


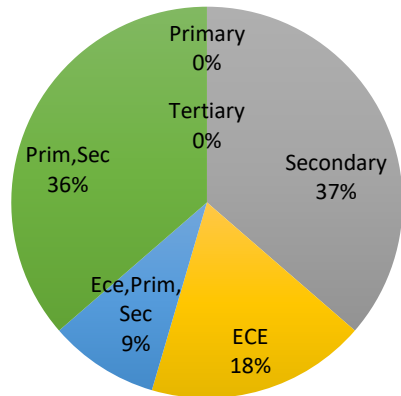


## Executive Summary

This Executive Summary includes evaluation data for THREE courses:




1. Menza – Make Some Noise (ran in October 2017)
2. Specialist Classroom Teachers Symposium – Empowering Culturally Responsive Practices (18-20 April 2018)
3. Finding a Place Here – Making a home in Aotearoa New Zealand (18-20 April 2018)

## Outline of TRCC courses

2017 - Completed courses	Date	Sector	Location	Teacher Participants	Target Participation rate (600 per year)						
 Menza – Make Some Noise ✓ <i>June report</i>	9-10 Oct	E, P, S, T	Wtn	111 (forecast 120)	<b>834</b>						
2018 - Completed courses	Date	Sector	Location	No. of teachers	Total no. of teachers						
 SCT Symposium ✓ <i>June report</i>	18-20 Apr	S	Akl	75 (forecast 120)	<b>138 / 600</b>						
 Finding a Place Here ✓ <i>June report</i>	18-20 Apr	E	Wtn	34 (forecast 80)							
AP DP Training Course	14-18 May	S	Wtn	29 (forecast 30)							
2018 Courses											
Actively Engaged as Pasifika Leaders	11-13 July	P, S	Wtn	<div><h3>TRCC 2018 Courses</h3><table><tr><td>Tertiary</td><td>Primary</td></tr><tr><td>Secondary</td><td>ECE</td></tr><tr><td>Ece,Prim,Sec</td><td>Prim,Sec</td></tr></table></div>		Tertiary	Primary	Secondary	ECE	Ece,Prim,Sec	Prim,Sec
Tertiary	Primary										
Secondary	ECE										
Ece,Prim,Sec	Prim,Sec										
ILE: From the Why to the How	11-13 July	P, S	Chch								
<b>Unlocking Teachers' Potential</b>	<b>DEFERRED TO APRIL 2019</b>	<b>E,P,S</b>	<del>Chch</del> <b>Akl</b>								
Carrying the Tapa	16-18 July	P, S	Wtn								
Empowering Health Education	1-3 Oct	UP, S	Akl								
Exploring Places: Mapping Spaces - Getting the gist of GIS	1-3 Oct	S	Akl								
Wellbeing in Schools	8-10 Oct	S	Wtn								
Your Story, My Story, The Story	26-28 Nov	ECE	Wtn								

## Identified risks:

There were 11 courses organised for 2018.

-  TRCC course 'Unlocking Teachers Potential- Culturally Responsive Pedagogy' has been deferred to April 2019 at the request of the Course Director and planning committee.
-  The April 2018 courses received 30-60% fewer registrations than forecasted. The potential risk is not attaining the total annual target of 600 registered teachers attending TRCC courses.
-  TRCC have had serious I.T, website and database issues over the last six months. The infrastructure is extremely fragile, leaving TRCC vulnerable and at a critical level. Immediate investment into a new website, event management system and migrating data to the cloud are vital for TRCC.



## MENZA – Make Some Noise (2017)

The Menza conference 'Make Some Noise' was organised by four trustees: Celia Stewart (co-course director), Tim Carson (co-course director), Selena Bercic and Andrew Stopps.

### Course Objectives

For all Music Educators from early childhood, primary, secondary and tertiary to:

- Focus on pedagogy in music education, latest ideas and best practice
- Hear innovative ideas and solutions around developing musical literacy
- Hear/share with other practitioners' methods around leading ensembles
- Focus on culturally responsive practice and inclusive practice in music
- Explore how to integrate digital technology into classroom practice
- Learn how to 'fight the good fight': how to be an advocate for music in your context

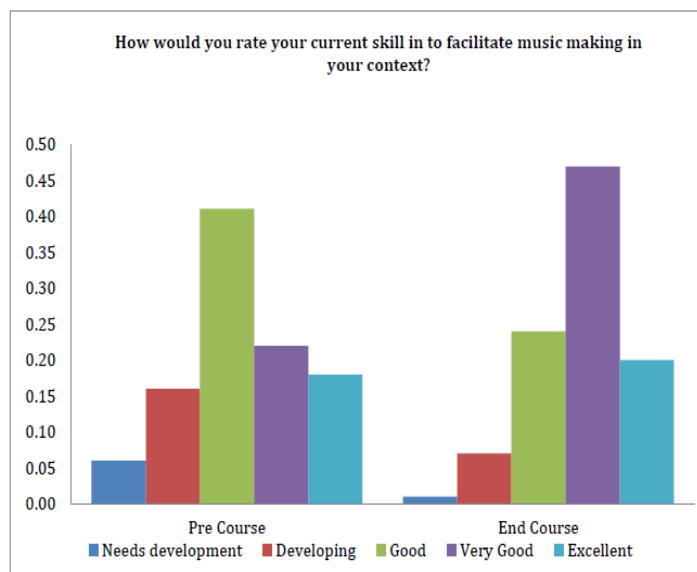
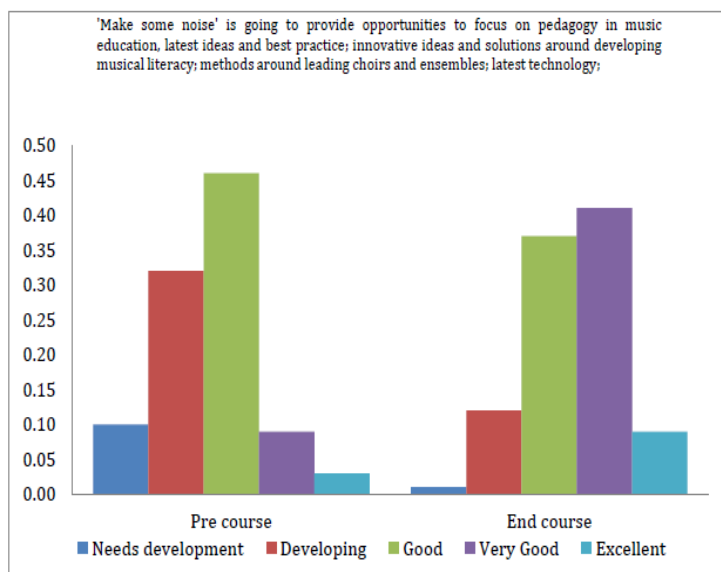
### Presenters

*Guest speakers:* Moana Maniapoto, Bruce Pearson, Dr James Cuskelly, Mark Walton

*Workshop presenters:* Phil Pegler & Judith Bell, Millie Locke, Chris Moore, Jeremy Hantler, Steve Chapman, Martin Emo, Andrew Stopps, Mark Walton, Janina Stenbo, Wiremu Sarich, Judith Bell, Robyn McQueen & Jo Charman, Geraldine Cowan, Tim Randle, Joshua Webster & Catherine Betts, Dr Bruce Pearson, Celia Stewart, Priya Gain, Janette Aldridge, Vicki Thorpe, Phil Pegler, Julian Raphael, Julie Wylie, Jennifer Ryckaert, Louis Baker, Chris Williamson, Aiono Manu Faaea-Semeatu, Delysse Glynn, Sally Bodkin-Allen & Sarah Lovell, Helen Willberg, Selena Bercic, Michelle Williams, Jeni Little, Jenina Stenbo, Linda Webb, Rodger Fox, Julian Raphael Aristotle, Wendy Hunt

### Surveyed Data

111 attended; 102 answered pre-course survey; 71 the post-survey. Data is based on 68 who did both surveys.



- those answering needs development or developing reduced from 43% to 13%
- those answering good or above increased from 57% to 87%
- with those answering very good or above increasing from 12% to 50%
- those answering needs development or developing reduced from 21% to 8%
- those answering good or above increased from 77% to 90%
- with those answering very good or excellent increasing from 37% to 67%

❖ *Was the programme appropriate and effective?* (scale 1-5) 100% stated 3 or above, 97.4% stated 4 or above.

❖ *Course used for Teacher registration and on-going appraisal against PTC:* 29%

❖ *New attendee to a TRCC course:* 68%

### Suggestions/ recommendations for future courses

- Vital to continue working relationship with TRCC to assist the delivery of core goals.
- To have reflective time after workshops; have shorter sessions in afternoon.
- Focus more on technology in the music classroom.



## SCT Symposium (2018)

The SCT Symposium was organised by SCT President, Marc Clarke (co-course director) and Vice President, Misha Shamdass (co-course director)

### Course Objectives

- Focus on effective teaching by accessing and using research to improve teaching pedagogy through a collaborative learning and sense-making culture.
- to empower SCTs with the value of whakamana to lead, mentor and support other teachers to develop pedagogy as well as andragogy (adult learning) by providing opportunities to collaborate and develop best practice by providing access to latest research via inspiring, engaging keynote speakers and practical, interactive workshops.
- The primary theme used to achieve these objectives was culturally responsive and relational pedagogy.

### Presenters

The keynote speakers were diverse and were engaged specifically to create awareness of culturally responsive contexts for learning.

#### Guest speakers:

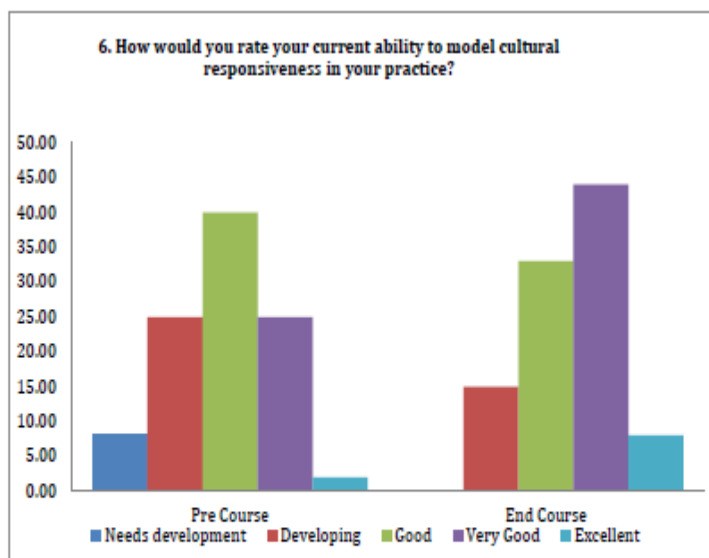
Therese Ford, Hine Waitere, Margaret Ross, Richard Rowley, Judy Parr, Christina Thornley, Julia Tod

#### Workshop presenters:

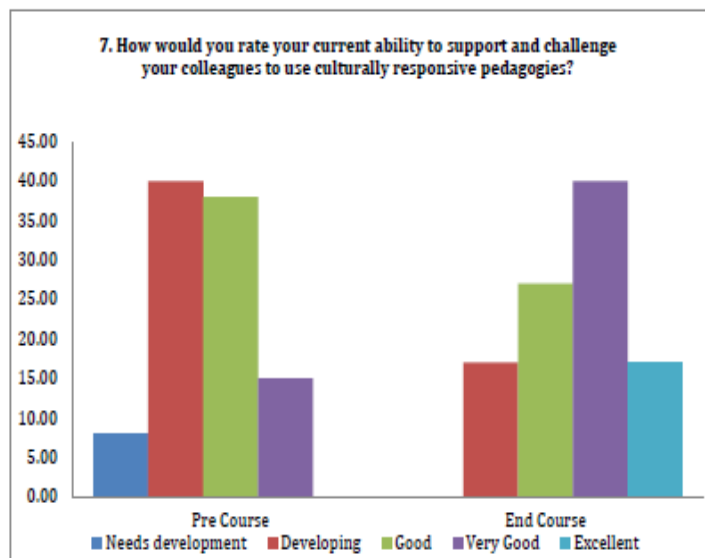
Kirsty Farrant, Marc Clarke & Amanda Loveridge, Misha Shamdass, Erika Jenkins & Simon Crosby.

### Surveyed Data

75 attended; 61 answered pre-course survey; 61 the post-survey. Data is based on 48 who did both surveys.



- those answering needs development or developing reduced from 33% to 15%
- those answering good or above increased from 67% to 85%
- with those answering very good or excellent increasing from 27% to 52%



- those answering needs development or developing reduced from 48% to 23%
- those answering good or above increased from 53% to 76%
- with those answering very good or above increasing from 15% to 41%

- ❖ *Was the programme appropriate and effective?* (scale 1-5) 100% stated 3 or above, 95% stated 4 or above.
- ❖ *Course used for Teacher registration and on-going appraisal:* 16%
- ❖ *New attendee to a TRCC course:* 49%

### Suggestions/ recommendations for future courses

- PLD opportunities for SCTs are invaluable as they are usually isolated in their role in schools.
- Continue to provide courses for SCTs and their senior leaders to spend time together to link their practice, network and collaborate across Aotearoa.
- This has the aggregated effect of growing the NZ SCT Association to continue to support SCTs and their schools and staff to develop best practice.



## Finding a Place Here – Making a new home in Aotearoa New Zealand

The ECE course was organised by Cathy Sheppard (ex-playcentre teacher), Ali Kaniz (Newlands Childcare Centre) and Rebecca Miller (Mt. Cook Preschool).

### Course Objectives

**A course on multi-cultural responsiveness: exploring a deeper understanding of the place of culture and identity in building strong early childhood communities.**

- Aimed at teachers who are working with families who have immigrated to New Zealand from Asia, the Middle East, and refugee families.
- To help people develop a greater understanding of different cultures beyond the Pacific, and how to use this understanding to build stronger early childhood communities which support children and families to find a place here.

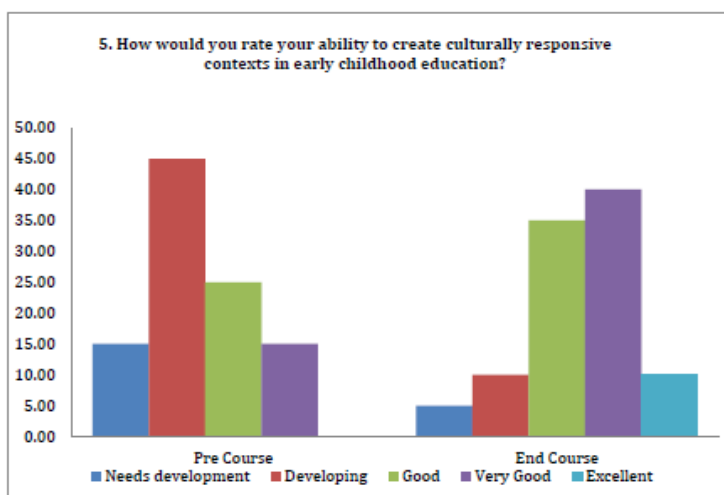
### Presenters

Cathy Sheppard, Ali Kaniz, Rebecca Miller

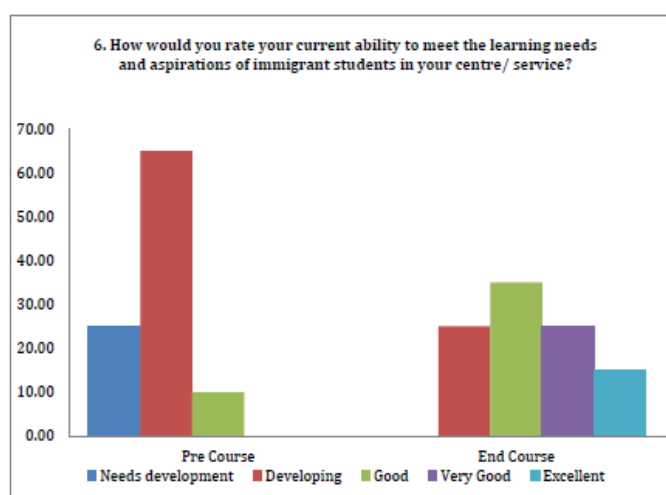
*Guest speakers:* Jenny Ritchie, Sarah Best, Anna Strycharz-Banaz, Berhampore Kindergarten, Newtown Kindergarten, Ruth Ham, Angela Watts, Refugee families.

### Surveyed Data

34 attended; 27 answered pre-course survey; 23 the post-survey. Data is based on 20 who did both surveys.



- those answering needs development or developing reduced from 60% to 15%
- those answering good or above increased from 40% to 85%
- with those answering very good or excellent increasing from 15% to 50%



- those answering needs development or developing reduced from 90% to 25%
- those answering good or above increased from 10% to 75%
- with those answering very good or above increasing from 10% to 40%

- ❖ *Was the programme appropriate and effective?* (scale 1-5) 100% stated 3 or above, 96% stated 4 or above.
- ❖ *Course used for Teacher registration and on-going appraisal:* 16%
- ❖ *New attendee to a TRCC course:* 49%

### Suggestions/ recommendations for future courses

- Jenny Ritchie's presentation on Tangata Whenua/ Tangata Tiriti laid a strong foundation for the rest of the course in welcoming all visitors to Aotearoa and being good hosts.
- To have had longer sessions with Ruth Ham (Mangere Refugee Centre) and Angela Watts (Refugee Coordinator- Dunedin) who were on a panel.
- Clearer descriptions for the workshops so session choices could be made easier.

**Next Progress Report due 30 September 2018**

Eseta Fuli

TRCC Executive Officer

