



"The **Vuja de mentality is the ability to keep shifting opinion and perception.**

It can mean reversing assumptions about cause and effect, or what matters most versus least. It means not traveling through life on **automatic pilot."**

Bob Sutton - Scaling Up for Excellence



Blog

Electric Buses and Driverless Shuttles are about to solve Auckland's Traffic Woes

APRIL 30, 2016

ecotricity

Leave a comment

carboNZero,
Electric Vehicles

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World Economic Forum TOP SKILLS IN 2020

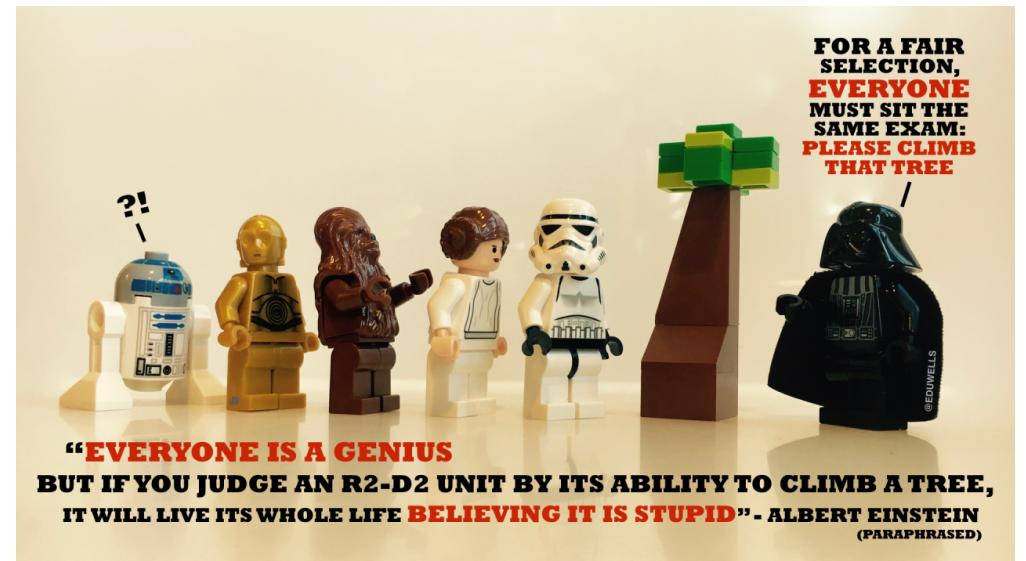
1. Complex problem solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with others
6. Emotional Intelligence
7. Decision making



Finland to consider introducing
universal basic income in 2017

Universal basic income is also being considered in
Switzerland, the Netherlands and France.

In the **UK**, an Early Day Motion called on the government to commission research into a universal basic income which would be **paid unconditionally to all citizens**.



...is this enough?"

...is this in the test?"

Managing self

Students who manage themselves are **enterprising, resourceful, reliable, and resilient.**

They establish:

- **personal goals,**
- **make plans,**
- **manage projects, and**
- **set high standards.**

They have strategies for meeting challenges.

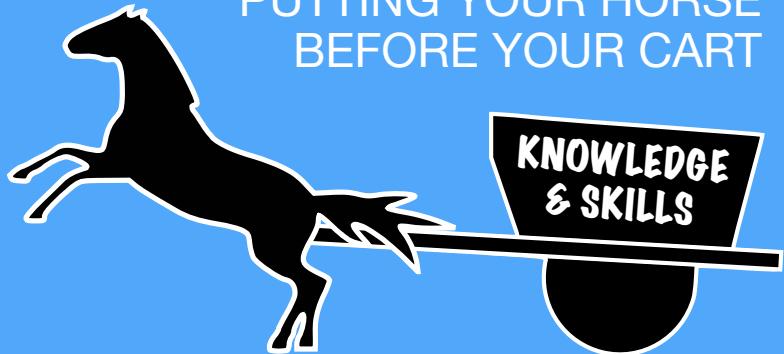
They know when to **lead**, when to **follow**, and when and how to **act independently**.



- Hekia Parata (M.P.)
- U.S. CEO International K-12 Online Learning (Washington)
- Assessment Transformation Team (NZQA)
- University of Auckland
- The Mind Lab
- CORE Education (Christchurch)
- Lynfield College (DP)
- **Avondale College (Principal)**
- Taupaki Intermediate (Principal)
- Hobsonville Point (DP)
- Orewa College (Me)
- Ministry of Education - Assessment planning

LEARNER AGENCY

LEARNER AGENCY
PUTTING YOUR HORSE
BEFORE YOUR CART



"Soon as three o'clock rolls around
You finally lay your **burden** down"

Chuck Berry 1957



"Woo hoo! ... Snow day!"
Bart Simpson 1994

tinyurl.com/chuckandbart



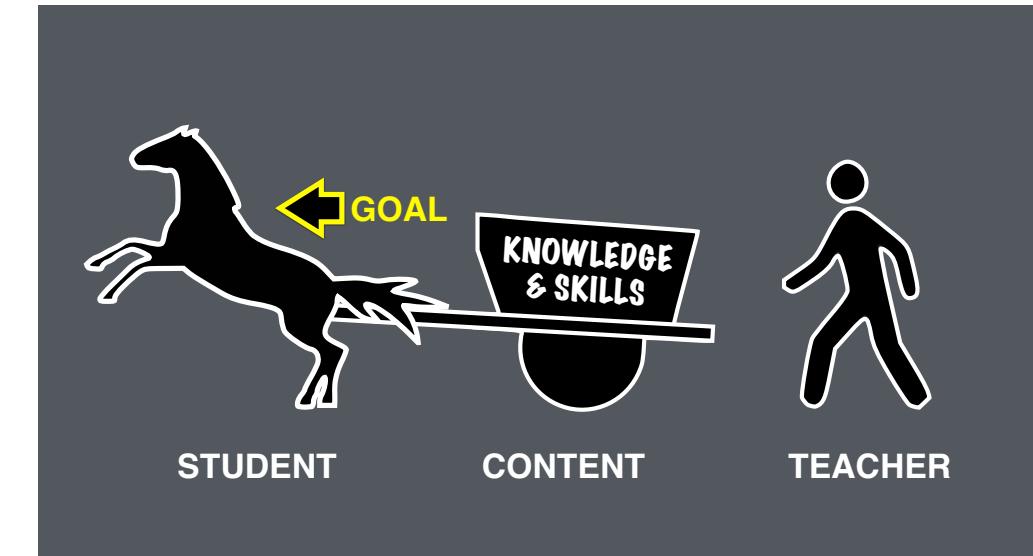
“I don’t want to go to school”

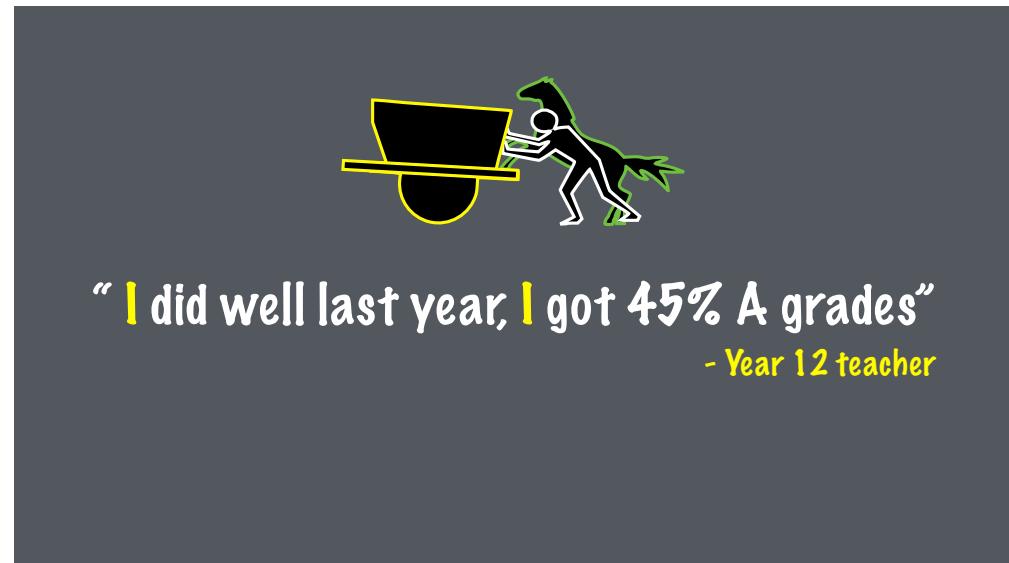
“I don’t want to go to school”

Top Year 7 student

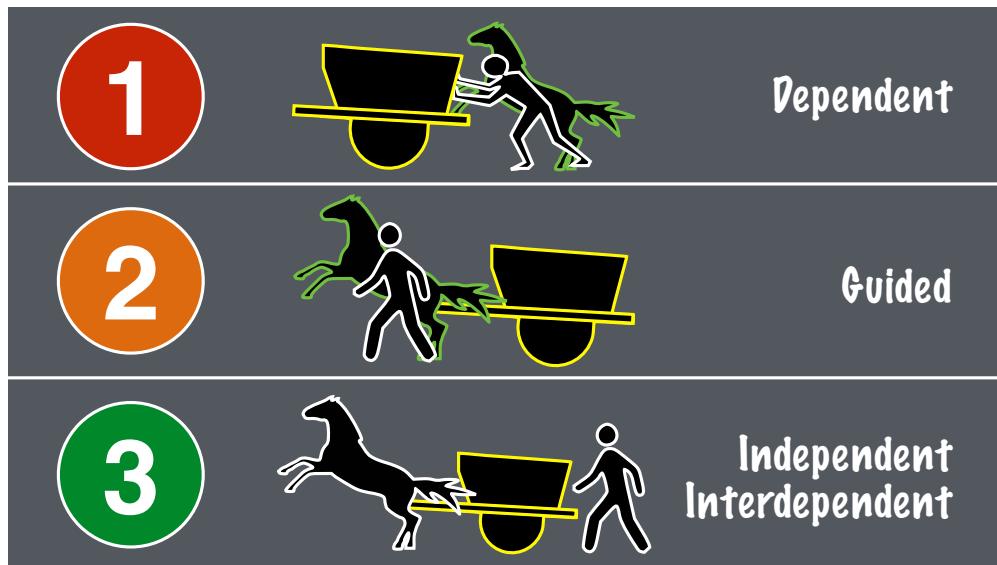
I started my
journey to
head girl
in Year 7

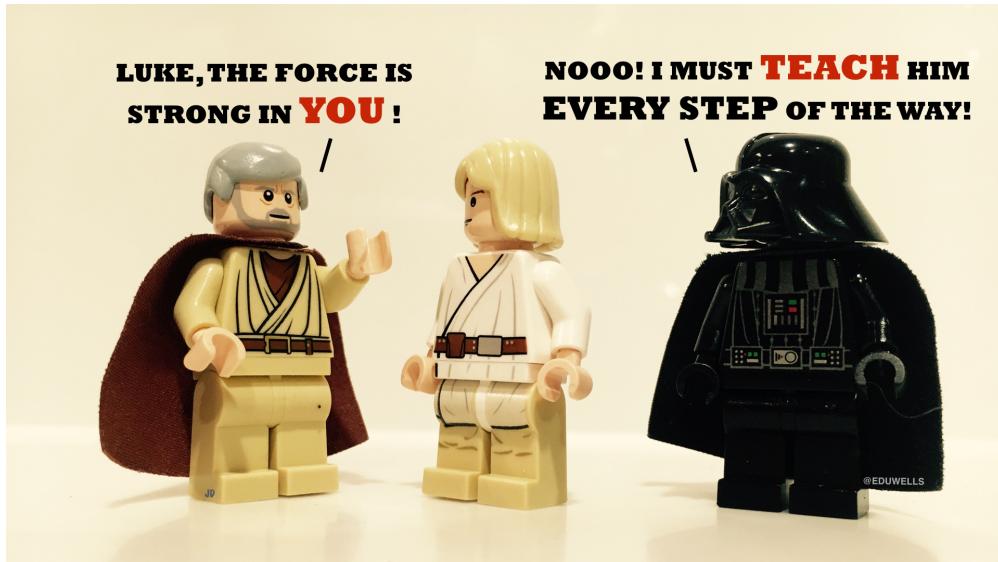
I made it to
head boy
because I
make my bed



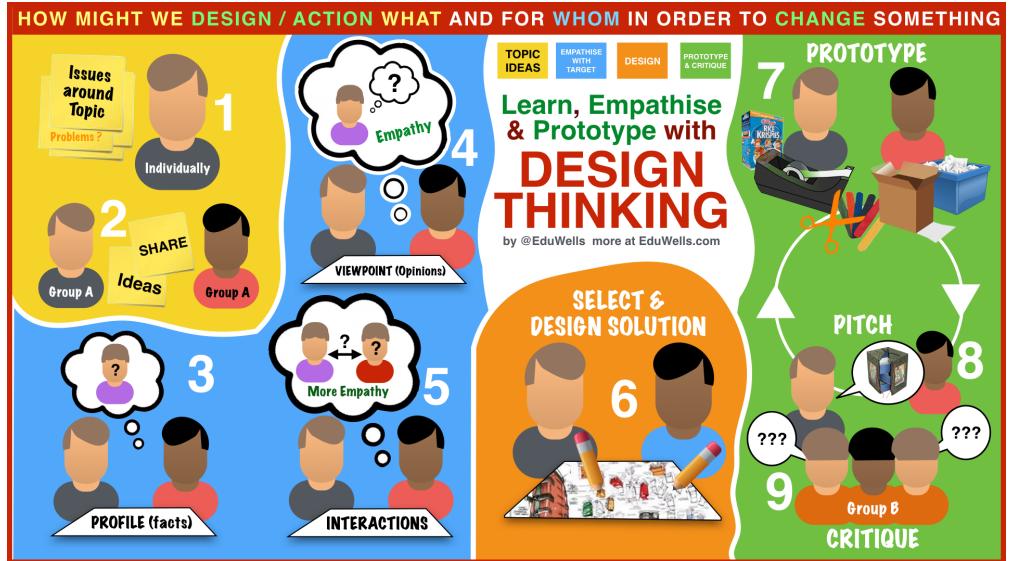


“ I did well last year, I got 45% A grades”
- Year 12 teacher





HOW MIGHT WE ...



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« »

Make meaning from complexity

Complex thinking isn't chaotic, nor is it linear. It might just be hexagonal

If your students have been deep immersing themselves in conflicting, complex ideas for some time, there will come a point when it's essential to make sense of things. One effective tool for beginning to synthesise ideas is [Hexagonal Thinking](#).

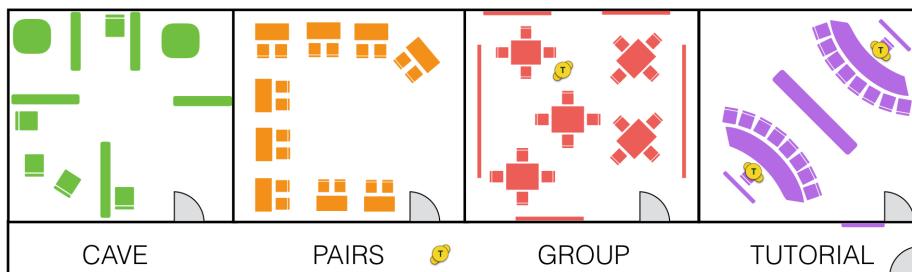
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21st CENTURY SCHOOL IN 20th CENTURY BUILDINGS

The conventional schooling approach where a student is only permitted one room for an allotted time does not develop genuine skills in independence and resilience. The more practice young people get at independently organising their day, their learning and the help they need, the more they will perfect these skills desperately needed in a rapidly changing world. In this model, most learning is done through negotiated inquiry projects, either as individuals or groups. The whole school day is controlled by the student and they use any of the four allocated rooms and book into tutorials as they need. The same four teachers cover the overall space they used to. They teach tutorials on a rotation and mentor students in the other 3 rooms at all other times. Evidence from schools that have used this shows students becoming more confident and driven by the ownership they have over their learning and the space provided.



The Cave is the silent room for study, reading and reflecting. No noise allowed! Dividers, bookshelves, beanbags and comfortable chairs help students relax and isolate themselves when needed.

= TEACHER

A pairs room is for quiet discussion and peer tutoring. The desk configuration encourages the students to stick to the quiet pair work rule.

Idea based on system at Breams Intermediate School (New Zealand)

The group room is noisier and allows teams to hold project meetings or plan inquiries into new learning. Whiteboards around the walls help team planning and brainstorming.

Students book into one of two tutorials in specialised subject areas or general Q & A sessions each half-hour. Only 10 spots available per tutorial. The room includes central seating that allows for silent observation of tutorial for those wanting repeats or not needing to Question.



By Richard Wells @EduWells
more at EduWells.com

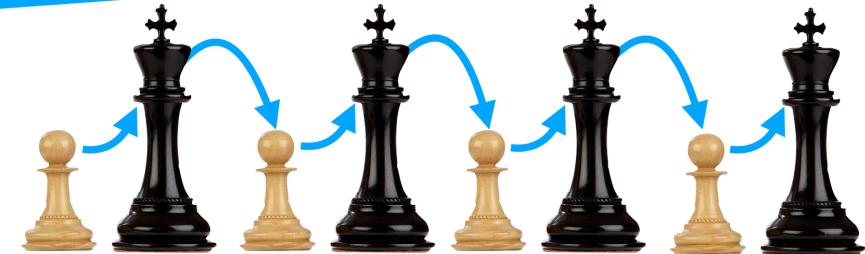
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HAVE FAITH & MAKE NEW NORMS

SCHOOL TRANSITIONS? KINGS & QUEENS REDUCED TO PAWNS

STUDENTS LEAVE EACH SCHOOL A LEADER ONLY TO SUFFER LOW EXPECTATIONS ON ARRIVAL AT THEIR NEXT SCHOOL

LOST POTENTIAL?



KINDERGARTEN

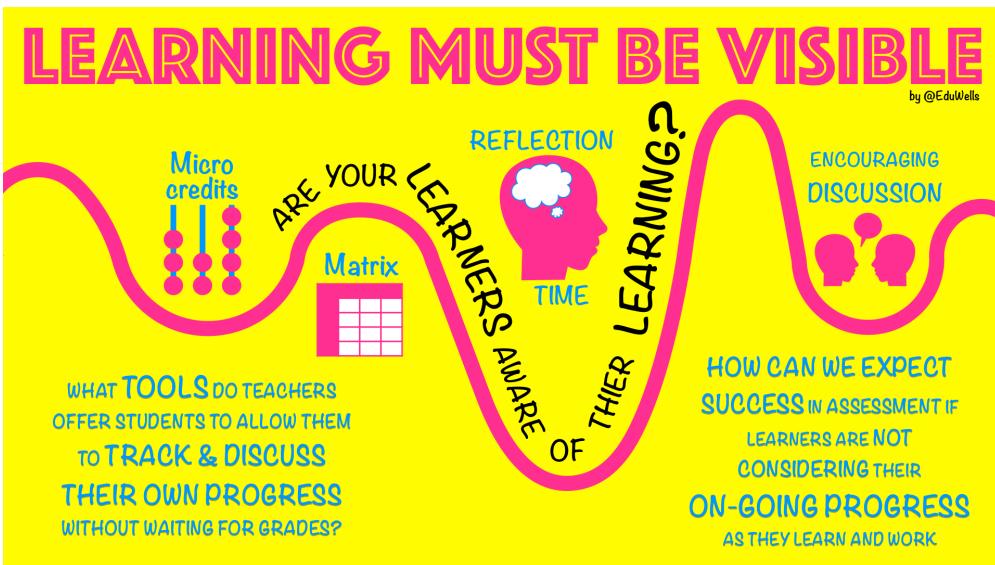
ELEMENTARY

MIDDLE SCHOOL

HIGH SCHOOL

DEAR TEACHERS, TRY TO BUILD ON EXPECTATIONS THE STUDENTS HAD OF THEMSELVES IN THE FINAL YEAR OF THEIR PREVIOUS SCHOOL

By Richard Wells @EduWells EduWells.com



The Leuven Scale for Involvement (in learning)

It's time for an honest observation of your students
Based on: <http://www.plymouth.gov.uk/documents/ldtoolkitleuven.pdf>



Extremely low
Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.

By Richard Wells
Twitter: @EduWells
EduWells.com

Low
Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.

Let's hope teachers are designing and evaluating classroom activities with an aim that every learner might reach a state of *flow*.

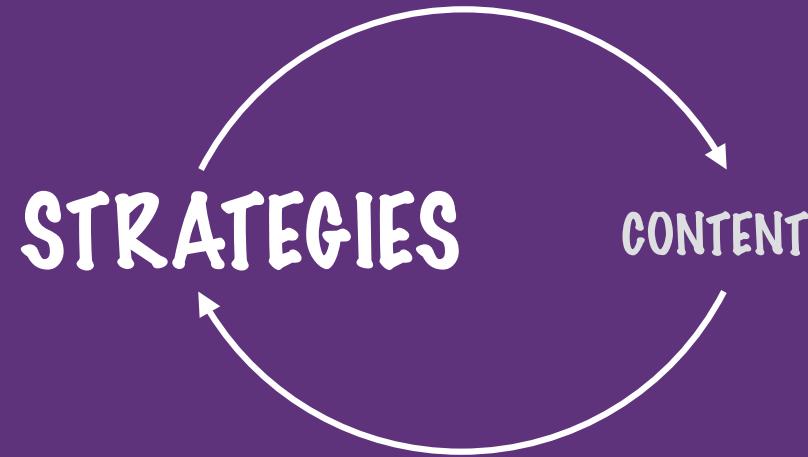
Moderate
Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.

High
Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

Look out for: focused concentration on the present moment; loss of self-consciousness; activity that's intrinsically rewarding; Distorted awareness of time; personal agency.

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CONTENT IS A TOOL



"If YOU get stuck on a word..."



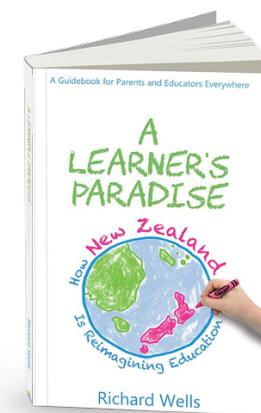
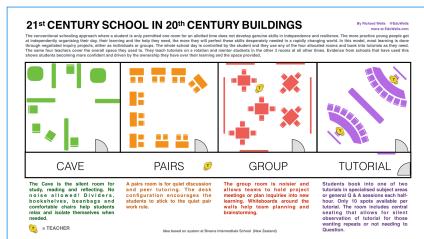
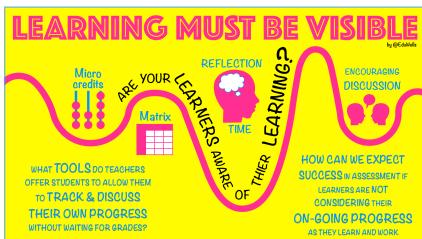
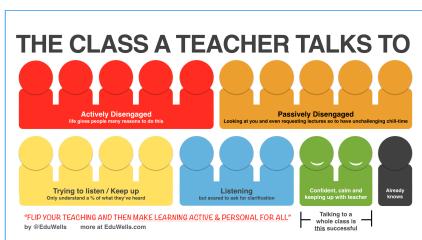
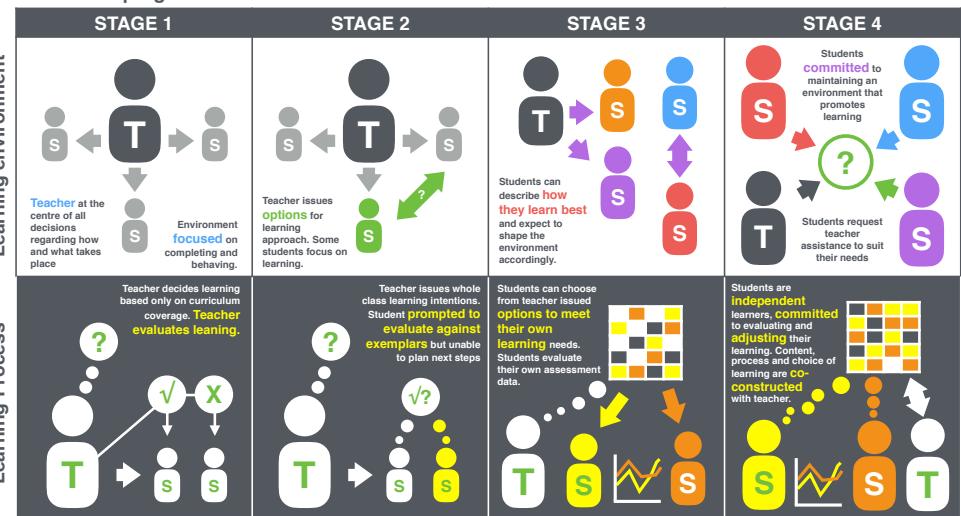
TKI - Assessment for learning & locus of control resources (Targets)

What would these targets mean to your classroom?

Learning environment	Learning focused relationships	Clarity about learning	Assessment literacy	Promoting further learning	Reflecting on Learning
Students are active and committed participants in creating the environment that best suits them & hold the teacher accountable	Students are independent learners who have a commitment to evaluating and adjusting their learning to meet their needs in partnership with the teacher.	Students are able to describe the characteristics of quality work , their contribution to developing success criteria, and how they use the criteria.	Students use self and peer assessment to independently assess their own and other students' progress.	Students are able to see the next steps of their learning through conversations that strongly build on current learning, and relate to bigger patterns of meaning and understanding using available curriculum matrices and other resources.	Students are able to reflect independently of the teacher to evaluate their learning and the learning process.

[More detail here](#)

Ako Orewa progression



IT'S ALL IN HERE 😊

Thank you!