

Learning Maps, Trends and Support



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Participant Schools

Auckland (12)

Ahuroa, Elim Christian College Botony, Elim Christian College Mt Albert, Hingaia Peninsula, Rutherford Primary, Howick College, Sancta Maria Primary, Sancta Maria College, Star of the Sea, Te Hurihi, Waiheke High, Waikowhai

Christchurch (4)

Te Waka Unua, Fendalton Open-Air, Tokanui, Menzies Secondary

Gisborne (3)

Tolaga Bay, Riverdale, Makaraka

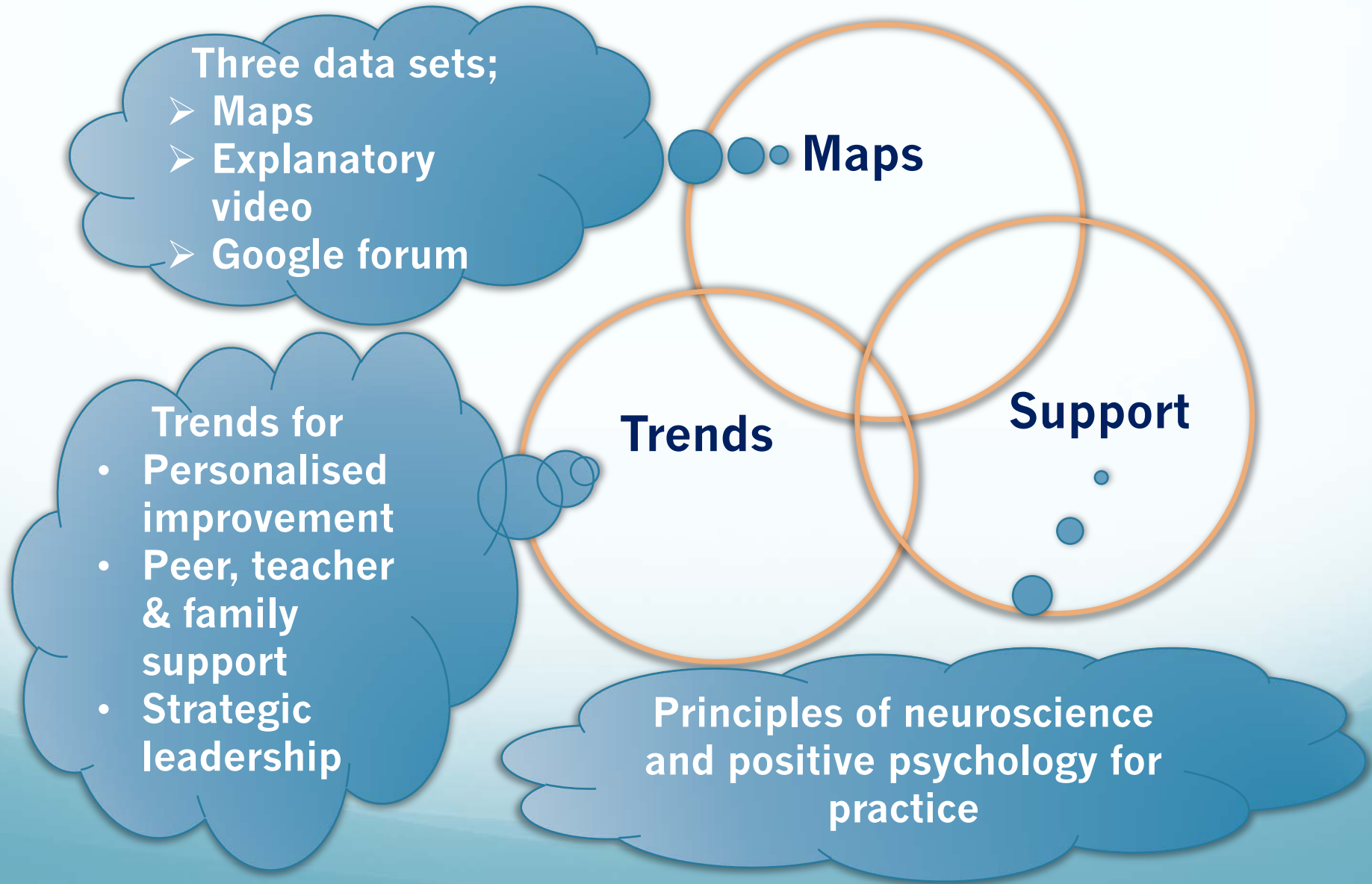
Wellington (8)

Adventure, Belmont, St Frances-Xavier, Gladstone, Konini, Porirua Activity Center, Titahi Bay, Te Aro.

Whanganui (4)

Aranui, Keith Street, Mosston, Kaitoki

Learning Maps, Trends & Support



LMTS approach drives towards..

- **A new version of success.** At times, everyone exhibits attributes of a priority learner, an average learner and a gifted learner. Build on the positive.
- **Students building confidence** to talk about their learning, to act differently in their learning and to check on improvement in their learning
- **Learning-how-to-learn** curriculum; its place in schooling moving into the future

Tolaga Bay Process

- **Training - the Infinity Mapping Process**
 - Support includes, modelling, coaching, on-line material
- **Map 1 completed – data set collected**
- **Data analysed by students and teachers**
- **What does this mean for my teaching practice**
 - Deliberate acts of teaching
- **What does this mean for my learning practices?**
 - Keeping the maps alive – reflection
- **Including whanau- learning conversations and their perspectives**
- **Map 2/3/4**

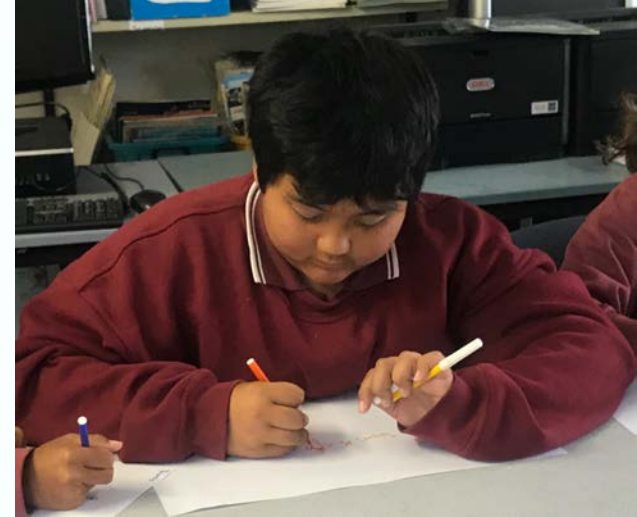
Secondary Story

- **School- map analysis –**
 - confirmed their hunch - many students were passive learners
- **Student learning practice– more control over my learning- handing work in for feedback then improving (H)**
- **Teacher practice- letting go- students in the driving seat of their learning- choice, voice, connections with career pathway (J)**
- **Parent practice- listen to their child, support him in his area for improvement . (K)**



Primary Story

- **School –**
 - to support students to talk about their learning- not doing, task, what did they learn about learning-to-learn
- **Student learning practice – connecting, collaborating, communicating (T)**
- **Teacher practice - Map 2 focus on the 4Cs from Fadel Framework (M)**
- **Parent practice- growth in confidence and communicating (Mum)**



Student voice-active learning comment

I am happy I have achieved my first learning priority, this was to improve my understanding of Area and Blocks in maths. I achieved this by setting up an appointment with my maths teacher. I asked him if there was a good time we could sit down and help me understand Block Area. Our Math teacher has now set up a Math tutorial and I attend these so I can get a better understanding. My next change priority is to listen to teacher instructions so that I know what I need to do to finish my work. I have started taking notes and I ask questions when I don't understand

Student voice-active learning comment

My learning priority from the start of the year was to participate more in class discussions. It was hard at first because I was shy and sometimes I wasn't sure if I had the right answer. I decided I would put my hand up and have a say at least one or two times in a class. This became easier and now I am confident to speak up. My new change priority is to have a better attitude towards class topics. I will keep asking questions until I really understand, I can also ask my friends and I can do my own research on my topic.

Support 1 for schools

Web-based support

Closed website

<http://infinitylearn.org/learning-maps-trends-and-support/>

➤ e-Guide

➤ associated supports

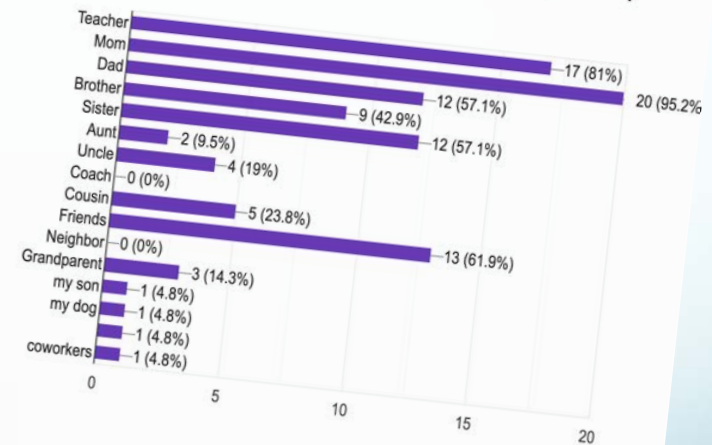
Support 2 for schools

Data systems

- Student & teacher discipline to collect qualitative data to identify relevant learning trends; maps, videos, google forms, stories.



Look at your Learning Map. Mark all the people who are on your map
21 responses



Learning trends from your school

Moving from

Being shy in learning to **Being confident in learning**

Time on my hands to **Valuing time for learning**

Relying on my teacher to **Learning with my peers friends and family**

Social Connections to **Learning Connections**

Transition Learning Trends

Small to **Large**

Safe to **scary**

Confident to **anxious**

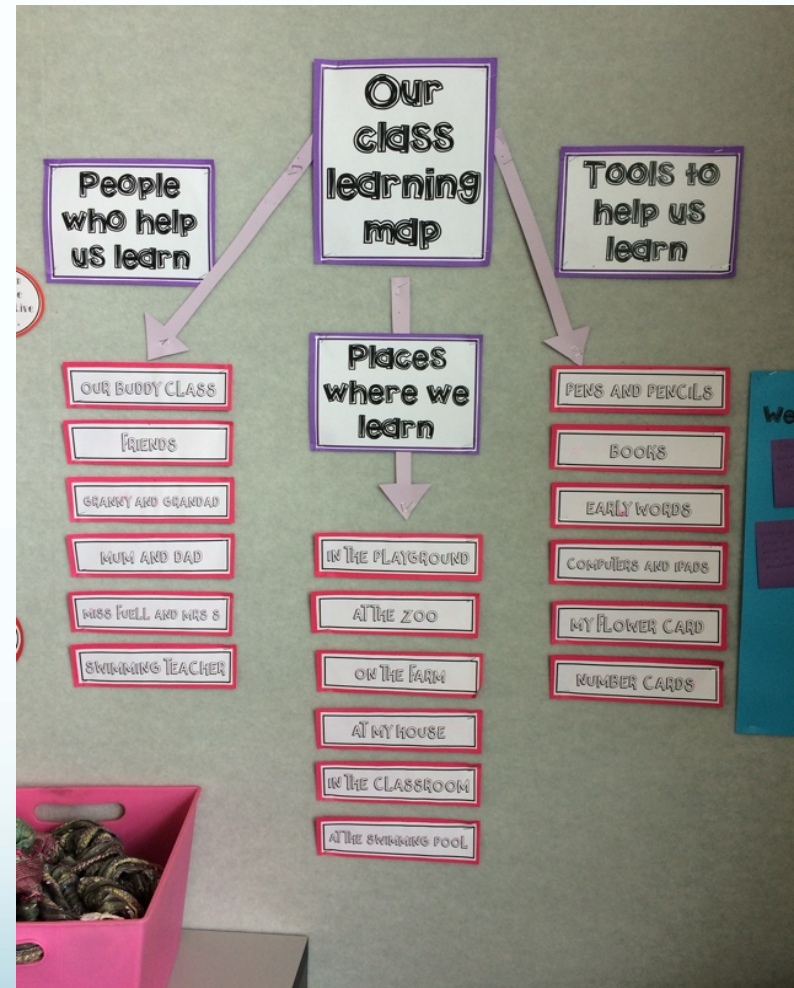
Complying to **rebellious**

A few teachers **to many teachers**

Foundation to **complex**

Support 3 for schools, Keeping the maps alive

- **Class map**
- **Classroom charts;** people, tools, places, interactions that help me learn
- **Reflecting** daily, end of the week
- **Invite** in Aunty/Grandad/Mum first language interpreters
- **Joint mapping** – student, teacher aide, family



Support 4 for schools

Positive supports

1. Positive psychology
2. Nurturing well-being
3. Neuropsychology-based practice
4. Supporting student agency
5. Positive identities, authoring narratives
6. **Positive approaches to working with students with learning conditions:** Attention Deficit Hyperactivity Disorder (ADHD); Auditory Processing Disorder (APD); Autism Spectrum Disorder (ASD); Dyscalculia; Dyslexia; and, Dyspraxia.

Support 5 for schools Evaluation

Activity 4 – Teacher reflection re learning trends

Activity 6 – Student reflection re learning areas for improvement

Activity 13 - Student reflection re learning areas for improvement

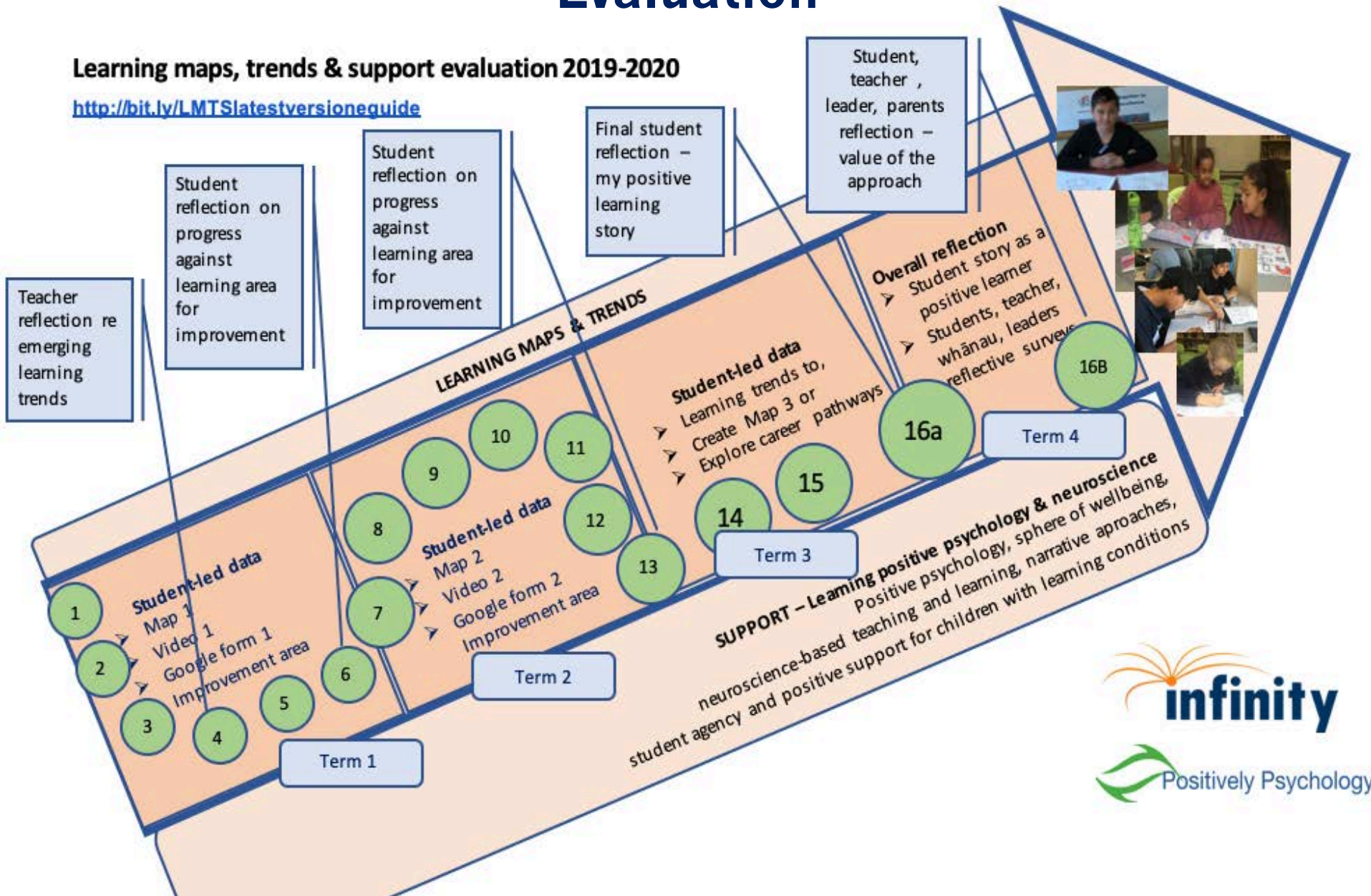
Activity 16

- Final student reflection – my story
- Student, teacher, leader, parent reflection

Framework for Evaluation

Learning maps, trends & support evaluation 2019-2020

<http://bit.ly/LMTLatestversionguide>



Questions & discussion