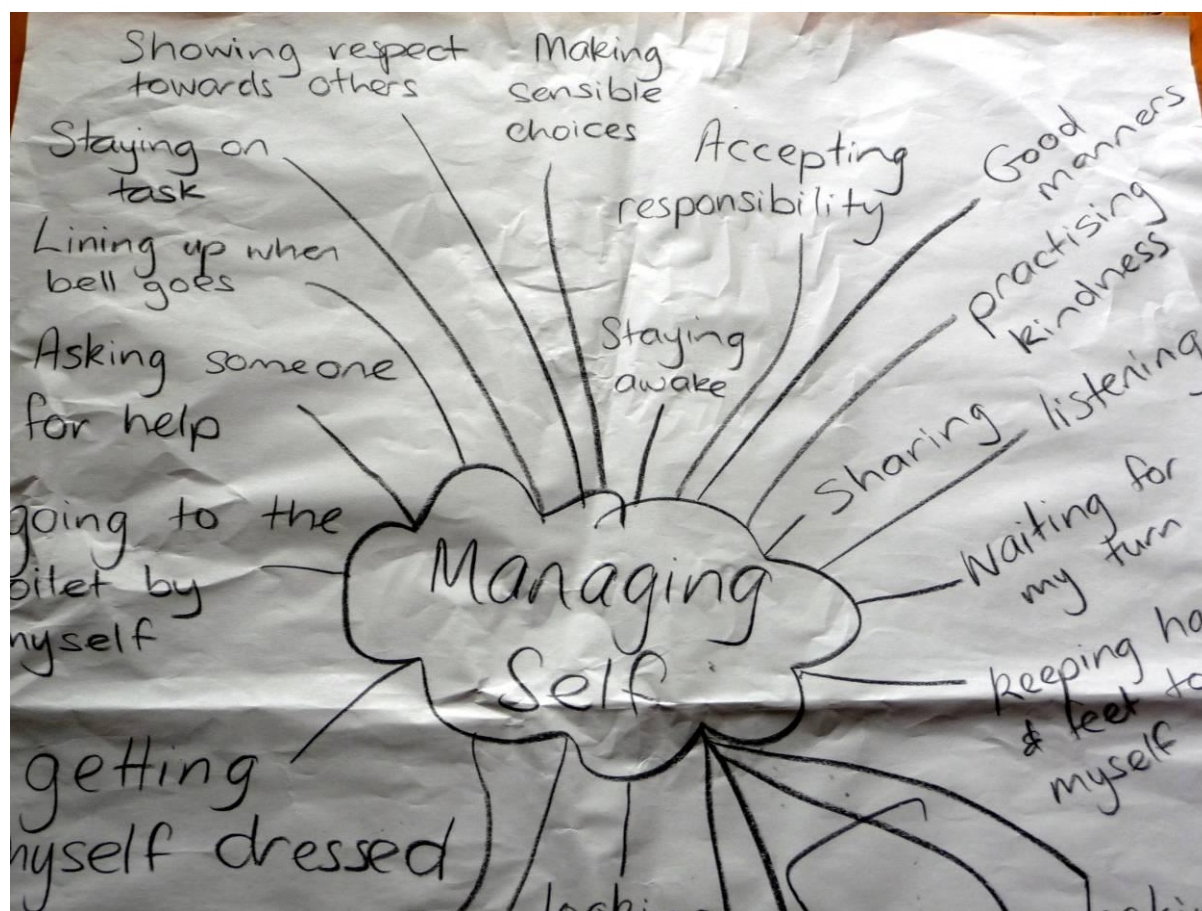


NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Managing Self

Establish personal goals/ plan my work/ set high standards/ act appropriately in a range of settings/become aware of my actions and words on others/ set high self expectations/ developing a range of strategies to become a successful learner/ make well informed choices/





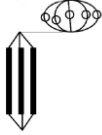


[Five Year Olds]

We think "managing self" with five year olds is knowing where your classroom is, following routines, trying first before asking, risk taking and having a go, eating lunch independently, looking after my own things, knowing where things belong, on task behaviour, being at the right place at the right time, hanging up my own bag, dressing myself, toileting – going to the toilet by myself - washing hands and nose blowing by myself, organising the equipment you need for an activity, keeping a sharp pencil, putting things back where you got them from, learning routines, knowing your group names, making sensible choices, lining up when the bell goes, asking someone for help, putting my reading bag in the right place, looking after my belongings, organising my food and lunchbox, brining and wearing a sun hat, looking in the right direction, keeping hands and feet to myself, waiting for my turn, listening, staying awake, good manners, practising kindness, sharing, and showing respect towards others.

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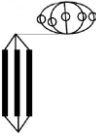
NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Managing Self: Asking for help		[Five Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help to ask someone when I need help.
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 Unistructural	I can ask my mum or my teacher when I need help.
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 Multistructural	I can ask mum, my teacher and my close friends when I need help.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 Relational	I can ask when I need help AND I know who to ask for help and when to ask them.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 Extended abstract	<p>I can ask when I need help AND I know who, when and why to ask for help and when to ask them.</p> <p>I can offer to help others who need help.</p>

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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Managing Self: Offering to help		[Five Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help to offer to help someone else.
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 Unistructural	I can offer to help my mum or my teacher.
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 Multistructural	I can offer to help my mum, my teacher and my close friends.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 Relational	I can offer help when people need help
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 Extended abstract	I can offer help when people need help AND I know who, when and why to offer help. I reflect upon the best way to help the people I help.

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Relating to Others

Interact with a diverse group of people/Interact in a variety of context/ be an active listener/recognise different viewpoints/negotiate and share ideas/be more open to new learning/ co-operate in team situations/





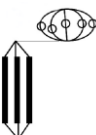


[Nine+ year olds]

We think “relating to others” with nine year olds means showing respect for people, property and environment. We can show respect by interacting effectively, listening actively, recognising different points of view, negotiating and sharing ideas.

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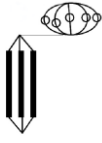
NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Respecting others opinions		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		<p>"It's all about me." I am unaware of others.</p>
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	<p>"I say what I think. I am unaware of the opinions of others."</p>
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	<p>"I share what I think. I understand that others have other opinions."</p>
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	<p>"I share what I think with others and I modify what I say so that I respect the opinions of others."</p>
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	<p>"I say what I think and I modify what I say so that it respects the opinions of others AND I can discuss differing opinions respectfully with others in a range of contexts."</p>

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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Sharing a point of view		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I relate to others but need help to show respect to them.
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	I can relate to others and share my point of view.
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	I know what respect is and can show it in different ways when I share with others.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	"I know that others may have different opinions and I ask what they think and listen to their opinions respectfully."
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	"I role model respectful discussion with others."





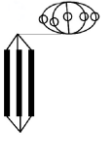
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Showing Respect		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		<p>I only think of myself.</p>
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 Unistructural	<p>I can tell you what respect is and can show respect to another person and or their belongings</p>
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 Multistructural	<p>I can tell you what respect is and can show respect to myself, my peers and others.</p>
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 Relational	<p>I know what respect is and can show it in different ways when I share with others and I can identify and explain my respectful actions.</p> <p>I can tell you what respect is and can show respect to myself, my peers and others AND I can explain how and why my choices and actions affect others.</p>
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 Extended abstract	<p>I know what respect is and can show it in different ways when I share with others and I can identify and explain my respectful actions AND I can predict the consequences of showing and not showing respect in different situations.</p> <p>I know what respect is and can show it in different ways when I share with others and I can identify and explain my respectful actions AND I can reflect on how respectful I have been when sharing opinions with others.</p> <p>I can tell you what respect is and can show respect to myself, my peers and others AND I can explain how and why my choices and actions affect others AND I reflect upon my behaviour and actions and how they impact on others individually and collectively.</p>





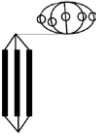
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Sharing ideas		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		<p>What does sharing ideas look like? I don't want to share.</p> <p>I cannot share with others</p>
<p>Unistruktural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistruktural</p>	<p>I can share an idea if prompted or asked to share.</p>
<p>Multistruktural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistruktural</p>	<p>I can share several ideas so others will know what I am thinking.</p>
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	<p>I can share several ideas so others will know what I am thinking. I can explain my ideas to others and listen to the response of others.</p>
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	<p>I can share several ideas so others will know what I am thinking. I can explain my ideas to others and modify my ideas after listening to the response of others and reflecting on them.</p>





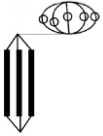
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Contributing ideas		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help to cooperate with others.
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 Unistructural	I can contribute an idea, opinion or viewpoint
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 Multistructural	I can contribute a range of ideas and can listen to the views/opinions/ideas of others.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 Relational	I can explain my ideas/opinions/views to others and am willing to listen to and try to understand the explanations of the ideas of others.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 Extended abstract	I can apply my skills and knowledge in participating and contributing to other situations





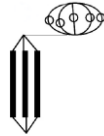
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Team Work		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I don't know how to work in a team
<p>Unistruktural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 Unistruktural	I need the teacher to show me my role in the team.
<p>Multistruktural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 Multistruktural	I can try out different roles in the team.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 Relational	I can work successfully in a team in several different roles and can explain the purpose of each of these roles in making a team work.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 Extended abstract	I can work successfully in a team in several different roles, can explain the purpose of each of these roles in making a team work AND can support others to be successful in their roles.





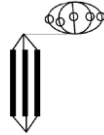
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Negotiating		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I have my own point of view
<p>Unistruktural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistruktural</p>	I have my own point of view and I am aware that others may think differently from me
<p>Multistruktural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistruktural</p>	I have my own point of view and I am aware that others may think similarly and differently to me.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I have my own point of view and I am aware that others may think similarly and differently to me. I am prepared to work with others to solve problems and try to come to an agreement.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I have my own point of view and I am aware that others may think similarly and differently to me. I am prepared to work with others to solve problems and try to come to an agreement. Although I can justify my point of view, I value the different views of others. I am prepared to compromise in order to move on or to benefit the group outcomes. I can agree to disagree.





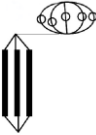
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Working in a group		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I can work by myself
<p>Unistuctural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistuctural</p>	I can work with one other person.
<p>Multistuctural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistuctural</p>	I can work in a group with several people
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I can work co-operatively in a group and take responsibility for a role within the group.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I can work co-operatively in a group and take responsibility for a role within the group, AND I understand the dynamics of a group and can monitor/oversee the group to ensure its successful functioning.





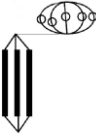
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Fair Play		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I will not join in.
<p>Unistruktural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistruktural</p>	I will join in if I am told to.
<p>Multistruktural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistruktural</p>	I will join in a game. I know my group needs me.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I take an active role in the game. I know why my group needs me to be part of the team.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I take an active role in the game and know why I am doing this. I can compromise my needs so that the group can be successful.





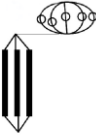
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Playing in a team		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I play.
<p>Unistruktural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistruktural</p>	I think about what I need when I play in a team
<p>Multistruktural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistruktural</p>	I think about what I need and what the team needs when I play in a team
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I think about what I need and what the team needs when I play in a team, I work with the other players to help the team succeed.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I think about what I need and what the team needs when I play in a team, I work with the other players to help the team succeed. I am able to forget about what I need to make sure the team is successful.





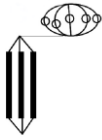
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Listening		[Nine+ year olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help to listen to others without butting in.
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	I am able to listen to others
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	I am able to listen to and recall the ideas of others
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I am able to actively listen to and recall the ideas of others AND make connection between these ideas
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I am able to actively listen to and recall the ideas of others, make connection between these ideas AND respond critically to and reflect upon the connections made.





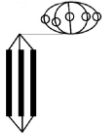
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Sharing ideas		[Nine+ Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		<p>What does sharing ideas look like? I don't want to share.</p> <p>I cannot share with others</p> <p>I need help to cooperate with others.</p>
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	<p>I can share an idea if prompted or asked to share.</p> <p>I can contribute an idea, opinion or viewpoint</p>
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	<p>I can share several ideas so others will know what I am thinking.</p> <p>I can contribute a range of ideas and can listen to the views/opinions/ideas of others.</p>
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	<p>I can share several ideas so others will know what I am thinking. I can explain my ideas to others and listen to the response of others.</p> <p>I can explain my ideas/opinions/views to others and am willing to listen to and try to understand the explanations of the ideas of others.</p>
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	<p>I can share several ideas so others will know what I am thinking. I can explain my ideas to others and modify my ideas after listening to the response of others and reflecting on them.</p> <p>I can apply my skills and knowledge in participating and contributing to other situations</p>

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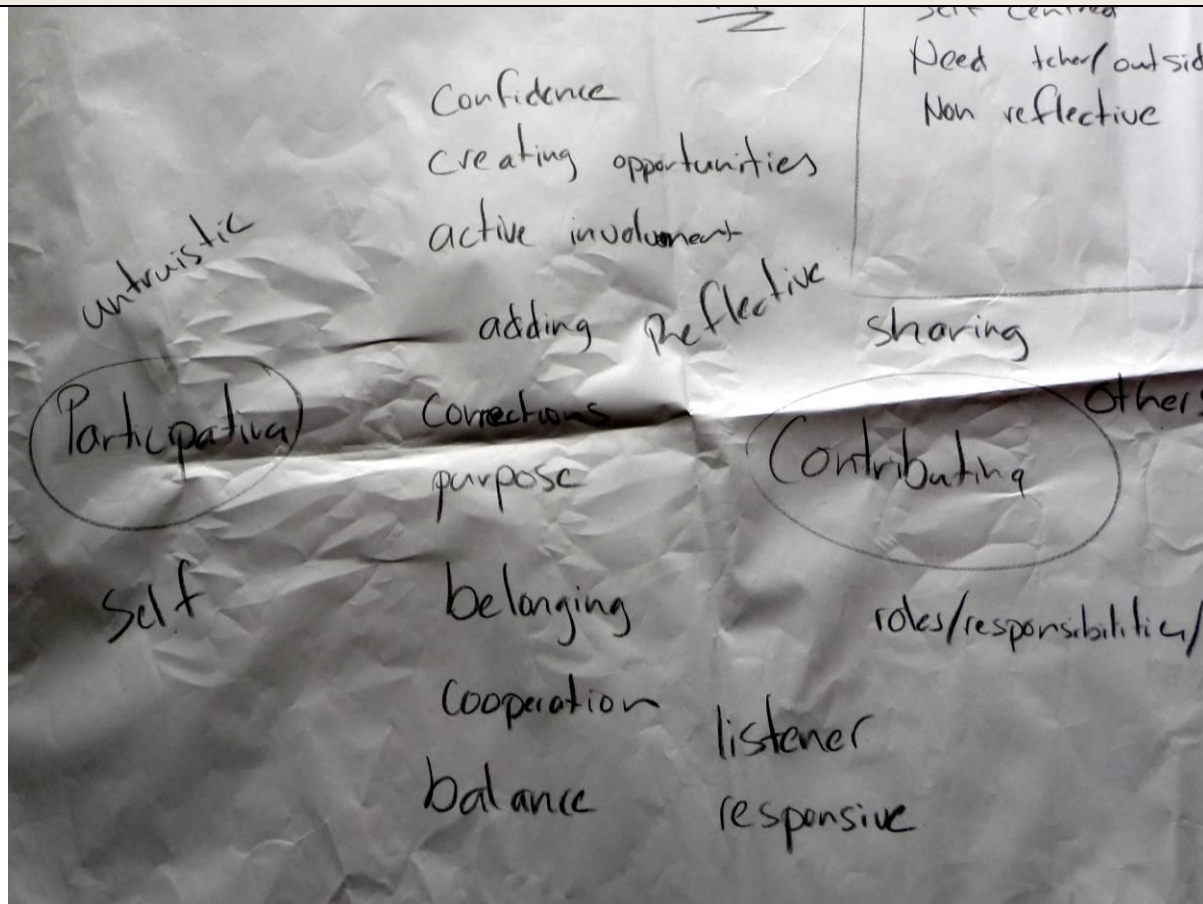
NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Relating to Others: Team Work		[Nine + Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I don't know how to work in a team
<p>Unistruktural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 Unistruktural	I need the teacher to show me my role in the team.
<p>Multistruktural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 Multistruktural	I can try out different roles in the team.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 Relational	I can work successfully in a team in several different roles and can explain the purpose of each of these roles in making a team work.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 Extended abstract	I can work successfully in a team in several different roles, can explain the purpose of each of these roles in making a team work AND can support others to be successful in their roles.

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Participating and contributing

Be aware of local/national/global communities/ understand the purpose of these communities/respond appropriately in a group situation/ make connections with others/ take on a range of roles/display an awareness of local/national and global issues/ be actively involved in community issues/understand the importance of balancing rights, roles and responsibilities/make decisions/ contribute to social/physical and economic environments.








[8 Year Olds]

We think participating and contributing with eight year olds is balancing acceptance with understanding, creating opportunities, rights and responsibilities, world, national, co-operating, making connections, school, local community, creative thoughts, families, using different levels of questioning, asking and answering questions, allowing everyone to express an opinion, taking turns, listening, engaged, class discussion, valuing the contribution of others, sharing information, affirmation.

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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Participating and contributing: Taking part in class discussions:		[8 Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I do not participate and contribute in class discussions.
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 Unistructural	I can participate and contribute to class discussion when prompted.
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 Multistructural	I can share my own ideas and opinions in a class discussion
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 Relational	I can share my own ideas and opinions in a class discussion AND ask and answer questions from others.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 Extended abstract	I can share my own ideas and opinions in a class discussion AND ask and answer questions from others. I can reflect on the opinions of others and adjust my thinking as a result.

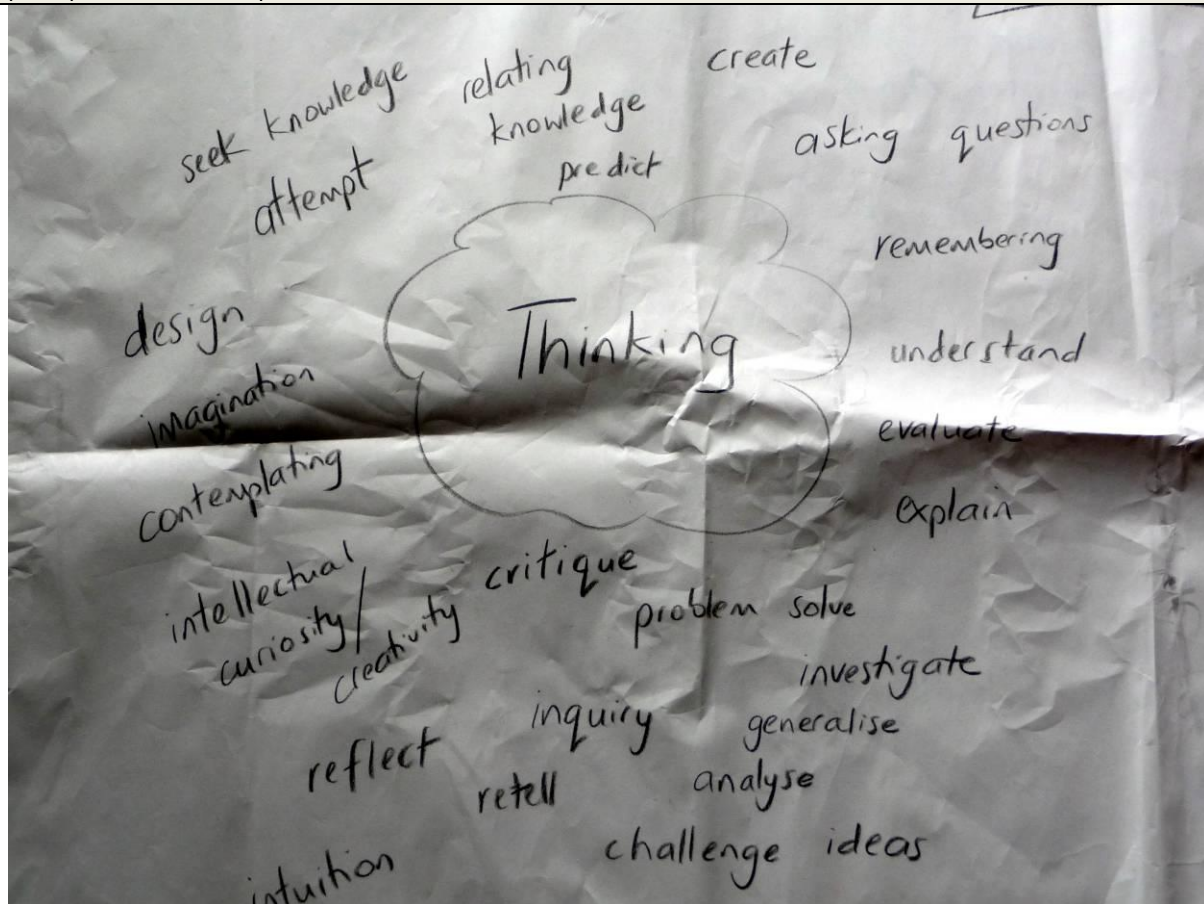
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Thinking

Be more intellectually curious/take more risks with my learning/ actively seek new knowledge/ use critical /creative /metacognitive thinking strategies /make decisions/ reflect on own thinking/ask questions/challenge perceptions and assumptions





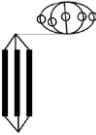


[6 Year Olds]

We think the “Thinking” with six year olds involves asking questions, experimenting, analysing, decision making, reflecting planning, explaining, brainstorming, creativity, listening, sharing opinions, thoughts and ideas, problem solving, answering questions.

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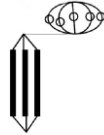
NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Thinking: Decision Making: Selecting a wet day activity		[6 Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help to choose an appropriate wet day activity
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	I can choose an activity from two wet day activities provided by my teacher
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	I can choose an activity from a list of wet day activities provided by my teacher.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I can choose an activity from a list of wet day activities provided by my teacher and explain why it is a good choice for me.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I can choose an activity from a list of wet day activities options provided by my teacher, explain why it is a good choice for me AND I can help others to make good choices

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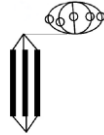
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Thinking: Asking Questions: Responding to news.		[6 Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		<p>I need help to ask a relevant question at news time</p>
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	<p>I can ask a relevant closed question at news time.</p>
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	<p>I can ask relevant open and closed questions at news time.</p>
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	<p>I can ask relevant open and closed questions at news time AND choose questions that clarify and build my understanding at news time.</p>
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	<p>I can ask relevant open and closed questions at news time, choose questions that clarify and build my understanding AND ask "what if" questions to challenge people's thinking at news time</p>





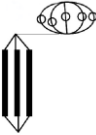
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Thinking: Problem Solving: [in the playground]		[6 Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		<p>I need help to solve a problem in [the playground]</p>
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	<p>I can solve a problem [in the playground] if I am told how to.</p>
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	<p>I can list different ways to solve a problem and use them try to solve a problem [in the playground].</p> <p>I can use trial and error to solve a problem [in the playground].</p>
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	<p>I can solve a problem [in the playground] and explain what I did and why it solved the problem.</p>
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	<p>I can solve a problem [in the playground] and explain what I did and why it solved the problem. I can reflect on how effective I was and suggest alternative ways to solve the problem next time it arises.</p>





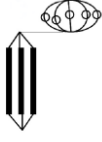
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Thinking: Using thinking strategies to make sense of information.		[6 Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help to use thinking strategies to make sense of information
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	I can use thinking strategies to think about/process one piece of information.
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	I can use thinking strategies to think about/process several pieces of information at a time.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I can use thinking strategies to think about/process several pieces of information at a time AND explain the thinking strategies I use
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I can use thinking strategies to think about/process several pieces of information at a time AND explain the thinking strategies I use AND reflect if these were good strategies to use.





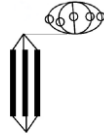
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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Thinking: Using Thinking Tools		[6 Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help to choose and use [a thinking tool]
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	I can choose and use [a thinking tool].
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	I can choose and use [a thinking tool] to get an identified learning outcome.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I can use [several thinking tool]s to get identified learning outcomes and explain why these tools help me get these outcomes
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I can use [several thinking tools] to get identified learning outcomes and explain why these tools help me get these outcomes. I can reflect upon and evaluate my choice and use of thinking tools.

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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Thinking: Thinking about ideas.		[6 Year Olds]
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help with my thinking.
<p>Unistruktural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistruktural</p>	I can think of one idea [about X]
<p>Multistruktural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistruktural</p>	I can think of several ideas [about X]
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I can think of several ideas [about X] and explain these ideas.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I can think of several ideas [about X] and explain these ideas AND evaluate and form creative generalisations about these ideas.

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Using language, symbols, and texts.

Interpret and use word, number, images, movement, metaphor and technologies in a range of context/
understand how people respond to communication/use ICT confidently





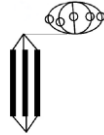
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[7 Year Olds]

We think "Using language, symbols and text" with seven year olds is

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NZC Key Competencies: The 200 Rotorua Teacher Rubrics. [28 January 2010]

Using language, symbols, and texts: Proof reading: Identifying and correcting mistakes		
<p>Prestructural</p> <p>Learning outcomes show unconnected information, no organisation. Task not attacked in appropriate way</p>		I need help to find mistakes in my work.
<p>Unistructural</p> <p><i>Tacit use</i></p> <p>Learning outcomes show connections are made, but significance to overall meaning is missing</p>	 <p>Unistructural</p>	I can find a mistake in my work if I am told what to look for
<p>Multistructural</p> <p><i>Aware use</i></p> <p>Learning outcomes show simple connections but importance not noted.</p>	 <p>Multistructural</p>	I can identify mistakes in my work.
<p>Relational</p> <p><i>Strategic use</i></p> <p>Learning outcomes show full connections made, and synthesis of parts to the overall meaning.</p>	 <p>Relational</p>	I can find, explain and correct mistakes in my work.
<p>Extended Abstract</p> <p><i>Reflective use</i></p> <p>Learning outcomes go beyond subject and makes links to other concepts - generalises</p>	 <p>Extended abstract</p>	I can find, explain and correct mistakes in my work AND I can help others find, explain and correct mistakes.

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