Learner Agency in an Old Prefab

Why the building doesn't matter (much) but the pedagogy does

CORE

uLearn17

Kid's Video

Video

Disclaimer

What we mean by the "Traditional model" or "Traditional Teaching"...

What is different now?

"Pedagogy is the driver, technology the accelerator, culture is the runway."

Michael Fullan

HELLO!

Cushla Young & Ryan Fleming

We are two year 5/6 teachers from St John Bosco School in New Plymouth.

This is our journey towards collaboration: in planning, teaching, reflection and assessment.

The Driver

Strong Pedagogy is the key:

We ask constantly: is what we're adding to the model adding benefit to the learner?

Personalised Learning

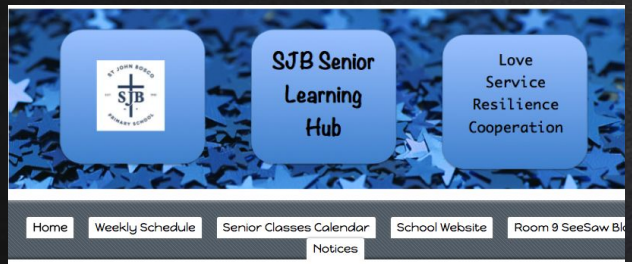
How to provide learning for every student in your class, based on where they're at, at that moment.

What we share...

- We co-plan
- We co-assess
- We co-teach
- We co-report, monitor and analyse data

We collaborate with students and their whanau via our strong homeroom philosophy.

Senior Learning Hub

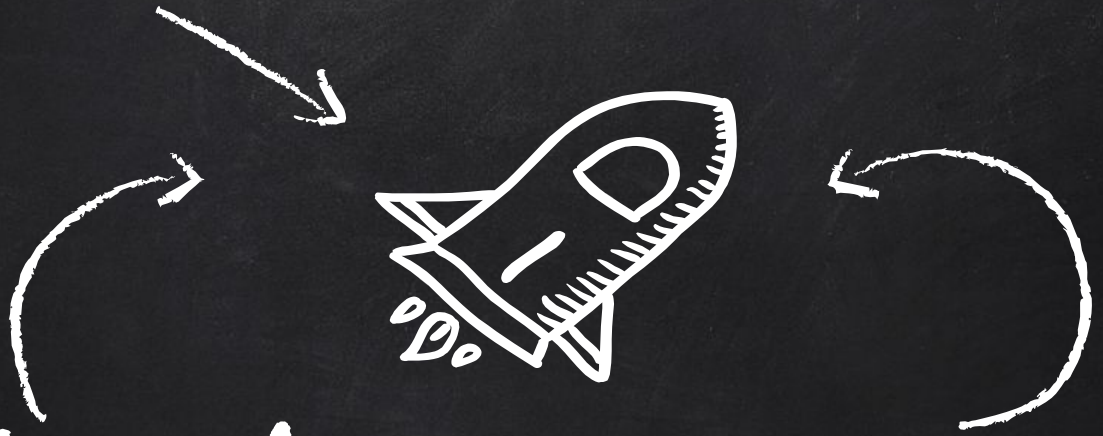


Subject page has resources and timetable.

Subject buttons link to related webpage

Production Songs

TEACHERS CORNER READING WRITING MATHS LANGUAGE EXPERI
RE PE HEALTH INQUIRY TE REO PLANNER



The Accelerator

Technology enables us to better provide personalised learning through blended learning.

Maths Systems & Processes

The Foundations

SJB MATHS DOCUMENTATION

Maths Overview	Matts Maths Term Planner	Statistics	Geometry & Measurement
Fractions	Mult / Div	Algebra	Number ID
Basic facts Kung Fu Maths	Mathletics	Race to the Treasure	Assessment
Add / Sub	Props / Ratios	Place Value	SJB HUB Number SJB HUB Geo

SJB Maths Hub Number

Maths >

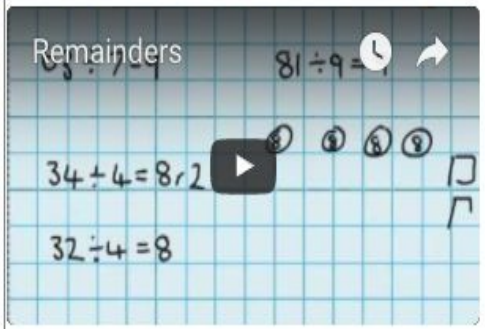
Number

Maths Tracker

Stage 5	Stage 6	Stage 7	Stage 8
Early 5: 1. Know unit fractions 2. Find a FRACTION OF A NUMBER by using repeated addition or subtraction 3. Find ½, ¼ etc of SETS, SHAPES and QUANTITIES (unit fractions) Stage 5 1. Understand FRACTIONS GREATER THAN 1 WHOLE 2. Write any fraction 3. Order fractions with the same denominators 4. Find unit fractions of amounts 5. Add & subtract fractions with the same denominator	1. Read any fraction including mixed and improper 2. Count forwards and backwards in halves, quarters, thirds, fifths and tenths 3. Find the total/whole when a part is known. 4. FIND FRACTIONS OF WHOLE NUMBERS 5. Measure how many times a UNIT FRACTION GOES INTO A WHOLE NUMBER 6. Solve EQUIVALENT RATE & RATIO PROBLEMS by repeated copying 7. Convert IMPROPER fractions to MIXED FRACTIONS & vice versa 8. Position IMPROPER FRACTIONS ON A NUMBER LINE 9. Order fractions with the same denominators (unit fractions)	1. Simplify Fractions 2. Write any decimal as a percentage 3. MULTIPLY FRACTIONS by other FRACTIONS 4. Divide fractions by other fractions 5. CONVERT fractions to decimals, and percentages and vice versa. (kung fu 4th dan) 6. FIND PERCENTAGES of whole number amounts using benchmark percentages 7. Solve simple RATE PROBLEMS using multiplication 8. Know equivalent fractions (kung fu 3rd dan) 9. Order any fractions by size 10. MULTIPLY DECIMALS (using place value or compensating from tidy	1. FIND FRACTIONS, DECIMALS and PERCENTAGES of amounts 2. Find EQUIVALENT RATIOS by using common factors 3. Find EQUIVALENT RATIOS FOR AMOUNTS 4. Add on or take off percentages from amounts 5. Know the simplest fraction for any percentage 6. Order any fraction, decimal & percentage 7. Multiply and divide mixed fractions/improper fractions 8. Add & subtract fractions with different denominators

Maths Hub

5. Express remainders as whole numbers, (fractions or decimals)

Learn it	Practise it	Prove it
Remainders Video 	Teacher Tools page 60-61 Self Marking Activity 1 Self Marking Activity 2 Self Marking Activity 3 Div with R practice 1 Div with R practice 2 Div with R for masters Mathopolis	**Screenshot these into Explain Everything:** Division With Remainders Division With Remainders 2

How do they know what to learn?

Fractions, Decimals and Percentages Pre Test

This pre test will help you and your teacher find out what you need to learn and what your next step will be when you are on "maths hub" on your timetable.

Give it a crack! Be determined to get as much right as possible but don't worry about getting it wrong. No fear! Growth mindset!!

Name:

Stage 7

1. Simplify Fractions

Simplify these fractions:

a) $\frac{3}{9}$ =

b) $\frac{12}{16}$ =

c) $\frac{20}{25}$ =

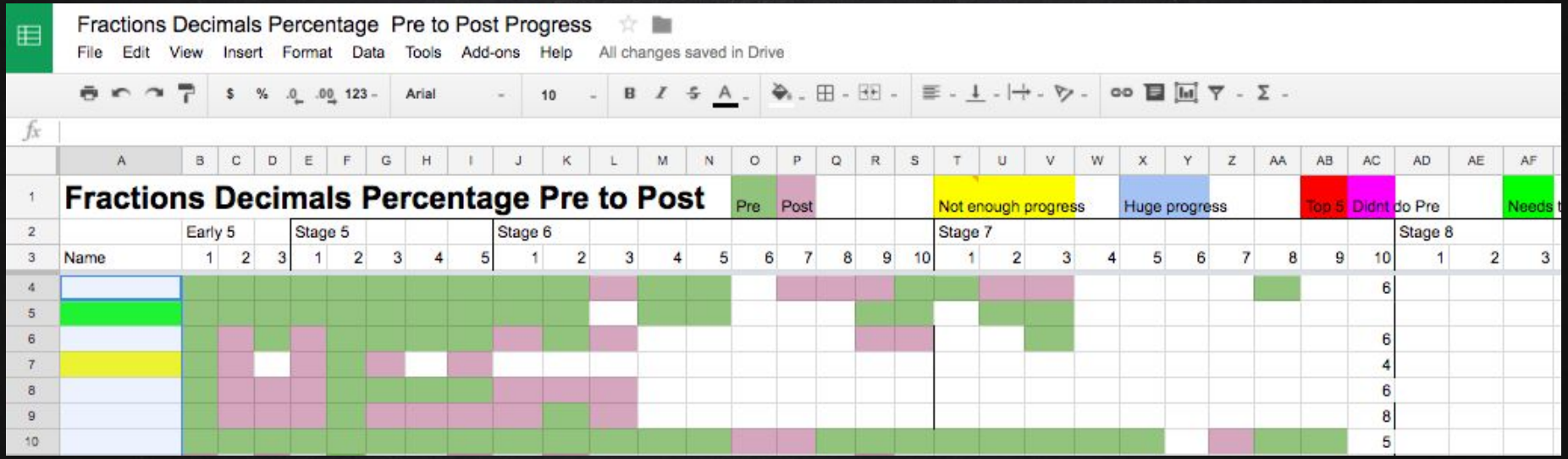
2. Write any decimal as a percentage

a) 0.4 =
b) 0.02 =
c) 1.6 =
d) 0.375 =

Filling in Trackers

Stage 5	Stage 6	Stage 7	Stage 8
Early 5: 1. Know unit fractions ✅ 2. Find a FRACTION OF A NUMBER by using repeated addition or subtraction ✅ 3. Find ½, ¼ etc of SETS, SHAPES and QUANTITIES (unit fractions) ✅ **Stage 5** 1. Understand FRACTIONS GREATER THAN 1 WHOLE ✅ 2. Write any fraction ✅ 3. Order fractions with the same denominators ✅ 4. Find unit fractions of amounts ✅ 5. Add & subtract fractions with the same denominator ✅ I completed stage5	1. Read any fraction including mixed and improper ✅ 2. Count forwards and backwards in halves, quarters, thirds, fifths and tenths ✅ 3. Find the total/whole when a part is known. ✅ 4. FIND FRACTIONS OF WHOLE NUMBERS ✅ 5. Measure how many times a UNIT FRACTION GOES INTO A WHOLE NUMBER ✅ 6. Solve EQUIVALENT RATE & RATIO PROBLEMS by repeated copying ✅ 7. Convert IMPROPER fractions to MIXED FRACTIONS & vice versa 8. Position IMPROPER FRACTIONS ON A NUMBER LINE ✅ 9. Order fractions with the same denominators (unit fractions) ✅	1. Simplify Fractions ✅ 2. Write any decimal as a percentage ✅ 3. MULTIPLY FRACTIONS by other FRACTIONS ✅ 4. Divide fractions by other fractions ✅ 5. CONVERT fractions to decimals, and percentages and vice versa. (kung fu 4th dan) ✅ 6. FIND PERCENTAGES of whole number amounts using benchmark percentages 7. Solve simple RATE PROBLEMS using multiplication 8. Know equivalent fractions (kung fu 3rd dan) ✅ 9. Order any fractions by size ✅ 10. MULTIPLY DECIMALS (using place value or compensating from tidy	1. FIND FRACTIONS, DECIMALS and PERCENTAGES of amounts 2. Find EQUIVALENT RATIOS by using common factors 3. Find EQUIVALENT RATIOS FOR AMOUNTS 4. Add on or take off percentages from amounts 5. Know the simplest fraction for any percentage 6. Order any fraction, decimal & percentage 7. Multiply and divide mixed fractions/improper fractions 8. Add & subtract fractions with different denominators

Assessment & Analysis



We accommodate a wide range of stages as two classes are combined

This assessment sheet is solely for teachers, but the assessment itself is for students to know where they're at.

Data informs us if this system is working. We dig into our data extensively to inform our model and practices.

Maths rotation - rooms 8 & 9

Quick 10 Aristotle

	MON	TUES	WED	THURS
FIBONACCI	Basic Facts	PRACTICE IT	MRS YOUNG	Prove it/ Mathletics
	Mrs Young	Prove it/ Mathletics	PRACTICE IT/ Mathletics	MRS YOUNG
PYTHAGORAS	Basic Facts	MRS YOUNG	Prove it/Maths Hub	PRACTICE IT
	Maths Hub	PRACTICE IT/Mathletics	MRS YOUNG	Prove it/Maths Hub
ARCHIMEDES	Basic Facts	Maths Hub	PRACTICE IT	MRS YOUNG
	Maths Hub	MRS YOUNG	Prove it/ Mathletics	PRACTICE IT/Maths Hub
NEWTON	Basic Facts	PRACTICE IT	Mr Fleming	Prove it/Maths Hub
	Mr Fleming	Prove it/ Mathletics	PRACTICE IT/ Mathletics	Mr Fleming
PLATO	Basic Facts	Mr Fleming	Prove it	PRACTICE IT
	Maths Hub	PRACTICE IT/Mathletics	Mr Fleming	Prove it/ Maths

We use an opt out model,

not an opt in model.

My timetable says I'm on maths hub – what do I do?

Stage 5	Stage 6	Stage 7	Stage 8
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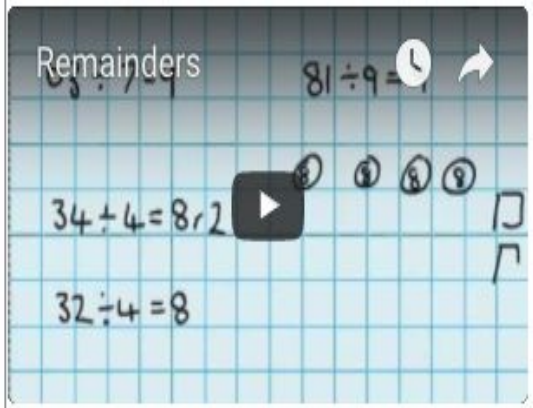
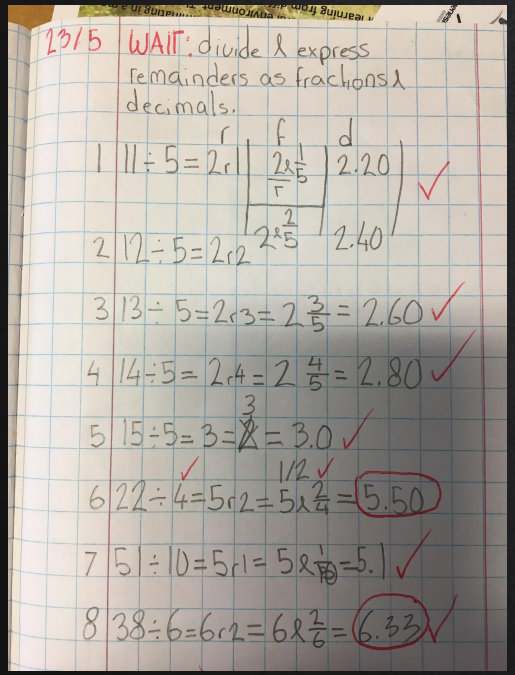
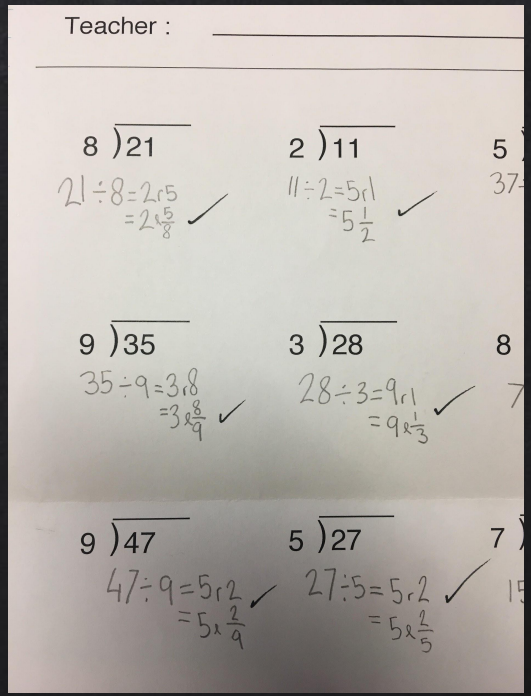
Remainders Video  	Teacher Tools page 60-61 Self Marking Activity 1 Self Marking Activity 2 Self Marking Activity 3 Div with R practice 1 Div with R practice 2 Div with R for masters Mathopolis	**You can print these or screen shot them into explain everything:** Division With Remainders Division With Remainders 2

Independent Learning Process – I can express remainders as whole numbers and fractions

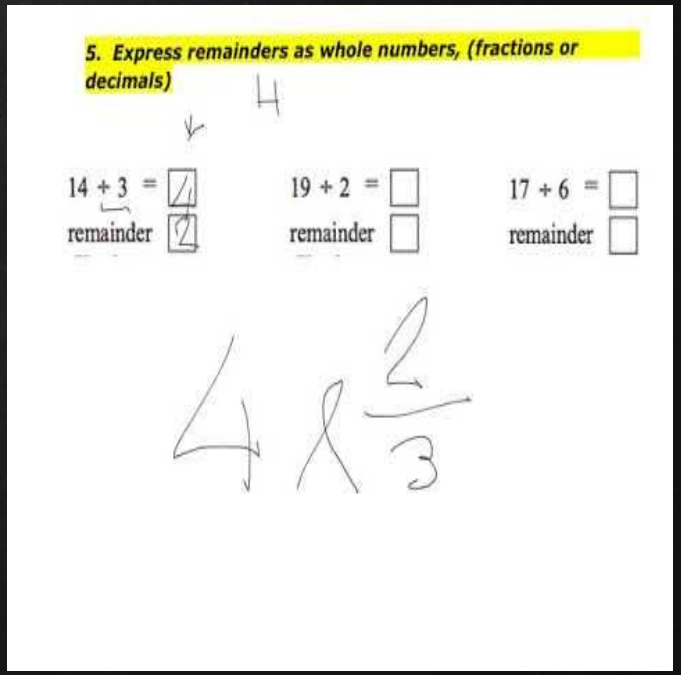
Learn it



Practice it



Prove it



Explain Everything


Seesaw

Ryan Fleming
Teacher - 1 Class

Journal

Flynn Whitaker

[redacted]

nounts PROOF.pdf

Fractions of a Number

Worksheet Number 3

Name: _____

$\frac{1}{5}$ of 35 = (1)	$\frac{8}{9}$ of 9 =	$\frac{1}{2}$ of 6 = (21)
$\frac{1}{6}$ of 60 = (2)	$\frac{7}{10}$ of 30 = (12)	$\frac{1}{5}$ of 15 = (22)
$\frac{1}{2}$ of 4 = (3)	$\frac{1}{2}$ of 20 = (13)	$\frac{2}{5}$ of 25 = (23)

[redacted]

11 unapproved posts

Review

R8

Room 8, 2017

Teacher

Journal | Inbox 10 | Skills | Blog

R8 Class Journal
1193 items


Ashton Irvine
111 items


Bede Colbourne
122 items


Ben Franklin
140 items


Blair Jensen

Student Code | Invite Families

The process

Pre test, mark together

Students highlight their tracker

Learn it: Videos, teacher

Practice it: worksheets, online etc

Prove it: Explain Everything

Post test & improvement reflection





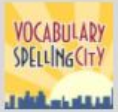
Foundations

- School curriculum documents & learning progressions
- 'Digitalised textbook' Google site/Maths hub/hyperdocs
- Rigour
- High expectations

Reading Systems & Processes

Digitising meaningful independent reading

Reading Rotation

GROUPS	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
VINCE FORD	Persuasion Wall	Library		
WALTS		Persuasion Wall		
			Persuasion Wall	

Room 8's Rotation

Room 9's Rotation

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Morpurgo	Context Clues	Cloze	Inference	COMPREHENSION
	IRC	IRC	Library	TEACHER
	IRC	IRC	IRC	Follow Up
Gleitzman	Inference	Cloze	TEACHER	Context Clues
	IRC	IRC	Library	IRC
	IRC	IRC	IRC	IRC
Jennings	Sentence completion	Cloze	Teacher	Inference
	TEACHER	IRC	Library	IRC
	Follow Up	IRC	IRC	IRC
Stine	TEACHER	Cloze	Sentence completion	TEACHER
	Follow Up	TEACHER	Library	Follow Up
	IRC	IRC	IRC	SPELLING CITY

Independent Reading Projects

Choose at least three topic from the list and complete as many of these persuasion wall tasks as you can.
You must complete the Grey tasks. Choose your favourite topic to do the last row of tasks on.
Use the Google Slides to monitor and track your work each week. Keep on top of the project and manage your time well.

Points:
5 points for top tier tasks.
10 points for bottom row tasks.

Grades:
A+ 200 A 180-199 A- 170-179

B+ 150-169 B 130-149 B- 110-129

C+ 100-109 C 80-99

Your goal for this term's project:

What steps or planning will you do to ensure you reach this goa

Project Outline.

Tasks

Persuasion Wall

ORGANISER Break your topic down into parts. Complete the Hierarchical Organiser.	READ Read a text on your chosen topic. Keep a track on your Reading Log.	MIND MAP Mind map all the things you already know from five different topics from the list.	DISCUSSION WEB Think about the Pros and Cons of your topic. Complete the Discussion Web.	EMOTIONS What words does the author use to persuade us? Identify 10 and use in a sentence.	QUESTIONS Write down at least 5 open questions.	PMI Think about your topic deeply. Complete a PMI stating what's positive, minus (negative) and interesting.	N Usi ree no You sc y
ICE IT! ce one t you've resting. e it's in words.	READ Read a text on your chosen topic. Keep a track on your Reading Log.	QUESTIONS Write down at least 5 open questions.	READ Read a text on your chosen topic. Keep a track on your Reading Log.	FACT FIND Read and then answer at least 3 of your questions.	USING MANY SOURCES: Think about all the different places you can find information.	BOOK REPORT Complete the Persuasion Book Report	IN MY WORD Write 3 paragra on what you' learnt.
PROS & CONS Think of all the Pros and Cons. Complete the Decision-Making Guide.	T CHART Think about 2 opposites: one side or the issue and the other. Complete the T Chart worksheet.	READ Read a text on your chosen topic. Keep a track on your Reading Log.	IN MY WORDS Write 3 paragraphs on what you've learnt.	FIX THE PROBLEM Think of all the elements that make up your problem. What's the cause, the problem and the solution.	WHATS THE PROBLEM? Think about the problems within your topic deeply. Complete Fix the Problem.	MIND MAP IT Make a mind map on one of the topics that you've learnt a lot about.	Su Co an
INION t your	READ Read a text on your	MIND MAP IT Make a mind map	BACK IT UP! Think about the	EMOTIONS What words could	BOOK REPORT Complete the	N MY WORDS Write 3 paragraphs	FACT OR OPIN Complete the F

Tracking

Your Tracker

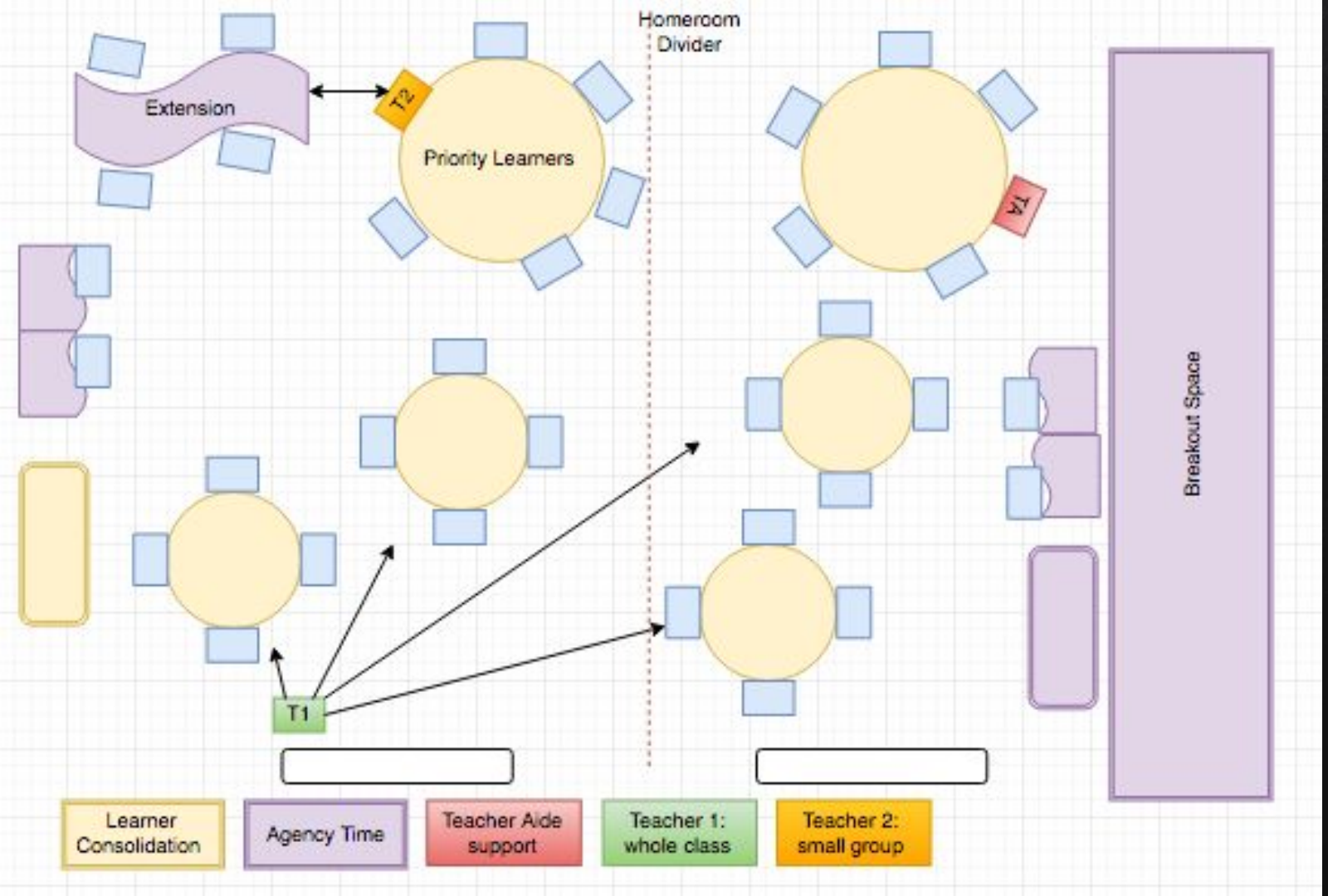
weeks	Tasks	Begun	Done	Points
1	5 open questions Mind Map it	✅	✅	10
2	Organiser	✅	✅	5
3	Read. discussion web. Read. Evontive words	✅	✅	20
4	Read+2. PMI Note talking in my own words	✅	✅	20
6	Read+2			
7	Presentation 2 read+3			
8	Presentation 1 read+1			
9	Presentation 1			

Use of Hapara to quickly and easily access students' slides.

Writing Systems & Processes

Utilising the co-teaching model effectively.

Learner agency set-up in an MLE...



Writing on the Hub

WRITING PLAN TERM 3 - ROOM 8 & 9

See Also: Yearly Literacy Plan
Writing Rotation

	Monday Lang' Ex' Brainstorm	Tuesday Grammar & Punc'	Wednesday Big Write 1	Thursday Big Write 2	Friday Edit and Publish
W1		Persuasive Writing	5 sentence persuasive argument	10 sentence persuasive argument	Typed up but photo of draft to go on SeeSaw
WALTS			WALT: write a 5 sentence P.A.	WALT: write a 10 sentence P.A.	
Focus groups & their WALTS					
Notes					
W2		Commas for embedded clauses.	Introduction to a persuasive argument	Write second version using another technique	Typed up but photo of draft to go on SeeSaw
WALTS		WALT: use embedded clauses	WALT: write an introduction for a		

Learning to Learn

One of the key competencies that is required for learner agency to be successful is the self-regulation of the learner:

- the ability to focus,
- to be accountable,
- to follow a pathway.

"Scaffold that release of responsibility"

Problems & Solutions

Target Kids, Lost Children and Technology

Target learners, lost children, poor self managers

	MON	TUES	WED	THURS
FIBONACCI	Basic Facts	PRACTICE IT	MRS YOUNG	Prove it/ Mathletics
	Mrs Young	Prove it/ Mathletics	PRACTICE IT/ Mathletics	MRS YOUNG

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY
Morpurgo	Context Clues	Cloze	Inference	COMPREHENSION
	IRC	IRC	Library	TEACHER
	IRC	IRC	IRC	Follow Up

Poor self managers

- Sometimes they can't help it, sometimes (most of the time) they can.
- Accountability – parents expect to see things on SeeSaw, especially on Friday.
- Maths Trackers & IRP points system create competitiveness in most boys – a growth mindset culture will ensure they don't see each other as a threat, but as an inspiration.

On the importance of Executive Functioning:
"Training a whole classroom in focus, self-control, and memory has a bigger effect on math achievement
than providing one-on-one tutoring,".

Wexler

Technology Issues

Cyber Safety and Behaviour:

- Professional Self vs Personal Self.
- Tools to monitor screens and usage: Hapara, Apple Classroom.
- Being vigilant on restriction settings and apps on iPads.

BYOD and issues with Tech:

- If you make it, you explain it.
- 'How to' videos for parents and teachers.
- Make the systems easy!

Time spent on resources:

- Those who can, do and then support others.
- Hubs take ages: opportunities for clusters of schools.
- Be smart about sharing resources.

The Runway

The importance of school culture

What contributes to Acceleration?

Goal Setting
Growth Mindset
GRIT
Metacognitive
Reflections

Learning
Models

Learning
Partners

Real time
feedback

Clear learning
pathways

Enhanced
learner agency
& curiosity

Accelerated Progress

We have got out of their way!
Lifted the ceiling!
Bright kids are taking off.

Our Pre-Fabs!

So... now back to the Prefabs!
You can do collaborative teaching in old classrooms, but it is more difficult.

We're lucky!

We're about to be renovated.

We need our space adapted to suit our pedagogy – not the other way around!

Where to next for us?

More Flipped Learning → More Authentic inquiry → ???

THANKS!

Any questions?

Have a play on our Hub?

http://bit.ly/2wpwedS

You can find us at
cushla@sjb.school.nz @cushlayoungnz
ryan@sjb.school.nz @flemhawke