

Assessment For, As and Of Learning

- Students & educators share a common understanding of the learning goals and related success criteria.
- During learning students receive ongoing, descriptive feedback on the success criteria from peers and the educator.
- Students are taught and regularly use self assessment skills to monitor their progress towards achieving learning goals, and to set their own goals within the context of the NZ Curriculum and/or an Individual Education Plan.
- Assessment tasks are aligned with the curriculum, collaboratively developed by students & teachers and the learning outcomes analysed against the success criteria.
- A variety of valid and reliable assessment data and information is used & moderated by students and teachers to continuously monitor learning and to inform next learning, teaching and assessment.
- Assessment of learning provides evidence for evaluating the quality of student learning woven through a unit or programme.
- Ongoing communication is in place to allow students, teachers, and parents to effectively monitor student learning.

School and Classroom Leadership

- Collaborative instructional planning and leadership builds capacity to strengthen and enhance teaching learning and assessment.
- Processes and practices are designed to deepen content knowledge and refine instruction to support student learning and achievement.
- Learning institution structures and systems are coherent, flexible and respond to the needs of students.
- Teaching related and inquiry based PLD builds capacity, informs in teaching as inquiry practice and contributes to a culture of learning.
- Staff, students and learning institution community promote and sustain student well-being with in a safe and welcoming learning environment.

Student Voice

- The teaching and learning environment is inclusive and reflects individual student strengths and needs.
- Learning institution programmes incorporate students stated priorities and reflect the diversity, needs and interests of the institutions population.

References

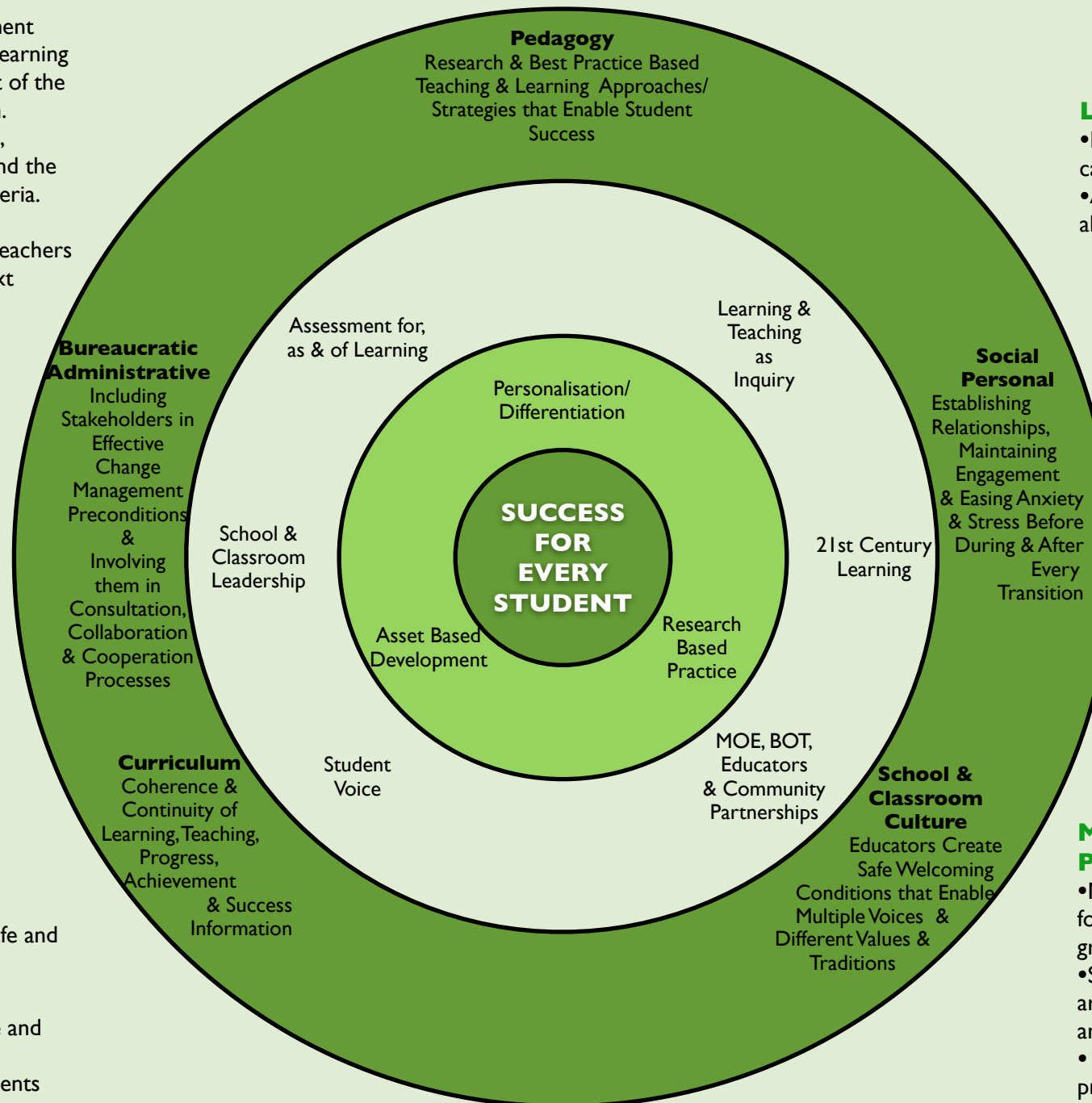
NZ MOE. (2010). Transitions and Pathways from Elementary to Secondary School: A Review of Selected Literature.

Ontario MOE. (2010). School Effectiveness Framework: A Support for School Improvement and Student Success.

Appendix 2

THE LOAD, AIM, FIRE APPROACH TO SEAMLESS TRANSITION Through the 'School Effectiveness/Improvement' Lens

By Graeme Barber



- Create student voice opportunities that influence curriculum direction..
- Students are partners in feedback about teaching and institution improvement.
- Strategies are in place to enable students to demonstrate strong citizenship skills such as community service, leadership, teamwork and advocacy.

Learning and Teaching as Inquiry

- High expectations that support the belief all students can learn, progress and achieve.
- An emphasis on high levels of progress and success in all aspects of the NZC including the National Priorities.
 - Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.
 - Learning is deepened through authentic, relevant and meaningful student inquiry.
 - Teaching and assessment are differentiated in response to previous learning, student strengths and current needs,

21st Century Learning

- Authentic real life learning experiences and contextual learning are built in to all curriculum areas and programmes.
- Students, parents and educators understand the curriculum, programmes and support that is available.
- Students have opportunities to build on extra curricula experiences and activities to further explore personal interests, strengths and career options.

MOE, BOT, Educators and Community Partnerships

- MOE Intent and National Priorities are established following collaboration and consultation with stakeholder groups.
- Students, parents, educators and community members are engaged and welcomed as respected, valued partners and mentors.
- Learning opportunities, resources and supports are provided to help parents support learning have productive parent-educator-student conversations.
- Clusters of schools collaboratively establish what best researched based principles and practice looks like.