

HERETAUNGA COLLEGE

JUNIOR LEARNING PROGRESSIONS

UNDERSTANDING POUTAMA



Poutama is our new system of reporting to caregivers *what* their child can currently do, and *where* they can improve their learning through their next learning steps. Our Poutama reflects a 'ladder of learning'; acknowledging that a student will work through steps of progress as they move through their junior schooling in preparation for senior school learning.

The Poutama reports on your child's **academic progress** and **school participation**.

Academic Progress:

We report on THREE essential academic learning dispositions that are vital for developing in our students:

- Ako – strategies for learning to learn
- Whakaaro – thinking skills
- Mana Reo – communication skills

Positive Participation in School

We also report on TWO essential dispositions that reflect a students' positive involvement in school life and learning:

- Manaakitanga – growing values
- Mahi Tahi – community involvement

Each essential learning dispositions step through a student's progress:

- Beginning – a student requires significant support to develop this skill
- Pre-foundation – a student is starting to develop some independence in developing this skill
- Foundation – a student is able to use independent strategies to develop the skill
- Connected – a student is able to demonstrate independence, and reflects on learning
- Creative – a student demonstrates high levels of independence, reflective and evaluative skills

We would expect a student who is performing at 'connected' and 'creative' levels to be senior school 'ready' in their learning progress.

Here's what it looks like on the Poutama report:



Heretaunga College

STUDENT A:

Academic Progress AKO

10TP

This part of the report is focused on the **ACADEMIC** progress

We would expect students to be at **Connected** and **Creative** levels by the end of year 10

These are the levels of achievement

Ako is a competency that describes the strategies students use in their learning.

Beginning (Pre-structural)	Pre-foundational (Uni-structural)	Foundation (Multi-structural)	Connected (Relational)	Creative (Extended Abstract)
I can use a strategy to support the learning of new ideas and concepts.	I can use a number of strategies to support the learning of new ideas and concepts.	I can choose appropriate strategies for learning and set learning goals.	I can use appropriate strategies to address feedback given by teachers relating to learning goals.	I can set challenging learning goals, use strategies to meet those goals and evaluate the success of those strategies.

These describe what a student can do at each level

Where the teacher has placed your child on the learning progression

This section explains what students need to do to improve

My Next Learning Steps....

10 Ancient Civilisations	10 Design	10 English	10 Mathematics
Beginning	Connected	Connected	Foundation
I need to set a learning goal and use a strategy to enhance my learning.	I need to justify why I am doing different stages of the Tech Process. I need to consider changes for improvement. I need to identify and apply strategies to find solutions and enhance my learning.	I need to use appropriate strategies to set my own learning goals and use the feedback given by my teacher to achieve them.	I need to identify the logical steps to solve a range of mathematical problems.
<i>Mrs C Archer</i>	<i>Ms M Hankinson</i>	<i>Ms E McHalick</i>	<i>Mr A Lal</i>

These are the feed forward comments from teachers as to what your child needs to do to improve in this subject

Your child's teachers



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STUDENT A:

This part of the report focuses on your child's school PARTICIPATION

Values and Community Involvement

10TP

Mr B Taiapa

Manaakitanga / Pride Values (Manaakitanga involves notions of 'family' and building relationships through demonstrating positive values-based behaviours)

Beginning	Pre - foundation	Foundation	Connected	Creative
I am familiar with the school Pride Values.	I can demonstrate a Pride value.	I can demonstrate the Pride values.	I can demonstrate restorative behaviour and Pride Values.	I can role model school values, restorative practice and seek ways to support that in others
I need to demonstrate a Pride Value (s) and discuss with my Kaiarahi/peer supporter how I have demonstrated this value.	I need to demonstrate some Pride Values and explain to my Kaiarahi/Peer Supporter how I have demonstrated this value.	I need to regularly demonstrate the Pride Values and explain how I do this with my Kaiarahi/Peer Supporter. I need to show empathy for others and use restorative behaviours in everyday school life.	I need to role model our Pride Values, be restorative in my everyday behaviour and support others to do the same. I need to explore with my Kaiarahi/Peer Supporter the impacts of these behaviours on others and my school community.	I need to actively engage in supporting the Pride Values and restorative processes within and beyond my school. I need to contribute to school and community events where I demonstrate Pride Values. I need to evaluate the impact of these behaviours on my peers, my school and my wider community

Your child's current progress in their community involvement is highlighted

Your child's next learning steps are outlined