

NZ Assessment Institute Presentation

14th - 15th April

Teacher Learning Communities at

TE KURA NUI O
ROTOTUNA
SENIOR HIGH SCHOOL



Leading Together

Stephanie Harford & Franda Zondagh

School Improvement Framework

Core Domain of the SIF Framework.

- + Capability in assessment
- + Practice informed assessment
- + Teacher Collaboration
- + Learner Agency
- + Reflective Practice



A Focus on Deep Learning

NEW SCHOOL RAPID GROWTH	COVID & NCEA	RE-ESTABLISHING THE WHY
<ul style="list-style-type: none">• Opened 2017 (100 students)• Roll Growth was exponential, 700 students @ 2020, 1000+ @ 2025• Establishing staff leaving for promotions etc• New to NZ New to Teaching	<ul style="list-style-type: none">• Covid reduced NCEA to the end point of summative assessment• An over reliance on templates + laptops• Teachers new to teaching were experiencing this as the norm	<ul style="list-style-type: none">• Re-establishing the values we hold as teachers, collectively• New Principal - focus on deepening the learning:<ul style="list-style-type: none">○ <i>Critical</i>○ <i>Creative</i>○ <i>Caring</i>• Not just WHAT to think but HOW to think

A Call to Action: Deep Powerful Learning through Formative Assessment

Circa 2022

KEY TENETS OF ASSESSMENT *for* LEARNING



Michael Absolum

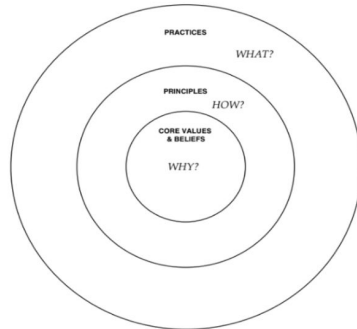


Dylan Williams

BACK TO
OUR
'WHY' OF
TEACHING

LESSON BY LESSON
DESIGN

BELIEFS ABOUT TEACHING



Deliberately designing practices that align to core beliefs

✚ Belief- Students can and do learn From each other

Click to add text

✚ Principle- Use AfL pedagogy

Click to add text

✚ Practices

Peer assessment

Workshops facilitated by students for students

Reciprocal reading strategies

Beliefs about learning to Principles and Practice

Julia Atkin

RSHS Beliefs that underpin our Teaching and Learning Practices

Learners should experience opportunities that *ignite curiosity*

Learners can benefit from a *collaborative and reciprocal learning ecosystem*

Learners thrive when *mana motuhake* (high expectations + self-determination) drives learning relationships

Learners *strengthen each others mana through guardianship* of self, others + place

Motto

Connect, Inspire, Soar

Mission Statement

Empower our people to be connected,
collaborative, community-minded learners
inspired to soar.

Foundations of our Curriculum Decision-making

CONNECT through collaboration and whanaungatanga.
INSPIRE through personalised authentic learning experiences.
SOAR through creativity and innovation.



Principles

Our Principles are informed by a range of educational research and experience from a range of sources. The Principles guide the direction of our curriculum design and pedagogy.



AKO

We value ako, which is based on the principle of reciprocity. Ako is a notion that ensures that power is shared in learning.



WHANAUNGATANGA

We value quality learning relationships. Learning thrives in a whānau-based environment that supports engagement and success.



MANAAKITANGA

We value integrity, sincerity and respect towards differences, beliefs, language and culture.



TANGATA WHENUATANGA

We value learning that is connected. Contexts are provided for learning where identity, language and culture are activated.



RSHS Beliefs that underpin our Teaching and Learning Practices

Learners should experience opportunities that *ignite curiosity*

Learners can benefit from a *collaborative and reciprocal learning ecosystem*

Learners thrive when *mana motuhake* (high expectations + self-determination) drives learning relationships

Learners *strengthen each others mana* through guardianship of self, others + place

OUR PRINCIPLES

EMBEDDED CULTURALLY SUSTAINING PRACTICES



ROTOTUNA
SENIOR HIGH SCHOOL



AKO

IGNITE CURIOSITY TO STRETCH WHAT WE KNOW

CREATE SPACE TO TEACH & LEARN FROM EACH OTHER



TANGATA WHENUATANGA



MANAAKITANGA



WHANAUNGATANGA

WE BELIEVE WHEN WE...

ARE GUARDIANS OF EACH OTHER & OUR PLACE

FOSTER MANA WE GROW SUCCESS & THRIVE TOGETHER

QUALITY TEACHING FOR DEEP LEARNING OCCURS

SO THAT ALL ĀKONGA THRIVE THROUGH

**EXCELLENCE
& EQUITABLE
OUTCOMES**



Teacher Learning Communities & Lesson Study (*lite)

Our 'Virtuous Leadership'* Model

' Just like students, teachers need multiple sustained opportunities to learn and unlearn, including time to try things out in their own classrooms, inquire into the effects, modify their approach, and repeat this cycle until improvement is evident. In short, the development of more expert teachers of deeper learning requires teachers themselves to have high-quality opportunities for deeper learning.'

Ch. 3 Pg 47. V. Robinson

**HOW DO WE MAKE DEEP LEARNING
HAPPEN THROUGH DESIGN**

AND

**HOW DO WE KNOW IT MADE
A DIFFERENCE?**

TEACHER LEARNING COMMUNITIES*

- What makes effective teacher learning?
- Tight, but loose structure
- Roles and ways of being in the TLC
- Supportive accountability
- Amplifying 'promising practice'
- Change in language - Culture of Learning

Dylan Williams & Siobhan Leahy : Embedding Formative Assessment

WE'LL KNOW WHEN IT'S WORKING WHEN...

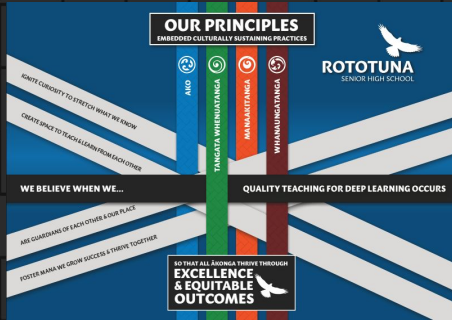
Leading indicators of success

- Teachers increasingly act as “critical friends” to others
- The prevalence of desired practices is increasing
- Students are more engaged in classrooms
- Teachers modify the techniques in appropriate ways, indicating an understanding of the underlying theory
- Measurable changes of success
- Increased student achievement

EMBEDDING FORMATIVE ASSESSMENT

*"To be successful, teacher professional development needs to concentrate on both content and process, but **the content must come first**. In other words **we need to focus on what we want teachers to change**, and then we have to **understand how to support teachers in making those changes**" p.14*

*" the research evidence suggests that **classroom formative assessment can have a significant impact** on how much student learn. Indeed the evidence suggests that **attention to classroom formative assessment can produce greater gains in achievement than any other change in what teachers do**" p.14*



**CONTENT FOR
TEACHERS
“PLAYBOOK”**



**Reflective
Practice
“Know thy
impact”**

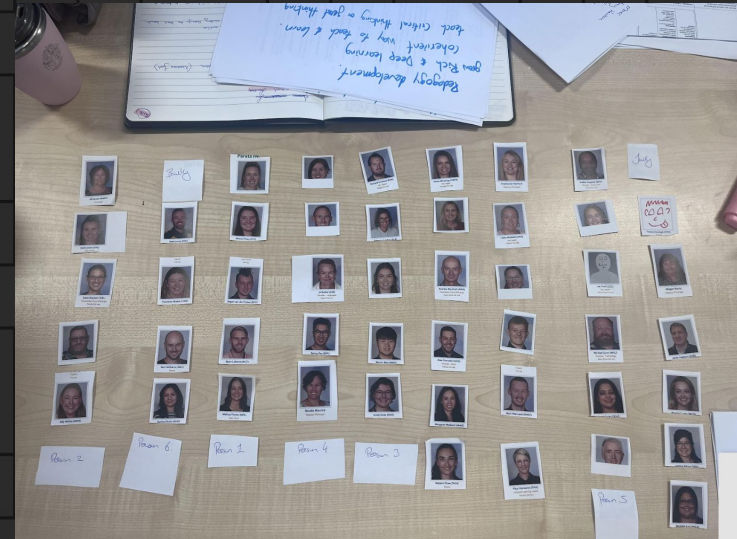
LEADING FOR DEEP LEARNING

Deputy Principal & Specialist Classroom Teacher

- Leadership & Coaching

In School COL	In School COL	In School COL	In School COL	In School COL	In School COL
Facilitator	Facilitator	Facilitator	Facilitator	Facilitator	Facilitator
8-10 Teachers	8-10 Teachers	8-10 Teachers	8-10 Teachers	8-10 Teachers	8-10 Teachers

MIXED ACROSS DEPARTMENTS



BECOMING THE BEST LEARNERS : CURATED CONTENT

	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
2024	THINKING ROUTINES	TEACHING/LEADING TO THE NORTH EAST	SCIENCE OF LEARNING	PRESENTATIONS
2025	LEARNING INTENTIONS / SUCCESS CRITERIA	DIALOGIC PRACTICES	SCIENCE OF LEARNING (2)	



‘LESSON STUDY’ : CREATING A CULTURE OF LEARNING

SHARED COMMITMENT & ACCOUNTABILITY

E.g. What are you committing too

FEEDBACK LOOPS

E.g. Student Voice & Observations

JOURNALLING

E.g. Action Plan

THE ROUTINE IS IMPORTANT

Kahui Kaiako Lesson Study Hui

STRATEGIC FOCUS: HOW DO WE MAKE DEEP LEARNING HAPPEN THROUGH DESIGN & HOW DO WE KNOW IT MADE A DIFFERENCE?

PROTOCOLS FOR EACH HUI

- Each hui to start with a karakia
- In order to facilitate an open to learning and safe environment:
- Laptop use to be kept to a minimum - e.g. only to be used as a contribution to the hui by notetaker and/or case study person presenting
 - Cell phones to be away
 - Each member will be provided with a journal for note taking whilst actively listening
 - Members to actively listen and support others through their learning especially when someone feels vulnerable (no sarcasm and put downs)

FUNCTIONAL ROLES & RESPONSIBILITIES

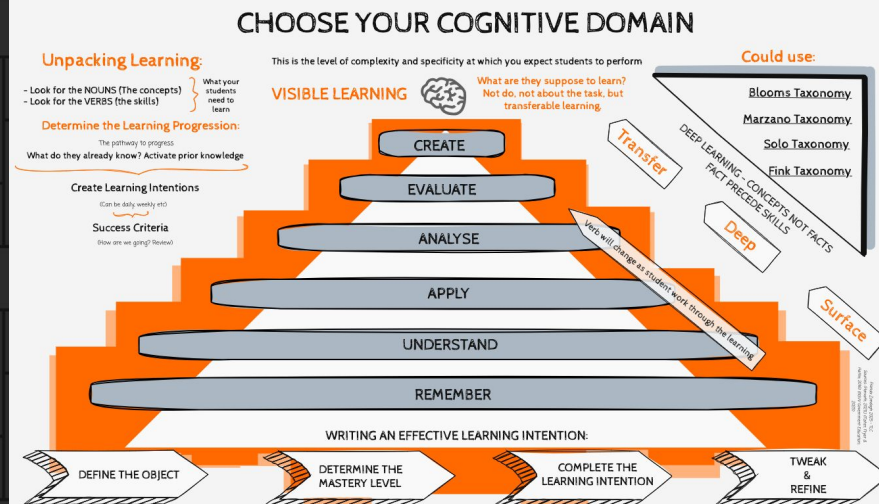
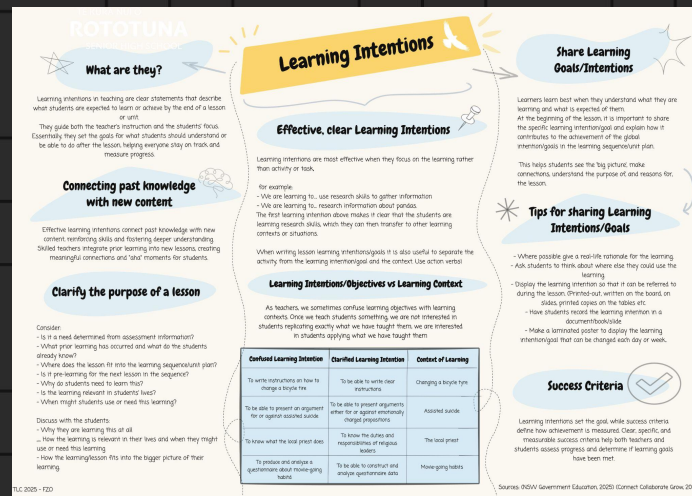
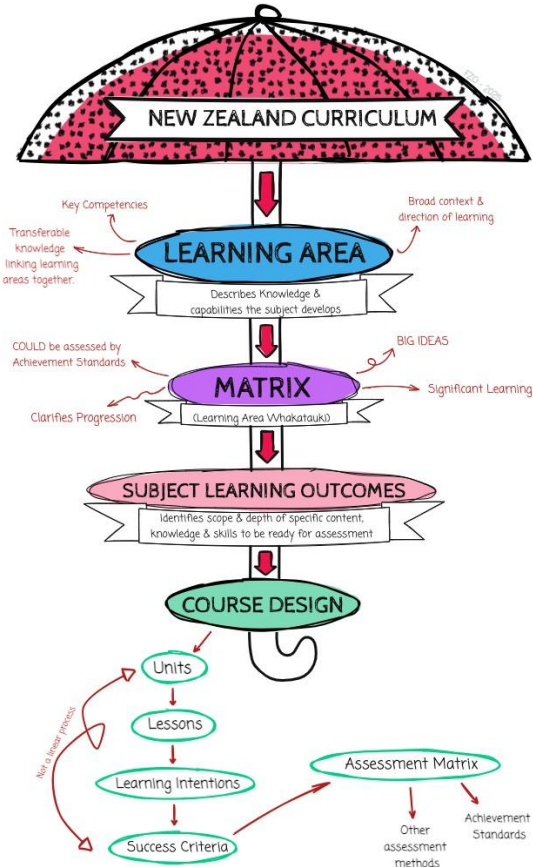
FACILITATOR	GWH	A member of the Te Aho Whakawhanake rōpū. Has the learning intention and the agenda for each session and will lead the group to ensure the agenda is stuck to. Adaptive and responsive, pulling people into the conversation.
STARTER ACTIVITY	KAS	The starter activity can be delegated to any member of the rōpū.
RESEARCHER		Supports the facilitator. If questions come about the researcher will be the one to seek clarity either by checking in with another group or via computer.
TIME KEEPER	BWE	Uses a watch / phone to track the time of each segment. Gives clear indication on when time is coming to a close for each section.
RECORDER	LWA	Uses the agenda to take notes and track the conversations [holistically]. Records in detail, specifics for classroom observations.

SESSION #	6	WEEK 3 ; Term 3	7th August 2024
Attendance:			
Apologies:			

[LINK -](#)
Structure

[LINK -](#)
Example
from TLC

RESOURCES FOR TEACHERS



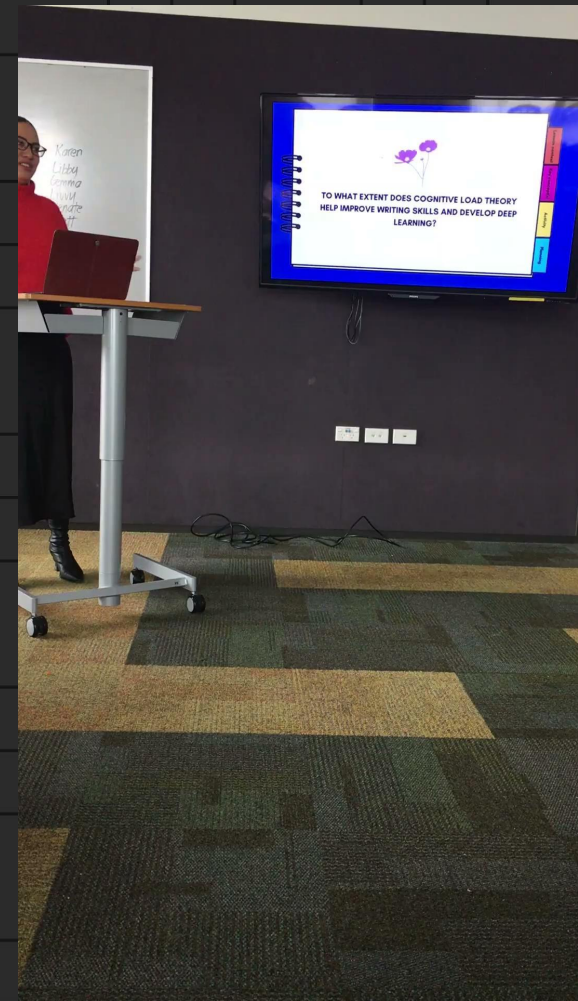
EXAMPLE OF A CASE STUDY - GRACE

Line of Inquiry: To what extent does cognitive load theory help improve writing skills to deep learning?

The video shows: How Grace designed explicit and intentional learning sequences to scaffold students through the new learning

How did she know it made a difference?

- Grace used student evidence from the start of the learning sequence to the end and was able to track a huge improvement in students writing and confidence with writing || results verified through moderation



EXAMPLE OF CASE STUDY - LIBBY

Line of Inquiry: Using chunking (within cognitive load theory) to support students take learning from working memory to long term memory

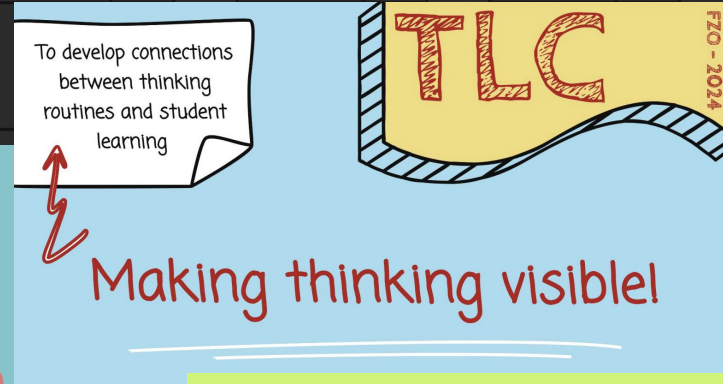
The video shows: How Libby designed explicit and intentional learning sequences to scaffold students through the new learning

How did she know it made a difference?

- Increased engagement in the classroom
- Increased quality of work throughout the unit
- Student achievement results
- Reflects on wanting to continue to use this teaching process



OTHER EXAMPLES OF PRESENTATIONS....



Evidence of Success so Far.... end of 2024

- **90+ % teaching staff were intentionally observed by a colleague and provided feedforward for their lessons**

- **Examples:**

- Breaking down instructions further - different ways: written, verbal - even images
 - I need to work on getting students to work together more in groups they are not comfortable with.
 - Higher order thinking questioning

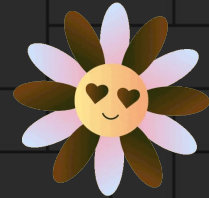
- **96% staff gained feedback from their students about the learning in their classes**

- **Examples:**

- Greater variety of teaching experiences student directed
 - Restructuring and organising how pairs work and reducing spacing of content
 - Being more explicit in my instructions
 - Including more vocab practice - expecting students to learn in their own time is apparently not realistic

CULTURE OF LEARNING

Teacher talk changed



**Establishment of trust -
improving (not proving)**

Establishment of routines

**The desire for the concept of
TLC to spread**

ANALYSIS OF VARIANCE - IMPROVEMENTS

YEAR 13 Māori Student Outcomes

Overall from 2024 there have been some shifts for our Year 13 Māori students.

The attainment of Level 3 has improved for our Māori students exceeding the national average and the EQI this year. The UE results for our Māori students has risen significantly, and this can be explained by our students gaining the achievement 14 credits in three approved UE domains. Better tracking of individual students and timely intervention developed in our annual implementation plan.

Increased māori achievement particularly at Yr 13

In 2024, Year 13 endorsements for Level 3 dipped 3.5% to 18.6% for Merit endorsed and Excellence endorsements increased (14 and 15).

Working with students to ensure we are intentionally planning for deep learning experiences continues to be a focus for our

Increased Certificate Endorsements particularly @ Excellence

The proportion of our students gaining UE has improved by 6% and continues to exceed national and EQI averages (Figure 13). Our female results have also improved and continue to be about the same as our male results. Māori and Pacific gains in UE also occurred: an increase of around 30% for our Māori students and around 20% for our Pacific students.

Increased obtainment of UE

HOWEVER, STILL WORK TO DO....

What are the students saying?

When asked for feedback on my goal of using Learning Intentions (TLC term 1 content)

“I like how you clearly explain in person and post on Google Classrooms the learning focus for that week. It makes it easier to plan and understand the learning intention, which I believe is very helpful”

“Very straightforward and easy steps to follow, clear goals that seem achievable”

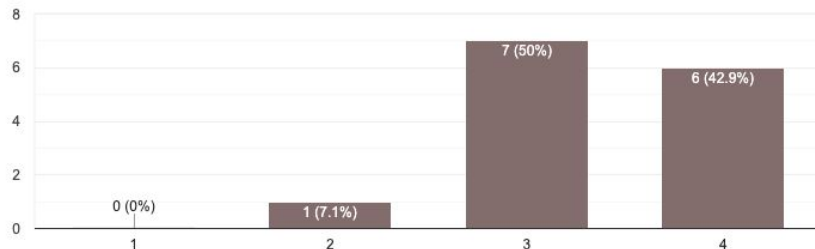
“From the tasks that I have done we have been able to understand deeper and I think it makes it easier to identify the terms we learn about in reflections after creating.”

“I think that it is very beneficial for me to know the overall goal/result of my tasks. In fact, it is my preferred way of learning. By understanding that my work will result in a final product (like how my artist analysis and sculpture reflections lead up to my internal assessment, and how my pieces themselves will contribute to my portfolio), I stay motivated and engaged in my learning. With clarity about the knowledge that I am gaining, I can easily apply it to my pieces and work independently, as well as helping others.”

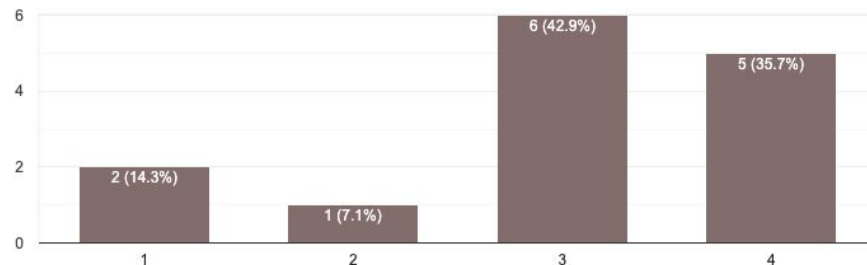


Student Evidence

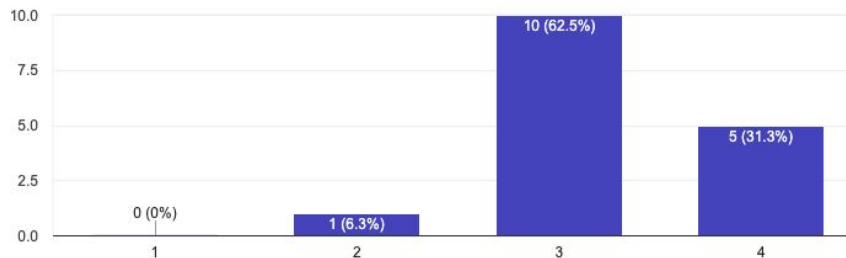
I can identify my own learning needs



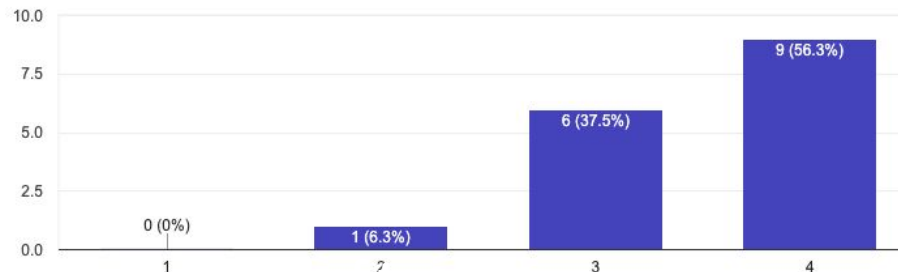
I like planning the next steps in my learning



I can identify my own learning needs



I like planning the next steps in my learning



Start of term 1

Evidence of Success so Far.... end of Term One 2025

Teacher Feedback:

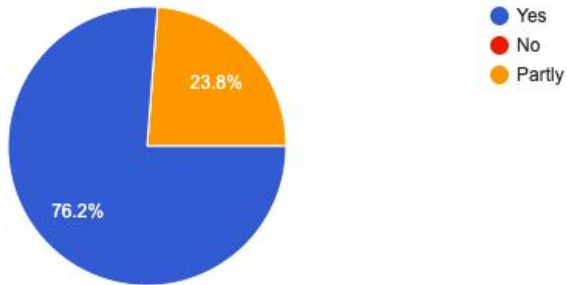
“Having clear learning intentions helps me stay focused in terms of what I am teaching and how it links to student agency, ensures that every lesson and sequence of learning is purposeful and aligned with the unit's learning goal. It also gives students clarity about what they're learning and why, which supports engagement, progress, and more meaningful feedback.”

“Exploring the purpose behind clear learning intentions helped me bring more clarity to my teaching, as I noticed students were more focused and understood the goals of each lesson better.”

“Feedback from my L3 students: "its useful to help understand whats going on"; "I think they are useful. I just need to get myself into the habit of checking them." "The learning intentions are strong and set a good scene with what we are learning this lesson"

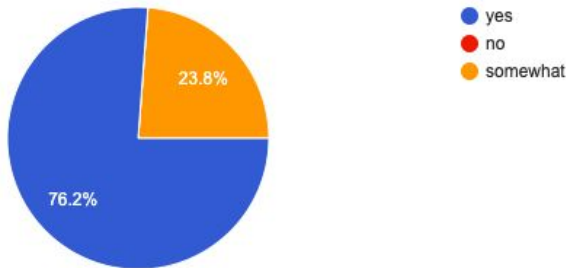
Have you applied the learning from TLC (around Learning intentions) in your classes?

21 responses



Do you feel the TLCs have a positive impact on your teaching practice? (Last year and so far this year)

21 responses



Teacher Feedback:

“At the beginning of my career I was told these were important, but never knew how to use them. After my first TLC, and realising how to use them and the benefits, and the why, I started using them in my lessons, and it became clear as to the why. It helped me create more clarity about the learning because understanding the purpose of learning intentions shifted my focus from just delivering content to guiding students through a clear, intentional learning journey. It made me more deliberate about what I wanted students to know, understand, and be able to do by the end of a lesson or unit.”

Next Steps

- **Systemic collection of student achievement data** to show improvements e.g. AOV + Learning Area annual reports
- **Ongoing natural and meaningful evidence** from students and teachers to inform further development of TLC's
- **Development of a 'playbook' with exemplars of practice** to support teacher growth (including improvement cycle)
- Ongoing PLD **support for leaders to develop pedagogical knowledge** to facilitate TLC's

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