



"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



Recent Stories

-  Germany joins race to Ban Petrol and Diesel Car Sales by 2030
16/06/2016
-  Will Europe Lead the Ban on Petrol and Diesel Cars by 2025?
03/06/2016
-  Remax North Shore Supports a 100% Renewable Future
23/05/2016
-  NZ Electric Vehicle Buyers Guide
13/05/2016



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

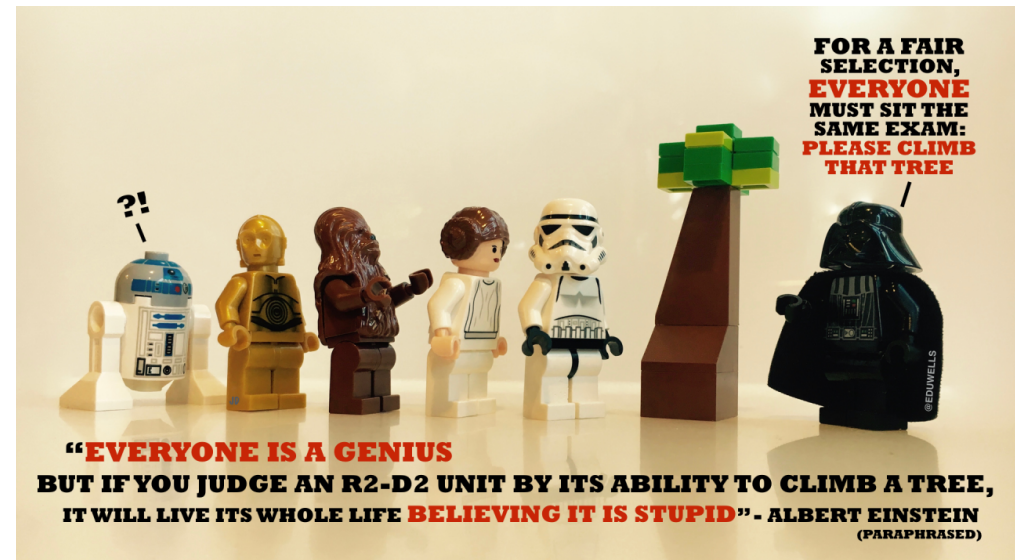


INDEPENDENT

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**.

The New Zealand Curriculum



- 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



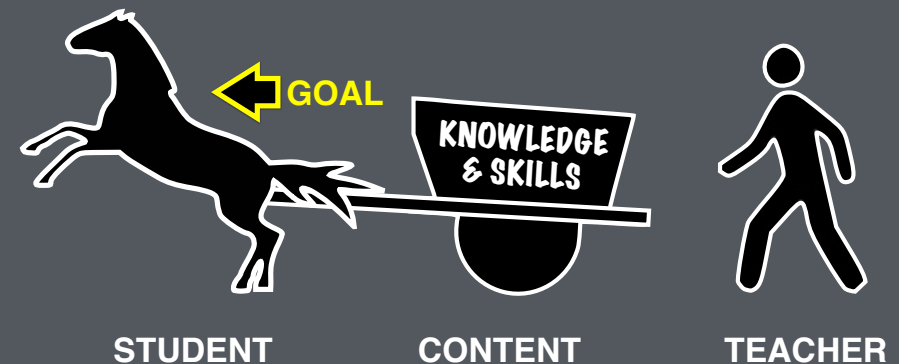
"I don't want to go to school"

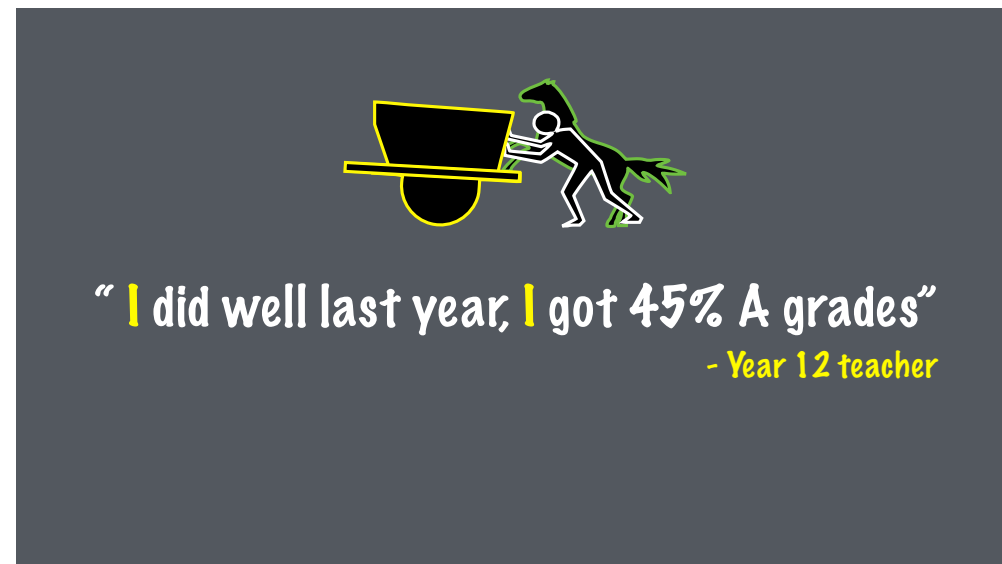
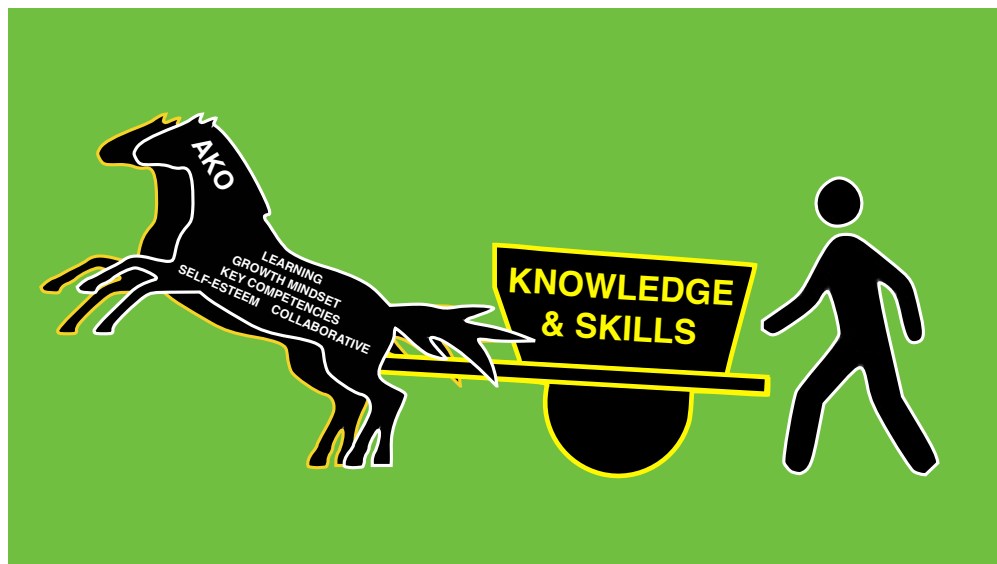
"I don't want to go to school"

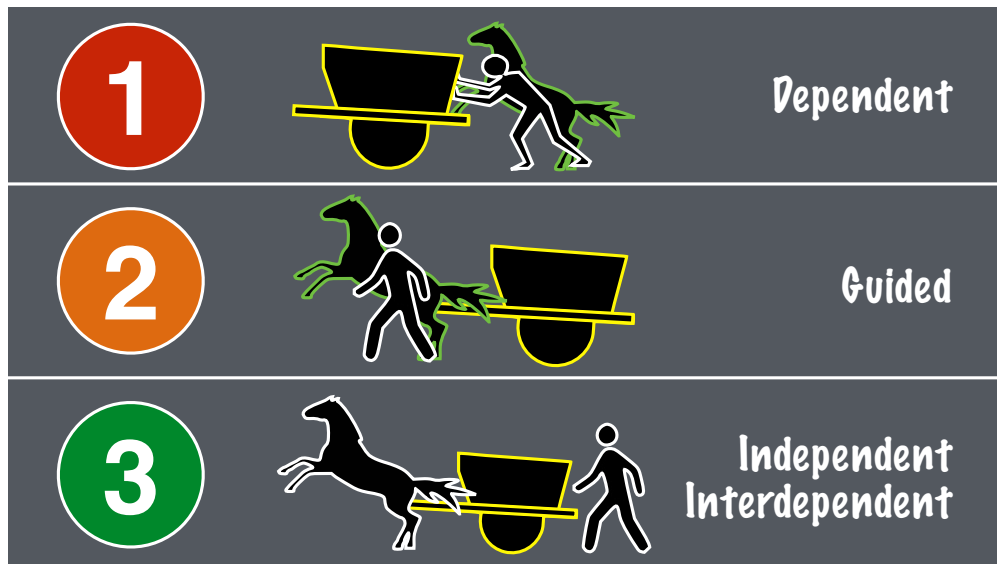
Top Year 7 student

I started my
journey to
head girl
in Year 7

I made it to
head boy
because I
make my bed







INDEPENDENT?

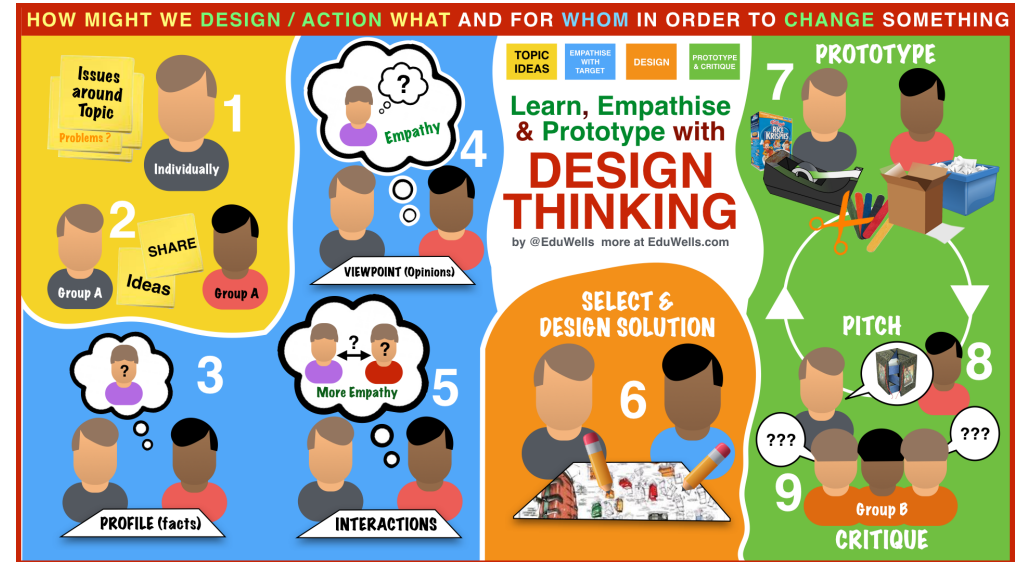




THE CLASS A TEACHER TALKS TO



HOW MIGHT WE ...



notosh

learning | digital | design thinking

Who we are What we do The Lab Books Contact

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](#).

We passionately believe that learning and innovation should be accessible to all. [Sign up today](#) to find out more and receive your free innovation resource.

Sign up



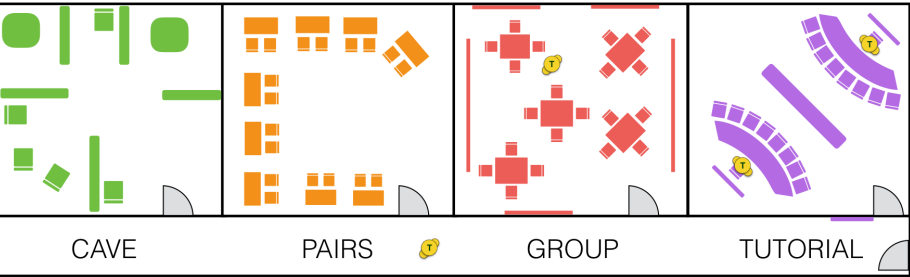
2

FLEXIBLE TIME AND SPACE

21st CENTURY SCHOOL IN 20th CENTURY BUILDINGS

By Richard Wells @EduWells
more at EduWells.com

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.

T = 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.

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.

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

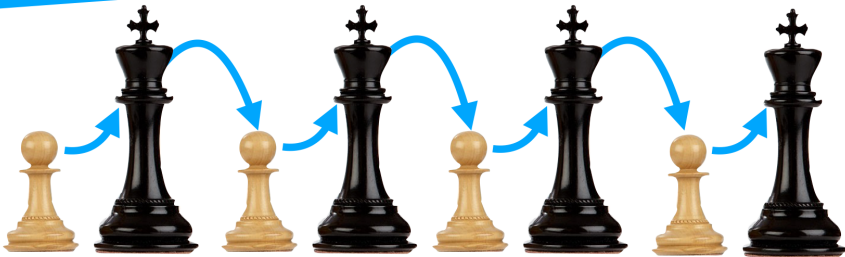
3
HAVE FAITH &
MAKE NEW NORMS



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

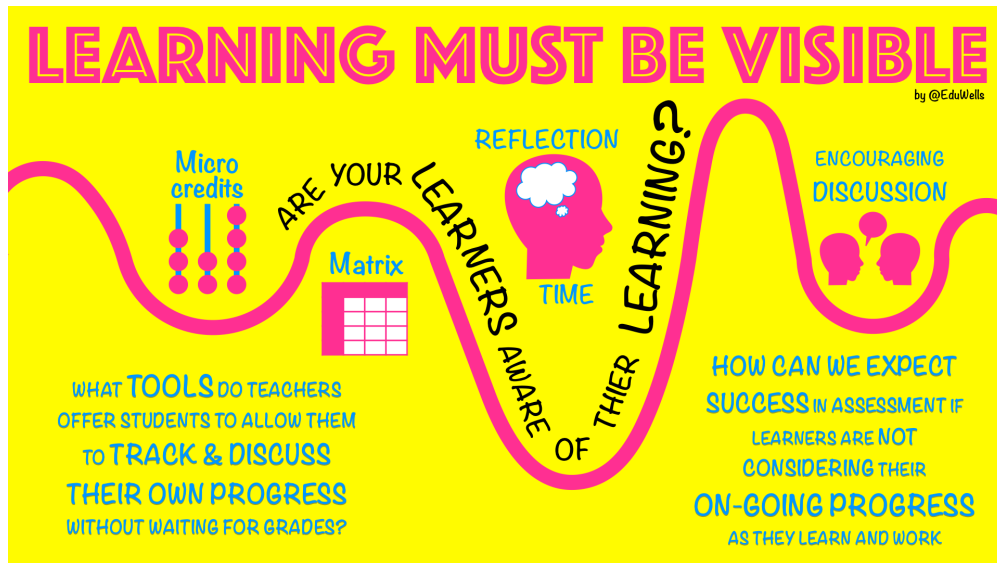
ELEMENTARY

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

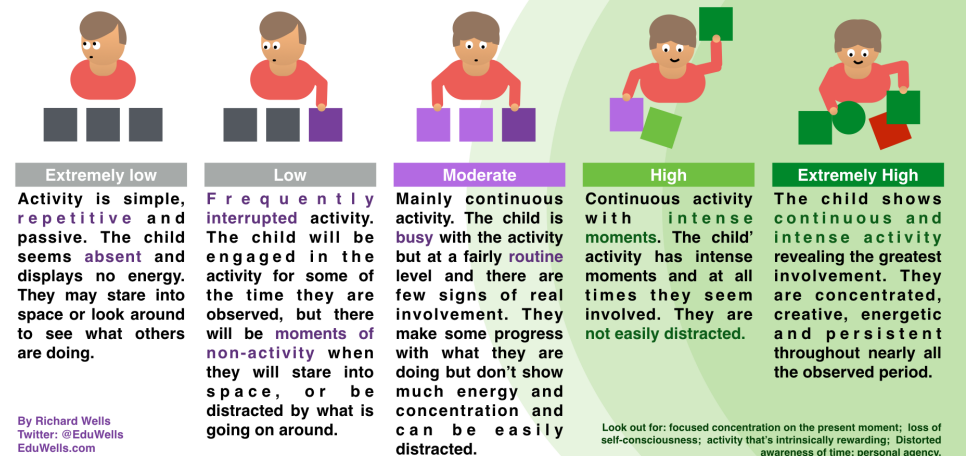


The Leuven Scale for Involvement (in learning)

It's time for an honest observation of your students

Based on: <http://www.plymouth.gov.uk/documents-tdtoolkit/leuven.pdf>

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



By Richard Wells
Twitter: @EduWells
EduWells.com

5

CONTENT IS A TOOL

STRATEGIES

CONTENT

“If YOU get stuck on a word...”



SCAFFOLD
STRATEGY
NOT
CONTENT

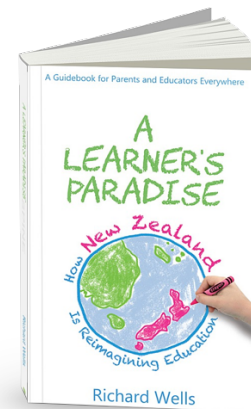
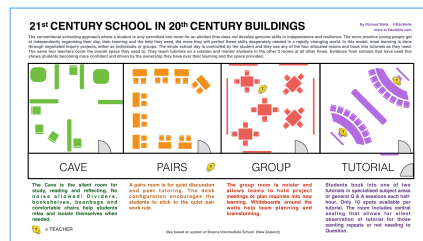
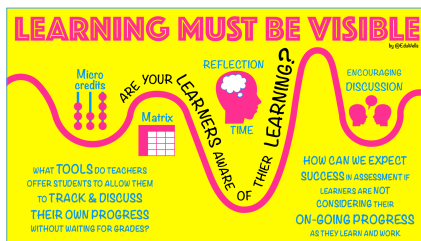
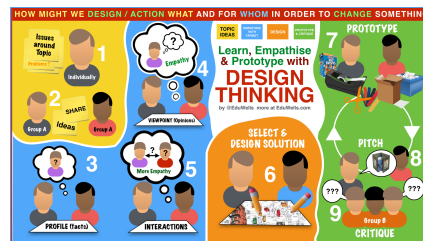
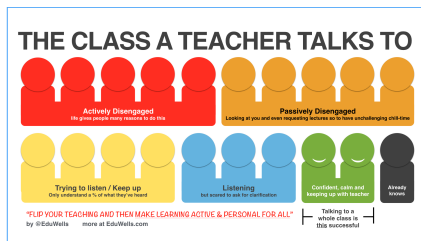
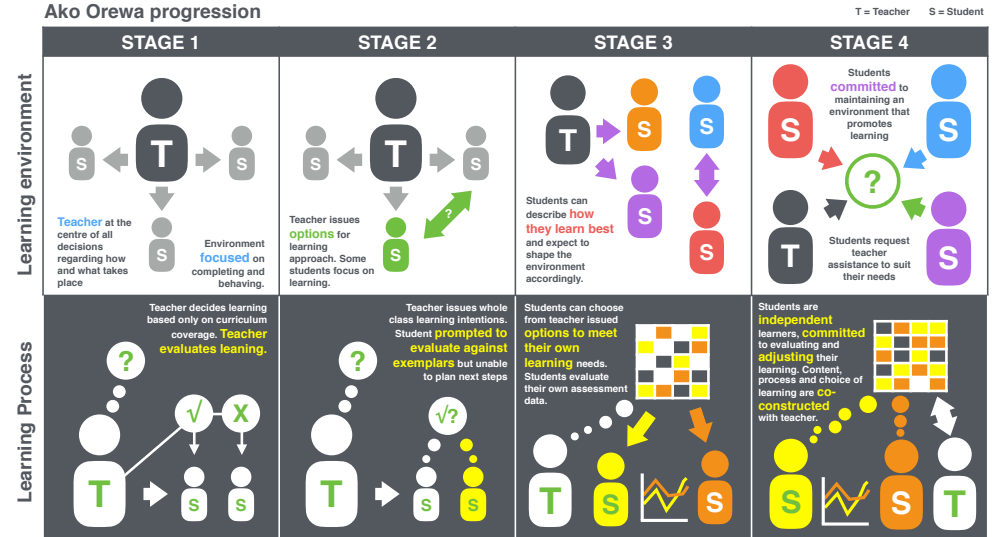
TKI - Assessment for learning & locus of control resources (Targets)

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!