Kairanga School’s PaCT experience

How have we strengthened our own understanding and outcomes in teaching and learning programmes using the PaCT?

Susan Warren and Donna Millin (in absentia), with Michelle Leighton and Alastair Schaw.
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OUR PACT INVOLVEMENT SO FAR

2013-2015
PACT SPIN-OFFS
‘UNEXPECTED IMPACT’
A BRIEF SUMMARY

HOW TO DRAW
MICKEY MOUSE

1. Start with 3 circles
2. Add a heart shape
3. Receive letter from Disney Legal
4. How To Draw A Cat
   Start with a circle...

CEASE AND DESIST
MATHEMATICS

Capturing Quality Evidence
MATHEMATICS

Capturing Quality Evidence
MATHEMATICS

Capturing Quality Evidence
MATHEMATICS

Ideas for Specific Maths Teaching

Blues and Reds

Annotation
Isla can record and explain her notation for a given addition word problem. She understands equivalence of both expressions and correctly explains the meaning of equals.

Problem: Blues and Reds
The teacher shows and reads the following problem to the student:
The game was a draw, with Blue Team scoring 9 points in the first half and 5 in the second half. Red Team scored 7 in the first half and 7 in the second half.
Then the teacher asks:
Can you write one equation to describe the situation?
Student Response

\[ 9 + 5 = 7 + 7 \]

Teacher: Tell me about what you have written.
Isla: Well, it says that the match was a draw, so that means they both scored the same. That’s what the equals means, so I just put the Blue’s score of 9 + 5 on one side and the Red’s 7 + 7 score on the other. They’re both 14 so they’re equal.
MATHEMATICS

PaCT emphasis on context and Solving Word problems fits our tchg philosophy!

A running race had 170 competitors in it. 85 of them had already passed the finish line. How many runners hadn’t finished the race?

\[
\begin{align*}
170 - 85 &= 85 \\
85 &= 85
\end{align*}
\]

An orchardist had 130 trees to plant. She had planted 65 of them. How many did she still have to plant?

\[
\begin{align*}
130 - 65 &= 65 \\
65 &= 65
\end{align*}
\]

A running race had 190 competitors in it. 95 of them had already passed the finish line. How many runners hadn’t finished the race?

\[
\begin{align*}
190 - 95 &= 95 \\
95 &= 95
\end{align*}
\]

A running race had 170 competitors in it. 85 of them had already passed the finish line. How many runners hadn’t finished the race?

\[
\begin{align*}
170 - 85 &= 85 \\
85 &= 85
\end{align*}
\]
READING

We’re still dabbling!
“Text to text, text to self, text to world... Leave it to school to take the fun out of texting.”
Kendra evaluates the author’s message as she analyses two selected parts of the poem.

She identifies how the author has conveyed her message of homesickness and her struggle with an unfamiliar environment through deliberate use of metaphor, personification and visual layout.

Kendra’s analysis demonstrates that she is very aware of how the author has positioned the reader by connecting to the reader’s emotions through careful use of specific language features.

Text

“Streetlights”

This poem, about living in a city far from home, conveys strong emotions – sadness, anger, homesickness, hope – through its use of figurative language, including: metaphors, such as “every street is an argument”, “my mind’s pocket”, personification, such as “puddles lie in wait”, “cars fight intersections”, and two similes, “like a five-pence piece” and “like a flame in the snow”.

The poem is written as a narrative with a fragmented layout, using jagged and dislocated sentences. It begins with mostly short simple sentences, but longer and more complex sentences are used as the poem develops. There is a mix of past and present tense and three flashbacks.

In my new city, every street is an argument.

It’s hard to get a word in edgeways.


All this fighting! Sometimes in the early morning.

New Zealand is deep down

In my mind’s pocket. Like a five-pence piece

Sometimes I forget it’s there.

Sometimes I’m grateful I’ve got it

to wrap myself around

like when I’m waiting at the laundromat

and I need somewhere to turn over in my mind

as my clothes tumble through the storm.
"If books are food for the mind, then this one needs salt, ketchup, mustard, and a side of fries!"
PaCT: Reading For Literary Experience:
Students develop their expertise in interpreting and responding to ideas, information and experiences in texts.

New Zealand Curriculum (Level 4):
Students show an increasing understanding of ideas within, across and beyond texts.

National Standards (End of Year 8):
Students deliberately, confidently and independently select strategies for using texts.
PaCT - Reading for Literary Experience - Set 7

Students know:
that a text can be interpreted at multiple levels

Students identify:
Author purpose and consider how writers have used language and ideas to suit purposes
differences in writers' voices and styles

Students can:
integrate and synthesise multiple pieces of information to infer motives, plot, character
traits and themes

Students evaluate:
Author purpose and the cultural, historical or social significance of the text.

Written responses may include:
Compare and Contrast charts/graphic organisers
Generalisations

Highlighted key words from annotated PaCT examples:
recognises differences, social lens, multiple pieces of information, metaphorical language, evaluates.
THE FUTURE OF PACT IN KAIRANGA SCHOOL

Continue with Maths OTJ support
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Reading & Writing
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Reading & Writing

Implication of TIME!
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