

Executive Summary:

No courses have run so far in 2018. Much of this report has not changed from the last report.

From the last quarter period:

- 1) *Strengthening Your Mat*
- 2) *Menza- 'Make Some Noise'*
- 3) *Navigate- Plotting A Course Through Education and Life*

Full evaluation materials are included for two courses: *Strengthening Your Mat and Navigate*.

The course *Menza-Make Some Noise* does not have full evaluation materials- The Director Report is still yet to be finalised. This course will be included in the next MoE Progress Report due 29 June 2018.

All courses were very well received with an average of 99.34% of participants reporting satisfaction with programme components.

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	10 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)	110
	E waka eke noa - Paddling your waka: Empowering your leadership journey	60
	Strengthening your mat	47

	Make some noise! Music Educators conference (in association with MENZA)	107
	Navigate: plotting a course through education and life Alternative Education Conference (in association with AENB)	153
	Relational Leadership: developing self and leading others (current and aspiring Primary and Intermediate AP/DPs)	59
	Total for 2017	797
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)	98.9%
	E waka eke noa - Paddling your waka: Empowering your leadership journey	100%
	Strengthening your mat	100%
	Make some noise!	100%
	Navigate: plotting a course through education and life	100%
	Relational Leadership: (current and aspiring Primary and Intermediate AP/DPs)	100%
	Average across courses for 2017	99.34%
An analysis of all completed course outcome plans and associated evaluations		
Full programme as planned for January - December, 2018	<p><i>TERM ONE</i></p> <ul style="list-style-type: none"> <i>Specialist Classroom Teacher Symposium</i> (run in association with NZSCT), (Secondary) 18 - 20 April, Auckland <i>Finding a Place Here- Making a home in Aotearoa New Zealand</i> (Early Childhood) 18-20 April, Wellington <p><i>TERM TWO</i></p> <ul style="list-style-type: none"> <i>New Deputy /Assistant Principal Training Course</i> (Secondary) 14-18 May, Wellington <i>Unlocking Teachers' Potential- Culturally Responsive Pedagogy</i> (Early Childhood, Primary, Secondary) 11-13 July, Christchurch. <i>Actively Engaged as Pasifika Leaders</i> (Primary, Secondary) 11-13 July, Wellington. <i>Innovative Learning Environments: Moving from the why to the how</i> (Primary, Secondary) 11-13 July, Christchurch 	

	<ul style="list-style-type: none"> • <i>Carrying the Tapa- A course for Non-Pasifika Teachers Teaching Pasifika Students</i> (Primary, Secondary), 16-18 July, Wellington <p>TERM THREE</p> <ul style="list-style-type: none"> • <i>Empowering Health Education</i> (Intermediate, Secondary) 1-3 October, Auckland • <i>Wellbeing</i> (run in partnership with PTTA) (Intermediate, Secondary), 8- 10th October, Wellington) • <i>Geography Information Systems</i> (run in association with NZ Geography Association), Date tbc October, Wellington. <p>TERM FOUR</p> <ul style="list-style-type: none"> • <i>My Story, Your Story, My Story</i> (Early Childhood), 26-28 November, Wellington.
Any changes to planned calendar	No changes to date
Analysis of completed courses and documentation	<p>Two courses with analysis:</p> <ol style="list-style-type: none"> 1) Strengthening Your Mat (held back from Sept Report) 2) Navigate- Plotting A Course Through Education And Life (Oct course) <p>For full Course Director's Report, Data Analysis Report from Pre and Post Course Surveys please refer to the appendices. Please note <i>Menza- Make Some Noise</i> has been held back until the final Director Reports is received.</p> <p><i>Strengthening Your Mat (primary), 11-12 July</i> CQ Hotel, Wellington, 47 Participants</p> <p>TRCC Reflection:</p> <p>Lealamanu'a Mareko has delivered this course before. She has been involved in education for nearly 30 years. Her experiences include being a primary classroom teacher, Pasifika Education Coordinator for the Ministry of Education, Education Review Officer and currently the Senior</p>

	<p>Manager Communities & Participation for He Whānau Manaaki o Tararua Free Kindergarten Association.</p> <p>The MoE Evaluation Criteria chosen for this course were:</p> <ol style="list-style-type: none"> 1. Level of shift towards key leadership outcomes for participant. 3. Impact on capability of participant to create /improve culturally responsive contexts for learning. <p>49 attended the course. 47 answered the pre- course survey and 39 the post course survey, the following data is based on the 38 who did both surveys, the comments are from the 39 who answered the post course survey.</p> <p>Questions against which data was gathered were as follows:</p> <p>Q1. Strengthening your mat is going to provide opportunities to increase your knowledge about models of quality in ECE for Pasifika including: potentiating environments, effective relationships, professional conversations, leadership development, appraisal, self-review and understanding Pasifika identities, languages and cultures in ECE -how would you rate your current knowledge of these topics collectively?</p> <p>Q2. How would you rate your current understanding and knowledge of leadership in early childhood education?</p> <p>Q3. How would you rate your current leadership capability and practice in early childhood education?</p> <p>Q4. How would you rate your current ability to lead your colleagues, if given the opportunity, to develop their understanding, capability and practice of leadership in early childhood education?</p> <p>Q5. How would you rate your current ability to assess children's progress and achievement and to use this information to improve your teaching practice?</p> <p>Q6. How would you rate the effectiveness of your own self-review and reflective practice?</p> <p>Q7. How would you rate your current ability to lead self-review and reflective practice with your colleagues?</p> <p>Q8. How would you rate your current capability to self-review and reflect on your practice as an ECE leader?</p>
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	<p>Q9. How would you rate your current ability to lead self-review and reflective practice you're your colleagues?</p> <p>Q10. How would you rate your current ability to create culturally responsive contexts for students in early childhood education?</p> <p>Q11. How would you rate your current ability to meet the learning needs and aspirations of Pasifika students in your centre / service?</p> <p>Q12. How would you rate your current ability to engage effectively with parents, family and community of Pasifika students in your centre / service to support learner education?</p> <p>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:</p> <p>Q1. Strengthening your mat is going to provide opportunities to increase your knowledge about models of quality in ECE for Pasifika including: potentiating environments, effective relationships, professional conversations, leadership development, appraisal, self-review and understanding Pasifika identities, languages and cultures in ECE -how would you rate your current knowledge of these topics collectively?</p> <p>Q2. How would you rate your current understanding and knowledge of leadership in early childhood education?</p> <p>Q3. How would you rate your current leadership capability and practice in early childhood education?</p> <p>Q4. How would you rate your current ability to lead your colleagues, if given the opportunity, to develop their understanding, capability and practice of leadership in early childhood education?</p> <p>Q8. How would you rate your current capability to self-review and reflect on your practice as an ECE leader?</p> <p>Q11. How would you rate your current ability to meet the learning needs and aspirations of Pasifika students in your centre / service?</p> <p>Q12. How would you rate your current ability to engage effectively with parents, family and community of Pasifika students in your centre / service to support learner education?</p> <p>More details can be found in the director's report in the appendices.</p>
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Comments from registrants:

-All aspect of the course, they presenter were excellent providing me with answers and information needed to navigate our centre program foward. Im inspired with collabrative leadership herwork and plodding along. I truly feel confident now with the term 'Mana' as this word represent each teacher and learners in my community with the support of our Cook Islands people. Going skiny with little things matter at this course is an eye opening for me, seeing the joy and forward thinking of the leaders in this course empowers me to make one little change in my place of work. The culture and language marrying in this course also help me seek the for more information about assessment, planning, action the planning evaluation and keep tracking my progress. what I will do for myself will be be done for the tamariki now so we can happily change and grow together...

-Even the smallest things matter and can make a difference; assessment and internal evaluation to the point (skinny) and linked to individual appraisal; the importance of community and have community shape your ece setting (so true!! so worth it!) & work in partnership with whanau and community (we are all in the same waka when it comes to our children - so rewarding when we all work towards the same goal); Love the thought of 'recruiting' teachers from language nests and community; the thought of giving young children small responsibilities for empowerment and to promote success - loved all that was on offer from all those fantastic speakers who are so approachable, kind and generous. Great funds of knowledge from each speaker.

-TRCC courses are well run, well researched and facilitated. I have experienced extensive PD over the 25 years teaching and this is at the top for me. I am excited to share my learning with others which will have a direct impact on positive outcomes for all akonga. I am enrolled to attend the Music PD in October and I am super excited and feel privileged to be able to go to two this year.

-To focus on priority learners and then everyone wins. I enjoyed learning about the 'third space theory', the tapasa and the va. It was great to be reminded to use the child's/ whanau members whole name and why this is so important. Learning about what the Association is doing down there was truly inspiring, and that it is okay to dream big and to aspire to actually go as a team and to visit Samoa/ Tonga and to embrace the culture wholeheartedly by being a part of it. There were so many wonderful ideas throughout the programme.

Navigate- Plotting A Course Through Education And Life (Secondary), 4-6 October

Quality Parnell Hotel, Auckland

153 Participants

TRCC Reflection:

Karyl Puklowski with support from Moana Taane, Michelle Hardenboi, Damien Fogarty, Scott Samson, Katy Kenward, Cameron Fisher, Dr Adrian Schoone and Joe Graham were the planning committee. The conference's aim was to provide tools for the AE Tutor/ Teacher or support people. These tools would provide skills and learning that could guide them in supporting the student to plot their individual course through education and life.

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.

153 attended the course. 122 answered the pre- course survey and 62 the post course survey, the following data is based on the 55 who did both surveys, the comments are from the 62 who answered the post course survey.

MoE focus on improving outcomes for Māori through Culturally Responsive Contexts.

AE sector works with 70-80% Maori and Pasifika learners. The Conference Committee also wanted to consider the attendees (Tutors and Leaders) are of Maori and Pasifika descent so there was a need to ensure Guest Speakers and Workshops Options provided were practical and relevant for AE.

Example workshops included:

- Maori Youth and Identity
- TetraMap a Maori Perspective
- Tikanga Practices in AE

The strength of AE is the relationships the attendees establish with the AE student and whakawhanaungatanga (the connection) which is the basis for building relationship, which is particularly effective for Maori and Pasifika students. Navigate Conference was the "waka" for people to share their experiences and ideas to strengthen the AE students' learning journey, and especially Maori and Pasifika learners.

Questions against which data was gathered were as follows:

	<p>Q1.'Navigate' is going to provide opportunities to increase your knowledge in relation to Alternative Education about: managing student behaviour, individual learning programmes based on students' needs and strengths, transitional pathways into AE and out of AE and educational journeys. How would you rate your current knowledge of these topics collectively?</p> <p>Q2 How would you rate the current effectiveness of your own practice in Alternative Education?</p> <p>Q3 How would you rate your current curriculum subject knowledge in the Alternative Education context?</p> <p>Q4 How would you rate your current pedagogical content knowledge for teaching Alternative Education students?</p> <p>Q5 How would you rate your current ability to lead your colleagues, given the opportunity, to develop their subject and pedagogical content knowledge in Alternative Education?</p> <p>Q6 How would you rate your current collection and analysis of student progress and achievement information in your Alternative Education setting to improve your teaching practice?</p> <p>Q7 How would you rate your current ability to create culturally responsive contexts for learners in Alternative Education?</p> <p>Q8 How would you rate the current effectiveness of your own reflective practice and self-review in the area of Alternative Education?</p> <p>Q9 How would you rate the current ability to lead self-review and reflective practice with your colleagues?</p> <p>Q10 How would you rate your current understanding of the particular social and learning needs of Alternative Education students?</p> <p>Data gathered pre-course and end course against the MoE evaluation criteria and Planning Committee criteria showed large shift across all the questions with the most notable shift in the following questions:</p> <p>Q1.'Navigate' is going to provide opportunities to increase your knowledge in relation to Alternative Education about: managing student behaviour, individual learning programmes based on students' needs and strengths, transitional pathways into AE and out of AE and educational journeys. How would you rate your current knowledge of these topics collectively?</p> <p>Q3 How would you rate your current curriculum subject knowledge in the Alternative Education</p>
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context?
Q5 How would you rate your current ability to lead your colleagues, given the opportunity, to develop their subject and pedagogical content knowledge in Alternative Education?
Q8 How would you rate the current effectiveness of your own reflective practice and self-review in the area of Alternative Education?
Q9 How would you rate the current ability to lead self-review and reflective practice with your colleagues?

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

-Student Voices.....Judge Andrew Becroft....Google Classroom.....Informed about The Pilot Programme.....Adrian Schoone - the mountain of hope illustration.....THE TUTOR and his research is an inspiration to educators like myself who taught in mainstream and am gaining a clearer vision of my purpose being an AE teacher / becoming a PL hopefully at our centre.....Chrissy Butler's encouragement to provide an Inclusive Space for Inclusive and Respectful Learning - valuing our students and their connections etc.....Our MC Sala.....getting to meet the AE's in my geographical area.....Finding out that our Joe Graham is on the National Board.....awesome!!!!.....Meeting a lot of committed and passionately driven educators, tutors and managers in AE's who want the best of our disengaged 'broken' young people out there!!! A huge thank you to Carole and the whole team and the local schools involved to make the Conference a very successful one!! Thank you!!

-Adrian Schoone's class...Connecting with other AE Staff...Student Voice...Google class Learning about the statistics of demographics and also learning about diverse ways on how to engage rangatahi towards their education.

- It was all valuable to me one way or another. There was a lot of opportunity to talk to other providers and professionals alike. The energy in the conference was outstanding!
-The workshops were great but the most valuable and rewarding part was the chance to share ideas and experiences with other Alt Ed members. The student voices were also amazing and gave one inspiration as to why we do what we do.

	<p>Reflection and Action:</p> <p>The planning committee for the Navigate Conference achieved the aim and objectives of the Conference. Some comments (improvements) were based on the timetabling (e.g. Great Jaffa Race to be held on the second day and to have a Conference Dinner) were constructive and can be used to support planning for the next conference.</p> <p>Feedback Comments for the AE National Body to consider when setting up the application for the next AE Conference with TRCC is:</p> <ul style="list-style-type: none"> • Further Learning around understanding student's needs and this includes students with diagnostic needs as well as access to the resources need to support this need • Presentation that covers successes in AE (not just student voices; actual evidence of students attendance improving, the learning achievement, through to the exits that has happened) • Planners to communicate more effectively with all presenters to ensure they have a sound understanding of AE context (what the participants at workshop are expecting) • Visit actual AE Sites • Improved communication by the AE National Body e.g. survey actual AE Providers for suggestions, or they can submit a proposed brief to be presented (National specific context) <p>In response to the survey question “was the programme appropriate and effective?” on a scale of 1(no) – 5(yes), 94% responded 4 or above.</p>
A summary statement of trends, risks and issues that TRCC has identified in its planned actions, including risks to the Ministry	TRCC are pleased we have surpassed the contract target for 2017.