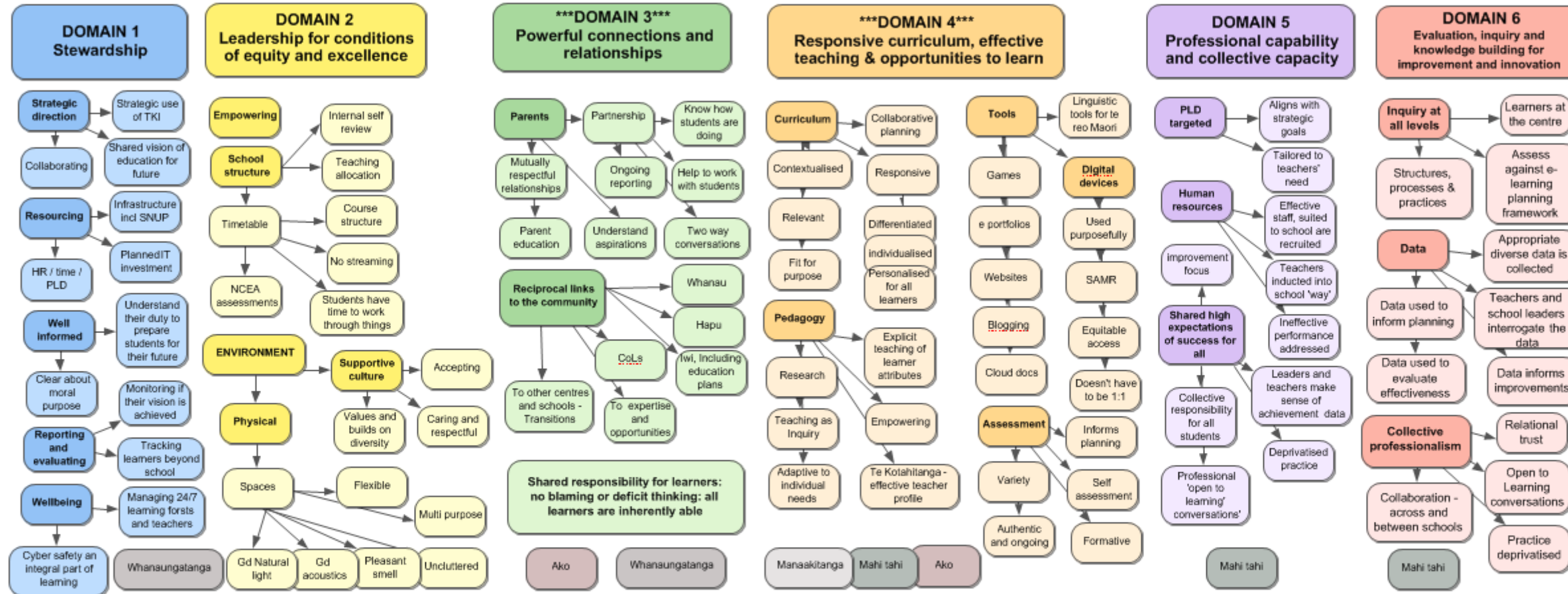


# Modern New Zealand Learning Practice (MLP) to enable equity and excellence for all.

Building the capabilities and dispositions of lifelong learners.

## School Evaluation Indicators Effective practice for Improvement and Learner Success

This diagram uses the Domains from the School Indicator trial document to focus on some elements that help to establish MLP



**Baseline:** That all learners are at National Standard, and have literacy, numeracy and digital literacy sufficient to access the curriculum

### Some Self-Review questions that trustees, leaders, teachers and the community could ask to explore MLP:

How well are we supporting learners to become confident, connected, actively involved, and lifelong learners? How do we know?  
 How well are we challenging and supporting learners to develop capabilities that prepare them for the future?  
 How engaging are the contexts they are learning in? How well do we make the contexts for learning authentic and relevant to students?  
 What structures, resourcing, partnerships, curriculum or teaching practice can we improve to better prepare our learners?

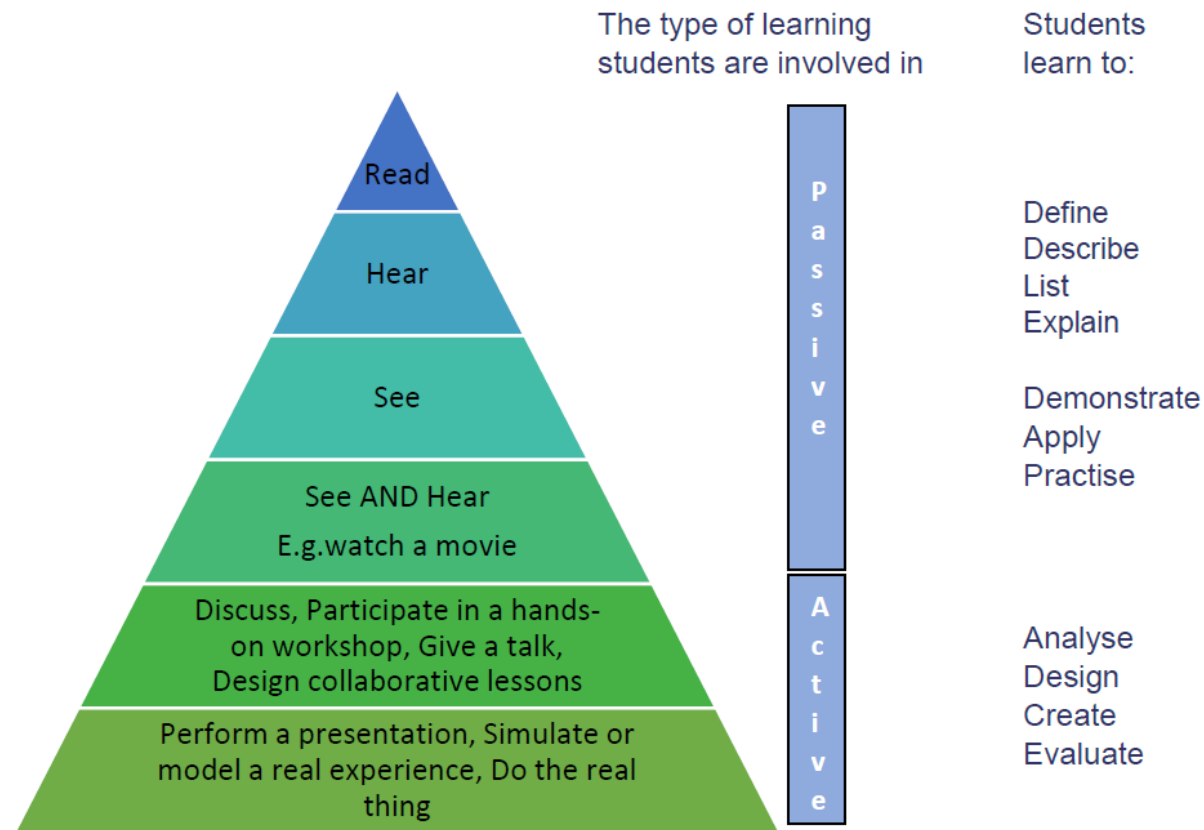
How effectively are we accelerating achievement for students who are at risk of underachieving?  
 Do we know who they are and why we are not yet succeeding with them?

This diagram was developed to help focus on some aspects that to consider when working to deliberately strengthen students' capacity as young learners. It is intended to be used in conjunction with ERO's School Improvement Indicators, trial document. The aspects included are there to promote thought about how each can support achieving the valued outcomes for students.

For example: in the leadership domain, one aspect identified is the timetable. Does your timetabling system actually help or hinder students to develop independence as learners? Do your students have enough time to do their own problem-solving, to recognise and learn from their mistakes? Do your teachers have opportunities to explicitly teach learning skills?

\*\*\* These domains are the ones that have the most direct impact on student learning and achievement. However, every domain must be considered, as every part of the school community must be focused on and contribute to success for each and every student.

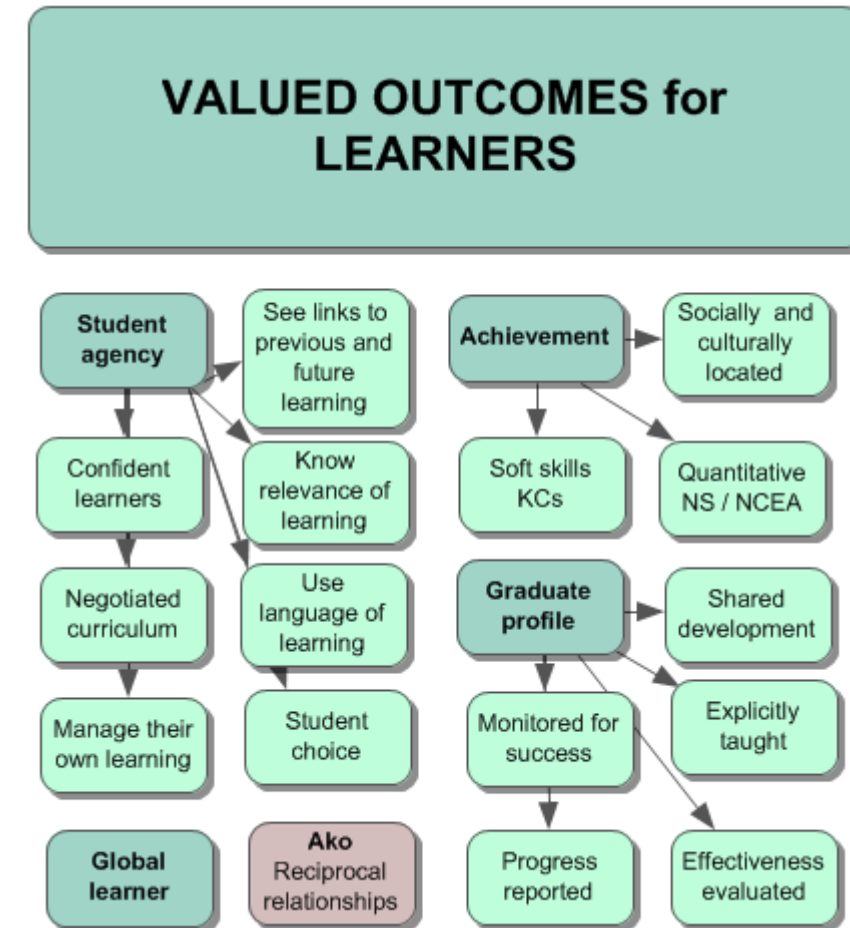
# The cone of experience



The Cone was originally developed by Edgar Dale in 1946 and was intended as a way to describe the effectiveness of various learning experiences.

ACTIVE learning is more effective than passive learning ie saying, writing and doing enables far stronger retention of material being learnt. Not only that but it develops the skills needed for the modern world.

# Outcomes for learners



We want our young people to be confident, connected, actively involved, lifelong learners when they leave school. To achieve this we need to deliberately develop these outcomes, at the very least. Many schools will have identified their own vision for their students, drawing on the NZC and their community aspirations. They need to be sure to include a future focus, equipping their students for learning and life beyond school.