



- Public Private Partnership



# What is your mental model?

- for learning
- for space
- for students
- for staff
- for parents

i w w h a d

i w w h a d

it's what we have always done



Relevant?





Relevant?



# The Mental Model of schooling needs to change



But....

it's not too hard

# What should we be teaching our students?

- To deal with massive amounts of data
- Have global communication skills
- Self direct/Self motivate/Self start/Self regulate
- Organise/Collaborate/Plan/Reflect/Assess (self, peer, expert)
- Have multi-level relationships
- Sustain their learning
- Learn in purposeful ways- blended
- Learn through real life projects/inquiries (OECD conference in Finland “Grasping the Future” identified this as crucial for the future of the young)

# What learner qualities should our students have?

- Self-motivation
- Self-discipline
- Perseverance/commitment
- Balance/sustainable
- Coachable
- Self-managing
- Courage/tenacity/drive
- Social confidence/ assertive
- High self-esteem/happy
- Self-efficacy

# Why?

Catching the Knowledge Wave -Dr Jane Gilbert (Gilbert, 2005)  
Chief Researcher at the New Zealand Council for Educational Research.

In the 21st century knowledge has a new meaning...

- is a process, not a 'thing'
- does things, has an impact
- happens in teams, not in individual 'experts'
- can't be 'codified' into 'disciplines'
- develops to be replaced, not stored

# Why

In the 21st century learning has a new meaning...

- involves generating knowledge not storing it
- is primarily a group - not an individual activity
- happens in 'real world', problem-based contexts
- should be 'just-in-time learning', not 'just-in-case'

# Why

## BEST EVIDENCE SYNTHESIS- (ALTON LEE, 2003)

- Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students.
- **Quality teaching is responsive to student learning processes.**
- Pedagogy promotes learning orientations, student self-regulation, meta-cognitive strategies and thoughtful student discourse.

# Why?

## Quality Teaching Synthesis-(Hattie, 2003)

Expert teachers...

- Adopt a problem solving stance
  - Anticipate, plan and improvise as required
  - Have a complex perception of classrooms
  - More adept at monitoring and providing relevant feedback
  - Test hypotheses about learning problems
  - **Have high respect for students**
  - Are passionate about learning and teaching
  - Develop students' self regulation and esteem
  - Provide appropriate challenge
  - Enhance deep learning

# Why?

What we teach probably isn't what children learn.....

.....that a large proportion of each students significant learning experiences were self-selected or self-generated even in traditional classrooms.

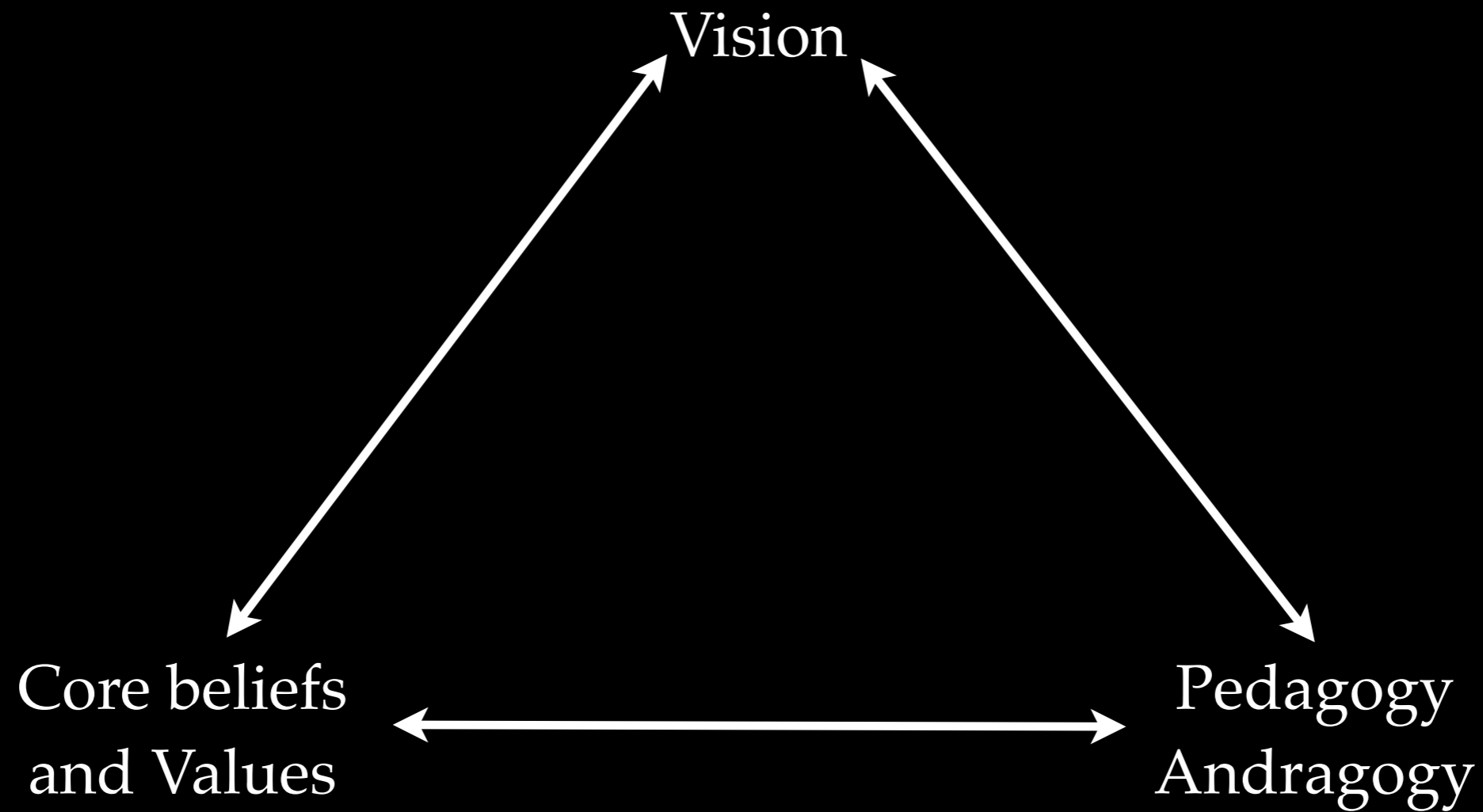
Nuthall 2007



# Learning?

- Does it fit- vision, values, pedagogy
- Mindset
- Space
- Collaboration
- Building Capacity

# Does it fit







# Mindset

Fixed Mindset	Growth Mindset
Intelligence is static.	Intelligence can be developed.
Leads to a desire to <i>look smart</i> and therefore a tendency to	Leads to a desire to <i>learn</i> and therefore a tendency to
<ul style="list-style-type: none"><li>• avoid challenges</li></ul>	<ul style="list-style-type: none"><li>• embrace challenges</li></ul>
<ul style="list-style-type: none"><li>• give up easily due to obstacles</li></ul>	<ul style="list-style-type: none"><li>• persist despite obstacles</li></ul>
<ul style="list-style-type: none"><li>• see effort as fruitless</li></ul>	<ul style="list-style-type: none"><li>• see effort as path to mastery</li></ul>
<ul style="list-style-type: none"><li>• ignore useful feedback</li></ul>	<ul style="list-style-type: none"><li>• learn from criticism</li></ul>
<ul style="list-style-type: none"><li>• be threatened by others' success</li></ul>	<ul style="list-style-type: none"><li>• be inspired by others' success</li></ul>

# Space

- It encourages a shift
- It allows for visible learning
- It creates a changing mindset



# Collaboration







# Collaboration

Monday 9 <sup>th</sup>	Tuesday 10 <sup>th</sup>	Wednesday 11 <sup>th</sup>	Thursday 12 <sup>th</sup>	Friday 13 <sup>th</sup>
9 - Morning Meeting <i>9:30 - 10:30 AM Lisa - Conservation Week</i>	9 - Morning Meeting 9:30 - 10:30 Bike safety practical	9 - Morning Meeting <i>9:30 - 10:30 AM Lisa - Conservation Week</i>	9 - Morning Meeting <i>9:30 - 10:30 AM Lisa - Conservation Week</i>	9 - Morning Meeting
11 - Morning Break <i>9:30 - 10:30 AM Lisa - Conservation Week</i>	11 - Morning Break	11 - Morning Break	11 - Morning Break	10:10 - Bre
1p - 1:40p Lunch Break	1p - 1:40p Lunch Break	11:30 - 2:30p Conservation Week Trip 1p - 1:40p Lunch	1p - 1:40p Lunch Break	11:30 - 12:30 Lunch Bre
2:45p - Reflection Zor	2:45p - Reflection Zor	2:45p - Reflection Zor	2:45p - Reflection Zor	1:30p - Bre
				8:10 - 3p Specialist Day

# Collaboration

## Wednesday

### Reminders:

- top top bookings
- system for planning to be checked off

Time	Lead Teacher	Support Teacher	Description	Resources	Attendees
9.30-10.00	Lisa		Persuasive Writing - advertising posters, marketing	Pencil, paper <a href="http://pblkids.org/forbuyers/advertisinginfo/createyourword.html">http://pblkids.org/forbuyers/advertisinginfo/createyourword.html</a>	Ryan, Mia, MacKenzie and anyone interested.
10.00-10.20	Amy		Numeracy - number bonds		Clarke, Ethan, Dylan, Mia
12.30	Amy		Garage Band mixing	iPad	Alex, Clarke, Ayla, Ariana, Nathan, Hayden, Ryan, Ethan, Nellie
10.30 - 11.00	Lisa		Instruction writing (Create your own superhero or something else)	device, pen and paper <a href="http://www.willflow.com/Create-a-Super-Hero">http://www.willflow.com/Create-a-Super-Hero</a>	Ethan & Clarke plus anyone interested
10.00-10.30	Kristyn		Numeracy - learning stage 6 (to be negotiated) Repeat How to solve word problems		Ryan
11.40-12.10	Lisa		Numeracy - stage 6/7 working with stages	device	Liamah, Whilee, Jacinda, MacKenzie
12.10-12.40	Lisa		Book Author Introduction	Laptops & Mics	MacKenzie, Ariana, Clarke and anyone interested
1.45 - 2.30	Amy	Kristyn	Movie making - those who are interested in joining the movie making competition group		Anyone interested Clarke, Mia, Ariana, Hugo, Ryan, Jacinda, Nellie, MacKenzie, Dylan
11.40-12.10	Kristyn		50 shapes		Ayla, Nathan
12.30-1.00	Kristyn		Assessment using scales		Ryan

### Conferences

Amy	Thomas 9.30	Dylan 12.00	Clarke 11.20	Jacinda 10.20
Kristyn	Ethan 9.30	Hayden 10.50-11	Ryan 2.15	
Lisa	Jacinda 11.20	Nathan 1.45		

# Collaboration

**HOBSONVILLE POINT**

Search Calendar

isa@hobsonvil...

Calendar Today < > Sep 1 - 7, 2013 Day Week Month 4 Days Agenda

CREATE

Mini calendar

My calendars

- Lisa Squire
- Assessment & Repor...
- Base LC3
- Fitness
- Senior Common Pri...
- Tasks

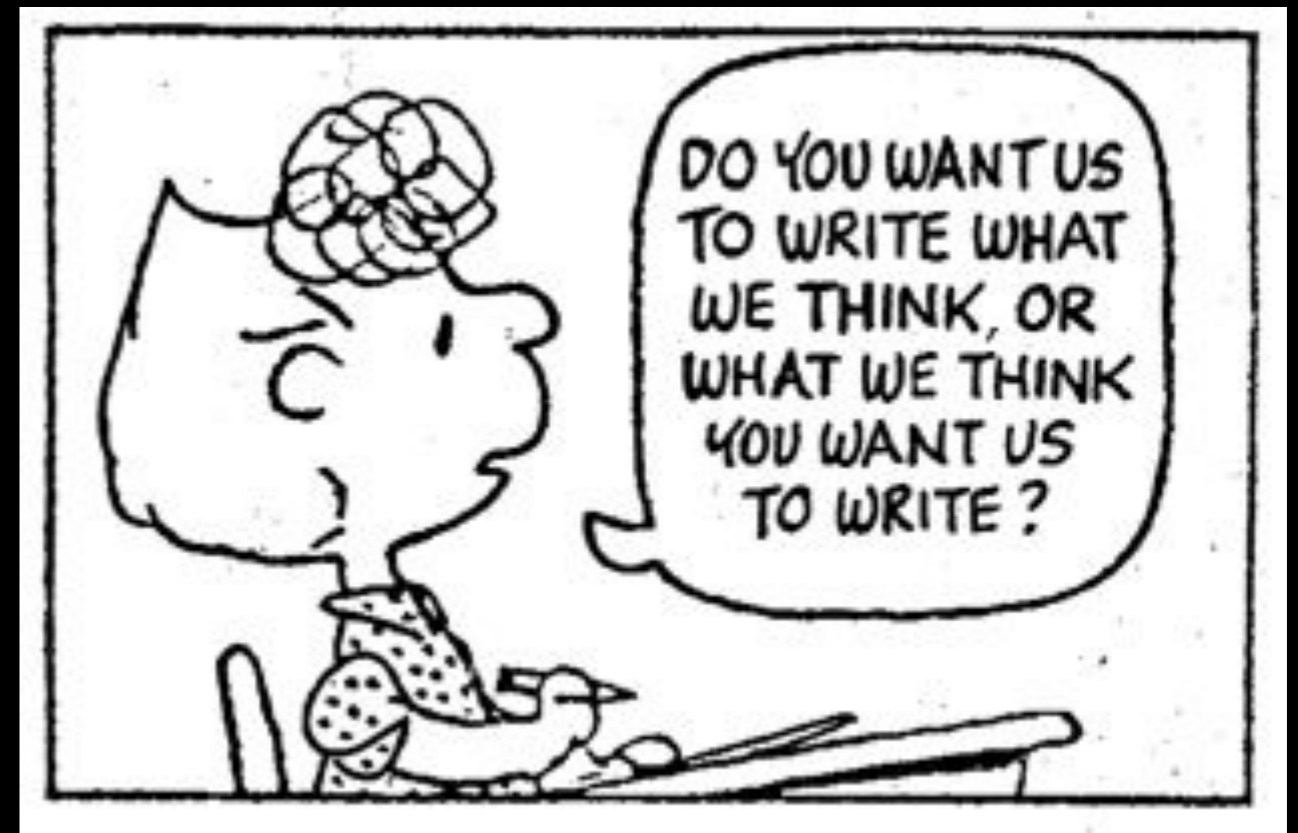
Other calendars

GMT+12	Sun 9/1	Mon 9/2	Tue 9/3	Wed 9/4	Thu 9/5	Fri 9/6
8am		8 - Morning Mea	8 - Morning Mea	8 - Morning Mea	8 - Morning Mea	8 - Mon
9am		9:00 - 11:00 Photography & Descriptions Workshop	9:00 - 10:30 Numeracy	9:00 - 10:30 Numeracy	9:30 - 10:30 Intro to time capsule	9:10 - 10:30 Specialist Day
10am			10 - Nu	10 - Nu		10:10 - 11:00
11am		11 - Morning Bre	11 - Morning Bre	11 - Morning Bre	11 - Morning Bre	
11:30am		11:30 - Fitness	11:30 - 12:00 Digital	11:40 - 11:45 - R	11:30 - 12:00p Trust Licenod Criteria	11:30 - 12:00 Lunch E
12pm		12p - Narrative V	12p - 12p	12:10p - 12:30p	12:30p - PE Gam	
1pm		1p - 1:40p Lunch Break	1p - 1:40p Lunch Break	1p - 1:40p Lunch Break	1p - 1:40p Lunch Break	1:30p - 1:40p
2pm		1:40p - 2:45p Environment Club	1:40p - Fitness W	1:40p - 2:30p Movie Making	1:40p - 2:40p Woodwork	
3pm		2:40p - Reflectors	2:40p - Reflectors	2:40p - Reflectors	2:40p - Reflectors	





# Embrace Student Voice





## Theoretical

Language Symbols and texts

Researching  
Reasoning  
Questioning  
Listening  
Reflecting  
Self Knowledge  
Resilience

## Organizational

Managing self

Self Motivation  
Perseverance  
Self Managing  
Resourcefulness  
Reflecting  
Resilience

## Experimental

Thinking (creative)

Imagining  
Resourcefulness  
Playfulness  
Reflecting  
Self Knowledge  
Resilience

## Interpersonal

Relating and  
participating

Social Confidence  
Courage  
Coachable  
Noticing  
Collaborating  
Listening  
Reflecting  
Balance  
Resilience

Disposition	Learner Qualities	Practices
<p><b>Theoretical</b> Language Symbols and texts</p>	<p>Researching Reasoning Questioning Listening Reflecting Self Knowledge Resilience</p>	<p>Model- explain the modelling Create rubrics for self reflection Learning conversations Questioning tool e.g. Blooms Provide regular feedback Learning being visible Learner Profile High challenge questioning High Challenge/High Support Problem Based Learning</p>
<p><b>Organizational</b> Managing self</p>	<p>Self Motivation Perseverance Self Managing Resourcefulness Reflecting Resilience</p>	<p>Teach/model organizational skills Negotiated pathways Problem Based Learning Encouraged to risk take-fail-reflect Plan day Plan PBL Reflect on each day</p>
<p><b>Experimental</b> Thinking (creative)</p>	<p>Imagining Resourcefulness Playfulness Reflecting Self Knowledge Resilience</p>	<p>Learner profile Reflect- model own reflection Opportunities for play-discovery time Opportunity to try- learn from previous attempts (reflection) Relate to skills learned in Green</p>
<p><b>Interpersonal</b> Relating and participating</p>	<p>Social Confidence Courage Coachable Noticing Collaborating Listening Reflecting Balance Resilience</p>	<p>Team building-working with others often Reflections on learning/relationships Negotiated learning around being coachable Model conversations Opportunities for choice (reflect on these) Design collaborative thinking tasks Design opportunities for self directed learning Celebrate learning</p>





# Learner Profile

*Engage, innovate inspire*

Student: \_\_\_\_\_

Date: \_\_\_\_\_

LA: \_\_\_\_\_

T1 T2 T3 T4

## My Thinking

**Do I take risks with my thinking?**

Supported ← Self Managing → Self Directed

**Do I keep trying even when it gets difficult?**

Supported ← Self Managing → Self Directed

**Can I come up with new ideas?**

Supported ← Self Managing → Self Directed

**Do I manage being challenged?**

Supported ← Self Managing → Self Directed

**Am I open to new possibilities/ change?**

Supported ← Self Managing → Self Directed

Courageous/  
Creative

**Do I use evidence to support my ideas?**

Supported ← Self Managing → Self Directed

**Do I notice and look for the finer details**

Supported ← Self Managing → Self Directed

**Can I give constructive feedback to others?**

Supported ← Self Managing → Self Directed

**Can I think around a problem to find multiple solutions?**

Supported ← Self Managing → Self Directed

**Do I use tools to track my progress?**

Supported ← Self Managing → Self Directed

Critical/  
Analytical

**Do I question my thoughts/ideas?**

Supported ← Self Managing → Self Directed

**Do I expand on and justify my ideas?**

Supported ← Self Managing → Self Directed

**Do I reflect on my learning?**

Supported ← Self Managing → Self Directed

Reflective

**Do I consider the impact I have on others?**

Supported ← Self Managing → Self Directed

**Can I identify the wider world impact?**

Supported ← Self Managing → Self Directed

Ethical/  
Moral

## My Learning at HPPS

**Am I able to change my ideas?**

Supported ← Self Managing → Self Directed

**I can identify my next steps?**

Supported ← Self Managing → Self Directed

**Can I come up with good ideas/questions that challenge me?**

Supported ← Self Managing → Self Directed

**Am I aware of what I already know and can do?**

Supported ← Self Managing → Self Directed

Reflecting

**Do I think about the best way to do things ?**

Supported ← Self Managing → Self Directed

**Do I decide on good ways to share my learning?**

Supported ← Self Managing → Self Directed

**Can I set manageable goals and create timelines to achieve them?**

Supported ← Self Managing → Self Directed

**Can I see the end point that I am working towards?**

Supported ← Self Managing → Self Directed

Planning

**Do I ask questions to help me understand?**

Supported ← Self Managing → Self Directed

**Can I meet deadlines?**

Supported ← Self Managing → Self Directed

**Do I find fun in my learning?**

Supported ← Self Managing → Self Directed

**Can I manage my time and resources?**

Supported ← Self Managing → Self Directed

**Do I know and utilise my strengths?**

Supported ← Self Managing → Self Directed

**Do I contribute to the learning of others?**

Supported ← Self Managing → Self Directed

Self Managing

## My Relationships

**Do I interact confidently with students and adults?**

Supported ← Self Managing → Self Directed

**Do I give constructive feedback to support the learning of others?**

Supported ← Self Managing → Self Directed

**Can I communicate my ideas in different ways**

Supported ← Self Managing → Self Directed

**Do I listen respectfully and objectively?**

Supported ← Self Managing → Self Directed

Communication

**Do I follow appropriately when someone else is leading?**

Supported ← Self Managing → Self Directed

**Can I manage my behavioural decisions when interacting with others?**

Supported ← Self Managing → Self Directed

**Manage my own emotions, strengths and limits while interacting with others?**

Supported ← Self Managing → Self Directed

Self Managing

**Do I lead when it is appropriate?**

Supported ← Self Managing → Self Directed

**Do I collaborate effectively with others?**

Supported ← Self Managing → Self Directed

**Do I support my group or team by doing jobs that need completing?**

Supported ← Self Managing → Self Directed

**Am I able to take on new or different roles in a group?**

Supported ← Self Managing → Self Directed

**Do I work with new and different people to enhance my learning?**

Supported ← Self Managing → Self Directed

**Do I consider how I will change myself and others?**

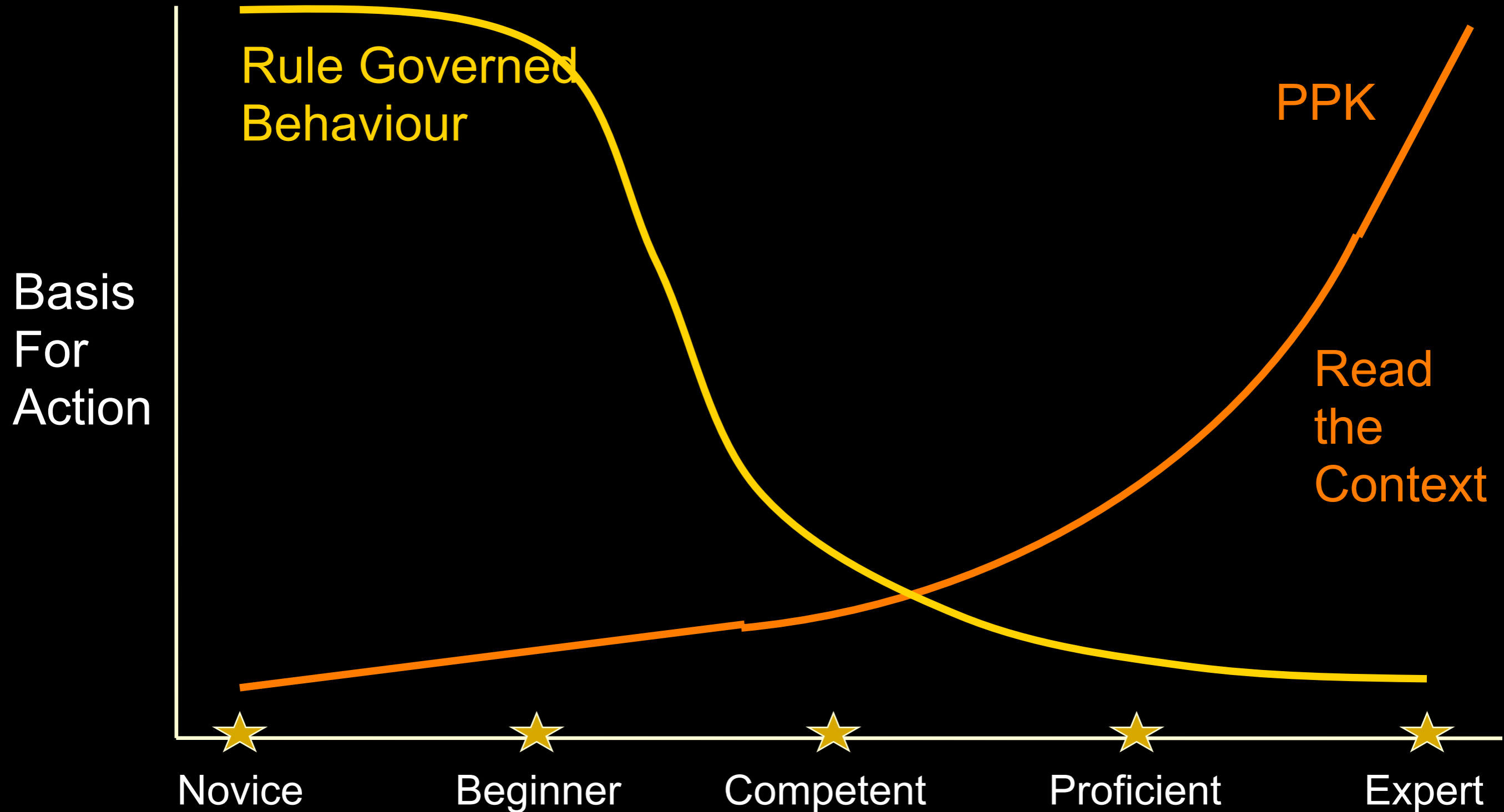
Supported ← Self Managing → Self Directed

Contributing

# Building Capacity

- Staff
- Students
- BOT
- Parents

# DREYFUS MODEL





### Interesting read on personalisation

<http://e.g.aom.com/2013/09/04/the-uncomfortable-truth-about-personalized-learning/>  
utm\_source=feedburner&utm\_campaign=Feed%3Ae.g.aom%2F01g%2F%3A%3A&utm\_content=buffer0ab8e&utm\_medium=twitter

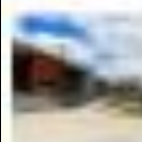
### The Brain and 21st Century

<http://www.teachthought.com/learning/creating-the-21st-century-brain-for-21st-century-learning/>

Follow us on:

**Twitter** @hobpointschools

**Facebook** Hobsonville Point Schools



Hobsonville Point Schools

Creation Club - the boys doing some woodwork using the scroll saw and drill



### Tweets

-  **Hobsonville Point** @HobPointSchools 18 Sep  
Bird dance performance #fridayspecialist [pic.twitter.com/vSbixlIXY](http://pic.twitter.com/vSbixlIXY)  
[View photo](#)
-  **Hobsonville Point** @HobPointSchools 18 Sep  
Hard at work #makingkeyholders [pic.twitter.com/aEM5ymjQC3](http://pic.twitter.com/aEM5ymjQC3)  
[View photo](#)
-  **Hobsonville Point** @HobPointSchools 17 Sep  
Beautiful afternoon game of long ball [pic.twitter.com/wrmM7cWtw3](http://pic.twitter.com/wrmM7cWtw3)  
[View photo](#)
-  **Hobsonville Point** @HobPointSchools 18 Sep  
Getting ideas for making box carts #creativeclub [pic.twitter.com/IQNhXFb4UF](http://pic.twitter.com/IQNhXFb4UF)  
[View photo](#)



# Feedback

My Drive > Parent Feedback

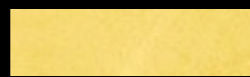
<input type="checkbox"/>		TITLE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> IEM feedback
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> IEM Feedback
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> IEM Feedback (Responses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> IEM feedback (Responses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> IEM's Term 1 (Responses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Feedback Survey 12.04.13(Responses) Shared
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Report Feedback
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Report Feedback (Responses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Report Feedback (Responses)
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Response to Audit Shared
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Term 1 survey

# Traditional Academic based curriculum

- PISA (programme for international student assessment) and Japan



Academic



Skills

# A Dispositional Curriculum

- PISA and Japan

