

TRCC - Progress Report 30 September, 2017

Executive Summary:

Three courses have run: *Strengthening Your Mat*, *Primary Science* and *E Waka Eke Noa - Paddling Your Waka: Empowering your leadership journey*.

Full evaluation materials included for *Paddling Your Waka* and one course from the last quarter period -*New AP/DP Training*. Evaluation materials for *Strengthening Your Mat* and *Primary Science* will be submitted in our next TRCC progress report as the Director reports are still yet to be finalised.

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

New AP/DP Training

E Waka Eke Noa - Paddling Your Waka: Empowering your leadership journey.

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	7 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)	
	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)	
	Total for 2017	478 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!	
	Navigate: plotting a course through education and life	
	Relational Leadership: (current and aspiring Primary and Intermediate AP/DPs)	
	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) • Primary Science Education - Pūtaiao i roto i te kura tuatahi (Auckland) (Run in association with Royal Society NZ (Primary) 11 and 12th July, Auckland (run) • <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. • <i>Navigate: plotting a course through education and life</i> Alternative Education conference (run in association with AENB (AE), 4 - 6th October, Auckland. • <i>Relational Leadership: developing self and leading others</i> (Primary and Intermediate current and aspiring AP/DPs), 4 - 6th October, Wellington.
Any changes to planned calendar	No changes to date
Analysis of completed courses and documentation	<p>Three courses have run: <i>Strengthening Your Mat</i>, <i>Primary Science</i> and <i>E Waka Eke Noa - Paddling Your Waka: Empowering your leadership journey</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>AP/ DP Training</i>, <i>Primary Science</i> and <i>E Waka Eke Noa - Paddling Your Wak: Empowering your leadership journey</i> please refer to the appendices. Please note <i>Strengthening Your Mat</i> has been held back until the final report as the final Director's Report.</p>

	<p>AP/ DP Training (primary) 29 May- 2nd June, Wellington</p> <p>30 Participants</p> <p>TRCC Reflection:</p> <p>Geoff Childs was course director alongside Laura Collins and Chris Mitchell for support. The conference offered a particular focus on developing senior leaders who have a clear understanding of their own moral purpose and are able to lead and manage in a way that ensures effective working relationships with all key stakeholders.</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>The Planning Committee chose to add questions specific to Agribusiness, innovation and collaboration.</p> <p>Questions against which data was gathered were as follows:</p> <p>How would you rate your current subject knowledge of the topics: leading change, how to be that efficient manager, having the challenging conversations with parents, students, staff and other SLT, realising Maori potential, engaging Pasifika students, effective review processes, competency and discipline, managing the shift in role, 'imposter syndrome', coaching and managing stress?</p> <p>How would you rate your knowledge of effective pedagogy for engaging all learners and all learning styles?</p> <p>How would you rate your ability to lead staff in developing effective pedagogy in their curriculum area/s?</p> <p>How would you rate your ability to enable staff to effectively use students data/ evidence in their decision making?</p> <p>How would you rate your ability to lead your colleagues, to develop effective pastoral support that enables better student engagement?</p> <p>How would you rate your current ability support and challenge staff in developing an inclusive approach in teaching and learning?</p> <p>How would you rate your effectiveness in your own self-review and reflective practice?</p> <p>How would you rate your ability to lead self-review and reflective practice with your colleagues?</p> <p>How would you rate your ability to meet the learning needs and aspirations of Māori students in your school?</p> <p>How would you rate your ability to engage effectively with parents, family/ whānau and community of Māori students in your school to support learner' education?</p>
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	<p>How would you rate your ability to ensure your school meets its obligations under the Treaty of Waitangi no matter how many of how few students you have?</p> <p>How would you rate your ability to meet the learning needs and aspirations of Pasifika students in your school?</p> <p>How would you rate your ability to engage effectively with parents, family/ whānau and community of Pasifika students in your school to support learner' education?</p> <p>How would you rate your ability to articulate in practical terms what an inclusive school looks like?</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><i>How would you rate your current subject knowledge of the topics: leading change, how to be that efficient manager, having the challenging conversations with parents, students, staff and other SLT, realising Maori potential, engaging Pasifika students, effective review processes, competency and discipline, managing the shift in role, 'imposter syndrome', coaching and managing stress?</i></p> <p>Those answering needs development or developing reduced from 60% to 7%</p> <p>Those answering good or above increased from 40% to 93%</p> <p>With those answering very good or excellent increasing from 10% to 43%</p> <p><i>How would you rate your ability to lead your colleagues, to develop effective pastoral support that enables better student engagement?</i></p> <p>Those answering needs development or developing reduced from 27% to 0%</p> <p>Those answering good or above increased from 73% to 100%</p> <p>With those answering very good or excellent increasing from 26% to 61%</p> <p><i>How would you rate your current ability support and challenge staff in developing an inclusive approach in teaching and learning?</i></p> <p>Those answering needs development or developing reduced from 27% to 7%</p> <p>Those answering good or above increased from 73% to 93%</p> <p>With those answering very good or excellent increasing from 20% to 68%</p> <p><i>How would you rate your ability to ensure your school meets its obligations under the Treaty of Waitangi no matter how many of how few students you have?</i></p>
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	<p>Those answering needs development or developing reduced from 57% to 36%</p> <p>Those answering good or above increased from 43% to 64%</p> <p>With those answering very good or excellent increasing from 16% to 32%</p> <p><i>How would you rate your ability to articulate in practical terms what an inclusive school looks like?</i></p> <p>Those answering needs development or developing reduced from 50% to 14%</p> <p>Those answering good or above increased from 47% to 86%</p> <p>With those answering very good or excellent increasing from 17% to 32%</p> <p>In the PTC Reflection Tool Summary Report Of the 30 participants at the course, 26 in total used the tool, with the total responses against each criteria as follows: PTC 4: 21, PTC 5: 24, PTC 7: 20, PTC 9: 20 and PTC 12: 17. Of these 26, zero inputted a reflection at the <i>Reflection on practical implementation post course (6 weeks after)</i> phase.</p> <p>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.</p> <p>Quotes from the end course survey about what aspects of the course were most useful:</p> <p><i>Conversations that matter - Motivational interviewing.</i></p> <p><i>Really enjoyed the market place where we got to share ideas with teachers from other schools.</i></p> <p><i>Wellbeing, critical friend and difficult conversations ideas.</i></p> <p>Reflection and Action: TRCC continue to receive high uptake of this course. We are committed to run this course annually if given MoE funding.</p>
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	<p><i>E waka eke noa - Paddling Your Waka: Empowering your leadership journey 10-12 July, 2017</i></p> <p>60 Participants</p> <p>TRCC Reflection:</p> <p>Cathy Sheppard and Bronwen Olds with support from Laura Collins were the planning committee. Both Cathy and Bronwen were highly organised. The course offered a strong focus on ECE existing and aspiring leaders.</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>All questions were tailored to fit the leadership role.</p> <p>Questions against which data was gathered were as follows:</p> <p>How would you rate your current understanding and knowledge of leadership in early childhood education?</p> <p>How would you rate your current leadership capability and practice in early childhood education?</p> <p>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>How would you rate your current ability to create a Te Tiriti o Waitangi based leadership culture in your centre/ service?</p> <p>How would you rate your current ability to create culturally responsive contexts in early childhood education?</p> <p>How would you rate your current ability to promote and inclusive culture in your early childhood centre?</p> <p>How would you rate your current capability to self-review and reflect on your practice as an ECE leader?</p> <p>How would you rate your current ability to lead review and reflective practice with your colleagues?</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><i>How would you rate your current understanding and knowledge of leadership in early childhood education?</i></p> <p>Those answering needs development or developing reduced from 57% to 94%</p> <p>Those answering good or above increased from 57% to 94%</p> <p>With those answering very good or excellent increasing from 18% to 67%</p>
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	<p><i>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?</i></p> <p>Those answering needs development or developing reduced from 41% to 14%</p> <p>Those answering good or above increased from 59% to 86%</p> <p>With those answering very good or excellent increasing from 8% to 55%</p> <p><i>How would you rate your current ability to create a Te Tiriti o Waitangi based leadership culture in your centre/ service?</i></p> <p>Those answering needs development or developing reduced from 67% to 18%</p> <p>Those answering good or above increased from 33% to 82%</p> <p>With those answering very good or excellent increasing from 10% to 45%</p> <p><i>How would you rate your current capability to self-review and reflect on your practice as an ECE leader?</i></p> <p>Those answering needs development or developing reduced from 53% to 12%</p> <p>Those answering good or above increased from 47% to 88%</p> <p>With those answering very good or excellent increasing from 10% to 55%</p> <p><i>How would you rate your current ability to lead review and reflective practice with your colleagues?</i></p> <p>Those answering needs development or developing reduced from 65% to 20%</p> <p>Those answering good or above increased from 35% to 80%</p> <p>With those answering very good or excellent increasing from 8% to 37%</p> <p>In the PTC Reflection Tool Summary Report Of the 60 participants at the course, 44 in total used the tool, with the total responses against each criteria as follows: PTC 1: 36 , PTC 3: 29 , PTC 5: 37 ,PTC 7: 32, PTC 12: 26 . Of these 44, 6 inputted a reflection at the <i>Reflection on practical implementation post course (6 weeks after)</i>phase.</p> <p>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.</p>
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	<p>Quotes from the end course survey about what aspects of the course were most useful:</p> <p><i>Learning about the DISC and how we each respond to each others' behavioural traits. Learning about conflicts and different problem solving techniques. Learning how to create a waka with my team and new strategies of how to help build their leadership.</i></p> <p><i>The DISC Profile was extremely helpful and interesting. Self Care as a leader, The workshop on Conflict and Problem solving was great. Overall the whole 3 days was fabulous and valuable. Great facilitators, especially Cathy Sheppard.</i></p> <p><i>I found the work we did in relation to the DISC profiling very valuable both in gaining an even deeper understanding of myself, my responses to others and how others perceive me and as a tool for recognising these profiles for those I coach and mentor and therefore being able to respond more effectively in ways that match their profile. I liked the way in which the articles of Te Tiriti o Waitangi were used in a practical way to make Tiriti-based practice more meaningful in relation to leadership. This is certainly something which has built on my previous knowledge and thinking about Te Tiriti and something I will most definitely make use of.</i></p> <p>Quotes from PTC Reflection Tool on post course implementation</p> <p><i>Since the course I have been able to develop strategies to confront conflict in a positive way that is beneficial for all the teaching team. I am no longer afraid of conflict as I see it as a tool to be able to grow as a team.</i></p> <p><i>When I got back from the course I was able to facilitate a team building experience for the team where we were able to learn about what we all want to achieve from our teaching and being a part of our teaching team.</i></p> <p><i>Thank you TRCC Planning Committee for organising this amazing Course.</i></p> <p><i>Before this course I am shameful to admit that I have always found Te Tiriti o Waitangi such an uninspiring subject. However, since I attended the course my attitude and views towards Te Tiriti has completely changed.</i></p> <p><i>I have been deeply inspired by the course that upon my return back to my EC Service I have changed our display wall making Te Tiriti o Waitangi more visible instead of it hidden away in the corner.</i></p> <p><i>I have implemented our tamariki 'Pepeha' which involved the input of our parents and teachers.</i></p> <p><i>Since the pepeha went up on the wall our tamariki are regularly visiting the area. I love it when I see them looking at their pictures saying "This is me".</i></p>
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	<p><i>A parent made a comment "This is awesome, somewhere here they are related, nah this is good".</i></p> <p><i>I have chosen Te Tiriti o Waitangi for my PowerPoint presentation coming up September 20 2017. I am excited to share what I learned from the course with our parents, the Board and the community</i></p> <p><i>Overall I am proud of the changes I have made so far. I am confident I will have ongoing support from the parents and teachers. I am aware that I have some ways to go with the Board but I am hoping that will change after my presentation.</i></p> <p><i>My hope and aspiration is that we, (parents, teachers, board members and community) all come together in one waka and work towards a common goal.</i></p> <p>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 'leadership' role or leaders who have connected with the learning and therefore gained an enormous amount from this opportunity. TRCC are open to 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	TRCC are happy with the numbers of registrations that are coming in across the whole calendar and believe we will surpass the contract target.