101 Ways to Close the Achievement Gap

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Sabbatical study 2012

Contents

Learners learn best when they themselves recognise what they need to work on

2

ACKNOWLEDGEMENTS

This was a wonderful opportunity to have time away from Poukawa School and reflect on what is a very topical subject and what strategies / approaches actually count for progress.

INTRODUCTION

Closing the achievement gap is a current catch cry to the forefront of education authorities all over the world, but it has always been so at the "chalkface / interactive whiteboard". Politicians are concerned at the numbers of young people who are leaving school illiterate and/or innumerate, who then become unemployed or unemployable. Schools cop the blame for not teaching them the "basics," when in fact there are many factors affecting the education of people to be taken into account: social class, poverty, impoverished parenting, seriously dysfunctional families, unemployment rates, and non-English speaking immigrants to name a few. Some children turn up at school distressed, afraid, anxious and hungry. Some attend school spasmodically. Moves to introduce charter schools, national standards, national testing, and performance pay are all political straws for clutching at, in the hope that these are ways NZ might reduce its 20% tail of underachievement.

Conscientious teachers have *always* striven to teach *all* the children in their class with empathy and understanding, to take "Johnny" from where he is, to a point further down the track on the learning continuum. He may make spectacular progress with the nurturing encouragement of a teacher who cares and is passionate and enthusiastic about learning. What cause for celebration! But even with all that care and attention and progress, he may not achieve recently implemented "Standards" which means that he and his teacher have failed – what a mockery! Where is the recognition of the wonderful progress made and the effort of student, teacher and family, which will provide an excellent platform for further progress.

The OECD Review of Education evaluation and assessment 2012 points out that New Zealand's schools cater for an increasingly diverse student population. The NZ Curriculum states its commitment to strong equity principles, including valuing cultural diversity and the inclusion of all students. All schools are expected to consider and respond to individual learner needs and school community contexts. It is expected that school populations will become even more diverse over the next 5 years providing further challenge for teachers who already design activities to cater for students from many different backgrounds, who bring to the classroom vastly different prior knowledge and therefore interpret the learning experiences in very different ways. A system which requires students to be at a certain stage at a certain age is unfair. Graham Nuthall (2007) states that *individual assessment is the only form of assessment that can do justice to the individual differences among students and the dynamic change process that is learning*.

4

Schools in NZ have the responsibility of developing and delivering a local curriculum. This gives schools considerable flexibility and the opportunity to design learning activities and experiences that benefit the students in their catchment. **The question is - how can a school ensure that its teachers are teaching the best they can and that all students are benefiting from high quality learning situations.** There are a number of well researched books and articles around this topic, some of which contain practical ideas for teachers to pick up and run with. It's the practicalities of closing the achievement gap that I am most interested in. How do you actually do it? What strategies can schools and teachers put into practice so that students benefit?

Hence my project –
101 practical ways to close the achievement gap

I have delved into books on teaching and learning by authors far more skilled at research than I am, to investigate what they see as the essence of teaching and learning. I have visited a few schools in Hawkes Bay, New Zealand and in London, UK. From these sources I have summarised some thoughts about leadership and learning communities, and teaching and learning and compiled a list of practical ideas and strategies and links to websites that teachers might like to try.

We've bought into the idea that education is about training and 'success', defined monetarily, rather than learning to think critically and to challenge. We should not forget that the true purpose of education is to make minds, not careers. A culture that does not grasp the vital interplay between morality and power, which mistakes management techniques for wisdom, which fails to understand that the measure of a civilization is its compassion, not its speed or ability to consume, condemns itself to death.

CHRIS HEDGES

5

SYSTEMS, ACTIVITIES, INITIATIVES

Some of these ideas may seem obvious. Others, schools may already be doing. The list is compiled from practical ideas from some school, somewhere, that work or have worked for someone.

OUTSTANDINGLY EFFECTIVE SCHOOLS…

- provide affection, stability and a purposeful and structured experience.
- build – and often rebuild – children's self-belief.
- teach children the things they really need to know and show them how to learn for themselves and with others.
- give them opportunities, responsibility and trust in an environment which is both stimulating and humanising.
- listen to their pupils, value their views and reflect and act on what they say.
- build bridges with parents, families and communities, working in partnership with other professionals.
- ensure their pupils progress as fast as possible and achieve as much as possible (outperforming both similar schools and many with fewer challenges).

In short, they put the child at the centre of everything they do, and high aspirations, expectations and achievement underpin the schools' work.

Ofsted report: Twenty Outstanding Schools Excelling against the Odds 2009

WHAT LEADERS CAN DO

"*If leaders are to close the achievement gap they need to combine a complex range of strategies and leadership behaviours*" says John West Burnham (2011).

The highest performing classrooms, schools and systems have a very narrow gap or virtually no gap. *"In the most effective schools and the most effective educational systems excellence is available to all and the driving imperative is to secure equity."*

- This then is the most important challenge for educational leaders - the quest to secure *"excellence and equity within rich and relevant curriculum experience."* (West Burnham) All staff and all students should be encouraged to perform at the highest level possible and to regard underachievement as unacceptable.

- Principals and school management teams have the moral responsibility to focus on learners making progress, regardless of the student's background. Frequent and close monitoring of all students is necessary to ensure progress is happening, devise interventions and "next step" activities that are appropriate for the individual child.

- The staff are the most valuable resource a school has. Leaders should strive to build a collaborative and co-operative team of teachers who feel their opinions are valued and who collectively work towards being an interdependent learning community, with shared goals, shared language and high performance at its core.

- Effective school leaders promote quality teaching and learning as the school's main goal and devote time, and resources to achieve this across the school *ie minimising in-school variation. Promote **what** the next school-wide focus is, **why** you need to focus on it, allow staff to have input – **discuss, challenge and question**. Having done all of that, then **action** it.* Martin Tune

8

- Managing teacher performance, including tackling areas of underperformance, particularly any weaknesses in the quality of teaching and the curriculum. is part of an effective leader's role.
- Effective leaders "grow leaders." ie They delegate responsibility for leadership of teaching and learning across the school community and enhance *collective capacity rather than personal status.* (West Burnham)
- An effective school maintains close contact with parents and the wider community to ensure that parents are 'on-board' with the school's educational aims and goals and are willing to provide support for their children with home-learning. A school's education team consists of the child, the home, and the school and all parties need to co-operate for the benefit of the student.
- A strong learning community within a school, where there is a strong degree of trust between staff, where shared planning takes place, where colleagues regularly observe each other's teaching and provide either verbal or written feedback, where learning "walk-throughs" or "pop ins" are commonplace, will ensure best practices are shared and resources are available for all. Extend this and network with other schools to improve performance.
- *Underpinning all of the above with rigorous and systematic planning, resource management and data-rich strategies to support teaching and learning.* (West Burnham)

"*Qualities most needed in teachers – a sense of open mindedness, a willingness to experiment, a willingness to try out new ideas, a willingness to be flexible and adaptable. We need people to be innovating in a high performance way. Innovation is expensive, often in terms of dollars, but also in terms of teacher time*"

Education School News Term 1 2012

9

So how do we ensure that all teachers, staff, students and parents are actively involved in the learning communities that are our schools?
How do we get *teachers who question themselves, worry about which students are not making appropriate progress, seek evidence of successes and gaps and seek help with their teaching when they need it* (Hattie 2012) and fill our schools with them?

The staff of a school are the most important resource of all.

1. Have we got **accurate data** on staff? – Their pedagogical competence? Their personal competence?

2. Use John Hattie's **Visible Learning for Teachers** as a set text for in-house Professional Learning and Development. Easy to read, with discussion points at the end of each chapter.

3. Appraisal: Set high expectations of teacher performance *with staff*. Use NZ Teachers Council Registered Teacher Criteria as a basis and unpack them to suit your school. Think about these aspects:

Progress – this is the key feature. What progress (shown by understanding *and* physical evidence - book work, activity) do students make during the lesson? Are they consolidating previous knowledge?

Challenge and pace – next step learning; do students know the learning intention and success criteria? Challenge is strongly linked to differentiation…

Differentiation groupings and activities appropriate – linked to …

Engagement and participation – active participation – student to student (think pair share), student to teacher; sense of achievement and enjoyment about learning; teacher fully engaged in teaching and learning

Teacher knowledge and confidence: preparation; knowledge; confident to take lesson (and if appropriate, follow students' interests off on a tangent)

Classroom behaviour and management – clear systems and organisation for smooth running of programme; best use made of equipment; students show respect for each other; equipment; which adult is working with most needy? (Often our most needy students work with our teacher aides who are the least trained).

10
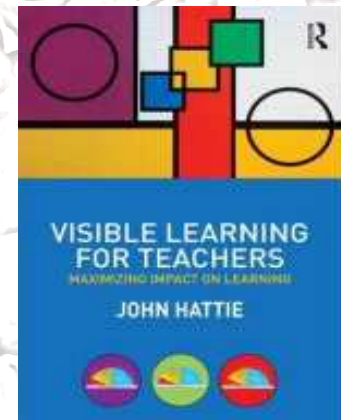
CLOSING THE DELIVERY GAP AND ACHIEVING CONSISTENCY ACROSS THE SCHOOL

4. The most effective way to achieve closure of the achievement gap across a school, is to lessen the differential between teacher practice. John Hattie's (2012) research shows the difference between a high-effect teacher and low-effect teacher *"is about d=0.25 (where d= effect size) which means that a student in a high-impact teacher's classroom has almost a year's advantage over his or her peers in a lower-effect teacher's classroom."*

This is not to say that all teachers should teach the same – teaching is highly individual and each teacher will undoubtedly put their own spin on any approach. But that said, lessening the differential so that all teachers in a school are performing as high-effect teachers and running a high-impact classroom must be the aim to help close the achievement gap.

5. *"Is it a lemon or a Lamborghini?"*

(Graham Atkin)

With the Senior staff, decide on strategic direction and which innovative ideas to trial.

John Burns Primary in Battersea, London are excited about the results they are achieving with Read Write Inc. They had analysed their literacy results and decided, as a school, that there was the need for a whole school approach to improving literacy, particularly writing. They adopted the Read Write Inc Phonics programme for the Junior School. Staff were trained in the use of the programme, students were assessed, grouped and taught, systematically working through the programme at different levels. Students are individually reassessed every 6 weeks and regrouped. The staff maintain that the results in improved writing have been spectacular and that this has had spin offs into reading. They were at pains to point out that this wasn't the only reading and writing that they did during the day. Read Write Inc is a set text, therefore the teachers are implementing it consistently across the school thus minimising the degree of inconsistency between teachers when teaching literacy, and especially writing and phonics.

Bonner Primary, Tower Hamlets, London have been using this resource for 5 years and have now adapted it slightly to suit their purpose. Their average student will finish the 7 levels about the end of Year 1, resulting in the child being able to decode well. They have found that comprehension is not at the same level as decoding and that then becomes the focus.

6. This link Read Write Inc Phonics will take you to a You tube demonstration of the programme.

Note: both of these schools are considered to be achieving against the odds (ie working with low decile students and getting excellent results).

SO HOW DO SCHOOLS ACHIEVE THIS?

7.   From data, choose a focus for school-wide development. Decide on a joint approach. Bring in an expert or send all teachers to courses or use an in-house expert. Teachers need to plan together, share results of their lessons, share results from assessments, share teaching practice and management styles until a desirable level of expertise is achieved across the school. Planning should not start with a series of activities or ideas but from the *current ability* of the students. Therefore start with the learning intention and co-construct the success criteria with the students so that they can clearly see how they can achieve success (examples of successful work are useful). Teachers need to thoroughly understand the curriculum they are teaching, be able to plan for the next step in learning for their students and then aim higher. High expectations from teachers push students into striving to meet those expectations.

Students are clever at discerning what a teacher is actually aiming for despite what the learning intention might say. Many lessons focus on surface features only, so the lesson is not promoting deep learning or understanding. Lessons need a mix of surface and deeper learning so that the students pick up the skills of how to learn but are also able to transfer and link knowledge to different situations (make connections). If the learning intention is about deeper learning but the teacher's feedback or marking focuses on surface skills then the students will stay focused on the surface learning. ***The primary concern is to add value to all students, wherever they start from, and to get all students to attain the targeted outcomes.*** Hattie (2012)

8.   **Audit of teaching:** teachers observing each other – use colleagues within one school or use teachers from other schools – to undertake a 45 minute observation looking at a particular aspect, with focused feedback after the lesson.

greater learning, greater interest, greater confidence

12

11. **Maximise teacher performance** – set the Learning intention – to be high-effect teachers with a high-impact classroom – and then discuss and set the success criteria with your staff.

12. **Where is the learning?** A lesson that goes badly could be a reflection on any or all of the following: the teacher's delivery, preparation, subject knowledge, use of resources Teachers who are unprepared are likely to have bored, badly behaved students.

Example of one criterion of classroom practice for self or peer evaluation- source Terrace School

Criteria	Novice	Apprentice	Practitioner	Expert	Leader
Planning and LI	Teacher describes task not the learning involved…	Teacher distinguishes between learning activities and intentions …	Teacher distinguishes what is to be learnt and why…	Teacher co-constructs what is to be learnt and why…	Has embedded "expert" level into practice and actively looks for opportunities to extend themselves…

13. **Readiness to Change**
"I used to think… But now I think…" This is the challenge that Harvard professor Richard Elmore gives scholars, listing a number of views that have changed over the years. Only when leaders can say, 'The evidence has persuaded me to change my previous practices and beliefs,' can they expect teachers also to change, improve, and, most importantly, challenge our students to do the same.

"Envision a Better Future" by Douglas Reeves in *American School Board Journal*, May 2012

13

SCHOOLWIDE PROFESSIONAL DEVELOPMENT

Learn it together, perform it alone.

Teachers planning and learning together is more easily achieved in bigger school with teachers working in syndicates or groups where they teach the same or similar level classes. The question is how can we achieve this in our small rural schools where there is typically only one teacher at each level?

↓

9.   Schoolwide Professional Learning and Development, where all teachers are learning from an internal or external "expert"; sharing planning ideas; sharing results from lessons; teaching co-operatively with the "expert" on a frequent and regular basis; and teachers videoing their own lessons (teacher watches video by themselves then watches it a second time with another teacher – sharing ideas for change).

Dinah Harvey from Advisers Plus Ltd, Maths consultant modelling. Teachers observing. Click on photo to play video

d.harvey@advisersplus.co.nz

10.   *Differentiated Focused Professional Development*

Poukawa School took part in the Literacy Contract in 2006 aiming to improve Reading Comprehension. The teachers benefited from teaching alongside Barry Kerr, then one of the Resource Teachers of Literacy (Hastings). Together they set up a co-operative inquiry into practice, working with one of the reading groups in each class, as part of the classroom programme, every fortnight for over a year. The RT Lit moved between classrooms, spending 30 minutes with each teacher, so the PLD was very focused and specific for each teacher as well as the group of students. To observe, or be observed, or co-teach, followed by specific feedback, sent a strong message for what changes teachers needed to make to improve their practice. During the interim fortnight teachers practised the demonstrated or discussed strategies and the next session brought further ideas / changes to try. The strong benefits to students were spread over each classroom as the teacher transferred new skills to other groups, and the school achieved consistency of approach to reading comprehension.

14. Adapt the NZ Curriculum to your local needs, taking into account the ethnic groups in your school community. Use the IAE pamphlet Effective Pedagogy in Maths as a start point to apply to all areas. Source: Jane Gallen, Haumoana School

15. *"We give 2 – 3 days of **induction** to new teachers at our school to ensure they are providing teaching and learning programmes which follow the ethos of our school. All our new teachers whether newly qualified or experienced get half a day a week as part of their induction, as well as classroom release time. The newly qualified teacher gets it all year. An experienced teacher gets it for their first term.*
We plan with the new teachers - (we all plan on a Thursday afternoon from 3pm – 5pm. Teachers are in their rooms, but Senior staff are on-hand to assist); we (Senior staff) might model teaching of a curriculum area for a term or longer; we encourage teachers to keep a learning journal of what they have learnt. Once a term teachers bring their data, and meet with Senior staff and we look at all the results. (See template example on next slide) *We keep a close eye on the achievement of their pupils, and give assistance if there are significant groups (5 students or more) who are not achieving. We use floating teachers to help with groups who are at risk, rather than teaching assistants."*

Catherine Warland St John the Divine School

16. Ensure that **new teachers** at your school are well supported with documentation and modelled lessons to ensure consistency in delivery continues across the school.

17.   Be clear about the high expectations and high standards. *"This is the group you have to work with, this year. This is where they need to be. These are my suggestions for how to achieve that goal. If you have better ideas, tell me. But the end point is non-negotiable."*

Martin Tune, Bonner Primary

18. *"**Be realistic about the energy levels** of staff. You can't expect staff to perform flat out all the time. I expect 80% constantly towards the outstanding / good range and the other 20 % towards good / satisfactory range."*

Martin Tune, Bonner Primary

19. **Enter planning on school-wide website** where it's easily checked by Senior staff. Experienced teachers should be able to do "just enough" planning – sufficient to ensure that the learning activities they set are challenging enough, exciting, engaging and resources are to hand. Less experienced or not-so-competent teachers may need to provide more detail.

15

15. Pupil Progress Meeting – Template Primary		Source St John the Divine
Date:	Class	Teacher

Has all assessment been completed and levels recorded on computer tracking sheets? Y/N

How many students are on track to achieve age-related expectations?

These students have not made progress over the term (record names)

Reading	Writing	Mathematics

Are there any identified school groups that are not on track?
ESOL / SEN / SLS/ BOYS

Which students are on track to achieve age-related expectations in reading, writing and maths?
How many children have the same level in reading , writing, and maths combined?
Who does not have the same level?
How many students are on track to make 2 levels progress+ since Juniors
Who is not on track?

What barriers are there to these children making further progress?
What could change in your current practice to ensure that the children achieve their end of year targets?
What further intervention within the classroom could support these students in making progress in the future?

Look at the students who have made progress over the term
What made a difference? What strategies had an impact on their levels of attainment?

Points to consider
How do you plan for all groups of children? How is adult support currently used? How could it be used? How do you share targets with students? Do they know what they need to do to achieve their targets? How will you ensure that the classroom environment supports pupil learning? How do you engage parents in the learning / target setting for their children?

STUDENT LEARNING

When you consider the achievement gap, two ideas typically spring to mind. 1. …disadvantaged kids simply don't have the same inherent ability to learn as children from more privileged backgrounds. They're not as smart. 2. … in some way, our schools are failing poor children; we are simply not doing a good enough job of teaching them the skills they need.

Gladwell, 2009

But Johns Hopkins University sociologist Karl Alexander's research has proved that neither of these assumptions ring true. Gladwell (2009) Over the course of 5 years, poor students were shown to outperform rich students during the school year, but during vacation time, they fell way behind. He based his research on reading tests and found that after the summer vacation poor kids had dropped their score, whereas rich kids had increased their score by a huge amount. Gladwell goes on to say that our view of education is all backwards. We talk of improving facilities, buying laptops, rewriting curricula, reducing class size, increasing school funding. What Alexander's research shows is that *"school works for under-achieving kids. There is just not enough of it."*

It is this problem that the KIPP schools set out to solve.

20. Gladwell (2009) maintains that a student doesn't need "a brand new school with acres of playing fields and gleaming facilities. (S)he doesn't need a laptop, a smaller class, a teacher with a PhD, or a bigger apartment. (S)he doesn't need a higher IQ or a mind as quick as …. All those things would be nice of course. But they miss the point. … **(S)he just needs a *chance.***

Are Charter Schools the answer? At the Bronx KIPP Academy in USA students start school at 7.30am. All students start with thinking skills then do 90 minutes of English, 90 minutes of maths, 60 minutes of science, 60 minutes of music 2x weekly, plus 75 minutes of orchestra. They finish school at 5.00 pm and then there are clubs after school, and when they get home there is homework. These kids go to school on Saturdays from 9.00 am to 1.00 pm, and they do 3 weeks, from 8.00 am – 2.00 pm, extra in July – (holiday time for those at Public Schools). Take out lunch and recess and these students are spending 50 – 60% more time learning than students at any public school. The results are astounding. These students have been shown the benefit of endurance, motivation, incentives, good old fashioned discipline, grit and self-control. In return, KIPP offers the chance to get out of poverty.

Gladwell 2009

17

INITIATIVES FOR MAORI STUDENTS

Maori and Pasifika students are over-represented in our "underachieving tail". Ka Hikitia and Kotahitanga provide support for schools.
For "at the IWB" practical ideas look at outstanding schools in NZ and UK. Head for the low decile schools and see the wonderful teaching happening there. I have summarised some of the programmes I have seen. There will of course be many more.

21. **Effective teaching profile Ed Gazette June 2011 "What works for Maori students works for everyone"**

22. The NZ Curriculum states its commitment to strong equity principles, including valuing cultural diversity and the inclusion of all students.   A predominantly pakeha middle class teaching profession needs to open their minds and hearts to all other cultures and conscientiously examine their attitudes towards other ethnic groups.

23. Manaakitanga – teachers care for the students as culturally located human beings above all else – relationships are paramount. Take a genuine interest in students' home life, their interests, their activities, how their weekends panned out; how their favourite sports teams fared; knowledge and understanding of where a student comes from, their iwi, their home situation, close contact with whanau, positive relationships and communication. Promote whanau meetings run by whanau where staff are invited to participate. Encourage the whanau action group to invite in guest speakers to find out what other schools are doing, and to give direction to the action group. Ask the staff to participate in a "stocktake" of how *Maori students enjoy success as Maori.* This will give the action group some idea of how they can assist in the school, and where there may be some "holes" to be filled.

Tuia i te muka here tangata:
Stitch them with the fibre that alone can knit people together

The tree is entirely composed of patterns that have cultural resonance found in fabrics, such as tapa cloth, kowhaiwhai, tartan, paisley and silk.
The fabrics each form a root and a strand of the tree, which then combine into a colourful canopy.
The kiwi locates the soil in which the tree is growing as Aotearoa.
It is returning to its home under the tree.

This poster was created for Caritas Aotearoa by Wellington artist Fran Denton

Kia hiwa ra! Listen to culture: Maori students plea to educators   Macfarlane 2004 NZCER

18

24. Mana motuhake – teachers care for the performance of their students . Focused feedback and discussing the concepts to ascertain the level of understanding and planning "next step" learning.

25. Incorporate Te Ao Maori into activities and discussions. Encourage whanau participation and suggestions for engaging activities – see #23.

26. Nga whakapiringatanga – teachers are able to create a secure, well-managed learning environment understanding the importance of peer culture, aware of peer relationships within the class, who works best with whom, the personal and social world that exists in a classroom alongside the world of teacher-managed activities (Nuthall 2007).

27. 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 designing and including activities which provide information needed and with enough subsequent meeting of ideas for learning to be embedded over a period of time.

 28. Website with ideas for effecting change – go to

http://www.reinventingeducation.org –

29. Kotahitanga – teachers promote, monitor and reflect on outcomes that in turn lead to improvements in educational achievement for Maori students. Planning for learning activities start with the learner, take into account the student's prior knowledge, and monitor what learning is taking place. (Nuthall 2007)

- Weblink: http://tekotahitanga.tki.org.nz

- *(If) we know that the education system underserves particular groups of students and this impacts significantly on how they experience school and their relative 'success' in academic, social and emotional terms, how does that guide our practice and our work?*

- *How does knowledge of our colleagues', and students' diverse cultural backgrounds impact on our work?*

- *How can that enrich and therefore challenge our thinking and practices in terms of the classroom and school-wide curriculum?*

Sonia Glokowski MOE workshop 2012

The Pumanawatanga diagram below as referred to in ideas 23 - 29

With your food basket and my food basket there will be ample (Collaboration)

Whanaungatanga
Building relationships
Organise hui whakataki
Know your students' background
People in the community are excellent resources
Involve parents and whanau
Use cooperative learning structures
Teacher shares own experiences

Although small (child) you are precious like a greenstone (Affection)

Nau te rourou
Naku te rourou
Ka ora ai te iwi

Ahakoa he iti , he pounamu

Kotahitanga
Ethic of Bonding
Bond at the beginning of the year (I am from…)
Whole class rewards
Classroom treaty
Mihi in the morning ritual
Teach whole school, together
Visibility of Principal

Pumanawatanga
Morale, Tone, Pulse

Manaakitanga
Ethic of caring
Safe haven classroom
Care is obligatory
Greeting and seating
Content and manner
Attend to student
Who's who? What's what?
Opening , closing, dismissing

He moana pukepuke e ekengia

Mana tu mana ora
Mana noho mana mate

A choppy sea can be navigated (Perseverance)

Rangatiratanga
Teacher effectiveness
Ihi – assertiveness
Teacher's demeanour
Body Language
Passion and enthusiasm
Withitness or mana
Student-friendly vernacular
Be firm, be brief, be gone
Kia ihi, kia poto, me haere

Empathy motivates
Apathy demotivates
(encouragement)

From A Macfarlane 2004 NZCER

20

30. **Culture counts** - reviewing the learning pathways in your school

- How do our learning programmes build on students' prior experiences and culture, provide relevant contexts, and help bridge current and new knowledge?

- Are we ensuring that our Maori and Pasifika students make well-informed choices of school subjects and about future education and career pathways?

- Do our Maori and Pasifika students, including those moving between schools or with special needs, progress fast enough to ensure good opportunities a the next level in their education or work?

- Have we built in on-going opportunities for the voices of Maori and Pasifika learning and whanau to be heard during curriculum review?

- What forms of consultation do our Maori and Pasifika communities want?

- Do Maori and Pasifika communities feel that their perspectives and world views are respected and valued?

- How do we make academic language accessible to the families and whanau of Maori and Pasifika students?

- How do we ensure that the identities, cultures, and languages of Maori and Pasifika learners are valued and affirmed in our classrooms?

NZ Curriculum update

31. **Notes from a whanau meeting at Poukawa School – one experience to involve more whanau in the teaching and learning at our school and to undertake a "cultural stocktake". The notes were addressed to our teachers.**

The outcome of this meeting was that the families decided to hold a <u>whanau-driven</u> *hui at the beginning of each term to discuss how to support our children to achieve education success as Maori (obviously a very huge task!). It was very exciting to see that families present were prepared to shoulder this responsibility.*

Therefore on behalf of the BOT and the Whanau Action Group, I am seeking as much information/evidence as possible to create a "Stocktake of Maori Student Achievements". It can be the tiniest things that happen in your class - absolutely anything you can think of that provides a Maori viewpoint, a Maori context, a Maori opportunity, a Maori achievement. What projects have your class worked on? What Te Reo do you use? What signs/words are in Te Reo? What can you see that works for Maori children? What can you see that doesn't work for Maori children? What happens in the playground that has a Maori context? How does the school currently integrate Maori values into their teachings? What success stories can you share?

32. How does your school support Maori students to succeed as Maori? Example of review

Focus area	What we do now	Where to next?
Manaakitanga Caring relationships with students	Learn about our students and whanau Know our students' aspirations and support them Identify the strengths and weaknesses of our students Know our mihi and support students with theirs Know about our community's history, rivers, lakes mountains etc.	Embed mihi Continue discussion around achievement and personal goals Keep accurate data and discuss trends and needs
Mana Motuhake and Kotahitanga High expectations and discussing achievement	Include a focus on effective teaching Acknowledge all students able to learn Push high expectations Celebrate learning success Review achievement data regularly with students and set new learning targets Encourage leadership opportunities Invite Maori role models to school Use outside agencies to support learning	Continue to develop effective teaching Maintain high expectations for students and teachers Involve agencies that can add value to student learning Offer opportunities to help students develop their own skills and abilities.
Whanaungtanga Relationship building *The culture of the child cannot enter the classroom if it has not entered the consciousness of the teacher* Basil Bernstein	Keep parents informed with regular and accurate achievement data Involve whanau in setting students' goals and learning pathways Acknowledge student successes Ensure our curriculum connects with students' home life Invite whanau to participate in school life sharing their experiences, expertise, creating an inviting environment Review progress on strategic goals with whanau Treat students fairly	Implement Strategic Plan goals Develop more opportunities to get parents involved in classrooms and school events Ensure curriculum supports home contexts for students Celebrate student success

Table continued from figure 32 on previous page.

Tangata Whenuatanga Te reo Maori	Provide on-going staff support Model accurate pronunciation Include Te Reo as part of the regular classroom programme Encourage discussions around culture and practices	
Nga Whakapiringatanga, Wananga & Ako Dynamic and interactive teaching styles with well managed classrooms	Have supportive classroom environments that are student-centred and encourage success Use a range of teaching styles and resources to complement authentic context programmes Allow a variety of individual, group or class work Allow discussion to occur Listen to our students Have systems and routines that support learning Learn with our students Support students in extra curricular events	Teachers to utilise teaching styles that support quality learning Purchase resources (ICT) that support student learning Develop classroom environment that support student learning Support students in extra-curricular events Learn with our students Quality systems that support learning and structured classrooms
		Source Argyll East School

Review eg #2: ERO's Maori Success Complementary Framework. See http://www.ero.govt.nz

23

33. Classroom environments should reflect ethnic make up of students

Maramatanga

Enlightenment/Understanding

Excellence
Learning & Teaching
Knowledge
Learning how to learn
High Expectations
Critical & Creative Thinking

Achieve it

Maori Success is NZ's success.

Maori are not individual. They do not come to a learning experience on their own. They come to the learning experience as a member of a group.

Cherie Shortland-Nuku

School values displayed on kete by the students at Peterhead Primary.

Whanaungatanga

sense of belonging /sense of family connection

Belonging
Whanau
Cultural Diversity
Unity
Community Engagement

Together

LEARNING TO LEARN 4.

TE ARA POUTAMA O TUAPAPA

Learning Strategies

Turanga: POUAKO

Tikanga: Teacher of Self

Applies knowledge, skills, strategies

Self-regulated

Challenges own growth

Applies all the Habits of Mind

Proactively seeks out opportunities to learn

Responsible for own learning

Actively participates

Turanga: KAIAKO

Tikanga: Knowledge of Self

Knows/ Uses learning styles

Works to strengths / works on weaknesses

Processes information

Actively listens

Manages time effectively

Maintains focus

Uses maximum effort

Turanga: TAUIRA

Tikanga: Management of Self

Maintains on task behaviour

Has learning tools organised

Uses cooperative behaviour skills

Sets work out neatly/ follows procedure s diligently

Has a positive learning attitude

Turanga: AKONGA

Tikanga:Acknowledgement of Self

Understand s the nature of the learning environment

Understands they are a learner in the learning environment

Understands the roles and responsibilities of a learner and accepts them

Source Terrace School

PEER CULTURE AND SOCIAL COMPARISON

What Hattie (2012) calls social comparison where students are continually comparing their performance with that of others, connects to what Nuthall (2007) refers to as pervasive peer culture.

35.   Use the power of the peer culture to promote learning Take an interest in what your students are interested in and use that to manage their learning. Develop a learning community in your classroom where there is a strong ethic to learn, accept challenges, take risks, no put downs. A learning culture based around Habits of Mind (Art Costa) works well.

36.   Points to note (Nuthall 2007):

- a student's learning is highly individual
- what learning takes place comes wrapped in social relationships
- learning is more than taking part in teacher-managed activities
- what matters is the sense students make of the experiences and what they extract from them
- this depends on their prior knowledge and involvement in the classroom activities
- a student's background knowledge, interests, motivations and experiences help to create differences in learning from the same classroom activity
- if learning involves making connections between what you know and what you are learning then each student starting in a different place will have different levels of understanding
- starting from where the student is, is of paramount importance
- evaluating what the student knew before, and what they know at the end of the unit, gives an indication of teacher effectiveness to design appropriate engaging activities

37. Nuthall (2007) **Start with the *students' memories in mind* when designing activities** so that students can't help interacting with the information, then take into account the students' prior knowledge and understandings so that students can make the connections

38. "*The important idea is that how much students learn from classroom activities is not simply a result of teacher-managed activities but also the result of students' on-going relationships with other students and their own self-created activities or use of resources.*"

Nuthall (2007)

39. It is paramount that teachers understand how classroom activities affect the changes in students' thinking and create and adapt teaching methods and classroom management procedures to help students learn.

40. **Further points to note**

- **Learning is progressive**

- **Learning takes time** Focus on the big questions and cover those in depth. Revisit concepts several times and in different ways in order to establish solid learning and understanding

- **Give students opportunities to revisit concepts (not just repetition but at least 3 different experiences with concepts to embed them into their memory)**

- **Students seek to make sense** of activities and experiences being taught and their own prior knowledge, thereby creating their own interpretation

- **Constantly evaluate** the development in thinking for each student *Individual assessment is the only form of assessment that can do justice to the individual differences among students and the dynamic change process that is learning* Nuthall (2007)... as for Running Records, Gloss testing in Numeracy

- **Teacher generated activities** only account for some learning

- **Other learning** comes from activities the student has created or talk that happens spontaneously between peers

FURTHER ACTIVITIES, INITIATIVES

Starting with the Juniors in our schools...

Giving kids a big head start- Juniors

41. Most schools in the UK have the advantage of running a nursery for children from the age of 3 years. Most of the children attending a school nursery will continue on into the Junior School. This allows opportunity for the school to assess the child at a very early age and implement remedial programmes where necessary, and to work with parents to ensure that the child is ready for formal school at the age of 5 years. Very few NZ schools have this facility. However various schools make other arrangements.

42. DVD Get Ready for School – Early Childhood and Early Primary. You can order this valuable resource from **www.getreadyforschool.co.nz/** .

View the first chapter of this **DVD** online - this is a must see for all parents and educators - for all schools who don't have a nursery attached to their school and even those who do. This DVD deals with the physical development of young children. It likens the various stages of development (crawling, walking fine motor skill development ... up to reading and writing) to a flower pot with lots of holes in the sides. Each hole represents a development stage. Reading and writing are near the top.

Water is the metaphor for learning. Water will escape through any holes that have not been plugged with the various stages of development. If any stages of development are missed out, then the child will have difficulty learning to read and write. For information about equipment to boost-readiness-for-school skills, go to http://www.movingsmart.co.nz.

43. Encourage your school parents to foster the love of reading from a very early age (click picture to view video)

Hold that sentence!

44. The use of gimmicks to help Junior students hold the sentence in their head until they can write it down. Maraekakaho Juniors tell their sentence to **"pet pals"** before writing it, to ensure it makes sense.

45. Power of Talk: Parents
If parents talk with their children from birth, then they are giving them a great gift for life and for success in the world. Ros Wilson discusses the importance of talk and suggests some ways of encouraging talk at home. To learn more, click here.

If you're having trouble with the link, copy and paste this URL into your web browser:
http://www.oxfordschoolimprovement.co.uk/professional-development/issue-video/Dev-Writers-Voice-VCOP/ros-power-of-talk

46. ALP – Accelerated Literacy Programme

"When we focused strongly on reading, we improved our reading, but had little impact on writing. Focusing on writing has had huge impact on both writing and reading"

Michael Bain, Principal Te Mata Primary

Te Mata stagger their writing sessions in their Junior classes so that a Senior teacher can move between classes to assist with phonics and writing. In each class's writing session there are two teachers and two teacher aides. The classroom teacher takes a whole class phonics session prior to motivating the class to write, role modelling and emphasising the class LI as she does so. The students move into ability groups to write at their tables, with the **two teachers assisting the two lower groups**, and the teacher aides assisting the two more able groups. As the students plan their stories, the adults are recording on their own pad the stories each student wishes to write . This enables the adult to prompt the student when they stop writing. They can also prompt the student to listen and record the sounds they can hear and with a ratio of 1:6 the teachers or teacher aides can easily monitor such things as letter formation and pencil grip. The children write for approximately 30 minutes. With an adult sitting at each table there is no down time and no off-task behaviour. It's a quiet, focused and productive writing session and it's having huge spin offs in both writing and reading. The half hour finishes with the lower ability groups having an extra phonics session.
The aim is to have all Year 1s fluent in their phoneme sounds within 8 weeks, so that not only is writing more fluent, but there is a strong flow into decoding for reading.

Source Te Mata Primary

47. Once a fortnight, we invite our 4 year olds to our library for a get-ready-for-school programme. This allows us to assess our preschoolers, establish close contact with parents, and enable smooth transition into school for when they do turn 5. We take the opportunity to supply our coming-up-5-year-olds with emergent books and encourage early reading skills; teach early number skills – instant recognition of number patterns eg dice patterns, maths language, patterning; check out fine motor skills and provide opportunities to participate in activities that support the development of hand and finger muscles needed to correctly hold and use pencils and scissors; nursery rhymes, and co-operative games. They eat lunch with our Junior class and have some playtime with their future classmates before parents pick them up.

Source Poukawa School

Poukawa School's kete of tools

48. Run Family Learning Sessions as part of staff continuing professional development. Release staff who have expertise in a particular curriculum area to work with parents to help them understand the school's approach to learning in that curriculum area eg how to help your child with reading, or maths, and to *support them to support their children*'s home learning. If appropriate, release their children to take part in the workshop alongside their parents for stronger understanding of ideas and practice.

Source John Burns Primary

31
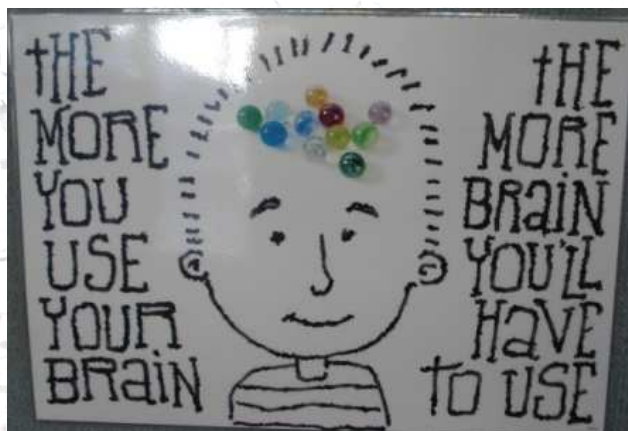
Poster at Peterhead School

49. *"If all preschoolers heard at least 3 stories a day, we would wipe out illiteracy in a generation".*

Mem Fox, NZ author

50. Collect data on your New Entrants – Reading Observation Survey, JOST, NUMP diagnostic – preferably just before they start school, so programmes can be tailored from Day 1.

51. *If preschoolers can recite 8 nursery rhymes off by heart by the time they start school, they will have little trouble learning to read.*

Jill Eggleton NZ author

52. Pile in the resources – teachers, teacher aides and specialist help at the Junior end of school, to ensure that all students get off to a good start. Monitor all New Entrants closely and establish a strong rapport with parents.

53. Expected fine motor skills from a New Entrant (notes from http://www.fingergym.info/ Fingergym Fine Motorskills School Readiness Programme by Gayle Brook, Amy Wagnefeld and Cathy Thompson

- Demonstrate hand dominance
- Use tips of fingers and thumb together in precise pinch movement
- Assume some sort of tripod grasp (versus whole hand grip)
- Follow an object smoothly with eyes (head remains still)
- Cut around reasonably complex designs
- Draw circle, triangle, square and recognisable person and house
- Use one hand to stabilise an object while using the other hand to do separate activity
- Manipulate small objects within the hand
- Put together a complex interlocking puzzle
- Independently complete many self care tasks – eg dressing, toileting, tying shoelace etc
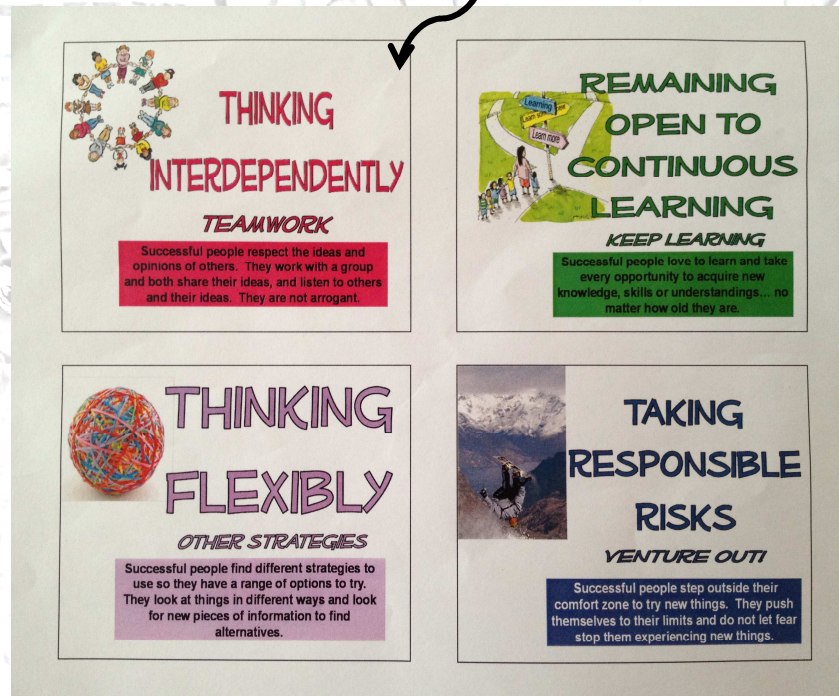
Weak Fine Motor Skills look like:
- Outright refusal to participate in an activity
- Avoidance techniques
- Anger bursts (eg rip up paper)
- Sadness (crying)
- Defeatist (I'm no good)

What can teachers do? Identify pupils who are at risk of fine motor weakness as soon as possible, and incorporate appropriate activities into the day's programme. Maintain an upbeat positive manner so pupils do not see themselves as failures. NB fine motor skill delay may be indicative of broader development delay. Occupational therapists can provide more in-depth assessment for children at risk. Further information at:

http://www.brighthub.com/education/early-childhood/articles/68078.aspx

32

54. Create a supportive, no-put-down learning community using eg Art Costa's Habits of Mind – some of the 16 HOM

THINKING INTERDEPENDENTLY

TEAMWORK

Successful people respect the ideas and opinions of others. They work with a group and both share their ideas, and listen to others and their ideas. They are not arrogant.

REMAINING OPEN TO CONTINUOUS LEARNING

KEEP LEARNING

Successful people love to learn and take every opportunity to acquire new knowledge, skills or understandings... no matter how old they are.

THINKING FLEXIBLY

OTHER STRATEGIES

Successful people find different strategies to use so they have a range of options to try. They look at things in different ways and look for new pieces of information to find alternatives.

TAKING RESPONSIBLE RISKS

VENTURE OUT!

Successful people step outside their comfort zone to try new things. They push themselves to their limits and do not let fear stop them experiencing new things.

Source Terrace Primary

55. Numicon – a multi-sensory maths approach which combines Professional Development and structured apparatus to raise achievement in maths.

Go to http://www.numicon.com

56. He Koru – New Entrant Classroom

This New Entrant classroom with two teachers and one teacher aide run a choice programme in the mornings where children choose from a range of language, maths, art, Phys Ed, technology activities. There is always a Key Competency focus for the class. While the students are choosing activities the teachers withdraw groups for reading and maths leaving the Teacher Aide(s) to encourage participation and monitor behaviour.   While the reading lesson is in progress, teachers also include writing, which allows them to monitor letter formation, pencil grip, spelling and phonics.

Theme-type studies take the form of provocations (teacher planned and led) and projects (which come from the interests of students). A recent provocation was Aboriginal art, which was an activity put out during the morning choice session. This topic came from a teacher's T shirt and the children made pictures with paint and these were made into a class book with information.

An example of a project was a child bringing an apple to school . The staff divided the children into 3 groups – detailed drawing, life cycle of the apple, and symbols and the class rotated around the activities.
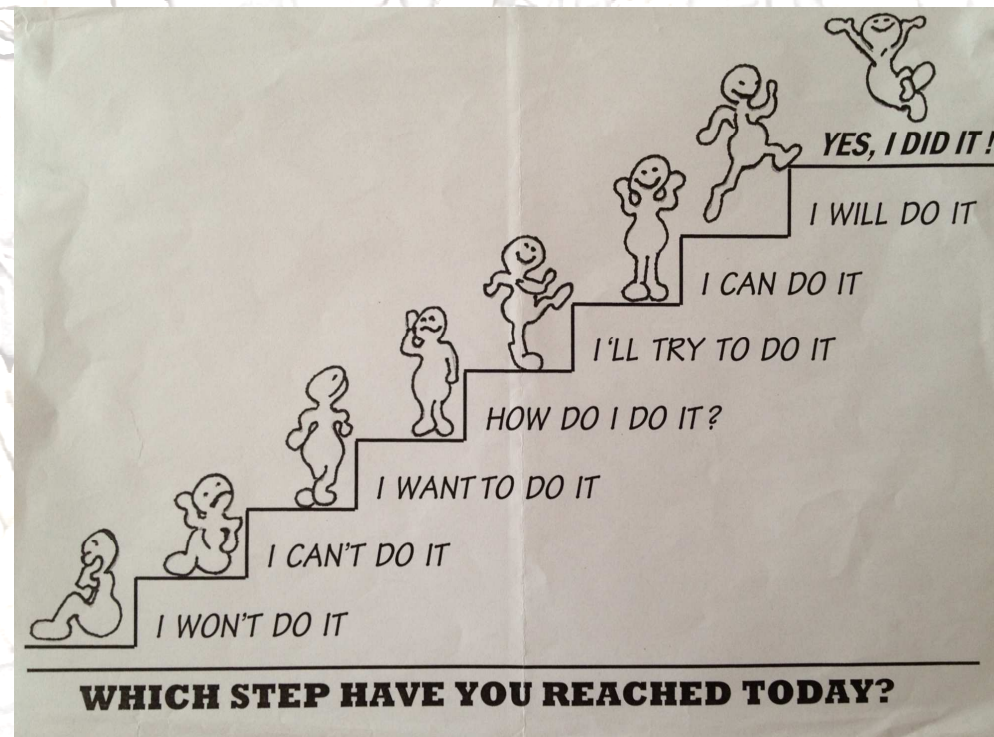
Source Peterhead Primary

33

Writing Planner

Group		Learned letters		Learned words		LI focus	
Word to learn HW	Syllables Clap Identify record	HRS Hear Place Order	Analogy Hear Substitute Record	Inflective ing ed s	Punctuation . " " ?	Word Simple Compound Complex	Tense Present Past Future
Eg Date	World Animals on the Box		Sentence The fish is on the box		HRS sh	Notes	

Source Peterhead Primary

57. Giving staff a standard planner to work on ensures consistency of planning and presentation of lessons

58. Student self-evaluation of attitude and effort

YES, I DID IT!

I WILL DO IT

I CAN DO IT

I 'LL TRY TO DO IT

HOW DO I DO IT?

I WANT TO DO IT

I CAN'T DO IT

I WON'T DO IT

WHICH STEP HAVE YOU REACHED TODAY?

Source Terrace School

59. Reading Recovery as early intervention for 6 year olds at risk of underachieving.

Use observation survey for 5 year old data, test again at 6 years old, and again at 7 years old to track students on normed data.

1 – 1 Reading Recovery provides valuable support and a safe learning environment for Maori and Pasifika pupils.

Some Samoan children feel uncomfortable asking questions in class. It's easier to ask questions in Reading Recovery (Y2 teacher, Pasifika bilingual unit)

When they're Maori children they behave differently. They're humble in saying what they're good at. In Reading Recovery, because of the [1-1] structure, they're not afraid to say "I can" (RR teacher)

Sonia Glogowski presentation to Reading Recovery teachers, Havelock North 29.2.12

60. Thinking maps to support writing used as early as Year 1 & 2 provide purposeful scaffolding.
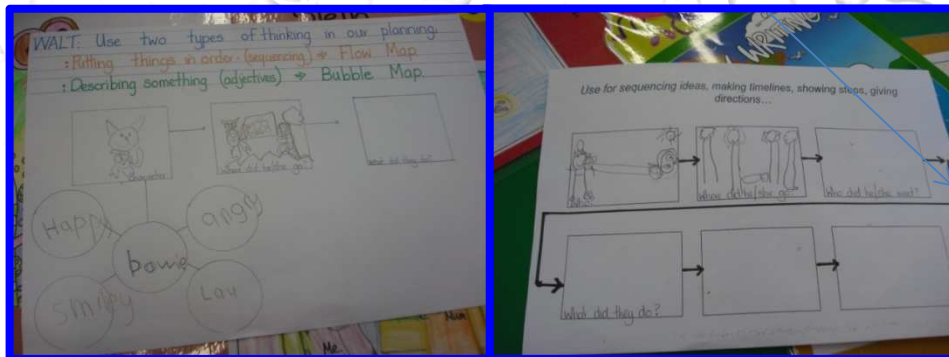
61. Clear learning intentions

Source: Maraekakaho Primary

62. Examine the **promotion policy** in your school. Is it disadvantaging some students? Who is a Year 0 and who is a Year 1? Are you comparing academic results of one child who may well be almost 12 months younger with his/her peers in a skewed age distribution? Schools have advanced reading groups, and advanced maths groups who receive focused teaching to challenge these able children. An older child will have almost a year's worth more of learning experiences. Are teachers confusing maturity with ability? Is there a message being given, albeit unconsciously, that some children just "get" reading and / or maths and others don't? Each child with a birthday near those cut off dates should be considered on case by case basis. I believe it is better to overcook your students than to push them through too quickly. Poukawa School consults parents of students who fall into those months of March and April and we consider social skills, maturity, physical size as well as academic ability when making the decision about promotion.

Ideas adapted from Gladwell (2009)

63. **Personalized Learning** – a practical handbook by John West Burnham and Max Coates 2006 – This book, excellent for leaders and teachers, will provide a structure for review of school practice. It contains templates to use for in-house self-guided professional development staff meetings.

Eg:1. Chapter 8 Learning to Learn outlines different aspects and approaches:

Habits of Mind	Accelerated learning
Action learning	Analysis
Computers	Creativity
Literacy and Numeracy	Mapping
Memory	Metacognition
Philosophy	Problem solving
Project management	Questioning
Social learning	

Eg:2. Chapter 9 covers Mentoring – a fundamental component of any personalised learning programme

*Virtually all the advantage that wealthy students have over poor students is a result of differences in the way privileged kids learn when they are **not** in school."*

The vacation effect - Gladwell (2009)

64. Early intervention programmes - IEP's for students who are at risk of not achieving at expected rates. Working closely with parents, RTLBs, speech therapists and other professionals, teachers plan out programmes of work to ensure progress

65. Assessment of fine motor skills – St Matthew's in Hastings works closely with an occupational therapist to assess New Entrants and put in place a programme of corrective exercises to help children write, draw, cut etc.

66. Help for Junior class writing can be found at: http://www.alanpeat.com/resources/storywriting.html where free resources are available to download. These ideas and resources give a structure for teachers to use as a scaffold.

The approaches outlined in this article are helpful in easing the transition from reading to writing.

One method of helping Infant aged pupils to grasp the linear nature of a typical story is 'The Story From Boxes' game. In order to play this narrative game with pupils seven boxes are needed. These are labelled as follows:

Who? Where? Where next? Things that go wrong (problems)
Who helps? Where last? Feelings.

Source: Alan Peat

67*. Quick 60 reading intervention programme*

http://www.iversenpublishing.com/quick-60-series-us-xidc55722.html

Quick 60 is a fast and easy-to-administer prevention/intervention program designed to have students reading on grade level in 60 quick lessons or less.

Quick 60 builds on the Florida research of Iversen and Tunmer (Journal of Learning Difficulties, Sept 2005, Vol 35/5) which tested a modified Reading Recovery program for groups of up to three students without compromise to any of the factors influencing reading development. Phonemic awareness, phonics, comprehension, vocabulary, and fluency are all integral parts of the Quick 60 program which also incorporates writing, spelling, and group dynamics.

37

Moving towards independent learning

Steer students towards managing their own learning activities Teachers provide interesting and stimulating activities for students to experience and learn from, but also need to teach students how to manage their learning (use Habits of Mind) in order for them to benefit from the self-generated or self-chosen activities that are such strong methods of learning information. See slide **34.**

Source: Te Ara Poutama o Tuapapa in action Mary Anne Hilton, DP, Terrace School

68. Practical ideas for developing listening skills in the Primary School as a way of raising standards.

Alan Peat presents a broad range of practical teaching strategies that encourage active listening. *"Effective listening is a perceptual skill - it is not just a matter of good manners as a passive listener can appear well-mannered. It is imperative that we help pupils to understand the vital importance of the perceptual skill of listening in their own learning. It is also of vital importance that, as educators, we recognise the link between being a better listener and a better speaker."* Peat promotes these twelve key strategies to be used to foster better listening in the Primary classroom …

Transformational response activities - turning what has been listened to into something else. **Discussion Partners** Partner A explains to partner B what the teacher has said and after an allocated time Partner B is asked to add anything that has been 'missed out'. **Question Generation** pupils are asked to work in groups of four to produce questions for another group of four. **Beyond KWL grids** using KWLW grids: What I Know already / What I Want to Know / What I have Learned / What I Want to Know Now. The advantage of this simple extension is that it encourages further discussion and implicitly shows pupils that when we learn something new it often generates further questions beyond those that one had initially.

Listening challenges …talk about a topic for a short period of time (5 minutes works well). … in teams, the pupils are asked a series of questions in order to ascertain the 'Listening Team of the week' **Debriefing …**one group of pupils out of earshot. Pupils listen to information. After the listening session is complete they are asked to 'Debrief' the non-listening group who then have time to prepare a presentation back to the teacher and original group. **Main Point selection…** at the end of the period of listening all teams are asked to write down a specified number of main points in short sentences. **Pupil-Teacher questioning…** after oral input**,** pupils ask questions / teacher is responder. Encouraging pupils to ask questions is a fundamental aspect of any effective speaking and listening programme. **Summarizing games…** encourages pupils to combine the main points of something they have heard into an oral summary. **Response comparisons…** encourages pupils to listen to each other as well as the teacher. I**n role listening…** promotes persuasive talking (for-v-against-debates) **Personal Response…** this strategy works best after reading a piece of fiction or poetry. Pupils, in pairs, are asked to describe their feelings about the piece they have heard and to build in supporting evidence.

Find more about this topic at:

http://www.alanpeat.com/resources/listening.html

69. Although I am not personally advocating academy schools, one statement from the Bronx KIPP Academy resonates strongly.

What the extra time does allow for is a more relaxed atmosphere. The problem with maths education is that everything is rapid fire. Kids who get it are rewarded – so there comes to be a feeling that there are people who can do maths and those who can't… We do things at a slower pace, and … we get through a lot more. Gladwell (2009)

70. Consider a change of timetable to allow for slower paced lessons.

Activity	Suggested Time Table
Literacy	9:00 – 11:00
Interval	11:00 – 11:45
Maths	11:45 – 1:15
Interval	1:15 – 1:45
Theme / inquiry learning etc	1:45 – 2:45

71. Do teachers understand how children learn, what their thinking is, how they work things out and what factors come into play in any classroom?

Shayer (2003) suggests a teacher's role is to create interventions that increase the number of children thinking at a higher level, and to listen to students to ascertain how they are processing the information and therefore progressing towards the learning intention.

Effective teachers take into account prior achievement, as well as motivation to learn, strategies to learn and the confidence to learn.

Hattie (2012) cites a number of attributes that students bring to lessons. The "concept of self" affects learning for all students (and teachers for that matter). He breaks the concept of self into 6 areas: **Self-efficacy** – we have confidence we will learn and see hard tasks as challenges; **Self-handicapping** – we choose to put impediments or obstacles in the way of learning to avoid blaming ourselves for failure to learn eg procrastination; **Self-motivation** – we find learning satisfying, both intrinsically (Where's the next more challenging task?) and extrinsically (completing work to earn praise or similar reward); **Self-dependence** – we are dependent on adult directives and do not learn how to self-regulate, self-monitor, or self-evaluate; **self-discounting and distortion** – we dismiss information such as praise, punishment or feedback as not valuable, accurate or worthwhile; **Hopelessness** – where we do not expect to achieve and that we are helpless to change the situation.

40

72. Wait time - the miracle pause

3 – 5 seconds of silence!

Wait time 1: The teacher asks a question and waits before designating a student to answer it.

Wait time 2: After a student responds and the teacher waits before reacting or commenting.

"Wait time of 3 – 5 seconds opens exciting possibilities to students and teachers. As wait time increases, so do student answers - by 300 – 700%!"

Mary Budd Rowe 1986

Rowe (1974) analysed over 300 classroom tapes …when the average wait for both types was extended beyond three seconds, a variety of significant improvements were observed. A synthesis of studies of **Wait Time** by Tobin and Capie (1980) confirms the following benefits of **Wait Time** use by teachers:

- The length of student responses increased.

- More frequent, unsolicited contributions (relevant to the discussion) were made.

- An increase in the logical consistency of students' explanations occurred.

- Students voluntarily increased the use of evidence to support inferences.

- The incidence of speculative response increased.

- The number of questions asked by students increased.

- Greater participation by all learners occurred.

Source: Better Thinking and Learning (MSDE)

Swift Gooding and Swift (1988) put forward **Wait time 3** – the time between one student's answer and the response, reaction or comment of another student. They maintain that "it's critically important to help students understand the reason and value of wait time, commit to using it intentionally and help to monitor its use."

Source: Tactics for Effective Questioning

73. Use stories to support the learning of Key Competencies – see sabbatical report by Delwyn Bain, Principal, Maeroa Intermediate School, Hamilton

An example - *Things Are Not Always Black or White Judie Paxton told in Chicken Soup for the Kids' Soul pp 131-132*

J. Canfield, M. Hansen, P. Hansen and I. Dunlap

pub Health Communications Inc

Sometimes we have to physically look at things from different perspectives to understand how others see a situation.

41

74. Questions to stimulate students to think about their learning

1. Are you smart? What does smart mean to you?
2. What are you good at? What do you do that is successful?
3. How do you know you've been successful?
4. What makes you successful at that?
5. What does your teacher think you are good at?
6. What do your parents think you are good at?
7. What does your teacher think you should work on?
8. How do you like to learn?
9. How do you know if you have been unsuccessful?
10. When you are faced with a problem, when you don't know what to do, what do you tell yourself?
11. When the teacher is talking what are you thinking?
12. What things could you do to be more successful?

Source Wendy Beacham, Maraekakaho

75. Learning structures to use with students

1. Formative assessment – Learning Intentions, co-constructing Success Criteria, feed back, feed forward, next learning step
2. Habits of Mind – rewards for using HOM
3. Step up Tu Tonu – school-wide focus on a value each term
4. Thinking maps as scaffolding for learning
5. Inquiry Learning – Sauce model (Trevor Bond) Trevor Bond Quest (Quality Education support and Training) tbond@clear.net.nz.

Source:Terrace School

If the child is a struggling reader or writer the conclusion must be that we have not yet discovered the way to help him learn.

Clay. (2005) Literacy Lessons for Individuals, Part Two

76.   VCOP (stands for Vocabulary, Connectives, Openings and Punctuation) invented by Ros Wilson (UK education consultant), as used by many UK schools provides excellent support for students in personal voice writing. See below for links to resources around VCOP:

- http://www.oxfordschoolimprovement.co.uk/professional-development/issue-video/Dev-Writers-Voice-VCOP/ros-raising-standards

- http://www.brendenisteaching.com/downloads/7-vcop.php free downloads of VCOP resources

Source Bonner Primary

So what about transactional writing and consistency across the school?

77. Alan Peat -Alan Peat
http://www.alanpeat.com/resources.html
helping improve children's transactional writing. Practical tools to do the job.

78. Schoolwide development of writing or reading to achieve consistency of approach. Students' voice about reading and writing, co-operative inquiry into teaching, "target group" samples moderated before, during and after, peer observations and feedback, pupil performance meetings to look at data, assistance with planning, shared collaboration of ideas and development.

Writing makes you strong! Strong in mind! Strong in intellect! You will be powerful!

Apirana Taylor, NZ author

Bonner Primary found that their personal voice writing had improved with the consistent use of VCOP across the school, but that transactional writing wasn't as strong. They adapted Alan Peat's approach to improving students' writing. He divides each genre into 3 sections – Parts, Tips, Examples. Bonner Primary staff worked together to put these into "kidspeak" and then taught them across the school. Each time the students were asked to write eg. Instructions, they could repeat to themselves Turtles in Winter Wear Coats. The teaching around the genre would give plenty of experience with examples before students began to write.

Initial letter of parts

Parts to Instruction writing

Mnemonic to help students remember the required parts of the genre

Instructions		
T	Turtles	TITLE
I	In	INTRO
W	Winter	WHAT WE NEED
W	Wear	WHAT TO DO
C	Coats	CONCLUSION

44
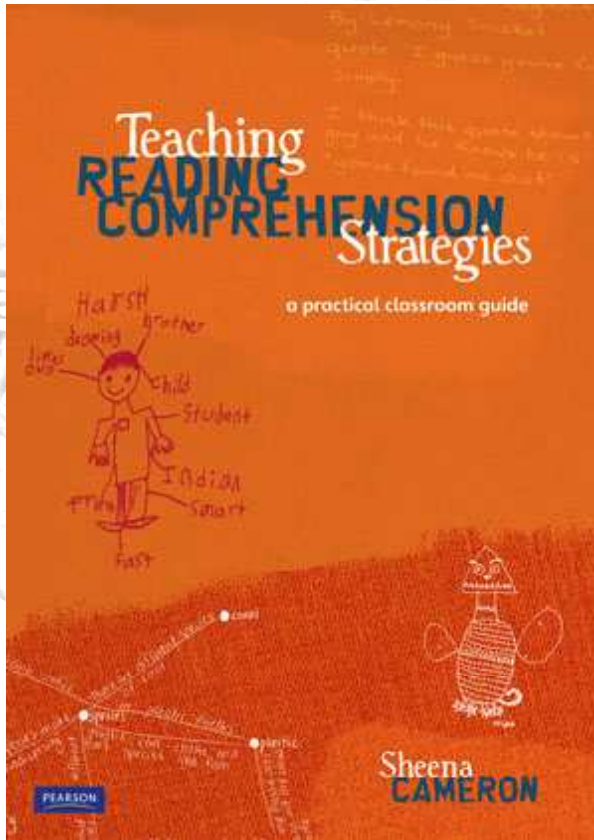
79. Sheena Cameron - excellent book with practical ideas for increasing comprehension and worthwhile follow-up activities to consolidate reading skills and comprehension.

Get free downloadable resources
http://sheenacameron.co.nz/resources.html

80. Target setting for writing. Success criteria for surface and deeper features of writing at each level of achievement appropriate to class level are displayed on rocket shapes. Students understand and are able to articulate to themselves, to peers, to parents where they are currently achieving and what they need to work on to move to the next stage of development.

Student names are attached to the rocket which reflects their achievement level for surface features…
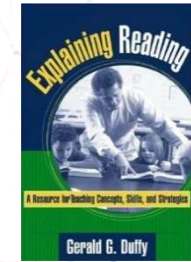
and deeper features.
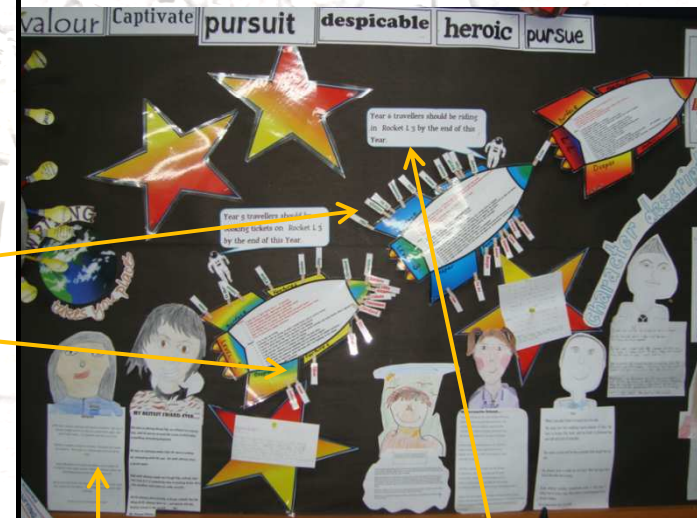
Examples of student writing   Expectations

Source Jill Simons Poukawa School

45

81. Explaining Reading: A Resource for Teaching Concepts, Skills and Strategies (Solving Problems in the Teaching of Literacy). Gerald Duffy - an excellent book for establishing strong comprehension strategies.

HOW WILL I KNOW WHEN TO TEACH IT?	CONCEPTUAL UNDERSTANDINGS THAT MUST BE IN PLACE	WHAT IS THE SECRET TO DOING IT?
PREDICTING		
The Situation: Students keep on reading even when what they are saying no longer makes sense. When asked questions about what they just read, they are unsure. **The data you collect:** Interview students about what they are thinking as they read or what they thought was going to happen next. If their responses anticipate that they are not anticipating meaning, an explanation may be helpful.	Students need to understand: ▪ That meaning-getting is the purpose of reading ▪ That one must actively seek meaning by looking for it ▪ That predicting is not a wild guess – it is a thoughtful hypothesis based on clues.	Students must: ▪ Look for clues to the topic ▪ Think about what they already know about the topic ▪ On the basis of their prior knowledge, predict what they think will happen
MONITORING, QUESTIONING & REPREDICTING		
The Situation: Students read properly without proper phrasing and intonation. When asked questions about their reading, they guess or do not answer at all. **The data you collect:** Ask students to describe for you what they were saying to themselves as they read the text. Their responses indicate that they are not monitoring their predictions or questioning whether the meaning makes sense in light of the prediction. They do not report having changed their predictions	Students need to understand: ▪ That comprehension is an active, probing process ▪ That predicting is only a first step ▪ That predictions change as we read	Students must: ▪ Keep the original prediction in mind ▪ Keep asking whether that prediction continues to make sense in light of new information in the text ▪ Use new information in the text and prior knowledge about the information to make new predictions
IMAGING		
The situation: students listen to stories being read to them or read stories on their own but don't seem to be emotionally involved in what is happening **The data you collect:** provide children with a piece of drawing paper and crayons, read a particularly descriptive passage to them and ask them to draw what the text made them see. Or, similarly, read a particularly descriptive passage and ask students to tell you how it made them feel, or what they heard, or what they see in their minds. If the resulting descriptions are sparse, there may be a need to teach imaging.	Students need to understand: ▪ That comprehension requires proactive effort ▪ That authors want readers to see and hear and feel certain things in the text they write ▪ That we can use our senses of sight, hearing, smiling, feeling and tasting as we read	Students must: ▪ Identify words the author is using that are descriptive ▪ Use prior knowledge about those words and about our senses to create an image in the mind

46

82. Using ICT to boost achievement.

Point England School, Glen Innes, Auckland, uses school-based English on the school blog.

Where most schools hope to achieve one year's progress in one school year, they found that students writing up their stories on the school blog achieved two year's growth, and publishing on Web2 gained 3 year's progress.

Check out their blogs on http://www.ptengland.school.nz/

83. Use examples of different sentences to scaffold improved deeper features in students' writing

http://www.alanpeat.com/resources/BOYS.html -

Some examples

BOYS = But, Or Yet, (and So) eg He could be really friendly or he could become nasty.

2A sentences 2 adjectives before the first noun, 2 adjectives before the 2nd noun eg He was a tall, awkward man with an old, crumpled jacket.

Simile - creates a picture in the reader's mind

3 – ed sentences –begin with 3 related adjectives – particularly useful to show how a character is feeling. eg Amused, amazed, excited, he left the circus reluctantly.

2 pairs sentences begin with 2 pairs of related adjectives – eg Exhausted and worried, cold and hungry, they did not know how much further they had to go.

84

http://www.alanpeat.com/resources/deconstruction.html deconstructing writing

http://www.alanpeat.com/resources/comics.html
Motivating reluctant writers through writing comics

http://www.alanpeat.com/resources/wow.html
motivating the reluctant learning – Wow factor

85. *"There's a place for pure maths, for pure strategy and for pure strand. There's a place for teaching the components of these. But rather than separating all those bits, overlap them instead in a rich task."*

Dinah Harvey, maths consultant
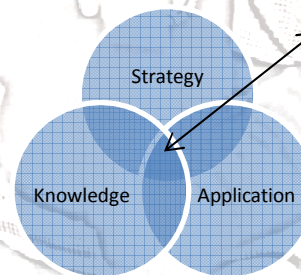
Rich task

Excellent resource
Maths assessment for Learning
Rich tasks and Work Samples
Ann Downton, Rose Knight,
Doug Clarke, Gerald Landis

47

86. Abacus Evolve - Primary Maths resource by Pearson

87. Mathletics www.**mathletics**.co.nz - costs per child. Excellent support resources for teachers, excellent appeal to students to work independently.

88. PAT maths – register with NZCER for marking and receive individual analysis of each student's paper – highlighting what they **do** and **don't know** for next step learning. Follow up with specified Mathletics examples for teaching and practice.

89. Bring in the experts to work alongside your teachers on a regular basis to achieve consistently good delivery of maths.

- **d.harvey@advisersplus.co.nz**
- Advisors attached to your local College of Education

90. Maths camps for gifted and talented students: Local high school students sitting exams? Snaffle one of their maths teachers to take a group of gifted and talented students for a week of full-on maths exploration.

Or hire a teacher (not attached to a class) to work with these students for as long as you can afford it. Combine with another school, and utilise banked staffing to pay the teacher.

91. Introduce your students to the Asian way of counting. "*In China, Japan and Korea they have a very logical counting system eg 11 = ten-one, 12=ten-2, 24 = 2 tens-4. Asian children learn to count much faster than American children.*

The regularity means that Asian children can perform basic functions such as addition more easily. Place value is already implicit. The numbers are "transparent"… there's a pattern they can figure out.

Ask a non Asian 7 year old to add 25 and 33 , she / he converts the words to numbers and then might add (20 + 30) + (5 + 3). The Asian child is asked to add 2 tens-5+ 3 tens-3 and the necessary equation is right there in the sentence."

Gladwell 2009 p229

48

BOYS – acknowledge the gender difference

92.   Withdrawal or focused teaching for small groups of students to give them a boost.

"The Accelerators" – were a group of seven Year 5 & 6 boys at Poukawa School, who "needed to put their foot on the accelerator and go for it". Their typical classroom behaviour included short concentration spans, patterns of off-task behaviour, disruption for other students and low achievement. For approximately 19 months, for 2 hours Monday to Thursday, they   received intensive tuition from a teacher, not a teacher aide, in literacy and numeracy knowledge, with accelerated gains made for the majority of the group. They benefited from focused learning time – more learning done with close teacher supervision in those two hours.

They also enjoyed a daily "fizz break" to let off some energy with brain food (fruit / vegetables) to follow, and water bottles readily available.

Every successful person has had the opportunity for an extraordinary amount of practice. Gladwell (2009)

93.   How to really make a difference

- Form a Boys' learning group
- Create an action plan
- Publish plan and timetable
- Set high expectations around learning and behaviour
- Do a few things well and in depth
- Find the strengths and nurture those.
- Review and renew
- Monitor progress through assessments

- Class motto – *Be the best you can be*
- Male role model posters *Sports stars*
- Reading / educational tutors *(Dads, uncles /G'dads)*
- Outside role models to speak about the importance of education and goal setting *Visitors*
- Daily reading logs *homework books*
- Boys area in library – *signposted and flooded with high interest texts*
- Responsibilities *vege garden project*

= High Expectations

49

Enrichment

"Outliers are those who have been given opportunities – and who have the strength and presence of mind to seize them" Gladwell (2009)

How do we then extend those opportunities to many, many students and allow them to grab these with both hands and succeed?

94. Time set aside during the week for other curriculum areas - eg: clubs, enrichment, Funky Fridays, Discovery. The aim is to allow those students with talents other than academic skills to shine and develop.

- Staff choose a curriculum area and plan a programme. Specific goals set – eg at the end of these 6 weeks you will be able to play 3 tunes on the recorder. Students choose an activity (staff member taking it is not known and they are not allowed to talk to their friends.) Cross class groupings.

- Employ an outsider for certain expertise – eg drama or gardening or anything the in-school staff are unable to provide.

Source Bonner Primary

Creativity is a fundamental component of an educated person. Creativity is central to the full expression of an individual's potential. … little c creativity will be used to mean life-wide resourcefulness … it may occur in personal or social matters or in undertaking an activity in a curriculum area… High creativity, by contrast, is the ground breaking, paradigm making, revolutionary insight that changes our perception of arts, science or ideas. Craft (2002)

95. Theme studies:

First ideas book / page (before the start of the unit) Last ideas book / page (after the unit) to gauge learning and understanding of concepts, and teacher effectiveness to design appropriate engaging activities.

Pixar shorts – fantastic teaching resource example available on YouTube. Click the link below to view.
http://www.youtube.com/watch?v=aHUgdwyxTF0&feature=related
This one deals with HOM (Listening with Empathy)– and Relating to Others (Key Competency)

50

For success, attitude is equally as important as ability

Harry F Banks

96 Most children want to be liked, to succeed, to get on with others. Classrooms that excite, challenge, support and are fun will have pupils so interested in their learning they won't have time to play up or be bored.

"The more excitement and interest you bring into the school the better the day to day learning. We concentrated on improving our teaching and learning programmes and there was a positive spin off – behaviour improved. Deal with the root cause instead of the symptoms of behaviour."

Martin Tune, Head Teacher Bonner Primary

97. Questionnaire re Peer Culture in NZ Classrooms

Of 35 countries participating in TIMMS 2007, NZ holds the second lowest rank for middle primary students who feel safe at school.

- More often shoved, hit or kicked by other students
- Made to do things they didn't want to do by other students
- Made fun of or left out
- Only 25% of students had not reported all of these in the previous month

Question your students to gauge how safe they feel and take appropriate action with behaviour management – see 98 - 100.

98. 5 steps to success for behaviour management

Refer Frances Steinberg at www.solutions-unlimited.co.nz

She advocates these 5 steps

- Build a platform for success
- Determine severity of problem
- Identify features of the presenting problem
- Reveal aspects of the underlying problem
- Evaluate your strategies

See her website for further information

99. Bill Rogers –You Know the Fair Rule

He acknowledges the real difficulties in dealing with poor behaviour in class. Providing practical advice, it includes: a range of practical strategies and skills that can be used to motivate and guide pupils how to follow up with students beyond the classroom working with behaviourally disordered pupils working with the difficult class and Attention Deficit Disorders. http://books.google.co.uk/books/about/You_Know_the_Fair_Rule.html?id=DmHcLn4Ox-8C

Incentives and Rewards

100. Koru Awards System: -Maeroa Intermediate

A reward system of fabric flashes and metal badges that recognise student achievement in a range of areas.

Rationale:

- A systematic approach to awarding students for specific development areas will enhance the reward system and ensure students are rewarded more equitably.

Through this process we would

- Recognise student achievement in key areas (eg mastering a tables set, achieving a specific learning level)
- Build self esteem
- Encourage students to set goals and participate in the corporate life of the school
- Encourage pride in self, school and personal achievement
- Place further emphasis on the values/virtues important to the school culture

Note:

All koru awards are generally delivered to classrooms for teachers to present.

Koru awards are NOT replaced if students lose them

 Examples of what koru are awarded for - below

Red koru - Academic.

1. Starting with Week 3, Term 1 and then every week during term each teacher awards one red koru award per class for academic commitment and excellence (relative to child's learning level).
2. Academic related extra-curricular koru awards would be given for such things as achievement in Literature Quiz, Science Fair, (not for participation, but for achievement eg representing the school at Waikato Science Fair), Oratory, etc
3. Australasian Exams - red koru awards given for Credit, Distinction. High Distinction will receive a white koru for excellence.
4. Otago University Maths exams - red koru awarded based on the current year cut-off for excellence (probably 20 or 22 out of 25).
5. Technology subjects (Bio-Tech, Foods and Industrial Tech) award red koru for excellence (up to 3 per team for each Tech area across the whole cycle)

Examples of other Koru awards

Blue koru - Sports, Yellow koru – Culture, Black koru - service to the school and community/other, Pale Blue Koru - Values/Virtues

White Koru – Excellence

Advanced Koru Awards: These are a metal badge. Students achieve these based on the number of koru flashes they are awarded. All these awards are presented at assembly. Students are also recognised with a certificate at one of the end of year awards assemblies.

Bronze, Silver, Gold and Platinum as well as Sports Blue Koru.

Take into account students' voice for different curriculum areas…   Eg below

Student Voice Thematic Analysis Framework

Purpose: To collate student voice within and across schools as a basis for learning conversations, and for evidencing shifts in teacher practice

Student demographic	Ells	Maori	Pasifika	SWSEN	NZE	Other	Male	Female	Below curriculum expectation
Total Numbers									
1. What do you think you are learning?		Student articulates the intended learning with clarity and understanding		Some articulation of LI as shared by the teacher and as they understand it		Focused to the context / task. I.e. what they are doing.		No relevant articulation	
Student numbers — Time 1									
Time 2									
2. Why do you think you are learning this?		Links to goals / learning needs / purpose expressed using the language of learning with clarity and understanding and sees the relevance of this learning		Some link to goals / learning needs / purpose Some hypothesis of possible reasons for learning this		Little linking to goals / learning needs / purpose. May repeat (parrot) class LI. May focus on context & task. Little idea why this is being learned		No link to either LI or task No idea why this is being learned	
Student numbers — Time 1									
Time 2									
3. How will you know you have learnt it? (self regulation)		Articulates and reflects on features of work making reference to e.g. success criteria / models / egs /independence including own goals / expectations for progress & achievement		Articulates some features of their work using some reflective strategies about what and how they have learnt using e.g. success criteria / models / egs /independence		Little relationship to classroom success criteria / models / egs /independence Affirmation from others Teacher control of success		No statement related to features of work making reference to e.g. success criteria / models / egs /independence including own goals / expectations for progress & achievement	
Student numbers — Time 1									
Time 2									
4. How do you know you are getting better at… (today's focus)? What do you think you need to do now to get better at …/ improve your learning in… ? (making sense of feedback / feed forward)		Knows and can talk confidently and clearly about own learning goals (may include transfer of learning)and can set specific and focused goals for improvement using feedback from others and self assessment		Some links to feedback / feed forward and next learning mainly using teacher feedback and some self assessment. Can recognize their own improvements and suggest a possible next step		No clear link to feedback / feed forward and next learning. May comment of the work of others Relies on the teacher to find out how they are progressing / achieving in relation to their goals			
Student numbers — Time 1									
Time 2									

Te Toi Tupu Literacy and English Language Learning Years 1 – 8   TRIAL Version March 2012

53

Responsibilities / incentives

101. Choose prefects from your Senior Group and expect them to step up to hold responsible positions in the school. It is interesting to note how often students from our smaller rural schools reach positions of responsibility as seniors in our urban high schools.

- Behaviour role models
- Running assemblies
- Hosting parents at 3 way discussions
- Greeting visitors and showing them around
- Peer Mediation
- Classroom helpers – before school, wet breaks
- PAL sports programme
- Sports day roles
- Bus monitors

Meet with prefects once a week. Discuss any issues eg around playground. Prefects tell "stories" that illustrate how they have been meeting their prefect goals at different levels on the progress and promotion table. As they achieve each level they receive recognition in assembly, newsletter and the appropriately coloured certificate in Awards Assembly. The aim is to achieve Gold by end of year.

- Bronze
- Silver
- Gold

Poukawa Prefects — progress and promotion

A Bronze level prefect should be a good role model for the students at school and display these qualities

Honesty – be honest at all times, even when you have to admit that you were in the wrong.	**Be reliable** If you have contracted to do something, make sure you do it. Turn up to help your teacher in the morning. Always do your job well. Hand your homework in on time.
Be trustworthy – if you are asked to do something make sure that you do the task well, even if adults are not looking. If you are asked **not** to do something, don't do it.	**Be helpful** – look for ways to help your classmates, younger children at school, and , especially the staff at the school – eg offer to carry things in from the bus for Patsy.
Be respectful at all times to all adults who work in our school or who visit our school. This means speaking politely and with school-appropriate language, and sitting / standing / moving with appropriate body language	**Be considerate of other people** Be kind to other people (children and adults) at school. Look for children who might be by themselves and offer to play with them or team them up with someone else.
Peer Mediation –take this role seriously and try your best to quickly sort out any little upsets in the playground. If you need help from a teacher you just need to ask.	**Assembly notices** – stand tall, be proud of your achievement in being a prefect, speak slowly and loudly, try to announce rather than read, look friendly (greet the children and smile)

There are further criteria for Silver and Gold levels.

Secrets to success

- Excellence is down to vision and conviction; leadership and teamwork, and a constant focus on teaching and learning.
- Staff work together as teams and are passionate about finding ways of doing things better.
- Leaders 'walk the talk', leading by example to perfect teaching and the curriculum.
- Pupils are treated as individuals, staff have high expectations for them and give them the support to achieve.
- There is a relentless focus on progress and engaging with every child.
- Schools appoint and develop staff who can achieve consistently high standards.
- Daily contact with parents and carers helps to gain trust and open the gates to learning.
- Schools share their excellence with others through interaction and partnerships.
- Schools show the importance of assessment, analysing data to track pupil progress.
- Schools don't wash their hands of difficult children and their families.
- They don't say 'we are not social workers' or blame the child for where they come from.
- They show pupils how to learn for themselves in a purposeful, stable and structured way.
- They give them opportunities, responsibility and trust, building a child's self belief.

Ofsted report: Twenty Outstanding Schools Excelling against the Odds 2009

55

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