Principal Sabbatical Inquiry: A Return to the Beginning

Clyde Piercy: Principal Keith Street School Whanganui 2012

The status of this paper:

This is a summary of the readings I have done and the professional conversations I have had. The purpose of this inquiry was to consider and define the next steps for Keith Street School in its journey to a high functioning school that embraces teaching as inquiry and is based upon student voice, self regulation and effective partnerships with community and whanau. To this end I often process and synthesise ideas in the context of potential impact on my community and school and sometimes use these ideas, thinking and words, sometimes without acknowledging the source or using conventions of referencing required in academic writing. However this is because my inquiry is indeed that, an inquiry, and this is simply a journal of my learning and current thinking that I have developed whilst on sabbatical. I do, however, believe acknowledgement is very important and will endeavour to do so to the best of my recall and ability. The focus of my sabbatical is:

> To explore the extension and building of the role of student voice when building 'learning – focused' relationships. In an inclusive and integrated curriculum environment, what are the successful strategies in engaging learners right from the new entrants in building their ability to own their own learning and have their voices heard in the development of their school's curriculum and culture?

Acknowledgements

Firstly thanks to the Keith Street Board of Trustees for approving this sabbatical and providing the faith and resourcing necessary for it to be successful. Thank you to Linda Ireton, the management team and wider school leadership team that makes Keith Street tick. The Ministry of Education and NZEI require acknowledgement for their foresight in making this sabbatical possible. I have felt privileged to be granted this opportunity and have used my time to;

- Professionally read, think, discuss and reflect on student voice and self regulation within the context of the New Zealand Curriculum and in comparison to international school curriculums, namely the integrated inquiry models and curriculum frameworks for addressing differentiation (making a difference) in international schools.
- Visit schools throughout New Zealand that have been recommended as high performing to find examples of good practice and collect exemplars to use as models for professional discussion with my team at Keith Street. I also wanted to challenge my thinking in the development of the 'just in time' next steps for my school and for myself personally, in terms of professional capability building and development.
- To refresh and re-charge and ensure my passion (ability to impact student learning and performance) remains strong within a high transient, low decile educational environment.

Executive Summary

There is no mystery as to what effective teaching and leadership is. Recent research, and especially the Teacher Professional Learning and Development Best Evidence Synthesis Iteration (BES), (Timperley, Wilson, Barrar, Fung -2007) and School Leadership and Student Outcomes: Identifying What Works and Why Best Evidence Synthesis Iteration (BES), (Robinson, Hohepa, Lloyd- 2009) provides evidenced based direction and shared challenges. There are any number of excellent publications in schools that support the development of effective practice and teaching as inquiry. The primary resource being the New Zealand Curriculum (NZC p34-42) and associated Ministry of Education Text such as Effective Literacy Practice. At Keith Street, in an attempt to reduce confusion and interpretation we have a list of core resources each teacher has in their room which include;'

Effective Literacy Practice

Exploring Language

Clarity in the Classroom

Numeracy Project Resources – www.2nzmats.co.nz

Effective Pedagogy in Mathematics

Teacher Professional Learning and Development

 NZ Curriculum 2007

Stephen Graham – Explicitly Teaching Writing

P.M. Large Books - Text Type

ARB Assessment - http://arb.nzcer.org.nz/

TKI Education site – www.tki.org.nz

KSS Curriculum Delivery Document

KSS Analysis and Variance documents

KSS Positive Action plan

KSS Policies and Procedures

KSS Culture and Behaviour Management Document

KSS Management and Administration Document

KSS Budget

The challenge, of course, is to lead the 'theory to practice' changes required in a school. This can require courage, knowledge and skill as ultimately no matter how well defined and

exemplary your school curriculum, what happens when a teacher walks into her classroom and shuts the door is the main determinate of student outcome.

My discussions with fellow professionals has led me to look at three core areas

- Teaching as inquiry
- Planning
- Student voice

Methodology

I reviewed our current practice at Keith Street School. We have completed four years in the Assessment for Learning (AFL) contract. We have developed a community based curriculum encapsulating the principles of assessment for learning and teaching as inquiry. We have developed a vision, values and set of principles on which to base our decisions and set about developing descriptions of good practice. Brian Coles, Massey University AFL facilitator was of great help, along with the staff of Keith Street at that time and in particular our then Deputy Principal, Shobha Sharma. I wanted to identify the areas in which to develop a leadership action plan that ensures student voice leads to self regulation and engagement which impacts positively on their learning as defined by the NZC and in turn our KSS Curriculum, i.e. the qualities our students will show as a result of learning in our school and community.

I am a strong believer in developing structure. The 'how things are done around here' systems that ensure developments proved to have positive impact on learning become embedded in the 'business as usual' cycle. I intend to use the skills, knowledge and understandings that I have gained on sabbatical within my school, to advance the whole school practice of developing learning focused relationships (Clarity in the Classroom , Absolum- 2006). That is, create greater consistency and expectations of all adults across the school to;

- Develop learning relationships where teachers and students hold each other accountable to maintaining relationships that best promotes learning and where children can describe their contribution to that learning. Where children can describe the strategies they are using, are resilient and persevere and accept personal responsibility for their actions. That assist children, and adults, develop personal conflict resolution skills.
- Develop ever increasing ownership of lessons by students as responsibility moves from teacher to student. Where content, process and choice of learning are experienced as co-constructed. Where teachers empower children to be independent learners who have a commitment to evaluating and adjusting their learning to meet their needs, in partnership with the teacher. Where children reflect on their learning and can discuss *how* they have learnt.
- Ensure teachers and children make connections with students' cultures in the class and ensure the class programme reflects this diversity. Where children learn many

helping each other to learn strategies and value participating and contributing to their learning community.

- Build a strong sense of community. To build partnerships with whanau, to increase adult participation in school, based upon 'learning'. To ensure protection of cultural taonga and ensure children and whanau feel culturally connected to their school.

Volumes have been written on this subject. I could not and will not reproduce all this information here, however, I will include references at the back which have been particularly useful for those wishing to further this line of inquiry.

In order to strategically plan and identify next steps ,

I gathered information in three ways

- School visits
- Literature search and reviews. Both article searches and critical review of a number of recommended publications
- Interviewing and networking within the international schools community

I chose schools based on the following criteria:

- I knew they were working on developing student voice and self-regulated learners
- I have a working relationship with the principal through the Experienced Principals PD group or Experienced Principals Boutique conference
- I consider all schools visited and Principals interviewed as 'high performing'
- I wanted to be challenged in my thinking and practice

I am very grateful for the time spent with the following principals who shared practice and resources developed in their schools to assist me with my sabbatical inquiry;

- Chris Gullery – St Mary's School, Whanganui
- Mary Pupich – Paparoa Range School, Dobson, Greymouth
- Maureen Truman – Karoro Inu Whero , Greymouth
- Mark Brown – Victory School , Nelson
- Craig Sharp – North Street School, Feilding
- Helena Baker – Takaro School, Palmerston North
- Brya Dixon – Marton School, Marton

International schools

- Jenny Morton-Clark – Alexandra NZ/ Dusseldorf Germany
- Christine Keller – PYP Co-ordinator Dusseldorf Germany

Thank you to the following consultants and experts that peered reviewed this work.

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Teaching as Inquiry

Since any teaching strategy works differently in different contexts for different students, effective pedagogy requires that teachers inquire into the impact of their teaching on their students (NZC p35). Much is made of the idea of passionate and inspired teachers. Often successful people will describe a teacher that sparked a life long passion, interest or career. However as Hattie (2012) stated 'passionate' and 'inspired' teachers in education can be measured by having a positive 'impact' on **all** students in their class'.

But an impact on what?

To paraphrase and borrow from Brock (2004) I want all future teachers of my children to abide by three fundamental principles that I believe should underpin teaching and learning in every public school.

First, to **nurture my son's intellectual and imaginative capacities** way out to horizons unsullied by self-fulfilling minimalist expectations. Don't patronise them with the lowest common-denominator blancmange masquerading as knowledge and learning; nor crush their love for learning through boring pedagogy. Don't bludgeon them with mindless 'busy work' and limit the exploration of the world of evolving knowledge merely to the tyranny of repetitively churned out recycled worksheets. Ensure that there is legitimate progressions of learning from one day, week, month, term and year to the next.
Second, **to care for Connor and Fin with humanity and sensitivity**, as developing humans beings worthy of being taught with genuine respect, enlightened discipline and imaginative flair. And third, please **strive to maximize their potential** for later schooling, post-school education, training and employment and for quality of life itself so that they can contribute to and enjoy the fruits of living within a New Zealand Aotearoa society that is fair, just, tolerant, honorable, knowledgeable, prosperous and happy. When all is said and done, surely this is what every parent and every student should be able to expect of school education, not only as delivered within every public school in New Zealand but throughout the world. This is a belief of many leaders and educationalists. Abraham Lincoln in a letter to his son's teacher in the late 1800's concisely itemized these attributes and concluded his letter with the phrase

'This is a big order, but see what you can do… He is such a fine little fellow, my son!

I feel the same, I don't expect teachers of my sons or within my school to be dynamic and inspirational every minute of the day, but I do expect they understand the qualities they are trying to facilitate in our children (not purely the academic standard), to inquire into where our children are at, what the most appropriate next step might be and into the impact of their teaching on our children. I would like to encounter teachers who assess children not to find out what the child can or cannot do, albeit this is vital in the 'assessment for learning' next step planning, but to assess the impact of their teaching in achieving these goals. And, finally, I would like to work with teachers who see their roles as facilitators of children's potential, irrespective of what experiences they bring with them each day. To maximise that potential

and rejoice in children's success within the context of their own individual self, their culture and aspirations and not to measure success as a reflection of themselves.

To do this we require passionate, inspired teachers who 'know thy impact' (Hattie 2011). How to measure whether you are an effective practitioner is a good question. Start with the premise, everything works. Yes, doing what has been done last year and the year before helps students make progress but everything works. Perhaps even getting older and passing through Piaget's (1970) stages of human development, living life and collecting life experiences, and working with your peers will lead to 'achievement'. In fact if the previous teacher has been successful such self learning is evidence of her success.

The question for our school is 'what is accelerated learning at Keith Street?'

How should it be measured? What does 'enhanced' achievement look like? What tools should be used to measure it? Standardized tests, teacher made tests, student work?

The beginning to the answer of this question is transparency of what is to be learnt. 'Hattie' would call this visible learning. To quote 'The visible aspect also refers to making teaching visible to the students, such that they learn to become their own teachers, which is the core attribute of life long learners (NZC Vision) or self regulation, and of the love of learning we so want students to value. The learning aspect refers to how we go about knowing and understanding, and then doing something about student learning. Hattie's common theme throughout his book 'Visible Learning' (2012) is the need to retain learning at the forefront and to consider teaching primarily in terms of its impact on student learning.

Below is a diagram from Hattie's book summing up the high level principles or big ideas that are the foundations of teacher inquiry, leading to the valuing of student voice and the development of learning partnerships and the building of a community of teachers working together to formulate big ideas and measure the impact of their teaching. Trust is a large component. But as professionals we **must** trust each other's professional judgement, each other's data and get on with the business of ensuring children's learning is constantly progressing at the best possible rate. If you have an issue with a teacher's judgement surely this is a professional issue to be discussed with your colleague, or a professional development issued to be raised with your management team and professional actions planned to address this issue ie moderation practices.

We must not fall into the trap of expecting children to fall back each summer due to the 'holiday' effect and then measure achievement on the next teachers 'critical' view in early term assessment and 'rose coloured' view in late year assessment. All this extra or repeated assessment does not lead to student learning. Measuring and re-measuring the pig never made it fatter! Effective teaching (Planning, Teaching Instruction Sequence and Knowing thy Impact) that assists student learning.

I see learning through the eyes of my students			

Mind Frames	A Cooperative and Critical Planner	An Adaptive Learning Expert	A Receiver of Feedback
I am an evaluator / activator I am a change agent I am a seeker of feedback I use dialogue more than monologue I enjoy challenge I have high expectations for all I welcome error I am passionate about and promote the language of learning	I use learning intentions and success criteria I aim for surface and deep outcomes I consider prior achievement and attitudes I set high expectation targets I feed the gap in student learning	I create trusting environments I know the power of peers I use multiple strategies I know when and how to differentiate I foster deliberate practice and concentration I know I can develop confidence to succeed	I know how to use the the three feedback questions I know how to use the three feedback levels I give and receive feedback I monitor and interpret my learning/teaching

three feedback questions

Where am I going / what are my goals

How am I going / What progress is being made

Where to next / what activities need to be undertaken to make better progress

three feedback levels

Task level

Process level

Self regulation level

Hattie claims the evidence is that the greatest effects on student learning occur when teachers become learners of their own teaching, and when students become their own teachers. When students become their own teachers, they exhibit the self regulatory attributes that seem most desirable for learners (self-monitoring, self-evaluation, self-assessment, self-teaching).Thus it is visible teaching and learning by teachers and students that makes the difference.

In terms of my inquiry so far three key areas for inquiry have become apparent;

Teacher inquiry = What is my impact

Student Voice = Students become own teachers

Planning and Delivery= Plan collaboratively for this to happen

The first and most important aspect is teachers developing a 'mind frame' in which they see it as their role to evaluate their effect on learning. For some teachers it may be that their impact on learning may vary between lessons and subjects as much as impact may vary from teacher to teacher. So whilst we may promote a formal model of teacher inquiry for teachers to document their impact on student learning including criteria such as School focus / Teacher capability focus / Achievement findings /Achievement targets / Students used to monitor success of teaching focus / Best practice knowledge / Key elements of best practice to focus on / How will this look in my class / On going monitoring and reflection (what's working and not, what will I change), Key elements to focus on based on research knowledge and evaluating the effect and resulting contribution back to the learning community (See KSS Inquiry Model) this will be less effective without the presence of the day to day 'mind frame' of a passionate teacher (one that is concerned about the impact of their teaching on the learner).

One area that cannot be under estimated is the ability of the teacher to communicate. To make connections. At Keith Street School we realised very early that how teachers communicate with children, and indeed model with each other, is critically important. It was modelled by educationalists such as Bill Rogers (The Language of Discipline : A Practical Approach to Effective Classroom Management. (1994) and was written about by Faber & Mazlish (1995) in their excellent book 'How to talk so kids can learn'. 'It takes much skill for teachers to demonstrate to **all** their students that they can see the students perspective, communicate it back to them so that they have valuable feedback to self-assess, feel safe, and learn to understand others and the content with the same interest and concern (Cornelius-White, 2007:23).

The act of teaching requires deliberate interventions (DATs) to ensure that there is cognitive change in the student; thus the key ingredients are

- being aware of the learning intentions,
- knowing the student is successful in attaining those intentions,
- having sufficient understanding of the student's prior understanding as he or she comes to the task,
- knowing enough about the content to provide meaningful and challenging experiences so that there is some sort of progressive development.
- It involves a teacher who knows a range of learning strategies with which to supply the student, when they seem not to understand, who can provide direction and redirection in terms of the content being understood and thus maximise the power of feedback, and who has the skill to 'get out the way' when learning is progressing towards the success criteria. (Hattie 2012:16)

We may reflect, how do our current 'teacher inquiry' formats support the teacher to professionally inquire into their impact in these areas and continue their learning journey to improvement? I would suggest we add to the above list

- It involves teachers understanding how to talk with kids so kids can learn.
- It involves teachers actions, decisions and behaviours being guided by a strong set of principles as these are the foundations of curriculum decision making.

Of course it helps if these learning intentions and success criteria are shared with, committed to, and understood by the learner – because in the right caring and idea – rich environment, the learner can then experiment (be right or wrong) with the content and the thinking about the content, and connections across ideas. A safe environment for the learner (and for the teacher) is an environment in which error is welcomed and fostered – because we learn so much from our errors and the feedback that then accrues from going in the wrong direction or not going sufficiently fluently in the right direction. (Hattie 2012:16) . In terms of teacher inquiry, teachers themselves need to be in the same safe environment to learn about the success or otherwise of their teaching from others.

The rules of active listening are: to reflect back what someone is saying, their concerns, their achievements, to ensure their right to be heard is enabled, to help them construct next step options. If this can be achieved through the lens of an educationalist 'mind frame' we will make steps towards developing a truly 'professional' working environment where all our actions and decisions are informed by our principles and we work towards our vision of developing resilient, self confident, able learners who can participate and contribute in our society.

To review:

We are now fortunate enough to have an excellent set of registered teacher criteria. These criteria can be used to support individual and collective feedback and support the drive for continuous improvement. These criteria, I believe, are very helpful in that they recognise it is more than content knowledge, acts of skilled teaching, or engaged students that make a difference (although this helps). It requires a love of the content, an ethical, caring stance derived from the desire to instil in others a liking, or even love , of the discipline being taught, and a demonstration that the teacher is not only teaching but also learning (typically about student learning and progress) (Hattie2012:17). As quoted from Doug Reeves, passion may be the only renewable resource we have!

If we choose to use the RTC's to reflect on teacher performance with an educator's 'mind frame' then an experienced teacher will be a professional who knows thy impact. He will be a passionate, inspired teacher.

Keith Street School has began this journey by stating clearly in our co-constructed school improvement plan what 'Teacher as a Learner' looks like at our school. Hattie has produced a checklist for 'visible learning inside' which could be a useful tool to self review our criteria, discuss our accountability to these expectations, and seek student voice to co-construct next steps.

Timperley, Wilson, Barrar, and Fung, 2007 supported the ministry to develop and publish on tki.org.nz a set of self review tools for BOT, in school leaders and teachers. These were

adopted into our Keith Street School self review policy. These tools were designed to assist the weaving of evidence, inquiry and National Standards to build better schools.

This is also the obvious goal of our School Improvement Plan to achieve our school vision.

At Keith Street we have spent some time on these Dimensions but I believe we need to re focus on Dimension 1: identifying valued outcomes and student learning needs. Without improvement in this area to provide the assessment evidence that is critical to next step planning we will be unable to move towards an integrated level in the wider dimensions.

RTC's support teacher and in-school leaders to align the individual professional performance criteria with the self review tools that support the collective professional learning community performance. We should endeavour to ensure the 'goals/outcomes/focus of these tools are aligned in theory and purpose so singular goals can be achieved and cemented in our journey to becoming adaptive experts.

My current learning theory is that an intervention that focuses on the specificity of learning intentions and success criteria will be deemed more effective for improving student outcomes than intervention focused on other areas. This focus should be strongly on the child, the impact of the teaching, the understandings and engagement the child has gained from the teachers introduction and teaching sequences, (effectiveness of planning and delivery). What are the children doing, what they are thinking and not understanding?

So, although teachers are not the only factor that leads to accelerated achievement they are the factor we have most influence over.

Hattie (2012) at the end of chapter 2 in his book 'Visible learning for Teacher's' records a number of conclusions that I would recommend to all educators. This is an excellent book that has had great resonance with me. I would rate this along side 'Micheal Absolum's 'Clarity in the Classroom' in terms of relevance and value to NZ classrooms and education.

He has an important message

- School leaders and teachers need to create schools, staffrooms, and classroom environments in which error is welcomed as a learning opportunity, in which discarding incorrect knowledge and understanding is welcomed, and in which teachers can feel safe to learn, re-learn, and explore knowledge and understanding.

Think about how we can achieve that!!

What do we, as in school leaders , need to do to ensure teachers are supported on this journey of constant inquiry (on the impact of their teaching) and learning (typically about student learning and progress)? Certainly Professional development and support that is responsive to teacher reflections (voice).

How about collective / collaborative planning of big ideas? The development of professional learning communities where there is a high expectation of sharing of individual professional inquiry. This inquiry must be grounded in our principles.

PRINCIPLES: All our actions and decisions are based on understanding the needs and beliefs of our students and community and establishing the right conditions for Learning

- Relationship based Teaching and Learning Practices: Safe Environment, Risk Taking, Valuable, Involving, Caring, Successful, Enabling
- Commitment to Empower all children to learn regardless of individual circumstances,
- Commitment to Evidenced Based Teaching Practice,
- Commitment to Effective Teaching Practices including formative assessment, co-constructing knowledge and the development of professional learning communities, interactive and dialogic learning,
- Culture counts. All children will have their culture recognized, valued and respected within the school community.
- Principles of Equity within all aspects of our learning community.
- Treaty of Waitangi

Learning stories are not enough. Evidenced based, research supported, relationship based inquiry that takes constant account of our vision, including cultural aspirations, equity and our local Tangata Whenuatanga, must be the basis of our professional dialogue and we must enter that dialogue professionally prepared and with a mind frame to learn, re-learn, and explore knowledge and understanding. Not to be protective of the known and seek to justify current practice.

In essence Teacher Inquiry, ideally, is a mind frame. It happens minute by minute , day by day. Learning journals and inquiry plan formats are vehicles for professional teachers to use to share with their colleagues and engage in the practice of learning and re-learning about their practice and their impact. RTC's and Self Review tools help be explicit around the attributes expected of a professional teacher and leader. It is the challenge for the profession itself, ourselves, to ensure these standards are maintained and the expectations we have for our own children are afforded to all children.

Planning

On the surface this would not seem an overly complex process. What do I need to teach? At what level of difficulty? What do my children already know? What's my understanding of their progress? What has been the effect of my teaching to date? In other words -the lesson : from planning to impact. Hattie argues planning should not be a linear route but a series of key stages of decision making that teachers work through. Lingard (2007) suggests teachers must have a mind frame to foster intellectual demand, challenge and learning as these are the powerful predictors of interest, engagement and higher level and conceptual thinking. **Hattie argues the most efficient use of educational funding is to find ways for teachers to critique each others work, to plan together, evaluate together, and to find many other ways to work together.**
What I believe he means here is that teachers must work together to develop common planning outcomes, common understandings of what is worth teaching and collaborating on, challenge their beliefs and evaluate the impact of their teaching. For Keith Street this means a

crystal clear shared understanding of our curriculum goal and the qualities that describe that outcome. From there you can begin to develop the levels of performance of the students from the beginning (prior achievement), the desired levels at the end of a series of lessons (or term or year - targets), and the rate of progress from the start to the end of the series of lessons (progressions). The fourth component of planning identified by Hattie (2012) is the teacher collaboration and critique in planning.

The question for Keith Street School is do we have a visible and defensible method of monitoring, recording and making available, on a just in time basis, interpretations about prior, present and targeted student achievement. Can we monitor the progress of students regularly throughout and across years, create effective targets and use this information to inform planning and evaluate lessons and impact?

You could argue, rightly, that our SMS (school management systems) are far more data driven and user friendly than ever before in terms of Reading, Writing and Numeracy. National standards, Moderation, Literacy progressions, Numeracy framework have all contributed to the development in this area of primary schooling. Do we, or should we, have a similar profile of the students development in learning to participate and contribute to a class learning community. In 'learning how to learn' and 'self manage', in developing an understanding and ability to explain why some things happen and see themselves in specialist roles in our society. After all is this not the intent of the new curriculum? Should a five year old who arrives with an idea of being a firemen or doctor or farmer not be able to leave with a dream of becoming a marine biologists or engineer or performance artist and what a fine record of development that record of self hood, competence, mission, affliation and security that may be as the child develops a strong sense of self, resiliency, confidence in their own ability to learn, to take responsibility and to positively solve problems and conflicts. (a talent register!).

The big question for planning may be, will the effort to plan for , deliver and evaluate as a professional team, the development of these wider curriculum achievement outcomes pay dividends in the way success in schools are now largely measured. National Standards. Hattie claims there are multiple influences on achievement, the teacher is just the one we have most influence over, therefore one could deduce spending time developing as a learning community, conscripting the assistance of the class learning community, to help each other to learn and actively assessing and developing the effectiveness of their learning community, to develop mediation skills to self regulate their environment, to conscript children as their own teachers by explicitly teaching learning how to learn skills, to develop perseverance and resiliency, to take personal responsibility and to learn from mistakes should pay off in terms of 'National Standards'. ie if you focus on the wider curriculum in collaborative planning more learning should take place and National Standards results should improve without a narrowing of the curriculum many educationalist so fear. Teaching with a big idea in mind that helps children to explain why some things happen and encourages them to see themselves in specialist roles helps them develop an understanding of the world around them, to make connections and begin to explain events using their own ideas. In other words to transfer new learning. These are the 'behaviours' of a good writer, reader or mathematician and so I would argue there is no need to narrow the curriculum with the on vent of National Standards but rather, to be successful, we should continue to implement and further develop our NZC and community visions.

Hattie uses the metaphor of the rope to describe learners as 'choosers' who aim to impose

some sense of order, coherence, and predictability in their world. We make choices about how to interpret events , about alternative courses of action, about the value of making these decisions or not (which is why some 'naughty' kids seek evidence to confirm their view of themselves as 'naughty' kids). These choices aim to protect, present, preserve, and promote our sense of self such that we can back ourselves – that is a sense of self esteem.'
Our job, especially in a highly transient school such as Keith Street is to get the kids to back themselves as Learners.

Therefore the teacher must understand the attitudes and disposition the student brings to the lesson. At Keith Street we have, over the years, developed our principles to support us to make the 'right' decision when planning. The basic principles of relationship based teaching should be visible in each lesson. A cognizance of the child's resiliency protective factors should be in the teachers mind frame, an understanding of the child's self-efficacy in terms of the building blocks of self esteem needs to be valued and understood. In other words 'Know thy Learner'. The early term one 'lessons' need to be more than getting to know each other :they need to provide the teacher with his vital information, to develop a profile of his learners on which to base future planning under the frame work of our wider curriculum.
For example, when taking your reading group, what is the helping each other to learn strategy we are working towards? Is this 'visible' to the teacher and learners? What is the learning how to learn strategy? Is this visible? What are the thinking or discriminatory skills we are working on and of course what are the reading behaviours in our learning intentions and co constructed success criteria?

Michael Absolum in his book Clarity in the Classroom (2006) provides a detailed framework for the development of teaching and learning capabilities. This a compulsory text in our school, has been picked up by ministry advisors and has power point PD supports on the TKI web site. Absolum illustrates how effective learning comprises of building learning focused relationships by encompassing;

- **A shared clarity about next step learning**
- **Promoting further learning**
- **Clarity about what is to be learnt**
- **Assessment for learning**
- **Active Reflection**

Absolum covers areas such as the learning environment, locus of control, cultural response and involving the parents in students' learning. He covers curriculum understanding, clarity about what the learning is, using assessment information, use of assessment tools, and big picture assessment. In terms of future learning he recognizes the importance of timing, student involvement, closing the gap strategies (prompt types, scaffolds, examples, reminders, explanations, intrinsic reinforcements etc) and next steps (feed forward). He states the importance of active reflection. That's reflection about learning, students taught to be reflective, self or peer assessment (assessment literacy), reflection about the learning culture, professional reflection.

Absolom says teachers require 'clarity' about next learning steps (PLANNING).

- The teacher should start with the end in mind. The teacher and students are clear about what students should understand by the end of the lesson or unit, and this is referred to during the lesson.

- Subject knowledge. The teacher is expert in the subject and keeps current through reviewing recent research, new technologies and new ideas in the subjects
- Subject learning progressions. The teacher knows the learning progressions of the concepts and understanding within the curriculum
- Identity with subject. The teacher is able to build student identity with the subject so the students see themselves as 'writers', 'mathematicians', 'designers' etc.
- Where to next. The teacher expects students to use available curriculum resources to find where their achievement is at and what they need to learn next.

I highly recommend this text for it's relevance to NZ schools but also as a user friendly tool to support effective teaching in our schools.

Much has been written about effective formative assessment, especially by eminent educationalists such as Shirley Clarke (Associate, Institute of Education, University of London), Helen Timperley (School of education, University of Auckland) & John Hattie (School of Education, University of Auckland) so I will not repeat the components here.

The issue I am grappling with is the journey from curriculum documents outcomes to lesson plans if we are to develop self regulated learners. Most school unit plans include subject, strand, context or topic, achievement aims, global learning intentions, summaries of content areas (Big ideas you want the students to know about), maybe some entry level notes about the students, specific learning intentions, success criteria, activities, resources, groups (based on some type of diagnostic assessment prior to unit) and assessment approaches. This or some thing similar is typical of most schools I have seen.

Absolum suggests the issues around written planning are the answers to the following questions:

What do I want them to learn? What do they need to learn?

Curriculums, Schemes, Overviews ,etc to be broken down into measureable and achievable learning steps, which are then negotiated with the students as co-constructed learning intentions). What assessment tool will I use to find out what they need to learn?

How will I (or they) measure their success in learning this?

A discussion with students about how to recognize when their learning has been achieved, and what successful learning will 'look like'.

What learning activities can I , or the students, create that will help the students achieve this learning?

These are not activities that fill in time, but activities that have been carefully chosen to contribute to the intended learning and success criteria. Fun is good, but is not always learning

How will I monitor their learning and success?

The activities themselves may allow the teacher herself to assess the achievement level. Sometimes assessment activities need to be set up. Self-or peer assessment activities may need to be organized

What is the next step or steps in learning associated with this programme?

Some students will need extending, some will finish early, some will get stuck. The teacher needs to communicate that learning is a journey. There is always a next step. The teacher is better equipped to individualise the programme if they are familiar with the next steps and can move students towards that next step, at a moment's notice

What resources and equipment do I need?

Decisions about learning rubrics, books, kits, photocopying etc need to be made-(Absolum 2006-Dave's view)

In this model the focus of any plan would be

Lesson / unit
Curriculum area
Achievement objective (from NZC)
Intentions *(What do I Intend them to learn?)* Success Criteria *(How will they know when they are successful)* Teaching and Learning Activities *(What will I do to help them achieve this?)* Assessment activities *(How will I assess the success criteria)* Assessment for learning *(What happens next?)* Resources

Within the learning intentions you could include Global learning intentions (curriculum related) and Minor learning intentions (learning community or learning to learn related)

Or

Global Learning intentions (big idea- We are learning how …) and specific learning intentions (We are learning to …)

- Big ideas being derived from essence statements

So how do we implement this within a complex organization such as a school?
Hattie (2012) stated that teacher collaboration and critique in planning is essential.
To implement a school vision and curriculum there must be collaboration and critique.
Teachers need to work together and make decisions around learning priorities and have a common view of what success looks like. At Keith Street School we developed the 'planning circles' in an attempt to develop a sense of commonality in planning and learning. A big idea was set in Community (Wharanui), Identity (Mana) and Achievement (Poutama). Of course the individual teacher retains the responsibility for knowing their learners and monitoring their impact. But big picture collaboration and on going critique is the responsibility of the learning community.
At the end of the day the 'long term' plans should clearly reflect the progressions the students in our school are making towards developing the qualities our community and the NZC has deemed important for them to learn as a result of their learning in our school and community.
If it does not, what was the planned outcome for our teaching and why? Are we doing our jobs? Are we effective teachers?
Of course the collation of long term plans will also provide you with information about 'coverage' and 'balance' and provide the opportunity to adjust delivery to ensure all children are provided with an equitable opportunity to find their passion, their talent and their opportunity to be successful within the context of their own identity.

My inquiry into International Schools aligned well with the NZ environment.
To make a difference there are four 'keys'.
Know your students (and know yourself)
Know your curriculum
Develop a repertoire of strategies for effective teaching and learning (differentiation)
Keep it simple, start slowly and be social.

There are four stated conditions pertaining to formative assessment for learning;
Learning objectives that are clear to students and identifies what 'quality' is.
Feedback that helps students to know where they are and what is their next step.
Self assessment that invites students to delve into what quality is.

Formative assessment that specifically identifies next steps for students.

The effective teacher develops pedagogy & strategies that;
Will work within the child's zone of proximal development.
That mediates upward movement by developing student independence and self reflection.
That builds an internal locus of control and responsibility for learning within the student.

To do this the teacher must work towards developing an advanced knowledge of curriculum and a complex knowledge of students and self.

The principles of differentiation mirror many of our Keith Street Principles and NZC Principles.
All children can, do and will learn (not always what and when we would like).
Diversity enriches.
Children learn most enthusiastically and most efficiently when they are encouraged to use their strengths and know what they are learning and why.
The teacher is a critically important architect of a child's learning environment.
Strategies that define and comprise good teaching are applicable to all children (and adults).
A professional partnership is exponentially more effective (and more satisfying) than the sum of its parts.

What could this look like?

The teachers mind frame will be asking;
Where am I going?
Where am I at the moment?
How do I close the gap?

Here are seven strategies courtesy of Jenny Morton-Clark.

1. Provide clear and understandable outcomes (in kids language)
2. Use examples of strong and weak work
3. Offer regular **descriptive** feedback. Make suggestions for corrective action.
4. Activate students as owners of their own learning ie traffic light strategy.
5. Self assess and set goals. ie the highlighter strategy. Design lessons to focus on one aspect of quality at a time
6. Facilitate focused revision
7. Self reflection and let them document their progress

Dylan Wiliam in his excellent publication 'Content then Process' in his chapter on Teacher Learning Communities in the service of Formative assessment named five key strategies
1. Clarifying learning intentions and sharing success criteria
2. Engineering effective classroom discussions, questions, and learning tasks that elicit evidence of learning
3. Providing feedback that moves learners forward
4. Activate students as owners of their own learning
5. Activate students as instructional resources for one another

The evidence is clear, so why is this not common practice? Why not adopt a teacher mind frame that implements minute by minute, and day by day formative assessment ? Change is of course difficult. To question your impact as a teacher, to be willing to walk away from the known and take a critical view is not easy. That is why the building of professional learning communities "where school leaders and teachers create schools, staffrooms, and classroom environments in which error is welcomed as a learning opportunity, in which discarding incorrect knowledge and understanding is welcomed, and in which teachers can feel safe to learn, re-learn, and explore knowledge and understanding.(Hattie 2012)" is so important.

Wiliam suggests five principles to establishing and sustaining teacher learning communities.

Gradualism

Flexibility

Choice

Accountability

Support

The availability and wealth of information available to teachers now is mind boggling. The meta strategies: whether non verbal cues; mediating student thinking; creating constructive learning communities; promoting self directed learning; use of student response to inform instruction and all the collective evidence of impact on students; the desired teacher behaviours, student behaviours and research and resources are available on line and through every possible lens. I have been over whelmed with excellent resources that have come purely from teaching professionals willingness and desire to share. So the 'whats' are not the problem. As a school leader I must look to the support and the accountability.

Supports in terms of curriculum frame works- including vision, principles, values and a frame work for planning design.

International schools have a 'Backward Design' process for unit planning.

> **Identify desired results** (What are the enduring understandings ?What are the essential questions ?What desired knowledge and skills?)
> **Determine Acceptable Evidence**
> **Plan Learning Experience and Instruction**

> **1 .Identify desired results**

(a) What are the enduring understandings (primary concepts / essence statements NZC)

(b) What are the essential questions (Mediating relevance-these big questions usually have no obvious answer, raise important questions, often across subject boundaries. Can address the philosophical or conceptual foundations of a discipline, recur naturally, are framed to provoke and sustain student interest, have embedded in them enduring understanding).

Quote from www.stuff.co.nz – 'pupils meditating' *(ignore the meditating connotation as it refers to another school and is religion based),*
"Philosophy is gaining traction at Island Bay School, where United States Fulbright scholar Thomas Wartenburg has been training teachers and teaching classes of 6-10 year olds. The focus was on encouraging children to talk about the "why" questions that they were already asking about how the world worked, he said.

"Not all of the questions are philosophical but many are, and I think it's important to help kids to make sense of the world. It's never too young."

Island Bay School assistant principal Jane Hossack said philosophy fitted into the school's vision, and taught children to be skilled communicators. "We want them to retain that natural curiosity they come to school with, and we want them to have opinions and to get them to consider alternatives to those opinions. We want them to be able to articulate why they believe what they believe." (Reading, Writing and Rousseau) .

What has a mind? How should we treat our friends? Should we always think for ourselves?

Such questions are the basis for a philosophical discussion at primary school, rather than the theories of great philosophers – unless children tap into the ideas of Plato themselves, Thomas Wartenburg says.

The pupils are read children's books, and then asked to discuss some of the ideas that come up. In a recent session, the class had talked about what it meant to have willpower, and how important it was, and whether you should use it if you have it.

"We are not trying to teach the kids anything about what anybody said, but getting them to engage in philosophical thinking. We're getting them to say what they think, and asking others whether they agree or disagree," he said.

Other questions suggested for discussion by *Philosophy for Children New Zealand* include: What would a fair society be like? Do we own our bodies? What does it mean to know something? What counts as a good reason for something?

Wartenburg wrote the book "Big Ideas for Little Children". His general focus is to help children to figure out what they think about important issues in their lives and be able to defend that point of view. When considering our 'big ideas' in Community, Identity and

Achievement his frameworks could be helpful. Community could come from a philosophical perspective. "How should we treat our friends", "What does it mean to have willpower", "What does it mean to know or learn something?" Identity is more concerned with ethical issues. Is it right or wrong to…These ideas can be grouped under five headings; Bullying, Lying, Friendship, Peer Pressure and Environmental Ethics. More information can be found on the web site www.http://whatsthebigideaprogram.com and the NZ site www.p4c.org.nz

(c) What are the desired knowledge and skills (declarative and procedural knowledge)

2. **Determine Acceptable Evidence**

    (a) Performance task
    (b) Quizzes, Tests, Journal prompts, etc
    (c) Informal evidence
    (d) Self – assessment

3. **Plan Learning Experience and instruction**
    (a) Sequence of learning experience
    (b) Planning for diversity
    (c) Design of learning activities

Tomlinson and Allan (2000) tell us there are many indicators for planning the delivery of high quality curriculum, an adaptation of which I have included in my school resources to share with my team. I will not continue into the field of actual teaching, processing activities, grouping and differentiation strategies ,and the relationship between teacher behaviours and student self-direction, reading activities, review activities, reflection activities, feedback activities, synthesis activities, the 'how's' of teaching, as there are many excellent texts available and resource people more expert than I. (for example my most recent readings have included the excellent books of Gail Boushey and Joan Moser – The Daily Five 2006 and The Café Book 2009 and in New Zealand we are extremely fortunate to have largely free access to such resources as the Reading Recovery tutors and MOE sponsored university contract advisors).

To summarise I began with a search for a format, a scaffold. I ended with a process. Of course evidence of this process occurring and being implemented effectively is also of importance (support and accountability) but understanding the planning process, the Keith Street way, is of far greater consequence for us. Examples of unit planning are included in my resource I have developed whilst on sabbatical. See appendix (a)
NB The planning templates are to record the 'thinking' process' of over view planning. One template around the purpose of the curriculum plan/s with reference to the 'circle ' format for KSS profile planning (Community/Wharanui and Identity / Mana). These 'circle' formats may cross all disciplines and be in place until teachers formatively identify in their moment by moment, day by day assessments that the group / class is ready to move on to the next step.

This record of the 'process of planning' does not negate the need to plan the teaching sequence.

At Keith Street our recommended Unit plan format was developed by Anna Stephenson in 2008 (appendix (b) and follows the general sequence of;

Introduction sequence
Sharing learning intentions *use WALTs from planning process*
Modelling/ exemplars *models, examples, exemplars, modelling-WHAT-HOW*
Checking clarity *are the students clear about the learning intention?*
Checking Motivation *is there buy in? are the students confident or apprehensive?*
Sharing process *share planning with learners – how will you achieve L I*
Success Criteria *co-construct with learners from L I and models. Check learners understanding of S C*
Roaming in the known *Pre- teaching assessment: what do the children already know?*

Teaching Sequence
Explanation / Demonstration
Student Activity
Self Assessment (Student)
Peer Assessment and Feedback
Teacher Assessment and promotion of further learning
Active reflection (Students and Teacher) *What worked, didn't, where to next*

An important next step is the re emphasis and inquiry around the quality and impact of these processes and the sharing and critique of our planning beginning with the selection and quality of our learning intentions and success criteria for the **all** our students.

Student Voice and Self Regulation

How are schools developing 'student voice' when building 'learning – focused' relationships.

Nuthall (2007) noted that 25% of the specific concepts and principles that students learn are critically dependent on private peer talk or the choice of resources with which students can engage. The key is what is going on in each student's mind – because influencing minds is the point of the lesson!
Hattie (2012) notes students prefer concise explanations, recognition that students can learn at different rates, tasks that connect new with the familiar, and a greater independence and autonomy in their classroom learning than that to which they are often accustomed.
McIntyre et al. noted, it is as easy as it is legitimate for teachers to claim that students' suggestions rarely take into account the complexity of the teacher's task, but it is only those teachers who have a mind frame that students' perceptions are important who make the sustained efforts needed to engage students more in learning.
So before we go any further forward with our planning, reflection and academic understanding – should we ask the kids?

Hattie developed the seven C's to calculate the differences in students view of high value and low value teachers on seven factors of classroom climate. See 'Visible Learning' (2012 p28 Table 3.1). Absolum (2006) developed a student survey to use for teacher reflection around learning focused relationships (p41 Clarity in the classroom). Both educationalists realized the quality of the relationship between teacher and student is the key to the successfulness of the teaching.

Rachel Bolstad in her NZCER working paper (2011) stated that the way forward requires us to dispense with clichéd notions of student voice and instead reframe our past and future work in terms of 'youth-adult partnerships'. She speculates that this may prove challenging for some schools as it contradicts common 'school ways' of thinking.

She points out that 'people's ability to generate ideas / solutions/ practices / ways of being through relationships with other people and other ideas is the key for economic and social development' and it is schools' responsibility for preparing students to participate and contribute and flourish amidst these challenges and opportunities (see references for full report details). Hipkins (2010) noted that constructivist theories of learning suggest teachers cannot know exactly what or how a student has learned unless students are consulted about the meanings they have made from any particular learning experience.

The Ministry of Education has many publications that recommend building 'learning – focused' relationships to support achieving the desired outcomes of the NZC and NAGs. (include Kiwi Leadership, Ka Hikitia and Te Taitaaako, BES, John Hattie, M Absolum from TKI site).

The Te Kotahitanga project developed an effective teacher profile consisting of six elements;

Manaakitanga – teachers care for their students as culturally located human beings above all else.

Mana Motuhake – teachers care for the performance of their students

Nga Whakapiringatanga – teachers are able to create secure, well-managed learning environments

Wananga – Teachers are able to engage in effective teaching interactions with Maori students as Maori.

Ako – teachers can use strategies that promote effective teaching interactions and relationships with their learners.

Kotahitanga – teachers promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Maori students.

These concepts are embraced in Ka Hikitia and described in our School Improvement Plan (School charter). Further exemplars of good practice are provided in the Taataiako document under the umbrella of Waanaga, Whanaungatanga, Manaakitanga and Tangata Whenuatanga. We have embraced these concepts as a Community within our School Improvement Plan and also have acknowledged the strong links to the RTC's (Registered Teacher Criteria).

The idea of student voice is therefore fundamental in the concept of student achievement and especially in the concept of Maori learners achieving education success as Maori.

As Hattie noted, schools find it difficult to 'sustain' the collection of student voice as it often interferes with the teacher's business of getting on with the planning and teaching as children don't understand the complexity of the teaching task. But we must find ways of ensuring student voice is heard. As with other problems the children may bring along

with them, the children wish for their voices to be heard and acknowledged - not ,
necessarily for us to solve their problems. As for learning, yes , sometimes learning is
repetitive and hard work, it is learning, not just fun. But there are rewards in self
regulation, in self efficacy, in achievement.

To quote Hattie 2012 ' the key to understanding the process of learning (or self
regulation) is that it is taught, such that the student learns to monitor, control, or regulate
their own learning. It involves knowing when to apply a strategy, how to apply that
strategy, and evaluating how effective that strategy has been for improving learning. It
requires self observation, self judgment, and self-reaction. It requires teaching how to
evaluate the consequences of actions (for example, learning what to do next, learning how
to correct, and applying efficient and effective strategies), having a degree of control over
resources, and becoming more efficient in learning (such as reducing distractions). It
requires teachers allowing, as well as developing, student's mastery of self talk, allowing
them to make mistakes, and to esteem success in understanding and mastering the
learning process, and giving them some control over their learning. It requires deliberate
investment of effort to learn, develop and practice the skills of knowing how to learn, as
well as being aware of the need for deliberate practice. It requires teaching students that
certain things are worth learning. It also, of course, means knowing what the learning
intentions are and knowing what success looks like. These are the proficiencies that we
ask of teachers when planning and conducting a lesson, and this is why the notion of self
regulation is similar to 'students becoming their own teachers'.
Nuthall (2007) observed 70% of what happens in a class is not seen or known by the
teacher. We need to use a variety of assessment methods, listen to the children's dialogue
and questions, have our peers observe how students learn in our class so we understand
how our students are thinking and learning. What strategies they are using. Often our
struggling learners have poor or inefficient learning strategies and are in most need of
being taught 'learning how to learn ' strategies. They become co dependent on teacher
instruction. This is yet another reason the concept of 'back ward' design' is a more
efficient way to plan to support student self regulation. You begin with an understanding
of the end and then ask how to move students from where they are at present to this end
point.

Conclusions

Those who fail to plan – plan to fail! This is a truism I had on my desk as a merchant
banker many years ago. But I have come to the conclusion much more emphasis needs to
be placed on the **process** of planning. I am not for a minute suggesting mountains of
detailed paper work equates to effective teaching and high impact on learners. But a
community of teachers working together to ask the questions, evaluate their impact and
decide on the optimal next step as a matter of course (the how things are done around
here) is required. For the sake of consistency and on going sustainability, there is no
doubt planning frameworks are required as a vehicle for recording the results of the
professional conversations described above.
At Keith Street we need to review what we have and implement a school wide 'process'

for curriculum planning with shared understanding. We have a very good curriculum framework. We have the bones of a good curriculum implementation framework.
We need to revisit the 'beginning' and then build a delivery framework based upon proven models that 'fit' our NZC vision. (ie the backward planning framework / process)

Know thy impact (Hattie-2012) . First, of course, we need to know (re-visit) what it is we wish to achieve?
What is the nature of the learning we wish to impact?
Both the NZ Curriculum and our Keith Street Curriculum describe qualities we expect our children to develop as a result of their learning within our schools and communities. In 'Achievement', qualities could be categorized as behaviours. For example; A good reader and / or writer displays certain behaviours which develop with the complexity and challenge of the text. As they read and write they develop their key competencies across the eight learning areas of the curriculum and begin to use their reading and writing skills as interactive tools to meet specific learning purposes across the curriculum. They read and write texts in ways to help them organize their thinking, construct and create meaning, communicate information and ideas and reveal their developing knowledge of content across the curriculum. As expertise develops students use their reading and writing to become more reflective about their learning (reading and writing standards - 2009 P5).
To become successful in science you learn to generate and test ideas and observe, investigate, and model in order to develop scientific knowledge, understanding and explanations. You learn to use thinking and discretionary skills across the different 'natures of science'.

However, to assist this development and to meet the wider vision of the NZC we need to support children to understand **what success looks like** if you are 'helping each other to learn'. How do we develop a community of students that work together in the pursuit of progress. **What does it look like** if you are contributing and participating in your class learning community by actively assessing and developing the effectiveness of your learning community. If you are developing increasingly sophisticated mediation skills that support the development of mutually supportive learning and assist in the establishment of group or community learning settings and protocols? **How do we learn in teams in this classroom**? **What does 'helping each other to learn' look like, sound like, feel like**? (A teacher needs to clearly understand the components of an effective class learning community, where her students are at and have a clear idea of the diversity of the learning needs of his classroom in order to plan challenging yet achievable next steps. ie What is the priority for my children, groups, class, year group, syndicate, school.) Is it Positive Action Plan (behavior management and school culture) metacognition, dramatization and explicit teaching? Is it understanding class learning communities and roles within? Is it developing co-operative learning teams?

We also need to support the children's ability to learn 'how to learn'. To discuss their own strategies for learning, to take risks, and reflect to develop new strategies. (ie their thinking) To learn *how* to reflect on learning and discuss *how* they have learnt. To learn to discuss goals and show evidence of their learning. To build personal resilience, to persevere and learn from mistakes. To accept personal responsibility. Again, a teacher needs to clearly understand the attributes of an effective learner. A child who has a strong sense of identity or mana. A teacher who knows her students and understands where her students are at and has a clear idea of the diversity of the learning needs of his classroom

and can plan challenging yet achievable next steps. ie can answer the questions -What is the priority for my class, year group, syndicate, school. Is it learning reflective strategies, self assessment, learning strategies, cool school language, strength based interventions or resiliency practices. Do all our teachers understand to need to 'Talk so kids can learn? (Faber & Mazlish – 1995).

Teachers need a clear understanding of their role (Teacher Behaviour's) with different groups of kids from supporter to coach to delegator to director. To understand the personality traits of their children (as per Ian Grants the Otter, the Lion, the Golden Retriever and the Beaver) in order to understand child temperaments and best meet their needs.

Next Steps

The idea of giving responsibility to the students and working in partnership with the students has much merit. You remove the separation between teacher and student and work towards a common outcome. Children could take photo's in other rooms and make 'statements'' around why certain children or groups of children are successful.

These children participate and contribute to their class learning community by….

This child is a powerful learner because…

Robert is learning to be a scientists because…

Hine understands why we should have rules because…

Tim is a successful reader because…..

Classrooms could develop criteria of the 'qualities' our students should display as a result of their learning in our school and community under the C.I.A banner (WMP) (Community, Identity, Achievement –Wharanui, Mana, Poutama –(see learning improvement plan). I believe the development of these student 'profiles' could be a powerful way to induct new children and staff into our school culture and have a positive effect on children's self management. Could we build these through the year by putting up our learning intentions and visual images of success criteria under these headings?

At Red Beach School in Auckland they focus on the language of a life long learner. 'if we are going to develop in students the power to become life long learners, they needed to know and understand what learning actually is and what people who are good at it do, say, and intuitively think about. We needed to make it transparent (visible) to our students what successful people in life habituate (Tait & Martin (2011). Where at Keith Street our attributes sit under the Community & Identity banner at Red Beach they have a shell that describes a life long learner as someone who;

Asks questions, Takes risks, sets goals/plans, makes connections, self-motivates, perseveres and reflects. Teachers are encouraged to spend time unpacking these attributes and children use them in reflective statements.

Reflective question. Are Keith Street School Community and Identity attributes and learning foci visible to the children? Are we as teachers clear of the next step progressions for our learners? How could we ensure these learning qualities are obvious to our learners and are cumulative as the children progress through the school? Have we a clear end point in mind (the resilient, self-confident, able learner who can participate and contribute in our society).

There is much research on the effect children's perceptions of their self-attributes brings to their commitment to a learning task. Michelle Borber's building blocks of self esteem provides teachers with a framework to plan for the success of these students.

This idea of student voice and self regulation could be extended to the playground with secret photographers capturing images of self managing students participating and contributing to our school community at break and lunch times and showing these in assembly and displaying them around the school in foyers and classroom walls. Make expectations visible. We could simply ask the kids. We could survey them using Hattie's seven C's survey (care, control, clarity, challenge, captivate, confer, consolidate –Visible Learning for Teachers - p 28) or a like tool and then report back to the children and co-construct next steps. Why not – they are children, we have nothing to fear. They are our 'clients'. Why not be informed and be prepared for new learning and truly measuring our 'impact' and children's perception of that 'impact'. What does help our children learn to read, write, be mathematicians, think, reflect? What do children believe helps them? How empowering would it be for the children to feel their voices are heard?

How about using children to help evaluate the learning outcomes of the next planning session. Tony Burkin's 4 minute walk 'thru's' may be a vehicle for this process. Hattie also embraces this idea of student efficacy within the 'seven C's.'

These type of processes can be used for ;

Student and teacher reflection - How am I going? How's my class going? What is my next step? How can I make this change? What can I do to impact on the student learning? etc. For self and peer assessment, to identify and implement learning strategies, to support strength based interventions like identifying resiliency protective factors (Nan Henderson-2002) and promoting resiliency in the classroom (Cefai –2008).

Make charts, take photo's and use as exemplars/ models and explicitly include in planning. Use starter statements for reflection with children.

It could be further extended by developing student choice challenges in place of traditional homework. We know traditional homework is not very effective. It has only a small positive impact. Why not create a wonderful opportunity to try something different. To affirm the qualities we value and wish to develop in our future citizens. These challenges could be closely aligned to the Keith Street Student profile, be linked to our visual narrative and gold card clubs and be categorized under Community, Identity Achievement / Wharanui , Mana, Poutama. ie Harakeke, Kowhai, Pohutukawa, Totara and Kauri challenges. The challenges could comprise of task based challenges. Community / Wharanui could include 'giving' and 'service' tasks. Identity/ Mana could include 'physical activity' and 'outdoor tasks'. Achievement / Poutama could include 'academic' excellence and excellence in the 'arts'. The challenges would in entirely optional with no consequence for non participation but be regarded as highly desirable by the children and maybe accompanied by badges or other recognition and possibly begin with restricted access. For example, Year three before able to go for first level. I have seen a number of successful models including Windsor Park school model and Putaruru School models. High levels of student input and ownership in the development phase and high levels of acknowledgement of achievement would be required if the systems was to support the development of the Keith Street Student profile, and support the concept of student self regulation. The basic recipe for success in education would need to be implemented carefully – Power, Freedom, Fun and Choice (William Glasser).

 We need to revisit the earlier Learning Journey on which our philosophy is based. This need not be onerous. Reminder sessions at the beginning of a staff meeting using past PD presentations then returning to issues that require greater investigation. We need to come

back together as a learning community and just re affirm the 'way things are done around here. (How about with **Respect** for oneself and others, **Responsibility** and **Resourcefulness** as a staff motto. It certainly sits well with '**Truth without Fear** – our school motto). We need to establish an organisation that expects distributed leadership – **participation** and **contributing**. A definition of collaboration used in an international school conference describes collaboration as follows;

Collaboration takes place when members of a learning community work together as equals (irrespective of positions of authority) to assist students to succeed in the classroom. Collaboration is based upon mutual goals and shared responsibility for participation and decision-making. Individuals who collaborate share accountability for outcomes.

Successful schools collaborate professionally, right from the early planning process.
At Keith Street we began the process of setting up distributed leadership through the establishment of leadership teams. No leader or teacher can hope to know everything. The requirements of schools these days in terms of: student learning, social learning and whanau support; the expanding curriculum; the focus of National Standards and the need to moderate and develop school specific assessment tools; the RTC's and new pedagogical processes and expectations; all mean collaboration is essential if teachers are to have a life and be effective. Hattie (2012) suggests a four step process for 'data' teams.
1. 'Collecting and charting data. The aim of which as to make the data visible, to place a name for every number, to develop trust and respect to spark improvement from all, and to work out fundamental questions to be ask of the data team.
2. Use the evidence to prioritize and set, review, and revise incremental goals. This involvement being explicit about what success looks like, what high expectations need to be set, and what degree of acceleration is needed to enable all students to reach the success criteria.
3. The team now questions the instructional strategies and how they are impacting on each student, what needs to change, what needs to remain. Such 'result indicators' allow teams to make mid-course corrections.
4. Finally, the team monitors the impact of these strategies and the impact on student learning.
   The cycle then repeats.
Of course the obvious question is how do you resource these teams? How do you question instructional strategies and impact on individual students without observations and professional questions/conversations. How do you avoid the relational disruption of constant release from class leadership to fulfil curriculum leadership roles?
I guess that is why these functions were previously considered 'management' roles which has caused the disconnect with classrooms, teaching and learning. In a high need environment you cannot continue to add 'more meetings'. Something must go.
The answer probably lies in the shift from school wide staff development and leadership to professional teaching as inquiry. The strong implementation of RTC's is to ensure teacher accountability and enable teacher collaboration. Teachers, and school leaders, need to 'know thy impact'. Accountability remains essential. A specific person needs to be responsible for 'success of students across the school', to have a helicopter view and bring data together. Hattie (2012) suggests structural change may be required in order for Teachers to work , and collaborate together to solve dilemmas in learning, to collectively critique and share, to cooperate in planning and critiquing lessons, setting learning intentions and success criteria on a regular basis. There is no doubt this is what is required. To achieve this, the first thing

you need is a school of a size that can generate the resourcing, an 'economy of scale'. Even then compromise within traditional structures may be required which would potentially have other consequences, ie relational trust.

As a school leader we can all agree on the nine essential practices academics like Ben Levin (How to change 5000 schools, 2008) advocates;

High expectations for **all** students

Strong personal connections between students and adults

Greater student engagement and motivation

A rich and engaging formal and informal curriculum

Effective teaching practices in all classrooms on a daily basis

Effective use of data and feedback by students and staff to improve learning

Early support with minimum disruption for students in need

Strong positive relationships with parents

Effective engagement with the broader community

Having studied Douglas Reeves (The Learning Learner 1953) and Matthews R, O'Mahony G, Barnett B (Managing Change 2006) I realise school improvement is about change to improve the above. A scatter gun approach is not sustainable. Change is not simple or easy. You need to focus on specific areas and commit your resources in activities that will take the school beyond maintenance of present strengths to enhanced learning environments for students. Reeves points out the enormous gap between professional development about effective teaching practice and the actual implementation of those practices. He also argues 'more time for teacher collaboration' is essential for effective education'.

So one certain outcome of this sabbatical review, is the review of 'meetings' that are not relevant to our central concerns- what to teach, how to teach it, and how to meet the needs of individual students. We need to further embrace technology for announcements, information sharing etc and ensure our systems are reliable ie update to g-mail and cloud storage(rather than rely on school servers) and ensure all staff take responsibility for being ICT capable. Simply more time must be spent on our core function. The result of this will be evidenced firstly in our PLANNING and by 'knowing our impact'. If we become truly collaborative, we all understand: what progress looks like in a developing learning community, in a child with Mana, in a curriculum area or a core foundation learning area; then progress could be measured by attainment of learning intentions as measured by success criteria as these would be the challenging next steps appropriate to each child. E-Tap could achieve this but would be meaningless without the sharing and critiquing of the LI and SC by professional collaborative learning communities. Can we take on this challenge? This collaborative planning and critiquing of outcomes would also inform our OTJs (overall teacher judgements) and provide some assurance around the quality of the evidence to inform that judgement and the consequences from the teaching and learning from this evidence.

The Ministry of Education in the NZC page 35 and BES, Timperley 2012, refer to a the five step process. We need to look again at how our school organisation supports teachers to collaborate to truly answer these questions and not pay lip service to them.

1. What knowledge and skills do our students need?
2. What knowledge and skills do we as teachers need?
3. How can we deepen our professional knowledge and refine our skills?
4. How can we engage students in new learning experiences?
5. What has been the 'impact' of our changed actions?

What has been argued in this paper, as particularly highlighted by Hattie (2012) is that we start with (5). What has been the impact, then proceed through the "PROCESS".

Of course the culture of trust is imperative. This is not about accountability/performance in an employment sense , it is about developing the mind frame of an inquiring teacher, of facilitating rich conversations and producing quality evidence about our success in raising student achievement.

At the end of the day, success is answered by these three simple questions.

- **Can our children articulate at their own level what being a member of the Keith Street Community / Wharanui means?**
- **What a child with Identity /Mana does (what a good learner does)?**
- **What they have as learning goals and what do they aspire too? (personal bests)**

Are these not the qualities we aspire our students to show as a result of their learning in our school and community?

I believe that we do need to define our aspirations under our curriculum framework.
Community / Wharanui – Identity /Mana – Achievement / Poutama
What is the behaviours / progressions from NE to year 6 graduate
What do we want our students to learn?
Why does that learning matter?
What do you want your student to do or produce?
How well do you want them to do it?
How will you know how well the students are understanding?
(Gore,Griffiths, & Ladwig,2004) *Know thy impact*.

I believe our planning process and the record of this will help us develop a school understanding of this delivery challenge and develop a culture of delivery in the classrooms. I believe leadership / data teams should be 'responsible' (of course we are all responsible) for over viewing the successful delivery of our 'curriculum' (as stated in the data team framework outlined earlier) but must be given the time and resources to do so effectively. Half done is probably worse than not done at all.
Senior management must support, guide, council, advise, influence the teams work at crucial times to maximize the probability of success. In other words prioritise this process, give it the status and importance and acknowledgement it deserves.

We need to set targets and trajectories for each student (LI and SC which could be Community or Identity outcomes ,ie self attributes, as well as academic).
'We must produce delivery plans. Planning is everything, it is a work in progress, and it requires revision, rework, and realistic support'. (Hattie, 2012).

Darlington-Hammond (2010:193) argued that the countries that have made the greatest progress in achievement allow teachers with: 15 to 25 hours per week… to plan co-operatively and engage in analyses of student learning, lesson study, action research, and observation of one another's classrooms that help them continually improve their practice.

We, in general, teach 25 hours of our working week. We have some CRT allowance, which teachers often choose to use for assessment, marking, analysis, professional meetings etc. We

have 'non contact' time in school breaks. We need to answer some big questions as to the process of inquiry/planning and reviewing our school structure to ensure that it can support and promote this common understanding and collaboration.

Hattie, I believe, is much maligned in terms of being reported as supporting increases in pupil/ teacher ratio. What I believe he intended was to point out that resourcing directed at greater teacher collaboration would likely have a greater impact on achievement than 'just' improving teacher student ratio. Increasing student/ teacher ratio in highly transient, low decile schools will undoubtedly impact learning as the learning feedback/ feedforward, requirement often encompasses all areas of the wider curriculum which is not always the case in less transient and / or higher decile environments.

However the government is intent in driving change to enable schools to address the underachievement. As Ben Levin (2008) says, "The world changes, so must schools".

It is not if we should, as we must. Building knowledge through cycles of professional inquiry as developed by Timperly, Wilson, Barar & Fung 2007 and adopted by the Ministry is now a part of our curriculum. National Standards have been introduced. Timperley H and Parr J (2010) have written a book 'Weaving Evidence, Inquiry and Standards to Build Better Schools'. The ministry's drive is very much reflects these sources.

Our current Teacher inquiries and Board reflections, the deprivatising of our practice and professional learning communites, the attention to the RTC's are all steps in this direction as endorsed by ERO. However the ministry is clear they expect schools to change and further develop *'evaluative capability'* (Timperley & Parr, 2010).

Timperley and Parr describe ' Developing capability, helping people to learn and creating high hopes and expectations' as forming the core of their book. These are the same principles on which our Keith Street curriculum is centred.

Where to next?

1. *Find ways of giving responsibility to the students and working in partnership with the students- surveys,KWL*

2. *Find ways to ensure collaboration and planning is happening and valued across the school*

3. *Find ways to distribute leadership and have all staff acting as change managers acting responsively to valid assessment data*

4. *Ensure all staff have a clear understanding of the qualities our curriculum aspires to instill and what that looks like at each stage within our children's development.*

Where to begin?

Staff PD on planning / learning intentions and 'the lesson'. See Visible learning for teachers exercises page 67 and Clarity in the Classroom.

A sharing (pre teaching) of the nature and quality of learning intentions and success criteria. How these relate to the different levels of surface and deeper understanding desired with the varied group of learners in the class. The next question is 'how would you (the teacher) be convinced that the student/s has attained the success criteria compared to where he or she was at the beginning of the lesson?

As management, an emphasis on planning in the appraisal cycle (and related to RTC's). a focus on learning intentions – surface, deep and conceptual LI's.
What are you teaching? Why are you teaching it? What models are you using? How will you know the impact?
Observations in class looking for evidence of the KSS teaching sequence.
Learning Intentions, success criteria, Learning strategies, teaching Methods, Feedback (Task/product level, Process level, Self-regulation level and Self level).
Looking through the student eyes
- where am I going goals, personal bests, relevance, importance
-How am I going there (Wiliam & Black five strategies for feedback in relation to success criteria)
- where to next (teaching them to have their own answers to this question)
Discussions with children in relation to learning intentions/goals. What is your personal best so far. What is your next step. Much greater organizational input into the planning process with initial emphasis on LI's and SC and a consequent transfer of greater individual teacher responsibility into inquiry around learning strategies, especially for struggling learners.(refer Visual Learning for Teachers p105).
One lesson I have gained through this process is the focus on students. The impact of teaching on students or groups of students. Observations in classes provide the teacher with another pair of eyes to see the effect of her teaching. It is the teacher's responsibility to explore alternative learning strategies and teaching techniques. When a teacher is clear about what she wants the student to learn and is aware of how her students are progressing, the information about what his children are doing, what they are thinking and not understanding will be more useful in helping the teacher to understand the effect of her teaching. Teacher observations cannot do this!

     To finish and repeat;

At the end of the day, success is answered by these three simple questions.

Can our children articulate at their own level what being a member of the Keith Street Community / Wharanui means?
What a child with Identity /Mana does (what a good learner does)?
What they have as learning goals and what do they aspire too?

Although much of this inquiry has focused on the 'technical' side of teaching. This simply reflects where Keith Street is at. The warm, trusting, empathetic environment that supports positive relationship between teacher and students is of course vital.
Developing capability, helping people learn and creating high hopes and expectations (Timperley & Parr 2010) is the core of my findings. Capabilities are instructional, organizational and evaluative, and develop through engagement in the kinds of inquiry that systematically build knowledge. Inquiry is built upon trust. Trust that those involved can be trusted to keep their word and carry out mutual agreements . It includes both understanding and challenging each other's claims, the beliefs underpinning them and the evidence on which they are based. Evidence and inquiry are at the centre of the process (Timperley, McNaughton, Lai, Hohepa, Parr and Dingle 2010).

Clyde Piercy

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Keith Street School

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Keith Street School – Planning the Inquiry

Keith Street School

Profile C I A / W M P

Professional development and learning support

Assessment and Achievement Leader

Moderation
Learning dilemma's

Data team

Foundation Learning

Syndicate / School

Collaborative Critique

Collaborative planning

Feedback

Data

OTJ's

Evidence / samples

Teaching

Introduction Sequence

Teaching sequence