Stonefields School -
What does learning look like here?
think BIG

BE brave
Future Predictions
The Purpose of School ...

We defined learning ...
...put our learners at the centre...
...and continue to challenge mental models.
Our vision for learning@Stonefields
Learning is a dynamic, fulfilling process of actively building on what we know; by questioning, thinking and connecting to make meaning, expand knowledge and deepen understandings.

Stonefields School staff definition, November 2010
Underpins what we are aiming for - Our Graduate Profile

**Building Learning Capacity**

*know, believe and stretch self as a learner*

Learners who build learning capacity are confident individuals with a growth mindset who actively build their capacity to learn through applying Stonefields School dispositions, using progressions to inform next steps, stretch self to achieve and exceed in foundation learning areas.

**Making Meaning**

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

Learners who make meaning are inquirers. They problem solve, question, investigate and make decisions using a process, thinking tools and a range of learning strategies. They think deeply to build on prior knowledge, make connections to expand their own knowledge and grow conceptual understandings.

**Collaborating**

*relate, participate and value diversity. Make a contribution*

Learners who actively participate and collaborate, value others and harness the power of contributing knowledge, ideas and views to accomplish a superior outcome. Through contributing and working collaboratively greater learning, outcomes and reward can be realised.

**Break Through**

*Strive to achieve success and happiness in learning and life*

Learners who Break Through are self aware of their talents. They are determined self starters who are motivated and committed to achieving mastery or personal bests in learning. They feel fulfillment by actively seeking break through opportunities and realising future learning possibilities.
‘Finished beginnings’
How do students learn best? What makes them excited to learn? What supports them? What stimulates them? What makes them comfortable? What tools do they need in the learning space?

Whitby, G., (2013)
How does being in a hub make a difference?
Does furniture make a difference?
Where do learners choose to learn?
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

- Wonder
- Reflect
- Question
- Think
- Connect
- Be determined
- Be self-aware
Building Learning Capacity

Know, believe and stretch self as a learner
# Building Learning Capacity

<table>
<thead>
<tr>
<th>Questions</th>
<th>Definition</th>
<th>Little in Place</th>
<th>Developing</th>
<th>Proficient</th>
<th>Break Through</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reflects</strong></td>
<td>Thinks about and looks back on the learning to decide how it went and where to next?</td>
<td>I am not sure what reflection is or what it means.</td>
<td>I reflect on my learning with support or prompts - e.g. question starters.</td>
<td>I know reflection is an important part of the learning process. I can talk about when, what and how I reflect.</td>
<td>I understand reflection helps me with my learning. I use it continuously across a range of situations.</td>
</tr>
<tr>
<td><strong>Thinks</strong></td>
<td>To reason about, reflect or ponder</td>
<td>I don’t think much during my learning.</td>
<td>With support I can use thinking organisers and strategies to further my learning.</td>
<td>I use various thinking tools and strategies to deepen my thinking and learning.</td>
<td>I naturally select the most appropriate thinking tool and strategy to reach a desired decision, outcome, solution or situation I am faced with.</td>
</tr>
<tr>
<td><strong>Connects</strong></td>
<td>Linking knowledge together to create new understandings.</td>
<td>I am unable to make connections or links. Sometimes I have an ‘aha’ and I see a link or connection.</td>
<td>I can sometimes make connections with support or modelling. Sometimes I have an ‘aha’ and I see a link or connection.</td>
<td>I make many links and connections between pieces of knowledge to create new ideas or deeper understandings.</td>
<td>I constantly look for and use knowledge to connect with old and new learning to develop new understandings.</td>
</tr>
<tr>
<td><strong>Is Determined</strong></td>
<td>The ability to stick at a challenge task when you feel like giving up. The desire and determination to self improve and succeed.</td>
<td>If things are too tricky I give up.</td>
<td>I can self talk to persevere with tasks that are a little tricky and motivate myself to keep going.</td>
<td>I have a number of strategies that help me to be determined when tasks are challenging.</td>
<td>I choose from a range of strategies to overcome obstacles, I problem solve and self improve as a learner. I have a determination to learn through tasks I identify and commit to achieving next learning steps.</td>
</tr>
<tr>
<td><strong>Is Self Aware</strong></td>
<td>Aware of yourself as an individual, your being, actions, thoughts.</td>
<td>I am not so aware of my actions and thoughts.</td>
<td>I know what my strengths and next steps are.</td>
<td>I am aware of what makes me “tick” (strengths, weaknesses, personality, thinking style) I am aware of my thoughts and the actions I need to take to self improve as a learner.</td>
<td>I am conscious of what makes me “tick” (strengths, weaknesses, personality, thinking style) I am aware of my thoughts and the actions I need to take to self improve as a learner.</td>
</tr>
<tr>
<td><strong>Wonder</strong></td>
<td>To be amazed at, the desire to know something.</td>
<td>I am not sure what it means to wonder</td>
<td>I like to wonder and imagine.</td>
<td>I can wonder about ideas and imagine possibilities from one or two perspectives. I can distinguish between wonderings I can act on, and wonderings that are unobtainable.</td>
<td>I wonder to come up with ideas about what ‘might be’ from many different perspectives. I can elaborate these ideas and come up with an original idea. I can elaborate these ideas and come up with an original idea.</td>
</tr>
</tbody>
</table>
Determined

symbols

displays

Being in the pit

Reflect

Connect

Think

Wonder

Question

Self aware

Determined

Wonder

Clarity

Confusion
Progressions
<table>
<thead>
<tr>
<th>Purpose &amp; Audience</th>
<th>Text Type</th>
<th>After 3 Years</th>
<th>End Year 4</th>
<th>End Year 6</th>
<th>End Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deep</td>
<td>Blog, Comic</td>
<td>- use a variety of ways to help me plan for my writing. &lt;br&gt;- think about why I am writing and who I am writing for.</td>
<td>* organise my ideas in a variety of ways. &lt;br&gt;* think about why I am writing and who I am writing for.</td>
<td>* understand why I am writing and can use an appropriate format. &lt;br&gt;* think about my audience.</td>
<td>* use and appropriate planning tool that includes in new information. &lt;br&gt;* know why, how and who I am writing for.</td>
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<tr>
<td></td>
<td></td>
<td>* write detailed ideas, information and experiences on a topic. &lt;br&gt;* use adjectives, nouns and verbs that are related to the topic. &lt;br&gt;* use topic words in my writing.</td>
<td>* write using detail and information that supports the main ideas.</td>
<td>* use appropriate language features to add to the meaning of my writing. &lt;br&gt;* use different sentence beginnings and type in my writing.</td>
<td>* a text structure that suits the purpose and audience.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* write complex sentences. &lt;br&gt;* use simple language features to add impact to my writing. &lt;br&gt;* use visual features to add meaning to my writing.</td>
<td>* organise and write my ideas in a structure. &lt;br&gt;* always use the correct tense in my writing. &lt;br&gt;* use different sentence lengths in my writing.</td>
<td>* proof-read &amp; re-craft my writing to make sure it is clear and to my audience.</td>
<td>* choose language that is appropriate to the topic, audience and purpose and discuss these language choices.</td>
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<tr>
<td></td>
<td></td>
<td>* give a peer feedback on their writing. &lt;br&gt;* proofread and re-craft to see that my writing makes sense to the reader. &lt;br&gt;* use a classroom resource to correct and check my spelling.</td>
<td>* publish my writing in a variety of ways.</td>
<td>* use vocabulary appropriate to the topic I am writing about. &lt;br&gt;* use vocabulary that makes it clear for my audience.</td>
<td>* re-craft my writing for meaning and impact in response to feedback that I have sought. &lt;br&gt;* proof read to check grammar, spelling and punctuation.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* publish my writing in a variety of ways. &lt;br&gt;* use the correct structure for the writing purpose. &lt;br&gt;* use different sentence lengths to make my writing more interesting to read.</td>
<td>* use the correct structure for the writing purpose. &lt;br&gt;* use the correct length for my writing.</td>
<td>* support my ideas with relevant details.</td>
<td>* choose a variety of sentence structures to add impact, for my reader.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* correct use all the words from Essential List 1 to 4 and some words from List 5 and 6 in my writing. &lt;br&gt;* correct use words that I know in my writing.</td>
<td>* spell words by using my visual memory, spelling rules and using dictionaries &amp; thesauruses. &lt;br&gt;* use my knowledge of prefixes/suffixes to spell new words and work out the words meaning.</td>
<td>* spell and use Essential list 1-4 and many words for list 5/6 correctly.</td>
<td>* organise related ideas into correct paragraphs and line paragraphs.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* use correct spelling strategies to write and correct words. &lt;br&gt;* choose the correct spelling patterns for sounds within words. &lt;br&gt;* use more difficult rules for creating plurals (ies).</td>
<td>* use punctuation correctly to make the meaning clear to my audience.</td>
<td>* work out unknown words by using visual memory, spelling rules and using dictionaries and thesauruses.</td>
<td>* use punctuation correctly to support the meaning of my writing.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>* use punctuation and capital letters correctly.</td>
<td>* use capital letters and full stops correctly.</td>
<td>* use capital letters and full stops correctly.</td>
<td>* use capital letters and full stops correctly.</td>
</tr>
</tbody>
</table>

[Diagram of Writing Progressions]
How am I going?
Where am I going?
Where to next?
What has best Bang for buck on student outcomes?
Meg and Dasha's Break through Woman's Refuge

Hi everyone,

Over the past few months, we have been working on a break through. Our break through is to donate second hand things that are still in good condition such as clothing, toys, books etc. We are going to donate these things to Woman's refuge. We have decided to choose this charity because we have been informed that the women and children leave their houses without any items. We thought that this is a good charity to support because it said on their website they said that they need children's books, toys and clothing. Today we sent an email to Woman's refuge and told them what we were going to do and how we were going to make a difference to them. We are waiting upon the email to make sure that this is what we are going to do. If you have any suggestions please bare comment.

By Meg and Dasha
Does technology make a difference?
Do three teachers make a difference?
What kind of collaboration is fit for this purpose?

<table>
<thead>
<tr>
<th>Individually</th>
<th>Coordinating/Cooperation</th>
<th>Collaborating</th>
</tr>
</thead>
</table>
| • Plan maths group | • One person taking the lead  
• Delegating the tasks | • Data analysis  
• Groupings  
• Problem solving |
What are we aiming for?

Organisational Culture
How good are we at ensuring elephants don’t grow in rooms at our place?
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’
Embracing and Realising Future Learning Opportunities

Welcome, Stonefields School opened its doors to students in February 2011. It is a School that is willing and determined to cause learning and serve every single one of its learners.

The School is forward thinking in its philosophy of learning, purposeful in selecting the right staff and creatively utilises open modern learning environments to ensure learning is social, open, engaging and real.

Learning is our Core Business

Stonefields School is committed to delivering on its core business of ‘learning’ and is thrilled with the achievement gains to date. It is a place that is committed to building the necessary knowledge and competencies for students to thrive and succeed in learning and life.

We have a supportive and active community who fully involve themselves in School life. The staff are open, fun and willing to do what ever it takes to ensure that each learner is stretched and experiences fulfillment in learning.

If you would like to view the School or talk to a member of the team please contact our wonderful office team.

We look forward to working with you as Stonefields School continues to evolve as a dynamic learning establishment.

Through the eyes of another

“I am in awe! You have combined the best practices in teaching, learning and leadership to create a school where learning is visible through the eyes of teachers and students! You are a light, not just in New Zealand, but in the world of education!”

Kristin Anderson, Senior Director of Professional Learning, Conwin, USA

“You have set a new standard for innovative, dedicated, collaborative School design and leadership”