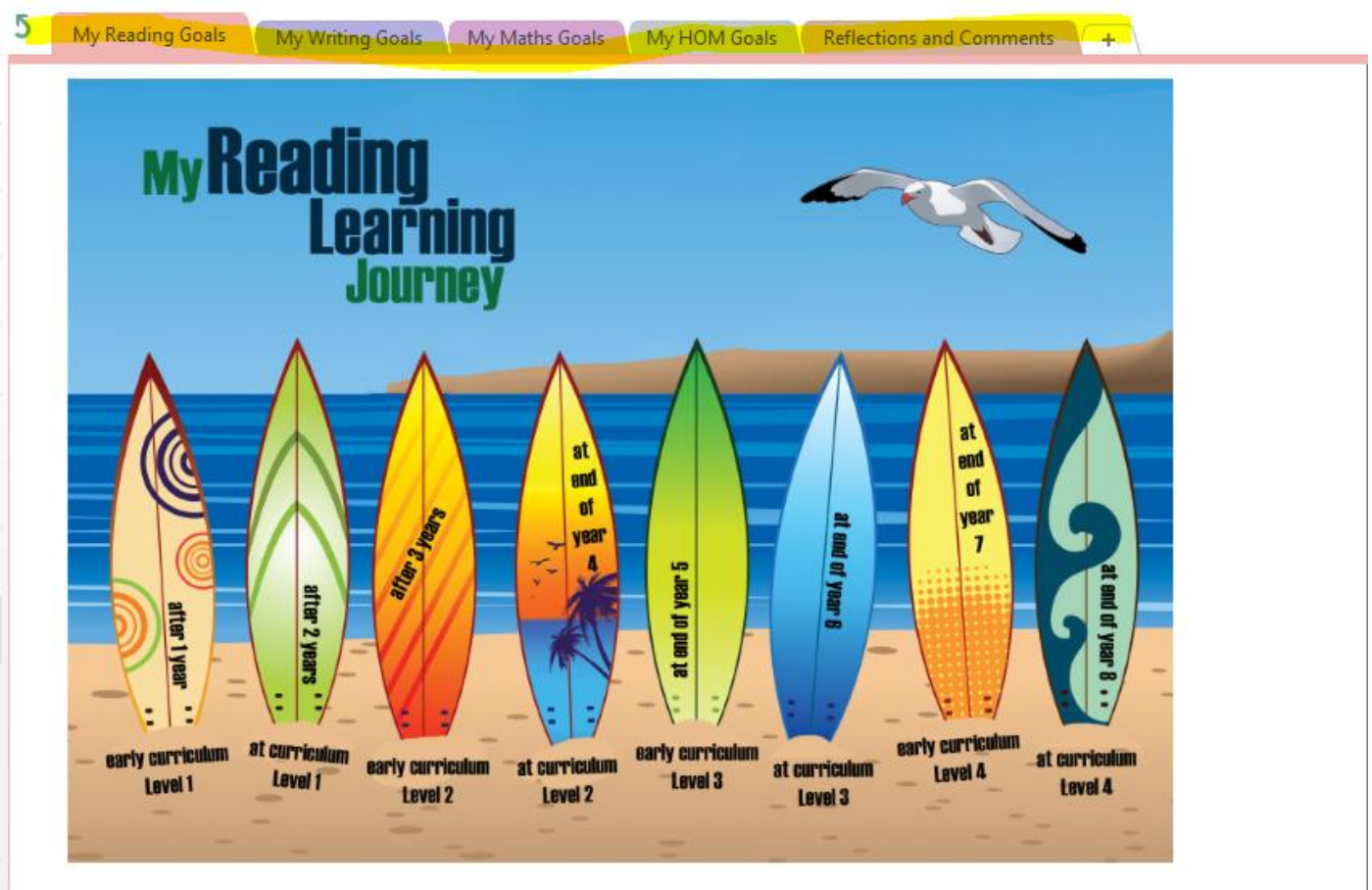# My Learning Journey Explained

"My Learning Journey" is:

- A visual, digital working space to showcase learning overtime
- A place to record, assess, evaluate, and track goal achievement and next steps
- A place to reflect on learning
- A place to share learning and receive feedback and feedforward
- A place to comment on learning

The sections of My Learning Journey:

- My Reading Goals
- My Writing Goals
- My Maths Goals
- My HOM Goals
- Reflections and comments

The teacher and your child, are responsible for maintaining "My Learning Journey" and so move the goals as they are achieved and select new goals based on their next learning needs.

<u>**My Reading Goals, My Writing Goals and My Maths Goals sections:**</u>

The first page is an overview of the levels and expectations for that particular curriculum area. The overview of 'My Reading Learning Journey' is shown on the previous page.

Next you will find the goals that your child has achieved, is working on or will be working on next:

1. "Steps to Success, I am learning to", are the goals at this level that your child still needs to achieve to move to the next learning level.
2. "My Current goal is to", are the goals your child is currently working on in class.
3. "At curriculum level ___ I can", tells you the things your child can already do at this level.

You can tell what level your child is working in by reading the title of the page where your child has goals they are working on (that is, "My current goal is to"). In the example below, this child will be working in "At Level 2 Writing".

At Level 2 Writing
Wednesday, 25 May 2016   12:14 p.m.

My current goal is:

- include the parts (elements) of different types of writing.
- sequence my ideas clearly using paragraphs.
- develop my ideas before I write.
- structure my writing so it is grammatically correct (with help).
- create ideas that include detail.

To fill my gaps I need to:

Steps to Success I am learning to:

- expand my vocabulary.
- vary my sentence types on purpose.
- edit, recraft and share my work using feedback to make my writing more interesting.
- use language features that add interest to my writing.
- use Level 2 spelling strategies.
- use more complex punctuation correctly most of the time.
- present my work in a range of ways depending on purpose and audience.
- talk about the homophones of many simple words (e.g., there, their).
- give and respond to feedback.

At curriculum level 2 I can:

Next you will see the success criteria for each goal. The success criteria are a list of the things your child needs to be able to do to achieve each goal.

The success criteria are the types of learning that teachers will be teaching in class. This page is a table.

At Level 2 SC (Writing)
Monday, 21 March 2016   7:57 a.m.

MUST DO	MUST DO	MUST DO
I am learning to develop my ideas before I write. Success Criteria: • I can plan my main ideas. 14/03/17 • I can plan my extra information. 14/03/17 • I can check my plan and change my ideas. 14/03/17	I am learning to create ideas that include detail. Success Criteria: • I can choose ideas that will interest the reader. 14/03/17 • I can write using a range of ideas, experiences or information. 14/03/17 • I can add detail to my ideas. • I can use my own words and phrases to share my thoughts and feelings (personal voice). 14/03/17	I am learning to include the parts (elements) of different types of writing. Success Criteria: • I can use simple text structure which is appropriate to my purpose (e.g., describe, recount, narrate). • I can talk about different text types and their features (e.g., explanation). • I can change my language to suit the type of writing (e.g., choose appropriate adjectives, verbs, nouns and adverbs).
MUST DO	**MUST DO**	**MUST DO**

I am learning to sequence my ideas clearly using paragraphs.
 	
Success Criteria:
• I can sequence my ideas logically in a range of text types.14/03/17
• I can use words to show order; first, then, next.
• I can organise my writing into paragraphs.
	I am learning to expand my vocabulary.
	
	Success Criteria:
	• I can use topic-related vocabulary.
	• I can use word patterns
	  - prefixes (e.g., un-, sub-, pre-, non-)
	  - suffixes (e.g., -ful, -ly, -tion, -able/-ible, and -ment)
		I am learning to use language features that add interest to my writing.
		
		Success Criteria:
		• I can add interest to my writing by using a simile.
		• I can add interest to my writing by using a metaphor.
		• I can add interest to my writing by using visual language features (e.g., illustrations and diagrams).

MUST DO	**MUST DO**	
I am learning to vary my sentence types on purpose. Success Criteria: • I can use some complex sentences. • I can vary my sentence beginning, structures and length 14/03/17 • I can use a range of conjunctions in compound sentences (e.g., FANBOYS; for, and, nor, but, or, yet, so).	I am learning to edit, recraft and share my work using feedback to make my writing more interesting. Success Criteria: • I can plan my writing in a variety of ways (e.g., brainstorming, story mapping, thinking maps). 14/03/17 • I can proofread for spelling, grammar and punctuation.	
CAN DO	**CAN DO**	**CAN DO**
I am learning to give and respond to feedback. Success Criteria: • I can tell people what they've done well using most of the success criteria. • I can tell people what they need to improve on using most of the success criteria.	I am learning to structure my writing so it is grammatically correct (with help). Success Criteria: • I can use tenses correctly.14/03/17 • I can use subject-verb agreement correctly. • I can use pronouns correctly.14/03/17 • I can use prepositions correctly.14/03/17	I am learning to use Level 2 spelling strategies. Success Criteria: • I can write consonant, blends and vowel sounds. • I can use spelling patterns to help me. • I can spell words correctly (Essential Lists 1-4 and many from Essential Lists 5-7). • I can use reference sources with support to check meanings and find new words.
CAN DO	**CAN DO**	**CAN DO**

My HOM Goals section:

The Habits of Mind (HOM) are the way that our school reports on the Key Competences of the New Zealand Curriculum. That is, relating to others, managing self, participating and contributing, thinking, and using languages, symbols and text. These key competencies are the capabilities people have, and need to develop, to live and learn today and in the future. They are part of the teaching and learning process at our school. The HOM goals detail how these look in practice and are used for conversations with students.

The first page of the HOM goals section has the goals that students will be working on. The matching colours show which HOM belong with which key competency (on the train carriage).

Find on this Page (Ctrl+I)

+ Page

Habits of Mind - Emerging

Thinking SC - Emerging

Using Language, Symbols and Te

Habits of Mind - Emerging
Saturday, 28 May 2016   12:50 p.m.

Emerging

ask useful questions.

think flexibly to solve problems in lots of different ways.

have a laugh and find the funny side of situations.

use the 5 senses of sight, sound, smell, touch and taste to explore my world.

think about thinking to help me learn better.

make sure that my work is right and correct.

listen to others with my ears, my mind and my feelings.

find creative and innovative solutions to problems.

use my past knowledge to help me with new learning.

persist when somthing is hard.

stop and think before I act.

My current goal is to:
ADMIT ONE 062543
find things amazing - Wow!
be clear in what I say.
ADMIT ONE 062543

Habits of Mind
Steps to Success - I am learning to:

be brave and try new ideas.

work well with others to solve problems.

want to learn new things forever, even when I am old!

Relating to Others   Using Language, Symbols and Text   Thinking   Managing Self   Participating and Contributing

Reflections and Comments section:

This is where, each term, your child will comment on how their learning is going for them in class.
It is also a place for teachers to write a comment to the child about their learning and learning behaviour.
There is a section on this page for you to add your own thoughts and comments about your child's learning.

Whānau Wai Tm 1 Reflection 2017
Thursday, 26 May 2016   5:34 p.m.   .....

My reflection on my learning:
What are you most proud of with your learning this term?
I am most proud of my basic facts because I am quicker every day even though i get harder questions and more of them.
What could you do to improve your learning?
One thing I could improve is my writing recounts because I really don't like them and I can't get what is in my head down on to the paper.
How would you describe your work in class?
One word that describes how I work in class is that I am talkative because most of the time I am talking while I am doing my work.

What Habits of Mind did you use this term which helped you be a better learner? Give us

How will we use My Learning Journey?

Students (with help from teachers) will:

- Assess themselves against the school reading, writing and maths criteria for appropriate level.
- Share their term goal in reading, writing and maths.
- Upload evidence to prove that they have achieved their goal.
- Reflect on their learning each term.
- Know what curriculum level they are working on.

Teachers use "My Learning Journey" to:

- Identify where students are at - what they know and what they need to work on next (with students depending on year level) - using evidence matched against goals and success criteria.
- Identify what level a student is working in - used for Overall Teacher Judgement (OTJ) reporting for Term 2 and Term 4.

Parents can use 'My Learning Journey' to:

- Know what curriculum level their child is working on and what their current goals are.
- Gain an insight into how learning is going for their child.
- Have learning conversations with their child and/or the teacher about their learning.
- Comment on their child's learning.