SABBATICAL REPORT – TERM THREE 2018

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With the formation of our Pukekohe Community of Learning, which has several primary schools, an intermediate and two high schools, I may be able to contribute professionally, with an up to date report on what is happening with the use of digital technologies to engage boys to write. This is one of our CoL objectives. We have gathered data which indicates in all of our schools, boys' writing, irrespective of culture, has a higher proportion of boys below and well below national standards in writing.

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ACKNOWLEDGEMENTS

PURPOSE:

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RATIONALE AND BACKGROUND:

An ongoing reminder to all schools over the past ten years has been an increasing focus in schools nationally and globally on the use of digital technologies to enhance learning and teaching.

The report of the Ministry of Education (May 2014) – 'Future Focused Learning states the following:

'An important aspect of this report is maximising the potential for new and emerging technologies to change learning and teaching in the 21st century learning environment. We recognise that technologies are not an end in themselves. There is a growing body of evidence that the thoughtful integration of digital technologies with effective teaching practices can significantly improve learning outcomes (Greaves et al., 2010). Poorly implemented digital technologies make little difference to educational achievement. (ASCD Educational Leadership website, February 2011).

Pukekohe East School has been exploring and developing the use of digital technologies during this time. We have gradually built up an infrastructure which caters for all learners and staff to use digital technologies working through a strategic roadmap.

http://elearning.tki.org.nz/

http://elearning.tki.org.nz/Connected-Learning-Advisory/Resources/Strategic-thinking-roadmap

We are a BYOD school which has assisted in the ease of implementing the use of digital technology into the daily learning framework. With our use of the Enabling e-Learning TKI site as our guide we have completed ongoing professional development, to enable all staff to gain the knowledge of why we are a BYOD school and how we can make the best of using these technologies successfully in our classrooms. We have not been swayed by the latest gimmicks or tools. We have stuck to our premise of quality teaching and learning is the basis of all good learning.

We are fortunate that our past data has reflected similarities in results in writing. So when I viewed the Pukekohe Kahui Ako data I observed that all areas of schooling had discrepancies between boys' and girls' writing. Hence my reason for deciding to see if I could investigate some methods from other schools and literature that could be of benefit to our Kahui Ako.

I intend to ask the teachers in the Pukekohe Kahui Ako schools to provide me with some examples of how they use digital technologies to assist, encourage, motivate reluctant writers, in particular, boys.

Hopefully, these examples and others can be shared with all participants so this report becomes a practical document for schools and their writing programmes.

Visiting schools to hear their stories will hopefully enable the toolkit to be built upon.

Professional readings will also enable me to investigate methodology and the pedagogy that forms the guidance I will provide in this report.

e-Learning and pedagogy

Information and communication technology (ICT) has a major impact on the world in which young people live. Similarly, e-learning (that is, learning supported by or facilitated by ICT) has considerable potential to support teacher actions promoting student learning.

For instance, e-learning may:

- assist the making of connections by enabling students to enter and explore new learning environments, overcoming barriers of distance and time
- facilitate shared learning by enabling students to join or create communities of learners that extend well beyond the classroom
- assist in the creation of supportive learning environments by offering resources that take account of individual, cultural, or developmental differences
- enhance opportunities to learn by offering students virtual experiences and tools that save them time, allowing them to take their learning further.

Schools should explore not only how ICT can supplement traditional ways of teaching but also how it can open up new and different ways of learning.

The New Zealand Curriculum

ACTIVITIES and FINDINGS:

Visited Wanaka Primary and Mairangi Bay Schools to see what methods may be used to enhance boys' writing.

Wanaka Primary School used chrome books to gain access to Google activities and used the app Game of Awesome to motivate boys' writing.

Mairangi Bay School use a variety of tools to motivate boys' writing :

- Voice typing – taking away the struggle of physically writing to focus on ideas and structure
- Typing without having to draft in their writing books
- http://www.pobble365.com/ - 10 minute writing warm ups. Often completed in pairs – writing on whiteboards (they seem to likr this because they can rub it off).
- https://www.literacyshed.com/home.html   Using videos – getting students to talk about the vocabulary first in a setting or about a character, then getting them to write
- Music and song is also used to motivate writing, which appeals to boys and reluctant writers at Mairangi Bay School. They use songs to look at parts of speech, similes and metaphors, punctuation, synthesising and analysing writing.
- This technique was also used for ESoL learners – lyrics cut up and put in order.
- Creating graphic novels to encourage boys' writing has been successful to motivate the boys and provide teaching opportunities for the formal aspects of writing – use of improved vocabulary, punctuation etc. The boys proudly showed me their latest graphic novels. They were well constructed with humorous plots and excellent language features. The boys were able to include their graphic skills to make the novel visually appealing without losing the quality writing.
- Mairangi Bay School were featured in the Education Gazette below. I had read this and visited to see if these techniques to motivate boys were still being used.
- https://gazette.education.govt.nz/articles/1H9cpf-boys-will-learn-like-boys/
- Peter Stoner, who was the leader of this study explained what he and his colleagues had endeavoured to implement with the boys they worked with. He shared his presentation that he gave to his Kahui Ako on the process to lift these boys' writing from barely anything to the narratives he showed me. It took a huge amount of time and commitment from his school to complete such improvements in not only the writing of this group of underachievers but also improved their attitudes to all learning. The fact that it was a small group added to the success. The use of digital technologies were motivating for the boys. They could demonstrate some of their creative skills, not worry about their handwriting and poor spelling skills and concentrate on their ideas.
- As a reader of this report, this is an article which could have implications for our Kahui Ako. It is based on collaboration amongst some schools to encourage boys to write, their obstacles and how digital technologies can assist boys. It's about engagement and partnerships to create change.
- We could work with our RTLBs, teachers, students, leaders, researchers to engage with each other and make a difference to our boys' learning success.

I sent out a Google Form to the seventeen schools in our Kahui Ako.

 I received five replies from years one to six teachers.

What progams/apps have you used with some success to motivate boys' writing? Please provide some examples.

1. Write about in NZ app- they can choose their own topic to write about and record their writing- they usually do this with a buddy, pobble 365- different pic each day and the boys love choosing their own picture to write about.

2. Literacy Shed, Pobble 365

3. Kid Blog- weekly writing to share. Have a focus literary device or structure as focus or choice. Boys have taken to this particularly. Having an immediate audience of class appeals

to them and read and give feedback to others. Google docs shared stories - boys have taken to this - some of my most reluctant writers. Writing shared poetry and sharing with everyone in class using class email in Google doc. Story Bird used to a lesser degree- the pictures/art supplied appeals to them. Linking use of handwritten planners for note taking with using Google docs has had great success- powerful in its simplicity.

4. google voice to text. Boys motivation http://success-for-boys.tki.org.nz/

5. You-tube clips of fairy tales to build vocabulary and sequencing of stories. Jolly phonics songs and actions to get them moving and help them remember letter/sound association. Reading Eggs to help with spelling-fun and at their level Seesaw to share their writing with whanau.

CONCLUSIONS:

By visiting other schools the past few years, as well as those while on my sabbatical I am so glad we have a BYOD school. The frustration from the teachers not having enough digital devices (usually chrome books) to enhance writing is widespread. Our students have their devices ready to utilise during their daily learning, so writing activities are easier to participate in and contribute to. They care for them because they belong to them and have a financial importance to their family. Collaboration is encouraged and as a result students feel comfortable sharing and assisting with the process of evaluation and critiquing. Throwing out traditional desks and using tables has encouraged this collaboration. No-one owns a space and students have the flexibility of moving around the classroom to work in different formations, different heights and different spaces. Some boys enjoy the chance of being able to move during learning time.

A group of students with dyslexic tendencies are using their iPads for a variety of literacy experiences. They are motivated to write because they are not hindered by spelling or handwriting issues. They are also able to use voice to text for writing.

A student with cerebral palsy, who has limited use of his hands is now able to dictate his stories using his iPad. This student's self-confidence has vastly improved and he doesn't feel so isolated from his peers.

As a Kahui Ako, we should collaborate more to share digital practices which have impact on the range of ages of students we have, the work streams systems that have started and are being refined for our ongoing strategic plan will be integral to our boys gaining confidence in writing if they:

- Are engaged
- Are motivated by enthusiastic teachers
- Are given authentic contexts
- Use visual templates to plan writing
- Use voice to text to help boys who do not have good handwriting or spelling

OFFICE OF THE PRIME MINISTER'S CHIEF SCIENCE ADVISOR

Professor Sir Peter Gluckman, ONZ KNZM FRSNZ FMedSci FRS Chief Science Advisor A Commentary on Digital Futures and Education March 2018 A report prepared by Professor Stuart McNaughton, Chief Science Advisor, Ministry of Education and Professor Sir Peter Gluckman, Chief Science Advisor to the Prime Minister, with input from social sector Chief Science Advisors: Professor John Potter (Ministry of Health); Professor Riche Poulton

(Ministry of Social Development on secondment to the Social Investment Agency); and Associate Professor Ian Lambie (Ministry of Justice, Department of Corrections and NZ Police)

• Current usage in schools shows how digital tools can be used to increase other areas related to well-being such as self-expression, creativity and entrepreneurial activity.30 There is potential to increase opportunities for development in these areas, although the evidence base for how best to optimise is limited. Much more research is needed in this area. Educational programmes focused on using digital tools for creativity and self-expression, indicate that careful educational design is needed to ensure positive outcomes.

There is little evidence that, by itself, the provision of digital devices consistently increases the learning of academic subjects and raises achievement levels. Recent comparisons across countries show that heavy investment in digital technology has had little or no impact on 15 year olds' achievement in reading, science, and math. However, within countries, experimental studies show that implementation of digital environments can have positive effects. Increased learner control over the pace, sequence and content of learning, is consistently found to increase behavioural engagement.

However, studies generally show no generalised positive effects of this increased agency, for example on achievement, without other conditions being in place. With these in place positive effects on academic outcomes have been found. These conditions include: increased time on higher-order tasks (such as editing and synthesising in writing); increased teacher-student interactions, either face-to-face or online; supportive home-school relationships; and enhanced aspects of guidance and feedback -structured problems in STEM subjects.

http://img.scoop.co.nz/media/pdfs/1804/Education_Digital_Futures_paper_FINAL.pdf

I did find that there does seem to be some relevance between those students who have consistent access to a digital device lifts student achievement for priority learners. We have found that our overall achievement levels have lifted for the majority of our priority learners over the past five years. There is instant feedback for them; more visual access; faster access to resources they require and generally more engagement with learning.

RESOURCES REVIEW

Digital Technologies helping boy's writing - research

https://docs.google.com/presentation/d/1hpiaJGtBlrYgbjtkqtcqDRT3TijrbfJi3NtfeUF8A-0/edit#slide=id.g38256bd84e_0_1

Writing – Motivation and Engagement

A combination of ideas from schools across the Pukekohe Kahui Ako

How are we motivating and engaging our students at different year levels, across the curriculum and across different contexts?

Janine Fryer (Pukekohe Intermediate) and Ana Tangi (Wesley College) developed this slide show with contributions from some teachers in our Kahui Ako.

https://docs.google.com/presentation/d/1ggXer3qSQZTrHOHgxDKacTEmvEWYDTUcyt7d4Wz9p5s/edit#slide=id.g355d114cec_0_0

Writing Authentic Purpose

A combination of ideas from schools across the Kahui Ako Pukekohe.

What is our understanding of Authentic Purpose and how do we apply this in our setting and context?

Janine Fryer (Pukekohe Intermediate) and Ana Tangi (Wesley College) developed this slide show with contributions from some teachers in our Kahui Ako.

https://docs.google.com/presentation/d/1ggXer3qSQZTrHOHgxDKacTEmvEWYDTUcyt7d4Wz9p5s/edit#slide=id.g355d114cec_0_0

http://www.readingrockets.org/blog/55245

Getting boys hooked on reading: How can digital media help?

Practical tools that could be useful for primary students.

https://vln.school.nz/discussion/view/942695

Enabling e-Learning FORUM: Mobile digital devices: What's working, what's not?

http://elearning.tki.org.nz/Technologies/Learning-with-1-1-digital-devices/Teaching-and-learning-development

Teaching and learning development

Consider how:

- curriculum, content, and assessment will need to evolve to effectively include digital devices into the school
- digital devices and internet connectivity will provide students with access to a broader range of content, supporting more research-based learning and personalised learning pathways
- online collaboration and assessment tools can support immediate peer and teacher feedback, helping to improve learning outcomes
- digital resources can be used as dynamic, transformative tools to enhance learning – students and teachers can create timely, targeted, engaging, and cost-effective content
- initial and on-going PLD can be used to support evolving technology use and inclusive curriculum planning
- a school culture of inquiry/reflection will be supported.

https://www.google.co.nz/search?q=digital+devices+helping+boys%27+writing&safe=strict&rlz=1C1GGRV_enNZ751NZ751&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjmgv-_uKnbAhUOh7wKHdpMDU4QsAQITQ

10 Online Tools to Engage Kids in Writing

Some tips and different approaches

https://www.waikato.ac.nz/__data/assets/pdf_file/0003/288822/Booklet-draft-print-final-final.pdf

Wilf Malcolm Institute of Educational Research
Te Pūtahi Rangahau Mātauranga o Wilf Malcolm
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Information and Communications Technology Research

Spotlight on Digital Technologies

WMIER specialising in the facilitation of ICT Research for Te Kura Toi Tangata Faculty of Education

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May be some tips for secondary schools – cross curriculum

https://brage.bibsys.no/xmlui/bitstream/handle/11250/2427522/Moelster.pdf?sequence=1

WHAT ABOUT ICT FOR STUDENTS WITH READING AND WRITING DIFFICULTIES?

 T. Mølster Hedmark University College (NORWAY)

Do digital tools really help these students?

May provide more questions than answers.

https://www.kqed.org/mindshift/42036/tech-tools-that-transformed-learning-with-dyslexia

Digital technologies, in this study have had a real impact on students with dyslexia. They can use voice to text, audio books etc to assist them in writing. We use these techniques with our identified dyslexic students. The boys who comprise this group don't have to worry about spelling, poor handwriting, trying to decipher their own text.

https://edition.cnn.com/2017/07/18/health/dyslexia-technology-apps-students/index.html

More supporting case studies and information on how digital technologies can transform dyslexic students' learning outcomes.

http://success-for-boys.tki.org.nz/Teaching-learning-resources

Teaching and learning resources

Teaching and learning resources designed specifically to support Success for Boys.

Game of Awesome
A resource aimed at engaging boys and inspiring them to write. It has been developed for boys in years 5 to 8, using boys of that age to create the material. Its main purpose is to kick-start boys' engagement with writing and be part of a range of tools teachers use to reduce the number of students who are disengaged or not achieving to their potential in writing. The cards contain topics, themes and ideas that boys in years 5 to 8 will enjoy, find interesting and engaging. The cards help boys generate ideas quickly and then can be used to plan, refine, reorganise and reflect on story ideas in a tactile and visual way.

I visited Wanaka Primary School and the teachers use this resource to engage their boys with success.

The link will show more of these examples.

http://success-for-boys.tki.org.nz/

This report provides a synthesis of the findings about the educational achievement of boys in New Zealand. The report updates our knowledge of boys' participation, engagement and achievement in schooling, in particular, secondary schooling.

http://blog.core-ed.org/blog/2018/05/conversations-around-writing.html?utm_campaign=core-blog&utm_source=cnl-18&utm_medium=email&utm_content=blog-writing-allanahk-text-link

This is based on the teaching of writing to Maori and Pasifika boys using the spirals of inquiry - looking at making changes in teacher practice to engage and enhance learning experiences for their learners.

Top 10 UDL Tips

In the most recent version of the UDL Guidelines, which appears in Universal Design for Learning: Theory & Practice, engagement appears in the first column, emphasizing its essential role in the perception and strategic action necessary for learning. In a UDL space, learners are engaged through deliberate design of the learning environment. How can

educators design learning environments that support the growth and development of purposeful, motivated learners?

REFLECTIONS ON WHERE TO NEXT

Hopefully, I will be able to continue supporting the writing workstream in our Kahui Ako, in ways to encourage our boys to write, using some of the resources I have listed in the Resources Review.

To be effective with encouraging boys to write more successfully teachers must understand the pedagogy of teaching, use teaching as inquiry, be prepared to be innovative and use the wealth of resources available online – tki and enabling e-learning are places to start.

A concern for our Kahui Ako reluctant boy writers is in relation to transitioning from primary, intermediate and secondary schools. Will they be able to use their developed strategies in all areas of their schooling?

I am now leading a Digital team within our Kahui Ako and our goal is to use the Draft Digital Technologies Curriculum to assist our students and teachers to further This involves not just giving our students the tools they need but also opportunities to delve into the deeper learning to enhance the use of the tools to assist our boys' writing as well as all of our students.