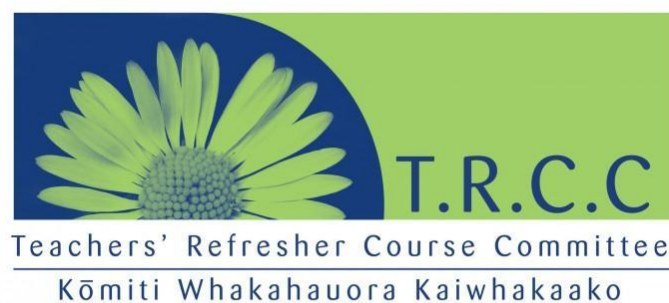# Course Directors Report

ILE: Moving from the why to the how

A TRCC course for teachers and leaders from years 1 - 13 who are going through or preparing for a change in their learning environment.

Christchurch, July 11 – 13, 2018

T.R.C.C

Teachers' Refresher Course Committee

Kōmiti Whakahauora Kaiwhakaako

RĀWHITI SCHOOL

Rangiora High School
RANGIORA NEW ZEALAND

HAEATA COMMUNITY CAMPUS

Lex Davis, Bernice Swain, Karyn Gray

TRCC Committee and Staff Involvement
Eseta Fuli, Penny Kinsella, Chris Mitchell, Danielle Sanders

Course Objectives

1) innovative learning design:
   a) preparing and supporting kaiako / teachers
   b) preparing and supporting ākonga / students
   c) Innovative learning design and systems

2) demystify practice around innovative learning environments by:
   a) supporting teachers to prepare for their changing role and share successful collaboration techniques
   b) developing essential skills and dispositions for students
   c) unpack implications for curriculum delivery, planning and assessment
   d) share multiple concrete examples from a range of schooling contexts

An assessment of how effective you think the course was in meeting the course objectives
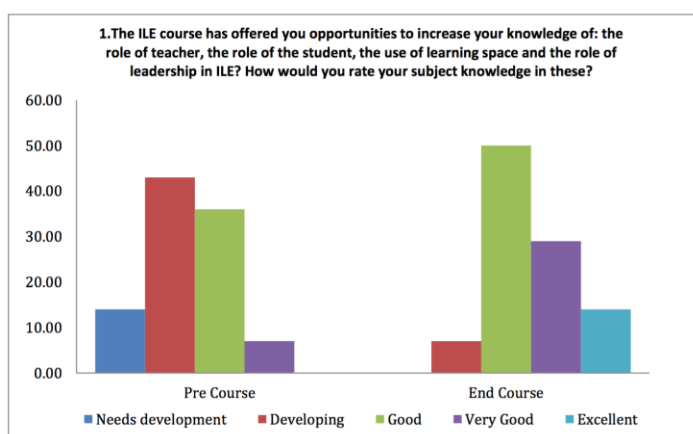
- those answering needs development or developing reduced from 57% to 7%
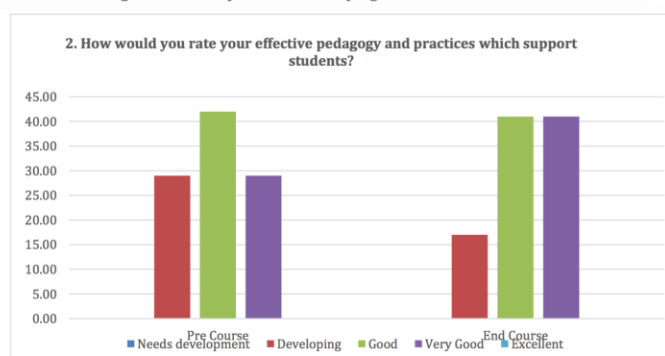
- those answering good or above increased from 43% to 91%
- with those answering very good or above increasing from 7% to 91%

The feedback from these measures is very good and shows value that the course has offered. The most promising part is that we were able to meet the needs of the disparate group of professionals and contexts.
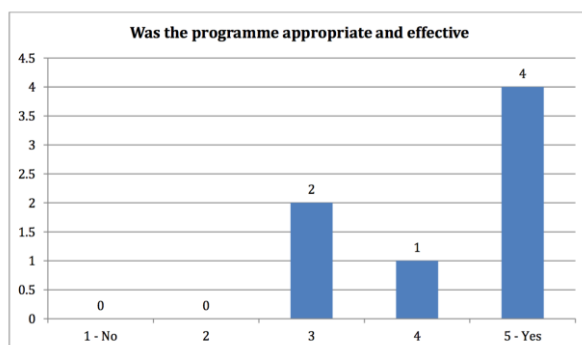
The success of this lies in building the course around an inquiry, where teachers could position themselves and build from that point, rather than a fixed understanding and point of practice.

The visits to the different environments and the chance to meet staff from a range of contexts was an aspect that enhanced learning and helped with interest an engagement. Teachers were able to learn and hear from a range of voices and see the environments, comparing and contrasting them to their own.

The process of inquiry we asked participants to analyse and plan change for their own context was modelled by the Course directors. This reinforced the main themes of pedagogical shift that were identified as crucial to ILEs. The Course directors felt it important that we model best practice and use an inquiry model. The most negative feedback was that one participant wanted to be 'given' more strategies. For one I am comfortable with the wide range of approaches and strategies that participants were exposed to too and had the chance to unpack. Also, our whole approach necessitated participants to analyse their own specific context and look for solutions together – an important mind-shift that we tried to encourage.

Other feedback suggests that the course could be improved from more interaction from the schools we visited. Especially the chance to see students using and interacting with the environments. This is difficult given the constraints around timing – most TRCC courses run in the holidays, but the feedback makes sense. Other valuable feedback was to increase the diversity of voice participants heard from, particularly student voice.

Overall, I am satisfied given that we started cold with our participants and were able to pack in so many school visits and work focused on preparing them for their own contextualised work I am satisfied with how the course ran; as the stats below show too.


Was the programme appropriate and effective

| Criterion	Developing Effectiveness	Minimally Effective	Ineffective
1. Level of shift towards key leadership outcomes for participant	There are substantial shifts towards key outcomes- curriculum leadership, effective teaching, inclusive culture, self review capability	There are selective or modest shifts towards key outcomes- curriculum leadership, effective teaching, inclusive culture, self review capability	There are few or no shifts towards key outcomes- curriculum leadership, effective teaching, inclusive culture, self review capability
2. Impact on participant capability to meet students needs and engage effectively with parents in key outcome areas	Participant capability to meet needs of Māori students, Pasifika students and students with special education needs, and the needs of their parents, is significantly enhanced	Participant has capability to meet needs of Māori students, Pasifika students and students with special education needs, and the needs of their parents, is somewhat improved	Participant has capability to meet needs of Māori students, Pasifika students and students with special education needs, or the needs of their parents, is not appreciably improved

I feel that we have done a good job here – the two figures below speak to the improvement in confidence in understanding and practice our participants have when working with their communities.

The ability to clearly communicate their own planning and vision in terms of ILE was our focus. The shift in their perceived ability to do so is clear from our data captured below.
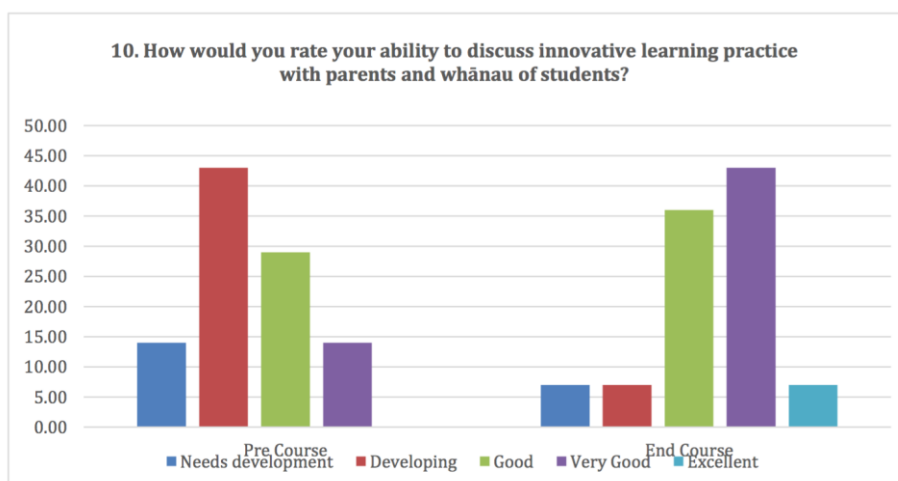
What's more, is significant increase in participant's confidence in being to lead their colleagues to improve outcomes for their ākonga and whanau. The improvement in

confidence must correlate to an improvement in outcomes for their communities.
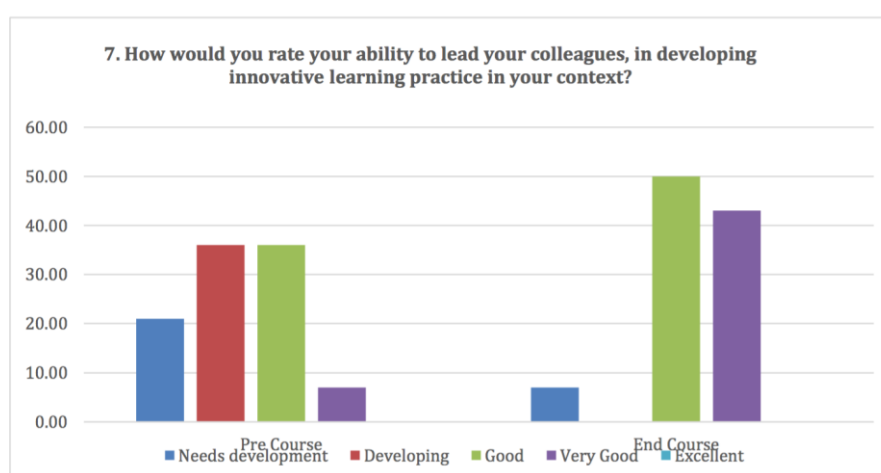
General Comments on the programme

Presenters – an abstract of each presentation
Our course was not delivered through presentations.
Here is the course schedule to give a brief understanding of how learning was delivered.

TRCC ILE COURSE SCHEDULE
Week of: 9 July

	9/7 MONDAY	10/7 TUESDAY	11/7 WEDNESDAY		12/7 THURSDAY		13/7 FRIDAY	
			Activity	Logistics	Activity	Logistics	Activity	Logistics
08:00								
08:30			Registration	Elms - Registration Desk: TRCC Staff	Bus to Haeata	From Elms		
09:00					Karyn Gray - Skills and dispositions keynote	Haeata - Te Rau Ika	Panel	Steve Rees - MoE, Tara O'Neil, Rachel Ono, Irihapeti Mahuika, Students
09:30							ILE: My Experience	
10:00			Mihi Whakatau	Elms Meeting Room			Unconference organisation	
10:30			Morning Tea	Elms Dining/Meeting Room	Morning Tea		Morning Tea	Elms
11:00			Introductory Activity	Soapbox	Haeata Tour	Tara, Bernice, Lex	Unconference	Themes: Taiao, Kaupapa, Kaiako, Ākonga
11:30			Padlet	Provocations & Questions			Theme - Questions and Themes	
12:00			To Pegasus for lunch and Rangiora	Bus				
12:30					Lunch	At Haeata in cafeteria	Lunch	Elms to cater
13:00							Questions answered, Reflection and Pathways planned	
13:30			Rangiora High School	Bus	Bus to Rawhiti			
14:00				Alison Cleary	Rawhiti School	Liz Weir	Pitch time - Preseentations	
14:30							Silent questions	
15:00			Plenary Session @ Rangiora				Poroporoaki	
15:30							Shuttles - See Chris to register	
16:00		Organising Team @ Elms	Return to Elms - FINISH	Bus	Plenary Session			
16:30								
17:00					Return to Elms - FINISH	Bus		
17:30								

One of the significant differences, was that much of our course was delivered in-situ across different learning environments – a significant measure to improve engagement and understanding among participants.

The course directors facilitated the inquiry across the course; a panel comprising of Ministry of Education and other Christchurch schools and parents; and finally, staff members from the visited schools making up the composition of what our participants were 'presented' with.

Our learning and understanding was collected and facilitated using a course site, where we were able to disseminate information quickly and be responsive.
https://bit.ly/ILE2018

A summary of your reflections on presenters, what they offered and how they were received

Given the course was collaboratively delivered and feedback from participants, we would include an even broader range of perspectives. One stakeholder group we didn't hear from, as it was the school holidays, were students.

Suggestions e.g. implications and recommendations for future courses.

There are a number of changes that I would make based on the experience and feedback we received.

1. *If at all possible, run the course during term time*
   The ability to students interact with their environment would be invaluable and illustrative of the theories and practices that were shared.
2. *Go to more schools, in particular, ones where there has been remodelling, not just rebuilding.*
   This represents the experience of more schools where they are remodelling classrooms rather than completely rebuilding.
3. *Prep participants and directors by asking more specific questions about their built environment.*
   Though it is very difficult to specifically meet the need of everyone, the knowledge of where each group was at was valuable. Though we were able to respond quickly to change content as directors, perhaps our choice of schools would be different knowing more about the participants.