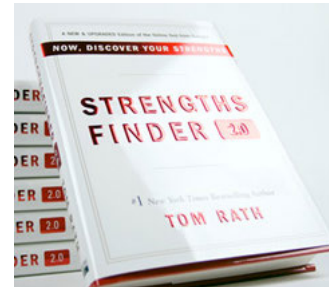
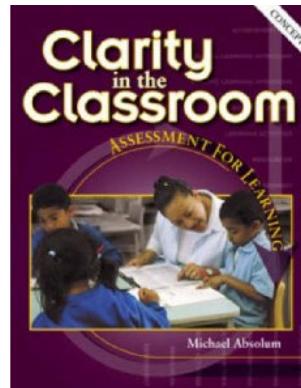
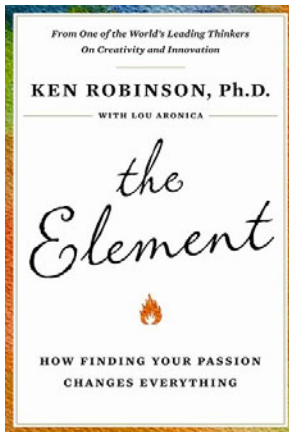
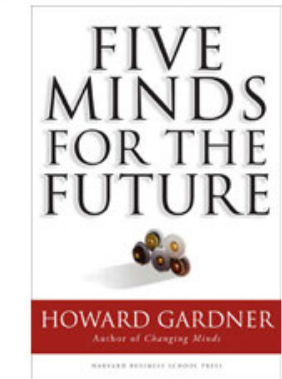
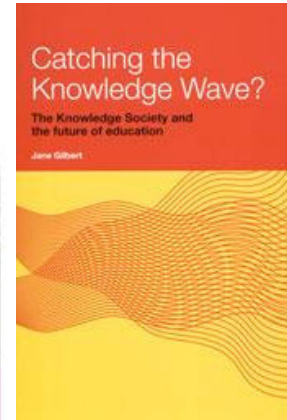
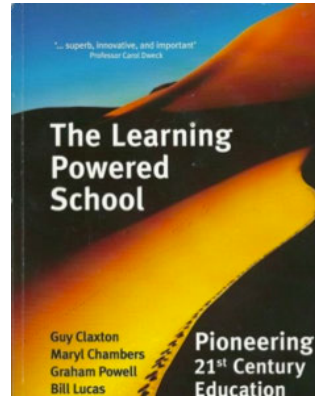
learning spaces and places



Derek's Blog

Musings on the use and impact of technology in education, and of the future of education in general.

Home About Derek



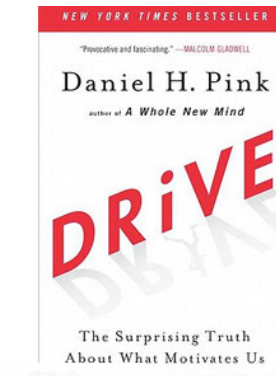
Dr. Julia Atkin: Expressing the essence of the NZ Curriculum



VISIBLE LEARNING

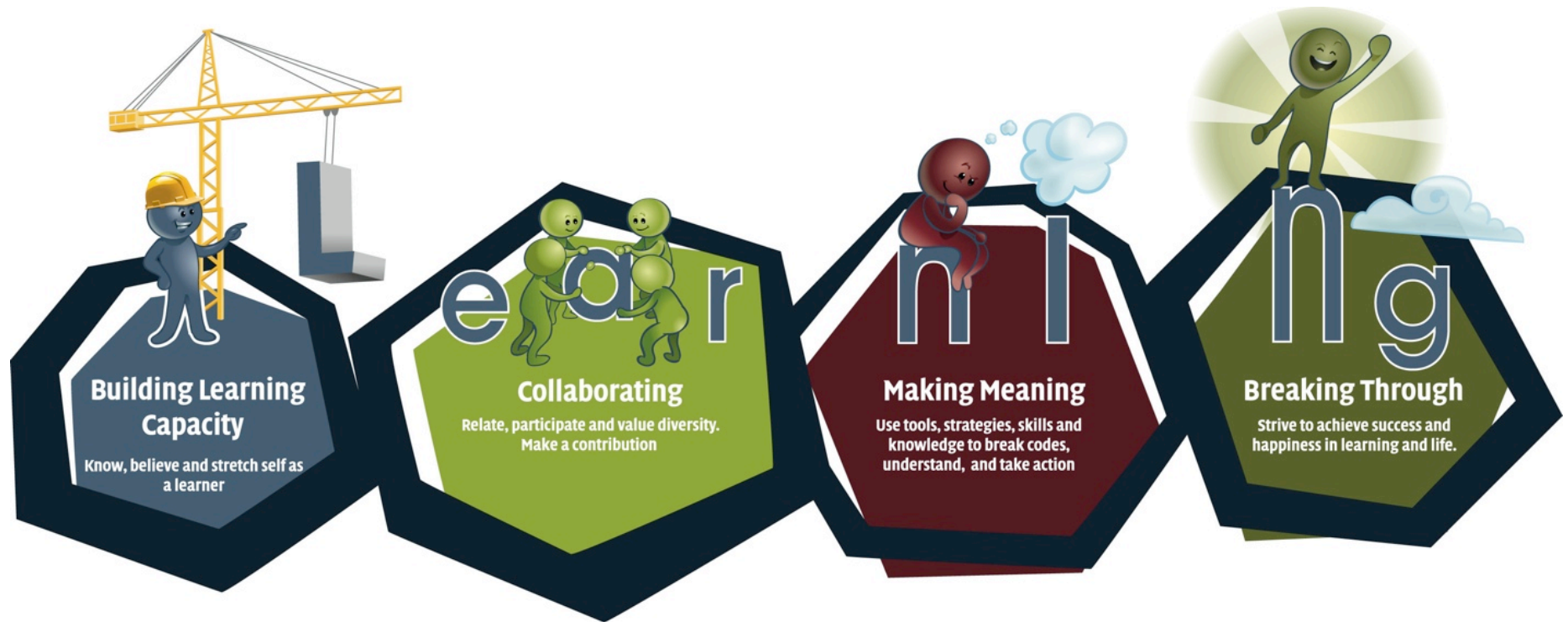
A SYNTHESIS OF OVER 800 META-ANALYSES RELATING TO ACHIEVEMENT

JOHN HATTIE

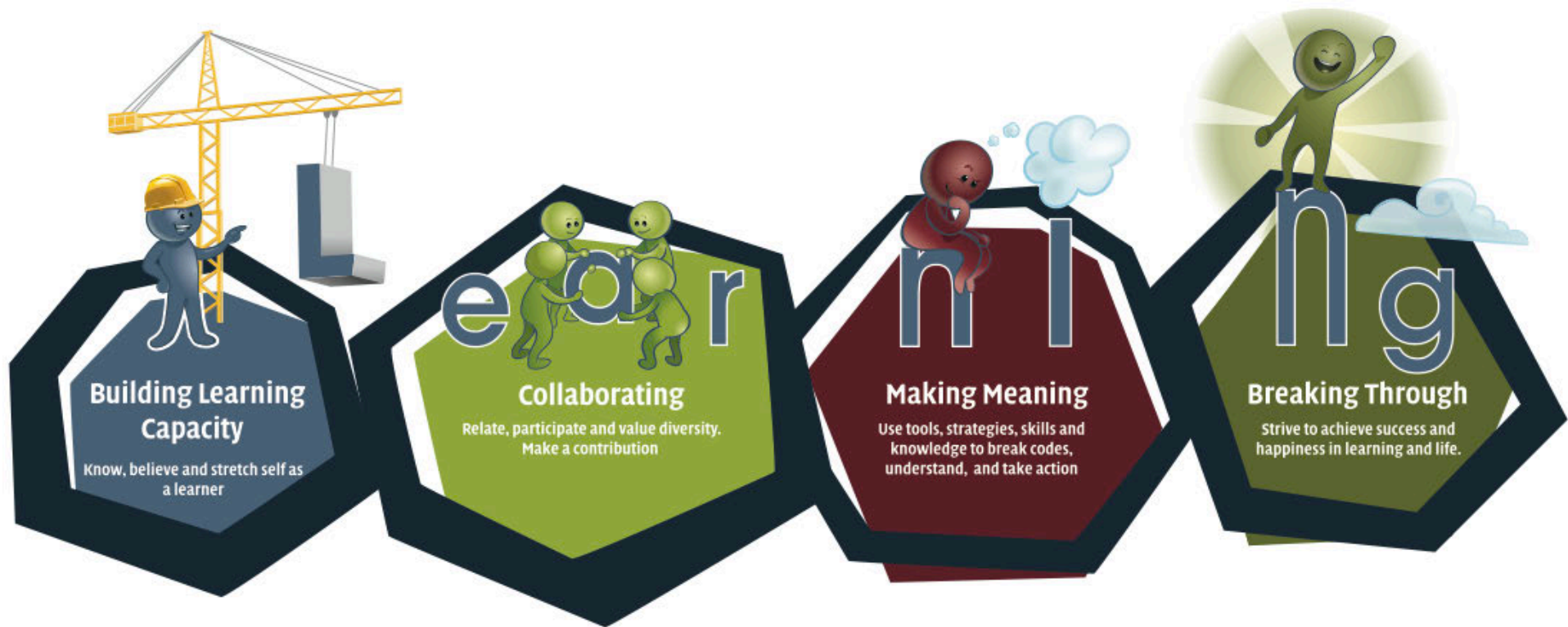


# Various Inputs

# Our vision



# Conceptualising Curriculum



Literacy and Numeracy

Physical Health & Wellbeing

Learner qualities

Goal Setting

Social Science

Contributing

Living values

Technology

Science

The Arts

Inquiry Learning

Thinking

Talents/ Strengths

Mastery

Innovation



# REFERENCES



## Building Learning Capacity

- Foundational learning skills  
New Zealand Curriculum (NZC)
- Learning how to learn  
Julia Atkin, Jane Gilbert,  
Unesco Four Pillars Delors
- Learner dispositions  
Guy Claxton, Art Costa,  
Sir Ken Robinson
- 'I'm stuck'  
James Nottingham,  
John Edwards
- Visible Learning  
Shirley Clarke, Michael Absolum,  
Black and William, John Hattie
- Goal setting John Hattie
- e learning  
Horizon Report,  
Derek Wenmoth,  
Rachel Bolstad NZCER

## Collaborating

- Learning Relationships  
Shirley Clarke, Michael Absolum,  
Black and William, John Hattie,  
Russell Bishop, Vivianne Robinson
- The Internet  
Mark Prensky, Ian Dukes,  
Thomas Friedman
- Making a contribution  
Daniel Pink, Open Source  
phenomena
- Collaboration.  
John Edwards, Vygotsky,  
Michael Fullan
- Dialogue and discourse  
Peter Senge, Jeremy Kedian
- Teach another.  
Bethal Maine Institute
- Shared values  
Michael Fullan, Carol Dweck

## Making Meaning

- A learning process  
Pam Hook, Tony Ryan
- Developing understanding  
Pam Hook, Jay McTigue,  
Lane Clark
- Thinking  
Michael Pohl, Pam Hook,  
Blooms, John Biggs,  
Jamie McKenzie, Art Costa,  
Tony Ryan
- What learning Matters?  
David Perkins, Mark Treadwell,  
Primary Years Programme
- Knowledge era.  
Jane Gilbert, Rosemary Hipkins

## Breaking Through

- Interests and strengths.  
Tom Rath, Sir Ken Robinson,  
Malcolm Gladwell
- Learning fulfillment  
Google 20% time, Ken Robinson.  
Czikszentmihalyi
- Intelligence  
Sir Ken Robinson
- Mastery  
Malcolm Gladwell, Daniel Pink,  
Carol Dweck
- Future occupations  
Shift Happens



So what does it look like in practice?



# Building Learning Capacity



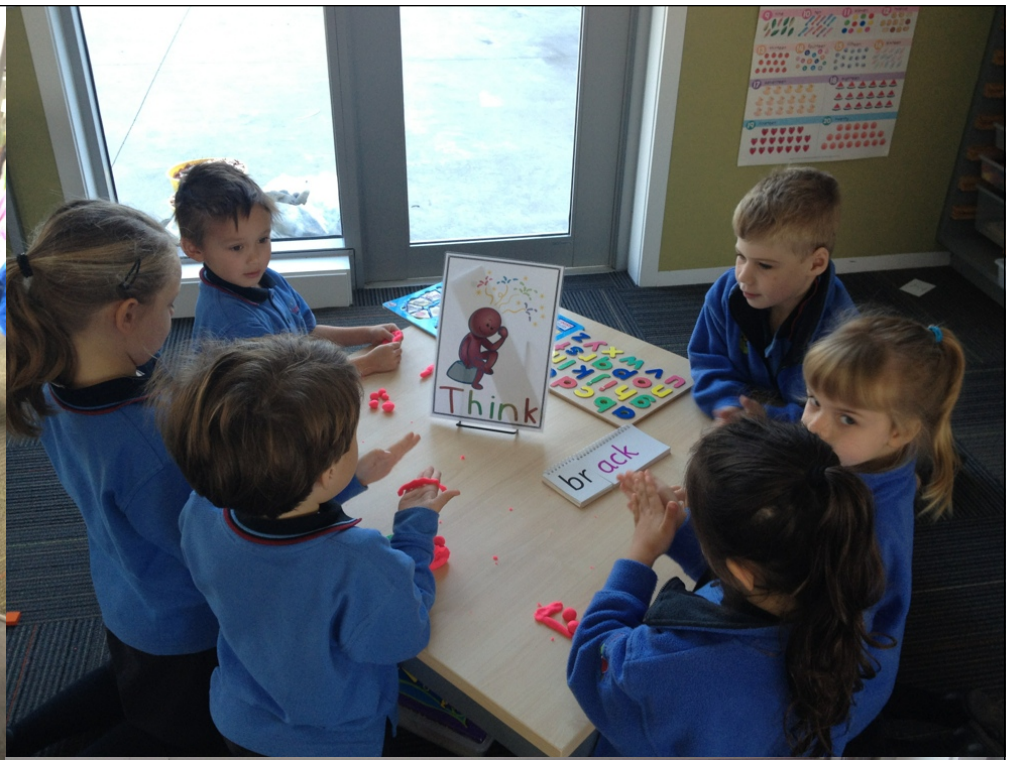
That all members of Stonefields School develop their learning capacity through goal setting, applying the learner qualities and achieve in National Standard areas. E-learning tools are used to promote and support further learning.





# 7 Learner Qualities







Knowing what to do when you don't know what to do





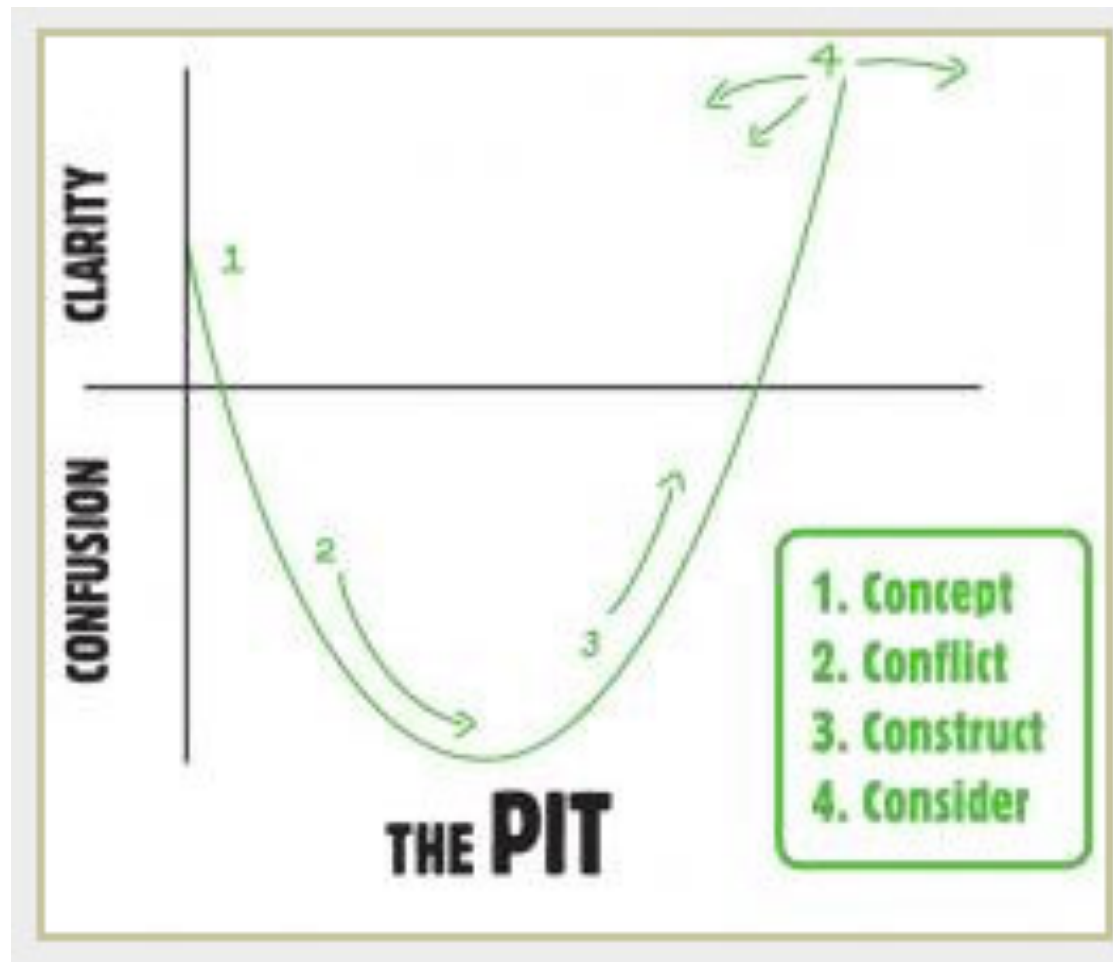


# Building Learning Capacity

	Definition	Stage 0: Emergent			Stage 1: Developing			Stage 2: Proficient			Stage 3: Intrinsic		
		1	2	3	4	5	6	7	8	9	10	11	12
Question	I find out	I don't ask questions	I seldom ask questions	I ask a simple question, when prompted, to find out information that interests me	I ask some simple questions about things that interest me	I ask questions, by myself, that require a simple response (like yes or no)	I ask a range of questions by myself, using different question words. Why, who, what, when, where, how	I ask both open and closed questions when prompted	I ask both open and closed questions, that are relevant, by myself	I adapt my questioning based on the responses I'm getting (sequential questioning)	I actively question to further my own understanding	I ask questions to try to understand different points of view	I ask questions that challenge thinking. Eg. perceptions, thoughts, philosophical understandings
		Boston - done		Kate etc done Rachel -	Ambroia - Henry/Dylan, nichel/zahra Vikas done		Anshul and Dylan	leila (LH2)	Michelle done	Henry - done... more evidence req. from senior school... Jay & Stavros (2021)		Lawson	
Reflect	I think about and look back on my learning to enable me to best move forward.	I don't reflect	I know that reflecting can help me in my learning but I don't know how to	I can reflect on an area of my learning, with support, when the response is clear	I can reflect on an area of my learning, with support, when the response is less clear	I share simple reflections on my learning	I use a range of prompts to reflect on my learning, with support (eg. progressions, success criteria, reflection question prompts, feedback)	I use a range of prompts to reflect on my learning (eg. progressions, success criteria, reflection question prompts, feedback)	I reflect in most learning areas to decide on my next learning steps	When I reflect, I focus on my next steps to help me move forward	I reflect independently and share the evidence that informed my next steps	I share evidence that has informed my next steps and can justify why I have chosen those next steps	I understand that reflection helps me with my learning. I use it consistently across a range of situations
		Daniel H photo	Anshul (early stages)		Leila (LH2)	Bella - done		Maya - done		Miduran - done	Craig?		Sophia
Think	I have an idea, opinion or belief about something	I don't knowingly think	I require prompts to support my thinking	I think, with support, when the response is clear and the situation is familiar	I think, with support, when the response is less clear and the situation is unfamiliar	I can use some thinking tools and strategies, with support, to further my learning	I can use some thinking tools and strategies to further my learning	I select specific thinking tools and strategies to help me	I select specific thinking tools and strategies to further and deepen my learning and I justify my choice	I use a range of thinking tools and strategies, with the people in my environment, to develop an understanding of other perspectives	I am aware that there are a range of perspectives outside of my immediate environment and explore some of these. I use what I have found to confirm my own thinking	I seek out a range of perspectives and can appreciate their thinking	I seek out a range of perspectives and challenge my own thinking. I am open to changing my own thoughts based on these perspectives
		Why do you think this would be a good book to read? Josh		Reading angle	charlie Puss in boots	Carys	leila (LH2)				Ruby		
Connect	I link knowledge and thinking together to create new understandings	I don't make connections	I sometimes make a simple connection between two clearly related ideas, with teacher support	I make simple connections between two related ideas, with teacher support	I make simple connections between two related ideas	I make simple connections between a number of related ideas when prompted	I make connections between a number of related ideas	I make connections between two seemingly unrelated ideas, when prompted	I make connections between two seemingly unrelated ideas	I make connections to create a new idea or deepen my understanding	I sometimes connect between new and existing ideas to develop new understandings	I connect between new and existing ideas to develop new understandings	I connect knowledge, ideas and different perspectives to better inform my own understanding
					hazike?		LH2 - picture	elijah?		Ashton		Twiss done	
Determined	I do not give up when I am faced with a challenge	I am not determined and I don't generally recognise challenging situations	I recognise challenging situations and react with a non-verbal response	I say when I find something difficult but I tend to give up	I am sometimes determined with one to one adult support (eg. teacher encouragement, reassurance)	I self talk to keep going for a short time in challenging situations	I self talk to keep going in challenging situations (motivate myself)	I am becoming aware of a range of strategies to help me in challenging situations (* list strategies in the back end)	With help, I can choose from a range of strategies to help me in challenging situations	I can choose from a range of strategies to help me in challenging situations. I am determined to self improve.	I am determined to self improve to achieve well. I choose from a range of strategies to overcome personal obstacles and problem solve. I commit to achieving my next learning steps.	I am determined to self improve to achieve my very best. I choose from a range of strategies to overcome many obstacles and unexpected problems.	I am determined within myself and have the strategies to deal with external challenges and take into account different perspectives.

# James Nottingham

## The Learning Pit





# Being transparent about what Progress Looks like

How am I going? Where am I going? Where to next?



Magenta - Towards Level 1		Red - Towards Level 1		Yellow - Towards Level 1	
National Standard	Learning Intention	National Standard	Learning Intention	National Standard	After 8 weeks at school
Learning Process	Learning Intention	Learning Process	Learning Intention	Learning Process	Learning Intention
<b>Making Meaning: Comprehension Strategies</b>	Connecting - I make connections about what I am reading to myself	<b>Making Meaning: Comprehension Strategies</b>	Connecting - I make connections to myself and other texts I have seen, read, or heard	<b>Making Meaning: Comprehension Strategies</b>	Connecting - I use my prior knowledge to make connections to what I am reading
	Connecting - I make connections to other books I have read		Connecting - I use what I know about topics to help me with my reading		Connecting - I know how to make connections about a book to myself and other texts I have read
	Connecting - I make connections to things I have seen or heard				Connecting - I use what I already know about topics to help me with my reading
<b>Making Meaning: Thinking Critically</b>	Predicting - I make predictions about what will happen in the story	<b>Making Meaning: Thinking Critically</b>	Predicting - I make predictions about what will happen in the story	<b>Making Meaning: Thinking Critically</b>	Predicting - I make predictions about what will happen before reading
	I can use the pictures clues in the text to make my predictions		Predicting - I use the book title, and picture clues to make my predictions		Predicting - I check my predictions during reading
					Predicting - I compare my predictions with others
	Self Questioning - I am learning to ask questions when I read		Self Questioning - I am learning to ask questions to help me understand what I am reading		Self Questioning - I ask myself questions about what I am reading and why
	Visualising - I use five senses to help me make pictures in my head		Visualising - I make pictures in my head when I read to help me make sense		Visualising - I use my five senses to help me imagine and understand what I am reading
	Visualising - I can draw what I see		Visualising - I can draw and talk about what I see		Visualising - I draw and talk about what I see
	Summarising - I can repeat a story in the correct order		Summarising - I can retell what a text was about in my own words		Summarising - I can summarise a text and retell in sequence
	Summarising - I can say what a book is about		Summarising - I can talk about what the author wanted us to think		Summarising - I can discuss what the main purpose of the book was
<b>Building Knowledge: Code Breaking</b>	Concepts About Print - I know the parts of a book (front, back, spine, title)	<b>Building Knowledge: Code Breaking</b>	Concepts About Print - I identify capital letters, full stops, exclamation marks and question marks	<b>Building Knowledge: Code Breaking</b>	Concepts About Print - I can find and explain terms like author, illustrator, title, vocabulary, punctuation
	Concepts About Print - I know that print carries a message		Concepts About Print - I know that the print in a book is always the same message		Concepts About Print - I know fullstops, exclamation marks and question marks show where a sentence starts and ends
	Concepts About Print - I am learning about letters, words and sentences		Concepts About Print - I know a sentence is made up of words, and words have letters		Concepts About Print - I know speech marks means that someone is talking

# Numeracy Progressions

Stage 6: Advanced Additive						
Domain	National Standard:		End of Year 5 at school		End of Year 6 at school	
	Learning Intention	Evidence	Learning Intention	Evidence	Learning Intention	Evidence
Place Value Partitioning			I can use a place value partitioning strategy to solve multiplication problems, like  $6 \times 12$ as $(6 \times 10) + (6 \times 2) = 72$	<a href="https://docs.google.com/a/stonefields.school/document/d/1fVGC08CnI6kIH">https://docs.google.com/a/stonefields.school/document/d/1fVGC08CnI6kIH</a>	I can use a place value partitioning strategy to solve multiplication problems using tens and ones, like  $(5 \times 60) + (5 \times 8)$ $300 + 40 = 340$	<a href="https://docs.google.com/a/stonefields.school/document/d/1fVGC08CnI6kIH">https://docs.google.com/a/stonefields.school/document/d/1fVGC08CnI6kIH</a>
Exponents					I can solve problems using simple square numbers and can draw what they represent and make a table to show the pattern numerically, like  $42$ as $4 \times 4 = 16$  and draw the pattern to show this	
Division By Making Equal Shares	I can solve division problems with numbers up to a 100 by using a reversing strategy, like  $63 \div 7 = 9$ because $9 \times 7 = 63$	<a href="https://docs.google.com/a/stonefields.school/document/d/1SBEY-vasGoRDPsnc9I8Zsz2TQ/edit">https://docs.google.com/a/stonefields.school/document/d/1SBEY-vasGoRDPsnc9I8Zsz2TQ/edit</a>	I can solve division problems which have remainders, like  $43 \div 5 = 8 \text{ r } 3$ because $5 \times 8 = 40$ with 3 left over  Or $39 \div 4 = 9 \frac{3}{4}$ or 9.75			

Empowering learners to know ...

How am I going?  
Where am I going?  
Where to next?



Domain	National Standard:		End of Year 7 at school		End of Year 8 at school	
	Learning Intention	Evidence	Learning Intention	Evidence	Learning Intention	Evidence
			I can round whole numbers and decimals with up to 2 places to the nearest whole number 6.49 to 6 tenth 6.49 to 6.5			
Addition and Subtraction  Place Value	I am beginning to estimate the reasonableness of my answers to very large problems like  $4\ 567 + 4\ 890 = 8\ 457$ is this a reasonable answer?  Double 4 000 = 8000  So 8 457 is not reasonable as there is still 567 + 890 left. This is more than 457	$2000 + 8134 = 10134$	I am becoming independent at estimating the reasonableness of answers to very large problems like  $1\ 788 - 891$ could 497 be right?  $1\ 788$ is nearly 1800 $891$ is nearly 900  $1\ 800 - 900 = 900$ So 497 is not reasonable		I can mentally estimate the reasonableness of answers to very large problems like  $123\ 089 - 45\ 678 = 57411$ is this reasonable?  $123\ 000 - 46\ 000$ $123 - 46 = 77$ $77 \times 1000 = 77\ 000$ So 57411 is not reasonable	
Decimal Fraction Place	I can divide 1 into 10 equal parts to make tenths. I can		I can add and subtract to solve problems with decimal	$1.9 + 3.8$ $.9 + .8 = 1.7$ $3 + 1 = 4$ $4 + 1.7 = 5.7$	I can add and subtract to solve problems with decimal	



# Progressions







# Making Learning Visible

Proficiency	Proficiency	Goal
<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>I find the answers to different places in the text and join the information together to make sense.</li> </ul>	<p><b>Connect</b></p> <ul style="list-style-type: none"> <li>I find the answers to different places in the text and join the information together to make sense.</li> </ul>	<p>After 3 years of school</p>
<p><b>Reflect - Text Analysis</b></p> <ul style="list-style-type: none"> <li>I challenge my own thinking and performance.</li> </ul>	<p><b>Reflect - Text Analysis</b></p> <ul style="list-style-type: none"> <li>I challenge my own thinking and performance.</li> </ul>	
<p><b>Verify</b></p> <ul style="list-style-type: none"> <li>I justify my judgement using evidence from the text.</li> <li>I justify my opinion by using evidence from the text.</li> <li>I use words and phrases from the text to justify my thinking.</li> </ul>	<p><b>Verify</b></p> <ul style="list-style-type: none"> <li>I justify my judgement using evidence from the text.</li> <li>I justify my opinion by using evidence from the text.</li> <li>I use words and phrases from the text to justify my thinking.</li> </ul>	
<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>I evaluate all the information so I can decide what I think (over an option).</li> </ul>	<p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>I evaluate all the information so I can decide what I think (over an option).</li> </ul>	
<p><b>Decide</b></p> <ul style="list-style-type: none"> <li>I make decisions about whether the text is fit to publish.</li> </ul>	<p><b>Decide</b></p> <ul style="list-style-type: none"> <li>I make decisions about whether the text is fit to publish.</li> </ul>	
<p><b>Planify</b></p> <ul style="list-style-type: none"> <li>I can keep track of ideas across longer sections of text.</li> </ul>	<p><b>Planify</b></p> <ul style="list-style-type: none"> <li>I can keep track of ideas across longer sections of text.</li> </ul>	
<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>I think critically about themes or ideas that are in the text.</li> </ul>	<p><b>Summarize</b></p> <ul style="list-style-type: none"> <li>I identify key words.</li> <li>I use key words to work out what the hidden meaning is.</li> </ul>	
<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>I connect simple inferences.</li> </ul>	<p><b>Inference</b></p> <ul style="list-style-type: none"> <li>I know the answer is not explicit in the text.</li> </ul>	
<p><b>Predicting</b></p> <ul style="list-style-type: none"> <li>I predict and/or predict as I read.</li> </ul>	<p><b>Compare and Contrast</b></p> <ul style="list-style-type: none"> <li>I compare and contrast situations in the text to make judgement.</li> <li>I can compare characters personally.</li> </ul>	



Homalu Dylan Marissa Lanesa  
Pativai Cooper

WALHT make connections / what I know  
between my own experiences  
and the text to say what I  
think the book/story

The Hut in the Old Tree 15.2.11

How do we make friends?  
- Ask them if you could be their  
friends

WALHT compare and contrast  
information from the text to  
make a judgment 19.

compare/contrast - what is the same  
what is different?

information - facts  
text - story, what we read  
judgment - say what we think





**Good Readers** .....

**Always:**

- brushing
- brushing
- brushing

**Remember to:**

- Use punctuation for expression

**Fix up their mistakes!**  
You might....

- Robot the word
- Sound out the word
- Think: Does it look right? Does it sound right?
- Check the endings
- Connect little words to the big words you know

Read on

Re - Read

Word endings

ad like e talking



# Online Modelling Books

Home Updated Feb 17, 2014, 10:40 AM



## LH9 Literacy Modelling 2014

Search this site

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### Home

Welcome to your new and improved modelling site! No more paper, endless docs and bits and pieces all over the place! This is now your one stop shop for all the exemplars, notes and other stuff you may want for your literacy learning! Click on your group to access all the information ever...

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### Akaroa T1



### [Akaroa Modelling Site](#)

You should have 3 docs created: (NAME) Reading 2014, (NAME) Reading Log 2014, (NAME) Writing 2014. Make sure you have filed

[Add item](#) [Customize this list](#)

Date	WALHT	Text/Type
Sort	Sort	Sort

### Mr Baker model writing

"Scream and be Free"  
By Mr Baker  
WALT: Include tension in our narrative writing

- SC:
- Plan your main ideas, twist, and choice using popple
- Include character internal monologue (what is the character thinking?)
- Include strong verbs
- Include a hard decision for your character
- Use your photo prompt - it could be the middle, end, or beginning of your story
- Somewhere in your story - there needs to be a twist, or a surprise for your reader

His fingers were clenched so hard, he swore that he could feel the blood trickling down the wick of his cuticles..... This was the moment the last five days had been leading up to..... He took a large breath, forced his hands around his brother's neck and plunged .....him under the water. He held him for what seemed like an eternity, tears beginning to form in the corner of his eyes. At first, his brother writhed furiously, arms grasping for one last breath. Hugo tightened his grip.....

### [Fifa World Cup Results](#)

Using the following site as a guide, produce a piece of writing based on the Fifa World Cup. This could be a match review, letter to the FIFA organisation appealing, or agreeing with a decision that was made (player banning etc), or a narrative that is somehow based around the

### [Campbell Live](#)

I still haven't heard back from a certain media entity. Craft a letter to the production company explaining our idea and justify why it would make a productive and enlightening news

### [Poetry Bomb](#)

We are still short of a few pieces of poetry that can be placed in certain areas of the school. In particular, some specific odes for certain everyday objects that we find at Stonefields. e.g.

# Teacher Planning using Google Presentations

## WALHT use **punctuation** correctly in **simple sentences**

Bring what we know...

Punctuation is capital letters, full stops, question marks, exclamation marks, commas, speech marks

Sentences are a line of writing.

A sentence has one idea.

Sentences always have to have full stops at the end and capital letters at the start.

The computer is black.

The telephone is grey.

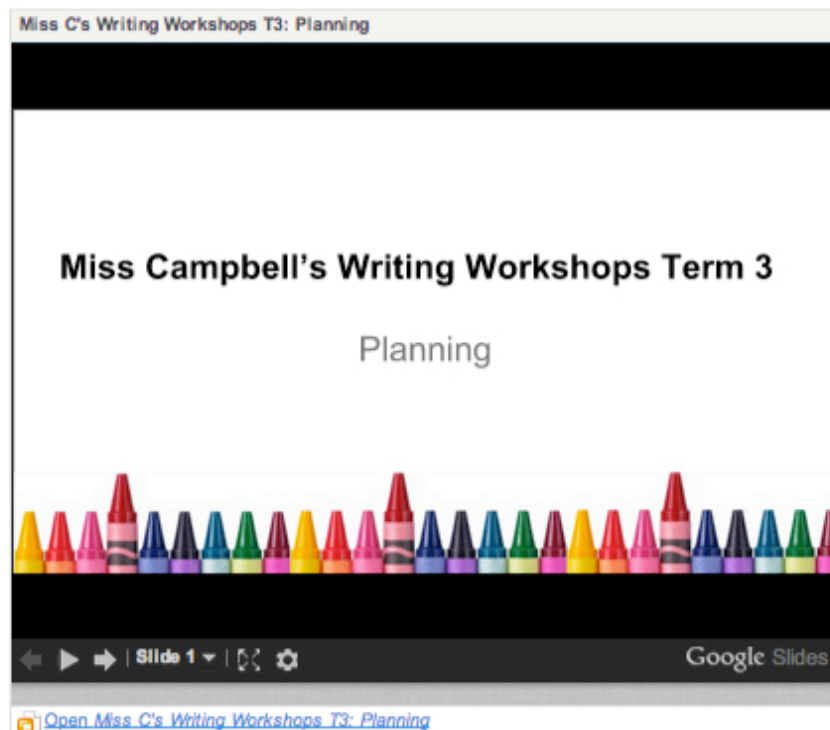
The computer is big.

The wall is green.

The bugs have words on them.

The letters are describing something.

The learner qualities are on the wall.



# Hub Planning Sites

LH9 2014 Updated May 14, 2014, 9:28 PM



[LH9 2014](#)
[Breakthrough](#)
[Concept Learning](#)
[eLearning](#)
[Literacy](#)
[Numeracy](#)
[PE](#)
[Term Overview](#)
[Hands on Learning](#)
[The Arts](#)
[Mandarin](#)
[Teachers](#)

## LH9 2014

Timetable LH3 2014

	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.15	HUB TIME	HUB TIME	HUB TIME	HUB TIME	HUB TIME
9.15 - 9.50	Literacy	Literacy	Literacy	Literacy	Breakthrough
9.50 - 10.05	Fitness	Fitness	Fitness	Fitness	Breakthrough
10.05 - 10.50	Literacy	Literacy	Literacy	Literacy	Reflection on the week
10.50 - 11.00	Feed and Read	Feed and Read	Feed and Read	Feed and Read	Feed and Read
11.00 - 11.20	MORNING TEA	MORNING TEA	MORNING TEA	MORNING TEA	MORNING TEA
11.20-11.30	Maths: Strategy	Maths: Strategy	Maths: Strand	Maths:Concept	Breakthrough
11.30 - 12.20	Maths: Strategy	Maths: Strategy	Maths: Strand	Maths:Concept	Breakthrough
12.20 - 12.50	Progressions	Progressions	Progressions	Independent Learning	Breakthrough
12.50 - 1.00	Lunch Eating	Lunch Eating	Lunch Eating	Lunch Eating	Lunch Eating
1.00 - 1.40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH



Luca G

### Classes

[Progress](#)

[Reading](#)

[Writing](#)

[Maths](#)

[Concept](#)

[Breakthrough](#)

[Logout](#)

## Parent Learning Hub

<p><b>Progress</b> Learning Progressions</p>	<p><b>Docs</b> Reading, Writing, Maths</p>	<p><b>Concept</b> Science, Social Science, Technology etc</p>	<p><b>Break Through</b></p>
<p>The overview: How your child is going in reading, writing, maths and learner qualities.</p>	<p>Access to your child's google docs and digital learning artefacts in reading, writing and maths.</p>	<p>Access to your child's google docs and digital learning artefacts in science, social science and technology.</p>	<p>Access to your child's google docs and digital learning artefacts in their interest, passion and strength based projects.</p>

## Parent Resource Hub

A site of resources has been created to help you access hub blogs, hub planning and other useful resources. By clicking below you can access further information:

<table border="1"> <tr><td>Hub 1</td><td>Hub 2</td></tr> <tr><td>Hub 4</td><td>Hub 5/6</td></tr> <tr><td>Hub 8</td><td>Hub 9</td></tr> </table>	Hub 1	Hub 2	Hub 4	Hub 5/6	Hub 8	Hub 9	<table border="1"> <tr><td>Hub 1</td><td>Hub 2</td></tr> <tr><td>Hub 4</td><td>Hub 5/6</td></tr> <tr><td>Hub 8</td><td>Hub 9</td></tr> </table>	Hub 1	Hub 2	Hub 4	Hub 5/6	Hub 8	Hub 9	<a href="#">Learning Resources</a>	<a href="#">Vision Resources</a>	<a href="#">Assessment</a>
Hub 1	Hub 2															
Hub 4	Hub 5/6															
Hub 8	Hub 9															
Hub 1	Hub 2															
Hub 4	Hub 5/6															
Hub 8	Hub 9															

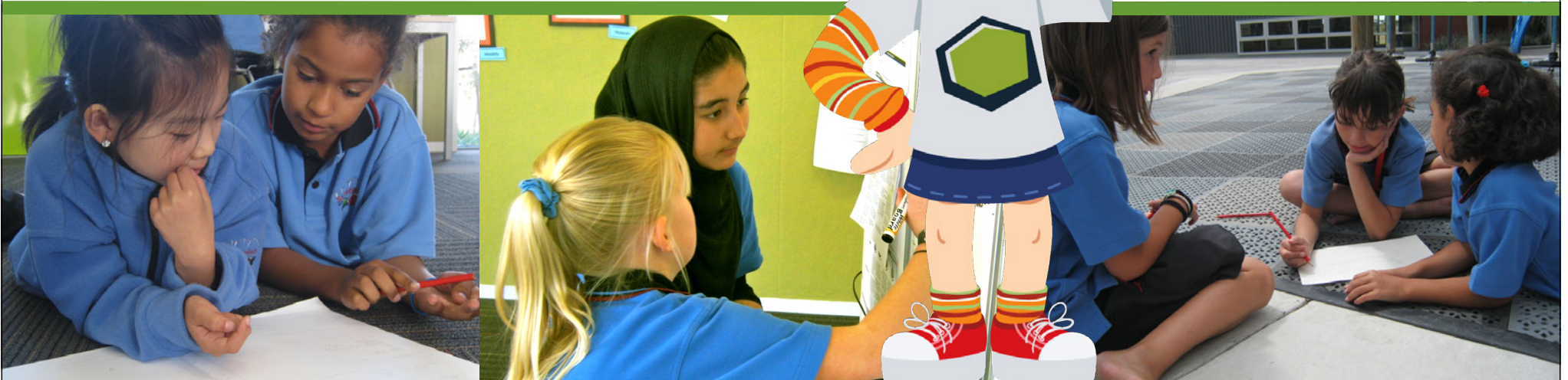


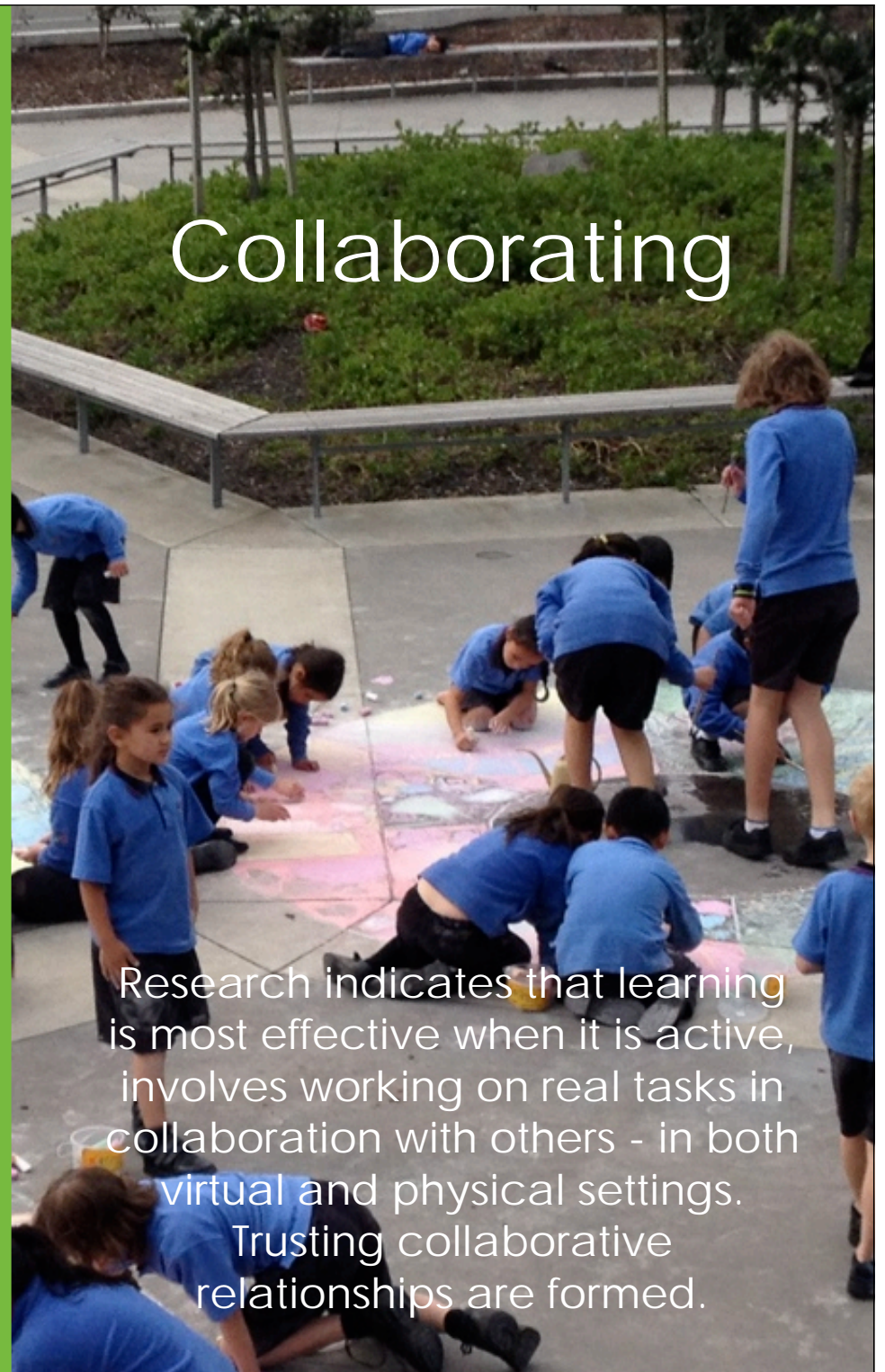
Where do learners choose to learn?

# Collaborating



That all members of Stonefields School develop collaborative skills and values to enable them to actively interact and contribute as effective members of any community.





# Collaborating

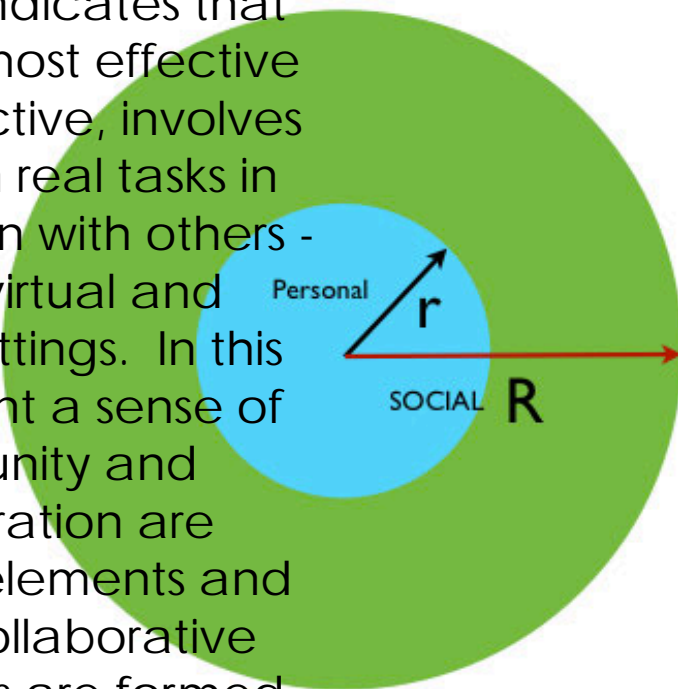
Research indicates that learning is most effective when it is active, involves working on real tasks in collaboration with others - in both virtual and physical settings. Trusting collaborative relationships are formed.





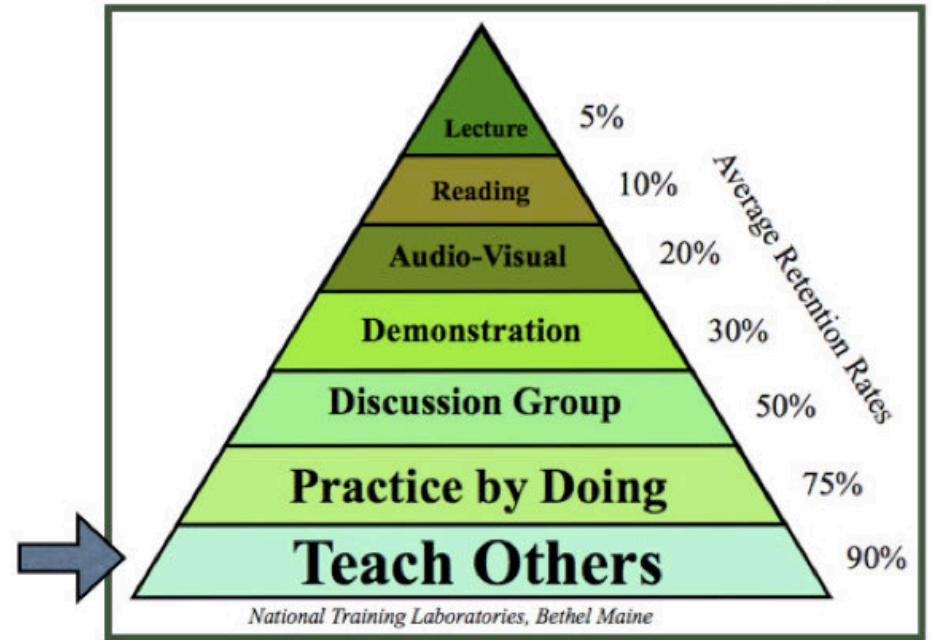
# Collaborating

Research indicates that learning is most effective when it is active, involves working on real tasks in collaboration with others - in both virtual and physical settings. In this environment a sense of community and collaboration are important elements and trusting collaborative relationships are formed.





# The Learning Pyramid



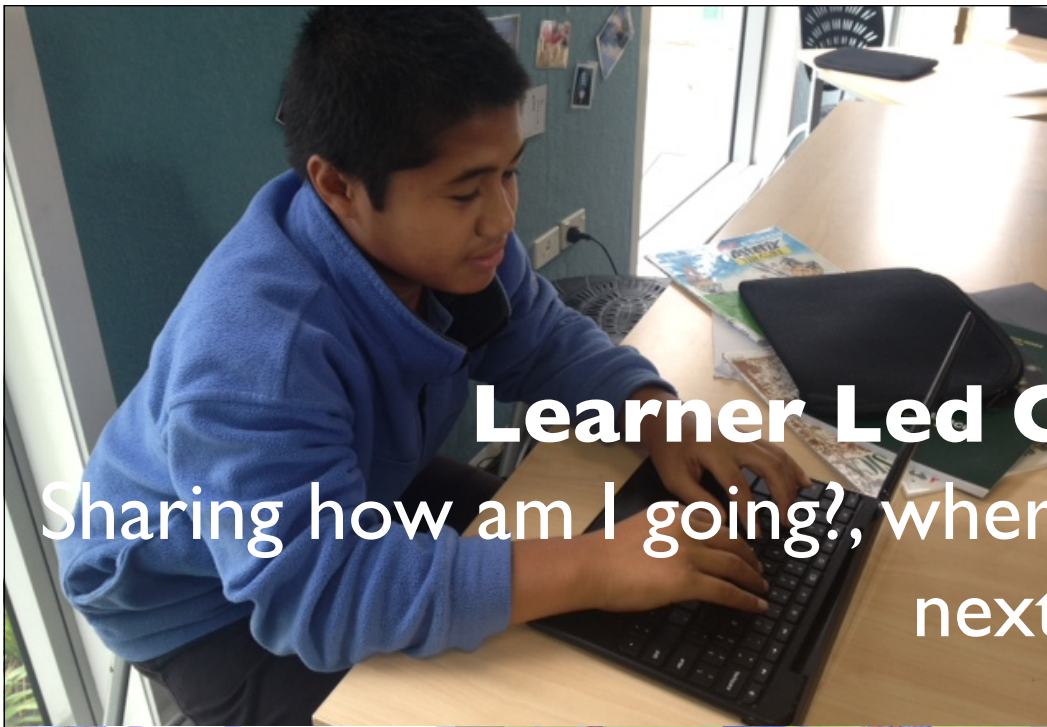




# Collaborating

Next Steps

Learner Led Conferences



**Learner Led Conferences**  
Sharing how am I going?, where am I going? and where to next?



I use the learner qualities everyday in my learning	0.0% (0)	2.1% (2)	33.7% (32)	26.3% (25)	<b>37.9% (36)</b>	95
I look carefully at my work and think about what I can do better	0.0% (0)	6.3% (6)	21.1% (20)	31.6% (30)	<b>41.1% (39)</b>	95
I feel comfortable asking questions	1.1% (1)	2.1% (2)	17.9% (17)	33.7% (32)	<b>45.3% (43)</b>	95
I feel challenged and stretched in my learning	0.0% (0)	0.0% (0)	14.7% (14)	31.6% (30)	<b>53.7% (51)</b>	95

## Student Survey

Students at this school like learning	0.0%
I am given choices about where I best learn	0.0%
The progressions help me know how I am going and next steps	0.0%

### PAGE: SCHOOL VISION AND CULTURE

1. Please click on the choice that you most identify with for each statement.

[Create Chart](#) [Download](#)

	Strongly agree	Agree	Neutral	Disagree	Strongly disagree	Don't know	Response Count
I know what the four Stonefields School Vision Principles are.	32.0% (32)	<b>54.0% (54)</b>	9.0% (9)	2.0% (2)	0.0% (0)	3.0% (3)	100
I believe the Vision Principles are of value.	44.0% (44)	<b>46.0% (46)</b>	9.0% (9)	0.0% (0)	0.0% (0)	1.0% (1)	100
The Stonefields School Vision Principles are being implemented effectively.	40.0% (40)	<b>49.0% (49)</b>	9.0% (9)	1.0% (1)	0.0% (0)	1.0% (1)	100
There is an overall commitment to quality at our School.	<b>60.0% (60)</b>	35.0% (35)	4.0% (4)	0.0% (0)	0.0% (0)	1.0% (1)	100
My child/ren is happy at School.	<b>63.0% (63)</b>	31.0% (31)	5.0% (5)	1.0% (1)	0.0% (0)	0.0% (0)	100
My child/ren feels safe at School.	<b>57.0% (57)</b>	41.0% (41)	2.0% (2)	0.0% (0)	0.0% (0)	0.0% (0)	100
The School has an atmosphere that is supportive of its learners.	<b>64.0% (64)</b>	34.0% (34)	1.0% (1)	0.0% (0)	0.0% (0)	1.0% (1)	100
I would recommend Stonefields School to other families.	<b>68.0% (68)</b>	26.0% (26)	4.0% (4)	1.0% (1)	0.0% (0)	1.0% (1)	100
<b>answered question</b>							<b>100</b>

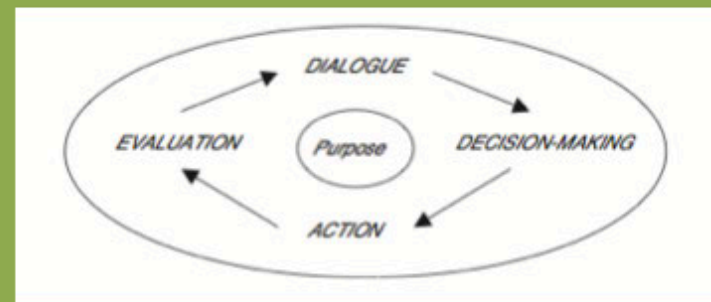
## Community Survey

### Openness

- We respect each other's opinions and perspectives
- We recognise that some people may have some real strengths to share
- We are able to compromise and know that we won't always get our own way

### Communication

- We listen respectfully to each other
- We speak respectfully to each other
- We are able to make a decision together

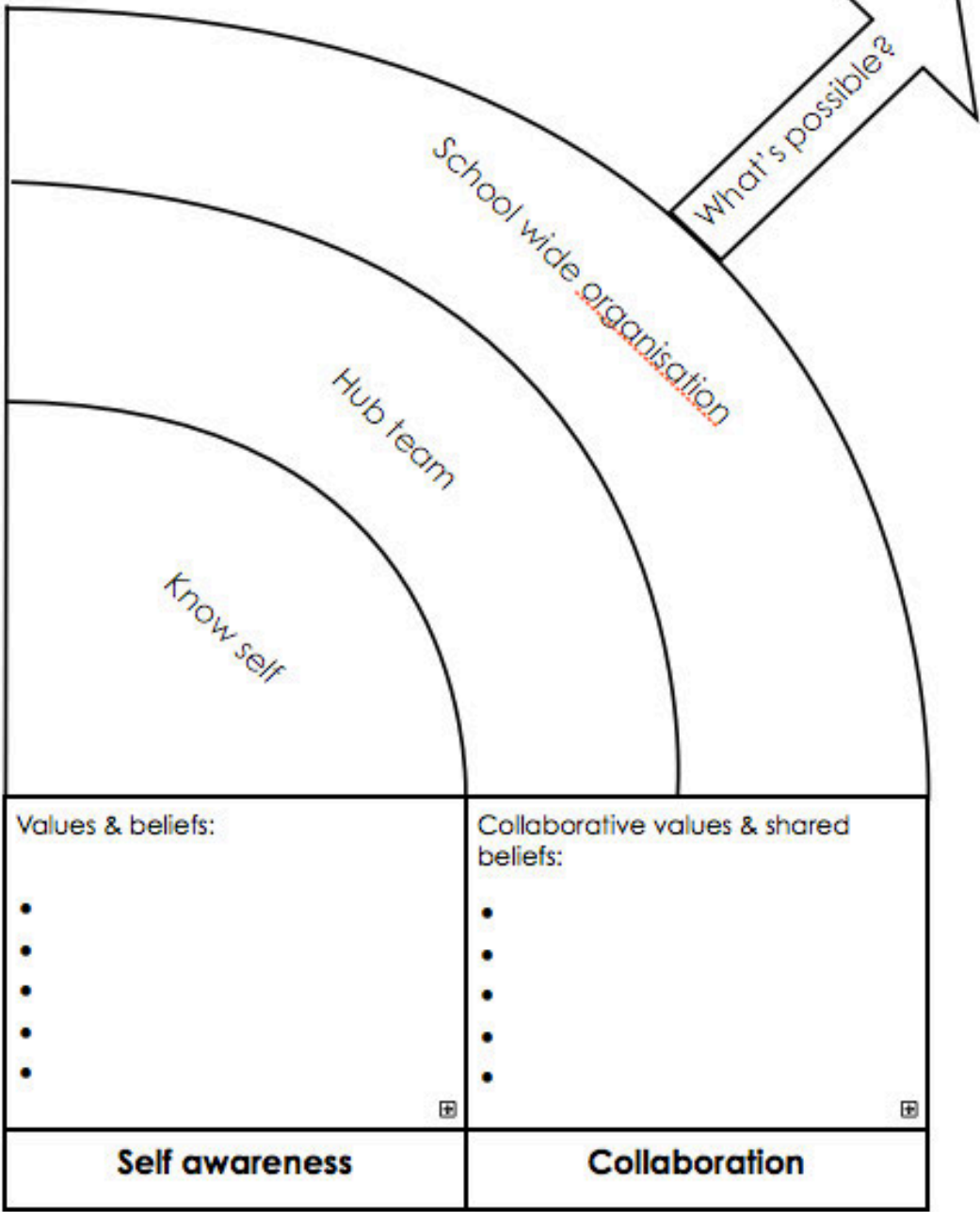


### Getting the job done

- We all know why we are doing the project
- We know when we are aiming to complete the task
- We know what the project will look like when it is finished

### Getting along

- We follow the Stonefields School values
- We stand by decisions we make as a group
- We can solve conflict situations on our own
- We take turns with the different roles in our group

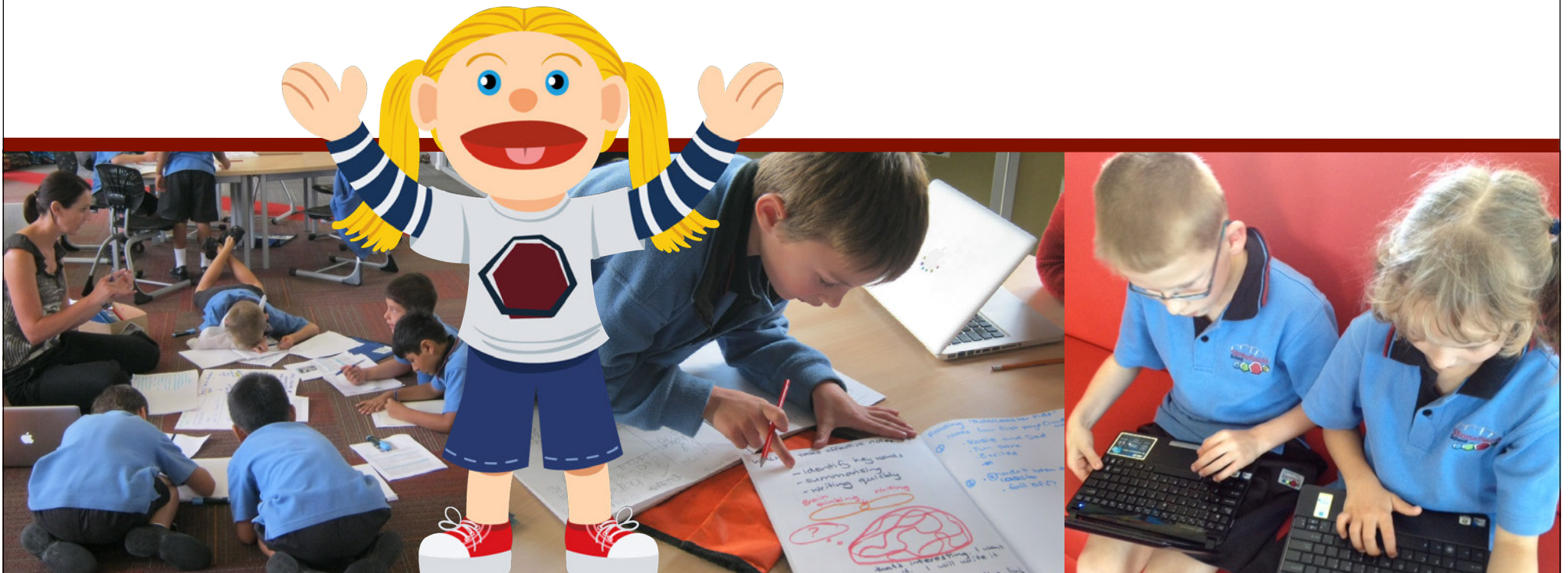


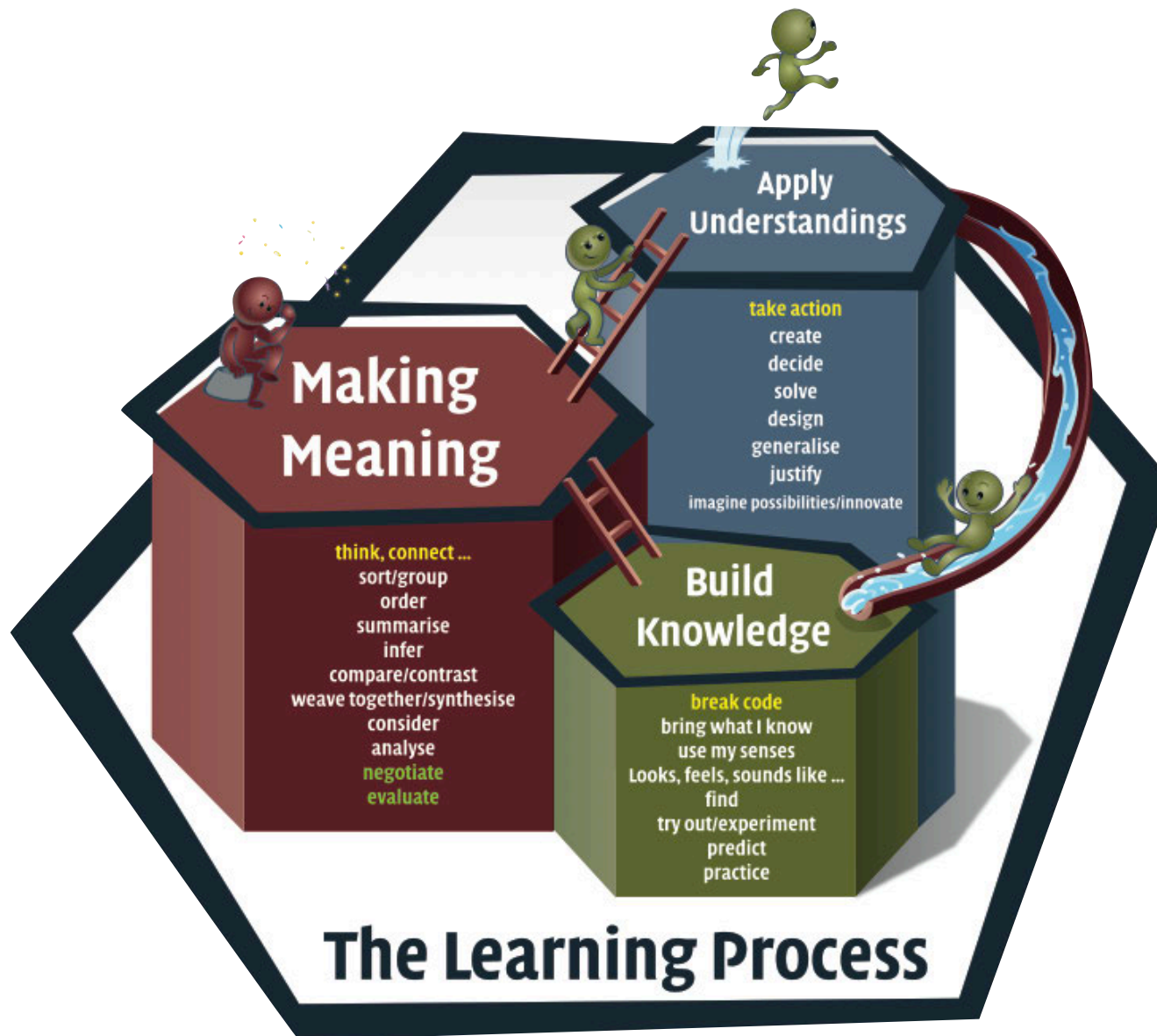


# Making Meaning



That all members of Stonefields School problem solve, question, investigate and make decisions using a learning process, thinking tools and a range of learning strategies to deepen their understandings of concepts.









recording the learning process



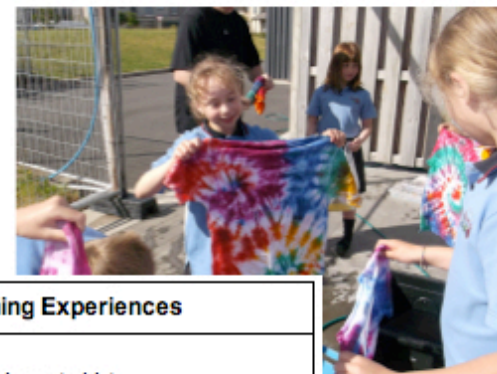


# Making Meaning



# Inquiring into Technology

using the context of tie dye



## BK Learning Experiences

\*Teachers to gather t-shirts and wash before hand to remove any first time wash dye.

### Week 1

**WALHT understand the visual elements of fabric art.**

1. Gather knowledge about tie-dyeing. Show children an image to prompt discussion.
2. Discuss the following words in relation to tie dyeing t-shirts. Shape, space, colours (primary and secondary), patterns.
3. Look at examples/images of Tie Dye T-Shirts on the internet and discuss where shape/patterns can be seen, use of space and colours chosen.

### Week 1

**WALHT understand the process of tie dyeing.**

View [YouTube clips/instructions](#) on the internet of the process to make a Tie Dye T Shirt. Look at how to create different effects.

[Youtube Links](#)

[Different patterns](#)

[How to die an old white shirt - instructions](#)

### Week 2

**WALHT explore where tie dyeing came from.**

Research the culture of Tie Dye - Where does it originate, why, when? Locate using Atlases.

<http://www.tie-dye.us/tie-dye-history.htm>

<http://www.chinaculturecenter.org/culture/conttent.php?cid=185&id=125>

[http://www.artoflegendindia.com/html/tie\\_dye](http://www.artoflegendindia.com/html/tie_dye)

## MM Learning Experiences

### Week 2 (Literacy)

**WALHT record the process of tie dyeing. How to create a tie dye t-shirt.**

Children to record the steps of the tie dyeing process based on the pattern they want to create.

\*Integrate into Literacy programme - instructional writing focus. Differentiate as necessary, children wishing to create the same effect could work together.

### Week 2/3

**WALHT compare different processes of tie dyeing to decide which one best suits us.**

As a hub/in groups compare the different steps children have written, explaining how to create a tie dye t-shirt. Negotiate the various processes (including consideration of the steps given on purchased dyes) so that we come up with one set of instructions to follow as a hub.

\*Instructions to differentiate where children are creating different patterns. Split into groups accordingly.

### Week 3

**WALHT compare tie dye designs.**

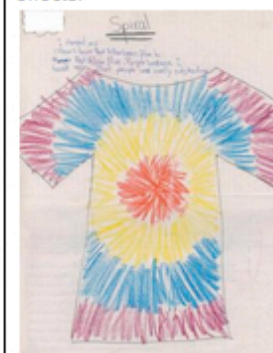
1. Allocate names to the designs (eg BullsEye, Sausage, Pleated, Dots, Spiral) \*Teachers to display photos of designs with names.
2. Reflection time - opportunity for children to change their initial sketch if they find their sketch didn't turn out as expected during trial session. Children to decide which Tie Dye style they are going to create, after looking at the

## AU Learning Experiences

### Week 2

**WALHT design a t-shirt**

Children to sketch/colour/label initial ideas for their t-shirt after looking at images/researching how to create different effects.



### Week 3/4

**WALHT write a brief for my chosen t-shirt design.**

1. Show children example of t-shirt brief.
2. Discuss meaning of conceptual statement, physical attributes and functional attributes.
3. Children to write their own brief, recording a conceptual statement, physical attributes and functional attributes on brief template (T made).

### Week 4

**T-shirt Dyeing day**

**WALHT create a tie dye t-shirt.**

Groups to take turns at completing the tie dyeing

# Using the Learning Process to scaffold Literacy & Numeracy

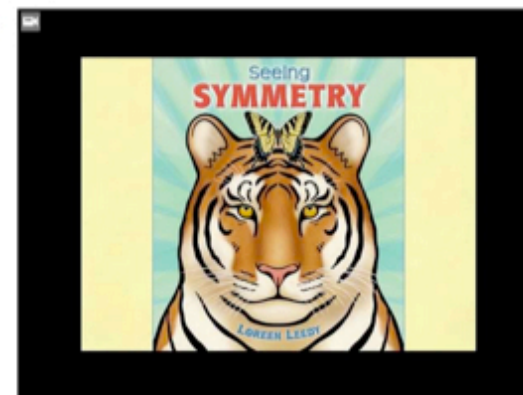


**WALHT:** understand and explain what a line of symmetry is

**Build Knowledge**

Let's watch this video and see if we can spot what all the objects have in common...

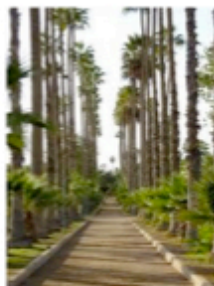
Ideas:



**WALHT:** *apply our knowledge of symmetry through photography*



What can we find in Stonefields School that is symmetrical?  
See how many photos you can take!



# Conceptual Curriculum

## WHAT LEARNING MATTERS?





# Deciding on the end in mind understanding

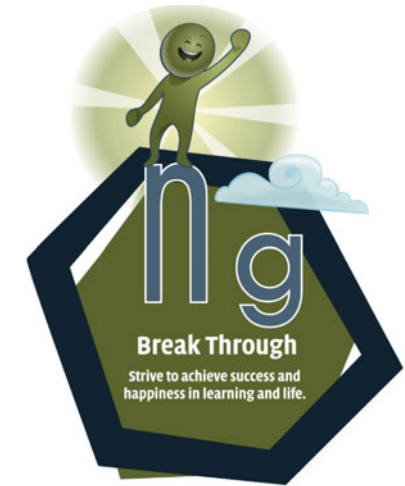
## MACRO CONCEPT - PHENOMENA

Is not sure what .... Makes things move Fair testing is	I can state in simple terms that an action creates a reaction i.e a push and pull but unsure as to why  With support I can test my idea to see if it is correct	I can begin to explain how an action causes a reaction with more than one example  I can decide what I'd like to test and how I would test it with some support	I can explain with some detail that an action causes a reaction and relate it to various contexts. I can share different things that may stop or slow movement  I can undertake experiments to test ideas to see whether they are correct (change one variable)
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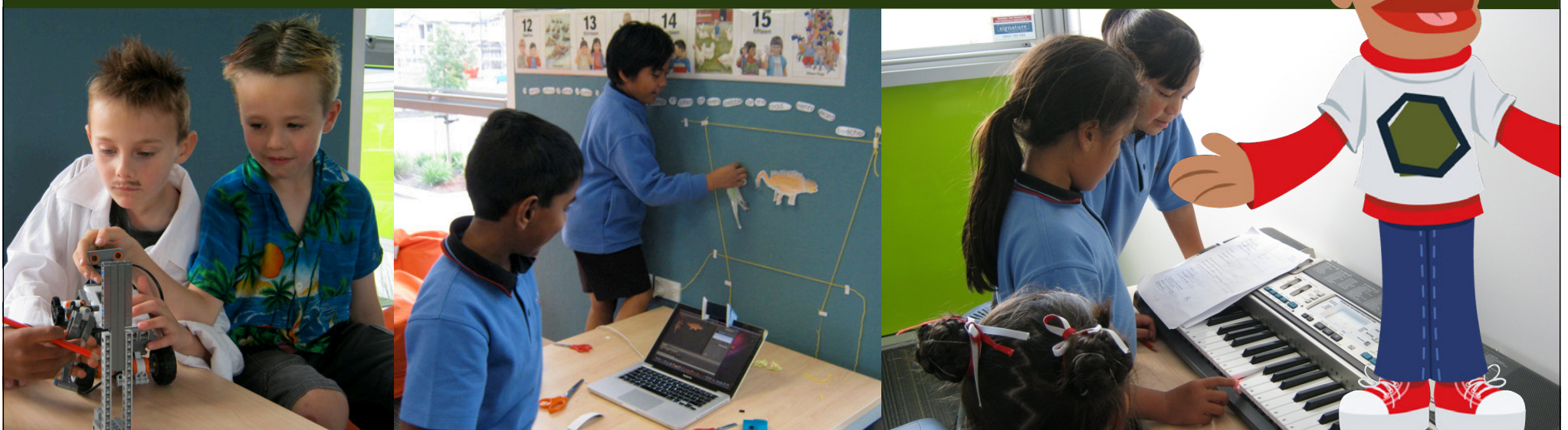
## SHIFT HAPPENS

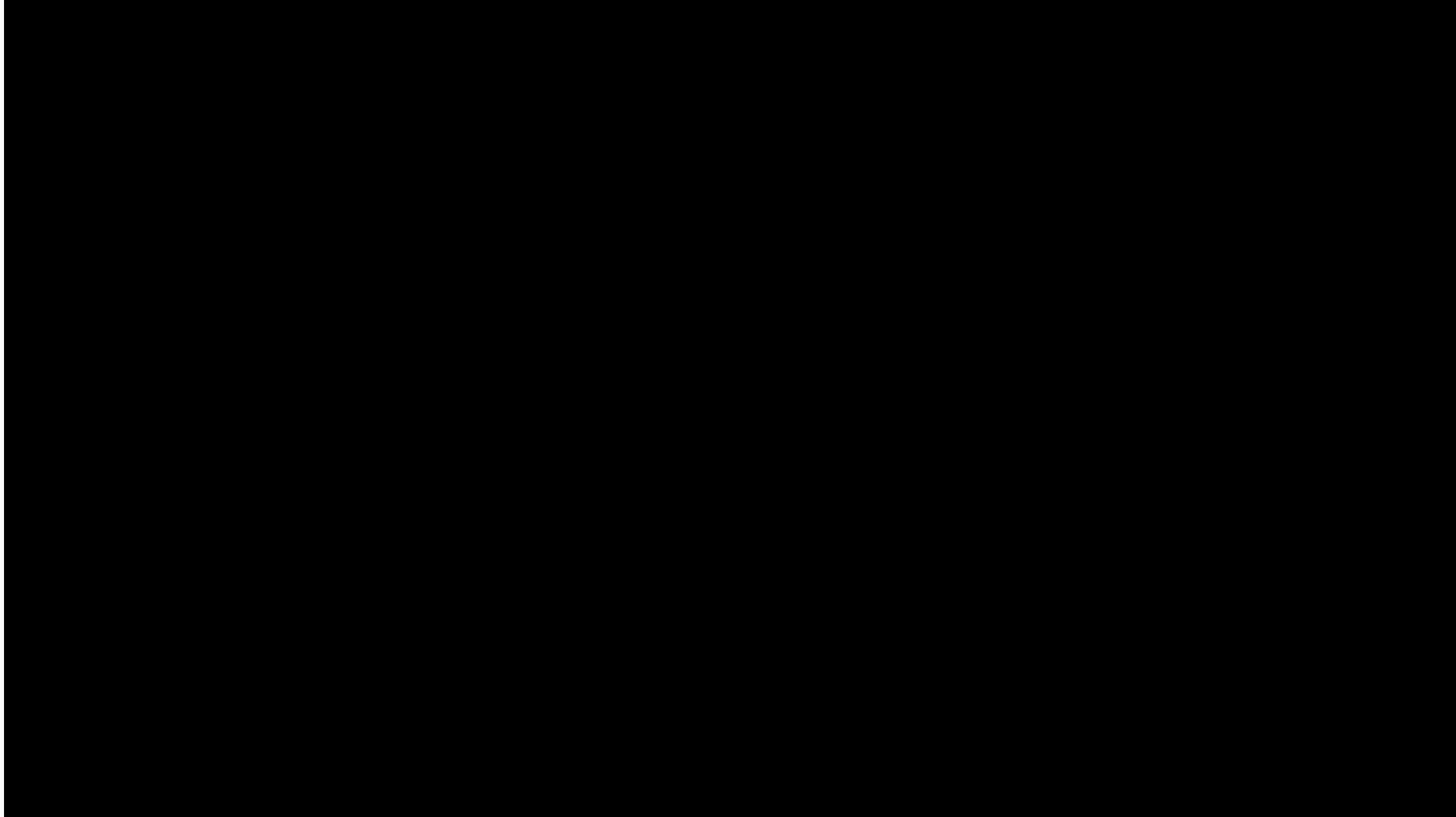
<b>Week 1/2</b>  Collect baseline ...  What do you know about how things move?  Why do things move? What makes them move?	<b>Week 4</b>  What causes the toy car to move? What other things move? Can you explain how they move?	<b>Week 6</b>  What happens if we change the surface/incline that the toy car is moving on?	<b>Week 9/10</b>  The fastest vehicle... Create an object with wheels and explain idea... <ul style="list-style-type: none"><li>• What resources did you use?</li><li>• Why did you decide those?</li><li>• What happened when you moved your vehicle?</li></ul> OR Bring an object from home that moves and explain why and how it moves.
---	--	---	---

# Break Through



That all members of Stonefields School discover and build on strengths and interests to experience further fulfilment in learning



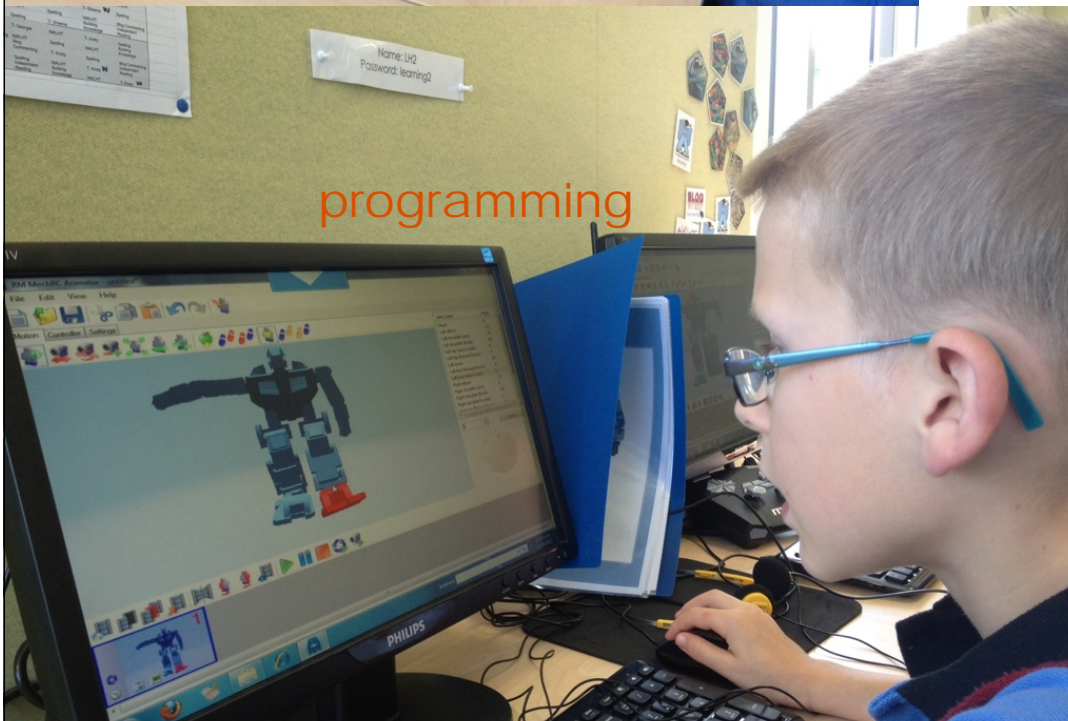




parent involvement

My premise is that we are all born with immense natural talents but that too few people discover what they are and even fewer develop them properly.

Ken Robinson, 2011

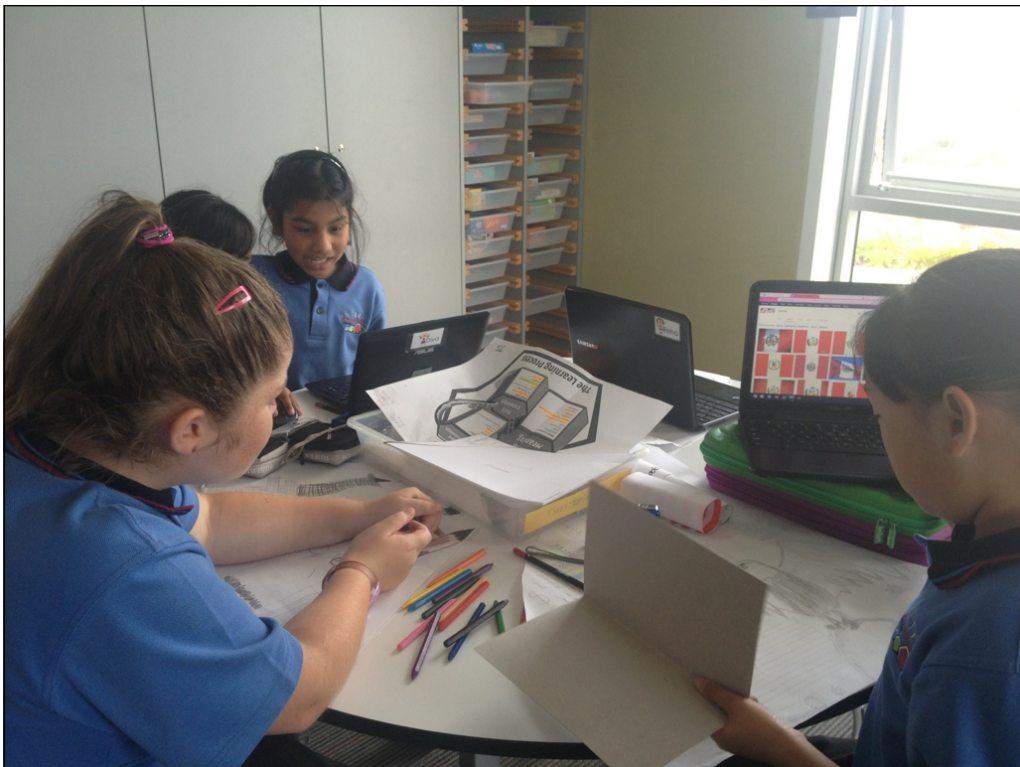


programming



photography



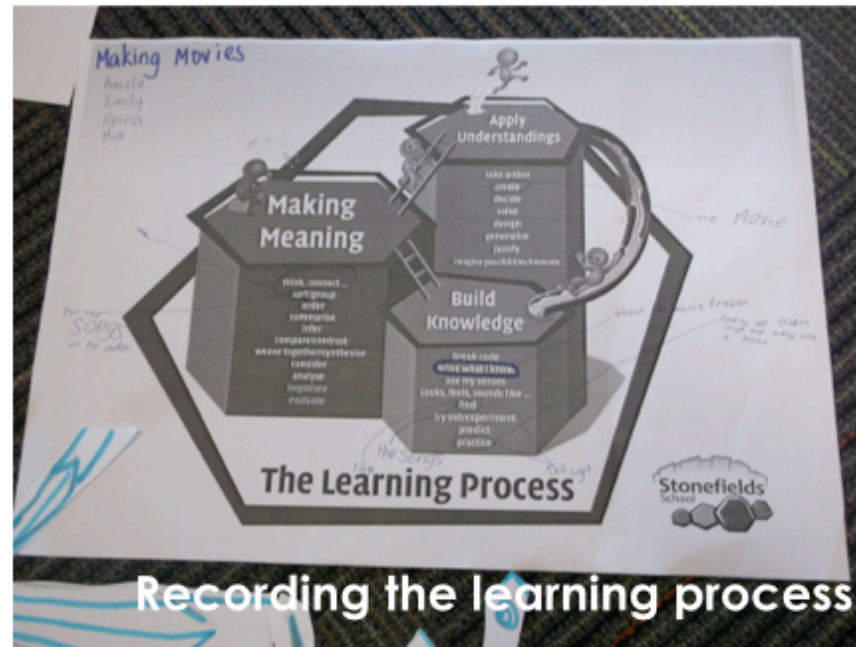




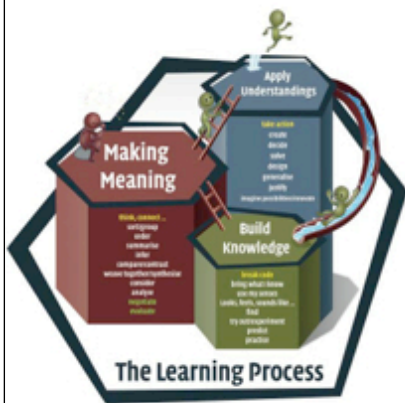




# Designing Break Through Learning



Recording the learning process



## \*Build Knowledge\*

Goal:

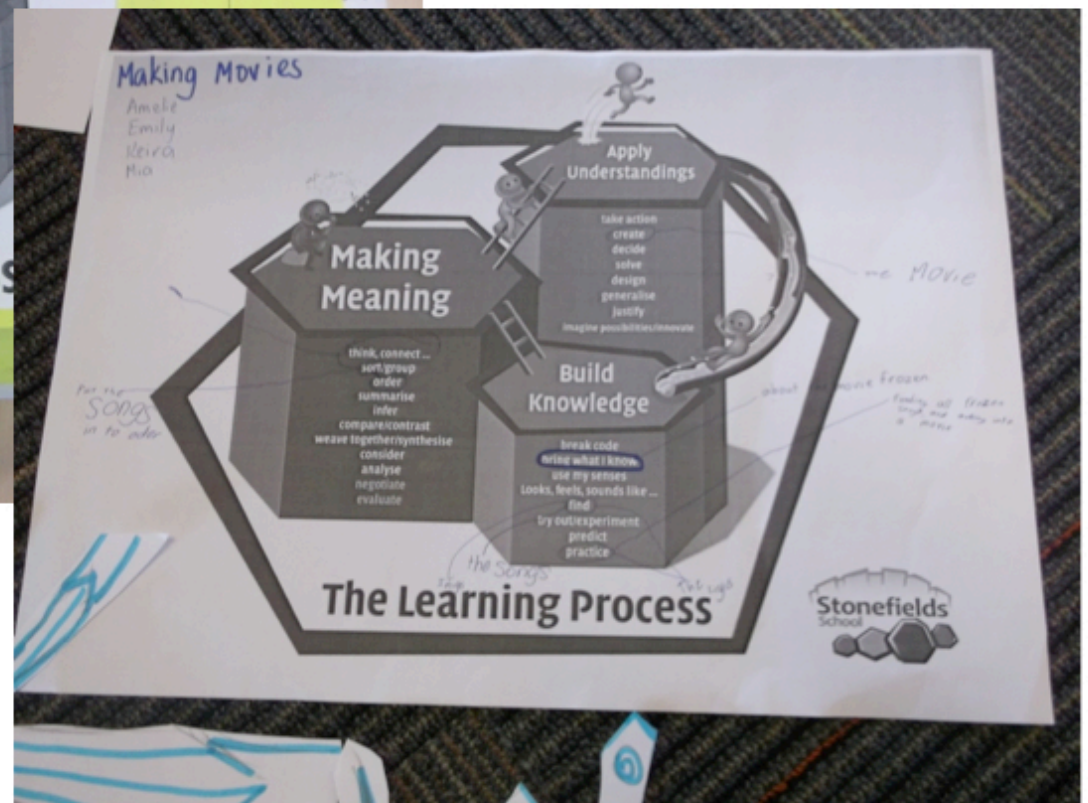
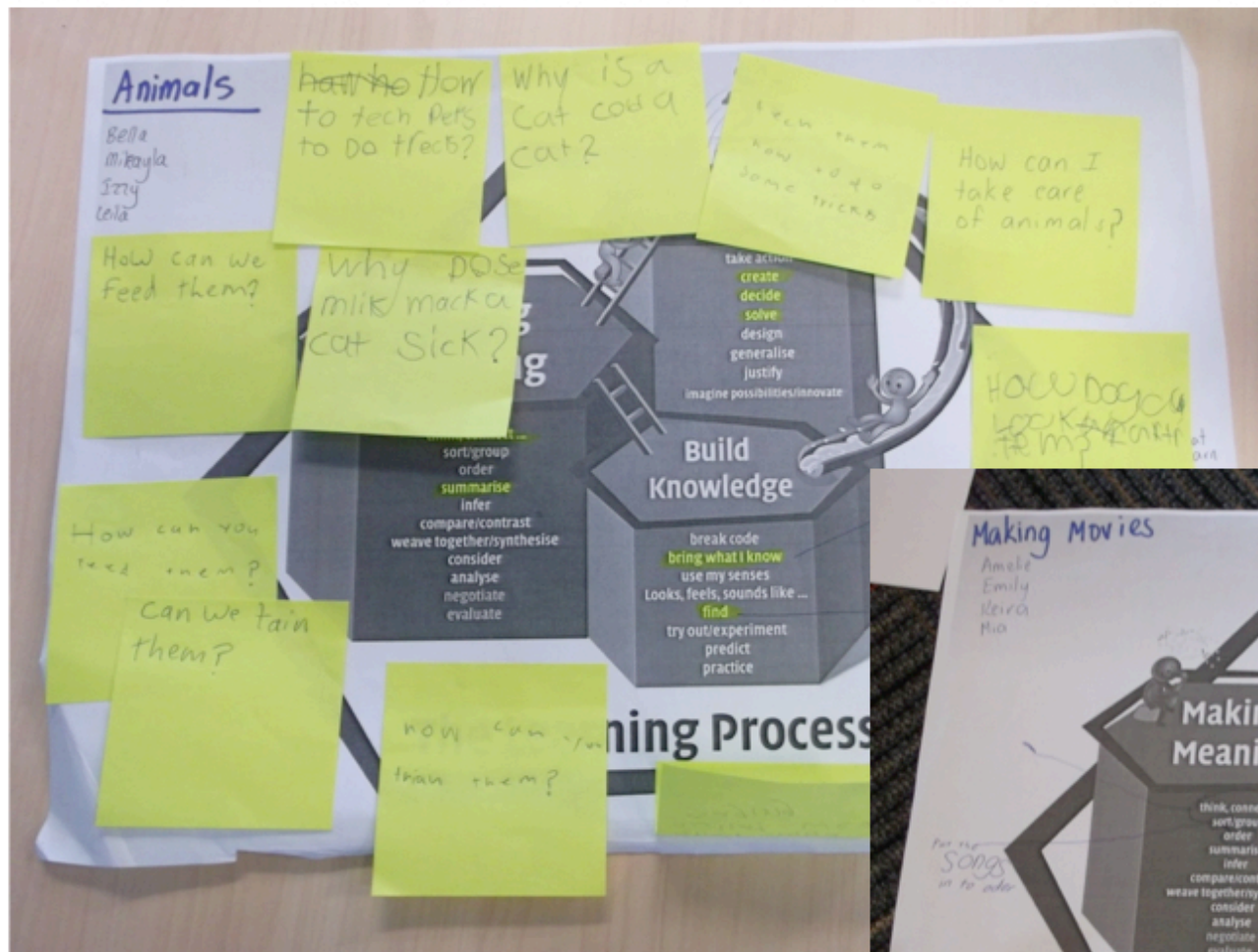
## \*Making Meaning\*

Goal:

## \*Apply Understandings\*

Goal:

# Documenting Break Through Learning



# Documenting Break Through Learning

## 3. Try out and experiment

-make crystals out of sugar and salt.

<http://www.youtube.com/watch?v=FKCS1DvORug>

with our first experiment making salt crystals we did not use enough salt so the crystal did not grow. For our next experiment we will use more sea salt.



### What You Will Need

- 1 cup water
- 3 cups table sugar
- clean glass jar
- pencil
- string or yarn (do not use nylon string)
- pan for boiling water and making solution

# Documenting Break Through Learning

## \*Build Knowledge\*

Date:

Goal: Watch more people doing architecture

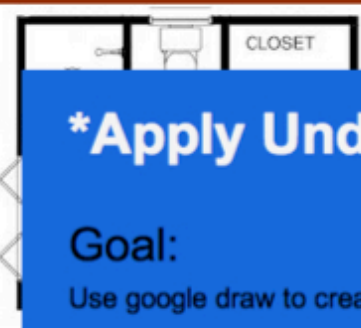
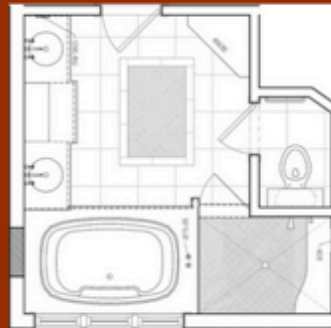
[https://www.youtube.com/watch?v=YaD\\_me4MH](https://www.youtube.com/watch?v=YaD_me4MH) <https://www.youtube.com/watch?v=YavQFtytFY>



## \*Making Meaning\*

Date: 13.6.14

Look at and compare different bathroom plans.



## \*Apply Understanding\*

Date:

Goal:

Use google draw to create our own bathroom plan.

1. [bathroom plan](#)
2. [bathroom plan](#)

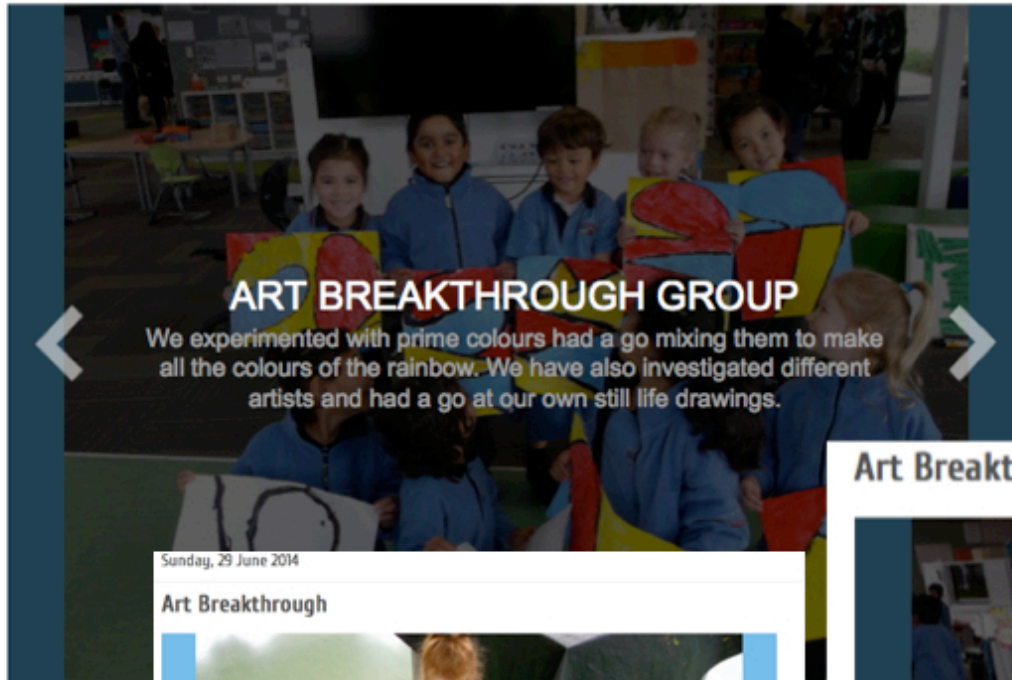


# Documenting Break Through Learning



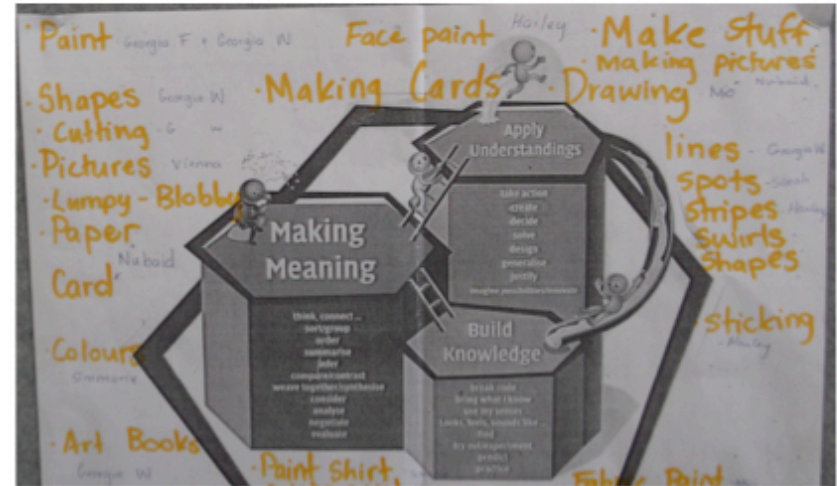
# Documenting Break Through Learning

## Art Breakthrough

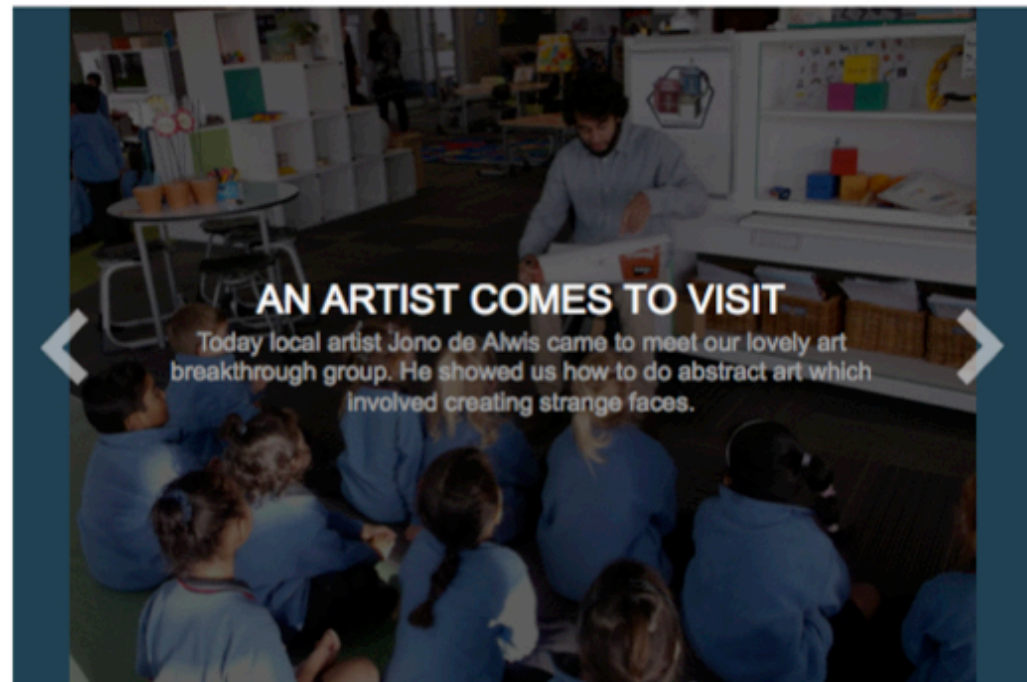


Sunday, 29 June 2014

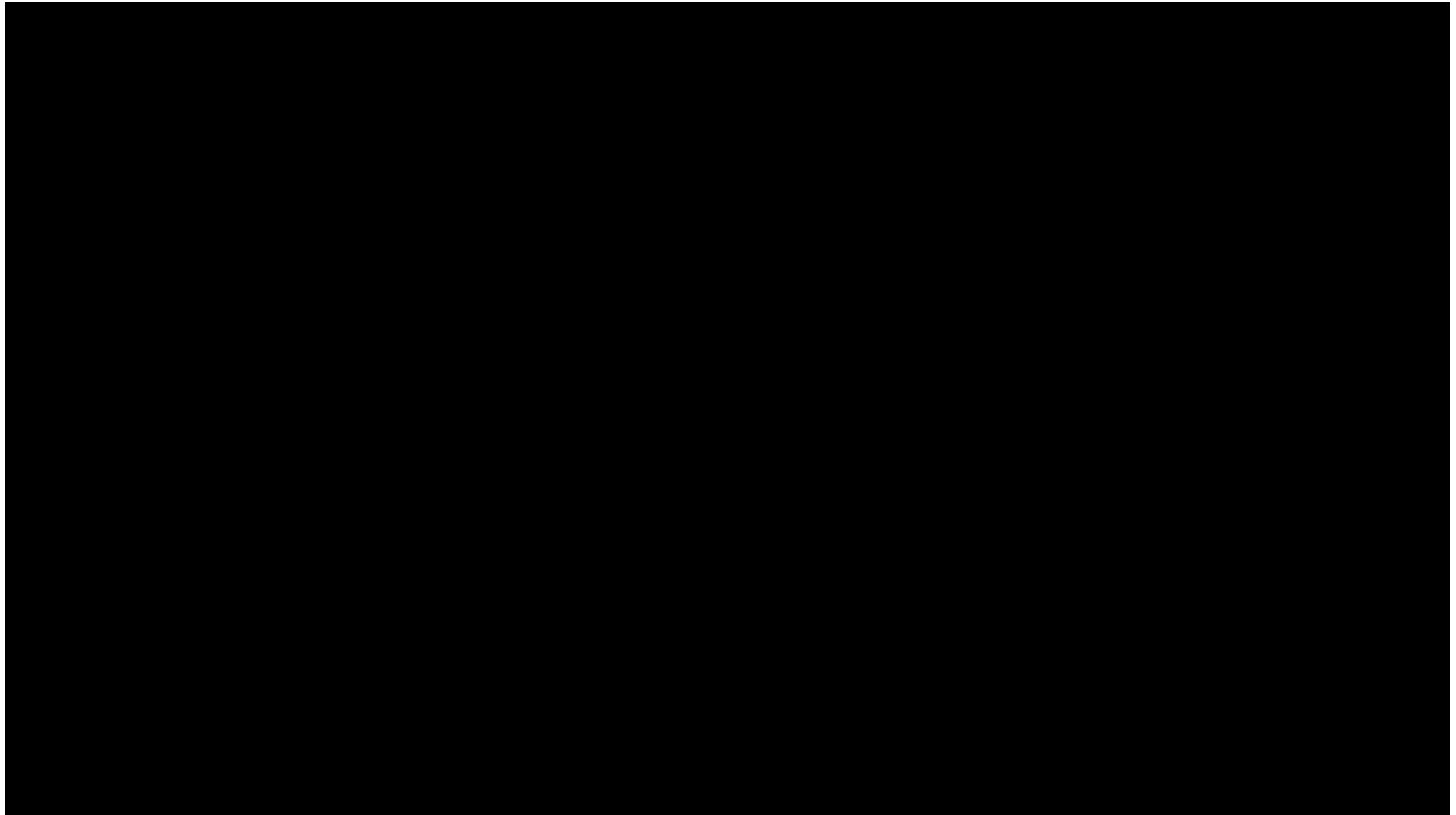
### Art Breakthrough



## Art Breakthrough



# Impact of Break Through



Anything is possible



with the right team



# Teacher mindset



# Stonefields School Teacher Effectiveness Framework

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



TS – Teaching Standards



## Teacher Expectations and Responsibilities

- Has sound content knowledge in the foundation Learning Areas
- Is self aware and open to feedback
- TS 4** Is a learner advances own learning
- Actively manages own Well Being
- TS 11** Is evidenced to inform next steps (An Evaluator)

- Lives the SS Values and Mindsets
- TS 5** Collaborates/shares/openly contributes with colleagues
- Collaboratively problem solves to resolve potential conflict and/or discover future possibilities
- Networks to influence and make a greater educational contribution

- TS 6** Planning and assessment meets minimum expectations requirements and informs teaching and learning.
- TS 7** Uses a range of teaching methods to blend and advance learners knowledge and understandings.
- Extends students ability to advance their own learning using a range of e learning and other tools. E.g. Learning Process, You Tube
- Seeks opportunities, artifacts and ways to create wonderment and nurture curiosity in all learners

**Professional Inquiry**

**Focusing Inquiry**

Stage 1: The focus

- Why? What is the crisis? What is the underachievement?
- Why is this important to spend time on?
- Which group of students will be affected?

Stage 2: The Question

- What is the focusing question of your inquiry?

**Teaching Inquiry**

Stage 3: The Research

- What do the students say they need?
- What does the research recommend as likely to be effective?
- What do successful practitioners recommend as likely to be effective?
- How will I measure success?
- What qualitative data will I use?

Stage 4: The Action

- How can I implement the research?
- What support do I need?
- What will be done?
- What will my students be doing?

**Learning Inquiry**

Stage 5: The Learning

- What happened for the student?

Stage 6: The implications

- What have I learnt?
- What are the implications for me as a teacher?

*Adapted from Albany Senior High Mo del*

# teaching as inquiry



# Professional Inquiry

## Focusing Inquiry

### Stage 1: The focus

Why? What is the crisis? What is the underachievement?

Why is this important to spend time on?

Which group of students will be affected?

### Stage 2: The Question

What is the focussing question of your inquiry?



## Teaching Inquiry

### Stage 3: The Research

What do the students say they need?

What does the research recommend as likely to be effective?

What do successful practitioners recommend as likely to be effective?

How will I measure success?

What baseline data will I use?

### Stage 4: The Action

How can I implement the research?

What support do I need?

What will I be doing?

What will my students be doing?



## Learning Inquiry

### Stage 5: The Learning

What happened for the students?

### Stage 6: The Implications

What have I learnt?

What are the implications for me as a teacher?





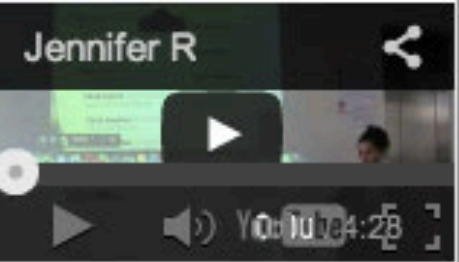
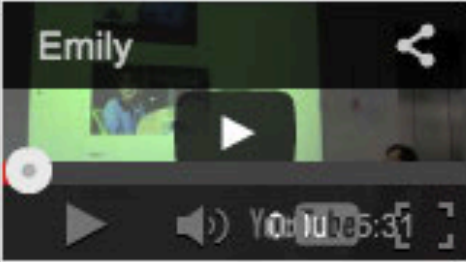
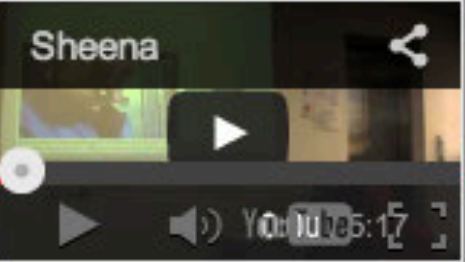
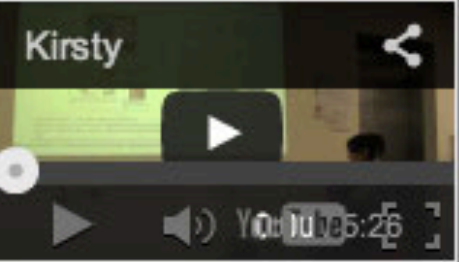


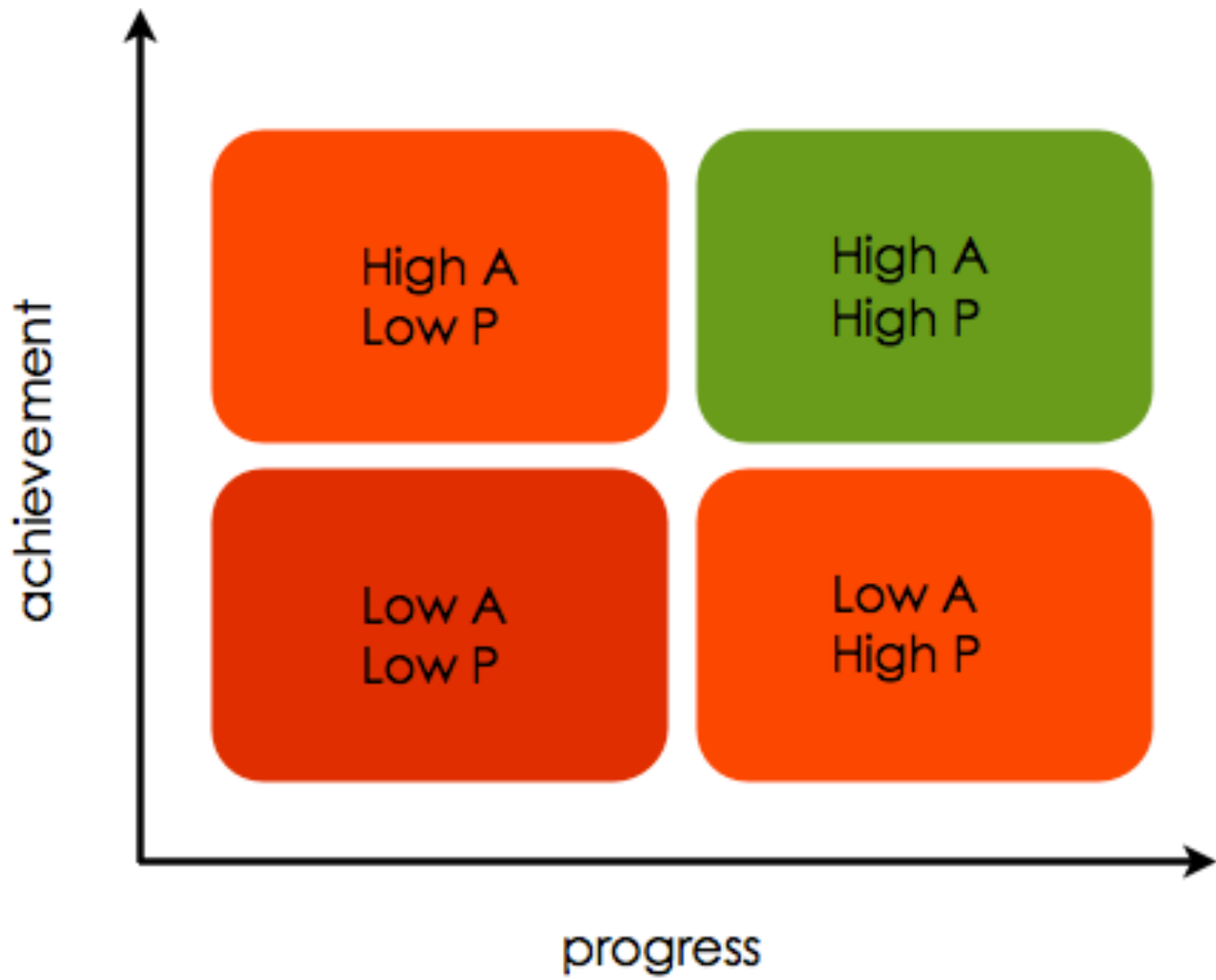
## Professional Learning - Teacher Effectiveness

[HOME](#)[TED - TEACHING AS INQUIRY](#)[ATTESTATION](#)[INDUCTION](#)[PRTS](#)[TUTOR TEACHERS](#)[FUNDED PROGRAMMES](#)

[Home](#) > [Video Resources](#) >

Video Resource

Targeted Year 7 learners in literacy	Working with Dyslexic Learners to raise achievement	Using Te Reo to engage Maori learners
<b>YOUTUBE VIDEO</b>	<b>YOUTUBE VIDEO</b>	<b>YOUTUBE VIDEO</b>
 <p>Georige</p>	 <p>Ollie</p>	 <p>Jennifer R</p>
<b>YOUTUBE VIDEO</b>	<b>YOUTUBE VIDEO</b>	<b>YOUTUBE VIDEO</b>
 <p>Emily</p>	 <p>Sheena</p>	 <p>Kirsty</p>





# Does our current system serve all learners?



## School

need to open arms and embrace every single child  
The practice needed to do some of this work is not discovered yet



# Because they're worth it



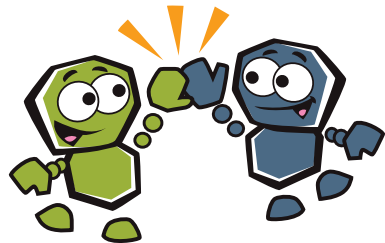
**Cause Learning** - 'It's what we do'



**Be Determined** - 'Dig Deep, Aim High'



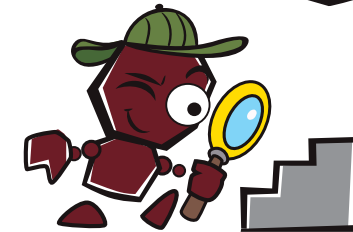
**Be Courageous** - 'Think Big, Be Brave'



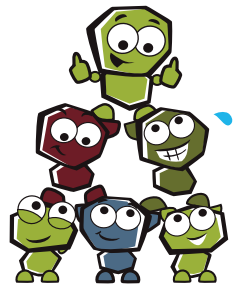
**Listen Sincerely** - 'Value the Voices'



**Collaborate Actively** - 'We go, not ego'

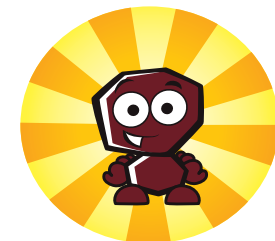


**Be Evidenced** - 'Informed next steps'



**Inclusive and Respectful** - 'We're all in this together'

**Empower learners**- 'Make Learning Visible'







How good are we at ensuring elephants don't grow in rooms at our place?

Tacit Approval - when you do something by doing nothing. Silent approval.

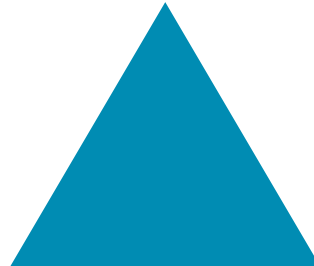
(Elephants can be fed and get bigger when something get's up your nose and you do nothing)

# Finding the balance



Addressing what gets up your nose

Valuing and accepting difference



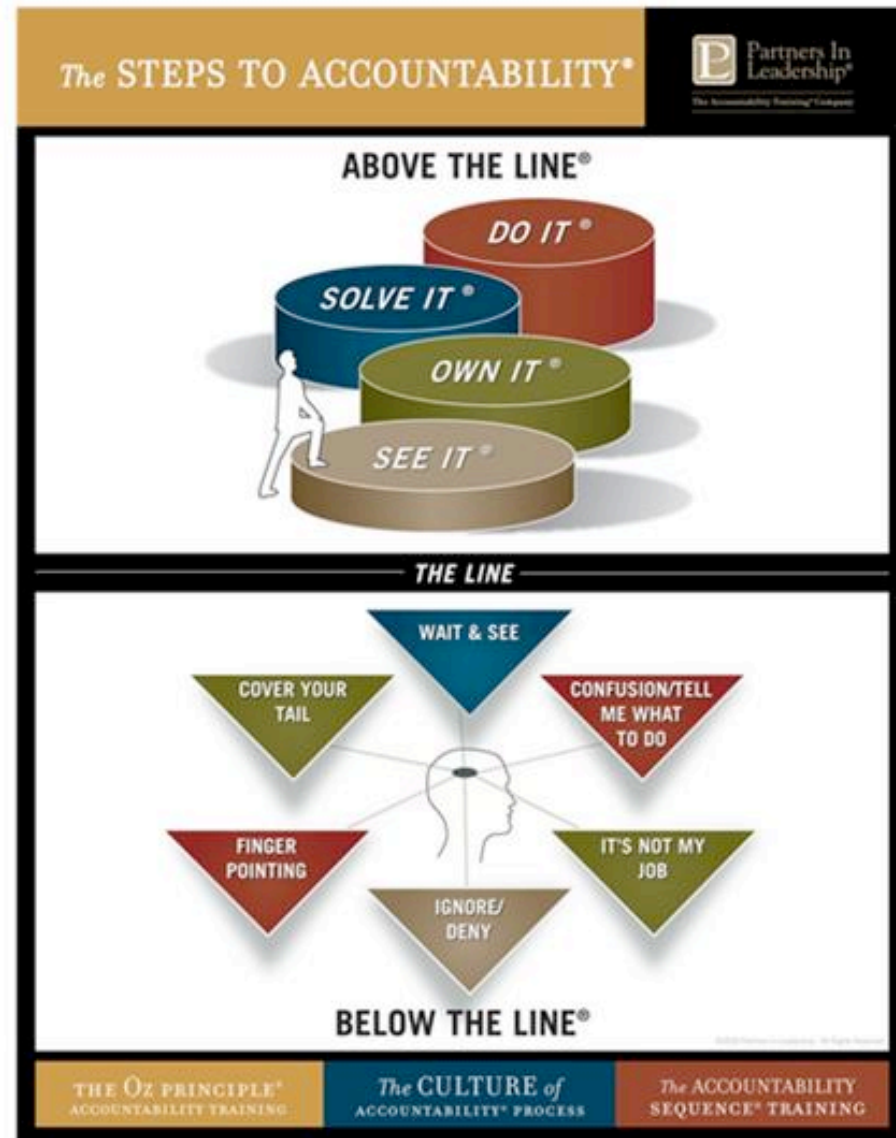
# Living above or below the line

GROWTH

Ownership  
Accountability  
Responsibility  
Smile

FIXED

Blame  
Excuses  
Denial



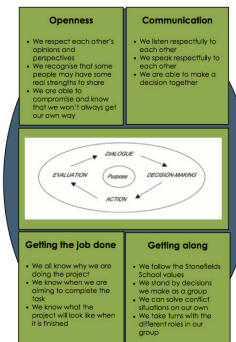


2011, 2012, ongoing

2012, 2013,

2011, 2012, 2013

having a go, 2014



A pair of hands is shown holding a glowing Earth globe. The globe is the central focus, with the Americas visible in shades of green and yellow, surrounded by blue oceans and white clouds. The hands are positioned at the bottom and sides, appearing to cradle the globe. The background is dark, making the globe and hands stand out.

We  
**WILL**

Leave  
this world  
a  
better  
place

Questions



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