

Developing Adaptive Teachers

Challenging, changing and totally worth it!

Introduction



Adaptive expertise requires ongoing improvements in both teacher practice and student outcomes.



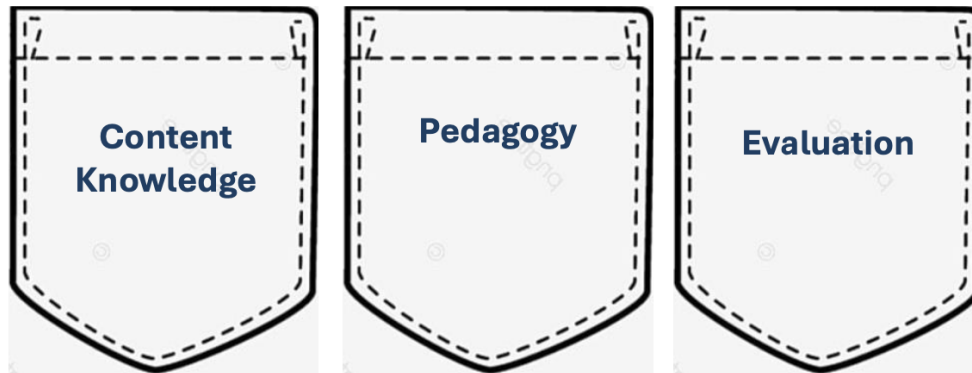
As school leaders, it is our responsibility to cultivate a teaching and learning environment that fosters continuous growth.



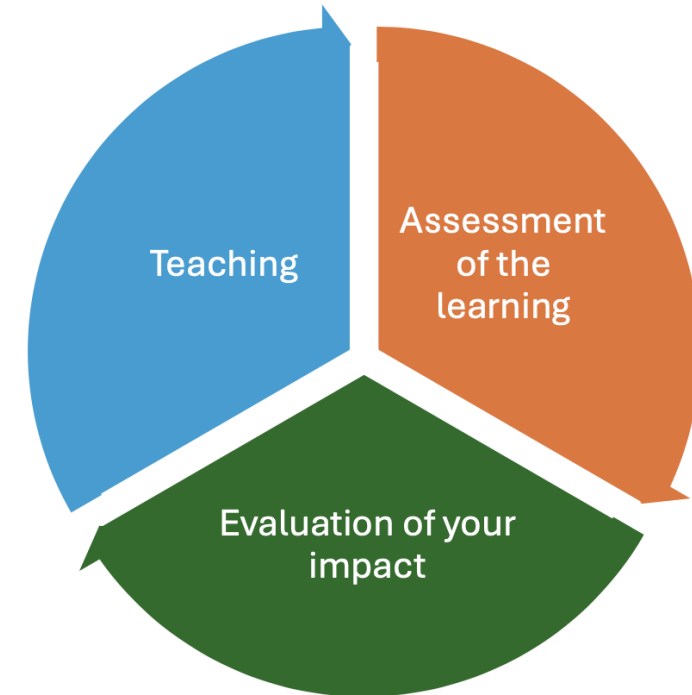
This requires leaders to create a culture where educators are encouraged to think critically, reflect on their practice , and adapt their teaching to meet the evolving needs of our akonga.

Adaptive Expertise at TPS

Adaptive experts require deep pockets in:



This needs to be taking place daily



Novice	Expert	Adaptive expert
Self preservation: Surviving the reality shock	Self with a strong sense of self efficacy that provides the confidence needed for teaching	Agency depends on developing relationships with learners that promote their learning- particularly priority learners
Self as a norm: All learners are like them and they learn as they do	Realises that some learners are different from them	Individuals and groups are diverse. Teachers must learn to identify and use the cultural and linguistic resources that learners bring with them. The focus is on marama: developing an understanding of one's own identity, language and culture and understanding its impact on relationships (Tataiako)
Teaching is about transmitting accepted knowledge- just follow the lesson plan	Teaching needs to flexibly provided opportunities to learn accepted knowledge	Teaching is the co-construction of knowledge. It involves the joint identification of learning goals, understanding learners conceptions and misconceptions, and drawing on diverse resources. The expertise of others is acknowledged and utilised



Content Knowledge

Pedagogical Knowledge

Evaluative Knowledge

**Professional Learning Groups and
Conversations**
focus students, expectations

Moderation
Triangulation of data
Trust the assessment

**Tracking Students through data (rich tasks, summative,
progressions)**
Identifying what's important and learning needs

*Developing assessment capable teachers to ensure valid,
reliable and high quality assessment*

**Shared belief that all
students can learn**

Shared responsibility

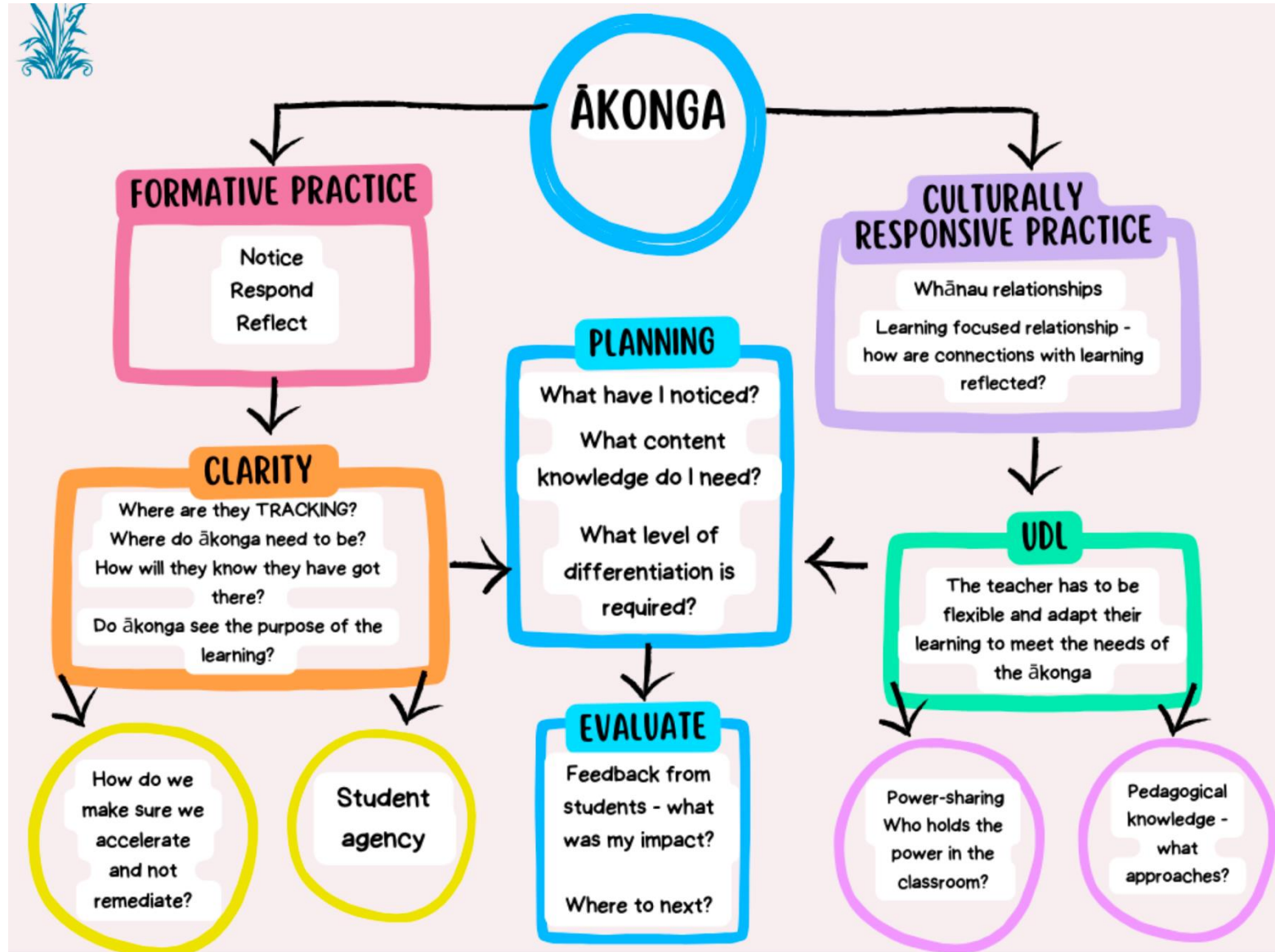
**On-going professional
learning**

**Developing adaptive
expertise - in leadership
and teacher practice**

**Coaching model for PRT's
and new teachers -
formally and informally**

**Professional Growth
Cycle**

Focus Students



Aligning pedagogies

Lesson Elements for Reading at Year 1

Lesson Structure	Lesson Elements	Year 1 Example	Notes for teacher
Review	<ul style="list-style-type: none"> - vowels (short and long sounds) - previously taught consonant letters (name and sound) - previously taught high freq. words 	<p>Flashcards: vowels</p> <p>Flashcards: tell me the name: k j v x qu tell me the sound: k j v x qu</p> <p>Flashcards: get, bat, dig, log, sit, run, the, my, on, I, The, My, is, on, in</p>	Review is quick – it's not NEW learning.
I do (Explicit teaching)	<ul style="list-style-type: none"> - share purpose of learning - learning intention - success criteria - model / think aloud 	<p>We want to read books all by ourselves.</p> <p>Today WALT read words new words (SC words with digraph ch)</p> <p>Digraphs are two letters that make one sound // Say the sound, what's your mouth doing?</p> <p>Watch me read words with ch - chat / chop</p>	
We do (Guided practice together)	<ul style="list-style-type: none"> - make and break words - word chain - choral reading / repeated reading (with teacher) 	<p>Let's make the word chat (use segmentation boxes and tiles)</p> <p>Word chain: chat - chit - chin - chip</p> <p>Let's read these words together: chat / chop / chum</p> <p>Let's write these words together</p>	<p>Opportunity for feedback and identify if students need more reteaching OR review</p> <p>During this time we want to set them up for success of process and output</p>
Y'all do (Peer and collaborative practice) <i>optional</i>	<ul style="list-style-type: none"> - choral reading - paired reading 	Our learning is to read new words with ch Choral reading of chit chat phonics plus (1-2 pages together)	<ul style="list-style-type: none"> - Forced choice (only two choices for correct answer) - Pre-empt their answer to ensure it is the correct one (we don't want them to map incorrectly) - NO GUESSING - Limit wait time
You do (Independent)	<ul style="list-style-type: none"> - independent reading 	Finish off the story by yourself Follow up task (match ch words with pictures / clozed task)	
Plenary / Evaluate	<ul style="list-style-type: none"> - student assesses success by the success criteria 	Ask students - what were you learning and why? Were you successful?	Show me where...

Aligning Assessment

Assessment Type and Explanation		
Universal Screening	Targeted Diagnostic Assessment	Progress Monitoring
<ul style="list-style-type: none"> Administered to all students Identifiers patterns Identifies areas for further assessment Assesses instructional success Informs instructional focus 	<ul style="list-style-type: none"> Can be all students or those who may be at risk of not meeting expectation Drills down into identified areas from screener Identifies focus for intervention 	<ul style="list-style-type: none"> For students receiving an additional intervention at tier 2 or tier 3. Intervention teacher tracks weekly to ensure intervention is working and if changes are required.
<p>Hearing and Recording Sounds (HRSW), Alphabet Test, Writing Vocabulary, BURT and STAR provide stanines that can be used to track student progress over years.</p> <p>e-asTTle provides data on how well students are working within curriculum levels.</p>	<p>DIBELS (Dynamic Indicators of Basic Early Literacy Skills) is a set of measures for assessing the acquisition of early literacy skills. They can be used to detect risk and monitor the development of reading skills from year 1 through to year 8.</p>	<p>Assessment will be targeted to needs of small group or individual. Possible tracking and assessment tools could be</p> <ul style="list-style-type: none"> - DIBELS Progress Monitoring - Adapted Bryant -

RTI: Response to Intervention at Te Papapa School

At its most basic, Tier 2 and 3 instruction is the same as Tier 1 **but** differentiated according to **Content, Process or Product**.

- It doesn't necessarily mean buying a whole new programme
- Adjusting the dose and intensity of Tier 1 instruction at Tier 2 is often the best approach.
- Scaffolding learning opportunities with more modelled examples, different equipment/materials, responsive supports for individualised needs
- Adjusting the pace of the lessons or number of repetitions

Te Tūāpapa o He Pikorua

Every student receives Tier 1, universal, core instruction. **+**

Tier 2 strategic and targeted instruction is in addition to Tier 1 instruction, not in place of. **+**

Individualised and tailored Tier 3 interventions are in addition to Tier 1 and 2 instruction.

Assessment Timeline for students in their first year at school

Within One Month of Starting School			
Type	Assessment	Notes	Notes
Universal Screening	Alphabet Test - letter and sound knowledge	Track this weekly	Monitor this weekly.
	Writing Vocabulary - how many words can you write in ten minutes	Track this weekly Monitor letter formation	Writing vocabulary can include taught sight words and Code words - this is a good way to track student progress
	Phonemic Awareness - Liz Kane		
Weeks 10 - 20	SENCo to provide tier 2 literacy support to ensure students reach expectation after 20 weeks.		

After 20 Weeks at School 6mths			
Type	Assessment	Expectation	If unable to reach expectation
Universal Screening	MOE Phonics Assessment	9-12 words correct meets NZC	
	Alphabet Test - letter and sound knowledge	Minimum 43 letters identified	TA Support with letter id and sounds In-class focus student
	Writing Vocabulary - how many words can you write in ten minutes	Minimum 9 words recorded Monitor letter formation	Tier 2 BSLA in small group In Class Focus Student
	Phonemic Awareness - Liz Kane	Blending / Segmenting: 6/10	Tier 2 BSLA in small group
	BURT Hearing and Recording Sounds (HRSW)	Raw score: 5 words read Minimum score: 14 sounds correctly recorded	Tier 2 BSLA in small group In Class Focus Student
Diagnostic Assessment	DIBELS – possible for tier 2/3 Letter Naming Fluency - LNF Phoneme Segmentation - PS	DIBELS AUSTRALASIA DIBELS OREGON	
Progress Monitoring	Use HRSW / WV (and alphabet test if required)	Students make a 1-2 stanine improvement	

[illegible]

Challenges!

Implementing
a new
curriculum

Expert versus
adaptive
teachers

So what are we doing to address these challenges?

**Professional
Learning**

**Collaborative
Inquiry**

Professional Learning and Collaborative Inquiry – Junior

Growing teacher content
knowledge

Responsive leadership to grow
pedagogical knowledge of team
members

Enhanced tracking with focus
students



Junior Team Years 1-3

- Made up of 7 teachers
- 2 teachers are new this year
- All teachers are team players
- 5 adaptive teachers (at different rates)
- 1 novice teacher
- 1 expert teacher



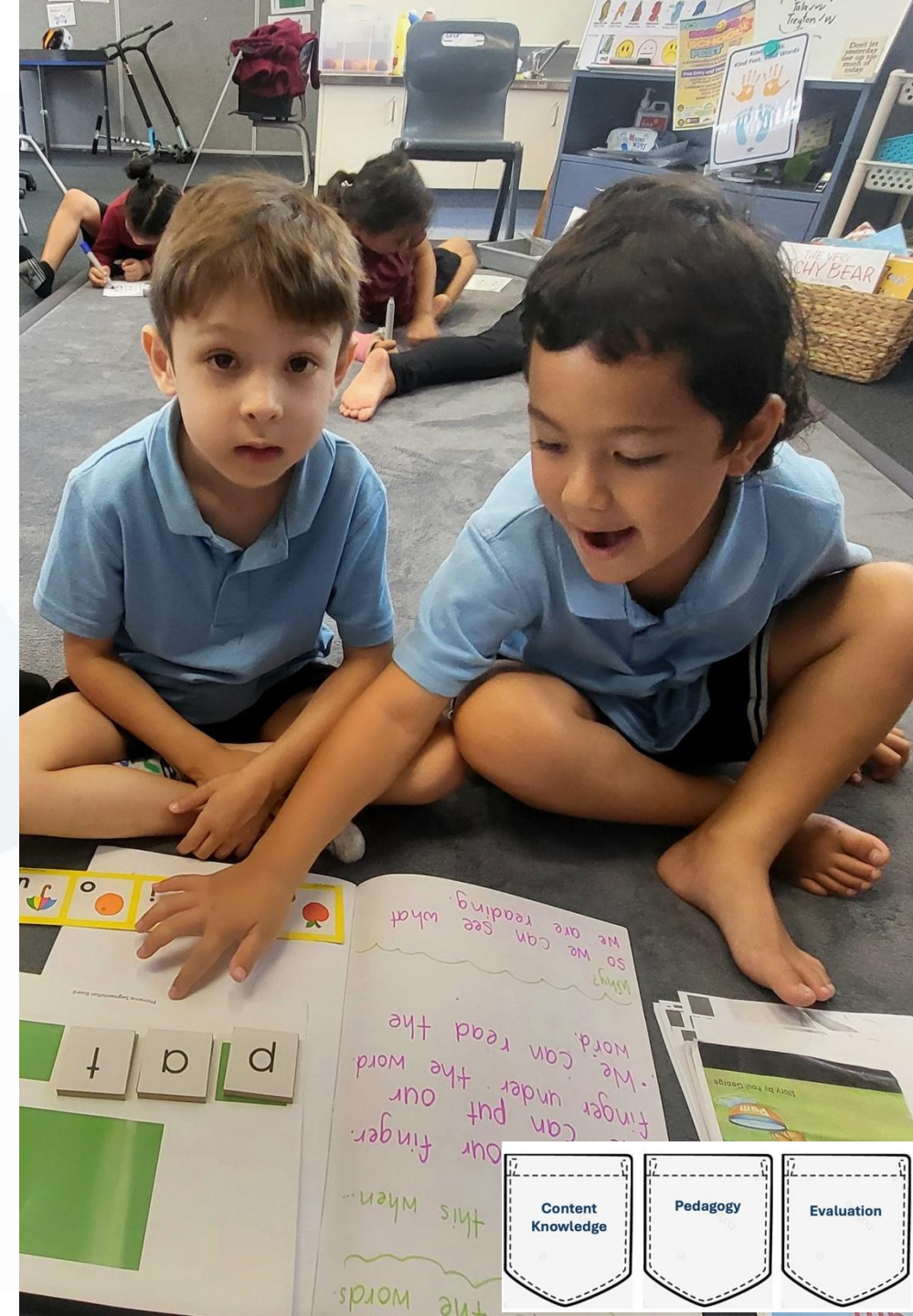
Growing Adaptive Expertise through PLG's & Collaborative Inquiry in years 1-3

- **We work on a model of acceleration**
- PLG's focus on student achievement of our at risk learners
- Teachers bring 3 at risk children (focus students) along in core subjects
- Focus students next steps are identified and teachers share what their actions will be to support these
- The team also offers strategies that they have tried for similar situations (we don't know what we don't know)



Growing Adaptive Expertise through PLG's & Collaborative Inquiry in years 1-3

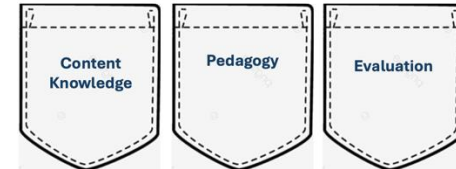
- Videoing best practice or sometimes it is of where you're at when you need extra support
- Using data to identify gaps (some teachers need support to do this)



Content Knowledge	Pedagogy	Evaluation

Growing Adaptive Expertise with a Novice Teacher

- Work on a model of I do, we do, you do
- Decide on the learning using the curriculum together (lots of questions of what he thinks, what he has noticed in class)
- Collaboratively put the learning into child's speak with success criteria
- Planning is heavily supported with early collaboration and then moving to a model where he plans and I go through to ensure the children are getting the right learning
- For the first 5 weeks I was in the class daily supporting using a combination of I do, we do, you do
- When I tapered off so did the quality in the planning and teaching so I am now back in their daily



Growing Adaptive Expertise with an Expert Teacher

- Left her for $\frac{3}{4}$ of the term allowing her time and space to settle
- Was working on a model of remediation
- Class is very settled
- Students are always busy
- Do regular observations with specific feedback and actions
- Give timeframes on the agreed actions



Growing Adaptive Expertise in years 1-3

Next steps

- Consistently using data across the team to identify needs and inform teaching
- 5 mini PD's on reading
- Looking at unpacking the curriculum, putting it into child speak and creating a bank of approaches/resources



Adaptive Leadership: Structured Literacy

Acceleration
not
remediation

AfL /
Formative
Practice

Professional Learning and Collaborative Inquiry – Senior

Developing student agency
through a child-centred learning
journey

Enhanced tracking through a
collaborative inquiry process
and the different ways senior
teachers are noticing and
responding to their student
needs



Te Tūī- Week 2

Student 1

One brother ⁱⁿ told me
One time the kid was in the ocean then
She ~~to~~ took a ball in the ocean when
she was swimming when the little girl
lots then she did a ball then she had
fin a

★
In December the 27th Friday 16th Janey
went to Silver park to get
away for My Birthday and my friends got beach
2 and my Mum and dad got beach to beach and
then we went on the beach very to beach
ack an then I went on aing and I all
fing thing at beach and we went
back home and then I had a sleep
over and cake and I had a new whill
y Kaiti and Renan then we all had a sleep in the
ocean

Student 2

February 4th 2025
The turtle was smiling
I love to swim in the sea

One One's a panda time in

Student 3

Cairo Friday 31st January
we went to a ~~park~~ ^{pool} and we
saw a ~~big~~ ^{big} a big slide and
we go up to the slide
and we so a 2 kids ~~go~~
going to the big slide and go
the right slide and im going to
fast and the slide and i so
the kid ~~so~~ ^{stuck} stuck in
the slide and i all mos
hit the kid but ~~it~~ ^{it} going

Te Tūi- Week 10

Student 1

One day it was a little bit sunny
and there was a dog with his little
dollar then they went to a church
chapel and they saw a lot of children
sit and then the dog was in chapel
because he didn't see when the parson
said to you write your name
then you then the 12 people were
then you then in to a little
man the parson was he
made to get the people were

Student 2

One day it was a little bit sunny
and there was a dog with his little
dollar then they went to a church
chapel and they saw a lot of children
sit and then the dog was in chapel
because he didn't see when the parson
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Student 3

The queen of the monkey
monkey is really rich the
she has a gold he he
a gold ring and a
gold jacket for a
1000 monkey in the
forest and the monkey
take a banana
on the big tree so
the queen of the
monkey can have
banana so have power

Te Manawa

 Learning Journey TPS

Home Pānui ▼ Tuhituhi ▼ Pāngarau 🔍

Te Papapa School Curriculum

Our Learning Journeys



Pānui



Pāngarau



Tuhituhi



Te Ra

Planning + Generating ideas: Word Wheel
What are we looking for in a "Word wheel"

synonym:
same meaning
different word



use thesaurus.co

adjectives = describe a noun

Writing task:

Create a report for new families that are coming to Te Papapa school for the first time.

Audience (Who are we writing for?):
Adults + Children

Purpose (Why are we writing?):

to inform

Non-fiction

- facts
- opinions (speech)

Writing task:

Create a narrative from a picture

What do we think makes a good narrative?

Plan
beginning
problem
resolution

Characters (people)
settings (places)
Time (Where/When)

Audience: anyone who is reading the story

Classmates

Purpose:

To entertain

PEEL example paragraph:

Point sentence
Does your kid or kids like playing sports? Yes? We have lots of space for your children to play.
At the back of our school, we have a basketball court. On the court, you can play lots of games like 1 vs 1 in basketball and volleyball. As you have read, we have lots of options for all children to participate in different sports or games.

link to main idea.

Peer assessment:

Has someone checked your work yes?
do you need to make any changes? no?
What should your buddy look out for in your writing?

1. Read another persons work

2. tell your partner 3 things:

- What they need to change
- suggest things they can add
- tell them something good.

3. Go and make changes to your writing.

4. Repeat, With a new partner.

10.3.25

Introduction:
School uniforms play a vital role in creating an equal and focused environment for students. By removing the pressure of choosing clothes, uniforms help reduce social differences, promote discipline, and foster a sense of belonging. They encourage pride in one's school and contribute to a more productive and harmonious learning atmosphere. In this essay, we will explore why school uniforms are important for both students and the school community.

Paragraph 1: Why is our school uniform important?

Our school uniform is important because it helps create a level playing field for everyone. It takes away the pressure of choosing outfits everyday, so students can focus more on their studies. Uniforms promote a unity and pride, making us feel like we're part of the same team. Plus, they help reduce social differences, so no one feels out based on what they're wearing. Overall, uniforms help the school environment more focused and positive.

Paragraph 2: What is My taonga?

It is my taonga? My taonga is my cultural leader badge and that culture is Maori.

Paragraph 2: My taonga

My taonga is my Maori cultural leader badge, which holds great significance to me. This badge represents not only my leadership role but also my connection to my Maori heritage and traditions. Wearing it reminds me of the responsibility I carry in upholding and promoting Maori culture, values, and customs. It is a symbol of pride and culture honor, representing the hard work and commitment I've put into learning about and embracing my cultural identity. This taonga helps me stay grounded in my roots, while also guiding me to inspire others to appreciate and celebrate the richness of Maori culture.

Conclusion:

In this conclusion, my Maori culture leader badge is more than just a badge.

Le Manumea

WALT: unpack word problems for better understanding. → to accurately work out math problems

figure out and better understand what the question is asking?

Happy days have 3 different sized tables. There is a small, medium and a large table.

The medium table can seat 4 times as many people as the small table.

The large table can seat 8 times as many people as the small table.

2/4 of the small table is already filled by 48 more people. The available space on the small table can only take 12 people.

Calculate how many people should sit in each quarter of the table. Then calculate how many people can sit on the small table altogether.

→ small

→ 3 different sized tables.
→ small, medium & large.

M = 4(x) as many as the small T.
L = 8(x) as many as the small T.
S = 2/4 filled

Make your calculations on the rest of the tables and find out how many people should sit on each table?

→ available space 12 people.

SC: → Highlight or underline the keywords & numbers
→ Summarise or bullet point important information

WALT: problem solve accurately.

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Calculate how many people should sit in each quarter of the table. Then calculate how many people can sit on the small table altogether.

192 = 144
32 = 24
8 = 4

12 = 4
20 = 16

- 3 T
- M = 40
- L = 80

3/4 ST

12 = 12
12 = 12

12 x 2 = 24
12 + 12 = 24

S = 24
M = 24 x 4 =
L = 24 x 8 =

SC: → Read carefully
→ highlight important information.
→ Solve using the correct equation.

Te Kea

★★★★

$$\begin{array}{r}
 \begin{array}{ccc} 2 & 7 & 3 \\ ? & ? & ? \end{array} \checkmark \\
 \times \quad \begin{array}{c} ?5 \\ \hline 15 \\ \hline 350 \\ \hline 1000 \\ \hline 1365 \end{array} \\
 \hline
 \end{array}$$

What is the sum?
What is the answer?

1365

design your own version of this
for a friend to solve?

$$\begin{array}{r}
 \begin{array}{ccc} 8 & 9 & 3 \\ ? & ? & ? \end{array} \\
 \times \quad \begin{array}{c} ?8 \\ \hline 24 \checkmark \\ \hline 720 \checkmark \\ \hline 6400 \checkmark \\ \hline 7144 \checkmark \end{array} \\
 \hline
 \end{array}$$

answer ✓✓

S POLITICS POP CULTURE KAI BOOKS SECTIONS▼ PODCASTS VIDEO MORE▼

The Single Object: A cultural history of the Toby's Seafood uniform



Nina Tonga
Guest writer

[Share Story](#)



(Photo: Amanda Rogers/Te Papa, 2019)

Manulua

Uniform Importance,

Why is my uniform important?

It's Important because it symbolizes all my families hard work, dedication and sacrifices for me and my studies and holds all memories of my ups and downs, good and bad times, happy tears, fearful tears, the voice of making it and the mental heartbreak of failure! Either way it has made a huge embark through my journey and having the honor to wear such specific uniform excites and encourages me to the best version of myself! It is considered one of my most underrated yet important taonga throughout my life!

Uniforms foster a sense of belonging and equality among individuals, reducing distractions linked to personal attire. They promote discipline and unity, creating a cohesive identity within organizations as schools. Moreover, uniforms enhance professionalism and safety, allowing for easy identification in various environments. Ultimately, they contribute to a focused atmosphere, where individuals can thrive without the pressures of individual fashion choices.

Summary

Implementing these systems requires a coherent vision of ongoing improvement, strong leadership, assessment literate and competent teachers, and ongoing support from all stakeholders to create an environment conducive to formative pedagogy.

If we don't have the systems and the shared belief that it makes the difference, then it won't!

Developing Adaptive Teachers

Challenging, changing and totally worth it!