Atatou Our purakau stories











Building Learning Capacity

Know, believe and stretch self as a learner

e a r

Collaborating

Relate, participate and value diversity. Make a contribution

Making Meaning

Use tools, strategies, skills and knowledge to break codes, understand, and take action

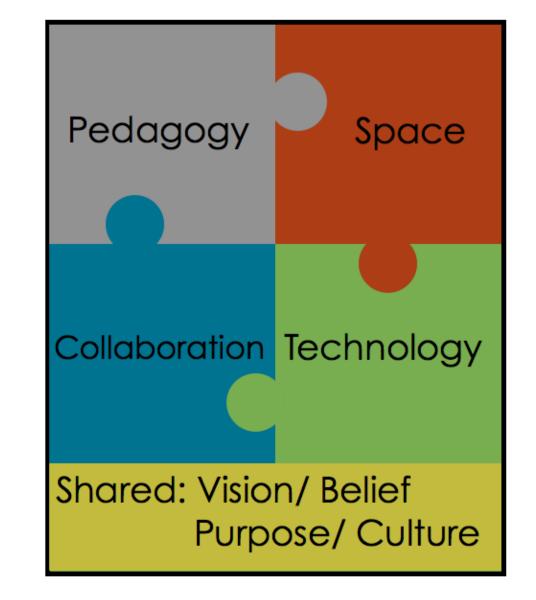
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Breaking Through

Strive to achieve success and happiness in learning and life.



earnin



collaboration



share THE LOAD

respect others
opinions
perspectives • points of view





Listen to understand









Apply Understandings

Making Meaning

think, connect ...

sort/group
order
summarise
infer
compare/contrast
weave together/synthesise
consider
analyse
negotiate
evaluate

take action

create
decide
solve
design
generalise
justify
imagine possibilities/innovate

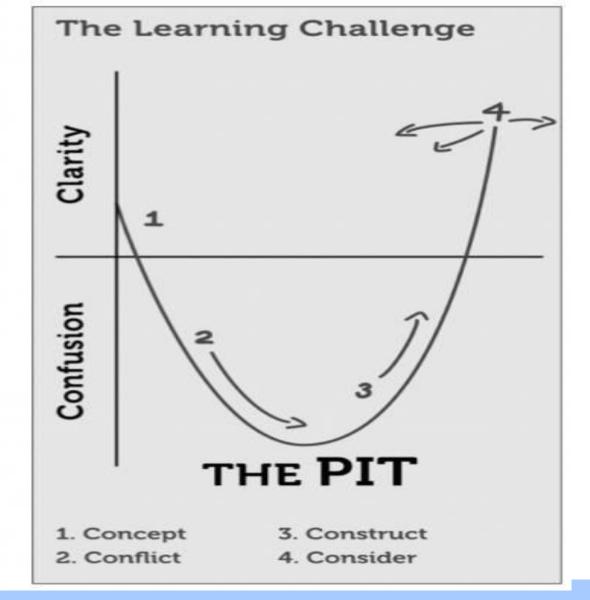
Build Knowledge

break code

bring what I know use my senses Looks, feels, sounds like ... find try out/experiment predict practice

The Learning Process











Self Aware





Connect





Question



Reading Progressions
Writing Progressions
Number Strategy Progressions
Learner Quality Progressions



Stonefields School Teacher Effectiveness Framework

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

Capacity to Collaborate



Teaching As Inquiry

Causing Learning

Lesson

sequence

What Why Connect

How Reflect

> Learning **Progressions**

Interpret Assessments

Resolving conflict

> Know thy learner. Strengths, progress, know beyond School

Learning

Process

... Capacity to Learn

Learner Qualities

Learning Pit

Transformational Collaboration

Participants and Contributors

Learning process

Makes Learning Real

Leam, create, share

Capacity to Meaning

Deep Thinking

Assessment Capable Know thy impact

relationships.

Relationships

Soth learning and individual focused

SS Values Culturally Responsive holoding \$40 all and henges her-

Feedbock solt & poor

Teacher Expectations and Responsibilities

Designing Learning

Goal: To ensure of earners are engaged & successful with learning that matters

Reflection: How do I know my learners need this learning at this time?

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

- · Lives the SS Values and Mindsets
- Callabarates/shares/openly contributes with colleagues
- . Calabaratively problems salves to resolve potential conflict and for discover future possibilities
- · Networks to influence and make a greater educational contribution

- . Planning and assessment meets minimum expectations requirements and informs teaching and learning.
- · Learning is designed to cognitively engage learners using the learning process
- Uses a range of teaching practices to cause learning.
- . Extends students ability to advance their own learning using a range of digital and other took. E.g. Learning Process, You Tube
- · Seeks appartunities, artifacts and ways to create wanderment and nurture curiosity in all learners

- · What is my Crisis? · What is the evidence telling me?
- · Who are my target learners?

Professional Inquiry

- Mothers Workshopmen tale group of tradests will be suffered.
- the bound president from highly

- Plage 6. The Author
- the continuent of assemble the upon to need the of the single the of the single

Adapted from Albany Senior Han Model

Data First.....

- At the beginning of 2014 data analysis showed writing achievement needed to be a focus across the school.
- This was mirrored in our Hub.



2 Groups of Learners Stood Out.

- Learners who were showing a disparity in their reading and writing achievement.
- Learners who were not achieving and making few gains.



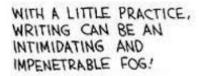
Analysis of Crisis: Reading and Writing Disparity

- In narrative writing they all had 3 things missing. These were: supporting detail, character development, and an emotional connection.
- They were diesngaged from writing and didn't like it



Analysis Of Crisis: Writers Who Were Struggling To Achieve In Writing and Making Few Gains.

- Learners were disengaged from writing
- Difficulty in generating ideas, character, plot.
- Difficulty getting words down on the page.
- Surface features missing.





What we Needed to do

- Scaffold the creation, process so the learners could focus.
- Have the learners connect with their character(s).
- Provide a rich and engaging experience for the writing to come from.
- Look at who our learners are. Look at who we are.

We Chose......

The RPG.

- -Engaging and on the learner's own turf.
- -Action packed experience.
- -Scaffolded the creation process so the learners can focus on their aim
- -Collaborative creation

We also Chose....

The Sandbox MMORPG also known as Minecraft

- The creative function of the game.
- The familiarity of learners with the context
- The collaborative aspect.

The Theoretical Reasoning Process

- Wood et al (1976). RDDMFM.
- Gee 2003. Engagement, problem progression, customising the character experience
- Garris Et al 2002. Simulation vs Gamification.

We Chose to Use











Focussed Goals from the progressions

Design the learning experience for exactly what that learner needs to know.

Writing Focus: To add supporting detail to my ideas.



What this looks like in Practice

The Modelling Doc

The Focus: Adding supporting detail to my Ideas.

Adaptations based on learning needs

- Changing the lesson sequences to accommodate learning differences.
- Having the 1 play 1 record then swap over sequence.
- using assistive technology: Word Q