

**What impact will
personalised learning
have on igniting
learner agency for
21st Century Learners?**

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Choice and Voice

Students express their learning styles and preferences as learners in the lesson.



Choice for Demonstrating Learning

Students have multiple ways to demonstrate mastery of standards. They can leverage both technology tools and traditional tools.

Varied Strategies

Students are given more than one way or modality to learn the material or access content.

Mastery Based Assessment

The students drive the curriculum rather than the curriculum driving the students. Assessments are guided by proficiency and competency.

Flexible Pacing

Students move through the curriculum at a pace that fits their individual abilities and allows for mastery of learning rather than a time-bound learning schedule.

Co-planning Learning

Students, parents and community are involved in planning and setting goals, demonstration of learning, pace, and mastery level.

Just-in-time Direct Instruction

Direct instruction is available to students when it is needed regardless of the availability of an in-person teacher.






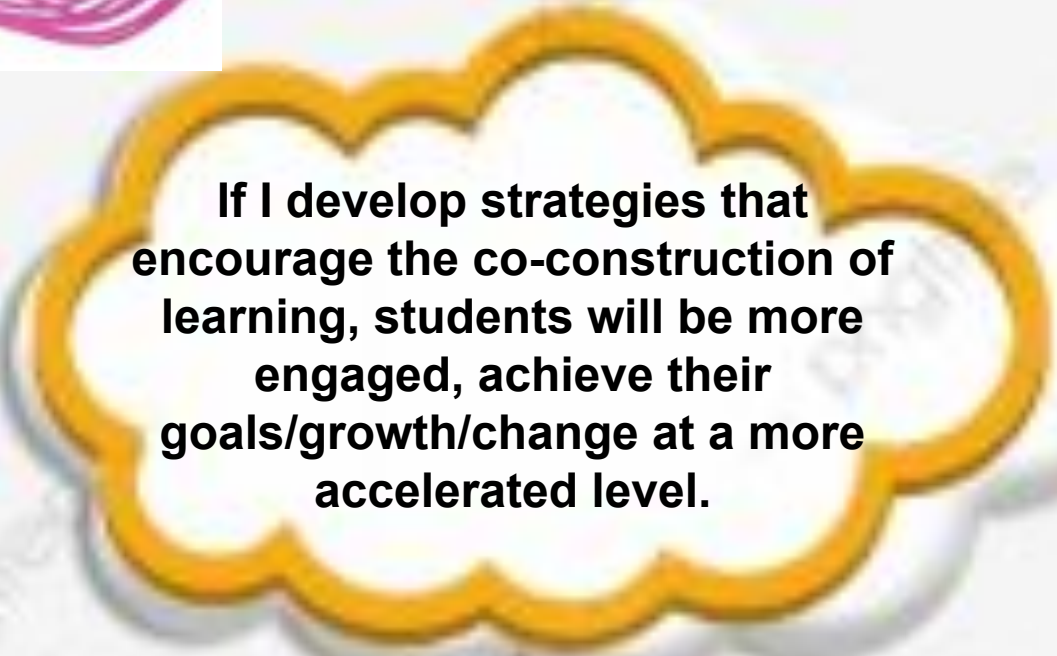
**What did
we think
before?**

Scanning

What's happening for our learners?



If I integrate more digital learning and digital technologies, this will ignite student agency for the 21st Century Learner.



If I develop strategies that encourage the co-construction of learning, students will be more engaged, achieve their goals/growth/change at a more accelerated level.



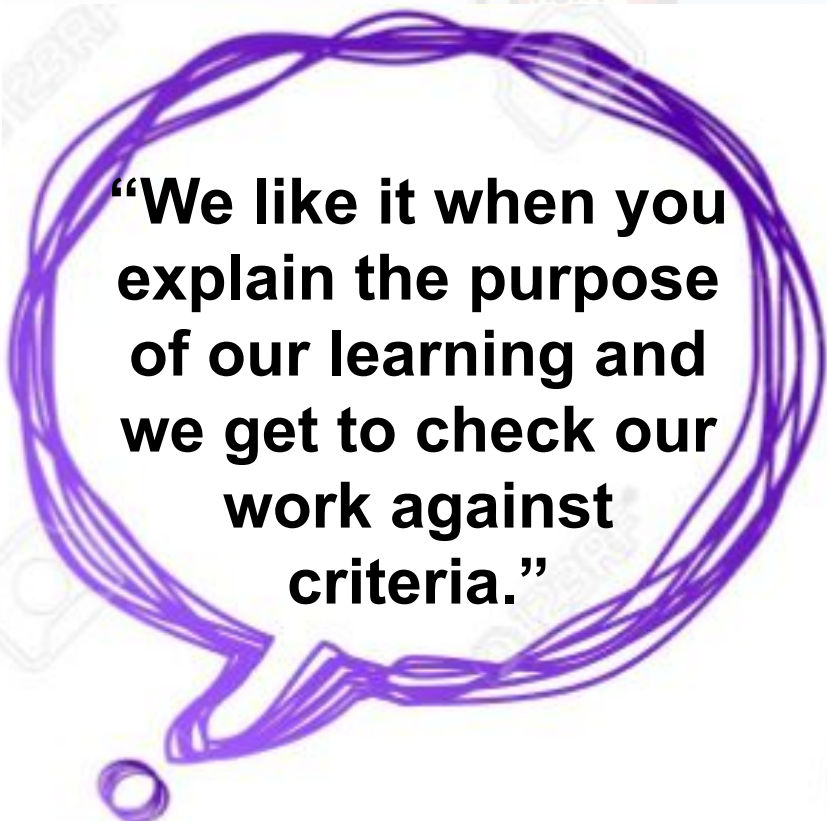
REFLECTION

**CHECKING IN -
Are we right with what
we're thinking?**



**“I LOVE THE TASKS
THAT LET US BE
CREATIVE.”**

**“I find it really
stressful when I have
to complete tasks by
a certain time-I don’t
like feeling
pressured”**



**“We like it when you
explain the purpose
of our learning and
we get to check our
work against
criteria.”**



**How did MY
practice change
and what
impact did it
make?**

Co-constructed Learning

3 different interventions

What would you like to do with this time?

Based around goal setting and goal reaching

Disposition Rubrics

CHOICE & VOICE

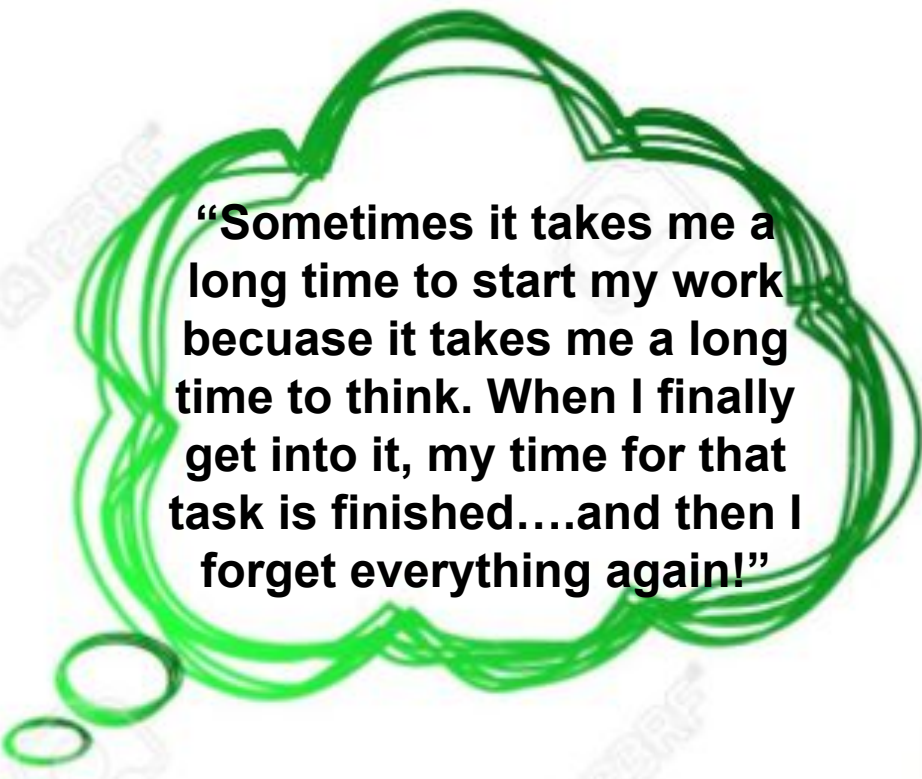
- **Share the intended learning outcomes with students and capture the dimension of Learner Agency that engages them the most in learning.**
- Empower the students to be part the learning by taking on board their feedback and suggestions of what might make their learning more engaging and purposeful.
- Create a culture where the learner feels heard and valued.

“I like choosing how to learn the things I need to know or how to show what I know”

“I LIKE WATCHING AND LEARNING FROM WHAT THE OTHER KIDS CAN DO – AND THEN I WILL TRY IT”

FLEXIBILITY & PACE

- Give students flexibility to learn in their way and in their time.
- **What are the barriers for learning?**
(Is there anything that makes you?)
- Students felt that **time** was a huge barrier because of the restrictions that it placed on their ability to think, create and explore. It made learning feel overwhelming.



“Sometimes it takes me a long time to start my work because it takes me a long time to think. When I finally get into it, my time for that task is finished....and then I forget everything again!”



**How did OUR
practice change
and what impact
did it make?**


2019 Timetable



Monday	Tuesday	Wednesday	Thursday	Friday
ROLL & ADMIN	PRAYERS 12L Green Screen 12S & 12C Iwi Area	PRAYERS 12C Green Screen 12S & 12L Iwi Area	PRAYERS 12S Green Screen 12C & 12L Iwi Area	
9 -10am 12L - MUSIC 12C - LIBRARY 12S - WHANAU HUI	RELIGIOUS EDUCATION	RELIGIOUS EDUCATION	RELIGIOUS EDUCATION	MASS REFLECTION TIME
10-11am 12C- MUSIC 12L - WHANAU HUI 12S - LIBRARY	10am MATHEMATICS	10am MATHEMATICS	10am MATHEMATICS	10am MATHEMATICS
Morning Tea				
11.30-12.30 12S - MUSIC 12C - WHANAU HUI 12L - LIBRARY	LITERACY	LITERACY	LITERACY	JUMP JAM
				FLEXIBLE FRIDAY
<u>IWI PRAYERS</u>	12.45 <u>FITNESS</u>	12.45 FITNESS	12.45 FITNESS	12.30 KAPAHAKA
Lunch				
	MILK	MILK	MILK	
ORAL LANGUAGE	CONNECTED LEARNING	CONNECTED LEARNING	PHYSICAL EDUCATION	FLEXIBLE FRIDAY/ ASSEMBLY
PACK UP	PACK UP	PACK UP	PACK UP	PACK UP


Term 4 Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
CONNECT - we connect with God and each other each morning, we also connect with the learning for the day				
Whanau Hui Library	R.E Literacy	R.E Maths	R.E Kia Kaha	TE REO Hauora Whanau Hui
COMMUNICATE and COLLABORATE - time for group work, discussions, small workshops etc				
Music	Literacy	Maths	Kia Kaha	P.E
CREATE - time to use what you have learned in other contexts				
IWI	Flexible Learning	Flexible Learning	The Arts	Flexible Learning




'All the changes through the day is hard, working like this helps us to concentrate more on the subject'

Yr 5 - Male



'I like being able to come back from morning tea and carry on with my work.'

Yr 6 - Male



I find it much more fun to learn now that there is so much time to keep going with it, especially if we are really enjoying it.

Yr 6 - Male

2019 Pre Test for the SACRAMENT STRAND

Students to stand along the continuum you mark out in the room according to what they know about each statement.

I know what the Sacraments are and their rituals and symbols (Yr 6 - Lesson 4&5)

I can do none of that (I don't really know what any of it means)	I can name some of the Sacraments and some of the rituals and symbols	I can name most of the Sacraments and its rituals and symbols	I can do all of that (I could confidently teach others about this)

We could learn or revise over the things that we know a little bit about by;

- Watching a video
- Learning through games
- Using apps or digital devices
- Research projects
- Learning from a buddy or an expert

RELIGIOUS EDUCATION GOD STRAND MATRIX

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COVENANT

INVESTIGATE:

Explain the meaning of Covenant in your own words.

Find as many synonyms as you can for the word Covenant.

Locate a story in the Old Testament that has an example of a Covenant and record the name of the story and where we can find it in the Bible.

RECONCILE

Choose one of the scenarios that has been given to you and use critical thinking skills to reflect on how you would restore the broken relationships that are caused in the scenario.

Write your response as a personal diary entry. Use the organiser to help you prepare your diary entry.

Refer to the Critical Thinking cheatsheet to help you with your reflection.

KIA KAHA

Choose someone from the old testament who was able to demonstrate inner strength (kaha) to help them to fulfill what God's plan (desire) was for them.

Make clear connections to what challenges that person faced and how their (kaha) empowered them to overcome these challenges.

How did they fulfill what God had planned for them?

Present this in any way you wish.

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THE OLD TESTAMENT - What else is there?

Create a dramatised version of an old testament story.

You may work with a group of people (maximum 5 people) and you may choose which type of dramatisation you would like to do.

Choose a story that perhaps not a lot of people are familiar with. Make sure your drama is accurate so you must use the Bible as a reference. You may choose to use props or costumes.

THE ARK OF THE COVENANT

Explore the Ark of the Covenant on display and think about what your own Ark of the Covenant might look like?

With all of your learning from Turangawaewae, Exploration and now Kia Kaha.... design your own Ark of the Covenant. Sketch, label and explain, (refer to the wall for this example). Show this in your R.E book.

You will then attempt to create this with a soap sculpture. Tools and tips to help you will be available on our class [Google site](#).

IMAGES OF GOD

Produce a sketch of your interpretation of a particular image of God from the Old Testament.

Think about what the image tells you about who God is and why. Write a brief explanation to explain this.

Create your sketch in your R.E book as a draft ready for your whanau teacher to check.

Steps for final piece will be given from Wk 3,

Lessons **should be more collaborative** and **not sitting and watching things for most of the time** or sitting and copying down work.

Yr 6 - Male

'Matrix' are better now that **there is choice and less tasks**'

Year 5 - Male

'I like how **we are learning art skills in R.E.** The art workshops in the afternoon are really fun and helped me alot with Art.

Yr 6 - Female



OVERALL
What impact
did it make?



First writing Sample

one
Cockroaches are ~~insects~~ of the fastest insects. They can move ~~six~~ times their body length in less than 5 seconds. They can survive nuts but they can't survive a spray how dose that work?? did you ~~know~~ know that they can survive 4 days with no head! but they die ~~if~~ because they have no food or water because they have now where to eat from they look similar to wetas but cockrochs are much smaller but I think they are faster.

tuesday
write

Beginning
of the year

Independent - 15 mins

Middle
of the year

Independent - 15 mins

"Oh what have you done!" screamed the professor as we sprinted for our lives. I told you not to press it! Its coming said the professor.

Whats coming said the Steven Suddenly a massive Demon showed up out of no where and said "RUN!" so we ran for our lives saving as many people as we could! Then out of the thin air a dragon with bright glowing eyes struck the Demon with giant lightning bolts then the Demon got his huge pitch fork and started ~~through~~ rapidly striking the dragon with thunder. They both got tired but then Steve said WHAT DO WE DO! Then the professor cried Nothing! Its TO late...

Unless ~~we~~ we can find ~~the~~ the great dragon ~~to~~ ^{and} bribe the reaper King to help us. That sounds easy lets go then said Steve. Oh ok then lead the way then Mr Smarty pants said yelled the professor!

End of the year

Independent - 15 mins

Dear mum and dad I am writing this letter to say thank you for all the big and little things you do for me and have done for me in the past and to tell you how much I appreciate you. I know haven't been the best son but I want you to know that I'm at this school, I have learnt to be Courageous by learning to speak in front of an audience. I have also Learnt to be detached by not staying mad or angry when someone says or does something hurtful. And have also learnt to use the friendship I've made lots of new friends at this school and many more. my hopes and dreams are to be someone who enjoys the life I want to be caring and hardworking. I want to be the light of Christ by being caring and kind to everyone I meet. my challenges in life are getting through primary school staying on task and listening are only some of my difficulties primary. and getting along with my sister but I noticed its all apart of life and that's how little sisters are. I want you to know that I love you and I'm thankful for everything you do for me.



SHIFTS MADE IN CORE LEARNING AREAS

Shifts in **Reading** - PROBE

Student A: Pre 12yrs - Post 13.5 yrs (B)

Student B: Pre 11.5yrs - Post 13.5 yrs (G)

Student C: Pre 11.5yrs - Post 12.5 yrs (B)

Shifts in **Maths** - GLOSS

Student A: Pre 6,6,E6 - Post E7,E7,E6

Student B: Pre E6,5,5 - Post 6, E7,E7

Student C: Pre E6,6,5 - Post 6, 7, E7



Next Steps for 2020

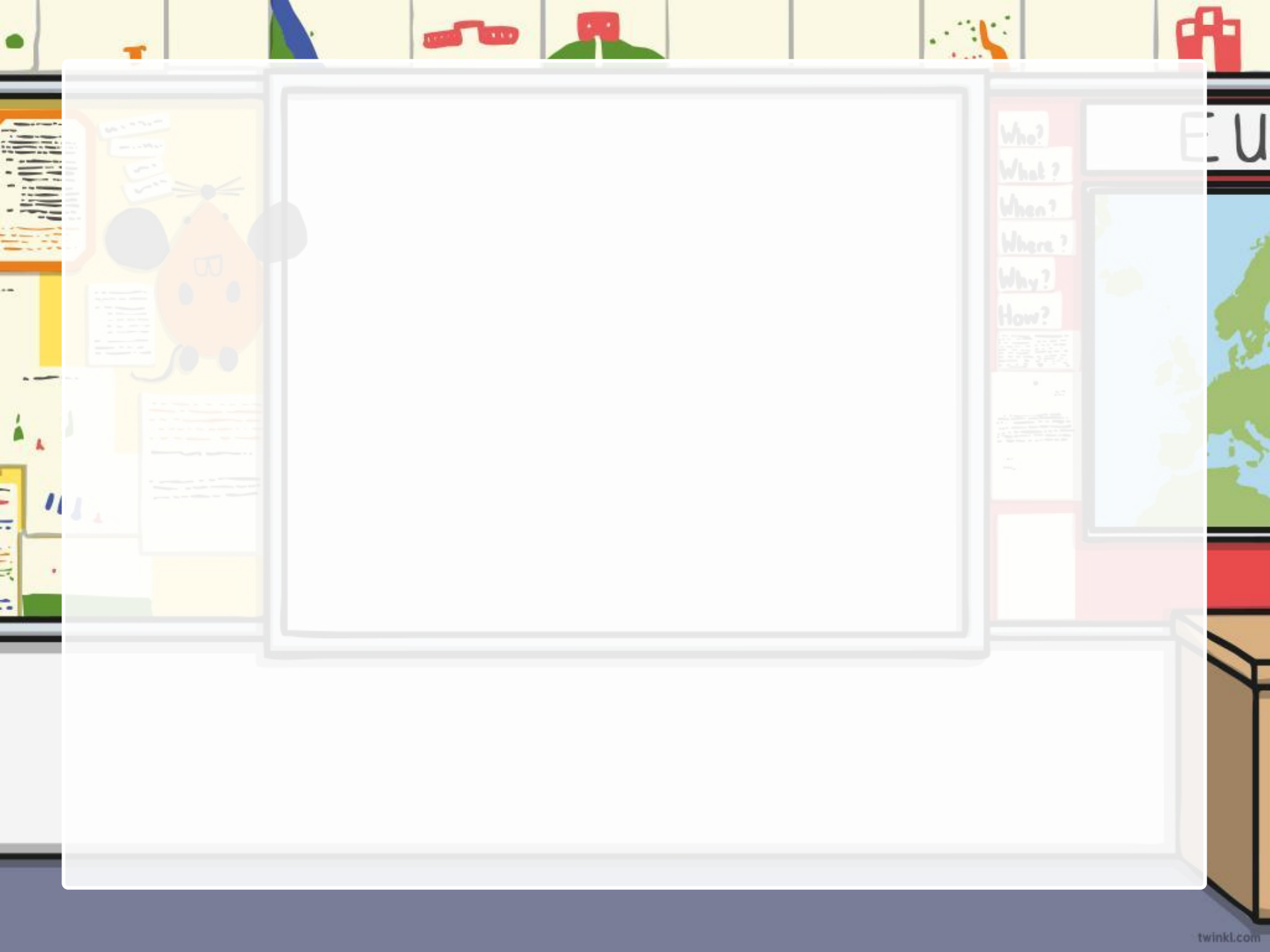
So now that we've
discovered all this,
where to next?

1. Co construction will work more effectively if the whole school is working towards this together at their particular level
2. Students ideas around goal setting and goal reaching need to change in terms of looking toward growing, improving or changing a behaviour in order to reach the goal.
3. When students co-construct learning it makes it easier to understand what is expected and what we need to learn.

1. Frequently capture student voice to inform teaching practice BUT also to begin co-creating the learning.
2. Capture their voice around the learning AND the teaching.
What have can I do more of?
What did we do that helped you to understand?
What would you do differently?
3. Make the learning day flexible allowing for time and pace to progress with high interest and engagement.



Questions or Comments?



EU

- Who?
- What?
- When?
- Where?
- Why?
- How?

The Computational Thinkers

concepts



Logic

Predicting & analysing



Evaluation

Making judgements



Algorithms

Making steps & rules



Patterns

Spotting & using similarities



Decomposition

Breaking down into parts



Abstraction

Removing unnecessary detail



approaches



Tinkering

Changing things to see what happens



Creating

Designing & making



Debugging

Finding & fixing errors



Persevering

Keeping going



Collaborating

Working together