

Community of Learning - Discussion

With Teaching as Inquiry as the foundation for shifting practice across our Community of Learning, what could be your focus this year as a result of our discussions so far this morning?

- What would you like the Community of Learning to do for you?
- What would be helpful / useful to help you work toward the achievement challenges?
- Do you have any ideas / thoughts / actions for the CoL leadership team?

Bringing Key Speakes 0
eg. Jo Boaler.
Bobbare Hunter.
Sheena Cameron.
Gail Lowe

- Trickle down to all staff
- more access for all staff.

• Targeting curriculum areas / Subject specific.
Asking staff what their interests/needs are

P.D.

Challenges may be outdated

↳ breaking down challenges

Change of focus to less
measurable areas

mindfulness

relationship building

- Checks and balances on how it is being filtered down.
- Something digital, as a way to communicate.

2) What would be helpful / useful to help you work forward achievement challenges?

TIME

- Within School / Across School communication see what happening across COL.
- Workshops with other schools + share info with other teachers.
 - Go visit other schools - see what they are doing. (transition)
- Meet with previous teachers to help c transition.
- Include parents - understand early childhood brain development +.

for Yr 9 teachers

- Time ~~out of school~~ (P.D time) ^{last year} to talk to teachers of a Yr 8 → Yr 9: !!
or even pre school starting !!

Prep school - primary

- Admin is killing teaching time.



reduce or

more money to employ people to do it

③ Get Kanel here. Have
more COL days. Support
Staff workshop.

Shared drive of professional
resources e.g. culturally effective
pedagogy at yr 9.

C-O-L apply for more funding
for workshops.

② Quality P.D, COL based but work in teams to develop strategies.

Waikato tenei te kotitanga P.D to change classroom practise (Russell Bishop) change classroom practise to have measurable outcomes. Give concrete ideas. Workshops are good - more than lectures.

1. What would you like Col do for you?

- Meeting \bar{c} teachers of same subject / area to share ideas / resources =

TIME TO DO

- Support process of inquiry - share (time) with community make clear used to improve teaching - Ability to try new things + share (failure as well as what worked).
- Time really important.
- Go across schools to see what they are doing - 'Buddy'.
- Seeing long term impacts of issues / ideas. - What is going on / development needs

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Facilitation.

PD.

Vertical plan / strategy for ECE/
primary / secondary
cross-curriculum learning

+ teaching.

older students working with

younger secondary → intermediate
intermediate → primary

Special Educ - shared knowledge
- practice

What would you like the COL to do for you?

- More days like this, making contacts.
- Getting to know the schools, classrooms and teachers that the students come from. - transitions.
- Great PD. like Nathan today.
- Finding out other expertise out there among teachers
- Stronger links with teachers at other levels.
- Opportunities to visit other teachers.
- Meet with other teachers who teach the same subject. (Put area that we teach on our name tags)
- Discussions across subject areas eg: Maths/science, how can what ^{we} teach support in other curriculum areas.

What would be helpful/useful to help you as a teacher to work towards the achievement challenges?

- Time to get out and see what's happening.
- Achievement challenge 2 needs to be ~~re~~ rewritten in light of Nathan's speech.
- Achievement challenge around relationships.

I deas thoughts or actions for the COL leadership team?

- All of the ~~is~~ above
- Need to be careful how we go about achievement challenge 3 so that child don't feel singled out. Discuss this with iwi.

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how do we broaden our ideas of achievement?
how do we measure achievement consistently?

- Open door policy in order to have sharing & best practise.

Opportunities to share successes & failure

Another day to review as a coL even progress & then update.

can the achievement challenge no \leq change to boys writing Yr3 -10 based on what Nathan has shared about brain development.

Potential to think about learning progressions

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① Pay rise!

→ Effective sharing of practices (facilitate that)

→ on-line sharing

Not extra work (box-ticking)

→ Effective tracking of student info. (Transitions)

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① * Looking at the research and go forward using it
* Pathway of behavioral expectations
* Mindfulness PD and go to activities and share current practice.

* Across school moderation

* Facility for across Col links & discussion

* Common LMS across Col

② * See above

* Specialist subject data

* Standardised Standardisation

③ - Linking to other CoL's for better understandings
- Region wide understandings
- Digital Technology challenge
- X-school role structure and Duties?

Jane Orl ☺

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① Mindfulness so kids are calm enough to learn. As teachers we don't know much about mindfulness

Depends on which school you are at & what the P.D policy / ideas here.

More dialogue b/f high schools & int/primary.

More P.D across C.O.L, share resources on web site. Spend time with primary schools. Go into a school to see where they have come from.

Transition unit. Look at other teachers.

What would you like the COL to do for you?

- Getting good PD → more of it
Individual schools will need to ~~tailor~~ tailor them to their needs
- How's collaboration going to continue → from Kindy → College. Communication & info sharing?
How will it work?
- End of year chat b/w Y6 & intermediate - does this happen too late. Should it start earlier + transition visits? And move through to college. How about visits back? College to intermediate etc. Like NE visits.
- Back to school & have staff meeting about what we've taken away from it.
Principal's take to their meeting.
Changes to benefit the kids. If schools do things well → sharing/leading change in other schools.
- Collaboration on curriculum coverage right thru so don't cover things too many times!
- more support - help - struggling students to lift achievement.
- Overlap appraisal systems - should be same. All on the same page. Different schools doing different things for registration.

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* Transition between schools needs to be better

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* Would like central location for information on students TAP's - Pastoral etc that is able to be accessed before we meet students because their transition esp SARONA students. (Values student + teachers)

* More collaboration between primary / secondary schools - visits etc. (bothways - more visits for
Year 8s }
Year 1's }

* Feel? - That as students move up the schools, there is less parental involvement - and students feel lack of 'care' with lots of different teachers. This needs to be developed much further so parents still feel involved and ~~less~~ students feel 'cared for' - by someone ...
Form teacher / home room / etc.

So ... Really need central system for

for recording info - E tap }
- Kamar } are they compatible?

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→ Listen to the research and make the big changes.

↳ If relationships are so key then ~~change~~ change timetable / classes so students can have consistency.

- Develop interschool relationships to help support each other and students

Tools we can use in the classroom

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- More interactions with other schools to learn & share.
- Time / PD to meet with alike subject teachers.
- Continuation of what we learn.
- Instead of staff meetings → COL meetings.

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* Clarify the roles of the across-school & in-school lead teachers
& determine suitable outcomes -

* Between school h.T.s to see best practice & disperse it -

* Develop seamless information sharing - transition sheet.

Facilitators of each group - please collect the large A2 sheets with the sticky notes and the notes from your Community of Learning discussion.

Responses to the achievement challenge and community of learning discussions will be collected and collated by the leadership team and shared with all schools in order to help inform the future direction of our Kahui Ako.

The following pages are masters that will be pre-printed and ready to go for each group.

See below for all 3.

- PD - OPP

- See what others are doing

- high quality guest speakers
- visit other schools

- Time to implement.

- Put pressure on Ministry

Review committees to relook at how we teach & measure boys.

- look at how girls & girls anxious stressed to get high grades - close gap that way.

-

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- Provide on going P.D.
- Set up ~~core~~ COL wide information data base
- Support for us all
- sharing, reflecting and moderatⁿ within COL
- provide release time for this

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- Hear from ~~students~~ students 4 → 18 years old. → How do they feel about transitions?
 - What should a day look like?
 - what ~~help~~ helps/hinders learning
 - what is it about the teachers that help?
- Informing community. Coh pays for a speaker to talk to parents (eg. Nathan)
- Early childhood is included in any inquiry about transitions
- Early childhood invited to PD opportunities.
- Waimea Kahui ~~to~~ Aho pens

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Professional Development – targeting writing.
- how to use curricular integration at secondary schools.
- encouraging creativity.
-

Take on board current research and make changes.

Look at Whanau classes – move pastoral more cohesive approach through transitions.

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* Support to identify long term needs for students.
Needs to be a ~~continuum~~ continuum - beginning age 2

* Get together - Share ideas - Move PD

* "Blur" the boundaries, ease transitions for visiting students. More research.

* Leadership / ~~strat~~ Strategic plan to be put into place quickly and available

* To share resources, make visits interschools.

* Have a shared base (data, resources).

* Various age groups of learners interacting

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- PD shared across level
 - optional workshops for specific areas
 - behaviour focus
 - transitions
 - save \$ - 1½ hr after school, all together
 - a ~~central~~ primary / secondary teacher contact for teachers to contact - use website possibly
 - some discussion across schools to use systems OFFICE 365 etc to make transitions easy
 - workshops to empower families to empower their children
- ? Do the 3 challenges need to remain beyond this year?
- 1st challenge Y1-13 Nathan would disagree with this ? Y3-13
- 2nd challenge gap between boys' & girls' attainment according to Nathan that GAP exists due to brain development
- Couldn't / shouldn't a measure of anxiety reduction be a better goal?