

Executive Summary:

Three courses have run:

- 1) *Menza- 'Make Some Noise'*
- 2) *Navigate- Plotting A Course Through Education and Life*
- 3) *Relational Leadership*

From the last quarter period:

- 4) *Strengthening Your Mat*
- 5) *Primary Science*

Full evaluation materials are included for the two courses: *Relational Leadership and Primary Science*.

The courses *Menza-Make Some Noise*, *Navigate- Plotting A Course Through Education and Life*, and *Strengthening Your Mat* do not have full evaluation materials- Director Reports are still yet to be finalised. These three courses will be included in the next MoE Progress Report due 30 March 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 to date
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, 2017	<ul style="list-style-type: none"> ● <i>Growing Value through innovation and future focused education</i> (Ag/Hort run in association with HATA), (Secondary) 18 - 21st April, Hamilton (run) ● <i>'in the frame' Media Studies conference</i> (run in association with NAME) (Secondary) 19 - 21st April, Christchurch (run) ● <i>Ka Hikitia Tū ki te Uru - Leading through Mentoring</i> (run in association with Education Council) (EC , P, S) 19 - 21st April, Wellington (run) ● <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) ● <i>New AP/DP Training</i> (Secondary) 31st May - 2nd June, Wellington. (run) ● <i>Primary Science Education - Pūtaiao i roto i te kura tuatahi</i> (Auckland) (Run in association with Royal Society NZ (Primary) 11 and 12th July, Auckland (run) 	

	<ul style="list-style-type: none"> • <i>E waka eke noa - Paddling your waka: Empowering your leadership journey</i> (Early Childhood), 10 - 12th July, Wellington (run) • <i>Strengthening your mat</i> (Early Childhood - Pasifika Educators and Palagi Educators teaching Pasifika Students, 17 -19th July, Wellington (run) • <i>Make some noise!</i> Music Educators Conference (run in association with MENZA) (Early Childhood, Primary, Secondary), 9 - 11th October, Wellington (run) • <i>Navigate: plotting a course through education and life</i> Alternative Education conference (run in association with AENB (AE), 4 - 6th October, Auckland. (run) • <i>Relational Leadership: developing self and leading others</i> (Primary and Intermediate current and aspiring AP/DPs), 4 - 6th October, Wellington. (run)
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) Primary Science Education (held back from Sept Report) 2) Relational Leadership (Oct course) <p>For full Course Director's Report, Data Analysis Report from Pre and Post Course Surveys and Summary of RTC Reflection Tool please refer to the appendices. Please note <i>Strengthening Your Mat</i>, <i>Menza- Make Some Noise</i>, <i>Navigate- Plotting A Course Through Education and Life</i> have been held back until the final Director Reports are received.</p> <p><i>Primary Science Education (primary), 11-12 July</i> St Cuthbert's College, Auckland, 110 Participants</p> <p>TRCC Reflection:</p> <p>Jessie McKenzie has been the course director for this course in the past. She is an experienced teacher and presently works at the Royal Society in Thorndon, Wellington. The Primary Science Education conference was originally designed to be two conferences: one in Auckland and the</p>

	<p>other in Christchurch.</p> <p>Programming and organisation was the same with some cross over of the key note speakers. Workshops type were consistent but reflective of the region.</p> <p>Unfortunately, there were significantly low registrations for the Christchurch conference resulting in that conference being cancelled. Teachers who had registered to attend were invited to attend the Auckland conference. Only a few accepted that offer.</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>110 attended the course. 102 answered the pre- course survey and 93 the post course survey, the following data is based on the 86 who did both surveys, the comments are from the 93 who answered the post course survey.</p> <p>Overall, there was a positive confidence, knowledge and ability although there is plenty of scope for future courses for further development.</p> <p>Questions against which data was gathered were as follows:</p> <p>Primary Science Education / Pūtaiao i roto i te kura tuatahi is going to provide you with opportunities to increase your knowledge about: (for English Medium) Research, Pedagogy, Activity / Programmes and Assessment / Evaluation, (for Māori Medium) Rangahau, AK, Mahi and Aromatawai me te Retake. How would you rate your current knowledge of these topics collectively?</p> <p>How would you rate your current subject knowledge in Primary Science / Pūtaiao?</p> <p>How would you rate your current pedagogical content knowledge in Primary Science / Pūtaiao?</p> <p>How would you rate your current assessment and evaluation practices in Primary Science / Pūtaiao?</p> <p>How would you rate your current ability to lead your colleagues, given the opportunity, to develop their subject and pedagogical content? Knowledge in Primary Science / Pūtaiao?</p> <p>How would you rate your ability to create culturally responsive contexts for learners in Primary Science / Pūtaiao?</p>
--	--

	<p>How would you rate the rigor of your self-review and reflective practice in Primary Science Education / Pūtaiao?</p> <p>How would you rate your current ability to lead self-review and reflective practice with your colleagues in Primary Science Education/ Pūtaiao?</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>Primary Science Education / Pūtaiao i roto i te kura tuatahi is going to provide you with opportunities to increase your knowledge about: (for English Medium) Research, Pedagogy, Activity / Programmes and Assessment / Evaluation, (for Māori Medium) Rangahau, AK, Mahi and Aromatawai me te Retake. How would you rate your current knowledge of these topics collectively?</p> <p>How would you rate your ability to create culturally responsive contexts for learners in Primary Science / Pūtaiao?</p> <p>How would you rate your current ability to lead self-review and reflective practice with your colleagues in Primary Science Education/ Pūtaiao?</p> <p>More details can be found in the director's report in the appendices.</p> <p>Comments from registrants:</p> <p><i>There were many stand out experiences and some significant little 'finds' as I negotiated my way through the hours were 'the course'. Thank you for that opportunity. My wow wow time occurred on the morning of the second day. Our keynote 3 Kōrero Na Craig Rofe. It was a most insightful and authentic presentation of aspect of his world view as a Maori scholar, kaiako, family man, parent, father and whanau. His exposition of his experiences and reflections on biculturalism were very moving. From that moment he asked so simply Ko was au? and proceeded to draw back the veil and share part of himself not as the academic but as the father ... He challenges me to get beyond the poi, rakau, waiata, and haka. It is Ako from the Maori perspective and tikanga. Access to understanding is back on the Marae, with iwi. Craig weaved his story through that "i see you" metaphor and the intensity of his passion for authenticity based around Maori ontology. I found the experience thought provoking, challenging and deconstructing.</i></p>
--	--

Great sessions from all facilitators, key note speakers made us stop to pause and consider actions.

Practical activities. citizenship, teamwork, science in the community. collaborative narratives. Incorporating drama, reading, writing, oral language, drawing to support children to develop science capabilities and understand the nature of science and scientific work. Culturally inclusive - recognition of traditional science (embracing that Papatuanuku sustains all life, valuing the taonga and connectedness of this as children observe and interpret) engagement and to improve teaching and learning in science).

It was all helpful, gave me lots of ideas and useful information for how to approach science and how to integrate it into the rest of the curriculum

Making connections with people in similar situations as me, finding out about new areas of Science and Technology, being introduced to new ideas about teaching Science

Our Topic of Study for the next two terms are related to our relationship with our environment we are focusing on how we could use natural resources or re-use materials to develop natural or organic substances e.g. cleaning products SO each work-shops gave me ideas on how to do this. I particularly liked the drama and science workshop. It showed me how to integrate our science Programme with other links and to make it more friendly for the students.

Relational Leadership (primary), 4-6 October

CQ Hotel, Wellington

59 Participants

TRCC Reflection:

Trevor Jeffries with support from Toby Stokes, Jason Ataera, Fiona White, and Sarah Valentine were the planning committee. The course offered a strong focus on current and aspiring senior leaders in primary and intermediate schools, an opportunity to focus on and develop understanding of 'Coaching, Counselling, Training and Mentoring'; 'Collaboration'; and 'Personal Well-being/Hauora'.

	<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>MoE focus on improving outcomes for Māori through Culturally Responsive Contexts.</p> <p>The course aimed to significantly grow capability to create/improve culturally responsive contexts for learning by engaging the services of Hine Waitere to speak about her current work in this area with Te Whare Wānanga o Awanuiārangi. She spoke about six principles of practice that reinforce understanding and enactment of Culturally Responsive and Relational Pedagogy (CR&RP) All questions were tailored to fit the leadership role.</p> <p>We surveyed participants to rate their current ability to support their staff to create culturally responsive contexts for learners. Those answering ‘needs development’ or ‘developing’ reduced from 52% to 18%, while those answering ‘very good’ rose from 13% to 39%.</p> <p>Questions against which data was gathered were as follows:</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>We surveyed participants to rate their current knowledge about the three themes, pre and post conference. Those answering ‘good’ or above rose from 33% to 87%.</p> <p>We surveyed participants to rate their current insight and awareness of well-being/hauora in the current education context, a criterion set by the planning committee. Those answering ‘needs developing’ or ‘developing’ reduced from 58% to 10% and those answering ‘very good’ or ‘excellent’ rose from 7% to 52%.</p> <p>In relation to MOE Criterion 1, <i>level of shift towards key leadership outcomes</i> we surveyed participants to rate their current ability to lead self-review and reflective practice with colleagues. Those answering ‘good’ or above rose from 33% to 88%. We also surveyed participants to rate their current understanding of coaching, counselling, training and mentoring, what the differences are and when to use them. Those answering ‘good’ or above rose from 29%</p>
--	---

to **81%** and those answering 'very good' or 'excellent' **rose from 3% to 65%**. Finally we surveyed participants to rate their current understanding of models of collaborative practice. Those answering 'good' or above rose from **29% to 85%**.

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

-Well being-Sleep and leadership, personal care and top tips for healthy sleep. (Bronwyn Sweeney) -Creating a culture of coaching.(Mark Sweeney) -Developing meaningful authentic relationship with people and whanau outside the school. (Awanuiarangi) -Creating a positive education model- (Jason Ataera & Stephen Eames)

I loved every minute of it, I am new to leadership and feel so much more empowered now to go back and be a better leader and actually consider myself first. Every session was valuable to be and I now have so much to process. Feel very privileged to have been given the opportunity to come to this conference.

I enjoyed hearing from all the speakers. The most valuable session for myself was on the last day when we had a small group session with Toby. I appreciated hearing from someone in the principal role who fully supports his staff, is open, honest and very down-to-earth. As the leader of the primary team within an area school context, the vast majority of what he said resonated with me. I have come away thinking on a deeper level about what it means to make staff the most valuable asset in the school.

The keynote speakers and then the workshops that followed assisted to make deep and meaningful connections to my specific leadership style and where to next for me. I have already implemented numerous subtle changes noticing the positive differences these are making for self and those I have the privilege of working alongside. I am very grateful for the new learning and clarification gained through actively attending the conference. Tino pai rawa!

Reflection and Action:

The course director's observation was that many of the participants had not been exposed to the quality of high level of thinking that was presented to them. The participants appreciated the expertise of the presenters and the opportunity to work at a strategic and personal level. While the participants enjoyed hearing about new challenges put before them, many said they would have liked time to unpack these in a collaborative setting with other participants.

	<p>Although the planning team tried to do this by scheduling several 'un-conferencing' times, it might have worked better in a more structured way (perhaps having by a moderated session at the end of each day).</p> <p>In response to the survey question "was the programme appropriate and effective?" on a scale of 1(no) – 5(yes), 97.4% 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	<p>TRCC are happy with the numbers of registrations that are coming in across the whole calendar and believe we will surpass the contract target.</p>