



# *Providing a 21<sup>st</sup> Century Environment- our story...*



# *‘Educating Life long Learners’*



# Today's Session



- *Future Focused Learner*
- *From Vision to Action*
- *Power of Digital Technologies*
- *Taking Teachers with us*
- *Student Voice*
- *Implications / Next Steps*

# Quality teaching, learning equals improvement

by VICTORIA FIELDS  
Washington County Schools

Creswell High School has been making a name for itself with the North Carolina Department of Education on.

of CHS by the NCDPI cited the Quality Teaching and Learning Initiative as one of the positive actions the school has taken to improve student success.

Process and thought it could be the last piece of the puzzle in their school's improvement plan.

"Major changes began last

phasis on Marzano's strategies, Bloom's taxonomy, and classroom walkthroughs." QTL was "the concrete" that held all of the faculty's efforts together.

The Center for Teaching and Learning is dedicated to improving instruction through research-based strategies and ongoing student overall school

QTL instructor, Steve Puls, saw growth in the teacher's confidence and a change in their teaching.

"The Creswell teachers have established a learning

used, which yielded a 40 percent increase of student work at the application and analysis level and a 55 percent increase of student work at the synthesis and evaluation

Mr Key,  
Why do your children go to private schools?

"Mostly for educational reasons. Their schools have smaller classes and are better resourced than most state schools."

- John Key, May 2005

LISTENER



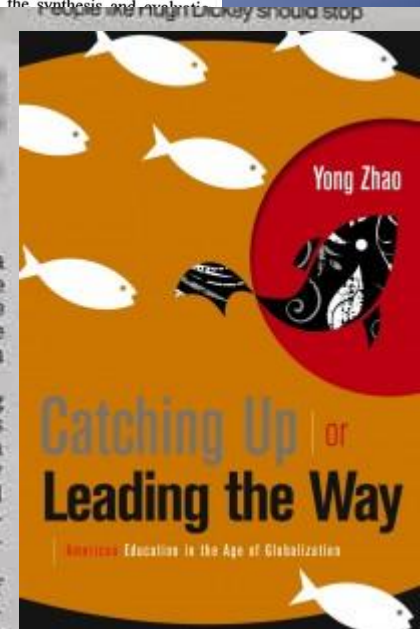
## League tables

























Nearly 200 academics have signed a letter publicly condemning the proposed publication of league tables of primary and intermediate school performance based on National Standards.

Their letter contains compelling arguments. In the light of this unprecedented action by such a large number of our most highly qualified educationists, I would question the motivation and integrity of anyone continuing to advocate the publication of tables.

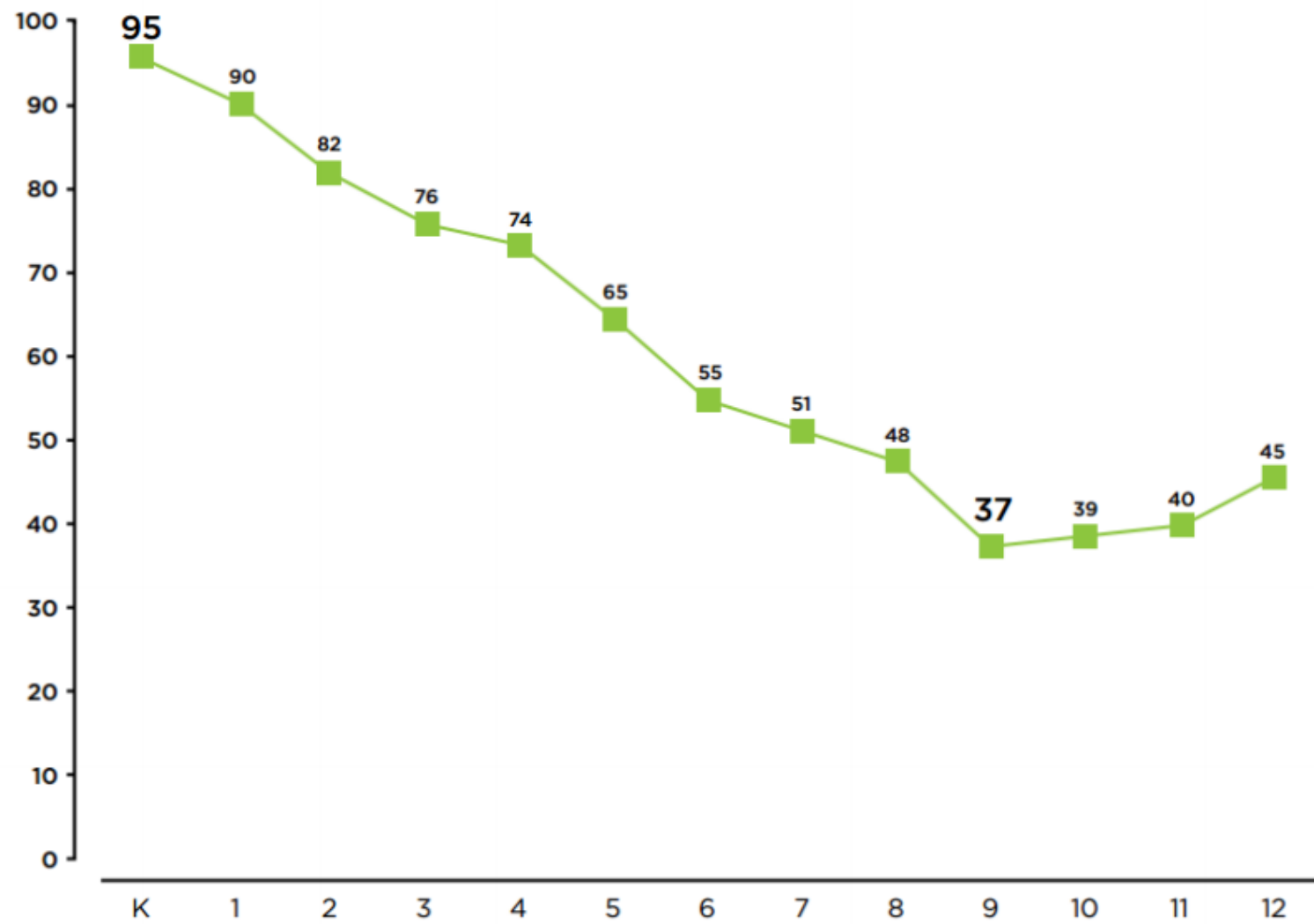
Constructing league tables of schools on unmoderated and, therefore, misleading data has always lain at the heart of the concerns around the Government's National Standards policy.

The public outcry about class size occurred because parents saw it as

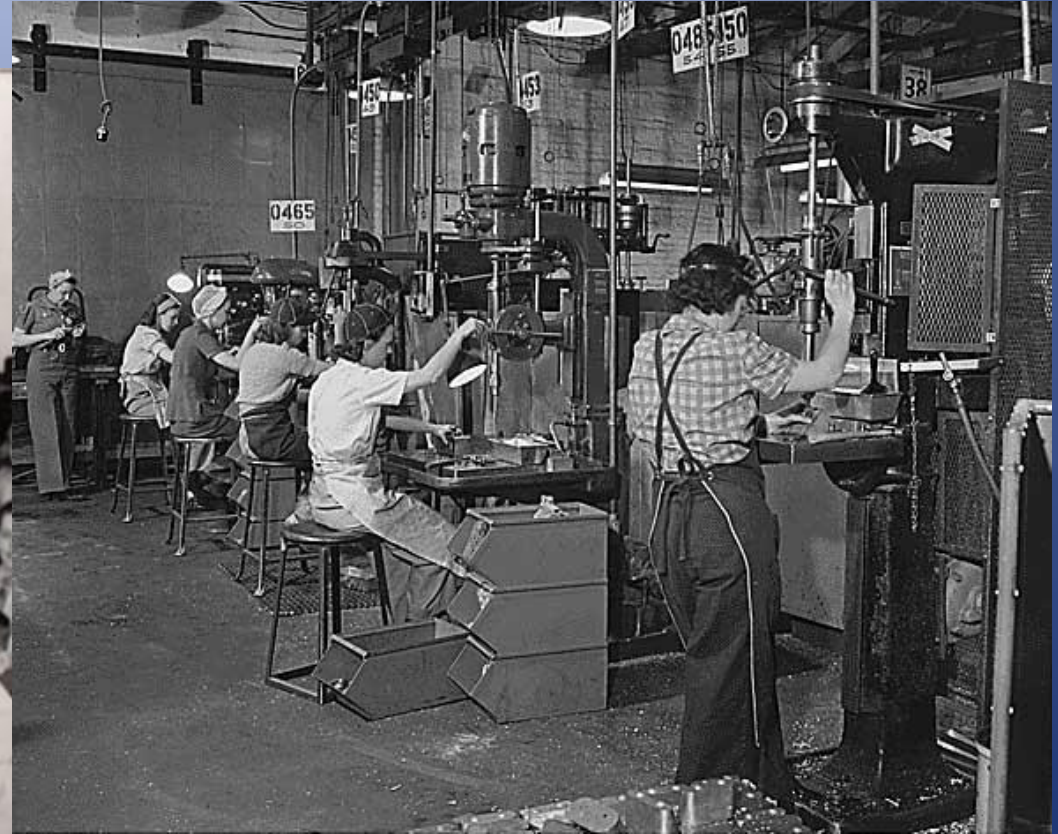


Math	Sciences	Reading
 Shanghai, China	 Shanghai, China	 Shanghai, China
 Singapore	 Finland	 South Korea
 Hong Kong, China	 Hong Kong, China	 Finland
 South Korea	 Singapore	 Hong Kong, China
 Taiwan	 Japan	 Singapore
 Finland	 South Korea	 Canada
 Liechtenstein	 New Zealand	 New Zealand
 Switzerland	 Canada	 Japan



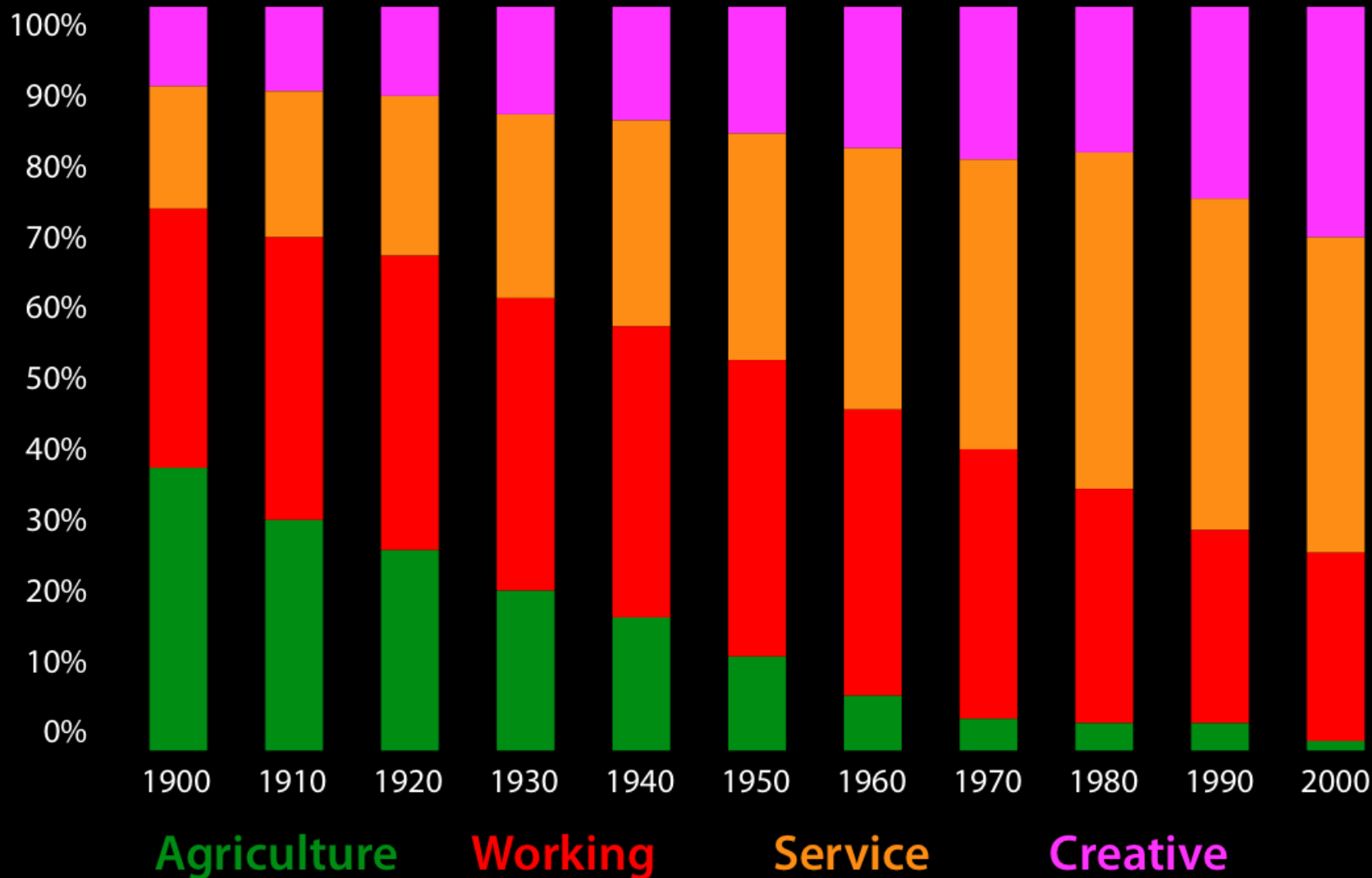


Fullan, Michael & Donnelly, Katelyn. *Alive in the Swamp* (2013)



SOUTHFIELD 10  
SCHOOL  
GRADE 6  
SOUTHFIELD MICH  
DEC 21 1950





*“The public school system is designed to produce a workforce for an economy that will not be there. And therefore, with all the best intentions in the world, we're stealing the kids' future.” Alvin Toffler<sup>13</sup>*

*Adding wings to caterpillars, doesn't create butterflies....*



*We need to produce people who know how to act when they are faced with situations for which they were not specifically prepared.*  
*Seymour Papert, 1998*



# Stanley Ave 2008

## Environmental Scan Education 2010-2015

### Social

Curriculum – integrated, authentic, inquiry based.  
 Changing focus of student – personalised learning, knowing to doing, learning to learn.  
 Need for parent involvement (learning community).  
 Changing expectations of parents.  
 Working parents busy during 9-3pm (but effective communication more important than ever).

### Technological

Becoming ubiquitous  
 Increasingly mobile  
 Children are digi-savvy at an earlier age and this will continue  
 Wireless access – anywhere, anytime, anyone, anyhow.  
 Embracing new technologies that have potential to enhance learning.  
 Emerging technologies not yet known  
 ICTs as diagnostic tools, new ways of using data  
 Ways of communicating – online worlds, connected to the global community.

### Environmental

Future focus direction from the curriculum (sustainability, citizenship, enterprise, and globalisation.)

### Economic

Government grants unlikely to increase significantly  
 Great need for networks, partnerships and sponsorship  
 Business connecting with education (integrated partnerships).

### Political

21<sup>st</sup> century vision with 20<sup>th</sup> century funding  
 Commitment to fast 'back-bone'.  
 Testing- National Standards- Need for SMART assessment tools  
 Zoning of schools  
 'Modern Learning Environments'...

### Learning

Just in time not Just in Case  
 Skills, attitudes, dispositions as important as knowledge.  
 Taking action to make a difference  
 Relationships are key  
 Today's money for today's children  
 Providing an optimal environment for staff

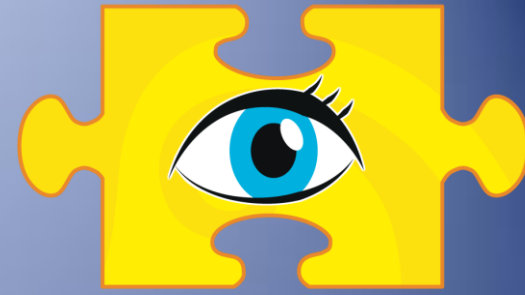
*“Would you tell me please which way I ought to walk from here?”*

*“That depends very much on where you want to go to,” said the cat.*

*“I don’t much care where –,” said Alice.*

*“Then it doesn’t matter which way to walk,” said the cat.*

*Alice’s Adventures in Wonderland*



*Learning is the CORE business*

*2028*



# Student Voice November, 2008





## Learning to

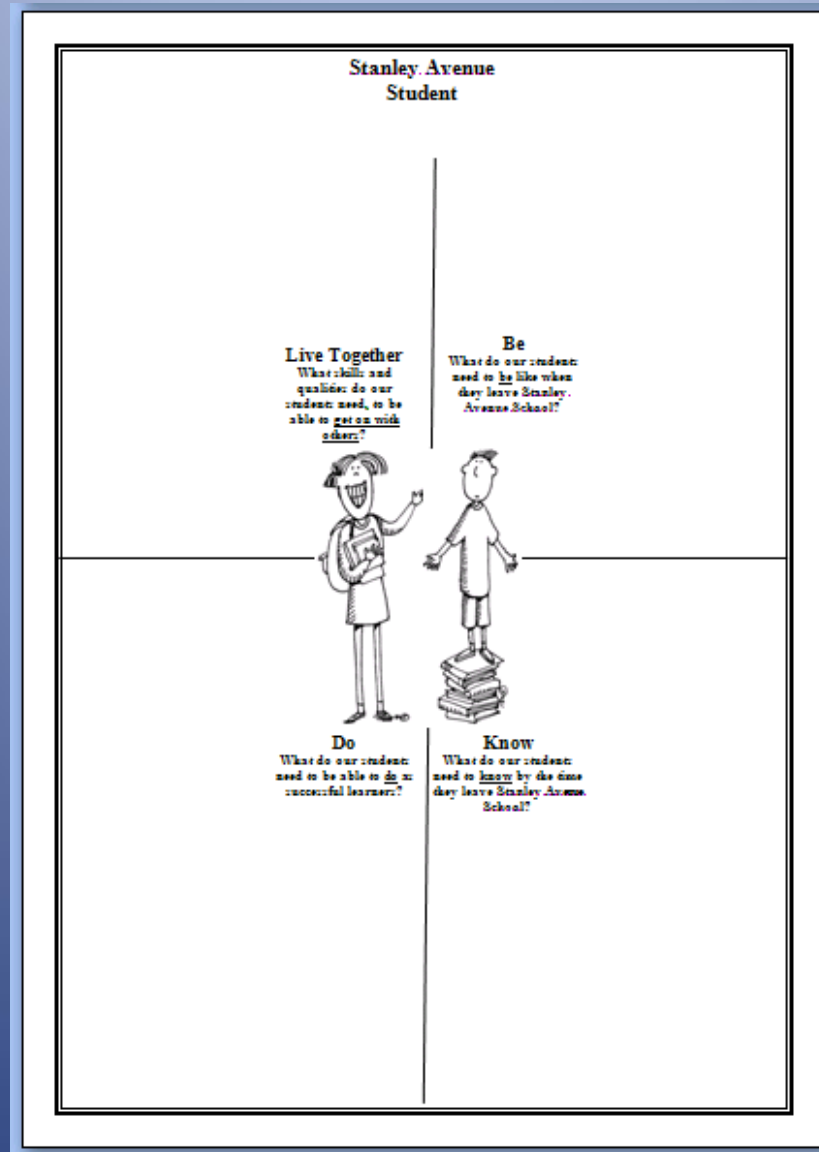
### Do:

Future Focused  
Creativity  
Enviro Action  
Thinking  
Communicating

## Learning to

### Know:

General  
knowledge  
Inquiry  
Independence  
Love of Learning



## Learning to Be:

Integrity  
Wellbeing  
Resilience  
Sensitivity  
Resourcefulness

## Learning to Get Along With Others:

Co-operation  
Respect  
Empathy  
Tolerance

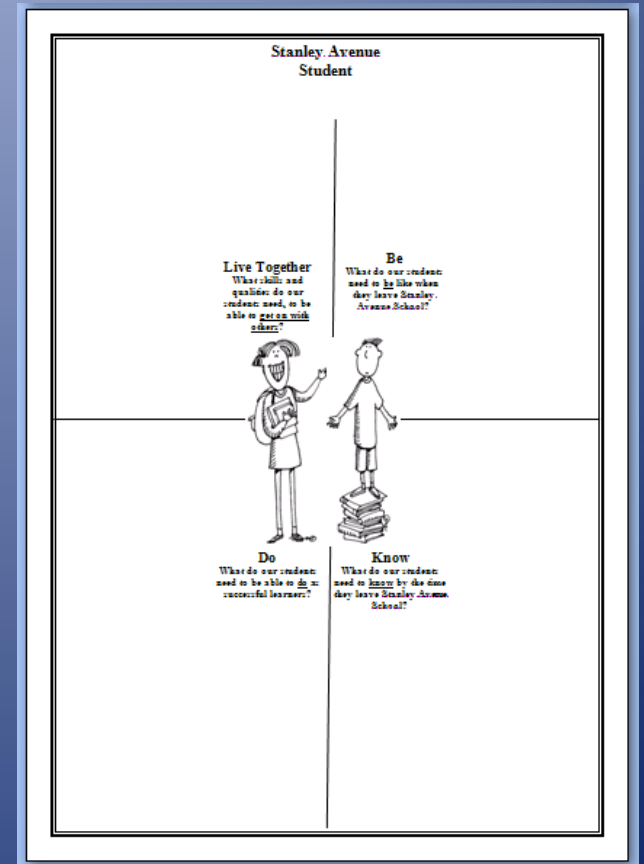
*Students*

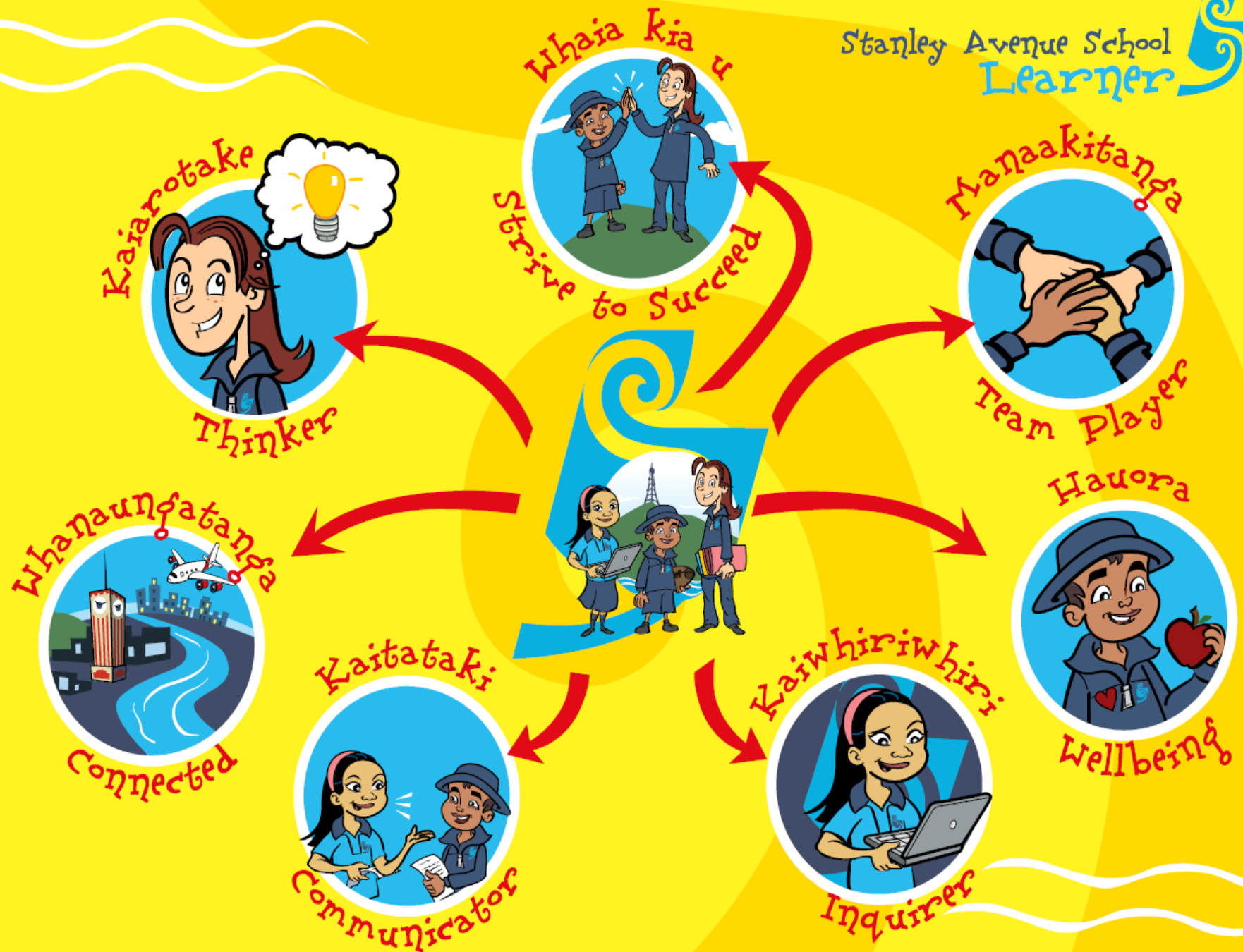
*Staff*

*Parents / Whanau*

*Maori community via hui*

*Ex- Students*







## Strive to Succeed

**"The Stanley Avenue Learner perseveres to achieve their best"**

We believe striving to succeed is built around four key areas:

- Sets high standards for themselves
- Sets, work towards and evaluates goals
- Is self managing
- Shows perseverance

Whaia kia e



Strive to Succeed

# WHAIA KIA U

The Stanley Avenue Learner perseveres to achieve their best...



	Sets high standards for themselves	Sets, works towards and evaluates goals	Is self managing	Shows perseverance
<b>Aware</b>	Follow models and can meet expectations.	Conferencing and co construction of learning intentions.	Takes responsibility for belongings.	Finishes tasks with teacher support and encouragement if needed.
<b>Recognise</b>	Completes set tasks to personal best.	With guidance set and work towards goals.	Responds to routines.	Stays focused.
<b>Predict / Value</b>	Aspires to be the best they can be.	Knows strengths and weaknesses, sets SMART goals for achievement (Specific, Measurable etc...).	Completes work within set timeframes.	Takes instruction / feedback / feedforward on board.
<b>Adopt</b>	Approaches tasks as challenges rather than obstacles.	Uses time productively.	Makes good choices in a range of situations.	Tries their best even when it's hard.
<b>Reflect</b>	Recognises strengths and weaknesses and believes in himself.	Self motivated.	Has a positive attitude.	Looks for ways to overcome obstacles and challenges.
<b>Internalise</b>	Healthy competitiveness with self and others.	Takes risks with their learning.	Takes responsibility for own actions.	Knows when to seek help.
	Reflects on performance and transfers learning.	Reflects on performance and assesses next steps.		





## Sets, works towards and evaluates goals

- Coach students in using tools to goal set.
- Giving feedback / forward so that students have necessary information.
- Learning intentions / success criteria.
- Enhance communication between home and school.
- Encourage high (but realistic) expectations.
- Give time for students to reflect.
- Acknowledge successes and failures.
- Encourage risk taking and mistakes.
- Support students in using appropriate technologies to enhance goal setting process (Ultraset, M Learning, Net books, IWB's).
- Help make the link to lifelong learning process.
- Celebrate success (awards, feedback, assemblies etc).



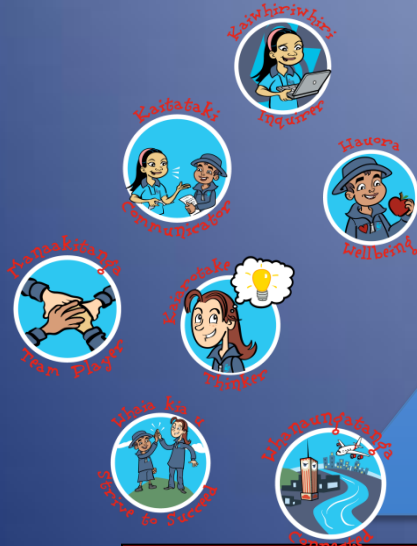
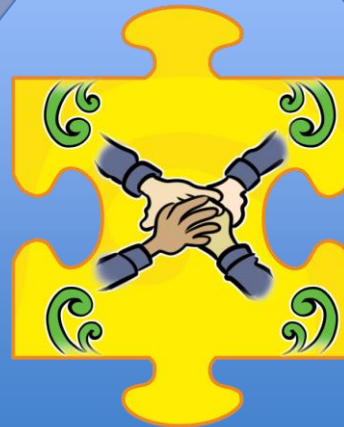
# *FROM VISION TO REALITY...*



# LEARNING CULTURE



**Shared Vision- A  
Collective Direction and  
Purpose**



**Student Profile- What  
will the student leave  
the school being able  
to do as a result of  
the vision principles.**

**Teaching Practice - What  
pedagogical practices are  
required to ensure that  
each student will leave  
after 8 years as the  
profile outlines.**

WHAIA KIA U- Teacher Pedagogy				
The Stanley Avenue Learner perseveres to achieve their best				
	Sets high standards for themselves	Sets, works towards and achieves goals	Is self managing	Shows perseverance
Aims	<ul style="list-style-type: none"> <li>Develop self esteem</li> <li>Use of models / role models</li> <li>Balance, success criteria</li> <li>Set up challenging, engaging environment</li> <li>Clear expectations (This could be through co-constructed between home and school)</li> </ul>	<ul style="list-style-type: none"> <li>Coach students in using tools to goal set</li> <li>Give feedback / forward to their students how necessary information</li> <li>Learning intentions / success criteria</li> <li>Balance communication between home and school</li> <li>Encourage high (but realistic) expectations</li> <li>Give time for students to reflect</li> <li>Acknowledge successes and</li> </ul>	<ul style="list-style-type: none"> <li>Encourage time management in completion of tasks</li> <li>Develop awareness of student's in charge of their learning</li> <li>Encourage reflection</li> <li>Ship, Think, Act</li> <li>Develop an awareness in students of how they learn best</li> </ul>	<ul style="list-style-type: none"> <li>Ensure effort and positive attitude is acknowledged</li> <li>Recognise that learning is challenging</li> <li>Know strategies for when they are stuck</li> <li>Challenging tasks</li> <li>Mistakes are not FAILURE</li> </ul>
Recognise				
Predict / Value				
Adapt				
Reflect				
Internalise				

# ***LEARNING AT SAS***

*Is Responsive to learners needs*

*Will evolve from quality Relationships*

*Will value foundation skills and learning to learn dispositions*

*Promote Collaboration*

*Provide Challenge*

*Be Personalised*

*Be Fun!*





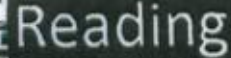
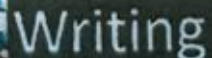
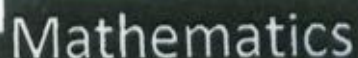
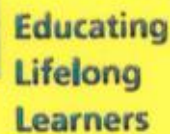
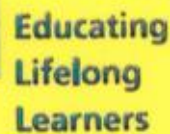
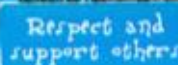
**Who-** Who is in front of us and what are their needs, their capabilities, gifts and talents?

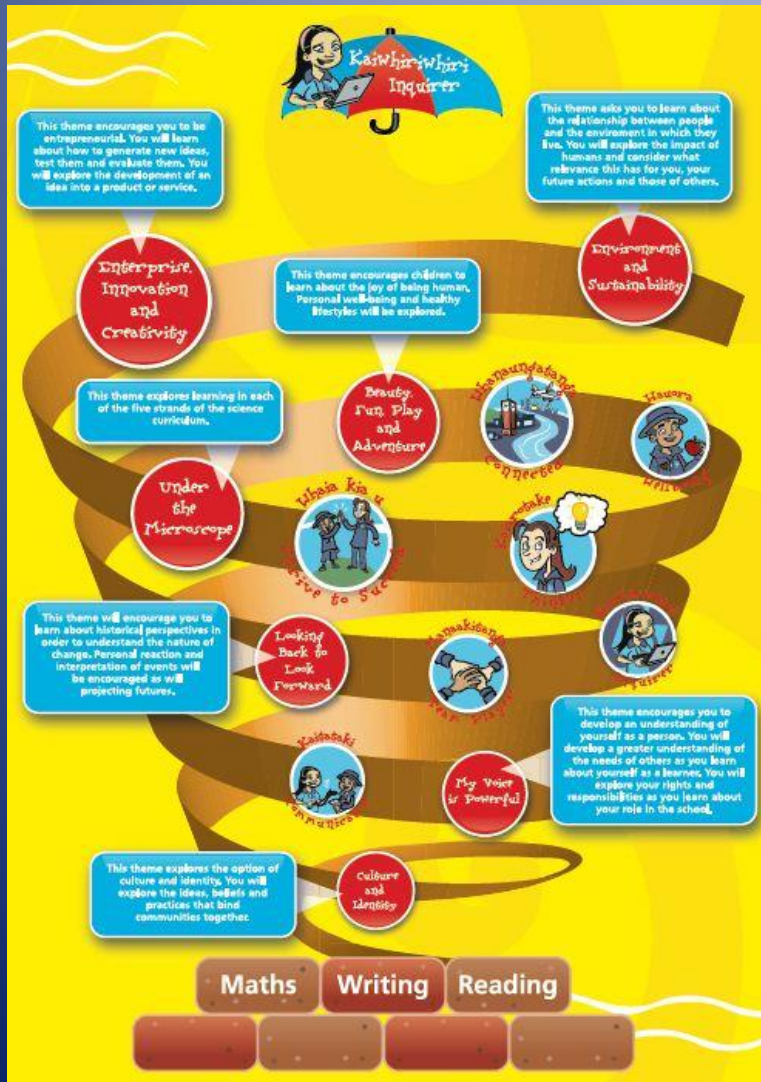
**Why-** Why are they in the classroom? What is the purpose of the unit? What Stanley Avenue Learner Dimension are we growing?

**How-** How are we going to engage the learners? What pedagogies will be effective? What technologies / resources will enhance learning experiences?

**What-** What knowledge is essential? What context will be most effective? Are we giving students opportunities to transfer skills learnt to new situations?







## KEY CONCEPTS

# RICH / CONNECTED

***HOLISTIC / INTEGRATED***

**REAL / MEANINGFUL**





This theme encourages you to be entrepreneurial. You will learn about how to generate new ideas, test them and evaluate them. You will explore the development of an idea into a product or service.

Enterprise,  
Innovation  
and  
Creativity

This theme asks you to learn about the relationship between people and the environment in which they live. You will explore the impact of humans and consider what relevance this has for you, your future actions and those of others.

Environment  
and  
Sustainability

This theme encourages children to learn about the joy of being human. Personal wellbeing and healthy lifestyles will be explored.

Beauty,  
Fun, Play  
and  
Adventure

This theme explores learning in each of the five strands of the science curriculum.

Under  
the  
Microscope



This theme will encourage you to learn about historical perspectives in order to understand the nature of change. Personal reaction and interpretation of events will be encouraged as will projecting futures.

Looking  
Back to  
Look  
Forward



My Voice  
is Powerful

This theme encourages you to develop an understanding of yourself as a person. You will develop a greater understanding of the needs of others as you learn about yourself as a learner. You will explore your rights and responsibilities as you learn about your role in the school.

Culture  
and  
Identity

This theme explores the option of culture and identity. You will explore the ideas, beliefs and practices that bind communities together.

Maths

Writing

Reading

**Direct  
Instruction**

Rigour

Product

Teacher Led

Reliability

**Inquiry  
Learning**

Creativity

Process

Student Led

Originality



# CREATING POSITIVE MEMORIES



*The test of a successful education is not the amount of knowledge students take away from school but their appetite to know and their capacity to learn- Livingstone.*

**TALENTS  
PASSIONS  
SUCCESS**

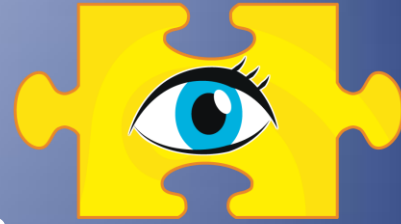




# *Digital Technologies to Enhance Learning.*



# *A Framework for Success*



*Beyond the Classroom.*

*Teaching and Learning.*

*Professional Learning.*

*Leadership and Strategic*

*Direction.*

**Technologies and Infrastructure.**

# 2008 to 2014...

## Strategic Planning

*Enhance Communication between H + S*

*Learners 'in Charge'*



WHAIA KIA U				
The Stanley Avenue Learner processes to achieve their best...				
ATTITUDE	Sets high standards for themselves	Sets, writes towards and achieves goals	Is self managing	Shows perseverance
Aware	Knows what they are doing and why they are doing it. They are aware of their own strengths and weaknesses. They are aware of the needs of others.	Understands what is required to achieve their goals. They are aware of the challenges they will face and are prepared to overcome them.	Knows how to manage their time and resources. They are able to set priorities and to work independently.	Knows how to persevere through difficulties. They are able to keep going when things get tough.
Respectful	Respects the rights and feelings of others. They are able to work well with others and to resolve conflicts peacefully.	Respects the rights and feelings of others. They are able to work well with others and to resolve conflicts peacefully.	Respects the rights and feelings of others. They are able to work well with others and to resolve conflicts peacefully.	Respects the rights and feelings of others. They are able to work well with others and to resolve conflicts peacefully.
Productive / Value	Knows how to use their time and resources effectively. They are able to complete tasks and to achieve their goals.	Knows how to use their time and resources effectively. They are able to complete tasks and to achieve their goals.	Knows how to use their time and resources effectively. They are able to complete tasks and to achieve their goals.	Knows how to use their time and resources effectively. They are able to complete tasks and to achieve their goals.
Adapt	Knows how to adapt to change. They are able to deal with unexpected situations and to find solutions to problems.	Knows how to adapt to change. They are able to deal with unexpected situations and to find solutions to problems.	Knows how to adapt to change. They are able to deal with unexpected situations and to find solutions to problems.	Knows how to adapt to change. They are able to deal with unexpected situations and to find solutions to problems.
Reflect	Knows how to reflect on their own learning. They are able to identify their strengths and weaknesses and to set goals for improvement.	Knows how to reflect on their own learning. They are able to identify their strengths and weaknesses and to set goals for improvement.	Knows how to reflect on their own learning. They are able to identify their strengths and weaknesses and to set goals for improvement.	Knows how to reflect on their own learning. They are able to identify their strengths and weaknesses and to set goals for improvement.
Enterprising	Knows how to take initiative. They are able to identify opportunities and to take action to achieve their goals.	Knows how to take initiative. They are able to identify opportunities and to take action to achieve their goals.	Knows how to take initiative. They are able to identify opportunities and to take action to achieve their goals.	Knows how to take initiative. They are able to identify opportunities and to take action to achieve their goals.



Goal Setting (Smartphones)  
Reflection / Next Steps  
(Blogging / Portfolio).

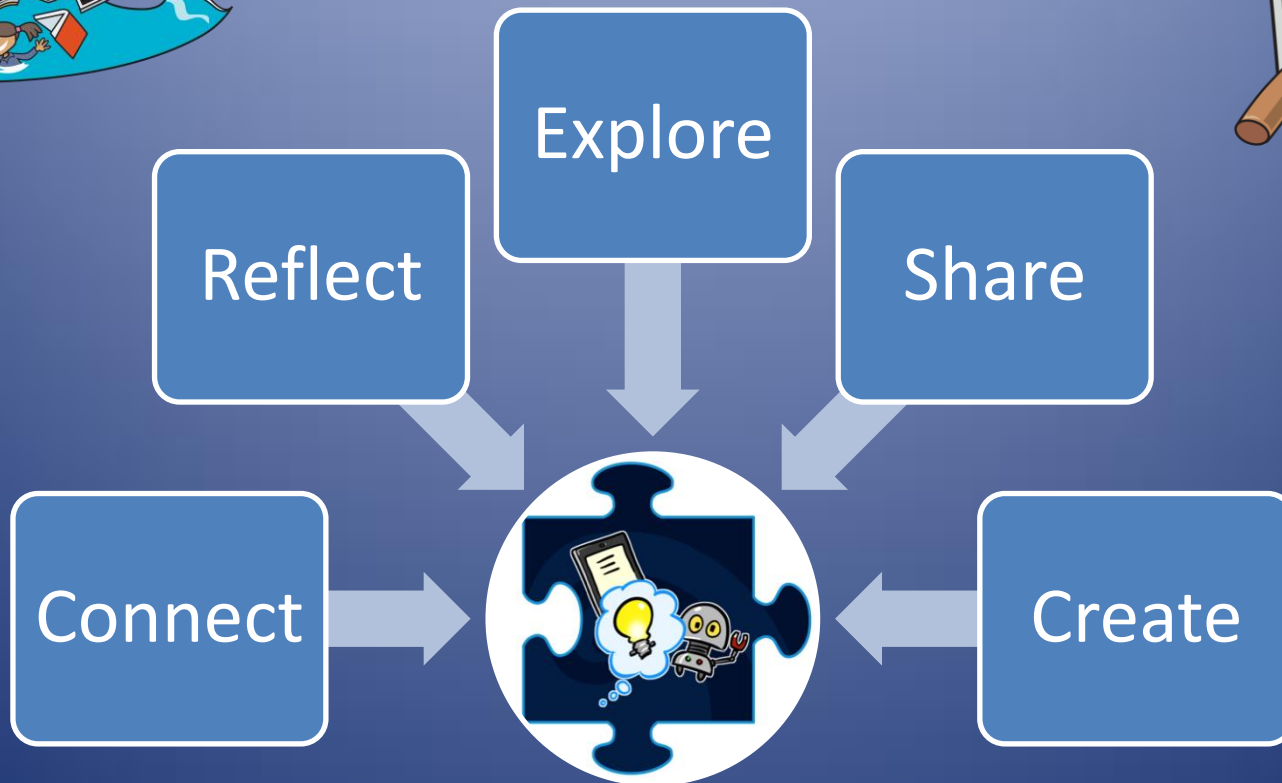


Google Docs, Apps (Explain Everything). Maker Space.

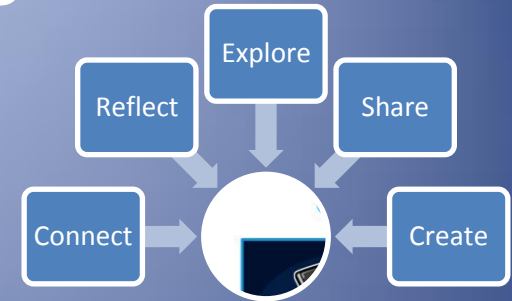


Anytime, Anywhere access,  
Asynchronous Feedback, Real audience.

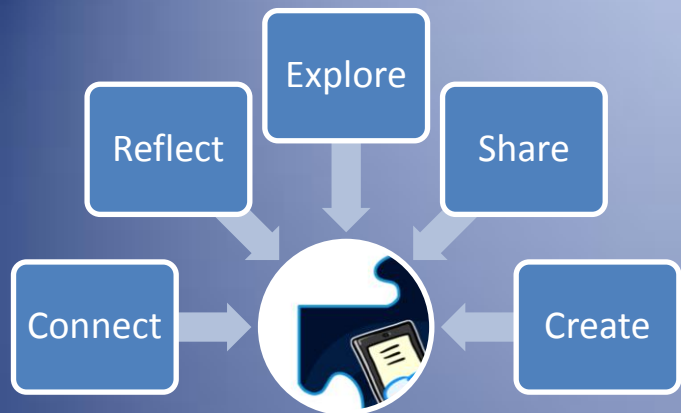
# What potential do digital technologies have to enhance Learning?

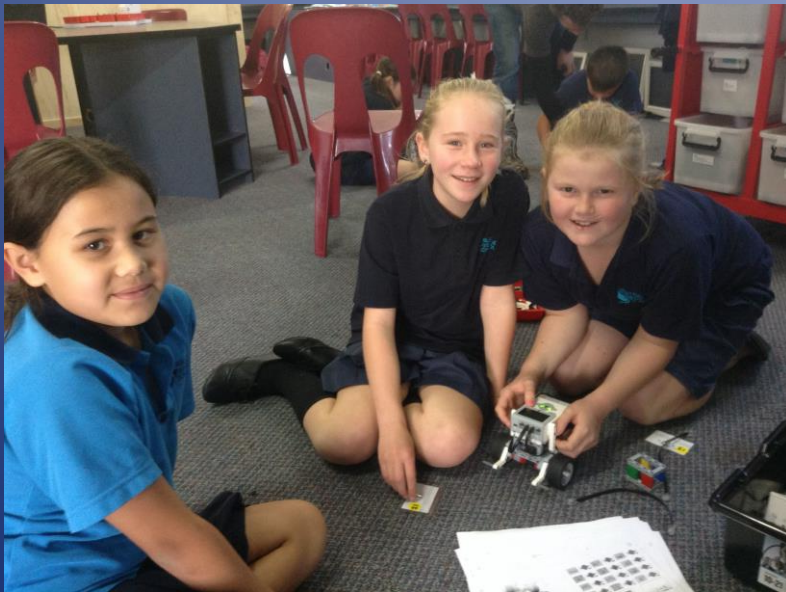
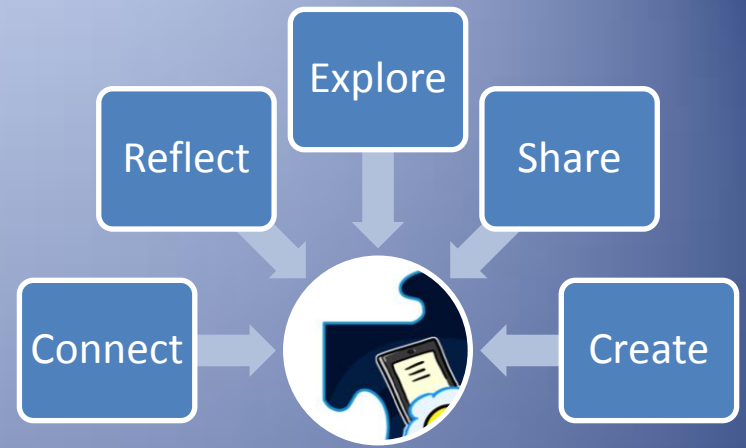


# Digital Technologies in Action















School Calendar



Info



Educating lifelong learners

Dashboard

Gmail

Sharing

Class Info

Literacy

Mathematics

SAL

portfolio-7

Posts

Comments

Calendar

3 items

Filter...

Anton Wilson

Document	Modified by	Updated
<div><div></div>poster evaluation</div>	-	2w 3d
<div><div></div>digital poster</div>	-	1m 3w

Brooke Sweeney

Document	Modified by	Updated
<div><div></div>Chants for W.O</div>	-	2d 4h
<div><div></div>Mr Bamiball</div>	-	2d 23h
<div><div></div>Notes for S.L</div>	-	2w 2d

Cruz McNeill-Hema

Document	Modified by	Updated
<div><div></div>MY POSTER</div>	-	2w 5d
<div><div></div>Poster rawmr</div>	Sophie Paul	2w 5d
<div><div></div>competitive</div>	-	4w

Hannah Palo

Document	Modified by	Updated
<div><div></div>My poster evaluation</div>	-	1d 22h

Jackson Thornton

Document	Modified by	Updated
<div><div></div>Digital citizen evaluation</div>	-	1d 22h
<div><div></div>ANZAC DAY</div>	Rapine Potae	1m 3w
<div><div></div>digital citizenship poster</div>	-	1m 3w

Aria Sanft

No documents.

Campbell Elgar

Document	Modified by	Updated
<div><div></div>Digital citizen poster</div>	-	2w 5d

Elizabeth Burgess

Document	Modified by	Updated
<div><div></div>my poster</div>	-	2w 5d
<div><div></div>bmx and road bikes lizzys</div>	-	4w 1d
<div><div></div>cyber bullying poster</div>	-	1m

Hayden Crawford-Williams

Document	Modified by	Updated
<div><div></div>DCposter</div>	-	1m

Jessica Donovan

Document	Modified by	Updated
<div><div></div>STOP Cyber Bullying!</div>	-	1d 22h
<div><div></div>cyber bullying</div>	-	1m 3w

Katelyn Hedley

Document	Modified by	Updated
<div><div></div>Digital Citizenship Poster Evaluation</div>	-	1d 22h
<div><div></div>aaaaaaaaaaaaaaaa</div>	-	1m 3w

Boston Hale

Document	Modified by	Updated
<div><div></div>ANZAC</div>	-	2w 3d
<div><div></div>TOPIC</div>	-	2w 3d
<div><div></div>RAP Poster</div>	-	2w 3d

Chloe Revell

Document	Modified by	Updated
<div><div></div>digital citizen poster</div>	-	1d 22h

Freya Clewlow

Document	Modified by	Updated
<div><div></div>evaluation of my digital citizen poster</div>	-	1d 22h
<div><div></div>chromebooks</div>	Nicola Wilson	1m 3w

Jackson Chilcott

No documents.

Joshua Conroy

Document	Modified by	Updated
<div><div></div>My Digital Citizen Poster</div>	Kauri Andersc	1m

Katie Roper

Document	Modified by	Updated
<div><div></div>guides homework</div>	-	1d 22h
<div><div></div>poster</div>	-	3w 6d





# *Middle School Digital Technologies*

## *Example at Stanley Avenue School*

- *If we apply the **SAMR model**- Dr Puentadura, 2005- to SAS Middle School's use of Technology to Enhance Learning.*
- 
- ***S- Substitution** (Direct tool substitute with no functional change) - Online math games, google docs for communication and publication, using search engines, on line dictionaries, thesauruses.*
- ***A- Augmentation** (Direct tool substitute with functional change) - Study ladder, Mathletics (some students.) YouTube for teaching and learning opportunities.*
- ***M- Modification** (Task redesign.)- User friendly and effective apps for example; iMovie, book creator, ShowMe, puppet pals, popplet.*
- ***R- Redefinition** (Creation of new tasks.)- Robotics, Minecraft, Class and student blogs (Blogger) to showcase learning and provide a neat opportunity to capture student voice and provide concrete reflection.*

## *School Web-site / Hapara had a positive impact with the development of our learning community?*

- Has contributed to the development of a shared vision throughout the learning community*
- Helps with the development of our Stanley Avenue Learner*
- Deprivatised our practice-Open, Honest, Transparent.*
- Supported the creation of positive learning partnerships*
- Break down classroom walls*



# Has Hapara / Technologies had a positive impact with the development of our learners?

- 24/7 Anytime, Anywhere, Anyhow:
- Engages and involves students in learning
  - Range of learning needs
- Provides an authentic medium for students to showcase their learning

Allows for **flipped** learning opportunities.

Caters for all learners

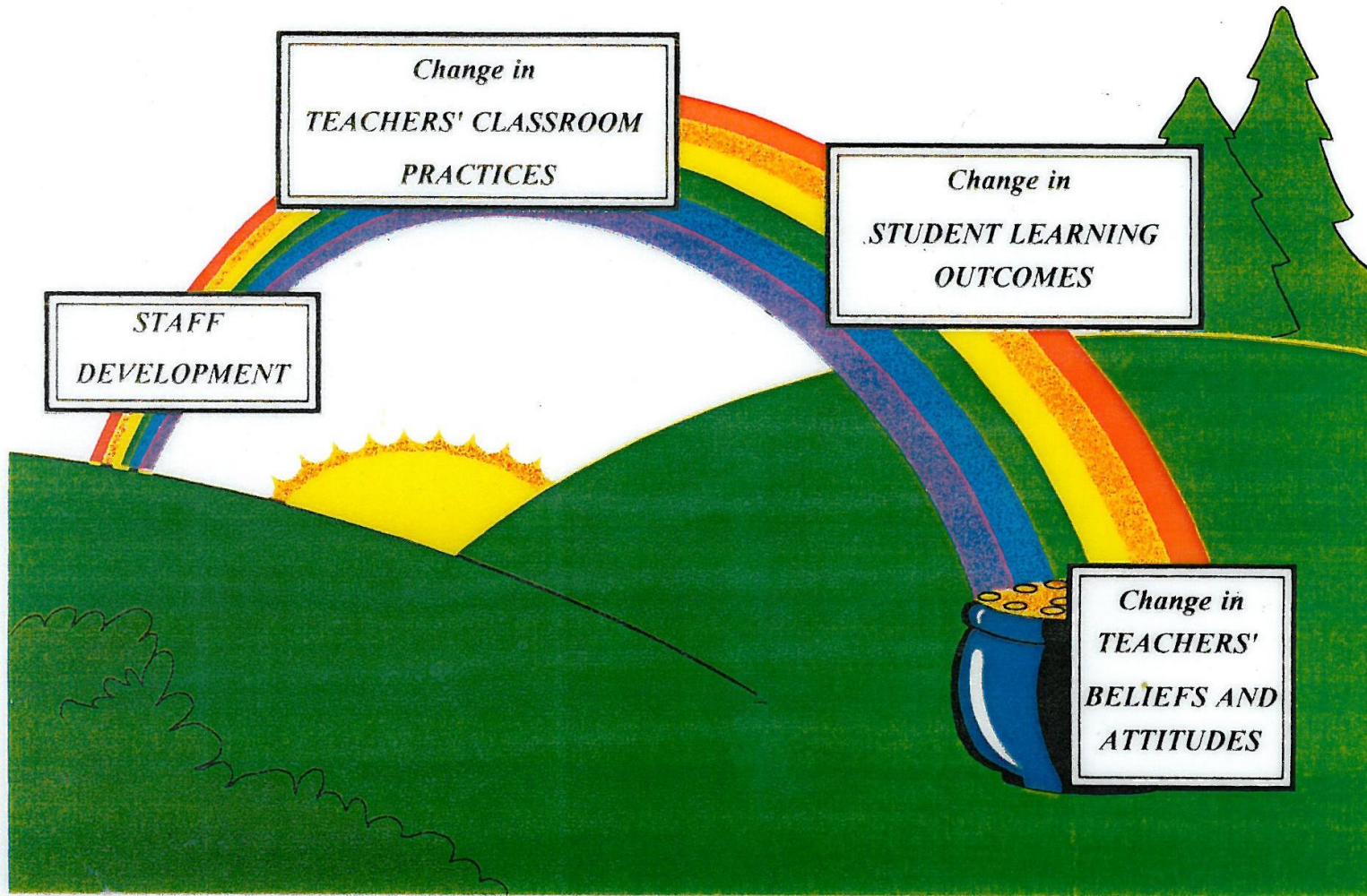
- Promotes self worth
- Prepares students for an **ever changing learning environment**.





*From Vision to  
Action (Taking  
teachers with you.)*

"The most significant changes in teacher attitudes and beliefs come after they begin using a new practice successfully and see changes in student learning" Guskey (1986, p. 7)







*To be treated  
professionally, we  
must act  
professionally!*

# TEACHING



*'If teachers want their students to breathe in new ideas they must reveal themselves as learners'.*

*Barth, 1990.*

**PASSION  
BELIEFS**

**CREATE A CULTURE OF LEARNING**

**COLLABORATION  
EVIDENCE BASED  
REFLECTIVE- INQUIRERS**

# Making Learning Visible

Room 9 x Digital citizen poster x

stanleyaveroom9.blogspot.co.nz

Apps Inbox (254) - jo... Stanley Avenue ... http://www.spo...

## Room 9

Welcome to Room 9's learning page. This is where we will share the exciting learning that is happening in the classroom and where we can share our learning journey. Keep checking in and looking at what we're up to.

Home Show cases What Makes Me Tick Spanish Maths - Multiplication and division Amber in Germany


Read to the World!

WEBSITES WE USE OFTEN

[Current Events](#)

[Study Ladder](#)


ROTARY DICTIONARIES



In week 2 Dr Lawrence from the Rotary Club gave the year 4's a gift. We all got new dictionaries. We have been enjoying looking up words ever since.

SATURDAY, 24 MAY 2014

### Ella Reads the Princess and the Pea




Posted by Mrs Corrigan at 23:21

TOTAL PAGEVIEWS

1868


WEEK 8 - SIMON'S CAT

The Box - Simon's Cat



WEEK 7 - EXPECT THE UNEXPECTED

Frozen Grand Central



2:05 p.m.  
06/06/2014

# *Effective Teaching/Professional Development and Appraisal.*

*Teacher Pedagogy aligns with Stanley Avenue Learner.*

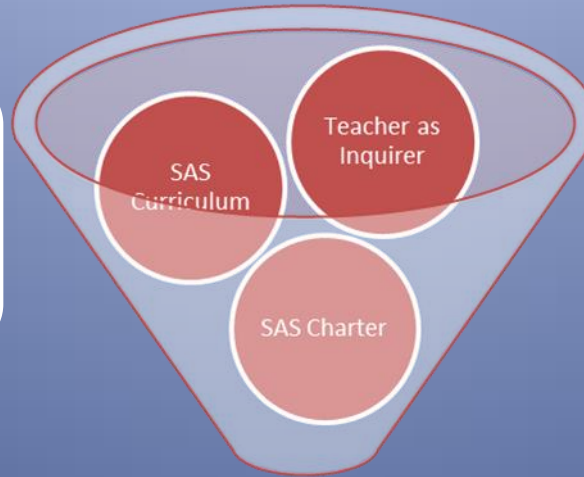
*Professional Development based on Strategic Goals*

*Appraisal System supports teachers in achieving class,  
personal and professional goals.*

*Teacher collecting evidence  
/ reflecting- uploading to  
portfolio area.*

Responsibilities  
organised, job  
descriptions  
distributed.

Reflections and  
Feedback completed  
and uploaded to  
Teacher Portfolio



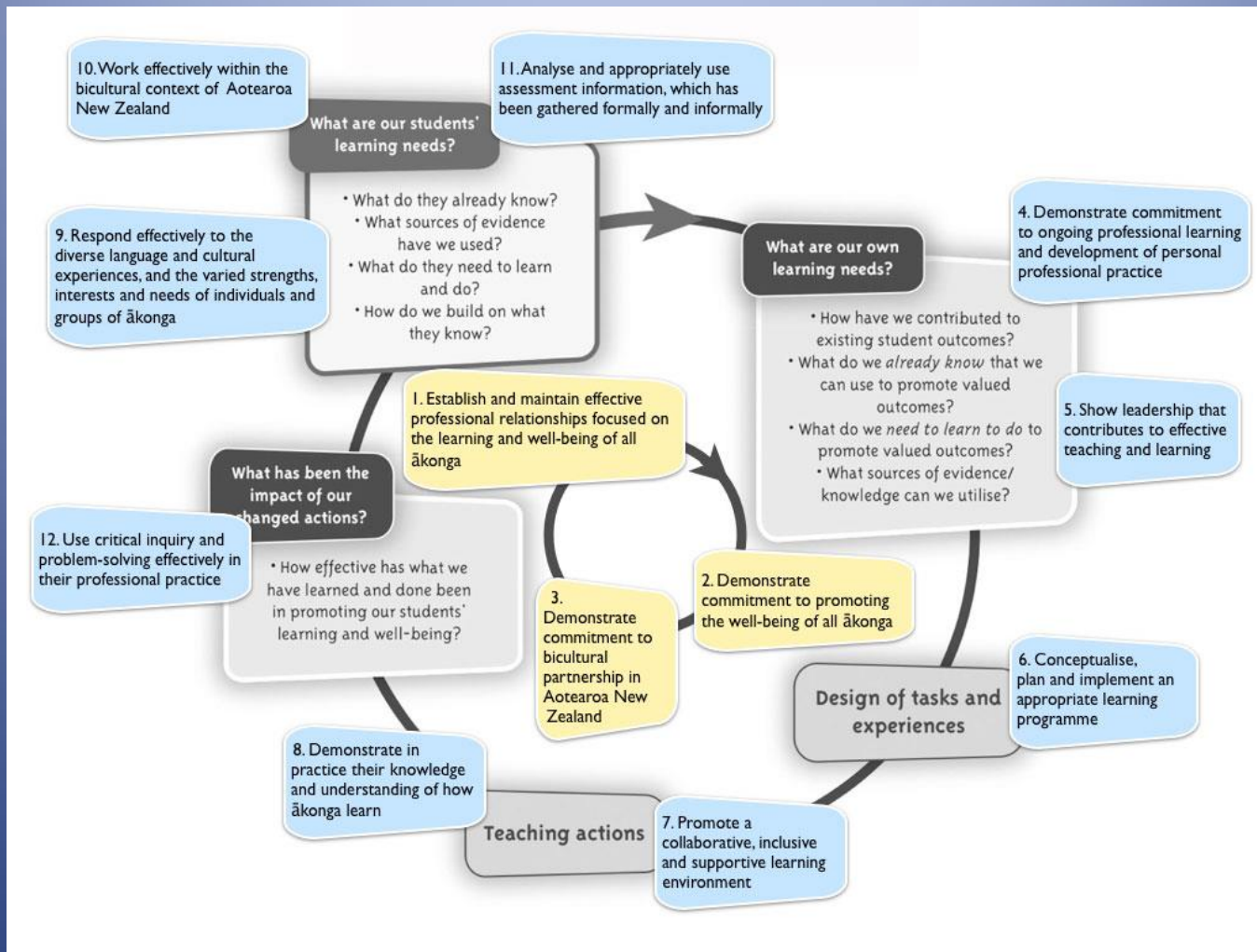
Class Targets  
discussed and set

Empowering Life long  
Learners

Walkthroughs based  
on school focus-  
'Students in Charge  
of their Learning'.

Goals set in regard  
to RTC's and STD's.





## Stanley Avenue School Registered Teacher Criteria Checklist

Name: Carmel Trebes

Dates: 2014

### PROFESSIONAL RELATIONSHIPS AND PROFESSIONAL VALUES

Fully registered teachers engage in appropriate professional relationships and demonstrate commitment to professional values

Criteria	Key indicators	Reflective Question	Quality practice taking place	Future Goals
<b>Criterion 1.</b> establish and maintain effective professional relationships focused on the learning and well-being of ākonga	i. engage in ethical, respectful, positive and collaborative professional relationships with: <ul style="list-style-type: none"> <li>• ākonga</li> <li>• teaching colleagues, support staff and other professionals</li> <li>• whānau and other carers of ākonga</li> <li>• agencies, groups and individuals in the community</li> </ul>	What do I do to establish working relationships with my ākonga, their whanau and my colleagues and others to support the learning of those I teach?	Support and share ideas with colleagues.	Keep parents/whanau informed in regards to their child's development.  Continue to use on-line communication to display work for parents to see.
<b>Criterion 2.</b> demonstrate commitment to promote the well-being of all ākonga	i. take all reasonable steps to provide and maintain a teaching and learning environment that is physically, socially, culturally and emotionally safe ii. acknowledge and respect the languages, heritages and cultures of all ākonga iii. comply with relevant regulatory and statutory requirements	How do I show in my practice that I actively promote the well-being of all ākonga for whom I am responsible?	By having a classroom where the children know what they are supposed to be doing and when they are supposed to be doing it.  Good routines, rules and boundaries in place for smooth running of classroom programme.	Enable all the children to feel comfortable in their environment and happy to take risks.

pop.jpg

book creator.jpg

explain-everyt....png

📄 Show all downloads... x

### Targeted Learning Group for Maths T1/T2

What am I trying to achieve with this focus group? (And why?)

To recognise and work with numbers to 20. Have the knowledge/strategy required to achieve at Stage 2.

Names	Comments
Byron Yr 2	Most of them know what is required at Stage 1. My aim is to get them to stage 2.
Noah Yr 2	
Rhyce	
Casey	Each has varying amounts of knowledge at stage 1/2 but not solid.

# Common Themes from Teacher Voice

- *Risk taking with new technologies.*
- *Key Competencies specifically focused on in teaching and learning.*
- *Rich real life tasks.*
- *Problem Solving opportunities.*
- *Students readily identifying their next steps.*
- *Time management a big focus.*
- **Google Time.**
- *Adaptable thinking.*
- *Student voice in learning evaluations.*





# Teen lifts lid on puppy love

DANIEL WHITFIELD

Stanley Avenue School student Nichole Suarez Perdomo, 13, has become a published author.

Nichole Suarez Perdomo, 13, decided to write a book about how to take care of a puppy as part of a school activity earlier in the year.

Intituled *Am I right for you?*, the book helps inform people about the responsibility of having a puppy.

While Nichole could have been done with the book when the exercise was over, along with support from her family, she went back through the editing process, contacted a publisher and got her book published.

"I help people understand that a puppy will not stay a puppy forever, and that it's like gaining a new friend," she said.

The year eight student said the book helps with the tough choice of what breed to choose, what equipment is needed, how to train and what sort of medical issues puppies can face.

"(There are) pictures of my puppy, Sharper, and how he developed into a big, friendly dog. It also shows easy-to-read charts and pictures of other breeds with facts about each," she said.

Throughout the process Nichole said to do a lot of research about the different types of dogs available and what they are like as pets.

"With raising my own dog I was able to incorporate my own experience into the book as well.

"It's not just teaching them how



Animal lover: Nichole Suarez Perdomo with her dog Sharper.

keep repeating it," she said.

Another reason the young Te Aroha resident chose to write the book was because she has a love and passion for helping animals.

becoming a veterinarian.

"I just love animals. I want to help not just pets but hopefully wild animals one day as well."

Nichole's dad, Mauricio Suarez, said: "We are really proud of her.

We were blown away with how it turned out."

With Te Aroha College beckoning, the young author said people had been asking her to write a cat book next.

"Who knows, there could be another book could be on the way," Nichole said.

For more information about the book go to [www.createspace.com/4332304](http://www.createspace.com/4332304)

Photo: DANIEL WHITFIELD



# So What!

- *This is our journey but how does it relate to you as Secondary School AP/DP's?*
- *Huge effort and focus is currently going into Year 1-8 schools to provide a responsive and adaptive 21<sup>st</sup> Century Student.*



# *Expectations/Aspirations*

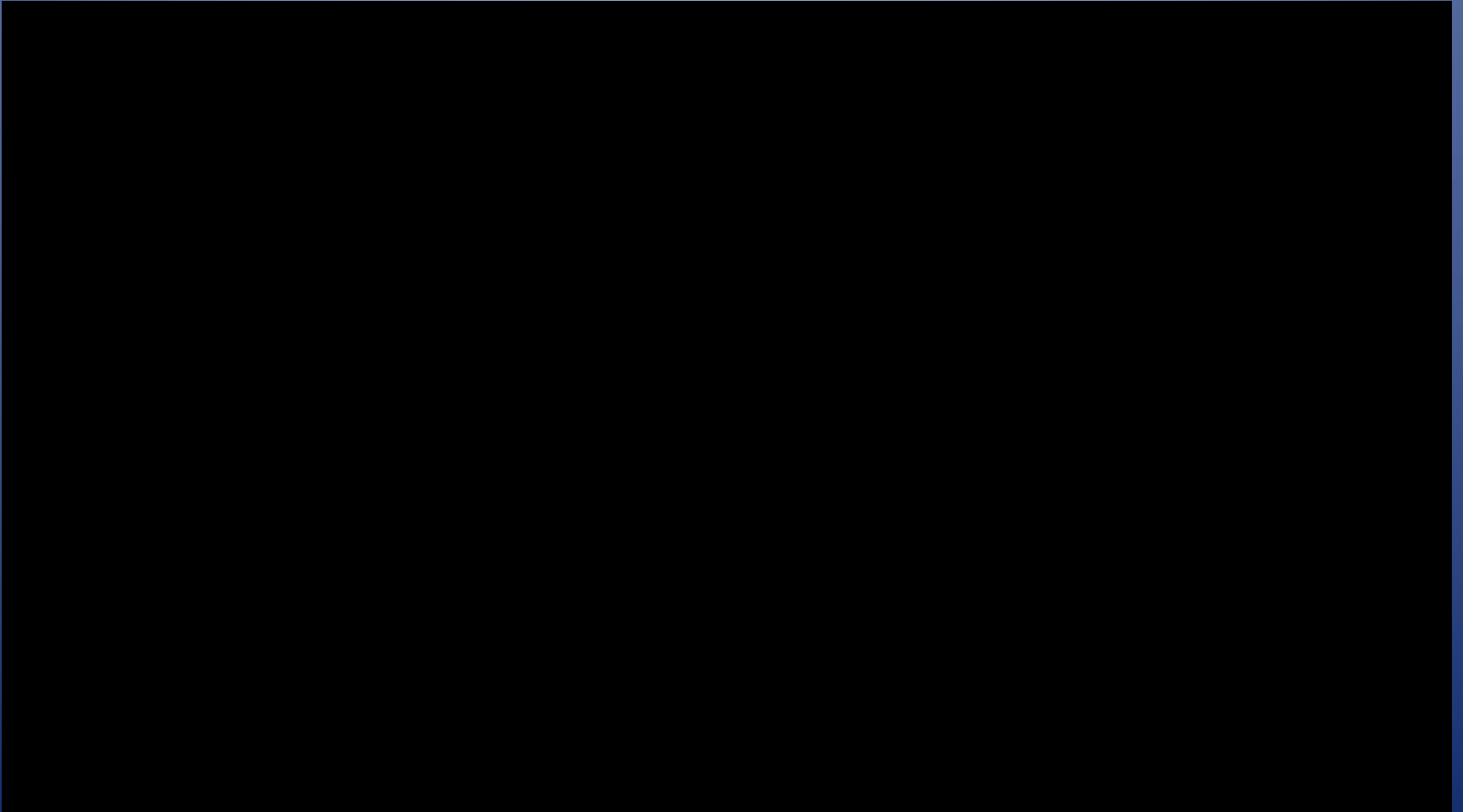
- Students being given the opportunity to take charge of their learning, brings with it expectations and aspirations around future learning.*
- Target group for Student Voice.*



# SAS School Leaders



# *Student Voice*





# Key Themes

*Connections in action (Ex- student voice.)*

*Real Learning.*

*Relevant Communication.*

*Innovation/ Creativity.*

*Exposure to a range of opportunities/ Risk taking/ Resilience.*

*Future preparation.*



***“The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn. ” - Alvin Toffler.***

# *Key Questions*

- *What systems do you have in place to ensure that there is a seamless transition for students arriving from your contributing schools?*
- *How do you grow and maintain relationships with your contributing schools?*
- *Do you know and understand the learning ethos and backgrounds of your contributing schools?*

# Implications for AP/DP's

- *Buy in.*
- *Professional Development.*
- *Consistency of Practice.*
- *Dissonance*
- *Reflective – practitioners.*

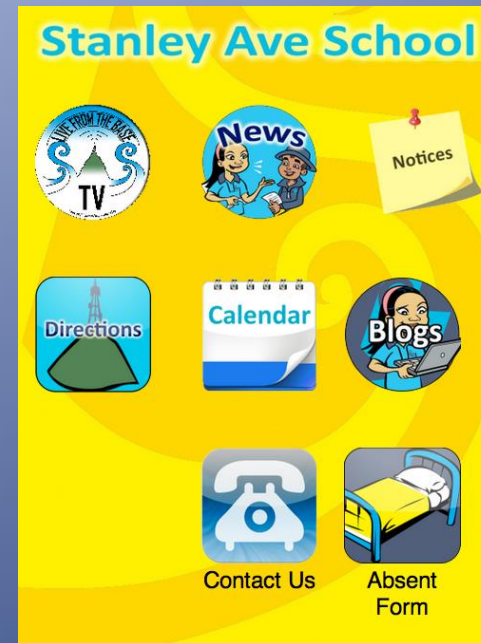
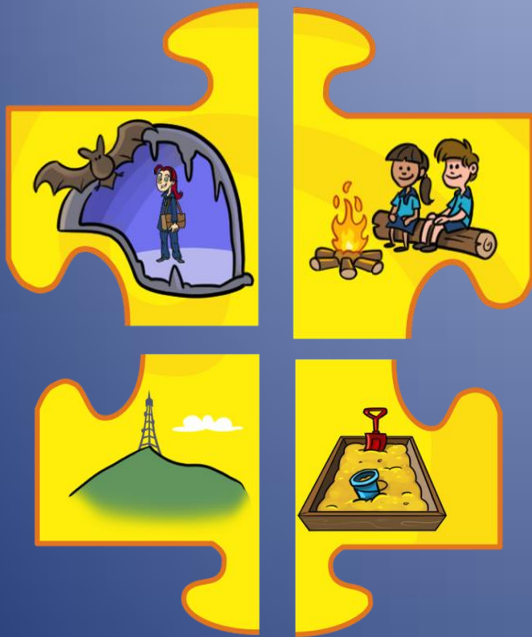


# *Next Steps for Stanley Avenue School*

- *SNUP- Eagle will be soaring.*
- *Continued communication with TASAC in regard to preparations, feed back to feed forward.*
- *Continuing to enhance teacher portfolio and student portfolio sites and involving parents in that process.*
- *APP.*
- *Maker Space.*
- *BYOD integration.*



# Next Steps



	Effective Teaching	Safe Inclusive School	Engaging parents and whanau and community
Students	Student SMART Goals. Student Voice Year Nine student survey.	Student SMART Goals. Student Voice Year Nine student survey.	Parent evenings every term with student involvement. Mid-Year Charter review

# *My Research in Term Two*

*Digital Technologies: From Vision to Action (An exploration of primary school leaders' perceptions of the role digital technologies can play in enhancing learning opportunities for their students in the 21<sup>st</sup> Century).*

Future-focused learning  
in connected communities

MAY 2014

Effective leadership is crucial in creating shared vision

This helps create a learning community where key competencies are alive at home and at school.



OECD (2006). Need Key Competencies to access digital technologies

Schools with learner centred cultures are embracing appropriate technologies and seeing success.

The use of digital technologies is enhancing opportunities to grow key competencies.

Increase in inequity

\$\$, infrastructure, professional development



# QUESTIONS/ DISCUSSION POINTS?

[stuart@stanleyave.school.nz](mailto:stuart@stanleyave.school.nz)

[john@stanleyave.school.nz](mailto:john@stanleyave.school.nz)

