

Collaborative Inquiry made simple in a Kāhui Ako

GETTING STARTED

Broad title of your Collaborative Inquiry (CI)	Increasing the digital capability of teachers in years 1-10
Kāhui Ako goal we are trying to address	Improve the digital fluency of teachers to better meet the needs of their students (engagement, achievement, connections, relevance)
What is the problem we are trying to solve?	How to enable teachers who are already digitally reluctant to make accelerated progress in digital fluency and develop the confidence and capability to deliver the DTHM curriculum (Y1-8). Students require teachers who use digital pedagogies effectively to help them engage in their learning?
What is the evidence for identifying this problem?	Feedback from teachers at CoL teacher only day 2018 indicated that they saw digital fluency as a vehicle for raising achievement. A survey of IT lead teachers Term 2, 2018 indicated that their biggest concern was implementing the new DTHM curriculum. MoE has identified digital technologies (learning how to create with digital technologies rather than simply use them) as an area of learning to be added to the NZC. Schools need to be implementing this by January 2020. 7 of our primary schools hadn't even started to look at this mid 2018.
Who is involved in this CI? Personnel	Janine - AST facilitator Teachers who chose connect week IT workshops and all primary teachers who are involved in DT PLD. Principals agreeing to release staff to attend PLD during school hours. WST who develop an inquiry around digital fluency.
List of the inquiry questions which 'unpack' our problem	<p>How can we use digital tools in the Waimea Kāhui Ako to support and enhance learning for all students?</p> <ul style="list-style-type: none"> ● Which digital tools create educationally powerful connections (agency, ubiquity, connectedness) for students? ● Which suite of digital tools are most effective in reducing the disconnect between learning in school and in 'real life'? ● How can we provide learning experiences for students that will engage them in real life problem solving and help them to take ownership of their learning? ● How do we communicate effectively with parents in our Kāhui Ako about how and why we are using digital technologies? ● How do we assist schools in trialing an aspect of the new Digital Technologies curriculum and evaluating its effectiveness? ● How does teaching digital citizenship and online safety support student well-being? ● How do we encourage reluctant teachers to engage in using digital tools in an aspect of their classroom practice and monitor the results on student learning? How they learn best? ● Which e-learning pedagogies support boys' writing and at which levels? ● How does e-learning support the practices of culturally responsive

<p>What would success look like when we solve this problem? (success indicators)</p>	<p>relational pedagogy? How will we know?</p> <ol style="list-style-type: none"> 1) All students in our CoL would benefit from quality learning experiences in digital technologies. (DTHM) 2) Digital tools will be used to increase engagement and achievement through greater connections and relevance. (e-learning) 3) Teachers, leaders, students and their parents will report increased engagement in learning with specific evidence <p>Expected outcomes across our 12 schools:</p> <p>Students are:</p> <ul style="list-style-type: none"> -safe and confident users and producers of digital content; -responsible digital citizens; -know where and how to find and access information quickly, critically, and accurately; attributing ownership, and understanding copyright <p>http://elearning.tki.org.nz/Teaching/Digital-fluency</p> <p>Sharing their own ideas and innovations with each other and their teachers</p> <p>School Leaders:</p> <p>Have common understanding of these outcomes at different levels and have networks for support in implementing these outcomes.</p> <p>Are beginning to implement the Digital Technologies curriculum.</p>
<p>How will each member of the team investigate the inquiry question(s)?</p>	<p>Some WSTs will carry out an inquiry in their schools around the digital fluency theme, using the inquiry questions developed. My role is to make connections between them, encourage them in their trials and experiments, source and discuss relevant research with r them, help them to evaluate the outcomes through student quantitative and qualitative data, provide PLD via CoL Connect week.</p>
<p>What theory/research will help us with this work?</p>	<p>Research to share with WST:</p> <p>Future Oriented Teaching and Learning (NZCER)</p> <p>The Nature of Learning (OECD Centre for Educational Research and Innovation)</p> <p>Leading Innovative Learning in New Zealand Schools (ERO)</p> <p>New Zealand Education in 2025: Lifelong Learners in a Connected World (MOE)</p> <p>From Literacy to Fluency to Citizenship (Netsafe)</p> <p>Enabling E-learning: Using the SAMR Model (tki)</p> <p>http://elearning.tki.org.nz/Professional-learning/Digital-citizenship-modules</p>
<p>What new/ added data/tools will team members need to help them with their investigation?</p>	
<p>What are our time frames? Scheduled meeting times?</p>	<p>T1 W8 connect week: theme = digital fluency and internet safety. T1 PLD staff meeting at each Y1-8 school on DT curriculum, arranged by CoL</p>

	<p>T2 Year level PLD to connect teachers who teach a similar curriculum level across different schools</p> <p>WST meeting 13th Feb will identify which WST are focusing on digital inquiries and they will form part of my collaborative inquiry group.</p>
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THROUGHOUT THE INQUIRY PROCESS

Describe the intervention(s) in classrooms we are trialling	Add links to WST mahi here...
Define theory of action through 'if' and 'when' statements¹	If teachers learn about DT with teachers from other schools who teach a similar level, then their own learning will be strengthened through the connections they make and support they provide each other.
Which interventions are we finding successful or not? How do we know ?	
Which tools/resources are the most useful? Or not?	CORE Ed facilitators Kia Takatū-a-matihiko Online resources linked into CoL website.
How are we documenting our progress and findings? Data collection plan?	
Have we met any of our success indicators?	
How will we share and collaborate on what we are finding out? How can we test our assumptions?	
What aspects of theory/research are useful? What further research do we need to do?	
How are our timelines looking? Do we need to adjust? Further resources?	

¹ Jenny Donohoo, Collaborative Inquiry for Educators, 2016

REVIEWING AND SHARING OUR FINDINGS

How can we develop common understandings of the practices we have identified as being effective?	
Utilise our data collection plan?	
How can we include our school colleagues in our work and get others involved?	
How can we best summarise and document the outcomes of the work? What evidence will we use? Will teacher and leader colleagues understand?	
Do we have recommendations for school leaders as a result of our work?	
How could we report this work to our school community/parents/whanau?	
How can we utilise this work as evidence for attestation/performance appraisal?	

Digital Workplan [here](#)

**WAIMEA KĀHUI AKO 2019 - DIGITAL FLUENCY STREAMS OF WORK
ACROSS SCHOOL TEACHER ROLE - JANINE HIGGINS**



	Collaborative Inquiry	DTHM PLD Years 1-8	Data Transfer between schools via SMS	Online Safety
PROBLEM WE ARE TRYING TO SOLVE	How to enable teachers who are already digitally reluctant to make accelerated progress in digital fluency and develop the confidence and capability to deliver the DTHM curriculum (Y1-8)	New curriculum area: Digital Technologies Required to be implemented in schools by January 2020 Y1-8 teachers need to upskill and Colleges need to ensure they are meeting curriculum requirements in Y9-10	How can we use ICT in the Waimea Kāhui Ako to improve the sharing of information of students transitioning between schools? How can we use SMS to share information, making sure it gets to the right people, taking into account privacy and reducing teacher workload?	How can we develop across our schools a common understanding of teaching and learning of online safety, relevant to each Year level? How can we give kura and kaiako networks for support in implementing these outcomes?
WHERE WE ARE AT NOW	A wide range of digital ability in our schools. All schools have a least one teacher who is strong in this area. Many have several. A survey of IT lead teachers Term 2 2018 indicated that their biggest concern was implementing the new DTHM curriculum.	Application for 120 hours of PLD facilitator hours from MoE successful. CORE Education facilitators booked for Term 1 2019. Connections made with schools to encourage teachers who have digital skills to share these at our Term 1 Connect week.	2018 transition work with Glenda indicated a need for: - primary schools to use etap differently so that information can be easily transferred to intermediate - intermediate to arrange the data they require in a way that is easy to transfer via etap Etap does not have any other Kāhui Ako working together with SMS at present, so no model to follow.	Made connections with key teachers in schools in 2018. Hannah Douglas from Henley School shared a template of online safety progressions to use as a starting point. Inquired about teacher PLD with Netsafe NZ
NEXT STEPS	Implement DTHM PLD CoL-wide Y1-8. Term 1 Connect Week: Netsafe Event and digital fluency workshops	DTHM PLD: T1 Core Ed facilitator to deliver one staff meeting per Y1-8 school Term 2: workshops with teachers from all schools learning with teachers who teach a similar level. Connect Week Term 1 2019: digital fluency theme. Workshops run by facilitators and teachers relevant to DT curriculum.	Glenda and Janine to meet with Andy McFarlane 14th February, and then involve other relevant people in this meeting also, to work out what best practice might look like for our Kāhui Ako.	Netsafe facilitators booked to run a Netsafe Event on Monday 18th March as part of our Connect Week. 3 sessions: 1) School leaders, 2) teachers, 3) parents