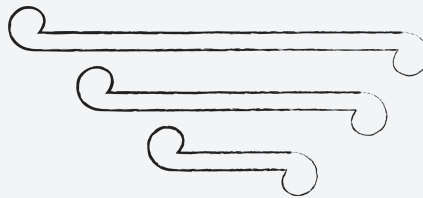


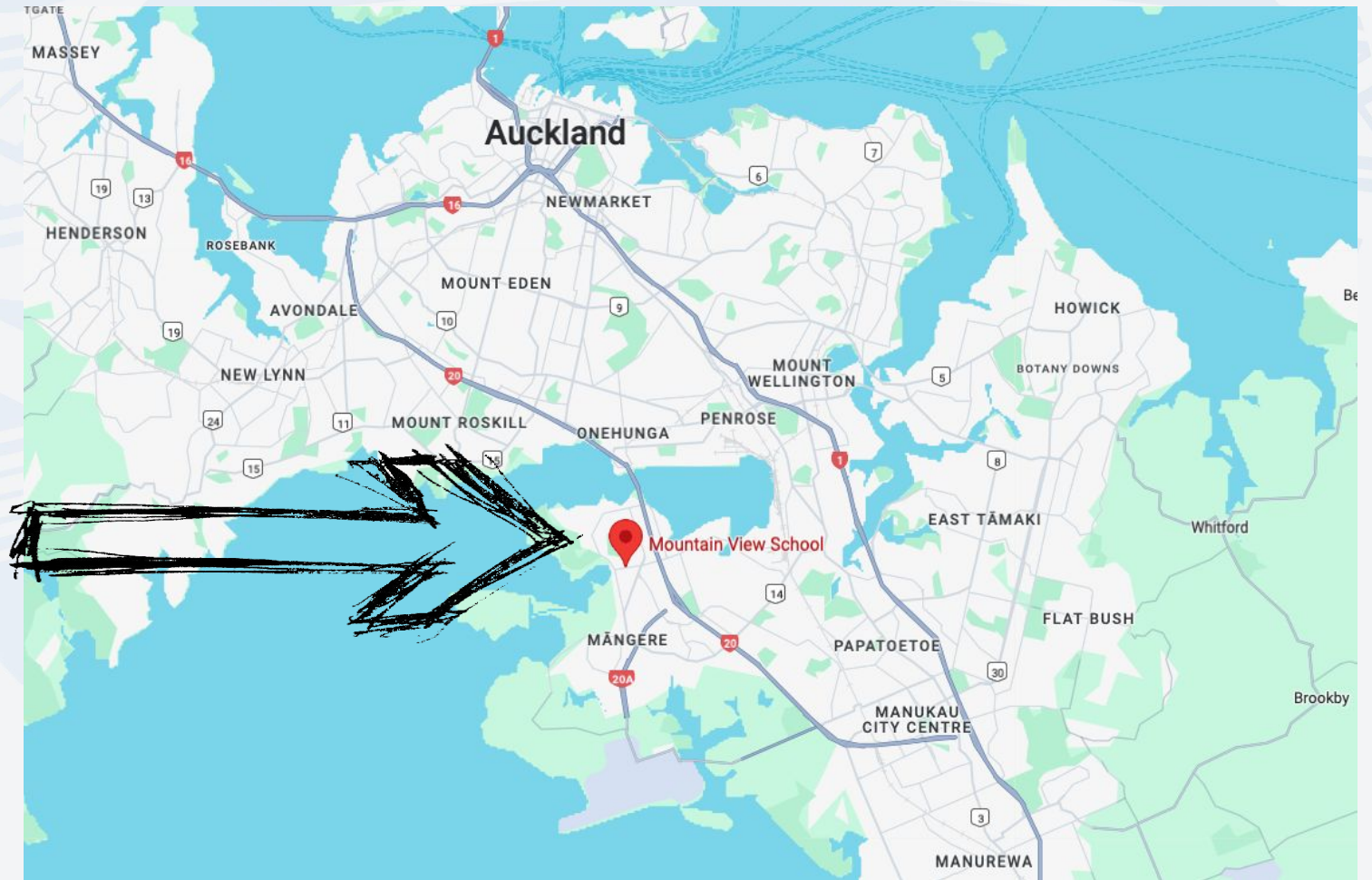


Attendance and Engagement What's Working

Who am I?

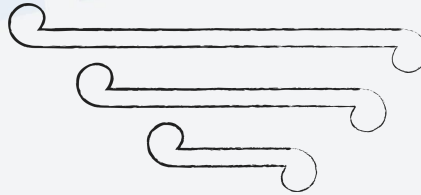






Kia puawai me te maia

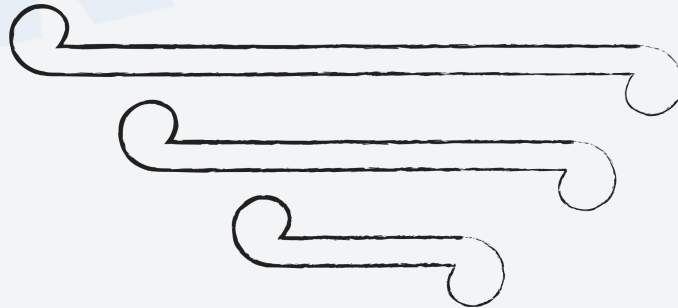
Thrive with confidence



Our goal is for our learners to be successful
according to what success looks like for them.

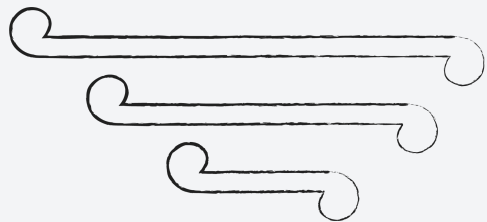
To have a strong self identity, to be literate,
numerate and social beings and to live our school
values in everything they do.

As a result our students will thrive with confidence -
kia puawai me te maia!

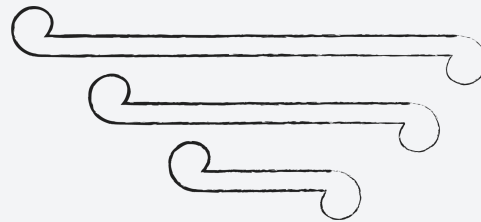
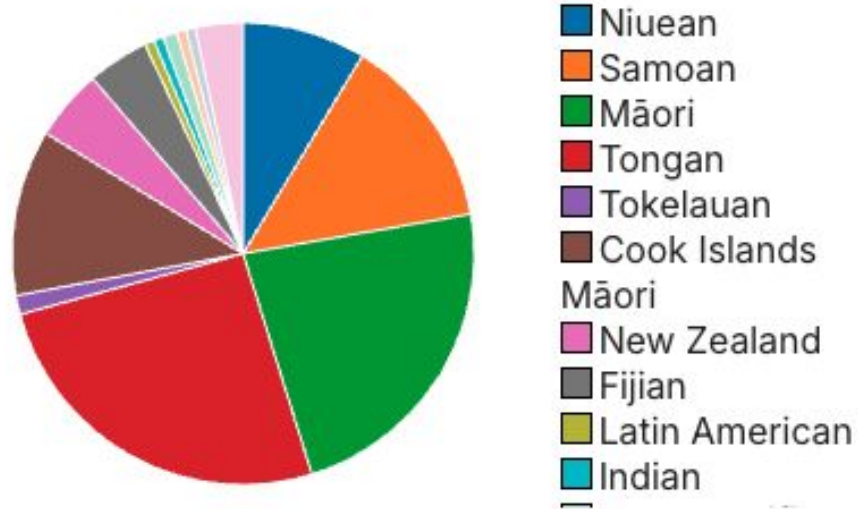


Whaaia te iti kahurangi,
ki te tuuohu koe,
me he maunga teitei.

*Seek that which is most precious;
If you bow your head,
let it be to a lofty mountain.*

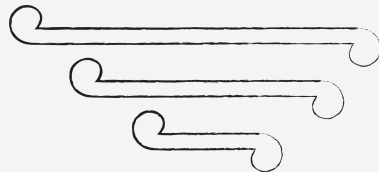


MoE Ethnicity Groups*



Caveats

- Not here to talk about the things we can't control. We acknowledge and then park them. We categorically reject deficit justifications.
- There is no silver bullet. What we do takes time and consistency to see results.
- This is just what we're doing and cannot be compared to what others do or have done.
- I am a pragmatist - our EQI is 519. Reality sucks when you don't see it coming - therefore - I can't afford to have tunnel vision.





**What have we been trying to
achieve?**

Build

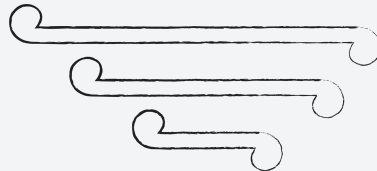
- A simple, coherently rigorous pedagogical approach. Its efficacy determined by how sagaciously* executed it is.
- Professional growth methods which promote professional growth, not work.

Develop

- A curriculum and assessment structure and approach that is self-perpetuating; where one feeds the other what it needs to be symbiotic.
- Outcomes driven approaches that are sustained over time.
- A pragmatic balance between what should be tacit and what should be explicit.

Embed

- Puumanawatanga - moral tone and pulse
 - Kotahitanga
 - Rangatiratanga
 - Manaakitanga
 - Whanaungatanga*
- What Dr Nina Hood coins . . . a strong culture, a strong sense of belonging; an environment that has a clear set of values associated with it.



**Adjective* - having or showing keen mental discernment and good judgement; wise or shrewd.

~~Build~~

- A simple, coherently rigorous pedagogical approach. Its efficacy determined by how sagaciously executed it is.
- Professional growth methods which promote professional growth, not work.

~~Develop~~

- A curriculum and assessment structure and approach that is self-perpetuating; where one feeds the other what it needs to be symbiotic.
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- A pragmatic balance between what should be tacit and what should be explicit.

Embed

- Puumanawatanga - moral tone and pulse
 - Kotahitanga

**For today I'm
going to focus on
this**

environment that has a clear set of values associated with it.



**Adjective* - having or showing keen mental discernment and good judgement; wise or shrewd.

Macfarlane (2004)



What is engagement to us?

It's about fostering a willingness to participate in and belong at MVS.

Ultimately, engagement is the fuel that allows our learners to **thrive with confidence** - **kia puaawai me te maia.**



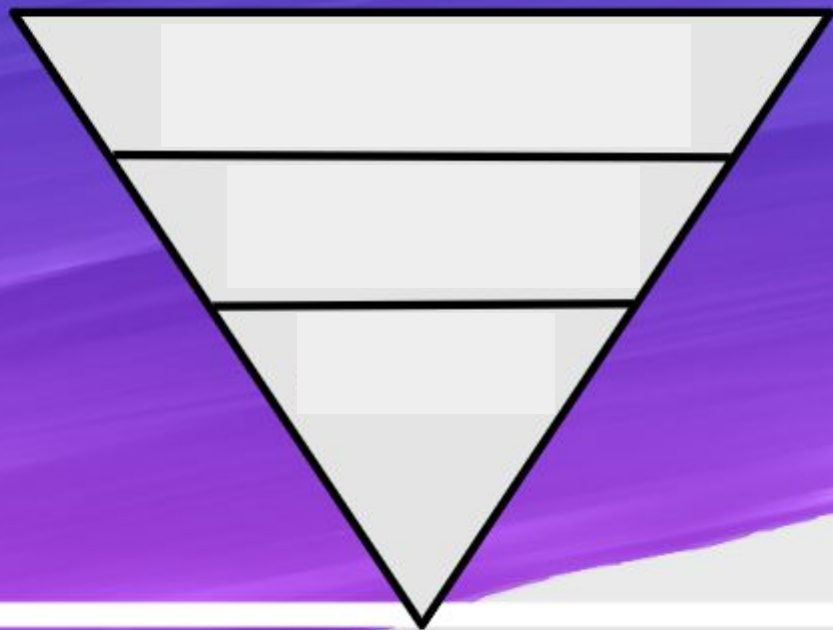
This will sound familiar . .

At MVS	????????
It's not enough to just care . . . you've got to be a good teacher as well as a good human.	The East (Relationships) ...High levels of observable caring and "family-like" relationships (<i>Whānaungatanga</i>). The North (Pedagogy) ...High levels of effective teaching.
Strengths based approach - what can they do? What are they good at? What can you build on? What are you in control of? <i>They don't need to be able to afford to go to the zoo to learn about hippos.</i>	Deficit theorising ...subconsciously blaming a lack of success on things we cannot control and relegating a students potential.
MVS Mana Our values Our traits	Culturally located individuals ...in an environment that they can connect and engage with, contribute to, care for and create in.

This will sound familiar . .

At MVS	RBL - Russell Bishop
It's not enough to just care . . . you've got to be a good teacher as well as a good human.	The East (Relationships) ...High levels of observable caring and "family-like" relationships (<i>Whānaungatanga</i>). The North (Pedagogy) ...High levels of effective teaching.
Strengths based approach - what can they do? What are they good at? What can you build on? What are you in control of? <i>They don't need to be able to afford to go to the zoo to learn about hippos.</i>	Deficit theorising ...subconsciously blaming a lack of success on things we cannot control and relegating a students potential.
MVS Mana	Culturally located individuals ...in an environment that they can connect and engage with, contribute to, care for and create in.

ENGAGEMENT



Emotional engagement??

Relationships are a bridge . . .



ENGAGEMENT - a students willingness to participate

1. Emotions are the gatekeepers to accelerated progress. Engage with your students emotionally. Be vulnerable, show them you are human and they will respond.

Students can't learn unless they are emotionally prepared to.

2. Create routine, consistent realistic expectations, good habits, behavioural norms, respect and an element of fun.

Students can't learn unless they are emotionally and behaviourally prepared to.

3. Current brain science indicates risk taking and mistake making are key components to accelerated progress and forging new neural pathways. This cannot be done unless students are emotionally and behaviourally capable.

Students can't learn unless they are emotionally, behaviorally and cognitively prepared to.

Our approach is underpinned by our values . . .

Whanaungatanga *Tauhi Vā Māfana*

Honesty

free of deceit; truthful
and sincere

Humility

not proud or arrogant; modest:
*to be humble although
successful.*

Determination

possessing or
displaying resolve

Respect

due regard for the feelings,
wishes, or rights of others

Kindness

the quality of being friendly,
generous, and considerate

Courage

the ability to do something that
frightens one; bravery.

CREATIVITY

COMMUNICATOR

SELF REGULATION

PERSISTENCE

RELATIONSHIPS FIRST - emotional engagement

What's required?

Vulnerability
Humour
Authenticity
Strength
Energy
Enthusiasm
Care



What will this look like/feel like/sound like?

Who are you? - Who Am I Wall
Can you be fun? Prove it!
Don't fake it
Are you firm? Are you fair?
.... the thing you can't explain
Do you like your job?
How much do you know about me?

Behaviour management?

Or motivation? . . . Modification?

Eight Essential Classroom Practices

Impact Instructional Teaching

- 01 Classroom Expectations
- 02 Classroom Procedures and Routines
- 03 Encouraging Expected Behaviour
- 04 Discouraging Inappropriate Behaviour

Impact Engaged 'Time'

- 05 Active Supervision - be 'with-it'
- 06 Opportunities to Respond
- 07 Activity Sequencing and Choice
- 08 Differentiation and Accessibility - UDL

Class Paepae



Effective Classroom Practices

1. Classroom Expectations

- ⇒ Align with school expectations
- ⇒ Student negotiated
- ⇒ Clearly posted
- ⇒ Explicitly taught
- ⇒ Monitored
- ⇒ Specifically reinforced

They should be

- Observable
- Measurable
- Positively stated
- Understandable
- Always applicable

2. Classroom Procedures and Routines

Procedures are the process for how things are done. When taught to fluency they help students to form routines to efficiently and smoothly accomplish tasks.

- ⇒ Classroom attention signal
- ⇒ Entering/exiting the classroom
- ⇒ Transitions
- ⇒ Lining up
- ⇒ Getting teacher assistance
- ⇒ Handing out/collecting materials
- ⇒ Greeting visitors

3. Encouraging Expected Behaviour

To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes

1) Non-contingent attention

2) Specific positive feedback

- ⇒ Contingent
- ⇒ Immediate
- ⇒ Frequently to build behaviour
- ⇒ Intermittently to maintain behaviour
- ⇒ Ratio of at least 4:1 positive to corrective feedback

3) Tangible reinforcement system to build:

- ⇒ Relatedness
- ⇒ Competence
- ⇒ Autonomy

4) A continuum of reinforcers

- ⇒ Frequent
- ⇒ Intermittent
- ⇒ Occasional

4. Discouraging Inappropriate Behaviour

A teaching opportunity to clarify and re-teach expectations. All responses should be:

- ⇒ Consistent
- ⇒ Least intrusive strategy
- ⇒ Specific, yet brief
- ⇒ Quiet and respectful

Indirect- unobtrusive and carried out quickly to minimise disruption to instruction

- ⇒ Non/minimal -verbal cue
- ⇒ Proximity
- ⇒ Ignore

If these do not change behaviour utilise:

Direct- instructional approaches

- Re-direct: A brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language
- Re-teach: Builds on the re-direct by specifically instructing exactly what should be done
- Provide choice: statement of two alternatives
- Student conference: re-teaching or problem solving

TELL

- ⇒ Expectation
- ⇒ Specific skill
- ⇒ Context
- ⇒ Rationale

TEACH

SHOW

- χ Non-examples
- √ Examples

PRACTISE

- ⇒ Guided
- ⇒ Independent

MONITOR

- ⇒ Remind
- ⇒ Supervise
- ⇒ Feedback

5. Active Supervision

- ⇒ Moving
- ⇒ Scanning
- ⇒ Interacting

6. Opportunities to Respond

An instructional question, statement, or gesture made by the teacher seeking an active response from students.

- 1) Verbal responses
- 2) Non-verbal responses
- 3) Student response systems
- 4) Guided notes
- 5) Wait time

Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.

7. Activity Sequence and Choice

- 1) **Task interspersal** - use a 1:3 ratio of easier tasks to more difficult tasks
- 2) **Behavioural momentum**-begin with easier tasks to build momentum for more challenging activities
- 3) **Academic Choice** - activities, materials, who to work with, where they will work and what to do when finished

8. Task Difficulty

- 1) **Assignment length or time** - offering periodic breaks
- 2) **Response mode** - providing an alternative
- 3) **Increased instruction or practise** - provide more teaching, guided practice,





Engineering Our School

What does this look like in effect?
Setting the scene for success

If you want to know
what this looks like
...ask

CLASSROOM SYSTEMS



Structure
Expectations
Modelled/practiced
routines



PARENT RELATIONSHIPS

Whanaungatanga
Tauhi Vā Māfana



OUR VISION:
TO THRIVE WITH
CONFIDENCE

SCHOOL STRUCTURE & ORGANISATION



Multi directional
Clarity and consistency
The Feedback Loop



LEADERSHIP & CULTURE

Honest, forward
leaning and
supportive





Ben Hutchings
Principal



Lisa Cuttriss
Deputy Principal: SENCO
and Parumoana (Junior
School - Years 0-3)



Felicity Davis
Deputy Principal:
Curriculum & Assessment
and Professional Learning,
Te Owanga (Senior School
- Years 4-6)



Ese Tofilau
Assistant Principal:
Operations and Student
Programmes



The Insight

You can't teach someone how to swim from a deck chair.

And you can't 'teach' behavioural engagement or learning from explanation alone.

This is the foundation of understanding how we engineer our school.



Rethinking Our Assumptions

The Assumption

We often assume that if we:

- Explain expectations clearly
- Model once
- Remind often
- Apply consequences consistently

...students will move, learn, act differently.

The Reality

.... explanation doesn't teach regulation.

Environment does.



The Deep End

Most engagement difficulties aren't a lack of willingness or intelligence.

They're what happens when we ask students to swim in deep water before their nervous systems are ready.

More rules, warnings, and consequences don't necessarily help.

It can be a bit like shouting swimming instructions at someone who's panicking.



Flipping the Logic

The Wrong Question

"How do we get students to engage?"

The 'engineers' Question

"How could our school be designed and set up so regulation becomes the default?"

**"Engagement follows
regulation.**

**And regulation follows
deliberate design."**



The Engineered Sequence



1. Invitation

Calm entry & visible structure.

"Shallow water first"

Culture holds what the individual can't . . .



4. Culture

Calm is normalised.

Culture holds what the individual can't.

Maintaining the Standard

Engineering our school is **not** about lowering expectations.

It's about changing the 'water level' so learning is actually possible.

You don't build strong swimmers by throwing them in the deep end. You build them by designing environments where 'floating and sinking' can be learned safely.





When We Engineer Well



Engagement

Improves without
constant correction



Energy

Teachers conserve energy
instead of burning out



Dignity

Students regain and
retain mana motuhake



Learning

Becomes possible and
promoted

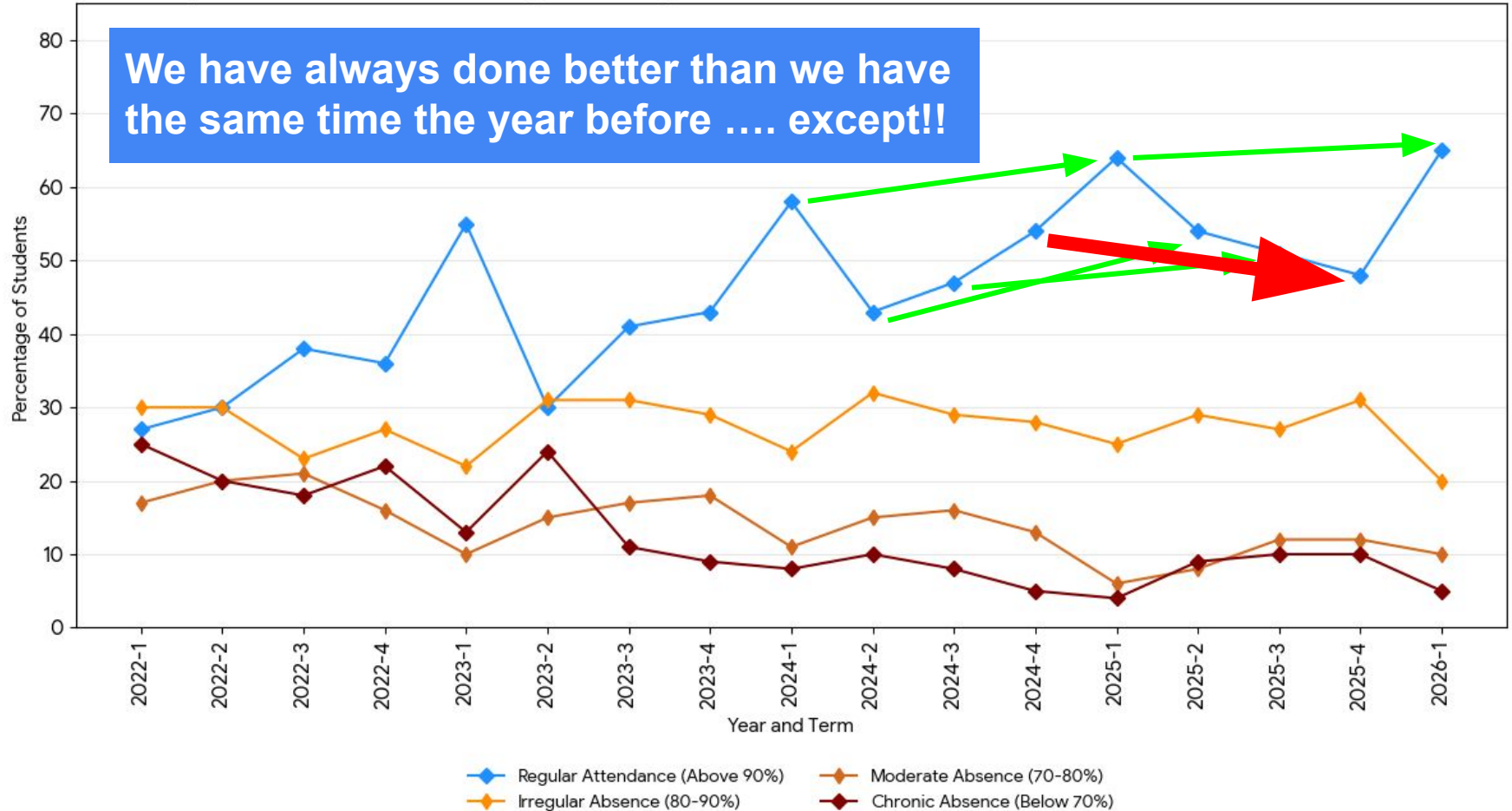
The background of the image is a sunset over a body of water. The sky is a gradient of orange, yellow, and blue, with some clouds visible on the horizon. The water is dark blue with some ripples. In the foreground, there is a blue silhouette of a person swimming, with their arms and legs visible. A semi-transparent dark blue rectangle is centered in the image, containing the text.

Explanation doesn't keep learners afloat.

Design does.

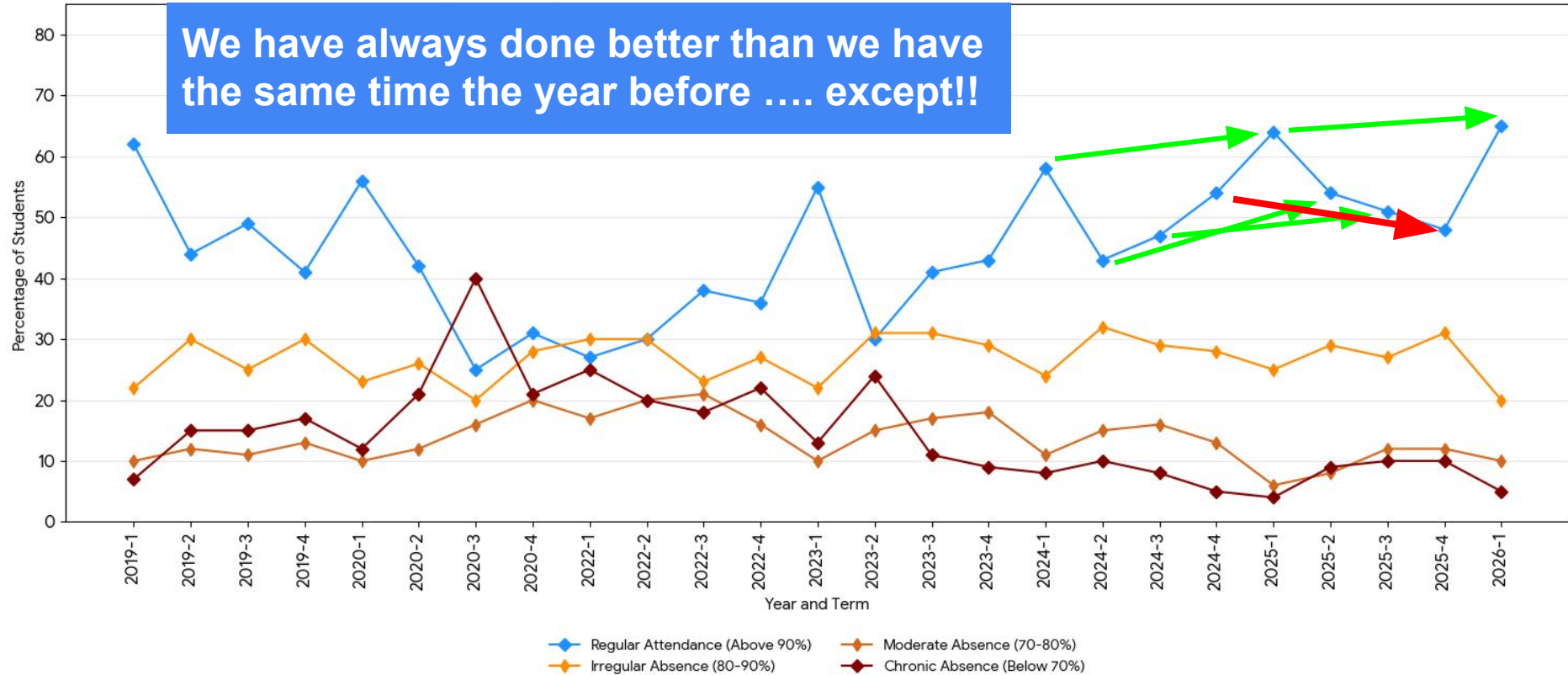
How have your student attendance categories changed over time?

We have always done better than we have the same time the year before except!!

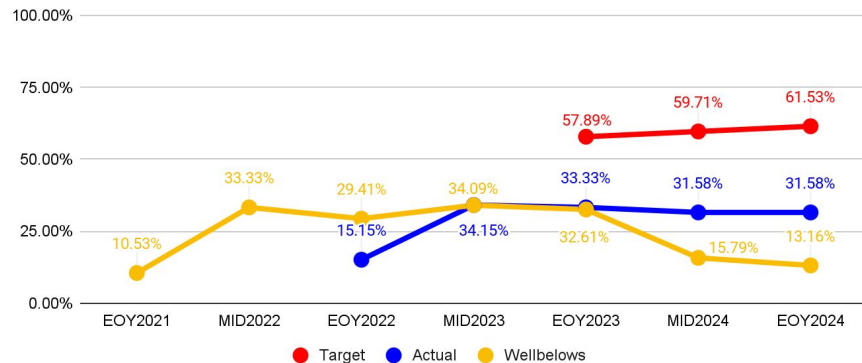


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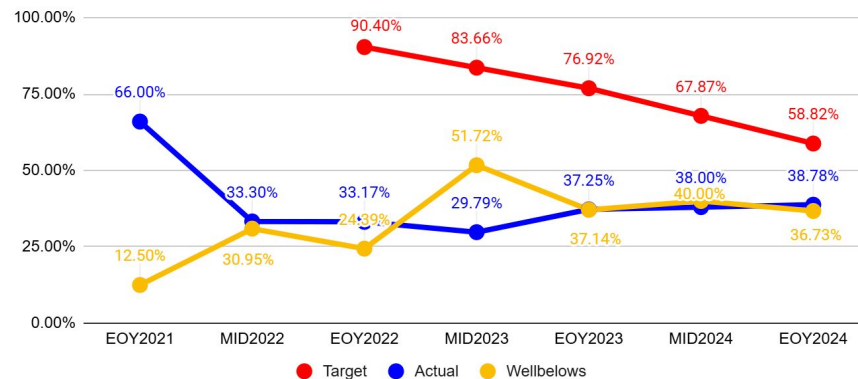
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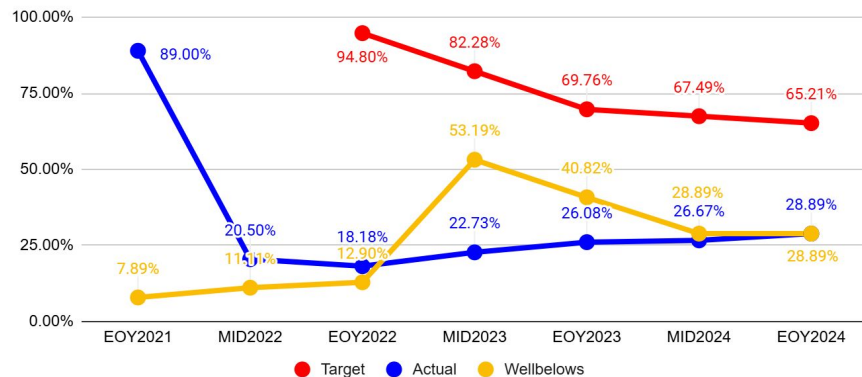
Year 3 students who are at or above expected Maths Curriculum level 2021-2024



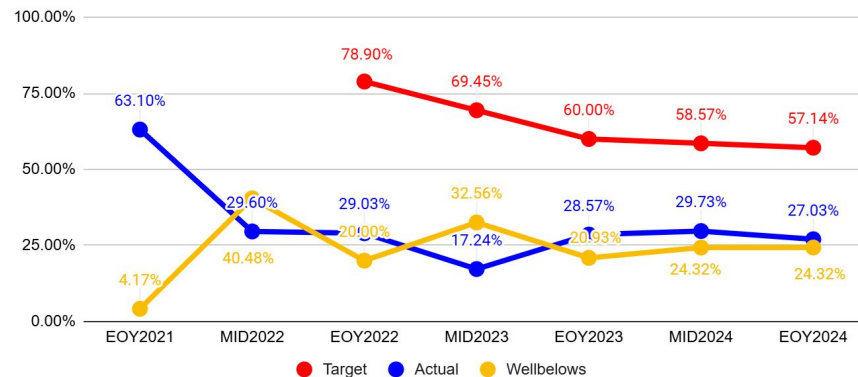
Year 5 students who are at or above expected Maths Curriculum level 2021-2024



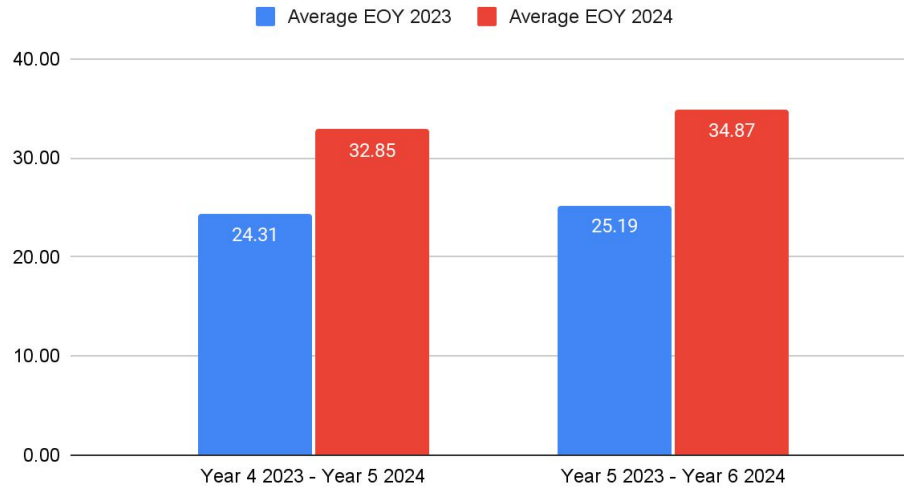
Year 4 students who are at or above expected Maths Curriculum level 2021-2024



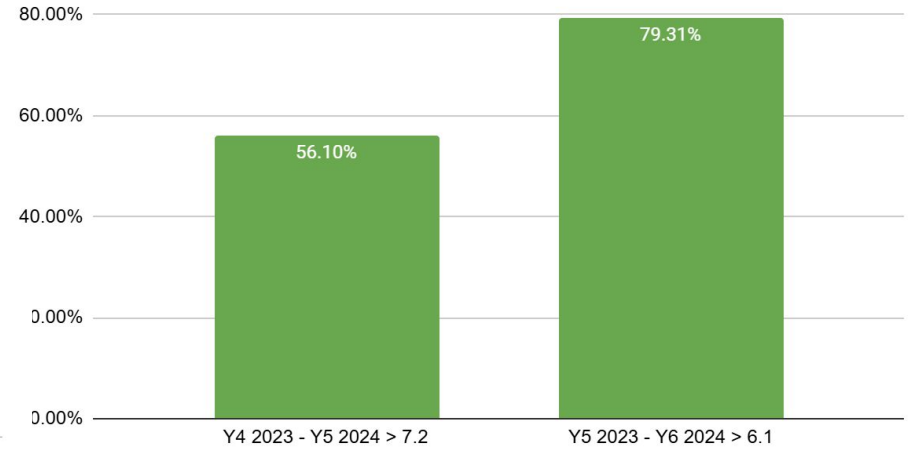
Year 6 students who are at or above expected Maths Curriculum level 2021-2024



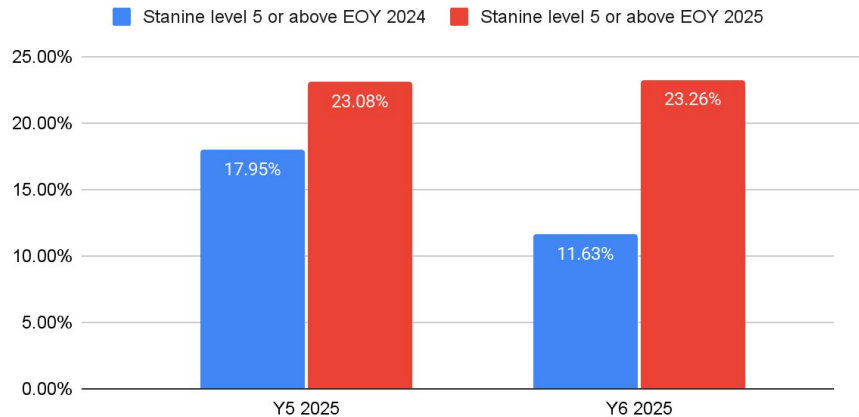
PAT Math Adaptive Test 2023-2024 Scale Score Longitudinal Analysis



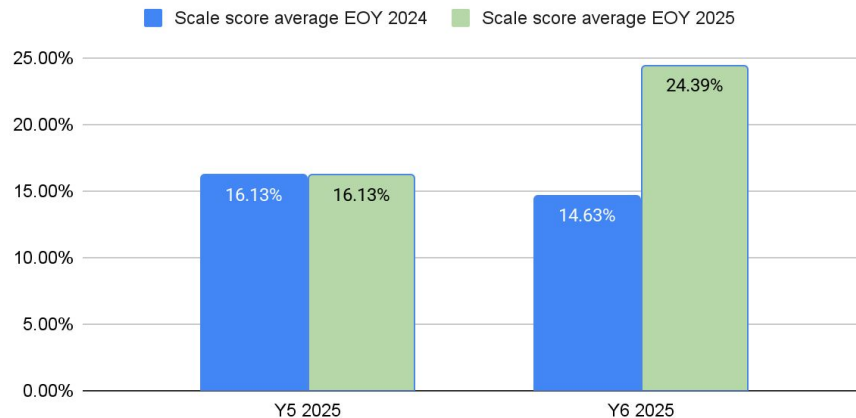
PAT Math Adaptive Test 2023-2024: Percentage of Students Achieving Above NZCER Average Progress



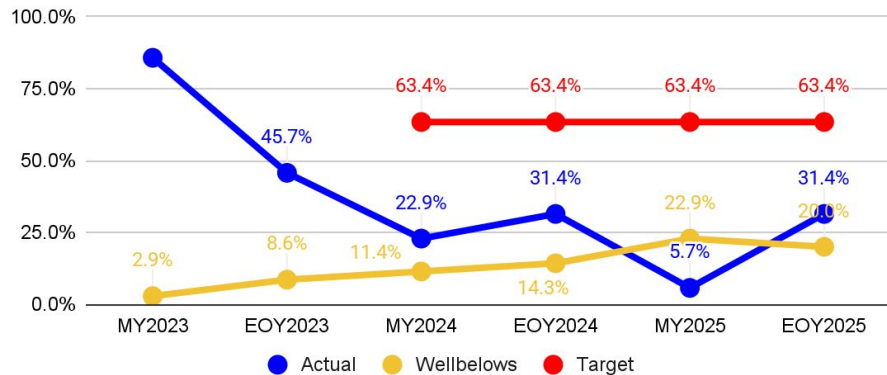
PAT Math Adaptive Test 2024-2025 Percentage of Students in Stanine Level 5 or Above Longitudinal Analysis



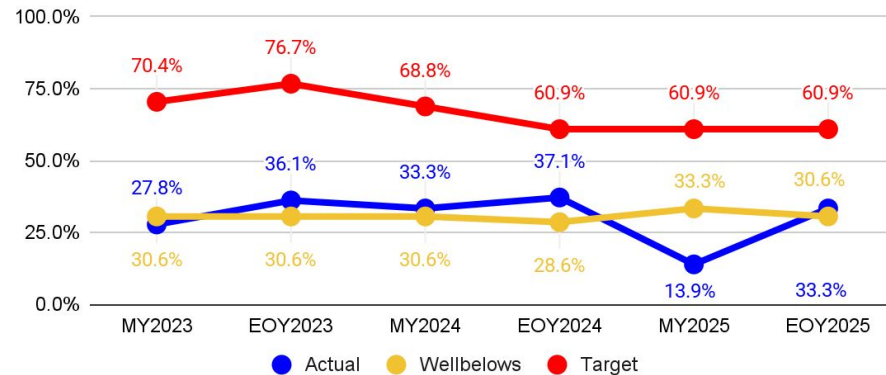
PAT Reading Comprehension Test 2024-2025 Percentage of Students in Stanine Level 5 or Above Longitudinal Analysis



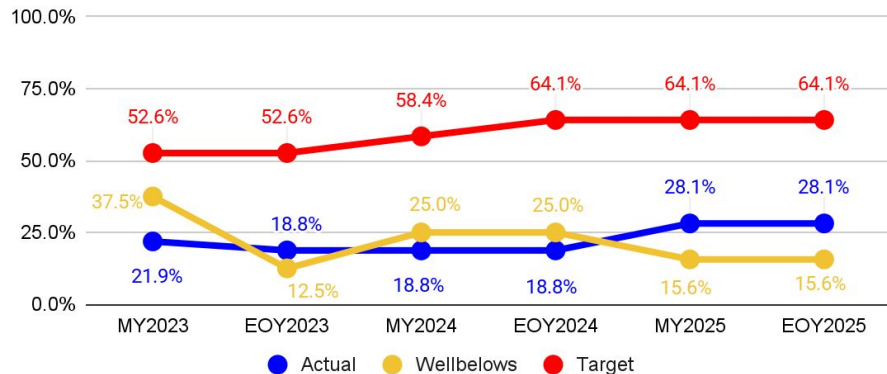
Year 3 At or Above Expected Writing Curriculum Level



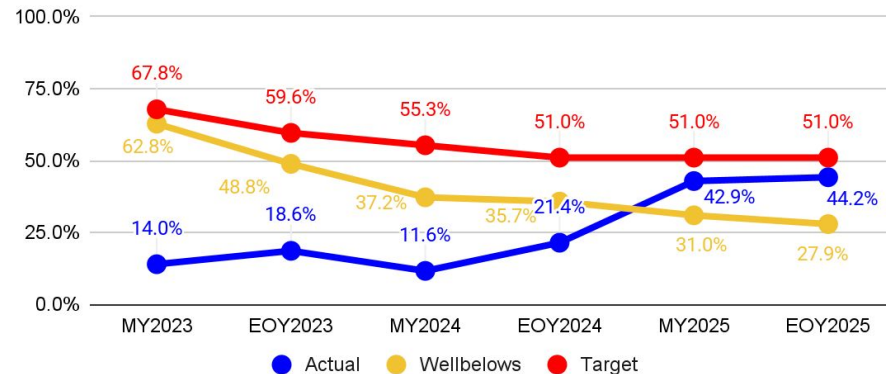
Year 5 At or Above Expected Writing Curriculum Level



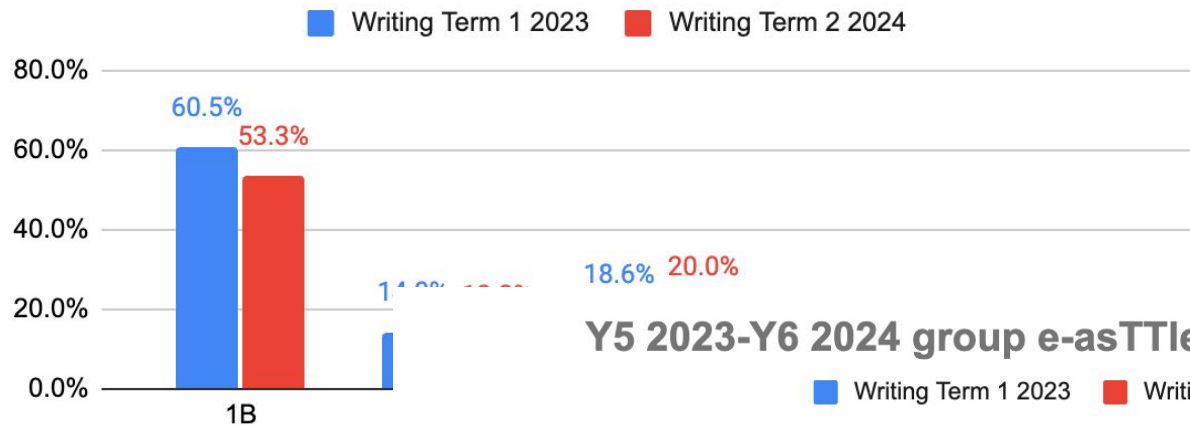
Year 4 At or Above Expected Writing Curriculum Level



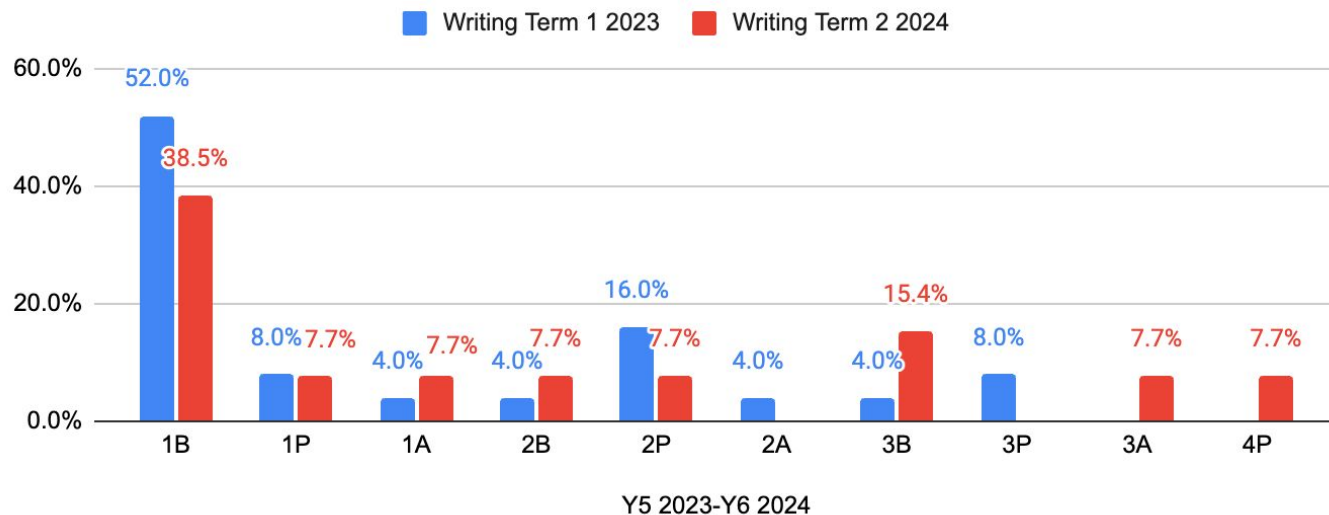
Year 6 At or Above Expected Writing Curriculum Level



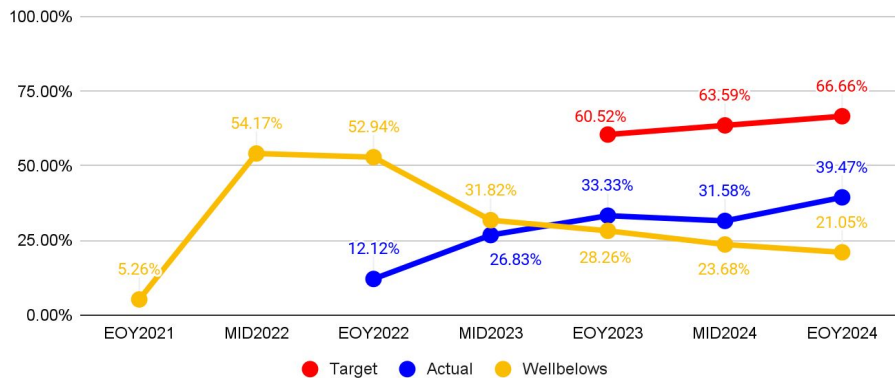
Y4 2023-Y5 2024 group e-asTTle writing overall level



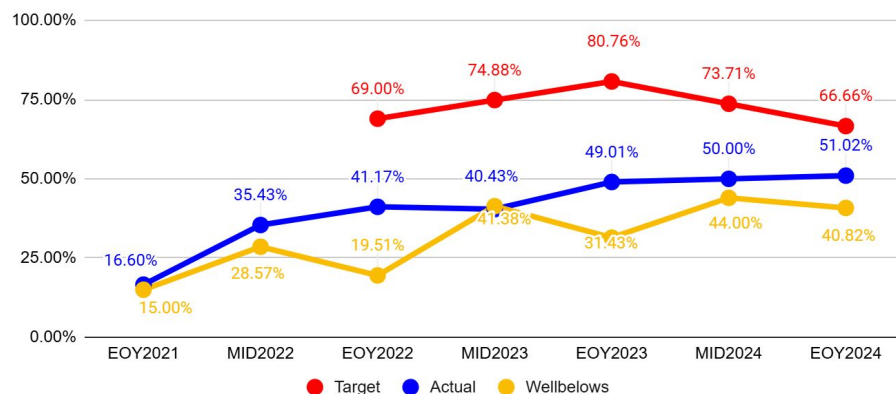
Y5 2023-Y6 2024 group e-asTTle writing overall level



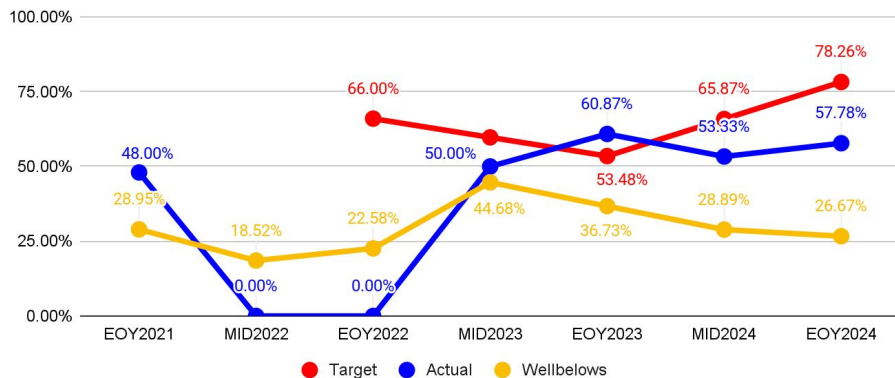
Year 3 students who are at or above expected Reading Curriculum level 2021-2024



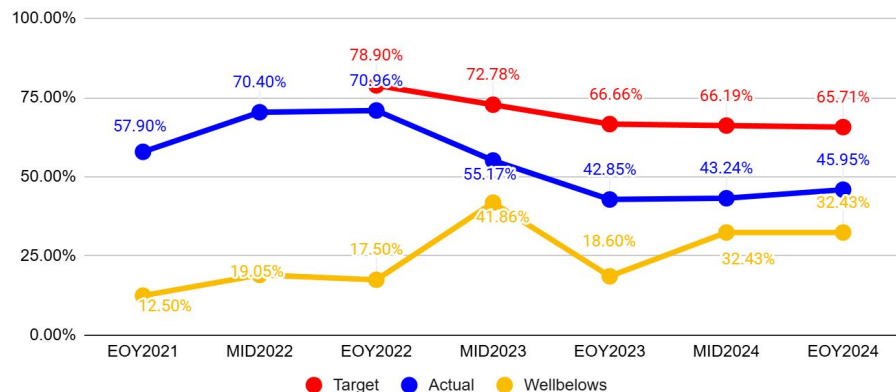
Year 5 students who are at or above expected Reading Curriculum level 2021-2024



Year 4 students who are at or above expected Reading Curriculum level 2021-2024



Year 6 students who are at or above expected Reading Curriculum level 2021-2024



PAT Reading Comprehension Test 2023-2024 Scale Score
Longitudinal Analysis

