



# “Educated at Auckland Girls’ Grammar School – Equipped for the World”



**2017 School Targets**

- 90%, 90%, 85%

## Alignment of School Academic Targets with Professional Learning & Development 2017 & 2018

**2018 School Targets**

- L1 90%, L2 90%, L3 85%
- University Entrance: 60%
- Y9 & Y10 e-asTTLe ↑ 30 points

**Endorsement Targets**

- Merit Targets: L1 40%, L2 35%, L3 28%
- Excellence Targets: L1 15%, L2 15%, L3 11%

**2017 School foci**

- Kamar introduction
- Priority Learners
- 14+

**Auckland Girls’ Grammar School: Teaching & Learning philosophy**

**Teaching and learning happens best when:**

**Learners**

1. Are engaged, take academic risks and take responsibility for their learning: PUKUMAHĪ.
2. Collaborate with others to make new connections within, between and beyond subject areas: KIMIHIĀ NGĀHONONGA.
3. Have opportunities to be critical and creative thinkers in order to challenge ideas, solve problems and create new knowledge: ĀTA TĀTARITĪA.

**Teachers**

4. Have high expectations of the students in their care in order to promote equity and excellence: MAIRANGATĪA TE ANGITU.
5. Clearly articulate learning intentions, steps and significance to today’s and tomorrow’s world: KIA MŌHIO, KIA MĀTAU.
6. Respond to the individual needs of learners, designing learning experiences that draw upon learner strengths: RAPAINA TE MAURIORA.
7. Actively engage with family and whānau to build collaborative learning partnerships: WHAKAWHANAUNGATANGA.

**Equipping students for the world means**

8. Understanding and upholding the importance of New Zealand’s unique bicultural heritage in shaping a more equitable and just society for all New Zealanders: KIA MAU KI NGĀ TANGATA WHENUA.
9. Fostering a learning culture that empowers young women to become active leaders in society: HE WAHINE, HE RANGATĪRA.
10. As Global Citizens, students embrace diversity and are empathetic to different cultural knowledge constructions, identities and views: KIA MAU KI NGĀ TANGATA TĪRITI.

**2018 School foci**

- Priority Learners
- 14+
- Merit & Excellence tracking

**External PLD**

- CORE
- Know your learners
- Pasifika & Māori
- Middle leaders Term 4

**External PLD**

- Kāhui Ako: High Expectations
- TLRI: Goal Setting for student outcomes

- Effective pedagogy
- Learner agency
- Community engagement
- Transitions
- Maths & Science

Kāhui Ako drivers

- Instructional practices [IP]
- Formation of Expectations [FE]
- Teacher Beliefs [TB]
- Opportunity to Learn [OL]
- Student Outcomes [SO]

Principles of high expectations

**2017 Internal PLD:PLG**

- Teacher inquiry (TAI)
- Spiral inquires

**2018 Professional Learning Groups led by Within School Kāhui Ako Teachers**

- Conferencing & leading discussions to increase student voice, agency and achievement. [IP]
- Promoting positive writing habits and skills in the junior school. [SO]
- Pastoral oversight: using tutor group to provide emotional and cognitive support to learners to meet academic goals. [SO]
- Student perceptions of interactions with teachers in the classrooms. [TB]
- Mixed ability groupings, differentiation and thinking routines. [IP]
- Making group work, work: co-operative learning strategies and academic goal setting. [IP]
- Standards Not Attempted: Goal setting, tracking and monitoring student performance. [FE]
- Chasing Merit & Excellence in external standard report writing. [SO]