

## TRCC - Progress Report 30 June, 2017

### Executive Summary:

Four courses have run: *Growing Value through innovation and future focused education*, *'in the frame' Media Studies conference*, *Ka Hikitia Tū ki te Uru - Leading through Mentoring* and *New AP/DP Training*.

Full evaluation materials included for all except *New AP/DP Training* for which the 6 week later PTC data is still to be gathered.

All courses were very well received with an average of 99.10% of participants reporting satisfaction with programme components.

*Growing Value through innovation and future focused education* (run in association with HATA), *'in the frame' Media Studies conference* (run in association with NAME) both offering teachers in smaller subject areas, often isolated in their settings, the opportunity to network and share ideas.

The evaluation data for *Ka Hikitia Tū ki te Uru - Leading through Mentoring* (run in association with the Education Council) reflects large shifts against the evaluation criteria across all questions, ranging from 31 - 54% shift from needs development or developing to good, very good or excellent.

Progress against service levels (5.2)		
a) Deliver at least ten courses per year	10 courses in 2017 - details below	
b) Deliver at least two or three courses per reporting period	4 courses run to date.	
c) Maintain a target participation rate of at least 600 teachers per year	Growing Value through innovation and future focused education - Agricultural and Horticultural Science conference (in association with HATA)	41
	'in the frame' Media Studies conference (in association with NAME)	94
	Ka Hikitia Tū ki te Uru - Leading through Mentoring (in association with Education Council)	96
	New AP/DP Training - Secondary	30
	Primary Science Education - Pūtaiao i roto i te kura tuatahi (Auckland)(Now Auckland only, Christchurch cancelled due to low numbers) (in association with Royal Society NZ)	
	E waka eke noa - Paddling your waka: Empowering your leadership journey	
	Strengthening your mat	
	Make some noise! Music Educators conference (in association with MENZA)	
	Navigate: plotting a course through education and life Alternative Education Conference (in association with AENB)	
	Relational Leadership : developing self and leading others (current and aspiring Primary and Intermediate AP/DPs)	
	<b>Total for 2017</b>	<b>261 to date</b>
d) 90% of participants report satisfaction with programme components	Satisfaction defined as 3 or above on a 5 point scale - in answer to question: 'Was course programme appropriate and effective?'	
	Growing Value	100%
	'in the frame'	96.5%
	Ka Hikitia Tū ki te Uru - Leading through Mentoring	100%
	New AP/DP Training - Secondary	100%
	Primary Science Education - Pūtaiao i roto i te kura tuatahi (Auckland)	
	E waka eke noa - Paddling your waka: Empowering your leadership journey	
	Strengthening your mat	
	Make some noise!	
	Navigate: plotting a course through education and life	
	Relational Leadership: (current and aspiring Primary and Intermediate AP/DPs)	
	<b>Average across courses for 2017</b>	<b>99.10%</b>

An analysis of all completed course outcome plans and associated evaluations	
Full programme as planned for January - December, 2017	<ul style="list-style-type: none"> <li>• <i>Growing Value through innovation and future focused education</i> (Ag/Hort run in association with HATA), (Secondary) 18 - 21st April, Hamilton <b>(run)</b></li> <li>• <i>'in the frame' Media Studies conference</i> (run in association with NAME) (Secondary) 19 - 21st April, Christchurch <b>(run)</b></li> <li>• <i>Ka Hikitia Tū ki te Uru - Leading through Mentoring</i> (run in association with Education Council) (EC , P, S) 19 - 21st April, Wellington <b>(run)</b></li> <li>• <i>Take time to feel the magic</i> (EC,P,S,MM) planned for 18 - 21st April, East Coast (cancelled early in 2017 due to a lack of registrations)</li> <li>• <i>New AP/DP Training</i> (Secondary) 31st May - 2nd June, Wellington. <b>(run)</b></li> <li>• Primary Science Education - Pūtaiao i roto i te kura tuatahi (Auckland) (Run in association with Royal Society NZ (Primary) 11 and 12th July, Auckland</li> <li>• <i>E waka eke noa - Paddling your waka: Empowering your leadership journey</i> (Early Childhood), 10 - 12th July, Wellington</li> <li>• <i>Strengthening your mat</i> (Early Childhood - Pasifika Educators and Palagi Educators teaching Pasifika Students, 17 -19th July, Wellington.</li> <li>• <i>Make some noise!</i> Music Educators Conference (run in association with MENZA) (Early Childhood, Primary, Secondary), 9 - 11th October, Wellington.</li> <li>• <i>Navigate: plotting a course through education and life</i> Alternative Education conference (run in association with AENB (AE), 4 - 6th October, Auckland.</li> <li>• <i>Relational Leadership: developing self and leading others</i> (Primary and Intermediate current and aspiring AP/DPs), 4 - 6th October, Wellington.</li> </ul>
Any changes to planned calendar	Primary Science Education - Pūtaiao i roto i te kura tuatahi (Auckland) is now only being run in North Island as the South Island course did not receive enough uptake to run. <i>Take time to feel the magic</i> was cancelled early in 2017 due to a lack of registrations.
Analysis of completed courses and documentation	<p>Four courses have run: <i>Growing Value through innovation and future focused education</i>, <i>'in the frame' Media Studies conference</i>, <i>Ka Hikitia Tū ki te Uru - Leading through Mentoring</i> and <i>New AP/DP Training</i>.</p> <p>For full Course Director's Report, Data Analysis Report from Pre and Post Course Surveys and Summary of RTC Reflection Tool for the <i>Growing Value through innovation and future focused education</i>, <i>'in the frame' Media Studies conference</i> and <i>Ka Hikitia Tū ki te Uru - Leading through Mentoring</i> please refer to the appendices. Please note <i>New</i></p>

*AP/DP Training* has been held back until the final report as the final PTC reflection tool data is yet to be gathered.

***Growing Value through innovation and future focused education (Secondary) 18 - 21st April, Hamilton in association with HATA.***

**41 Participants**

**TRCC Reflection:**

TRCC has worked with HATA on a regular basis, understanding that Agricultural and Horticultural Science Teachers are a small subject group, often isolated in their settings, who need and appreciate the opportunity to network and share ideas.

Kerry Allen who led the planning team was highly organised. The conference offered a particular focus on Agribusiness and future focused pedagogy.

The **MoE Evaluation Criteria** chosen for this course were:

1. Level of shift towards key leadership outcomes for participant.
3. Impact on capability of participant to create /improve culturally responsive contexts for learning.

The Planning Committee chose to add questions specific to Agribusiness, innovation and collaboration.

Questions against which data was gathered were as follows:

How would you rate your current subject knowledge in Agricultural Science?

How would you rate your current pedagogical knowledge in Agricultural Science?

How would you rate your current subject knowledge in Horticultural Science?

How would you rate your current pedagogical knowledge in Horticultural Science?

How would you rate your collection and analysis of student progress and achievement information in Agricultural and/or Horticultural Science to improve your teaching practice?

How would you rate your current ability to lead your colleagues to develop their subject and pedagogical content knowledge in Agricultural and/or Horticultural Science?

How would you rate your current ability to create culturally responsive contexts for learners in Agricultural and/or Horticultural Science?

	<p>How would you rate your current ability to self-review and reflect on your practice as an Agricultural and/or Horticultural Science teacher?</p> <p>How would you rate your current ability to lead self-review and reflective practice with your colleagues about their Agricultural and/or Horticultural Science teaching?</p> <p>How would you rate your current ability to be inclusive in your Agricultural and/or Horticultural Science teaching programme?</p> <p>How would you rate your current innovation in Agricultural and Horticultural Science?</p> <p>How would you rate your current pedagogical content knowledge of the new future focused subject of Agribusiness?</p> <p>How would you rate your current collaboration environment in Agricultural and Horticultural Science?</p> <p>How would you rate your current ability to plan an effective teaching and learning programme in Agricultural and / or Horticultural Science?</p> <p><b>Data gathered pre-course and end course against the MoE evaluation criteria and Planning Committee criteria</b> showed shift across all the questions with the most notable shift in the following questions:</p> <p><i>How would you rate your current ability to lead your colleagues to develop their subject and pedagogical content knowledge in Agricultural and/or Horticultural Science?</i></p> <p>Those answering needs development or developing reduced from 41% to 15%</p> <p>Those answering good or above increased from 59% to 85%</p> <p>With those answering very good or excellent increasing from 23% to 47%</p> <p><i>How would you rate your current ability to create culturally responsive contexts for learners in Agricultural and/or Horticultural Science?</i></p> <p>Those answering needs development or developing reduced from 49% to 24%</p> <p>Those answering good or above increased from 51% to 76%</p> <p>With those answering very good or excellent increasing from 5% to 35%</p> <p><i>How would you rate your current ability to lead self-review and reflective practice with your colleagues about their Agricultural and/or Horticultural Science teaching?</i></p> <p>Those answering needs development or developing reduced from 41% to 18%</p> <p>Those answering good or above increased from 59% to 82%</p>
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With those answering very good or excellent increasing from 10% to 44%

*How would you rate your current pedagogical content knowledge of the new future focused subject of Agribusiness?*

Those answering needs development or developing reduced from 74% to 41%

Those answering good or above increased from 26% to 59%

With those answering very good or excellent increasing from 5% to 6%

*How would you rate your current collaboration environment in Agricultural and Horticultural Science?*

Those answering needs development or developing reduced from 56% to 9%

Those answering good or above increased from 44% to 91%

With those answering very good or excellent increasing from 13% to 32%

In the **PTC Reflection Tool Summary Report** Of the 41 participants at the course, 12 in total used the tool, with the total responses against each criteria as follows: PTC 4: 11, PTC 6: 10, PTC 7: 7, PTC 8: 5 and PTC 9: 7. Of these 12, only 1 inputted a reflection at the *Reflection on practical implementation post course (6 weeks after)* phase.

The tool has been used by participants more pre the course than during and post and therefore cannot be used to reflect thinking at the course or implementation of new learning in practice after the course.

**Quotes from the end course survey** about what aspects of the course were most useful:

*Networking with other Ag/Hort teachers, the digital teaching tools learned in the mindlab session.*

*Networking, the 100s of micro conversations had with other Ag/Hort teachers.*

*Māori Agribusiness / The value chain agribusiness.*

*Networking with other teachers, finding out more about unit standards and junior programmes, talking to people in the industry and hearing their stories.*

**Reflection and Action:** TRCC see working with HATA as valuable, particularly given that they cannot meet the criteria for teacher numbers in order to have NZQA run Best Practice workshops with them. TRCC would consider working with HATA again in the future.

***'in the frame' Media Studies Conference (Secondary) 19 - 21st April, Christchurch in association with NAME.***  
**94 Participants**

**TRCC Reflection:**

TRCC has worked with NAME on a regular basis, understanding that Media Studies Teachers are a small subject group, teachers often isolated in their settings, who need and appreciate the opportunity to network and share ideas.

This was a large conference with multiple workshop lines blending practitioner, academic and industry voice. NAME wanted to give particular focus to Scholarship this year as this is still relatively new for teachers - and this was well received.

The **MoE Evaluation Criteria** chosen for this course were:

1. Level of shift towards key leadership outcomes for participant.
3. Impact on capability of participant to create /improve culturally responsive contexts for learning.

The Planning Committee chose to add questions specific to Scholarship and the production process.

Questions against which data was gathered were as follows:

How would you rate your current subject knowledge in Media Studies?

How would you rate your current pedagogical knowledge in Media Studies?

How would you rate your collection and analysis of student progress and achievement information in Media Studies to improve your teaching practice?

How would you rate your current ability to lead your colleagues to develop their subject and pedagogical content knowledge in Media Studies?

How would you rate your current ability to create culturally responsive contexts for learners in Media Studies?

How would you rate your current ability to self-review and reflect on your practice as a Media Studies teacher?

How would you rate your current ability to lead self-review and reflective practice with your colleagues in Media Studies teaching?

How would you rate your current ability to support students towards the Scholarship exam in Media Studies this year?

How would you rate your current ability to support students through the production process in more than one medium (e.g. currently doing print production, can now offer film)?

**Data gathered pre-course and end course against the MoE evaluation criteria and Planning Committee criteria** showed shift across all the questions with the most notable shift in the following questions:

*How would you rate your current ability to lead your colleagues to develop their subject and pedagogical content knowledge in Media Studies?*

Those answering needs development or developing reduced from 49% to 23%

Those answering good or above increased from 51% to 77%

With those answering very good or excellent increasing from 26% to 48%

*How would you rate your current ability to create culturally responsive contexts for learners in Media Studies?*

Those answering needs development or developing reduced from 42% to 20%

Those answering good or above increased from 58% to 80%

With those answering very good or excellent increasing from 25% to 44%

*How would you rate your current pedagogical content knowledge in Media Studies?*

Those answering needs development or developing reduced from 35% to 15%

Those answering good or above increased from 65% to 85%

With those answering very good or excellent increasing from 22% to 46%

*How would you rate your current ability to lead self-review and reflective practice with your colleagues in Media Studies teaching?*

Those answering needs development or developing reduced from 39% to 21%

Those answering good or above increased from 61% to 79%

With those answering very good or excellent increasing from 22% to 48%

In the **PTC Reflection Tool Summary Report** Of the 94 participants at the course, 29 in total used the tool, with the total responses against each criteria as follows: PTC 4: 27, PTC 6: 27. PTC 7: 20 and PTC 9: 20. Of these 29, 5 inputted a reflection at the *Reflection on practical implementation post course (6 weeks after)* phase.

The tool has been used by participants more pre the course than during and post and therefore cannot be truly representative of implementation of new learning in practice. It is however representative of the thinking and practice



	<p>inspired at the course. Some examples of common themes reflected were planning to implement new pedagogy or ideas accessed at the course and creating ongoing contacts with other Media teachers for support or moderation.</p> <p><b>Quotes from the end course survey</b> about what aspects of the course were most useful:</p> <p><i>The keynote speakers were very good - especially Brett Lamb who showed some amazing student films which my students can aspire to. Most of the workshops were valuable too, with an exciting range to choose from. I have some excellent activities to try out with my classes. The range of choice was fantastic. Also being able to stay on site was great. Networking with other teachers was fantastic as well, I am a solo Media teacher so need this chance to meet others.</i></p> <p><i>I found every aspect of the conference excellent, especially the hands on approach to practical workshops.</i></p> <p><i>All of it was phenomenal. I loved the mix of presenters, from people currently in the industry to teachers to university lecturers. It gave a very well rounded approach to the subject. Also, the interactions and dialogue were invaluable. Such a fabulous conference.</i></p> <p><b>Quotes from PTC Reflection Tool</b> on post course implementation</p> <p><i>I have completely redesigned my course. I wasn't going to do any production, but Conference made me realise that practical production is one of the three strands of the curriculum. It also gave me strategies around how teaching production can be manageable and exciting. We are going to do Magazine Production and feature writing now.</i></p> <p><i>Activated a NAME membership and arranged to do moderation in Term Three with two local teachers. Also emailing a North Island based teacher.</i></p> <p><i>I have a Yr 10 Media Studies class and as a direct result of one of the workshops I attended I have decided to produce a School Magazine directly related to our Annual Sportsman's Dinner. The students have indicated that they are keen for a 'real world' challenge. In addition we have discussed various content of the conference with colleagues in our cluster group who did not attend. The ongoing discussions have been very helpful.</i></p> <p><b>Reflection and Action:</b> TRCC see Media Studies as a smaller subject area that has little support regionally and makes</p>
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good use of TRCC assistance to share best practice and build networks amongst teachers. TRCC would continue to consider working with NAME as funding allows.

***Ka Hikitia Tū ki te Uru - Leading through Mentoring (Early Childhood, Primary, Secondary, English Medium and Māori Medium) 19 - 21st April, Wellington in association with Education Council.***

**96 Participants**

**TRCC Reflection:**

This is the third time TRCC have worked in partnership with the Education Council to run a conference focused on mentor teachers. The planning committee and TRCC wanted to make sure that this conference offered a pathway for both beginning mentor teachers and those with some experience. We also wanted to pay particular attention to making sure there were sessions specific to Māori Medium. Both these goals were achieved. The response to the conference was very positive and the shifts against the evaluation criteria were large, ranging from 31 - 54% shift from needs development or developing to good, very good or excellent.

The **MoE Evaluation Criteria** chosen for this course were:

1. Level of shift towards key leadership outcomes for participant.
3. Impact on capability of participant to create /improve culturally responsive contexts for learning.

All questions had to be tailored to fit the mentoring role along with their additional question around evaluating a teacher's evidence to meet the Practising Teacher Criteria.

Questions against which data was gathered were as follows:

How would you rate your current knowledge of Educative Mentoring in the NZ context?

How would you rate your current educative mentoring skills / expertise?

How would you rate your current ability, if given the opportunity, to lead educative mentoring in your own setting?

How would you rate your current familiarity with current NZ research on induction and mentoring?

How would you rate your current ability to mentor in a culturally competent way?

How would you rate your current ability to mentor teachers to meet the needs of priority learners in your setting?

How would you rate your current ability to promote reflective practice (inquiry, self-review) in your mentoring?

How would you rate your current ability to evaluate a teacher's evidence of meeting the Practising Teacher Criteria?

**Data gathered pre-course and end course against the MoE evaluation criteria and Planning Committee criteria** showed large shift across all the questions (shift ranging from 31 - 54% shift) with the most notable shift in the following questions:

*How would you rate your current knowledge of Educative Mentoring in the NZ context?*

Those answering needs development or developing reduced from 65% to 11%

Those answering good or above increased from 35% to 89%

With those answering very good or excellent increasing from 4% to 43%

*How would you rate your current familiarity with current NZ research on induction and mentoring?*

Those answering needs development or developing reduced from 77% to 25%

Those answering good or above increased from 23% to 75%

With those answering very good or excellent increasing from 2% to 22%

*How would you rate your current ability to mentor in a culturally competent way?*

Those answering needs development or developing reduced from 70% to 21%

Those answering good or above increased from 30% to 79%

With those answering very good or excellent increasing from 4% to 39%

In the **PTC Reflection Tool Summary Report** Of the 96 participants at the course, 52 in total used the tool, with the total responses against each criteria as follows: PTC 1: 37 , PTC 2: 23 , PTC 3: 24 ,PTC 4: 37, PTC 5: 41, PTC 6: 20, PTC 7: 22, PTC 8: 17, PTC 9: 20, PTC 10: 15 , PTC 11: 20 and PTC 12: 25 . Of these 52, 5 inputted a reflection at the *Reflection on practical implementation post course (6 weeks after)* phase.

The tool has been used by participants more pre the course than during and post and therefore cannot be truly representative of implementation of new learning in practice. Post course comments however reflect implementation of new learning into individual mentoring practice and/or school wide systems.

**Quotes from the end course survey** about what aspects of the course were most useful:

*The conference was one of the best I have attended for a long time. I liked the fact everything was around leading through mentoring and with each workshop I gained more valuable information that enabled me to reflect on where I was at in the continuum around this.*

*In particular the workshops! Māori mentoring in English medium. Pasifika lens. The keynote speakers were all effective. Resources to take away. Networking.*

*Having all our leadership team there, we are now set to put together a mentoring programme for all staff using our leaders. This will link to appraisal, practising certification and competency.*

*The Māori and Pasifika components of the course were most valuable to me.*

**Quotes from PTC Reflection Tool** on post course implementation

*Our current team review is evaluating our effectiveness as leaders in supporting bicultural development. The concept of wānanga has been instrumental in making us go back and review this internal evaluation and its purpose.*

*All department members have either started or know what aspect of their practice they would like to investigate. I am more confident to lead discussions around this and I have role modelled aspects of my inquiry to the department as ideas.*

*I found the "What is Evidence" workshop most helpful and have shared this knowledge with others. I am using one of the templates with renewing teachers rego. Giving effective feedback to teachers is an area I need to continue to improve upon.*

**Reflection and Action:** The large shifts in data across all questions at this conference would suggest that there was a large proportion of participants who were new to the 'mentor' role and therefore gained an enormous amount from this opportunity. TRCC are open to consulting with the Education Council about creating continued opportunities in this area for future calendars (funding permitting).

<p>A summary statement of trends, risks and issues that TRCC has identified in its planned actions, including risks to the Ministry</p>	<p>As the sector adjust to the context of <i>Communities of Learning</i> we are noting that there is some hesitancy to spend money on other PLD opportunities. This has been most evident in the Primary sector for the Primary Science course - the Christchurch course for which has been cancelled due to low numbers. In the past these courses have attracted over 300 nationwide. The Auckland course is going ahead with comfortable numbers. TRCC are still happy with the numbers of registrations that are coming in across the whole calendar however and believe we will surpass the contract target.</p>
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