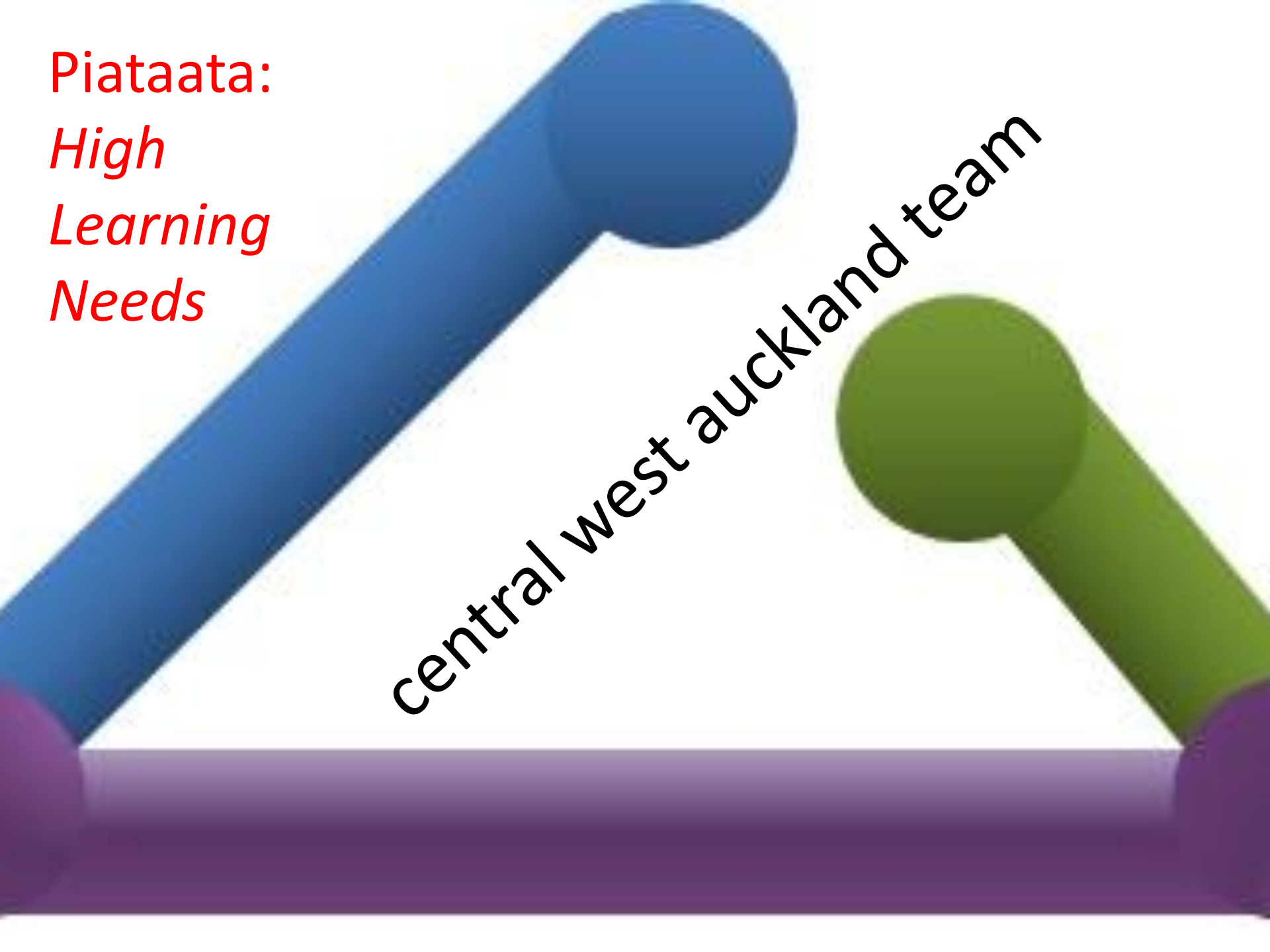


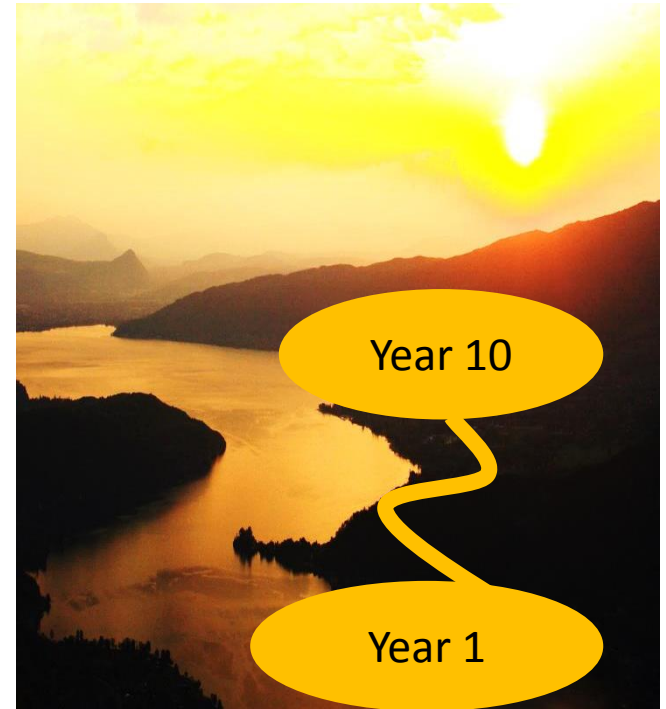
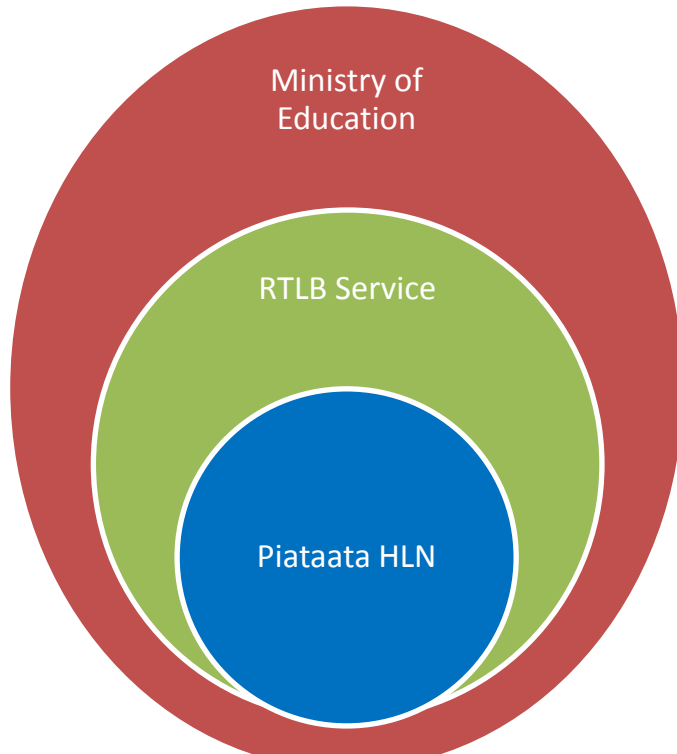
Piataata:  
*High  
Learning  
Needs*

central west auckland team



# Piataata

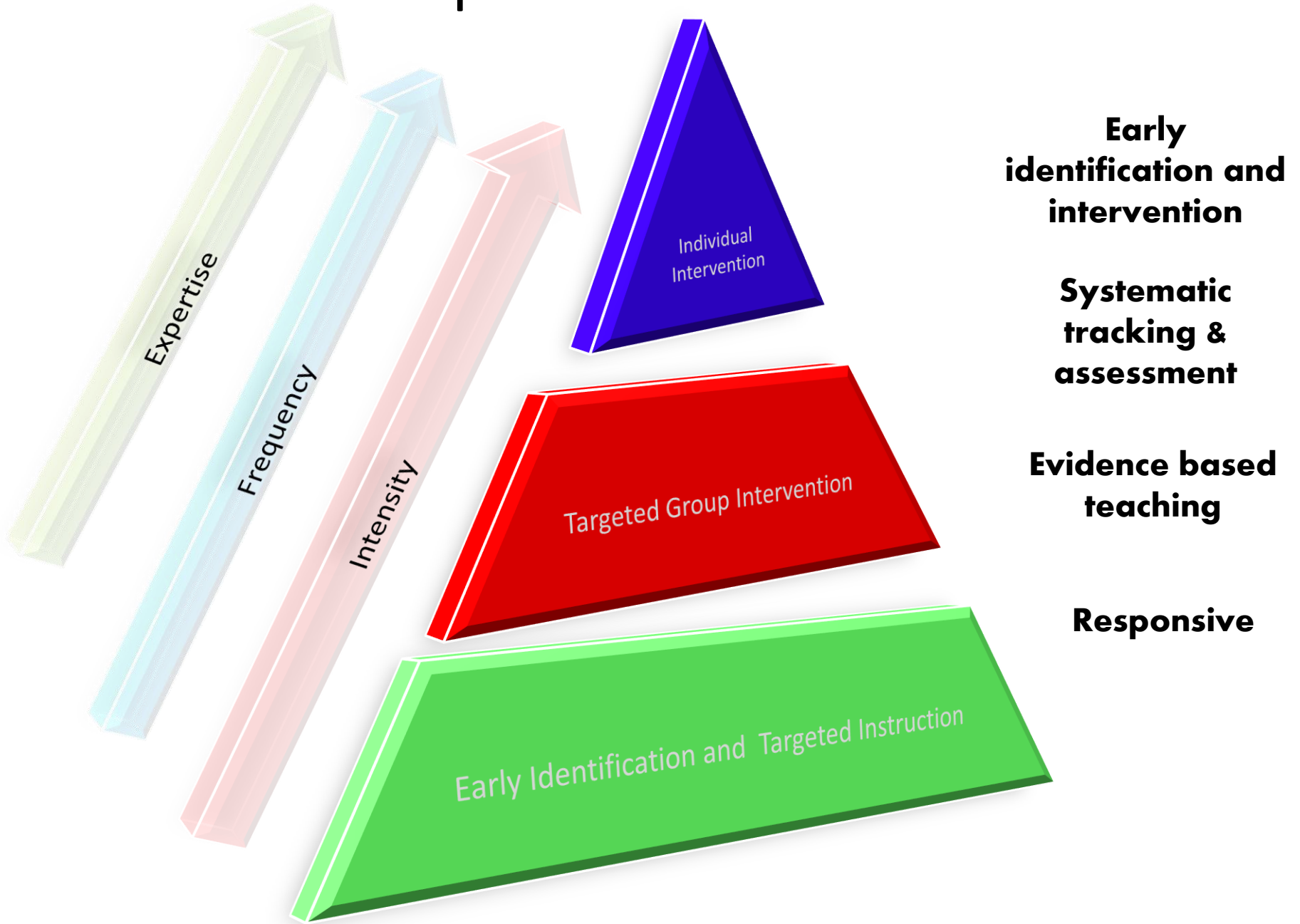
## Our Vision and Our Values

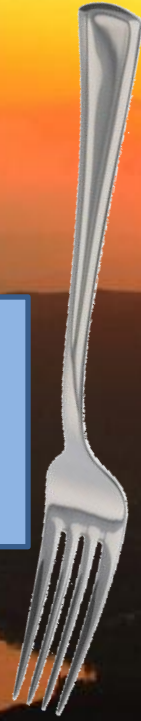
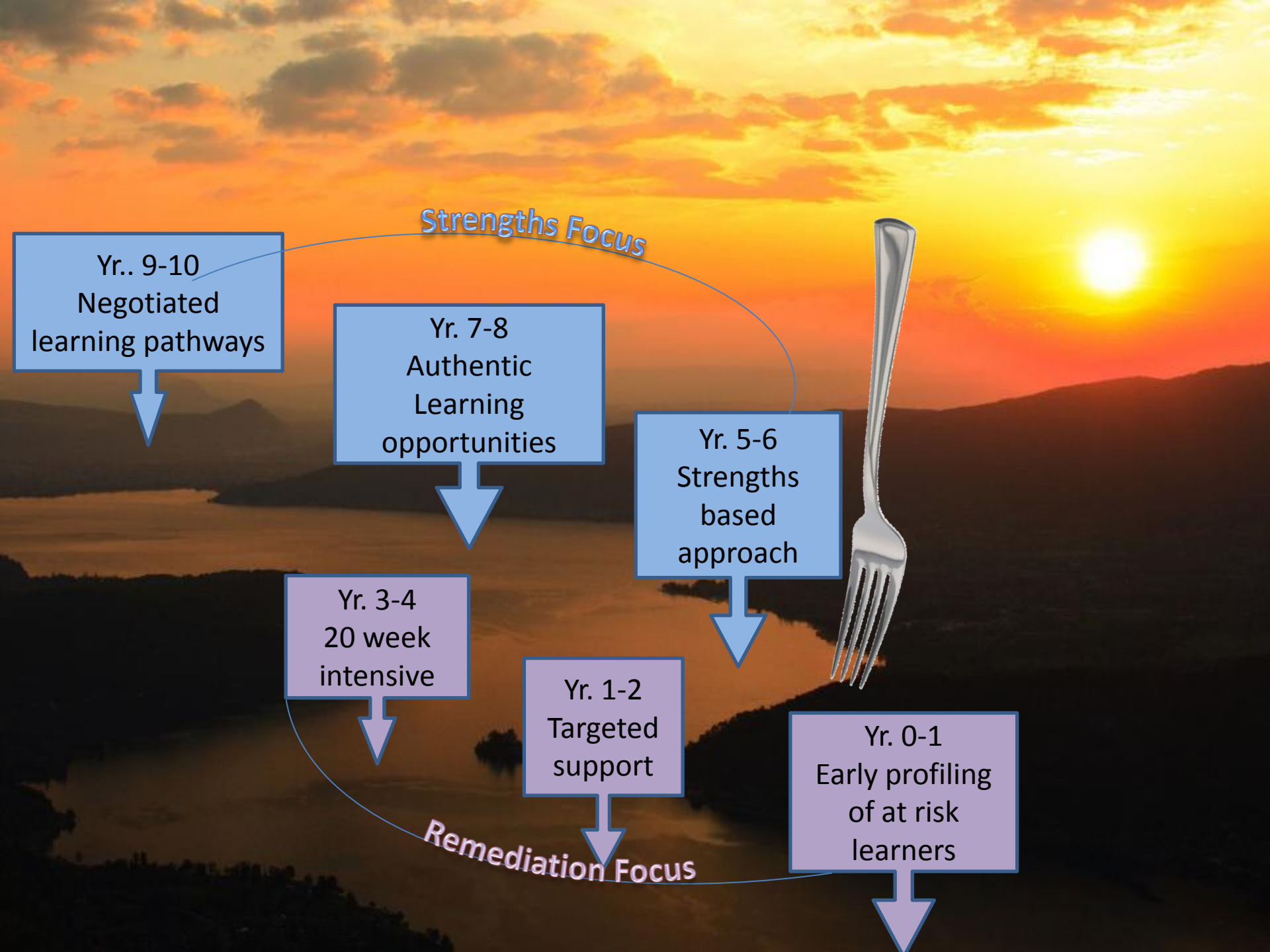


piataata  
"To Shine"

<b>Whanaungatanga</b> committed partnership	<b>Tino Rangatiratanga</b> Student self determination	<b>Whakamana</b> RTLB actively affirming & empowering	<b>Manakitanga</b> Providing timely, warm and caring support
<b>Te Ira Tangata</b> Maintaining the connection between us	<b>Ako</b> Working and learning from one another	<b>Tika Me to Pono</b> Acting in honest and trust worthy ways	<b>Huakina te tatau o te whare</b> Removing barriers

# Response to Intervention





*Strengths Focus*

Yr. 9-10  
Negotiated  
learning pathways

Yr. 7-8  
Authentic  
Learning  
opportunities

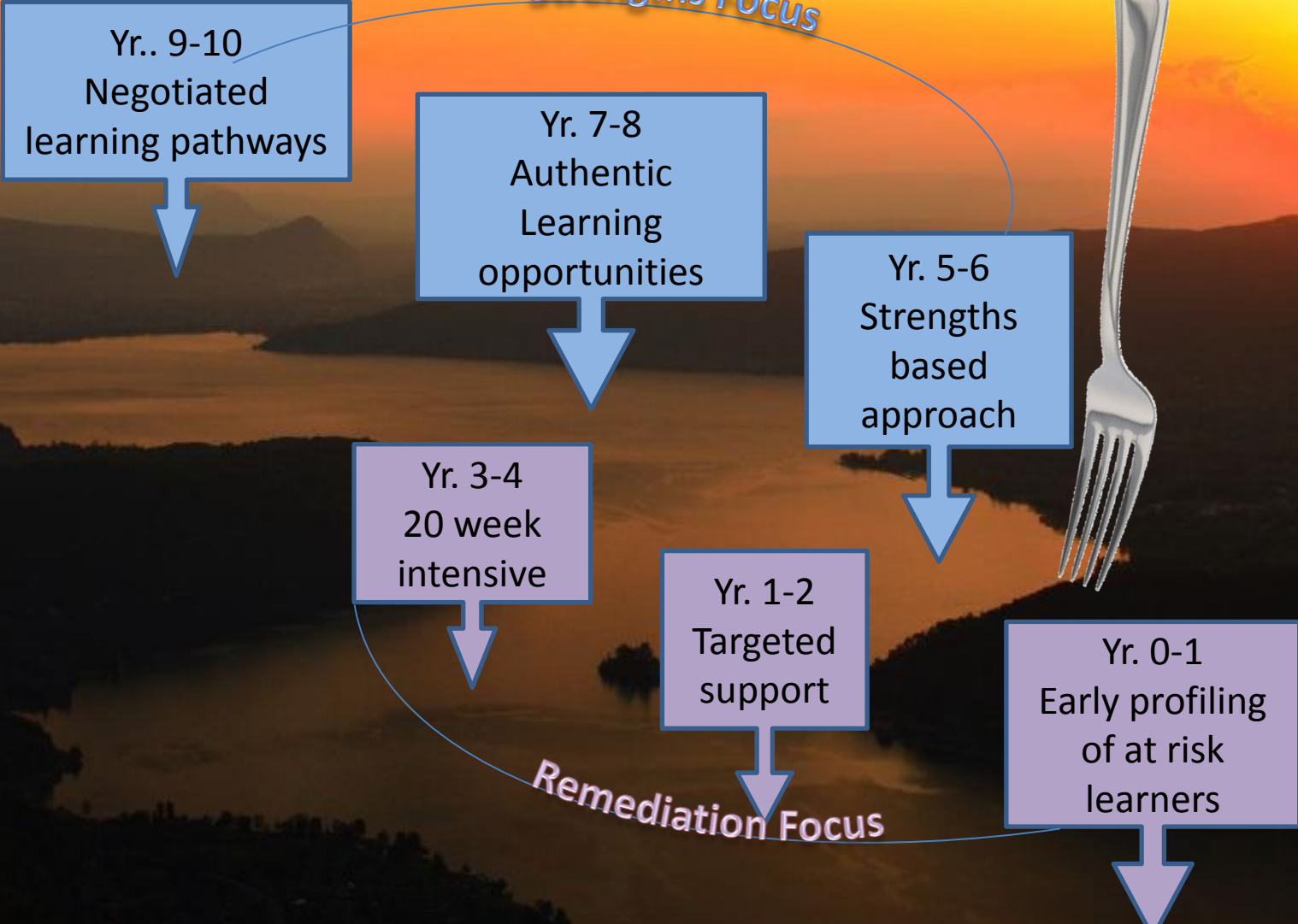
Yr. 5-6  
Strengths  
based  
approach

Yr. 3-4  
20 week  
intensive

Yr. 1-2  
Targeted  
support

Yr. 0-1  
Early profiling  
of at risk  
learners

*Remediation Focus*



Yr. 0-1  
Early profiling of at risk learners

# Building Blocks™

Learning to use oral language to share information about experiences at home, classroom experiences and school events

Learning to identify the position of sounds in words, learning to associate sounds with letters

Learning to identify suitable sources for specific information from a range of texts

Learning to paint and draw using correct three finger tripod grip, cut using light card with straight lines, plays using imaginative construction

BEGINNING

BEGINNING

BEGINNING

BEGINNING

ENTRY

ENTRY

ENTRY

ENTRY

ENTRY

SKILLS

SKILLS

SKILLS

APPLICATION





# The New Zealand Curriculum



Yr. 1-2  
Targeted  
support

**Close Reading Plan ENTRY LEVEL**  
**Wordless Books to Magenta (<5.0 Years 1B)** *These students are 'those who are most likely to be at risk readers'. They will benefit from targeted support, particularly in listening that will help them to develop the Building Blocks they need for reading and writing. Template based on NZ Reading Progressions for Magenta & The Magic Caterpillar's™ Building Blocks to Literacy by Barbara Brann*

**Print Entry Level I WILL BE ABLE TO:**

- Create and extract meaning from shared texts
  - Listen to and participate in stories to create meaning (COP-LS1-3)
- Use prediction skills to assist with decoding and meaning making
  - Predict what a book may be about from the title and pictures (COP-P1)
  - Answers literal questions from the text (PST3 & COP-P2).
  - Answer interpretative questions about the text (COP-P3).
- Apply the print concepts I have to reading
  - Handle books the right way up, turning the correct page and reading from front to back (COP-BC1)
  - Discriminate between words and pictures (COP-BC1)
  - Track from left to right when reading (COP-BC2)

**Listening Entry Level I WILL BE ABLE TO:**

- Discriminate sounds at a word level
- Discriminate which word has been spoken (AD3)
  - Discriminate the number of words spoken

Use auditory patterns at the word level

- Keep rhythm in reading (AR & P1-3)

Produce logical associations

- Logically associate words and their objects (AA1-2)
- Logically associate what will happen next (AA3)

Blend and analyse sounds at the compound and syllable level

- Blend compounds words (AA & B1)
- Blend sounds in 2 syllable words (AA & B2)
- Analyse syllables in 2 syllable words (AA & B3)

Complete missing information using logical choices

- Complete familiar rhymes, poems & songs (AC & S 1)
- Complete sentences using logical words (AC&S 2-3)

Develop the ability to hold auditory information in the memory

- Develop memory for text (ASTSM 1-3)

**Talking Entry Level I WILL BE ABLE TO:**

- Describe the purpose of reading material (PST1)
- Use character voice and intonation (PST2)
- Retell stories orally from the pictures (PST3).
- Talk about the places within stories (PST3)
- Retell the main ideas in a story (COP-P2)

**Looking Entry Level I WILL BE ABLE TO:**

- Find specific detail amongst visual information (VD1)
- Distinguish same and different in visual material (VD2-3)
- Visually sequence using picture cards to tell a story (VS1-3).
- Make/use pictures to create meaning (PST3, PF13)
- Have a go at 1:1 pointing. Each word said matches a word on the page

**Reading Progressions NZ Curriculum at this Building Blocks Level**

- Develop early concepts about print, such as print carries the message & that print is read from left to right.
- Expect a text to make sense and sound right
- Gain control over 1:1 matching

LISTENING DOMAIN	ENTRY LEVEL	BEGINNING LEVEL	SKILLS LEVEL
<b>Auditory Discrimination</b>	Discriminates same and different every day environmental sounds; discriminates same and different instrumental sounds; discriminates specific words spoken; ongoing exposure to rhyme through poems, nursery rhymes, songs and raps.	Correctly locates a designated object from two that rhyme; from a group of 3 objects, two of which rhyme, locates the one that rhyme with the one given by the teacher; from a group of 3 objects, two of which rhyme, locates the one which does not rhyme with the one given by the teacher.	Correctly identifies words containing a given sound in any position; identifies the position of a nominated sound in words; categorises words according to their position of a given sound: initial, middle, final.
<b>Auditory Rhythm and Pattern</b>	Claps/taps/moves in time to simple rhythms (names and sentences), familiar rhymes, poems, songs and raps; recognises and echoes claps/taps to simple rhythm patterns.	Moves rhythmically to one, two and three syllable words with one movement per syllable; claps rhythmically to one, two and three syllable words using pictures or objects as stimuli; categorises one, two and three syllable words using objects and pictures as stimuli.	Copies and intonates different stress patterns in phrases and short sentences; re-reads sentences in shared reading activities using different intonation and stress patterns to answer different questions and to alter meaning; uses stress and intonation to convey meaning when reading short sentences independently.

Yr. 3-4  
20 week  
intensive

# Intensive

- Work in progress
- Thinking around underlying cognitive building blocks such as comparing



Yr. 5-6

Strengths based  
approaches

# Strengths Based Educators

Provide opportunities for belonging & ownership

Recognise and affirm each students worth

Have positive and high expectations

Demonstrate respect & kindness to students

Provide opportunity for caring relationships

Help students discover and develop their strengths &  
capacities

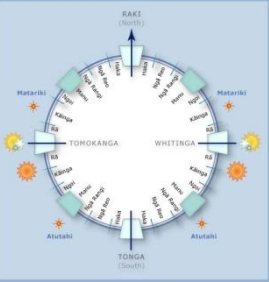
Model tenacity, emotional maturity and healthy  
attitudes

Involve parents or significant relationships in the  
student's social network:





# Strengths Based Learning: Building a Navigator



Team Strengths  
*Net of Support*



Key Competency  
Learning powers



Curriculum Learning  
Strengths



Interests  
& Dreams  
*Motivations*



Yr. 7-8  
Authentic  
Learning  
Opportunities

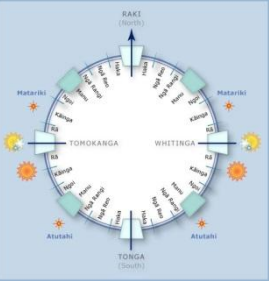
# AUTHENTIC LEARNING



**Authentic Learning:** is learning that is embedded in contexts that connect with the student. These contexts are structured to draw on and develop the student's interests, strengths and potential career pathways.



# Authentic Learning: Building the Navigator



1 of 78

How interested are you in work that involves plants, trees or landscapes?

No interest
  Neutral
  Fairly interested
  Very interested

**PARTICIPATING AND CONTRIBUTING**
**HELPING TO OTHERS**

**THINKING**
**PROBLEM-SOLVING**

Future Smarts: Curriculum Pathway

Authentic Learning Opportunities

Key Competency Learning Powers

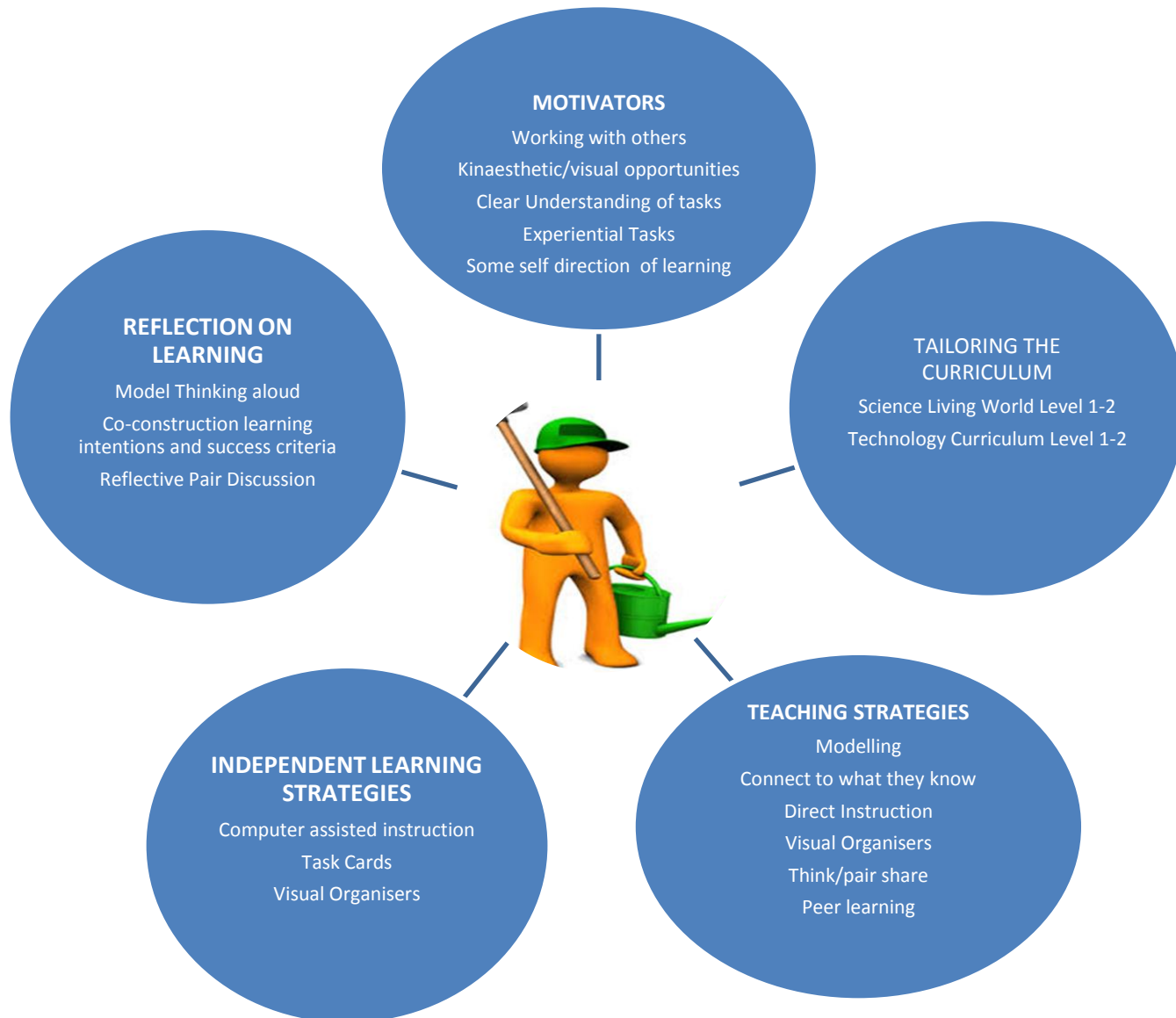
Strategies for Learning

Strategy Kete

Strategies to scaffold learning directly	Strategies to scaffold learning indirectly	Strategies to scaffold learning experientially	Strategies to scaffold learning collaboratively	Strategies to scaffold learning in learning environments	Strategies to scaffold learning in digital environments
Direct instruction	Modeling	Discovery	Collaborative learning	Computer-assisted instruction	Computer-assisted learning software and resources
Guided Practice	Problem Solving	Role Playing	Learning Logs	Learning Logs	Alternative tools such as text, audio & graphic tools
Compare and Contrast	Case Studies	Experiments	Peer Learning	Research projects	Online resources such as e-books, e-books, e-books
Concept Mapping	Concept attainment	Simulations	Think-Pair-Share	Assisted Questions	Short writing with a camera, e-books, e-books
Guided Teaching	Concept Formation	Model Building	Cooperative Learning Groups	Reflective Discussion	Task Cards
Modeling	Concept Mapping	Survey	Open-Ended Questions	Structured Overview	Structured Follow-up Activities
Sequenced Modeling	Case Procedure	Explanation	Games	Comparing	Visual Organizers
Direct	Classroom Management	Project	Story-telling	Self-reflection	Structured Peer



# Planning Tool



# Building on Authentic Learning Opportunities to Define & Shape a Career Pathway



Yr.. 9-10  
Negotiated  
learning pathways



Accredited providers

National Certificate in  
Employment Skills

National Certificate in  
Work & Study Skills

Work experience

Spec Options

Maximum participation

Meaningful learning  
opportunities





Yr. 9-10  
Negotiated  
learning pathways

# Mapping existing learning pathways and strengths within Secondary Schools & opening partnership conversations

Tailoring Assessment Opportunities to student strengths

Learning is targeted at students working at level where they can be successful

Materials are targeted towards student's areas of interest to facilitate engagement & purposeful contexts are sought for learning

Technologies are utilised to target & enhance learning

Students are matched to teachers that deliver mindfully to students with learning needs

Support is given within scheduled study periods to meet their assignment tasks for options

Timetables are tailored to allow enough opportunities to learn and be successful

Students are supported to select options that grow their areas of strength

Connections are made with the careers team to support student's pathways & community placements

Consultation talks place with parents regularly & parents are connected with support agencies

Option teachers are consulted about student needs & where needed learning is structured collaboratively

Teachers work with student to construct how learning will be structured

**Making Curriculum Adaptations to Target Individual Needs**

**Structuring options as an Avenue for Growing Strengths**

**Building Empowering Partnerships with Students, Whanau, Teachers & Community**

**Meeting Students Meeting students social and emotional needs as they emerge through responsive action**

# Student Identification



Ecological Assessment

