

Teaching and Learning at Bayswater School Parent Information Evening

Tuesday 30 March 2021



Together, Navigating for Success
Te mahi tahi kia eke panuku

The New Zealand Curriculum

- A clear statement of what is deemed important in education.

This includes Vision, Principals, Values, Key Competencies and Learning Areas.

The eight learning areas are:

- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Science
- Social Sciences
- Technology



Bayswater School Values

Our values are what we believe is key to achieving success as a learner.

Hauora - Wellbeing

A sense of wellbeing in a diverse community of learners where effort and success are celebrated

Manaakitanga - Respect

For self, others and the environment

Kairangatira - Personal Excellence

Children striving for personal excellence in a variety of contexts whilst developing thinking skills, creativity and learning attitudes and dispositions

Manawaroa - Resilience

Confident, empowered leaders who are motivated, challenge themselves and have a strongly developed leap in their own capabilities, persevering and recovering quickly from setbacks

Bayswater School Values - Child Speak

Hauora- Wellbeing

I help everyone have a good day by:

- giving and receiving compliments graciously
- greeting everyone with a smile
- keeping myself and others safe

Manaakitanga- Respect

- I speak politely and actively listen to others
- I take care of people, things and places
- If I make a mistake, I show I am sorry with my words and actions

Kairangatira-Personal Excellence

- I participate and contribute
- I set goals for myself and work hard to achieve them
- I complete my learning activities and commitments

Manawaroa-Resilience

- I take responsibility for myself by using positive self-talk
- I always have a go and take risks with my learning
- I accept feelings of learning including frustration, disappointment, celebration



Together, Navigating for Success
Te mahi tahi kia eke panuku

Bayswater School's Vision and 21st Century Skills

Bayswater School Vision: To launch each child on a learning voyage, equipped with the dispositions and attitudes for success. *To achieve this we foster 21st century skills.*

Twenty-first-century learning embodies an approach to teaching that combines content and skill. Without skills, **students** are left to memorize facts, recall details for worksheets, and relegate their educational experience to passivity. Basically this means they don't know how to find out for themselves, they don't know why they're doing it and do not or cannot actively seek solutions.

21st century learning comprises the Key Competencies, the values and the skills that have been identified as being required for success [NZ Curriculum document](#). Children are actively engaged for a purpose for learning, and are developing the skills of communication and critical thinking.

[21st Century Skills - What are they and what's the fuss](#)



Most Likely to Succeed

A thought-provoking documentary feature film produced by Ted Dintersmith and Tony Wagner that reveals the growing shortcomings of conventional education methods in today's innovative world. The film explores compelling new approaches that aim to revolutionize education as we know it.

Tony Wagner is globally recognized expert in education who worked for more than 20 years at Harvard University.

Ted Dintersmith is one of America's leaders in innovation, entrepreneurship, and education.

See Clip from 29:55 through to - 31:44



Bayswater School - proud to be leaders and innovators in education!

Here are just a few examples:

- **Enviroschools** - introduced into New Zealand in 2001, Bayswater School became a Bronze Enviroschool in 2003 and was awarded Green Gold status in 2011, awarded because it was and still is embedded into school life. We have welcomed many schools over the years from Auckland and even overseas, to view our programme.
- **Mathematics:** In 2012 we introduced a collaborative approach to solving mathematics problems. This development of “communities of mathematical inquiry” has been led by Dr. Bobbie Hunter, a researcher, an academic and a New Zealander. Recent newspaper articles have quoted Dr. Bobbie Hunter as NZ looks for ways to improve mathematics results. In 2019 The Takapuna/Devonport Kahui Ako offered professional development in this method of teaching mathematics and it is now being introduced in all the Peninsula schools.
- **Learning through play** - Bayswater School introduced Learning Through Play into the junior classes in 2019. It has enabled a smooth transition from preschool to school and enables confident and engaged learners. We have lots of queries and visitors from other schools both local and further afield to see the process we have used to introduce the strategy. Aspects of Learning through Play are now seen in all classrooms.
- **Structured Literacy Programme** - we have set up this programme in 2021 in year one and two. It is a systematic approach using phonemes (sounds) to learn to read, and also help with writing. This is taught alongside the current programme which provides vocabulary development and opportunity to think critically about what is being read. Already we have had interest from other schools asking to come and learn of our experience, look at how we manage and run the programme, and how we developed our own programme using NZ texts rather than the Australian programmes currently available.
- **Tuakana Teina** - In 2018 our teachers set up a Tuakana Teina programme with Takapuna Grammar in which Year 10 children mentored our Year 5 and 6 children in writing. This has been so successful that some TGS children have asked to continue in year 11 mentoring the same child, and now all the other local schools in the Takapuna/Devonport Kahui Ako are requesting Tuakana Teina programmes in 2021!

Green Gold Enviroschool

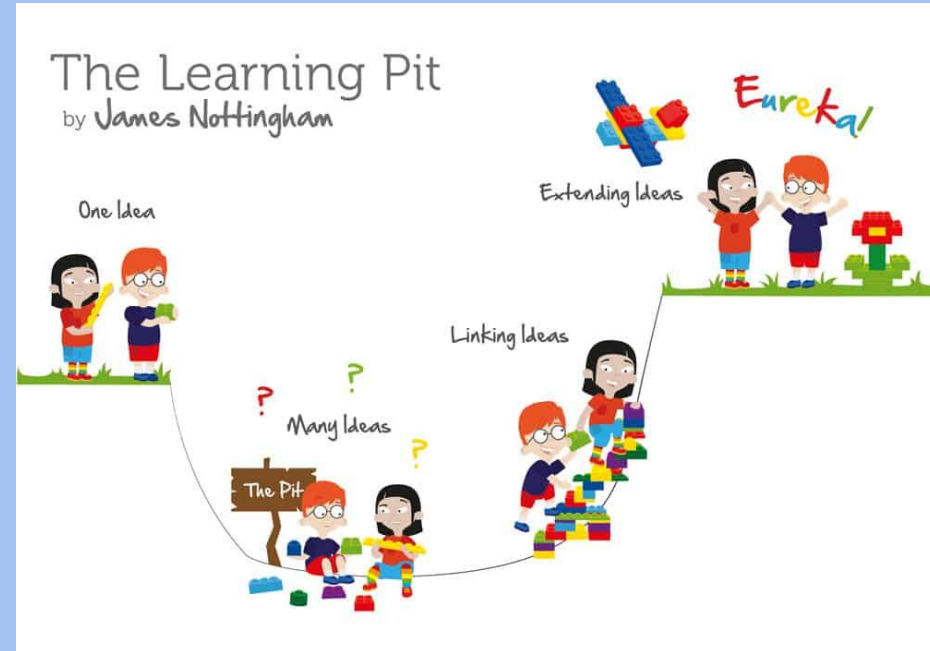
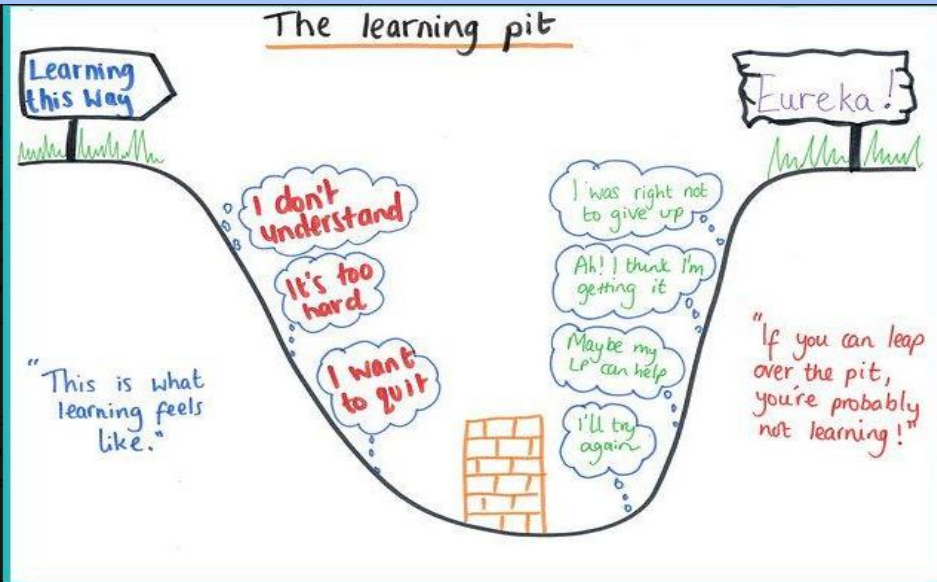
Being a Green Gold Enviroschool means that the guiding principles are embedded in everything we do. They are an important part of our kaupapa:

- Empowered Students
- Learning for Sustainability
- Respect for the Diversity of People and Cultures
- Sustainable Communities
- Māori Perspectives



The Learning Pit encourages children not to give up - it helps them understand that learning is challenging but we can get better at it (get out of the pit) by using strategies that will help us.

Challenging Learning and The Learning Pit



SOLO Taxonomy

Structure of Observed Learning Outcomes

provides a simple, reliable and robust model for three levels of understanding – surface deep and conceptual (Biggs and Collis 1982)

SOLO makes it possible to identify the level at which a child is currently learning at.

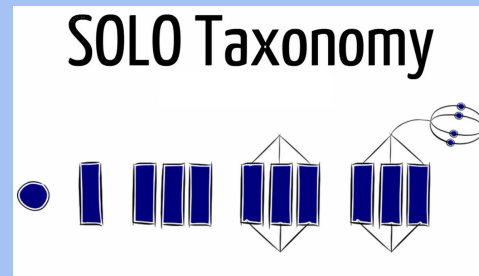
Sharing SOLO with children is a way to teach them to assess their own learning, know more about their own capabilities, and helping them know where to go next.

What am I learning?

How is it going?

What do I do next?

[Pam Hook \(HookED\)](#)



Goals



Every child sets goals according to their next steps in the New Zealand Curriculum. Goals are dependent on their current knowledge and skills. Goals may be written, may be part of a SOLO rubric or verbal. They can be individual, small group or whole class. Goals can be short (within a guided lesson) or long term.

Teachers have an important role to play in supporting students to set appropriate, yet challenging goals that have a focus on individual learning and progress.

Students learn what they have been given the opportunity to learn. If learning activities are challenging, engaging, and exciting, they will learn more than if the activities are low level, repetitive, and boring.

[High Expectations in the Classroom \(Ministry of Education Website\)](#)

Achieving Personal Excellence

When we reach our goal we achieve personal excellence and thus we set a new goal, and so on.

Our school community chose the term 'Personal Excellence', in recognition that every child is an individual.

At Bayswater all children are acknowledged for their achievements no matter what curriculum level they are working at, or whether they are learning at below their expected curriculum level or above it.



We are proud of the academic excellence achieved by our Bayswater children. Did you know? A quarter of the children from Bayswater that moved through to Belmont Intermediate in 2021 have been selected for Gifted and Talented programmes! That's 25%!

Learning Programmes - Reading

During a week no matter what level, your child:

- is read to
- participates in reading with others
- reads independently
- reads for different purposes

The reading programme not only enables your child to read but also **respond to, and think critically** about fiction and non-fiction texts to meet the demands of the New Zealand curriculum at their level. They practise **making meaning** at each level of the curriculum with increasingly complex texts and achievement objectives.

As the children move from learning to decode texts the focus moves from learning to read, to reading to learn. As they progress, students use their skills to engage with tasks and texts that are increasingly sophisticated and challenging, and they do this in increasing depth.

The children are given the opportunity to practise and apply their new skills in a range of contexts and learning areas throughout the day



Learning Programmes- Reading

No matter what level a child is reading at they are learning and practising

- Processing strategies
- Skills and knowledge
- Comprehension
respond to



eaning,

Learning Programmes- Writing

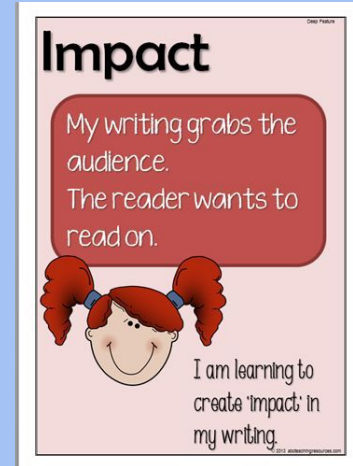
The writing programme enables your child to **create meaning** for themselves and others. The children move from learning to write to using writing as a means of recording and communicating information and ideas. They learn to write:

- for a variety of purposes and audiences
- using a variety of contexts and styles of writing

The children are given the opportunity to practise and apply their new skills in a range of contexts and learning areas throughout the day.

During a week no matter what level, your child:

- sees writing modeled by the teacher
- participates in shared writing
- writes independently



Learning Programmes- Writing

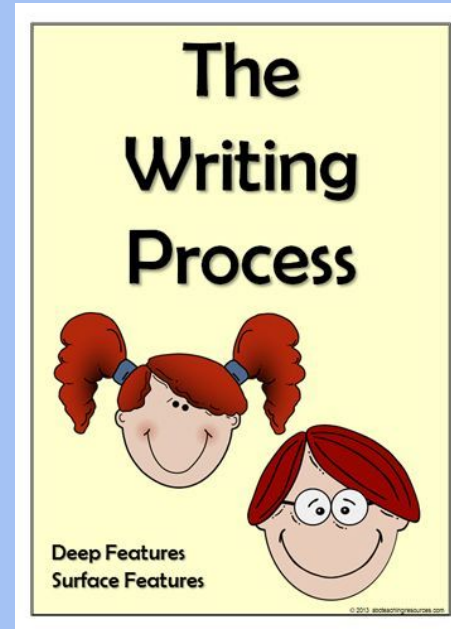
No matter what level or context (purpose for writing and the intended recipient), children are learning and practicing the same features but at many different levels.

The surface features are:

- Punctuation
- Spelling
- Editing
- Publishing

The Deeper Features are:

- Ideas
- Structure and language
- Organisation
- Vocabulary
- Sentence structure

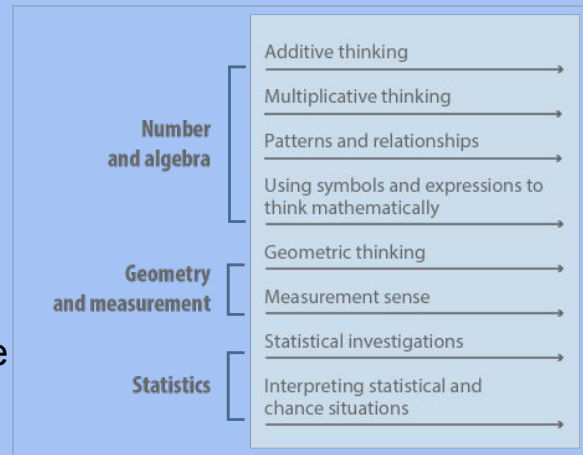


Learning Programmes - Maths

Bayswater Mathematicians explore and use patterns and relationships in quantities, space and time and they use statistics to explore and use patterns and relationships in data. They use symbols, graphs and diagrams to help them find and communicate patterns in relationships, and may create models to represent both real life and hypothetical situations.

Bayswater Mathematicians develop the ability to think creatively, critically, strategically and logically. By doing this, they learn to create models and predict outcomes, to conjecture, to justify and verify, and to seek patterns and generalisations. They learn to estimate, calculate, and check for validity.

Mathematics and Statistics is divided into three strands: Number and Algebra, Geometry and Measurement, Statistics.



Mathematical Inquiry Communities

Following a problem launch, groups work to collaboratively solve a group-worthy problematic task, and then, facilitated by the teacher, come together to discuss their solutions and the big ideas within the problem. In this format, learning mathematics is a social endeavour, with students helping and learning from each other as part of a community. Research shows that this approach supports students to develop skills in risk taking, creativity, and collaborative problem solving.

[Mathematical Inquiry Communities](#)

[Raising the bar with flexible grouping - Ministry of Education](#)

Learning Programmes - Health and Physical Education (PE)

Health and PE is more than just sport!

The focus is on the well-being of the children, of other people, and of society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- **Hauora** – a Māori philosophy of well-being that includes the dimensions Taha wairua -spiritual well-being; taha hinengaro - mental and emotional well-being; taha tinana - physical well-being; and taha whānau - social well-being.
- **Attitudes and values** – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The **socio-ecological perspective** – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- **Health promotion** – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

Learning Programmes - Te Reo

Te Reo Māori teaching is informed by the Curriculum Guidelines for Teaching and Learning Te Reo Māori in English-medium Schools.

Te Reo and tīkanga Māori is integrated and is embedded in our daily practice throughout the school. We have regular specialist Te Reo Māori teaching. We have daily karakia at the beginning and end of each day, karakia mō te kai before eating and mihi whakatau for new children.

The children also learn waiata, games and to recite their own mihi.

Opportunities for children to further develop their reo are available through kapa haka and Whānau Kororu te reo extension.



Learning Adventures



Learning Adventures incorporate:

- science - investigating, understanding and explaining our world
- social sciences - how societies work and how people participate as active and responsible citizens
- The Arts (dance, drama, sound and visual arts)
- technology - intervention by design - developing products and systems
- literacy - reading, writing, oral, verbal, viewing and presenting
- mathematics and statistics - number and algebra, geometry and measurement, statistics
- Te Reo Māori



[The Great Outdoors 2021](#)

Learning Adventures

We use Dramatic Inquiry for our Learning Adventures to engage students in authentic learning, based on their interests.

During our Learning Adventures teachers and students step into a fictional world to explore multiple perspectives. Using their imaginations, they take on the position or “mantle” of experts in a fictional company, enterprise or responsible team. From this position as an expert, children are then commissioned to undertake an important job for an imaginary client. The imaginary company, commission and client are selected by the teacher to lead to meaningful engagement with curriculum learning areas. <https://mantleoftheexpert.co.nz/author/viva/>



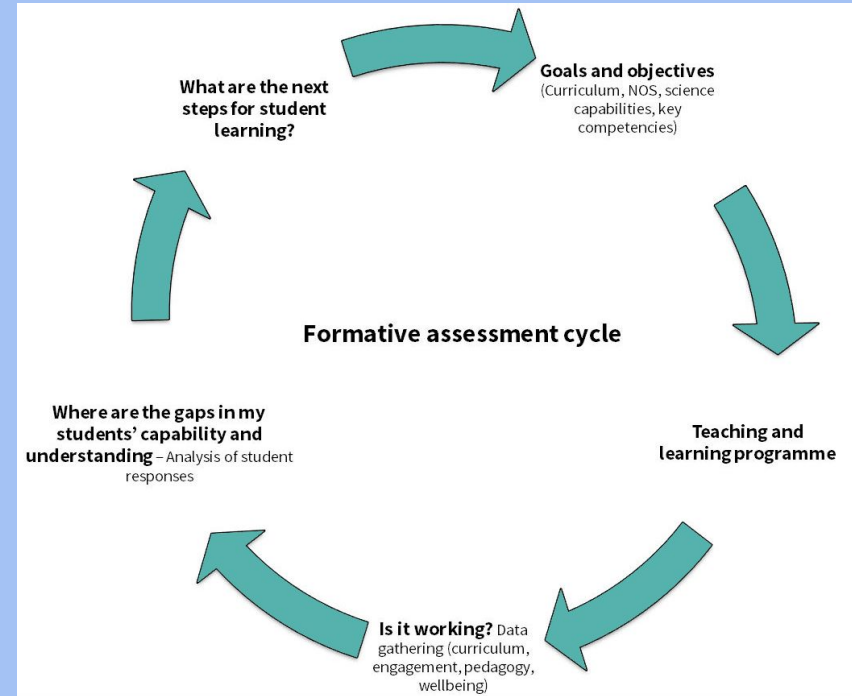
Assessment for Learning

Teachers monitor the progress as well as the achievement of our children

Assessments for learning provide information so teachers can give recognition of learning achieved (feedback) and what the next goal is (feedback)

Ongoing monitoring includes:

- individual learning goals in all areas which are monitored by the child and the teacher
- observations of children's learning behaviours as well as their oral and recorded learning
- diagnostic assessments that show the child and teacher what level of the curriculum they are at and more importantly it shows the next goals for learning.



Additional Needs

All children's needs are individually catered for within the classroom programme.

Some children however have additional needs and may be supported by government funded Specialist Teachers and/or teacher aides as well as specialised programmes.



Gifted and Talented Learners - “Navigators”



Children may display giftedness and or talent in many aspects of school life including academic, sport, leadership, cultural, creativity, e-learning, The Arts, citizenship and more.

The classroom programme is designed to cater for children’s individual needs.

Some children may also be given opportunity to extend themselves through a range of activities:

Peninsula sports, E-Pro-8 Challenge, writing the script for school production, maths extension group, training as a librarian, being a member of the Tech Team or Enviro group, Year 6 jobs, digital navigators, School Council representative, Kapa Haka leaders, assembly presenters, ukulele, leading school karakia and waiata, Writer’s Conference, Leadership Conference, Canterbury University tests, and much more.



Home Practise - practising what you've learnt!



Your child has spent six hours at school learning. Home is a time to learn in a different way, to be a contributing member of the family and community.

Varying abilities and needs of each child are an important consideration. All children are different therefore generic worksheets are not appropriate. *We do not give everyone the same home activities as they may not be pertinent to your child.*

The most productive use of teacher's precious school time is in teaching and learning where children are challenged at their own level to achieve their goals. *Setting and marking generic homework is not a productive use of time.*

Each family can choose how much time is spent on the home learning suggested by the teachers. *Homework often causes stress in an already busy home life and we do not want to contribute to that.*

We want learning to be a positive experience. We value family time, sporting, musical and cultural activities and the opportunity to have the time to learn life skills, which only a family can teach and model on a one to one basis.

[Ideas to help with reading, writing and maths](#)

There's a lot of debate about the value of homework, especially for primary school aged children.

Homework - links to comment and research

[education.govt.nz on Homework](#)

[NZ Herald - Auckland Primary School Scraps Homework](#)

[2018 John Hattie's 252 Influences And Effect Sizes Related To Student Achievement](#)

John Allan Clinton Hattie ONZM was born in Timaru, New Zealand, and has been a professor of education and director of the Melbourne Education Research Institute at the University of Melbourne, Australia, since March 2011. He was previously professor of education at the University of Auckland.

How can you help?

[Supporting Learning at Home - Ministry of Education](#)

Ideas to help with reading, writing and maths, Helping your child develop Key Competencies, Parent Teacher Meetings and more

Teaching and Learning in Whānau Puna

Year 1 & 2

A week's timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
9-9:20	Assembly phonics	Phonics Handwriting	Phonics Handwriting	Phonics Handwriting	Assembly
9:20 - 11	Reading Learning Through Play	Reading Learning Through Play	Reading Learning Through Play	Reading Learning Through Play	Phonics Spelling and Maths assessment and practise
Morning tea					
11:40- 1:10	Writing Maths	Writing Maths	Writing Maths	Writing Maths	House Play Library
Lunchtime					
1:50-3:00	Learning Adventures PE	Learning Adventures	Learning Adventures	Learning Adventures PE	Learning Adventures PE

Play and Learning Adventures



Benefits of Play

1. Executive function: skills which help us plan, prioritize, troubleshoot, multitask and negotiate.



Benefits of Play

2. Taking risks: being confident to step into the unknown with learning; the lessons we learn from failure are just as important as those we learn from success.

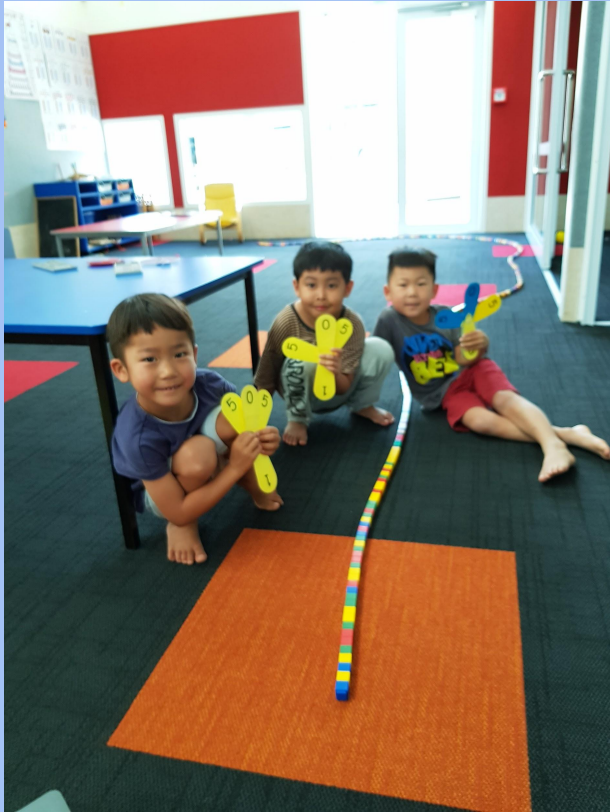


Benefits of Play

3. Socialisation: children need to learn how to work together.

They need to learn to make friends, how to share and cooperate, how to treat other people.





Learning through Play



Look at the learning that can come from this play!

Writing:

Write a story using the characters that you are pretending to be.

Art:

Sketch and paint the creature that you are pretending to be.

Key Competencies:

Relating to Others
Thinking
Managing Self
Participating and Contributing
Using Language, Symbols and Texts.

Maths:

There are three animals at the burrow and 7 more arrive. How many animals are there now?

Social Science:

If you were the creature in the burrow how would you feel? Why do you think that?

Learning Adventures

We use Dramatic Inquiry for our Learning Adventures to engage students in authentic learning based on their interests.

In our Learning Adventures teachers and students step into a fictional world to explore multiple perspectives. Using their imaginations, they take on the position of experts in a fictional company, enterprise or responsible team. From this position as an expert, children are then commissioned to undertake an important job for an important, imaginary client. The imaginary company, commission and client are selected by the teacher to lead to meaningful engagement with curriculum learning areas.



Let's imagine:

Imagine we are a company of bee keepers who have been commissioned by “Bayswater Council” to investigate why there are fewer bees in the area.



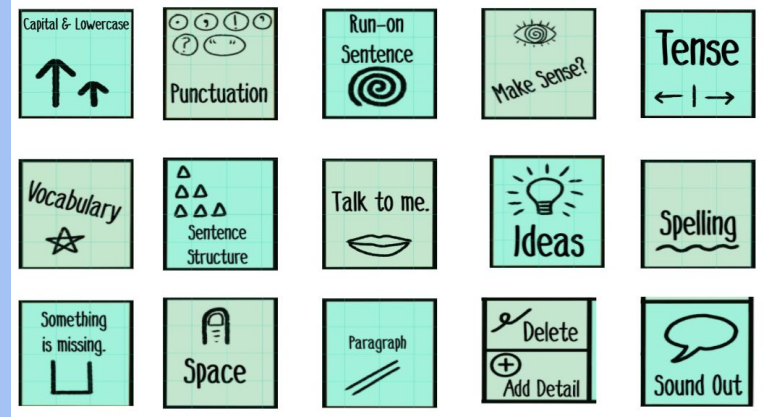
Literacy is explicitly taught everyday.

Your child will be taught these strands of literacy:

Listening, reading and viewing

Speaking , writing and presenting

- **Structured literacy - Letter names (alphabet), sounds (phonics), formation (handwriting), comprehension (inferencing text), writing for different purposes (eg: to persuade, to recount, to report, to instruct), editing (goal setting from feedback and feed forward).**



Maths is explicitly taught everyday

Your child will be taught these strands of maths:

Number and Algebra

Geometry and Measurement

Statistics

- 80% of time is spent on Number and Algebra



Physical Education

Teaching Gross Motor Skills including:

- Throwing
- Catching
- Hand-eye coordination
- Balance and coordination
- Working as a team
- Stamina
- Resilience

Opportunities for excellence are provided through our swimming, cross country, and athletics instruction and events
Fitness breaks occur everyday.



Home practise and Communication

We expect each child to read and/or be read to every night - a notebook will come home for you to record what has been read

Your child may come home with some learning to practise such as:

- Sight words
- Alphabet
- Reading books
- Basic maths facts

We have an open door communication policy. If you want to speak to your child's teacher about something specific, please arrange a time.

The school communicates with you via Skool Loop APP, email, the school's facebook page and newsletter. Please check these regularly.