Connecting the Dots
Our Place of Learning
Our Vision – based on joining the dots

To equip and inspire each learner to take full advantage of life's opportunities within the global environment.

AIMS
To deliver learning outcomes based on the underlying principles set out in the National Educational Guidelines (NEGS). To implement programmes based on the New Zealand Curriculum Framework and National priorities.

OBJECTIVES
Annually the Board of Trustees, through the Principal and staff will develop, revise or confirm its Curriculum Action Plan. It will set out specific objectives for curriculum delivery. The Board of Trustees will also develop and revise the Remarkables Primary School’s strategic and Action Plan.

Tools:
- Numeracy and Literacy
- Culture
- Languages
- ICT literate
- Global skills
- Resourceful
- Find knowledge/ solutions and apply it
- Initiative-
  Practical Number 8 wire thinking!

To be able to use their skills anywhere in the world.
From the … Pod Community, RPS Community, Queenstown, New Zealand, Pacific and the wider world.
To foster cultural diversity and support Maori and Pacifica students

Confident to question and contribute ideas
Engaged
Risk takers are able to take measured risks

School is fun and enjoyed
Children can talk about what they have learnt
Share learning with others

Adapting to suit the environment
Recognise opportunities
Well rounded
Risk taker
Reflective thinker
Works with others collaboratively
Thinks about what is out there
Languages- having a second language

Our Values - Based on Joining Dots

RESPECT

REACH OUT

REACH UP

REFLECT

REWARD

https://docs.google.com/a/remarkables.school.nz/presentation/d/105HFhgYOypa5D71zLO_ripMovE90Dz55wqiuBzAZI2M/edit#slide=id.p19
Entwining Research with great thinking and adding a Remarkable twist!
Learning is not about going in one direction

Learning is not the same for all ...
Learning is about Taking Action
Learning is about Reflection - going back
Learning is about Reaching Up and Reaching Out by extending ourselves into the unknown (risk taking)!
Learning is about putting in the sweat and tears (effort)
Learning is about intelligent failure
Learning is about celebrating the small steps along the trail not just the end point
Learning is messy!
FEEDBACK:
Do you have and...
• Questions
• Wonderings
• Or would like to find out more about Remarkables Primary School?

On a Post it - record your thinking and we will try to weave this into our presentation.
FOCUS: Developing a collaborative team and collaborative thinking by equipping our learners (staff and students) using sound research

- BES Reports
- DANZ Reports
- Hattie’s Research
- Learning Trails - learning of different pathways

Distributive Leadership
Pod Team structure
Congratulations on your appointment as a teacher at RPS!

We are very excited to have you as member of the Remarkables Primary School team on this amazing journey in growing our school, a truly remarkable school. So, what does this all mean for you? What do you need to know to teach at Remarkables Primary School?

This trail map is designed to guide you in developing learning programmes for our student explorers as they take the steps to reach their learning goals, climbing their learning pathways on their way to reach their aspirations. It also outlines our expectations of you and your practice as you maintain your Teacher Registration Certificate and grow as a professional.

You will have noticed some key language being used already. Our school is situated in the beautiful Wakatipu Basin surrounded by a number of peaks. The school has been named after some of these peaks and our logo, our learning philosophy and behaviour management programme are based on the metaphor of peaks and expeditions.

What's important at Remarkables Primary School?

Our core business is learning. We see each learner: both young and old as explorers - exploring how they best learn, talking with them about their learning and ensuring they take responsibility for their learning within the classroom context and beyond.

Using our metaphor, we see teachers as expedition guides leading hikers along pathways of learning, carrying a pack of tools to help their team achieve their learning goals. In order to achieve this, we see the following four key elements as fundamental when developing an effective and engaging expedition plan for the trampers in our learning community:

- The Terrain of Modern Learning Environments (RTC 2, 7; Tataiako: Manaakitanga)
- The Climate of Effective Learning Communities (RTC 1, 3, 4, 5, 7, 9, 10; Tataiako: Tangata Whenuatanga, Whanaungatanga)
- The Knowledge for Quality Acts of Teaching (RTC 6, 8, 9, 11)
- The Conversations of Learning (RTC 4, 8, 12; Tataiako: Wananga, Ako)

These elements connect to your role as a professional and we have matched these to the Registered Teacher Criteria as an indication of how you can provide evidence of meeting each criteria. They are are outlined in further detail in the following pages.

How do we achieve this?

We see our teachers with a backpack of tools that they utilise along the pathways they lead their students. These tools are key for a best practice practitioner and are identified in detail on the next pages.

Students aren’t the only learners at RPS. We see teachers as learners too. Professional learning, including time to play, are key components to achieving the best learning programmes for the RPS community.

We have a strong professional learning emphasis where teachers are key drivers of their own professional growth to stretch their pedagogy and thinking as individual practitioners, as well as in connection with their learning communities. At RPS each year level community has a vision driving the learning of that community. You will also have your own learning inquiries to explore alongside school targets. These may dovetail or may be separate depending on your own learning pathway - either way your active participation in this is vital.
Inspire & Sandpit Time 2011

Year 4: Gap Analysis

PHASES of the collaborative process:
- Forming
- Norming
- Storming
- Reregulating
- Performing

Values
- Key Competencies
- Learning & Literacy
- Student Learning Cycle

English
- Social Studies
- Science
- Art & Health
- Technology

Remarkables PRIMARY SCHOOL
QUEENSTOWN • NEW ZEALAND

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Process v Product 2012

Making it visible - process v’s product

Vision and Values

Wonderings

Assessment

© Visible Learning plus
Learning Walls and the development of student ownership in setting up the class learning spaces.
Take Full Advantage of Life’s Opportunities

Learning has purpose

Rich Authentic learning

- Partnerships with Businesses
- Links with the community
- Transference of skills
- Student voice and Student leadership
Data analysis 2012-2013
Data analysis 2012-2013

ASSSESSINATORS

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# Data analysis 2012-2013

## Writing at End of Standard Time Frame Judgments: Junior School

<table>
<thead>
<tr>
<th>Ministry Descriptors</th>
<th>Well Below</th>
<th>Below</th>
<th>At</th>
<th>Above</th>
<th>Well Above</th>
<th>RPS Reports After X Year Expectations</th>
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<tbody>
<tr>
<td></td>
<td>Standard 2 Years below</td>
<td>Standard 1 Year below</td>
<td>Standard</td>
<td>Standard 1 Year above</td>
<td>Standard 2 Years above</td>
<td></td>
</tr>
<tr>
<td>After 1 year at School</td>
<td>MOE</td>
<td>Within Level 1</td>
<td>After 2 Years At L1</td>
<td>After 3 Years Working Towards 1A/2B</td>
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<tr>
<td></td>
<td>RPS</td>
<td>Foundation 1B</td>
<td>1P</td>
<td>1A/2B</td>
<td>1P</td>
<td></td>
</tr>
<tr>
<td>After 2 years at School</td>
<td>MOE</td>
<td>After 1 Year Within L1</td>
<td>at Level 1</td>
<td>After 3 Years Working Towards 1A/2B</td>
<td>EoY4 At L2</td>
<td></td>
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<tr>
<td></td>
<td>RPS</td>
<td>Foundation 1B</td>
<td>1P</td>
<td>1A/2B</td>
<td>2P</td>
<td>1A</td>
</tr>
<tr>
<td>After 3 years at School</td>
<td>MOE</td>
<td>After 1 Year Within L1</td>
<td>After 2 Years At L1</td>
<td>working towards L2 (bk) early L2 (poster)</td>
<td>EoY4 At L2</td>
<td>EoY5 Towards L3</td>
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<tr>
<td></td>
<td>RPS</td>
<td>1B</td>
<td>1P</td>
<td>1A/2B</td>
<td>2P</td>
<td>2A/3B</td>
</tr>
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</table>

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**ALL Project**

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## Tista the Great!

<table>
<thead>
<tr>
<th>Achievement</th>
<th>Progress</th>
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</thead>
<tbody>
<tr>
<td>High Achievement</td>
<td>High Progress</td>
</tr>
<tr>
<td>Low Achievement</td>
<td>Low Progress</td>
</tr>
<tr>
<td>Low Achievement</td>
<td>High Progress</td>
</tr>
</tbody>
</table>

- High Achievement
- Low Achievement
- High Progress
- Low Progress

Consistency checks:

- Keep raw copy to worksheet
- Then a

Validation, back-ups, artifacts...

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FEEDBACK:
Do you have and...
• Questions or Wonderings
• Or would like to find out more about...
Equip and Inspire/Process v’s Product/Assassinators and Take Full Advantage?

How does this link to your place of work?
At our place we use reflective questions ‘What is going well?’ ‘What is not going so well?’ ‘How can we influence what is not going so well?’

On a Post it - record your thinking and we will try to weave this in through the next segment.
REMARGABLES PRIMARY SCHOOL TEAM LEARNING VISIONS...

2013

Yr 1 - We are Learners Opening the World of Possibilities
Yr 2 - We Grow
Yr 3 - We Grow as Independent Learners
Yr 4 - We stretch our learning
Yr 5 & 6 - We share our thinking and learning
Yr 7 & 8 - Self Managing Learners

2014

Yr 1 - TRAIL
Yr 2 - We Grow our Futures
Yr 3 - We Grow as Independent thinkers and learners
Yr 4 - We are connected, creative, confident to meet new challenges
Yr 5 & 6 - New learning, new thinking, new pathways
Yr 7 & 8 - Self Managing Learners

Connecting with student voice and their thinking
Looking at what it looks like, sounds like and feels like?

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Feedback - Reflection/Assessment Lens

January 21-25th 2013 Wellington
ICO
16th International Conference

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Leadership – Creating a Learning Plan

Gathering Data on what Visible Learning sounds like at RPS - Term 1 2014

Team leaders investigating different topics

How we gathered data

Visible Learning
• Student interviews
• Walk throughs looking at learning walls

Inspiring Teachers
• Student surveys
• Teacher level.

Effective Feedback
• Observation from afar
• Staff survey

Know thy Impact
• Effect size shifts within cohort.
• Assessinators – team.

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Findings

Inspired and Passionate Teachers

Example: Suz
### Findings - Feedback

#### Question No 4 - Giving and receiving professional effective feedback - how often do you use and receive the common 4 types of feedback

<table>
<thead>
<tr>
<th>Feedback Type</th>
<th>Never (%)</th>
<th>Once or Twice a Term (%)</th>
<th>Once or Twice a Week (%)</th>
<th>Daily (%)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praise - self/others i.e. Well done, great job?</td>
<td>0.00%</td>
<td>9.52%</td>
<td>52.38%</td>
<td>38.10%</td>
<td>21</td>
</tr>
<tr>
<td>Task related- How well has the task been performed; is it correct or incorrect?</td>
<td>4.76%</td>
<td>23.81%</td>
<td>42.86%</td>
<td>28.57%</td>
<td>21</td>
</tr>
<tr>
<td>Process- What are the strategies needed to perform the task; are there alternative strategies to can be used? i.e. feedback/ feed forward on solving a problem</td>
<td>0.00%</td>
<td>38.10%</td>
<td>33.33%</td>
<td>28.57%</td>
<td>21</td>
</tr>
<tr>
<td>Self regulation- Self- monitoring to achieve a goal</td>
<td>4.76%</td>
<td>9.52%</td>
<td>52.38%</td>
<td>33.33%</td>
<td>21</td>
</tr>
</tbody>
</table>

**Example Peter**
Findings

• There were pockets of teachers who were impacting on student achievement by unpacking assessment with students so that they can identify their next learning steps.
• Students across the school were motivated and engaged when talking about what they were learning in class. We felt this was a big positive.
• There needs to be more consistency of learning scaffolds being used across the school years 1-8.
• Students in every year group could talk about at least one way they track their learning but these were all quite different.
• As the age groups increased, students were able to articulate their learning more in depth.
Learning Plan

We can’t do it all, so what pathway will we choose first???

Visible Learning

• Know thy Impact
• Learning intentions / Success Criteria
• Unpacking and going deeper

Example:

Jenny checklist- student voice
Joining the dots with her students
• **Year 1** - Trust, Respect, All Together we are Inquiring Learners Looking at the foundation of What learners do....
• **Year 2** - As Learners we Grow ....positive mindsets and effective communication to form understanding and independence
• **Year 3** - 'As independent learners we can... select, create and share.
• **Year 4** - 'We are connected, creative and active learners
• **Year 5 and 6** - Deep Thinking, Rich Learning, Challenging Pathways
• **Year 7 and 8** - 'We are Self Managing Learner' because we are... thinkers, assessment capable learners, independent, relationship builders and effective communicators.
Emma sharing of Vision

- Visible Learning
- Pod Vision
- Self managing
- Communication
- Presentation
- Self-regulation
- Feedback
- Assessment
- Evaluation
- Resources

Active, connected, creative, inspired, passionate teachers, learners, leaders, teams, parents, and school communities.

Build effective relationships.

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RTC/ Code of Ethics and Professional Practice
Know Thy Impact
LAG DATA v's LEAD Data

Lead Data: Professional Teaching Practice

Lag Data: Student Achievement

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Prior knowledge is the most important factor influencing learning. Our job is to accelerate the growth of those who start behind. Not only do we need to understand what they know, we need to understand their ways of thinking. Students may think differently from us - so we need to look at the how: Shayer’s research: Cognitive Acceleration

- cognitive conflict
- mind grows as we learn
- cognitive development is a social process promoted by high quality dialogue among peers supported by teachers

So how are your students thinking?
Get video from Louis
Next Steps - Know Thy Impact
Take Full Advantage

Mind frames
Know the impact beyond the data

Resilience Actions
‘Power of Yet’ and the ‘Learning Pit’

Student Voice
Connected Curriculum and 4 Peaks actions
Inspire – Planning connections

Term 2: VISION

- As independent learners, we learn, reflect, create and share

LEARN

- KNOW: limited amount of water available for people and it is continuously recycled
- Water conservation tips that save water and energy
- Water cycle: how plants and people use water
- Water cycle: the water cycle
- Save water: tips and information
- Water quality: the quality of water

CREATE INTEGRATE CURRICULUM LINKS

- INTEGRATE: how plants and people use water
- Water cycle: the water cycle
- Save water: tips and information
- Water quality: the quality of water

SHARE

- PLAY or dance (dramatisation) of a myth or legend (fun or role)
- Share my water cycle
- Share with parents, buddy classes
- Video, blog, website
- Share a report or something they have learned

TMOT:

- Read for knowledge (symbols and text on pp. 20-21)
- Make informed decisions
- Reflect on their own learning
- Draw on their personal knowledge and intuitions
- Ask questions
- Choose appropriate symbols and text eg. graphical, mathematical, language
“You can’t connect the dots looking forward, you can only connect them looking backwards. You have to trust that the dots will somehow connect in your future. You have to trust in something. Your gut, destiny, life, karma, whatever. Because believing that the dots will connect down the road will give you the confidence to follow your heart, even when it leads you off the well worn path. And that will make all the difference.”

Steve Jobs
Fence Post Questions - Using Disciplined Reflection Principles

What is going well?
What is not going well?
How can we influence what is not going well?
What is your and our impact / contribution?

Leads to outcomes on student learning.
**Connectioning the Dots - What is the glue?**

Create Learning Actions for all (Students & Teachers)

Must Haves - Nice to Haves (Pacing)

Self Advocacy - Professional decision making in the hands of the teachers

Sandpit & slow thinking time

Transference

For the learner, with the learner, by the learner.

Learning is not linear.
Reflection:
How do we create a thinking environment?
Questions and Wonderings?