

Teaching and learning strategies to improve student learning.	How I will use this in my teaching and learning	Review - as of Wednesday 16th May
Creating a supportive learning environment.	Ensuring that the class site is up to date with rewindable activities, in terms of day to day instructions and viewable how to's for students to feel that they know what to do without having to constantly be asking the teacher	<p>I am still not quite finished moving into my new Google Site (new sites). There are still a few bits left to do so I have put a link to the old site on there so we still have access to all the information we need.</p> <p>I am making sure my examples are on the new site and put into the class Google Plus Communities for the students to look at and refer to.</p> <p>I still need to make more specifically rewindable recourses (step by steps etc)</p> <p>New Class Site</p>
Encouraging reflective thought and action.	Increasing the use of SOLO structured activities so more thought and depth is built into everything that the students do. This will enable access to higher levels of achievement	<p>I have been using SOLO to structure the work I prepare for the students for a while now so I tend to always start from that when I am planning an activity now. I continue to adapt, alter and improve my resources as I use them with students and see how they go.</p> <p>Examples</p> <p>Product Analysis</p> <p>Product Description</p> <p>Materials Research</p>
Enhancing the relevance of new learning.	Project work that is related to real life experiences that they know about. Using research to directly influence their design work.	<p>My Year 10 students are designing portables speakers.</p> <p>I am going to allow my Year 1 students to offer suggestions for a product design project later in the year if they don't want to do the mobile phone project.</p>

Facilitating shared learning.	<p>I am trying to build in more small group and class activities within project work. Each class from year 10 to year 13 has a google plus community where the students support each other with their work</p> <p>We will be working in class in small groups all year in all age groups.</p>	<p>The group work continues to be really effective. I have done it with Years 10, 11 and 12 so far this year and have received a very positive response from students about it.</p>
Making connections for prior learning and experience.	<p>I have got all of my students to set up their own DVC google site for all of their work. The Level 2 and 3 students who did the subject last year have archived the previous year's work onto one tab / drop downs, so they can see progress as they move onwards with DVC.</p> <p>All of my planning is on the same class site so students can see work from all year groups.</p>	<p>The Year 11, 12 and 13 students all have their google sites set up to use as a design portfolio.</p> <p>Year 10, 11, 12 and 13 are members of class Google Plus Communities where they can scroll back and see what other students have done in previous years as I have used the same communities since we started. (4 or 5 years now)</p> <p>Year 10 Year 11 Year 12 Year 13</p>
Providing sufficient opportunities to learn.	<p>Aiming the NCEA projects towards excellence at all times to extend the students work from the achieved level.</p> <p>I have enhanced this by breaking the standards down so the students know what they have to do at each level.</p>	<p>The standard breakdowns are available on the new Class Site for the students to refer to about the standards they are currently on.</p> <p>I have also done this for the Year 9 and 10 classes.</p> <p>Examples :- Level 1 Level 2 Year 10 Year 9</p>
Teaching as inquiry.	Link here	