

What are the ways in which schools are already engaging to change either through leadership or classroom practice?

How can we best utilize our experience as leaders and teachers as researchers?



Creating Fertile Ground
- Teacher As Evaluator

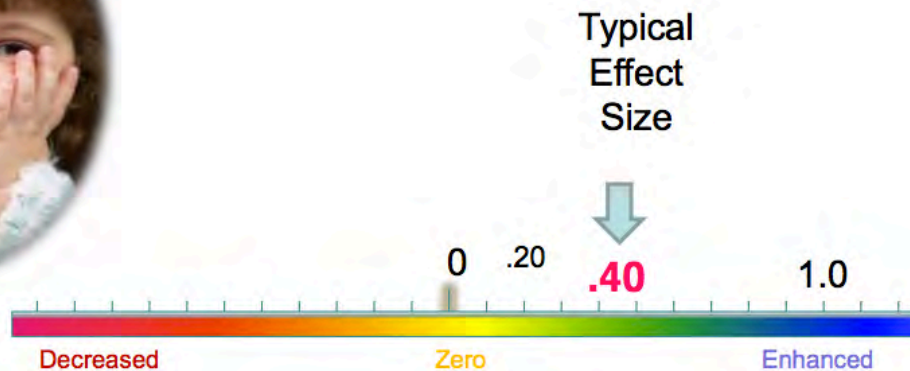


'Know Thy Impact'



It's what
some
teachers do
that makes
a
difference'
John Hattie

What shifts have been made?



What's worked?





M O M E N T U M

Mindframe: I am an EVALUATOR!

“Teachers and leaders believe that their fundamental task is to evaluate the effect of their teaching on students’ learning and achievement. By seeking evidence to inform teaching and practice, teachers and learners are also asking “Where am I going?” “How am I going” and “Where to next?”

Teachers need to be evaluating their effect over a series of lessons, and if the typical impact is not high, then the teaching method probably needs to be changed. Hattie refers to this as a ‘win-stay, lose-shift’ strategy.

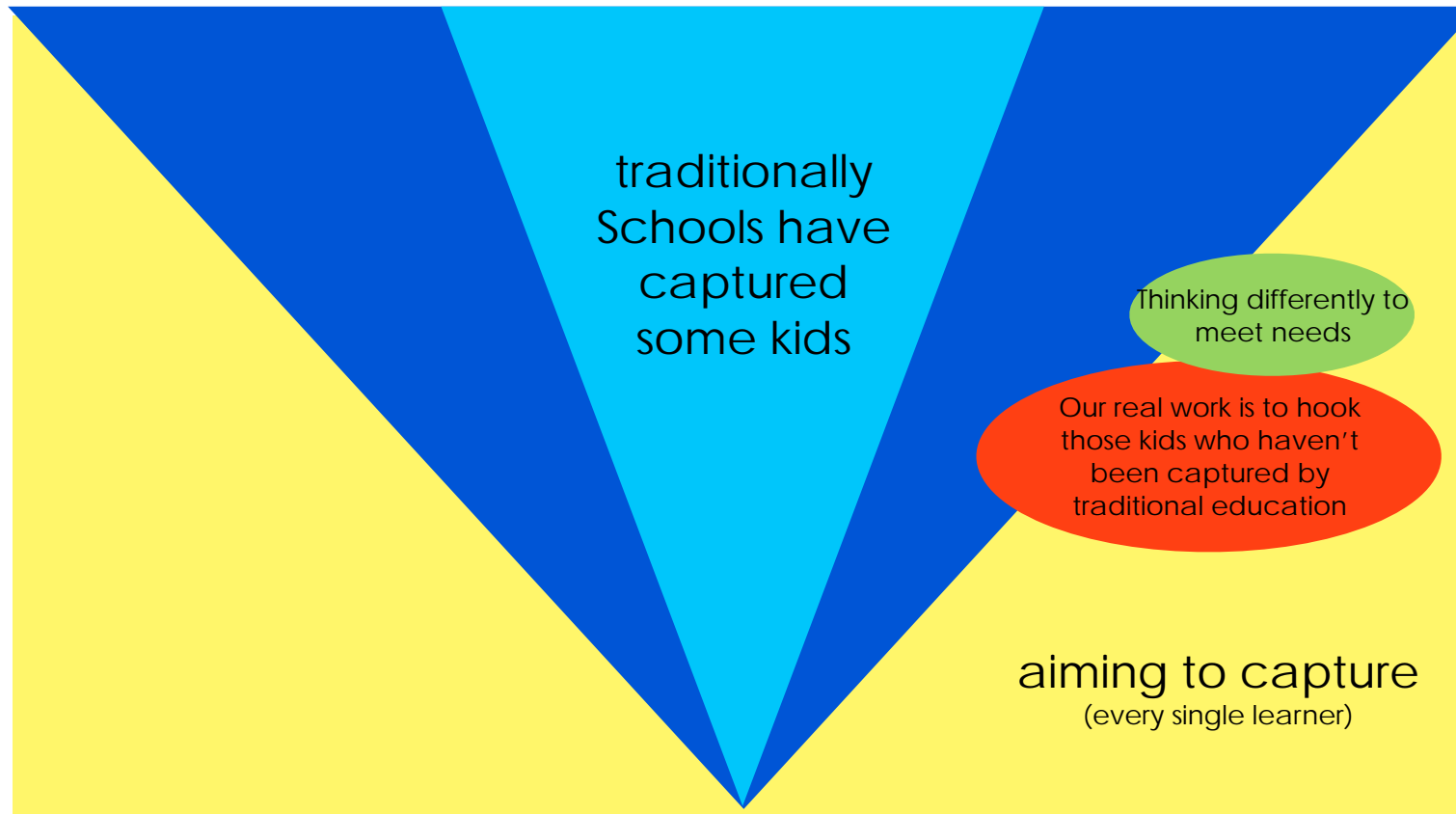
The key questions underlying this mindframe:

- How do I know this is working?
- How can I compare this with that?
- What is the merit and worth of this influence on learning?
- What evidence would convince me that I was wrong in using these methods and resources?



Hattie, 2010

Does our current system serve all learners?



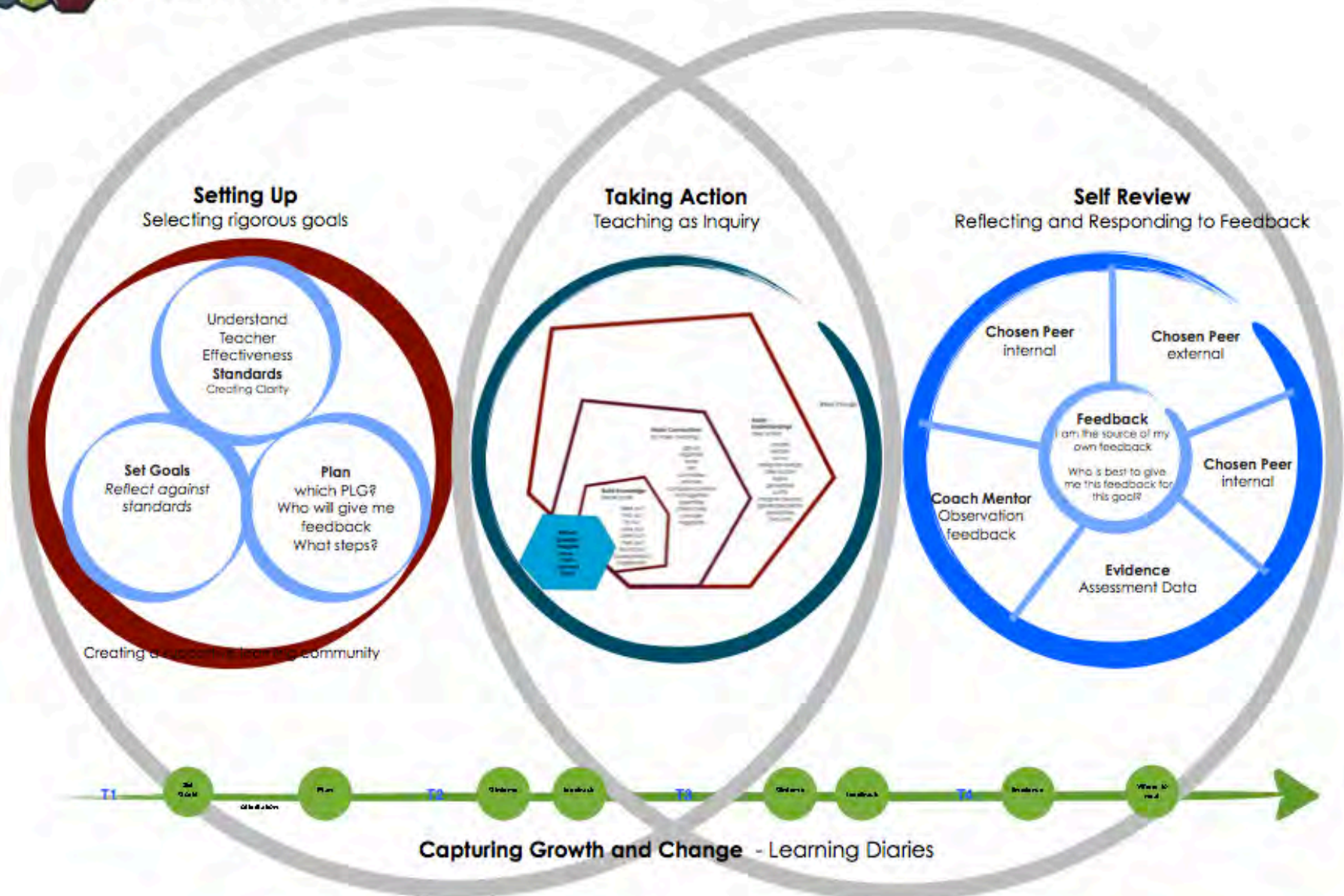
School

need to open arms and embrace every single child
The practice needed to do some of this work is not discovered yet

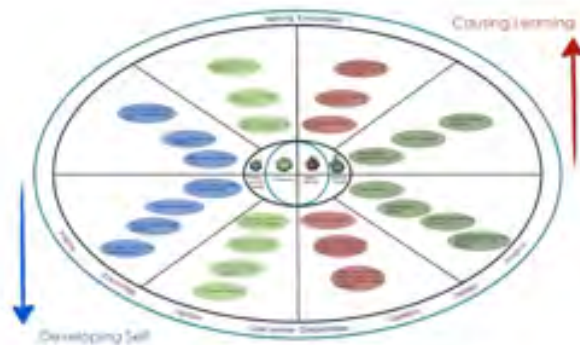


Performance Management

Revised October, 2010



Teacher Effectiveness



Stonefields School Teacher Effectiveness Framework



Teacher Effectiveness required to achieve vision aspiration – Teachers build learners ...

TS – Teaching Standards

TS4 Capacity to Learn

- Learning Process
- Learner Qualities
- Learning Pit

TS7 Capacity to Collaborate

- Levels of Collaboration
- Participants and Contributors

Capacity to Meaning Make

- Learning process Broaden K and U
- Depth of Thinking

TS11 Teaching As Inquiry

Assessment Capable

- Learning Progressions
- Interpret Assessments
- Feedback

TS1 Relationships

- School Values
- TS3 Culturally Responsive
- TS9 Including B&Cultural Perspectives
- TS12 'Gets' our Learners Strengths focused

Teacher Expectations and Responsibilities

- Has sound content knowledge in the foundation Learning Areas
- Is self aware and open to feedback
- TS4 • Is a learner advances own learning
- Actively manages own Well Being
- TS11 • Is evidenced to inform next steps (An Evaluator)

- Lives the SS Values and Mindsets
- TS5 • Collaborates/shares/openly contributes with colleagues
- Collaboratively problem solves to resolve potential conflict and /or discover future possibilities
- Networks to influence and make a greater educational contribution

- TS6 • Planning and assessment meets minimum expectations requirements and informs teaching and learning.
- TS7 • Uses a range of teaching methods to blend and advance learners knowledge and understandings.
- Extends students ability to advance their own learning using a range of e learning and other tools, E.g. Learning Process, You Tube
- Seeks opportunities, artifacts and ways to create wonderment and nurture curiosity in all learners

- What is my Crisis?
- What is the evidence telling me?
- Who are my target learners?

Professional Inquiry

Focusing Inquiry	<p><small>Stage 1: The Focus</small></p> <p>Why? What is the issue? What is the underlying concern?</p> <p>Why is this important to spend time on?</p> <p>Which group of students will be affected?</p>
Teaching Inquiry	<p><small>Stage 2: The Question</small></p> <p>What is the focusing question of your inquiry?</p>
Learning Inquiry	<p><small>Stage 3: The Research</small></p> <p>What do the students say they need?</p> <p>What does the research recommend as likely to be effective?</p> <p>What do successful practitioners recommend as likely to be effective?</p> <p>How will I measure success?</p> <p>What resources do I will use?</p>
Learning Inquiry	<p><small>Stage 4: The Action</small></p> <p>How can I implement the research?</p> <p>What success do I need?</p> <p>What will be done?</p> <p>What will my students be doing?</p>
Learning Inquiry	<p><small>Stage 5: The Learning</small></p> <p>What happened for the student?</p>
Learning Inquiry	<p><small>Stage 6: The implications</small></p> <p>What have I learnt?</p> <p>Implications for me as a teacher?</p>

Adapted from Albany Senior High Model

TED Groups

a collaborative process to inquire into practice, close gaps and accelerate student learning

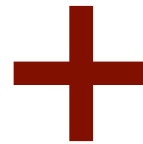


Data Teams

Data Teams are the model for continuous, collaborative action that inspires and empowers professionals to improve teaching, learning, and leadership for all.

Data Teams look at the combination of student results, teaching strategies, and leadership support.

Data Teams give professionals respect, reinforcement, and feedback - the keys for improved impact on student learning



RTI - Response to Intervention

RTI is the practice of providing high quality instruction and interventions matched to student need, monitoring progress frequently to make decisions about changes in instruction or goals, and applying student response data to important educational decisions

TED Groups

a collaborative process to inquire into practice, close gaps and accelerate student learning



Purpose:

- to inquire into my own practice
- to learn about and explore practice which accelerates progress for students
- to actively collaborate to grow my own and others capacity
- to receive feedback on my practice
- to be able to identify and talk about what I do to shift student learning
- to grow my capacity in coaching others

Professional Inquiry

Focusing Inquiry

Stage 1: The focus
 Why? What is the crisis? What is the underachievement?
 Why is this important to spend time on?
 Which group of students will be affected?

Stage 2: The Question
 What is the focussing question of your inquiry?

Teaching Inquiry

Stage 3: The Research
 What do the students say they need?
 What does the research recommend as likely to be effective?
 What do successful practitioners recommend as likely be effective?
 How will I measure success?
 What baseline data will I use?

Stage 4: The Action
 How can I implement the research?
 What support do I need?
 What will I be doing?
 What will my students be doing?

Learning Inquiry

Stage 5: The Learning
 What happened for the students?

Stage 6: The Implications
 What have I learnt?
 What are the implications for me as a teacher?

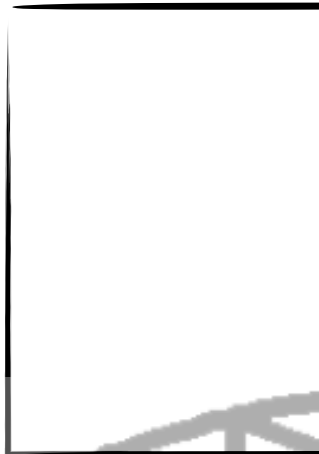


Shift Happens - *When you actively build bridges*

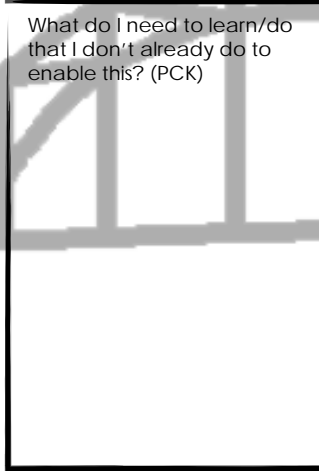
Where are my learners at?
(What does the evidence tell me they need next?)



What teaching/PCK will enable and cause this learning?



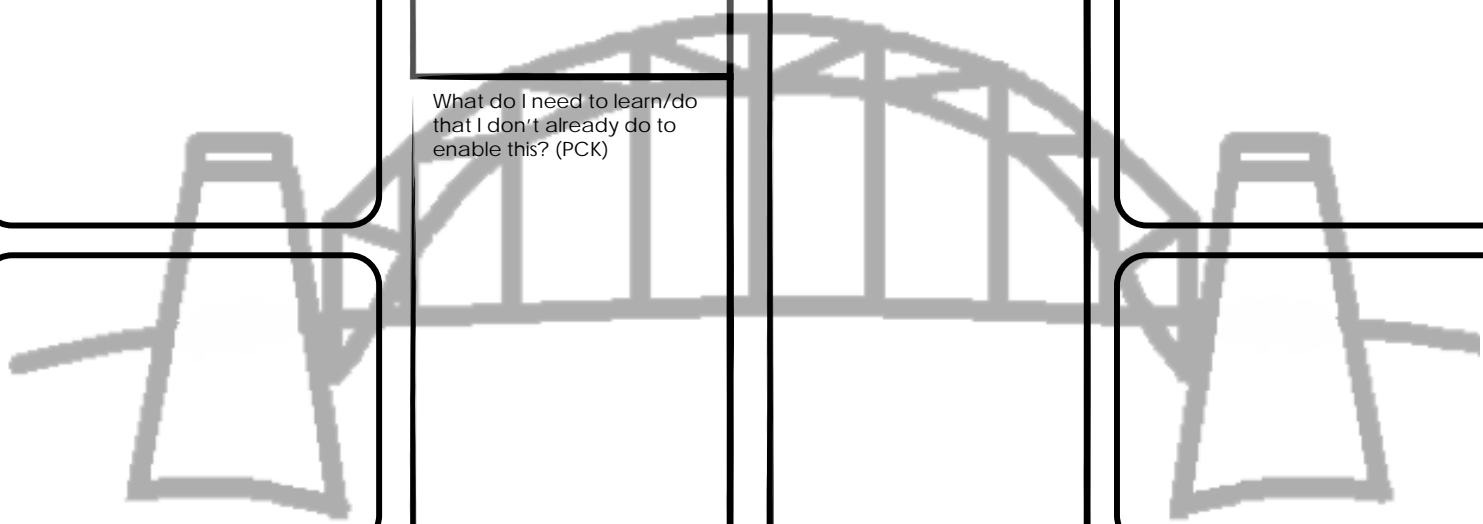
What do I need to learn/do that I don't already do to enable this? (PCK)

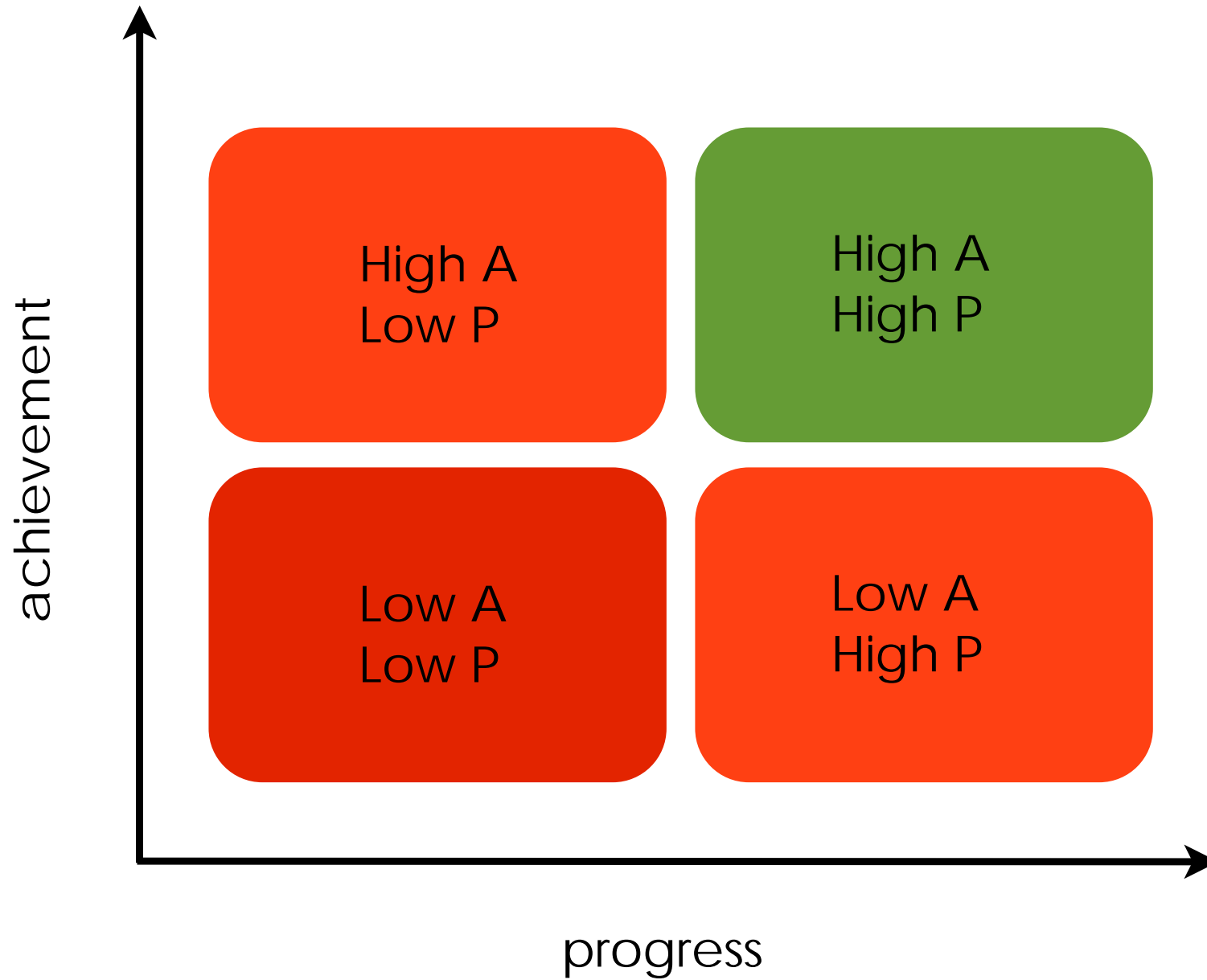


What learning do they need to experience/do to make this shift when not with the teacher?

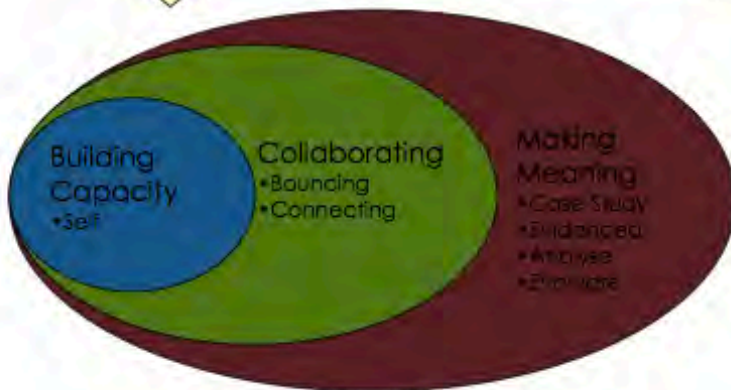
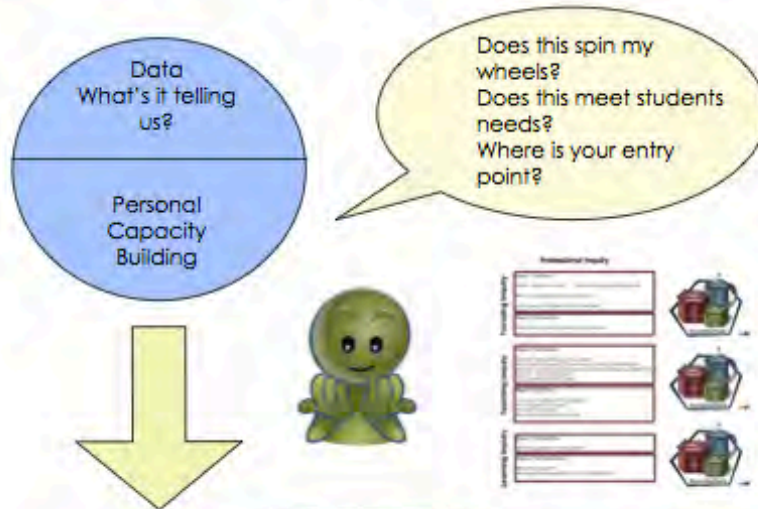


What are we aiming for (Outcome) How will I know if they/this has been successful?



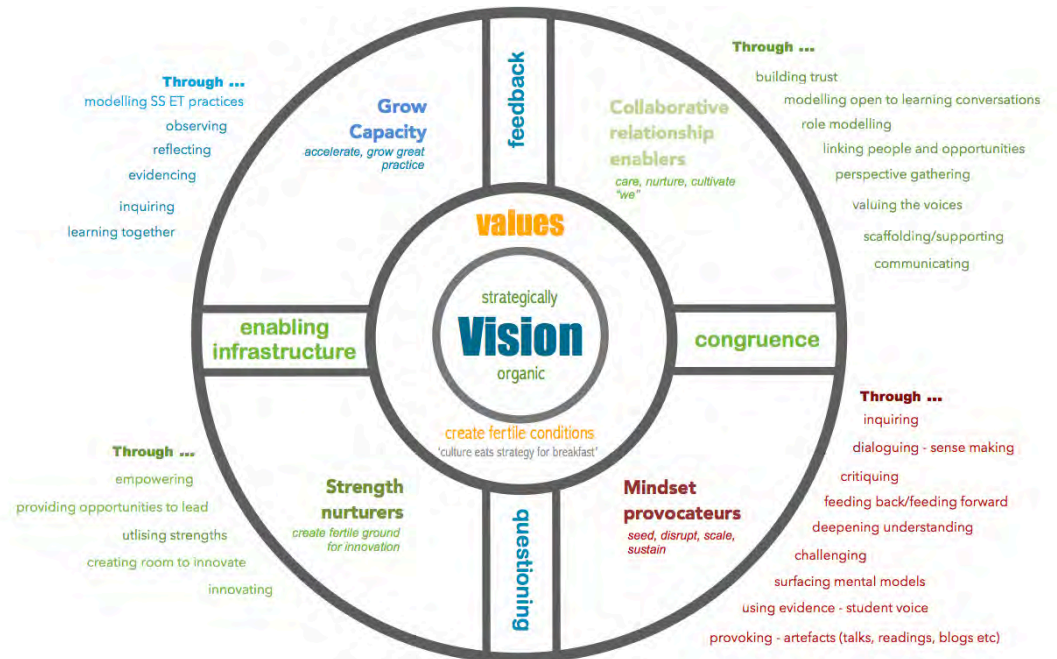


Driving My Inquiry



What kind of Collaboration is called for?

Individual Being influenced
Collaborating
Co ordinating/ Influence
Impact/Legacy



How are we deliberate in our acts of leadership?



Manaiakalani Innovative Teacher (MIT)

Sheena Campbell



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@sheenamcampbell



Manaiakalani
the hook from heaven



My Teaching as Inquiry Goal

What shift can I cause in writing for Maori and Pasifika learners using various eLearning tools?



My Target Learners

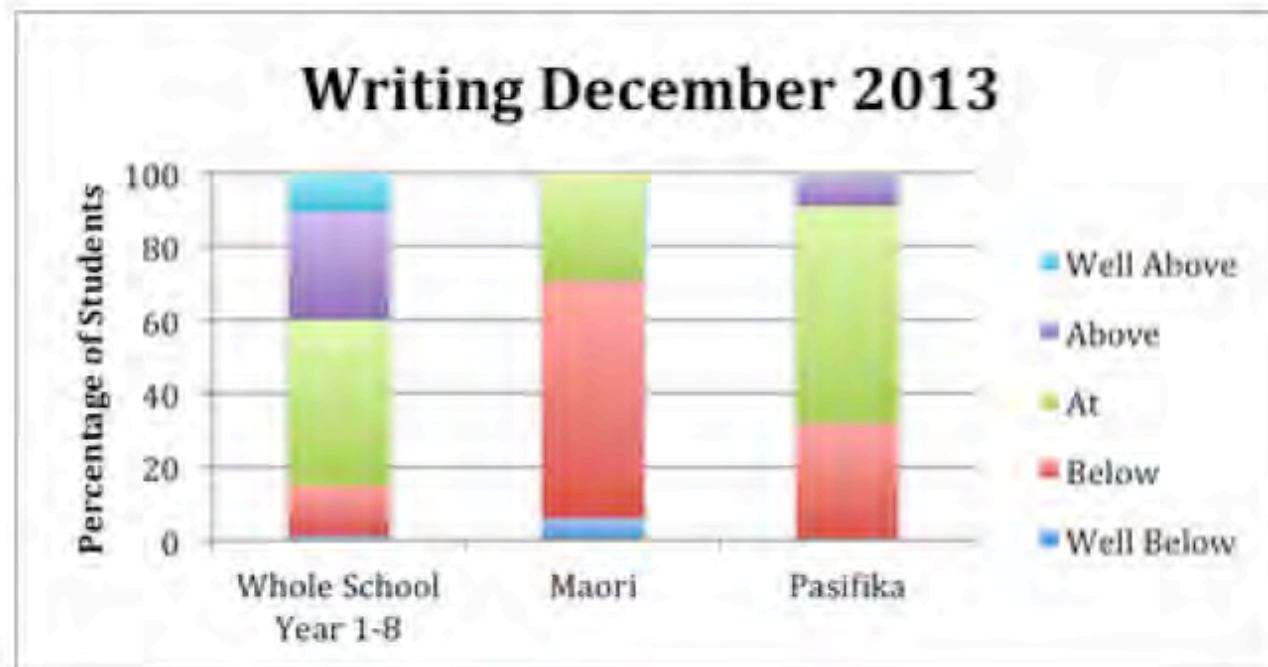
10 Maori &
Pasifika learners

6 boys, 4 girls

2 year 3 learners,
8 year 2 learners



What was the Data?



End of 2013 -

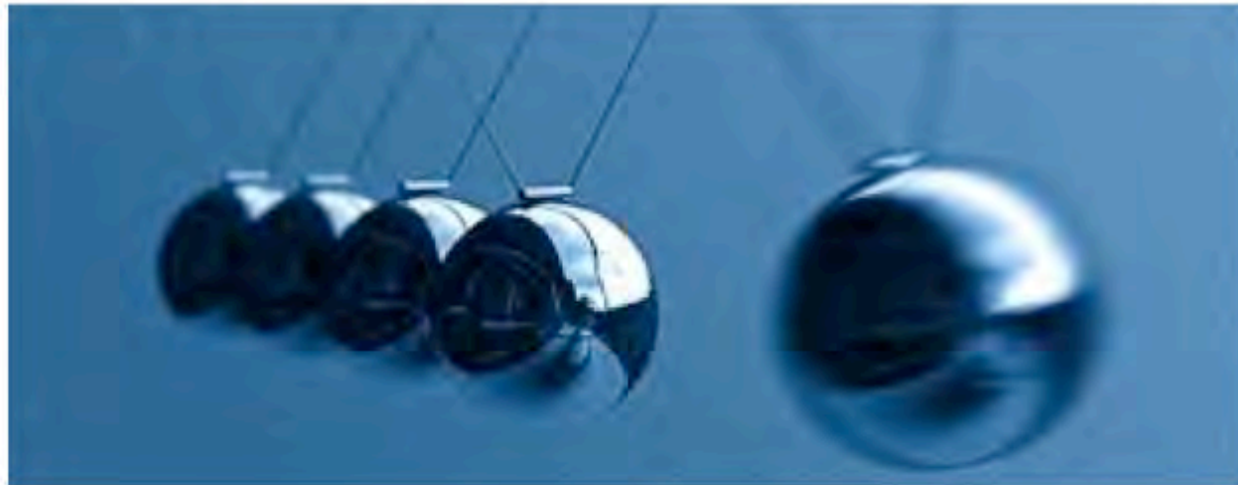
70.6% of Maori students and 31.8% of Pasifika students below in writing.

50% of year 2s and 28% of year 3s below in writing.

My Theories

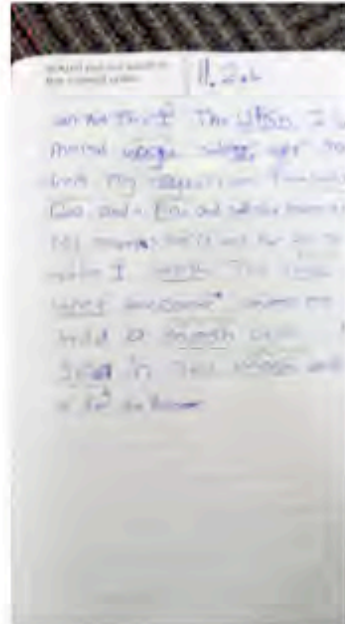
- *Students are below in writing because they are not 'hooked' into the writing context.*
- *Students are below in writing because they are not sure how to structure their sentences.*
- *Spelling is the barrier to success in writing. Students freeze when they are not sure how to spell a word, effecting their motivation to write.*
- *Writing online motivates learners and is a key factor to achieving success in writing.*

So what's been the
impact?



Shifts

Learner 3



11.6.14

Recount
Storm

I was scared last night because it was late at night and i woke up las nit and it was wede so i had tow blace but i was still god in my bed. went because i lookd lat nit and so my ako came to my home because he was cod and my mum and my dad and my sister was not cod but i was cod and my akol was cod to like me and we olle of us had tow Bloke because and it was holle for me because it was wide in my bed because my bot bloke was not womem because it was to god for me because it was wained for me because i was the botem of the bak and my sister go on the top of the bak so she did not here the thing or my family because they tod me that they did tall me that they

said to me they and i was up last nithing because it was wende at people's home because there was a stome last night at my home it was wedind and on Wednesday my grammamum fes fall and my dad is going to fexs the gat and mish was dann the gat so i went bak to bed and slpep.

Learner 6

hub 2s day to the went on a bus. and we sorre there a garden and we watchshed a move adout doba and

9.6.14

Ripper rugby we leant how to takckle and rippe rippeds of ***And we do to keep as fit and it is part of pe.and become lts a xisaeding sport.I am good at***

11.6.14

Recount about the storm.

Last night when I got home I heard a scree sound when I got .to bed last night I heard aq bash!!! On the window last night and I had to wake up in the middle of the night and when I woke up I was surprised that my car was full of branches falling on my roof and I was so screed if my dog was scared. If my dog was Yaluing. Cose if he Yalu he will run awe on the roude and he will get run aower by a Trak A car A bus. A car And A tran.

The Data...

Learner	DOB	Year Level	Nat Standard OTJ Dec 2013	Term 1 OTJ	Expected level (mid year)	Expected or Accelerated Shift (mid year)	Nat Standard OTJ Mid 2014	Term 3 OTJ	Expected level (end year)	Expected or Accelerated Shift (end year)	Nat Standard OTJ End 2014
Learner 7	12.04.06	3	Below		2P		1ii Well Below		2P	Accelerated shift of 2 years in 6 months	
Learner 8	11.12.06	3	AT	2B	2B/2P	Expected shift of 6 months in 6 months	2B AT		2P	Expected shift of 6 months in 6 months	
Learner 9	02.06.07	2	Below	1ii	1iii	Accelerated shift of 1 year in 6 months	1iii - Below		2B/2P	Accelerated shift of 9 months in 6 months	
Learner 8	17.06.07	2	Below	1ii	1iii	Accelerated shift of 1 year in 6 months	1iii - below		2B/2P	Accelerated shift of 1 year in 6 months	
Learner 10	28.06.07	2	Below		1iii		1iii - AT		2B/2P	Expected shift of 6 months in 6 months	
Learner 1	21.08.07	2	Below	1ii	bug 1iii	Accelerated shift of 1 year in 6 months	1ii - below		2B/2P	Accelerated shift of 1 year in 6 months	
Learner 2	12.11.07	2	Below	1ii	late 1ii early 1iii	Accelerated shift of 6 months in 1 term	1ii - below	No longer at Stonefields School			
Learner 3	11.01.08	2	Below	1ii	late 1ii early 1iii	Accelerated shift of 6 months in 1 term	1iii - just below		1iii	Tracking to be AT - expected shift of 6 months in 6 months	
Learner 5	04.02.08	2	not at SS	1i	1ii	Accelerated shift of 1 year in 6 months	1ii - below		1iii	Accelerated shift of 1 year in 6 months	
Learner 4	18.03.08	2	AT	1ii	1ii	Expected shift of 6 months in 6 months	1iii - AT		1iii	Expected shift of 6 months in 6 months	

Below

Close to AT

AT

What eLearning tools have caused the shift?



Using Padlet for planning

Winter Weather

Wet big splashes peaceful Blowing wind

Pitter patter puddles tip toe shiny dark clouds

muddy The water was freezing

Rain tickled when it dropped on you The concrete sucks up the rain trees swishing

Goosebumps The ground is as wet as a flood the rain reflects things

Pitter and patter on top of my umbrel

I almost got blown away like Mary Poppins

On my rain jacket it sounded like mini thunder

the rain makes the concrete darker the rain was smashing It's fun to play

Trickling rain down our spines Sometimes the rain can be a loud eruption

When I shake my umbrella it sounds like thunder

as quiet as a fairy landing on toadstool

Laughter from

The Storm

shouting

linging

clattering

scared

LH2 2014 Breakthrough Concept Learning eLearning Literacy Numeracy PE The Arts Te Reo Māori

Literacy > Miss Campbell > All Groups T2

Writing about the storm! Week 6



<http://padlet.com/my/dashboard>

Using Google Docs for creating

ON 27.14. Hub 2 and hub 1

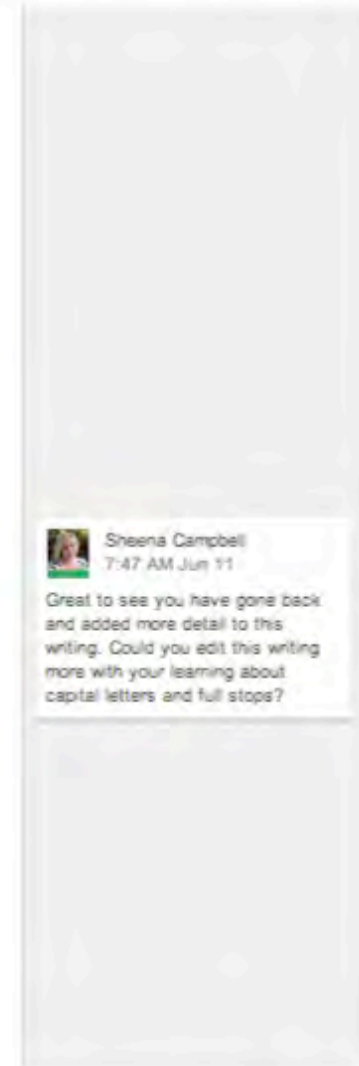
at the boddsit tempol to leniene at the boddsit tempol what we did draw and we hadmonetee we went to the boddsit tempol we lenen at the boddsit tempol because we have not ben there at the boddsit we lenen to toke cines we went to the tempol because we are lenen abutre cominete. And we wachd a vidoe abutre and we sow the stayou of boda and we got on the bas.

9.6.14

Ripper Rugby

In ripper rugby we are lenening how to play ripper rugby and lenen more abutre school games we went ther because to lenen ther at ripper rugby we went ther for 5 weeks at ripper rugby the day was Wednesdays to ran fast the theing for the game is tags and rips we did ripper rugby in the holl and we did ripper rugby on the field with Hamissh and so we can learn abutre rugby and to get fit and it is like PE because it's spots and PE is spots and ripper rugby and they are the same things because it's

Learner 3



Learner 6

What do our learners think?

Why do you like writing in google docs?

Using Hub Blog for sharing



Blog

Wall of Fame



Snowflakes falling everywhere

Snowflakes are white.
They fell at night.
It rains a little.
The rain is blue.
The waves are invisible.

Niume

Snowflakes falling on Stonefields

They rolled to my hand.
They were everywhere.
I let it go and it falls on the chair.
They are cold like ice.
Snowflakes remind me of a rainy day bear.
Snowflakes are cool because I think they look pretty and shiny.

Aurelia.

We've also tried...



How have I measured success?



Student Voice

After 2 years (L1 iii)		
Elements	Learning Intentions	Evidence
Ideas	I plan my ideas in different ways and use this plan when writing e.g. brainstorm, classifying, gathering ideas, discussing	
	I can write several ideas on a topic I choose a voice to suit the purpose and audience	
	I check and fix up my writing to make the ideas clearer for the reader	
Organisation	I can organise my ideas in the correct sequence	
Purpose and Audience	I choose a text type to match my purpose and audience, e.g. a recount of my holiday as a letter to Gran, my information about orangutans as a poster	
	I choose a voice to suit my purpose and audience	
Structure and Language	I use the appropriate text structure for:	
	- a recount with the 5 w's, and more than two events in sequence	
	- a description which gives some details of the subject, e.g. a monkey	
Vocabulary	I use adjectives to make my sentences interesting and descriptive	
	I use topic words in my writing	
Sentence Structure	I use words that I know correctly	
	I use different sentence beginnings	
	I can write compound sentences using joining words e.g. and, but	
Punctuation	I use capital and lower case letters correctly	
	I use capital letters for proper nouns	
	I can use question marks correctly	
Spelling	I can use exclamation marks correctly	
	I correctly use all the words from essential List 1 and 2 and some words from list 3 and 4 in my writing	
	I use spelling strategies to spell unknown words	
	I know and use the tricky sounds that are written in different ways e.g. phf	
	I know and use the rules for making words into plurals	
Proofread/Feedback	I know and use tricky endings greatest (comparative) florist (nouns)	
	I reread my own writing with a buddy to check the spelling of words I know	
	I reread my own writing to check the punctuation	
Sharing	I can write capital and lower case letters and numbers correctly	
	I can share my learning in a variety of formats (handwritten, typing, orally) and add images	
Me as a Writer - Attitude Motivation	I show others that I am a capable writer	
	I am motivated to write in all school and personal situations	
	I challenge myself to get out of the pit when I have writing struggles	

Teacher Planning Online

WALHT use **punctuation** correctly in simple **sentences**

Bring what we know...

Punctuation is capital letters, full stops, question marks, exclamation marks, commas, speech marks

Sentences are a line of writing.

A sentence has one idea.

Sentences always have to have full stops at the end and capital letters at the start.

The computer is black.

The telephone is grey.

The computer is big.

The wall is green.

The bugs have words on them.

The letters are describing something.

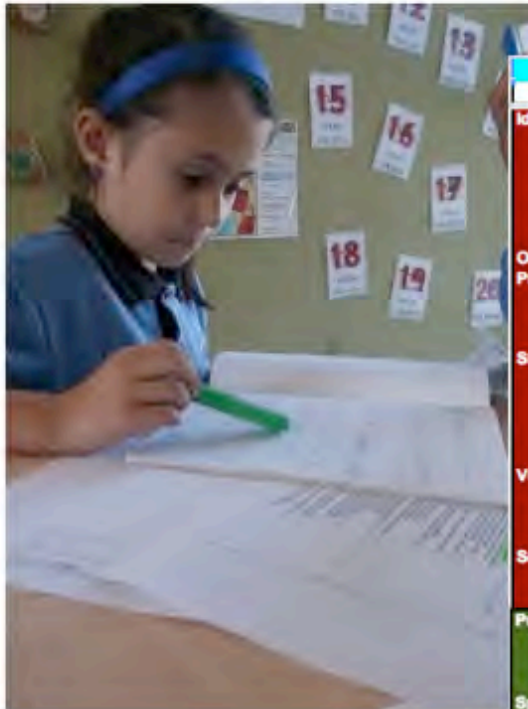
The learner qualities are on the wall.



Writing Planning

T2 Crafting Workshops

Writing Progressions



After 2 years (L1 iii)		
Elements	Learning Intentions	Evidence
Ideas	I plan my ideas in different ways and use this plan when writing e.g. brainstorm, classifying, gathering ideas, discussing	
	I can write several ideas on a topic I choose a voice to suit the purpose and audience	
	I check and fix up my writing to make the ideas clearer for the reader	
Organisation	I can organise my ideas in the correct sequence	
Purpose and Audience	I choose a text type to match my purpose and audience, e.g. a recount of my holiday as a letter to Gran, my information about orangutans as a poster	
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Structure and Language	I use the appropriate text structure for:	
	- a recount with the 5 w's, and more than two events in sequence	
	- a description which gives some details of the subject, e.g. a monkey	
Vocabulary	- instructions which tell how to do something	
	I use adjectives to make my sentences interesting and descriptive	
	I use topic words in my writing	
Sentence Structure	I use words that I know correctly	
	I use different sentence beginnings	
Punctuation	I can write compound sentences using joining words e.g. and, but	
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	I am motivated to write in all school and personal situations	
	I challenge myself to get out of the pit when I have writing struggles	





Choices about when and how I learn

Week... T...

	Monday	Tuesday	Wednesday	Thursday	Friday
8.55 - 9.00	Rolls	Rolls	Rolls	Rolls	Rolls
9.00 - 9.10	Plan my day	Plan my day	Plan my day	Plan my day	9-10am CRT (Mandarin, P.E & Drama)
9.10 - 9.35	1 Whole hub writing		Writing workshop	Meet with my <u>break through</u> group	9-10am CRT (Mandarin, P.E & Drama)
9.35 - 10:00	2 Whole hub writing	Writing workshop		Meet with my <u>break through</u> group	9-10am CRT (Mandarin, P.E & Drama)
10:00 - 10:25	3		Reading workshop	Meet with my <u>break through</u> group	Hub reflection on this week
10.25 - 10:50	4			Meet with my <u>break through</u> group	Planning my week for next week
10.50 - 11.00	Feed and Read	Feed and Read	Feed and Read	Feed and Read	Feed and Read
11.00 - 11.20	MORNING TEA	MORNING TEA	MORNING TEA	MORNING TEA	MORNING TEA
11.20 - 11.45	5		Meet with my inquiry group		Numeracy whole hub word problem
11.45 - 12:10	6 Reading workshop	Numeracy workshop	Meet with my inquiry group		Numeracy whole hub word problem
12.10 - 12:35	7				Numeracy whole hub word problem
12:35 - 12:50	8 Phonics	Phonics	Phonics	Phonics	Numeracy whole hub word problem
12.50 - 1.00	Lunch Eating	Lunch Eating	Lunch Eating	Lunch Eating	Lunch Eating
1.00 - 1.40	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1.40 - 2:10	9 Meet with my inquiry group			Whole School Singing	eLearning/CyberSmart
2:10 - 2.40	10 Meet with my inquiry group		Numeracy workshop	Whole School Singing	eLearning/CyberSmart
2.40 - 3.00	Hub tidy/Hub hangouts	Hub tidy/Hub hangouts	Hub tidy/Hub hangouts	Hub tidy/Hub hangouts	Hub tidy/Hub hangouts

So what do the kids think?

What's going well so far?

- I like choosing what to do when we feel like it.
- It's fun because we can choose when we are ready for different learning.
- It's going well because not everyone is doing the same learning at the same time.
- I like doing Break Through and Inquiry on different days during the week.
- You can finish learning that you haven't finished when you have time.

So what do the kids think?

What would help us for Term 3?

- It's really hard to choose what learning to do when. I'd like some help knowing what learning is urgent and what learning I could leave till later.
- Next term I'd like to see more learning choices on our list.
- I don't know what to do if I've finished all my choices by, say Wednesday.

Where to next?

- Learners to use iPads/tablets for planning and sharing
- Continue to use email as a tool for writing about photos taken.
- Learners to take control of sharing their writing with a public audience.
- Spend more time supporting learners with sentence structure and spelling during the crafting stage of the writing process.





Teachers As Researchers...

Shift Happens - *Taking learners from the known to the unknown*

Where are our learners at?

Where are you
now?

What are we aiming for?

What are you
aiming
for?

What 'HOW' strategies are
going to cause the shift?



- emails

kirsty@stonefields.school.nz

sheena@stonefields.school.nz

- website

www.stonefields.school.nz

- twitter

StonefieldsSch

