

The Load Aim Fire Approach to Seamless Transitions By Graeme Barber

Transition Targets	
Providing effective transition from Pre-school to Primary (Intermediate) to Secondary to Tertiary and or Work.	
Supporting Student Success for all students-high levels of and reduced gaps in progress and achievement.	
Providing new and relevant learning opportunities for students, parents and staff.	
Building on strengths, successes and interests for all stakeholders within an asset based development model.	
Fostering increased public confidence in school effectiveness.	
Load Principles	
Information data rich and based on best research.	
Individualise/differentiate - one size fits one (not all).	
With and not to or for people - build on strengths/successes.	
Aiming and Firing Through the Reducing Stress and Anxiety Lens	
Fresh starts and changing attitudes towards and or from learning institutions.	<p>Develop profiles for learners that identify what turns them on as well as turns them off.</p> <p>Hold regular (eg minimum monthly) Student Success 'finger on the pulse' meetings to monitor student progress, achievement, behaviour issues and attendance. Outcomes of these meetings should include who will do what by when to celebrate or support student success.</p>
Getting acquainted with new learning institution staff and or peers. Supports for positive social development and making friends.	<p>Establish multi layered transition programmes that include the student, family and educators. <i>Possible ingredients include -parent information evenings (curriculum and school systems), BBQ's eg year 9 only day, school visits, summer camps, sports tournaments, girls night in, boys night out.</i></p> <p>Establish get ready for the next learning institution skills programmes with modules such as, time management, note taking, test preparation, goal setting.</p>

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<p>Support for cross and or within learning institution conversations, data/information sharing, curriculum programming</p>	<p>Develop profiles for learners that identify what turns them on as well as turns them off.</p> <p>Provide contextual opportunities for students and educators to learn and educate in each others institution.</p> <p>Engage with previous teachers well before transition to discuss and strategise around student profiles.</p> <p>Open regular communication between teachers, counsellors and senior leaders regarding student successes and or areas needing support.</p>
<p>High quality programmes/practices that best fit each student.</p>	<p>Positive, safe welcoming school and classroom cultures and climates.</p> <p>Align all practice to Teaching as Inquiry (NZC p35)</p> <p>Develop a careers programme to commence prior to year 7 for students to research what the career looks like and the competencies needed.</p> <p>Establish homework clubs and or curriculum specific lunchtime or after school learning/ remediation sessions and make it cool to be there.</p> <p>Establish tutoring programmes for older students to support and encourage younger students.</p> <p>Hold graduation ceremonies prior to any transition to the next learning institution.</p> <p>Co-construct a self assessment learning skills card that includes Key Competency indicators.</p>
<p>Ongoing engagement with families.</p>	<p>Establish a multifaceted two-way communication system with parents that includes phone calls, texting, email, Face Book, Twitter.</p>

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Aiming and Firing Through the School Effectiveness Lens

<p>Learning and Teaching as Inquiry</p>	<p>Teaching and learning incorporates 21st century content, global perspectives, learning skills, resources and technologies.</p> <p>Learning is deepened through authentic, relevant and meaningful student inquiry.</p> <p>Teaching and assessment are differentiated in response to previous learning, student strengths and current needs.</p> <p>High expectations that support the belief all students can learn, progress and achieve.</p> <p>An emphasis on high levels of progress and success in all aspects of the NZC including the National Priorities.</p>
<p>School and Classroom Leadership</p>	<p>Collaborative instructional planning and leadership builds capacity to strengthen and enhance teaching learning and assessment.</p> <p>Processes and practices are designed to deepen content knowledge and scaffold instruction to support student learning and achievement.</p> <p>School structures and systems are coherent, flexible and respond to the needs of students.</p> <p>Teaching related and inquiry based PLD builds capacity, informs in teaching as inquiry practice and contributes to a culture of learning.</p> <p>Staff, students and school community promote and sustain student well-being within a safe and welcoming learning environment.</p>
<p>Student Voice</p>	<p>The teaching and learning environment is inclusive and reflects individual student strengths and needs.</p> <p>Learning programmes incorporate students stated priorities and reflect the diversity, needs and interests of our school 'population'.</p> <p>Create student voice opportunities that influence curriculum direction.</p> <p>Students are partners in feedback about teaching and school improvement.</p> <p>Strategies are in place to enable students to demonstrate strong citizenship skills such as community service, leadership, teamwork and advocacy.</p>

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<p>Assessment For, As and Of learning</p>	<p>Students & teachers share a common understanding of the learning goals and related success criteria.</p> <p>During learning students receive ongoing, descriptive feedback on the success criteria from peers and the teacher.</p> <p>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.</p> <p>Assessment tasks are aligned with the curriculum , collaboratively developed by students & teachers and the learning outcomes analysed against the success criteria.</p> <p>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.</p> <p>Assessment of learning provides evidence for evaluating the quality of student learning woven through a unit or programme.</p> <p>Ongoing communication is in place to allow students, teachers, and parents to effectively monitor student learning.</p>
<p>21st Century Learning</p>	<p>Authentic real life learning experiences and contextual learning are built in to all curriculum areas and programmes.</p> <p>Students, parents and educators understand the curriculum, programmes and support that are available.</p> <p>Students have opportunities to build on extra curricula experiences and activities to further explore personal interests, strengths and career options.</p>
<p>MOE, BOT, Educators and Community Partnerships</p>	<p>MOE Intent and National Priorities are established following collaboration and consultation with stakeholder groups.</p> <p>Students, parents, educators and community members are engaged and welcomed as respected, valued partners and mentors.</p> <p>Learning opportunities, resources and supports are provided to help parents support learning have productive parent-educator-student conversations.</p> <p>Clusters of schools collaboratively establish what best researched based principles and practice looks like.</p>

“You Are Welcome and You Will Be Successful”