**Annual Plan Focus For Northern Region**

**Introduction**

One of the drivers for the goals we set this year and will form part of regional managers, team leaders and teachers PDA , is the 2009 Annual plan. This formed part of our initial discussion at the Wellesley and these conversations will be carried on through the team leaders’ meetings.

**Responses**

1. **Effective practices For Welcoming students to TCS**

* a personalised introductory letter- some teachers include a photograph and basic interests. This includes essential information. Main focus- establishing relationship! Some teachers develop interest inventories about their stusdents which can be used li subsequent conversations
* a phone call which really works on projecting friendliness, encouragement, and is informative, speaking to supervisor as well and working at this relationship
* e mail
* starter pack

1. **Literacy Across the Curriculum strategies**

* Can use vocabulary building blocks – This could include previewing material with students before they get started. Some liaison with LT’s who could assist in this process. This can involve building some background knowledge with the student, clarifying key terms, vocab, main ideas
* Guided reading
* Learning logs-
* Encouraging supervisors to do some active reading where feasible/appropriate

Probably an issue that needs some further discussion!

1. **Indicators For Identifying students at risk of disengagement, lack of achievement.**

* Communication problems
* Non return of work
* Poor work effort
* Concerns about work authenticity

1. **Practices To Lift Achievement**

* Taking students through the task- reassuring them it can be done
* Support with supplementary work
* Set deadlines
* Selecting appropriate reading materials
* Achievement events
* Communicating effectively about reassessment opportunities (T2’s)

1. **Realistic Goal Setting Strategies**

* Check students subject choice and levels for suitability
* Listen to their interests and work off this to offer guidance/ opportunities
* Use effective coaching skills- think goal setting-what is the students reality- working through the options, getting the student to commit- using effective questioning technique to gain student ownership
* Be well informed about the pathways available
* Work on knowing the student well

1. **Supporting Advisors**

* Regular contact with the supervisor- letter to the supervisor as well as the student- help them with effective learning strategies.
* Work on holding workshops for supervisors- road show

1. **Lifting engagement and achievement for Maori Students**

* Teachers develop their cohort of Maori students. Work on the relationship –greetings, developing knowledge about family whanau etc. Developing awareness of the specific contexts appropriate to their lives.
* High expectations
* Work with LT’s around ensuring the students understand the specific standards they should be targeting
* Discuss issues/concerns with TL’s RM–look at developing responses that can involve Kaiarahi, agencies etc in the region