

HIGH PERFORMING TEAM



© 2019 VIZWERX GROUP, LLC

WATER YEAR 10



NAU MAI HAERE MAI!

I WELCOME YOU; THE MHJC YOUNG & ASPIRING LEADERS! I BELIEVE YOU ALL ARE CAPABLE, SMART, FOCUSED, HIGH-ACHIEVERS, EAGER TO LEARN AND HARD WORKING PEOPLE! WE NEED TO REMEMBER THAT NOT EVERYONE IS GOOD AT EVERYTHING. SOME OF YOU ARE GOOD AT READING. OTHERS ARE GREAT AT WRITING. SOME OF YOU HAVE INCREDIBLE SPEAKING SKILLS WHILE OTHERS ARE KEEN LISTENERS & VIEWERS. SOME OF YOU LOVE WORKING INDEPENDENTLY, OTHERS LOVE TO COLLABORATE.

THIS SIMPLY MEANS THAT WE HAVE DIFFERENT STRENGTHS AND WE MUST BE PROUD OF OURSELVES FOR WHAT WE HAVE!

THINK!



AS MENTIONED BEFORE, NOT EVERYONE HAS/KNOWS EVERYTHING BUT WE ALL CAN LEARN. WE CAN LEARN/DO ANYTHING AS LONG AS WE HAVE THE RIGHT INTENTIONS, RIGHT FOCUS AND WE ARE WILLING TO GIVE IT OUR TIME & ATTENTION. WHAT IS IT THAT WE HAVE OR DON'T HAVE?

- AM I A KEEN READER? DO I UNDERSTAND WHAT I READ?
- CAN I EXPRESS MY IDEAS & EMOTIONS CLEARLY AND CONFIDENTLY IN SPEECH AND WRITING?
- AM I A GOOD LISTENER? DO I GET THE GIST OF WHAT I LISTEN TO?
- DO I THINK CRITICALLY ABOUT THE TEXTS I VIEW/READ?
- DO I RECOGNISE THE POINTS OF VIEW OF DIFFERENT CHARACTERS IN THE TEXTS?
- DO I FORM MY OWN POINT OF VIEW IN RELATION TO THE TEXTS I VIEW/READ?
- DO I SEEK FEEDBACK ON MY WORK? WHAT DO I DO WITH THAT FEEDBACK?
- DO I SEEK HELP WITH MY WORK WHEN I NEED IT?



WHAT DO WE DO THIS YEAR?

- WE ALL ARE A WORK IN PROGRESS. WE LEARN AS WE GROW. WE WILL IDENTIFY OUR STRENGTHS AND WEAKNESSES. WE WILL FURTHER STRENGTHEN WHAT WE ARE GOOD AT. WE WILL CONSISTENTLY WORK ON OUR WEAKNESSES TILL THEY NO LONGER REMAIN OUR WEAKNESSES. THIS REQUIRES PATIENCE, PRACTICE AND PERSEVERANCE.
- WE FORGET ABOUT OUR LIMITATIONS. ANYTHING AND EVERYTHING IS POSSIBLE WHEN WE TRUST.
- WE WILL DO OUR BEST; NOT JUST TRY OUR BEST.
- WE WILL ASK FOR HELP WHEN/WHERE NEEDED. NO ONE IS PERFECT.
- WE WILL BEHAVE JUST AS THE LEADERS DO. WE WILL REMEMBER THAT WE ARE THE ROLE MODELS.
- WE WILL LEARN FROM OUR MISTAKES AND FROM OTHERS' MISTAKES TOO.
- WE WILL BE THE BEST VERSIONS OF OURSELVES!



WHAT WE DON'T DO THIS YEAR?

-WE DON'T MAKE EXCUSES.

-WE DON'T PRODUCE SUBSTANDARD PERFORMANCE/WORK/BEHAVIOUR/ATTITUDE.

-WE DON'T WASTE TIME/RESOURCES/OPPORTUNITIES.

--WE DON'T SUBMIT OUR WORK LATE/AFTER THE DUE DATE.

-WE DON'T PUT OTHERS DOWN TO LIFT OURSELVES UP.

-WE DON'T TAKE UNDUE CREDIT FOR ANYTHING THAT BELONGS TO OTHERS.

-WE DON'T USE HATEFUL, UNTRUE, SARCASTIC, UNKIND WORDS, GESTURES AND ACTIONS AGAINST OTHERS.

-WE DON'T REST TILL WE ACHIEVE OUR GOALS.

-WE DON'T GIVE UP.

HOW DOES ENGLISH CLASS FUNCTION?

SKILLS WE NEED IN ENGLISH:

FOR INPUT: (TO RECEIVE)

-READING

-LISTENING

-VIEWING

FOR OUTPUT: (TO PRODUCE)

-WRITING

-SPEAKING

-PRESENTING

HOW DOES ENGLISH CLASS FUNCTION?

STRUCTURE:

DO NOW: READING ACTIVITY FOR **FIRST 10-15 MINUTES**. THIS COULD BE INDEPENDENT READING, SHARED READING, BOOK/ARTICLE/STORY DISCUSSION/ WORKSHEET/COMPREHENSION PASSAGE. THE AIM IS TO IMPROVE OUR READING/COMPREHENSION SKILLS, READING SPEED, VOCABULARY AND IDEAS.

CONTEXT BASED TEACHING: AFTER READING/DO NOW, WE WILL FOCUS ON OUR TERM CONTEXT AND DO THE PLANNED LESSON/ACTIVITY TO COVER INPUT AND OUTPUT SKILLS. THE AIM IS TO LEARN ABOUT THE CONTEXT.

STRATEGIES: WE WILL SHARE, DISCUSS, LEARN AND APPLY DIFFERENT STRATEGIES. THE AIM IS TO IMPROVE OUR SKILLS OF READING, WRITING, LISTENING, SPEAKING AND PRESENTING ETC.



MY PERSONAL DICTIONARY

WE WILL MAKE A PERSONAL DICTIONARY WHICH WILL INCLUDE NEW/DIFFICULT/FANCY WORDS WE COME ACROSS IN OUR DAY TO DAY LESSONS/ACTIVITIES. THESE WORDS COULD BE FROM ANY LEARNING AREA. WE WILL ALSO WRITE THEIR MEANINGS. WE WILL USE THESE WORDS IN OUR SPEECH AND WRITING. WE MAY USE A GOOGLE DOC/SPREADSHEET OR A LITTLE DIARY TO DO THIS.

THE AIM IS TO LEARN AT LEAST 10 NEW WORDS EVERY MONTH.

COMPONENTS OF WRITING

THE FOLLOWING COMPONENTS MAKE GREAT WRITING:

-IDEAS

-ORGANISATION OF IDEAS

-VOCABULARY

-LANGUAGE FEATURES

-STRUCTURE

-PARAGRAPHS

-SPELLING

-PUNCTUATION



COMPONENTS OF SPEAKING

THE FOLLOWING COMPONENTS MAKE A GREAT SPEECH:

- IDEAS
- UNDERSTANDING OF THE AUDIENCE
- UNDERSTANDING OF THE PURPOSE
- BODY LANGUAGE
- CONFIDENCE
- VOCABULARY
- LANGUAGE FEATURES
- VOICE MODULATION/PITCH/VOLUME
- HUMOUR



5 STAGES OF LISTENING

- RECEIVING: What is said or not said, what's the context
- UNDERSTANDING: Seeing the speaker's message from his/her point of view
- REMEMBERING: We only remember or recall what we think is important
- EVALUATING: Deciding whether the information is well organised or disorganised, true or false, biased or unbiased and significant or insignificant.
- RESPONDING: Providing verbal/non-verbal reactions to the speaker

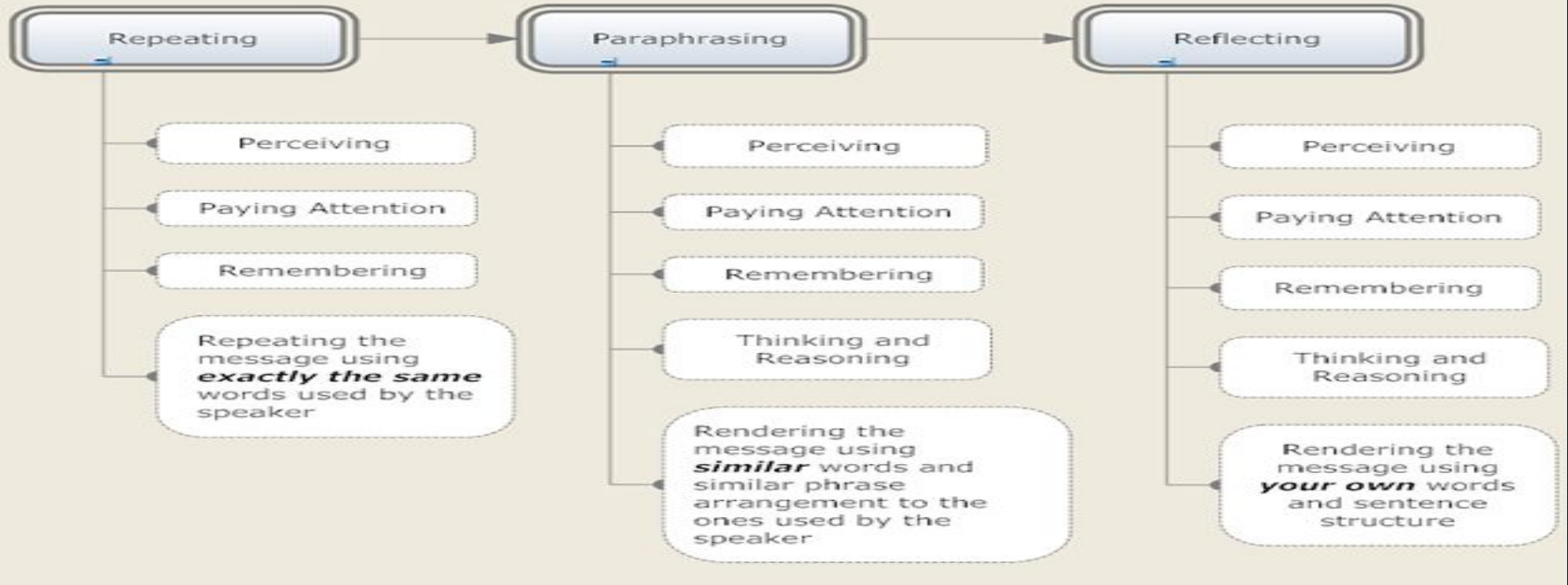


TECHNIQUES OF ACTIVE LISTENING

- REPEATING
- CLARIFYING
- ASKING QUESTIONS
- PARAPHRASING/SUMMARISING
- REFLECTING

DEGREES OF ACTIVE LISTENING

Degrees of Active Listening



THANKS!

A 3D graphic featuring the words "Thank You!" in a bold, white, sans-serif font. The text is set against a background of vibrant, multi-colored brushstrokes in shades of red, orange, yellow, green, blue, and purple. The brushstrokes are thick and layered, creating a sense of depth and movement. The text is positioned centrally within the frame, and the overall composition is bright and celebratory.

Thank You!