

Learning

What progress looks like for my child?

When a flower doesn't
bloom, you fix the environment
in which it grows, not the flower.

Alexander Den Heijer



Learning - *let's hear from the experts!*



→ [Sir Ken Robinson](#) (Ph.D)

Sets the scene for our session better than we could. *An internationally recognized leader in education and the development of creativity, innovation, and human potential.*

→ [Adaptive expertise](#)

*Many scholars agree that the ultimate goal of learning and associated teaching in different subjects is to acquire adaptive expertise. The ability to **apply meaningfully-learned knowledge and skills flexibly and creatively in different situations**. This goes beyond mastery or routine expertise in a discipline, Rather, it involves the willingness and ability to change core competencies and continually expand the breadth and depth of one's expertise. It is therefore central to lifelong learning. (Organisation for Economic Cooperation Development publications, 2010).*

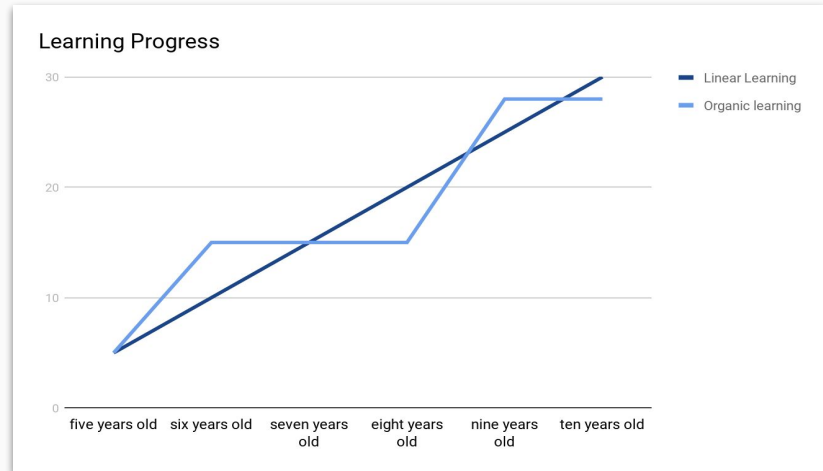


Learning as Organic - *what does this mean?*

Our current reporting and assessment lense is narrow. We report **on a snapshot of the curriculum with emphasis on literacy and numeracy**, as established against the National Standards (2010).

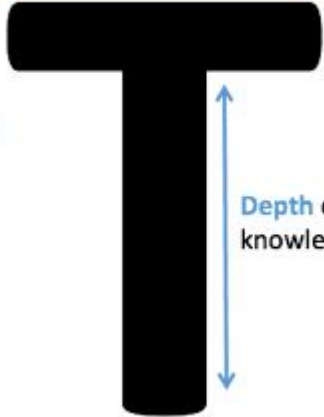
Now that National Standards and the regulations of their use have been abolished by the current government, we plan to grasp this opportunity to **review** our reporting for 2019 to reflect greater diversity and richness of the New Zealand Curriculum that we teach everyday,

*Learning progress should head in **one general direction over a long** period of time, however in reality, learning does not always happen this perfectly and we acknowledge that more natural (organic) side of human development and provide the right conditions for our children to flourish.*



NZ Curriculum

Breadth of understanding



Depth of
knowledge

The NZ Curriculum:

It **supports** and **empowers** all children to learn and achieve personal excellence, regardless of their individual circumstances.

It **encourages** all children to **reflect** on their own learning processes and to learn how to learn.

It offers all children a **broad** education that makes links within and across learning areas, provides for coherent transitions, and opens up pathways to **further learning**.

It encourages children to look to the future by exploring such significant **future-focused issues as sustainability, citizenship, enterprise, and globalisation**.

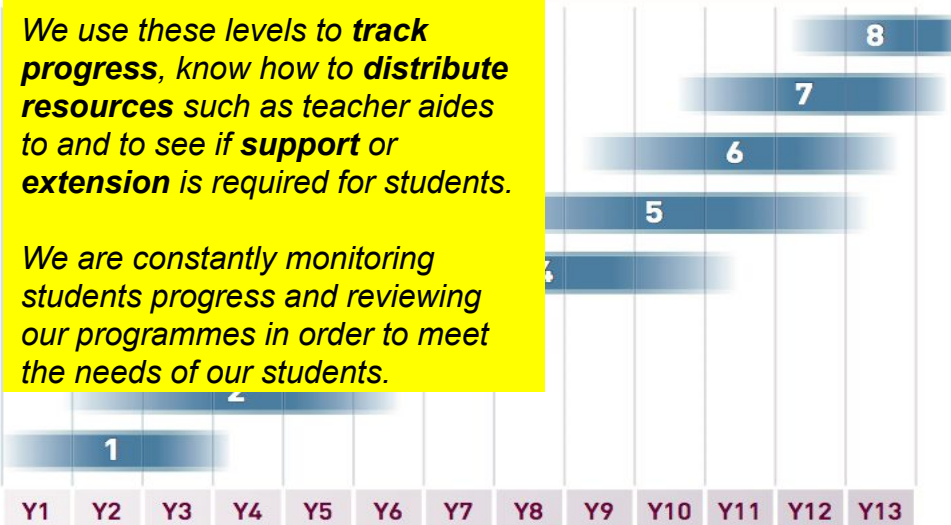
Click [here](#) to view the Campbells Bay School Curriculum

What does your child's level mean?

Years and Curriculum Levels

We use these levels to **track progress**, know how to **distribute resources** such as teacher aides to and to see if **support** or **extension** is required for students.

We are constantly monitoring students progress and reviewing our programmes in order to meet the needs of our students.



We report on where your child is currently **working AT** throughout the NZ curriculum levels.

We report within the curriculum levels (*beginning, proficient and advanced*), so you can see the progress your child makes within each level.

How do teachers know what level?



Curriculum levels are decided on by the teacher making an “**Overall Teacher Judgement**” this is what is in your report.

Testing assists teachers to ensure that their levelling is accurate but they must also use a range of data collection to reflect a child’s ability beyond that one test on one day.

Assessment is essential for our teachers to have rigor in their programme and ensure that your child is learning exactly what they need at the right time.

All levels are **moderated** across teachers for consistency.

*Questioning
and
discussions*

*Participation
in their group
learning*

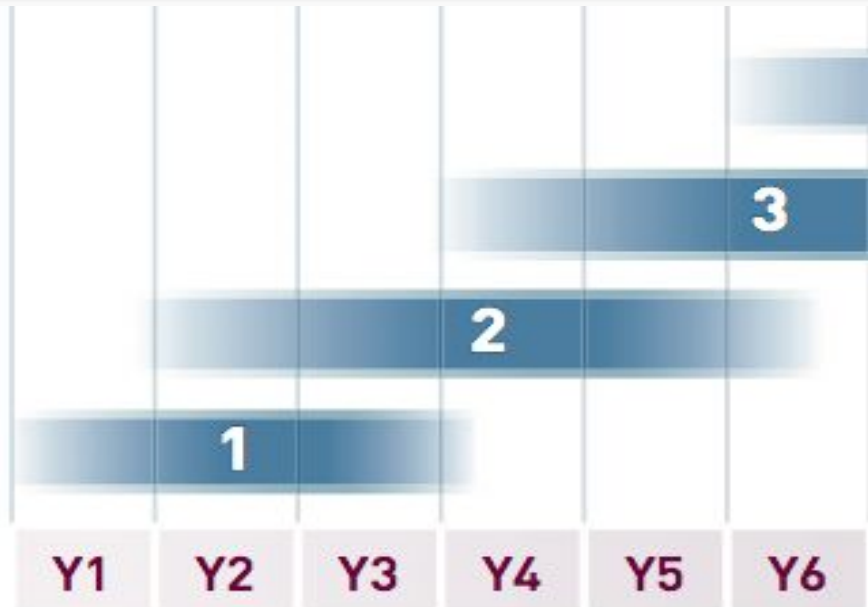
*Conferences
one on one
with their
teacher*

*A range of
tests/assessment
tools*

Observations

*Self and peer
assessments
Class work*

The New Zealand Curriculum



Earlier is not always better...

Research shows us that more damage is done when children are pushed to learn certain skills before they are developmentally ready or have certain skills in place for example pushing them further or faster than they are ready or limiting development to one test result.

Childhood is not a race to see how quickly a child can read, write, and count. Childhood is a small window of time to learn and develop at the pace which is right for each individual child.



Building Blocks to Literacy

This is the foundation of our junior school programme. Every child starts school with a different set of tools.

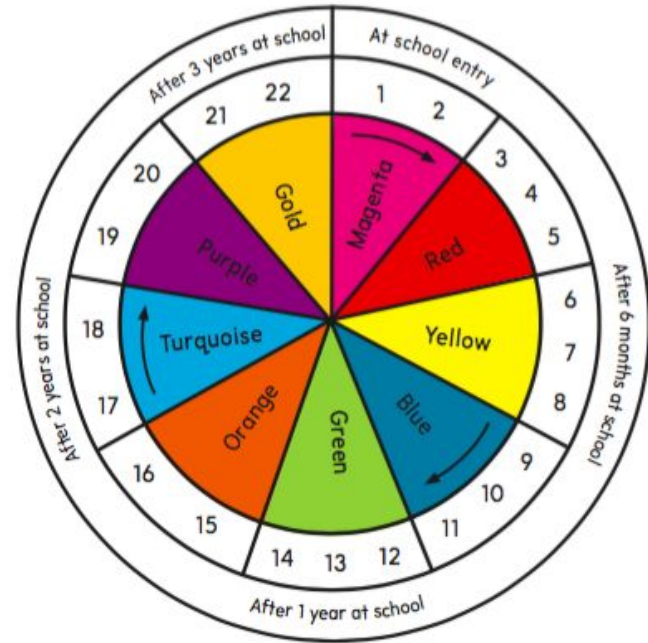
At CBS the Building Blocks programme helps to ensure children have all the necessary literacy skills they need to be successful learners in **all** curriculum areas.

Research into Building Blocks also suggests if these pre skills are not addressed, literacy issues later on in life often are the result of a gap way back in these foundation skills.

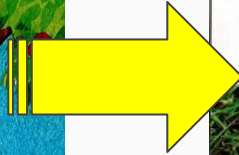
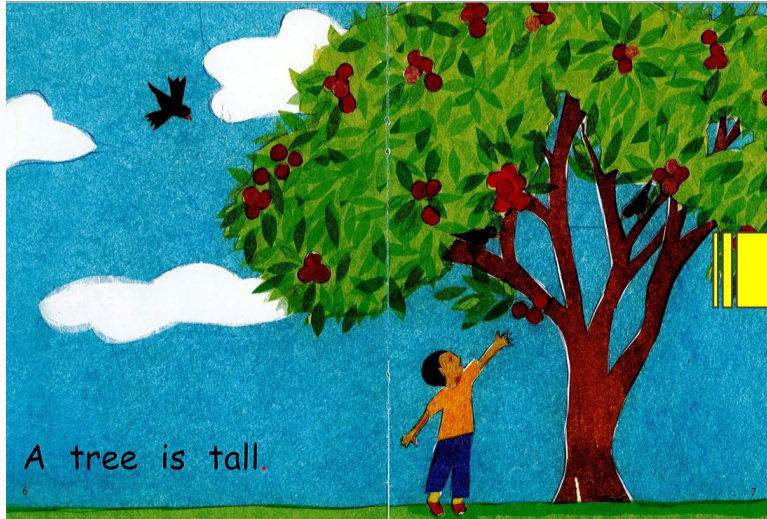


Learning to Read

- Colour wheel is used to track progress through Level 1 of the NZ Curriculum.
- There are **20 'reading levels'** to move within Level 1 versus **6 'reading levels'** in Level 2.



Within Level One



Making rich soil

Earthworms eat rotting plants found in the soil, in compost heaps, or in worm farms.

They produce **casts** (earthworm poo) and worm wee from whatever they eat. The casts are full of good things that help plants grow and provide food for other small animals.

An earthworm can eat its own weight every day. That's like you eating more than 150 bananas!

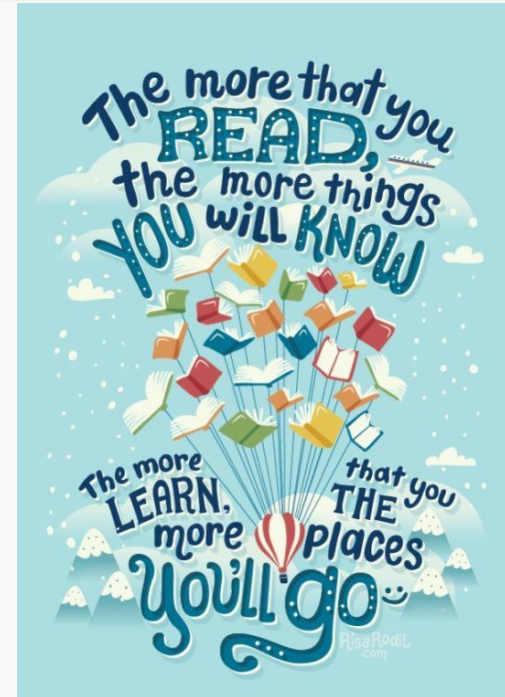


Worm farms

Some people set up worm farms to collect the casts and worm wee. These can be added to your garden to improve the soil.

Top Tips in the Early Years

- There is no expectation or reason a child should have a new book every day.
- Develop confidence and practice key skills.
- Repetition is key!



Get the basics right!

Foundation skills are key.

Building the language for learning.

Same principles across all curriculum areas.

Building Blocks helps to ensure the basics are there.



English

The English programme is structured around *two interconnected strands*.

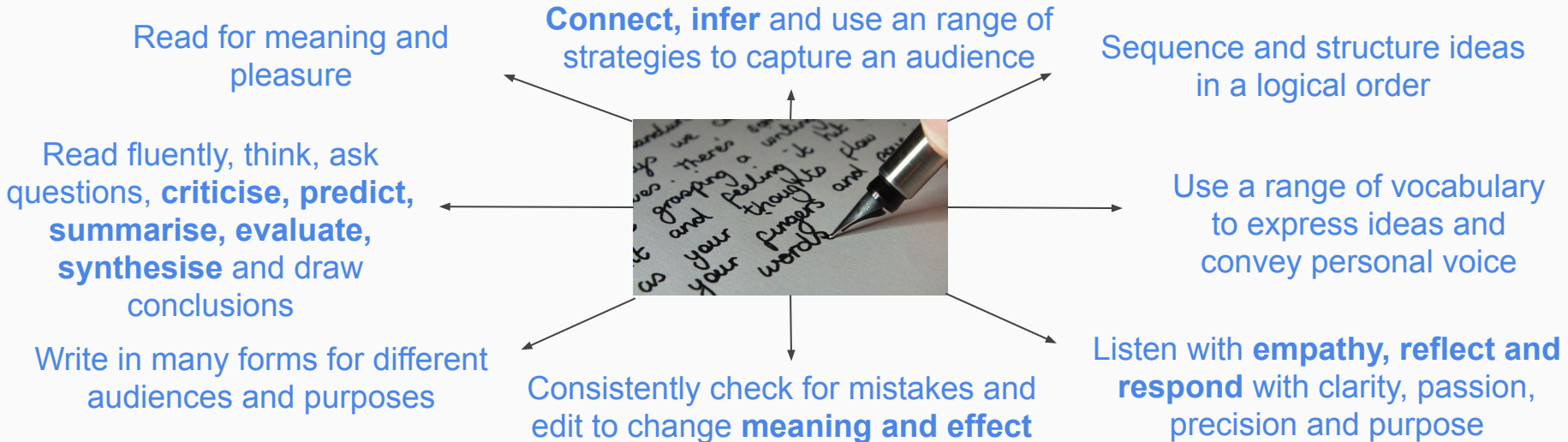
The strands differentiate between concepts in which children are primarily:

- **Understand** ideas or information -
Listening, Reading, and Viewing
- **Applying** ideas for themselves or others -
Speaking, Writing, and Presenting



English

What do great readers, writers, speakers and listeners do to be successful?



Comparing progress within one level of writing

Beginning, Proficient and Advanced.

Level 2

2B (beginning of level 2)
use f.u.l.l s.t.o.p.s and
CAPITAL LETTERS.

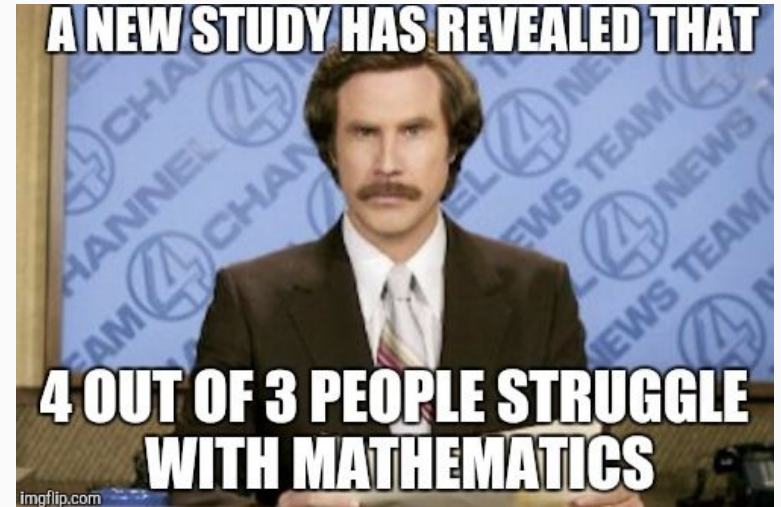


2A (advanced level 2)
independently use *descriptive*
language for effect.

Maths

The Math programme is structured around *five interconnected learning areas*. It is important children make these connections when problem solving.

- *Number*
- *Algebra*
- *Geometry*
- *Measurement*
- *Statistics*



Mathematics

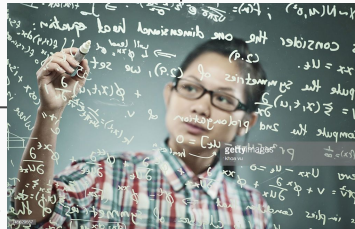
What do great mathematicians do to be successful?

Ask questions, check, reflect, **review, respond**, goal set and take risks

Use a range of tools and **strategies** to solve real life problems

Use and apply math vocabulary

Interpret patterns and trends



Strong understanding of number to check and explain ideas

Apply prior knowledge to find relationships

Explore and design a plan to solve a problem

Visualise and communicate using pictures, graphs and tables etc

Comparing progress within one level of mathematics

Level 2

2B (beginning of level 2)

Read and say any number up to 500.



2A (advanced level 2)

Use halves, doubles and skip counting to find fractions of a whole.

A deep understanding of **number** is required to be successful in all areas of math -

“Children are required to apply meaningful-learned knowledge and skills flexibly and creativity in different problem-based scenarios”

In the senior school...

To make progress students need:

- *Time* to **understand** the concepts and skills in depth.
- *Time* to **apply** the concepts in complex and creative scenarios.
- **Authentic context** for inquiry learning to develop adaptive expertise.

Children use their skills to *engage with tasks* that are *increasingly sophisticated* and *challenging*, and they do this in increasing depth across the levels.

Teachers and students use ongoing, rigorous assessment and tracking strategies to monitor progress so that your child is working at the appropriate level.

IT'S GOING TO TAKE
TIME. IT'S A
LEARNING
PROCESS.

In the senior school...

Goals and Milestones

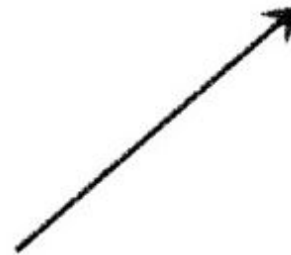
What happens if my child reaches high levels early in their age?

- They may stay there for some time as the depth and breadth of the curriculum is complex.
- If children peak early, this does not mean students keep moving forward - learning is organic.

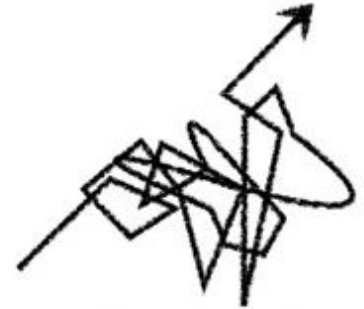
The milestones help children, teachers and parents to:

- Monitor and check progress
- Track success, review, reflect and respond
- Provide support to goal set for next steps

Success

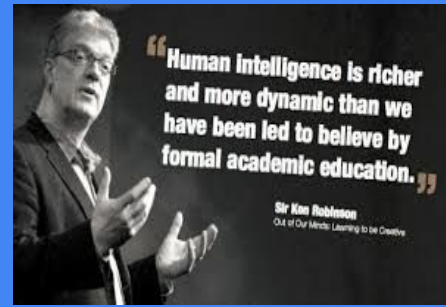


What people think
it looks like.



What it actually
looks like.

Summary



The goal of this session has been to share what progress looks like for your child within our current reporting framework.

As well as remind ourselves of the complexities of learning and to recognise the richness of childhood development that is not always reflected on a report.

NB: At CBS at the end of 2017 we had more than 80% of our students in reading and writing and around 90% in mathematics achieving at or above the National Standard, with those who are not in that group supported in the best ways we have available to do so. We still constantly strive to improve and by reviewing our reporting framework to align with Sir Ken Robinson and other best practice literature it is an opportunity to reflect on what we value in childhood development.

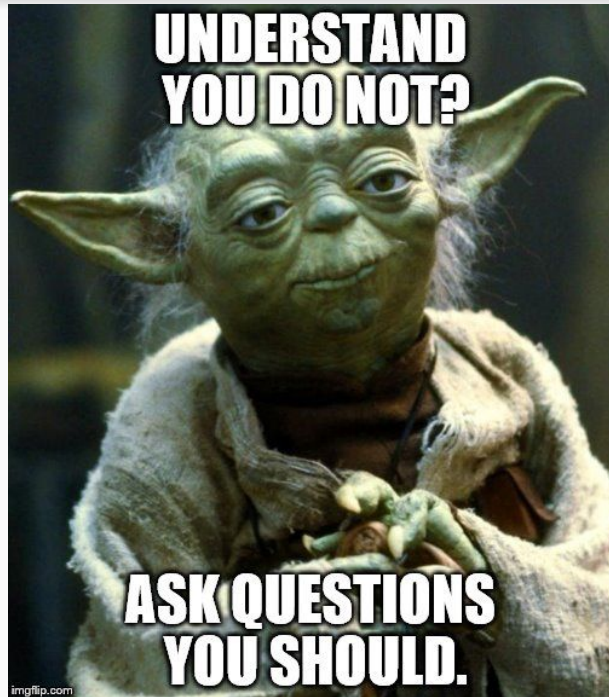
Quick list of misconceptions

In one school year
a child spends:
7800 hours at home
&
900 hours at school

- ★ No, next steps are only a snapshot of that level to help provide simple information to parents about possible goals for your child.
- ★ No, we have shared the depth and breadth of each level and that learning is organic not linear. The next step sheets were made to help you see what progress that has been made within the levels.
- ★ Research on flexible grouping is positive. It encourages diverse thinking, learning with and from their peers, growth mind-sets and engagement. NZ has a strong history of ability grouping which has been proven to be inequitable and increase the achievement gap. Types of grouping you may see are: social, mixed ability, targeted (for one particular area of need), student choice.
- ★ While we wish this was the case, it is not always possible. Support programmes are used to equip students with knowledge and tools to learn in the classroom with greater success or to fill foundation gaps preventing them from moving forward. Another parent workshop opportunity.

The message here is the importance and value we place on the experiences and development that occurs at home which we try and build upon this platform you provide us. Our time is precious with your children and we are always reflecting on how we can ensure at school that every moment counts to support progress.

Question Time



Where TO NEXT?

You will find this presentation on our school website to refer back to.
Send me an email with any additional questions principal@campbellsbay.school.nz