Linwood College

The moral imperative

Culturally responsive and relational pedagogy

Agentic learners

Student agency

Teacher agency

Evidenced-based teaching at LC

March 2017 edition

What is the context?

Context 1: NEGs and NAGs: selected
Context 2: LC Strategic Plan 2016-2018 and LC Annual Goals 2017
Context 3: The Linwood community
Context 4: Government priorities: Students at risk of underachieving, with a specific focus on
achievement for Māori, Pasifika and Special Education students

Context 1: National Education Goals and National Administration Guidelines

National Education Goals: NEGs (selected)

2 Equality of educational opportunity for all New Zealanders, by identifying and removing barriers to achievement.

6 Excellence achieved through the establishment of clear learning objectives, monitoring student performance against those objectives, and programmes to meet individual need.

7 Success in their learning for those with special needs by ensuring that they are identified and receive appropriate support.

9 Increased participation and success by Māori through the advancement of Māori education initiatives, including education in Te Reo Māori, consistent with the principles of the Treaty of Waitangi.

10 Respect for the diverse ethnic and cultural heritage of New Zealand people, with acknowledgment of the unique place of Māori, and New Zealand's role in the Pacific and as a member of the international community of nations.

National Administrative Guidelines: NAG s (selected)

NAG 1 (edited)
Each Board of Trustees, through the principal and staff, is required:
- to foster student achievement….
- to provide all students in years 1-10 with opportunities to achieve for success in all areas of the NZC giving priority to:
  a) student achievement in literacy and numeracy, especially in years 1-4
  b) regular quality physical activity that develops movement skills for all students, especially in years 1-6
- through a range of assessment practices, to gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated giving priority first to:
  a) student achievement in literacy and numeracy, especially in years 1-4
  b) and then to the scope of the NZC

continued

NAG 1 (edited) - continued

Each Board of Trustees, through the principal and staff, is required, on the basis of good quality assessment information, to identify students and groups of students:

- who are not achieving
- who are at risk of not achieving
- who have special needs including gifted and talented students
- aspects of the curriculum which require particular attention

Each Board of Trustees is required to develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified at risk in the above.

Each Board of Trustees is required, in consultation with the school's Māori community, to develop and make known to the school's community policies, plans and targets for improving the achievement of Māori students.

Each Board of Trustees is required to provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG 2 (edited)

Each Board of Trustees, with the principal and teaching staff, is required to:

(i) develop a strategic plan how to implement the NEGs through their policies, plans and programmes, including those for:
- curriculum
- assessment
- staff professional development;

(ii) maintain an on-going programme of self-review of:
- the above policies, plans and programmes
- evaluation of information on student achievement

(iii) report to students and their parents on the achievement of individual students

(iv) report to the school's community on the achievement of:
- students as a whole
- groups at risk and with special needs including gifted and talented students
- the achievement of Māori students against the plans and targets referred to above.

NAG 5

Each Board of Trustees is required to
(i)   provide a safe physical and emotional environment for students
(ii)   promote healthy food and nutrition for all students

Linwood College Strategic Plan 2016 – 2018

Purpose

Provide learning pathways to the future by creating for all students the expectation and opportunities:

- to achieve success
- to experience wellbeing and resilience
- to become lifelong learners who contribute to their communities

Vision

Inclusive, progressive and engaging education for personal excellence

Values

Our actions are guided by: *SEaRCH*

Service –	Manaakitanga
Excellence –	Hiranga
Respect –	Whakaute
Curiosity –	Manawareka
Honesty –	Whakapono

Strategic Goals

Strategic Goals for 2016-18	What we will see …
1. All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards and NCEA.	• National Standards and NCEA leaver statistics are at the national average. • A broad and enticing curriculum, inspiring teaching and a positive Yr 7-10 middle-schooling learning culture spark the students' love of learning and position students for success. • All students see their own Yr 7-13 personal pathway at Linwood College. • Students see how their personal pathway connects beyond Linwood College into their future. • Students and teachers aim past the minimum for personal excellence. • There is early identification and support for all students at risk of under-performing against their personal excellence.
2. Linwood College is the local school of choice.	• Students are proud to attend Linwood College. • Students feel welcome, safe and valued at Linwood College. • Students are involved in and captivated by their learning. • Teachers inspire students to achieve personal excellence. • The Linwood College roll reflects its natural catchment.
3. Linwood College is the core of its community.	• Communication between the College and the community is clear and open. • Whānau feel welcome and contribute as determining partners. • The College re-build reflects the identities and needs of the whole Linwood College community. • Language, culture and identity are celebrated, valuing NZ's bicultural heritage and multicultural diversity. • The College promotes the Linwood Community of Learning to strengthen learning pathways for the whole community. • The College facilitates the community's access to digital technologies.

Linwood College Annual Goals 2017:   *LC Agentic Learners*

	Annual Goals 2017 – LC Agentic Learners	Links to Strategic Plan 2016-18
1.	Create a LC sense of belonging through: a) student well-being initiatives b) effective student monitoring and support systems through PB4L c) Yr 7-13 student participation and Leadership through Service within our school community, wider community, and national and global community	Strategic Goal 2: Linwood College is the local school of choice. Strategic Goal 3: Linwood College is the core of its community.
2.	Implement a student-centred curriculum that allows all students to experience agency through a Yr 7-13 student-centred curriculum and pedagogy that is relevantly a) authentic b) stepped c) pathwayed for the diversity of LC students.	Strategic Goal 1: All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards and NCEA.
3.	Create agentic learners through: a) culturally responsive and relational pedagogy: accelerating achievement through writing b) the integrated use of academic and social data : student, school, family and whānau	Strategic Goal 1: All students enthusiastically access the New Zealand Curriculum as evidenced by their achievement in relation to National Standards and NCEA.

Context 3: our Linwood community

We teach in a decile 3 school. However, discussing low decile ratings can be dangerous as firstly this is a statistical averaging – it doesn't say anything about the range of students we may have – and secondly, it can lead to deficit thinking and a mindset of student-predestination and lack of teacher agency – "There is very little that we can do." Such thinking is dangerously wrong. LC teachers are agentic.

However it is equally wrong to say that decile does not make it a difference. Research and teachers' personal experience are adamant that the context of a lower decile school and its community impacts on students and consequently these students have specific foundational learning needs, particularly in what is now being called *student agency – agentic learners.*

"The data show these students have particular needs that students in other schools do not have."
Hawk, K., & Hill, J. p3

Therefore decile *does* make a difference, it is of central importance, but it is how we respond to our being decile 3 which is the key factor.

Our students have specific foundational learning needs and unless these needs are met other learning is diminished or will not occur. The difficulty for teachers, and again it is confirmed by research and teachers' personal experience, is that only certain teaching approaches and techniques will meet these needs by creating an effective learning environment in LC classrooms. Others won't.

The teaching approaches and techniques that work best at LC are predicated on activating student agency and can be summarised into four categories. These categories themselves overlap:
1. culturally responsive and relational pedagogy creating authoritative teaching (cf authoritarian)
2. teaching which is much more discursive than didactic, though didactic has its place at times
3. an authentic, pathwayed student-centred curriculum
4. an accessible, stepped curriculum through:
   a) co-construction and other formative assessment practices
   b) curriculum-literacy practices

"While the relationship that forms between a student and a teacher in any school is important, the data in this study show that it is not only important to these students but is a prerequisite to learning." (Hawk & Hill p3)

References
Hawk, K., & Hill, J. (2000) *Making a difference in the classroom: Effective teaching practice in low decile, multicultural schools.* www.minedu.govt.nz   (See En for bound copies)
Margaret Thorsborne www.thorsborne.com.au
Greg Jansen & Richard Matla www.restorativeschools.org.nz

ako: verb – to learn and to teach

Context 4: Government priorities – students at risk of underachievement

Achievement for Māori, Pasifika and Special Education students

Māori Achievement: At our school Māori student achievement is mixed. Some Māori students achieve very well but the number who leave LC early with low qualifications is greater than our school average, the whole-school national average, and the decile 3 national average.

For the past few years we have been part of *Kia Eke Panuku*, a programme that evolved from *Te Kotahitanga*. Our focus was on cultural responsive and relational pedagogy for Māori achieving as Māori. *Kia Eke Panuku* is now finished as an externally-funded programme but we are continuing the kaupapa as research is clear that what is good for Māori is good for all.

Four keystone outcomes for our Māori students are:

1. Our Māori students feel supported in their identity and presence in their school; Māori achieving as Māori.
2. Our Māori student retention rates match or better the school average.
3. Our Māori students achievement in national standards, in 9 and 10 progress, and in NCEA rates match or better the school average.
4. Our Māori students' leaver outcomes match or better the school average.

To achieve these outcomes we value and use recent research as to effective teaching practices to improve educational achievement of Māori students. Our teaching practices to lift Māori achievement at LC arise from the principles of :

1. Manaakitanga
    - the creation of a supportive and positive environment that cares for our Māori students as Māori
2. Mana motuhake
    - having high expectations of our students
3. Ngā whakapiringatanga
    - managing our classrooms to promote learning
4. Wānanga
    - teaching in interactive ways that involve our students
5. Ako
    - teaching and learning is a two-way, relational process – our students come to the classroom already with academic and cultural knowledge. How do we use this knowledge?
6. Kotahitanga – the teacher, the student, whānau
    - together work out learning goals and ways to achieve them
    - together use data to monitor progress towards these goals
    - together do things differently if there is poor progress towards the goals

Te Kotahitanga Project: Russell Bishop Waikato University and the Ministry of Education

Pasifika Achievement

Although there are a number of students who do very well, in general Pasifika students are leaving LC with lower qualifications than the school average.   Four keystone outcomes for our Pasifika students are:

1. Our Pasifika students feel supported in their identity and presence in their school; language, culture, identity
2. Our Pasifika student retention rates match or better the school average.
3. Our Pasifika students' achievement in national standards, in 9 and 10 progress, and in NCEA rates match or better the school average.
4. Our Pasifika students' leaver outcomes match or better the school average.

Our teaching practices to lift Pasifika achievement at LC arise from the principles of :

1. high expectations
2. effective teaching for all students
3. accountability for outcomes
4. knowledge of family and –
5. knowledge of community social structures leading to –
6. strong relationships and inclusive partnerships

A simple and profound phrase for Pasifika achievement is "Language, Culture, Identity." Arising from this, four teaching strategies that are particularly effective for Pasifika achievement are:

1. Language identification: students' names and Pasifika words are pronounced correctly.
2. Teachers know and use the teaching strategies that draw out Pasifika students' prior knowledge, including cultural knowledge, and then create lessons that incorporate this knowledge.
3. Discursive practice: teachers know and use the teaching strategies that encourage students to talk with the teacher one on one about their work, with one another in pairs or in small groups.
4. Teachers use narrative teaching strategies – "story telling"
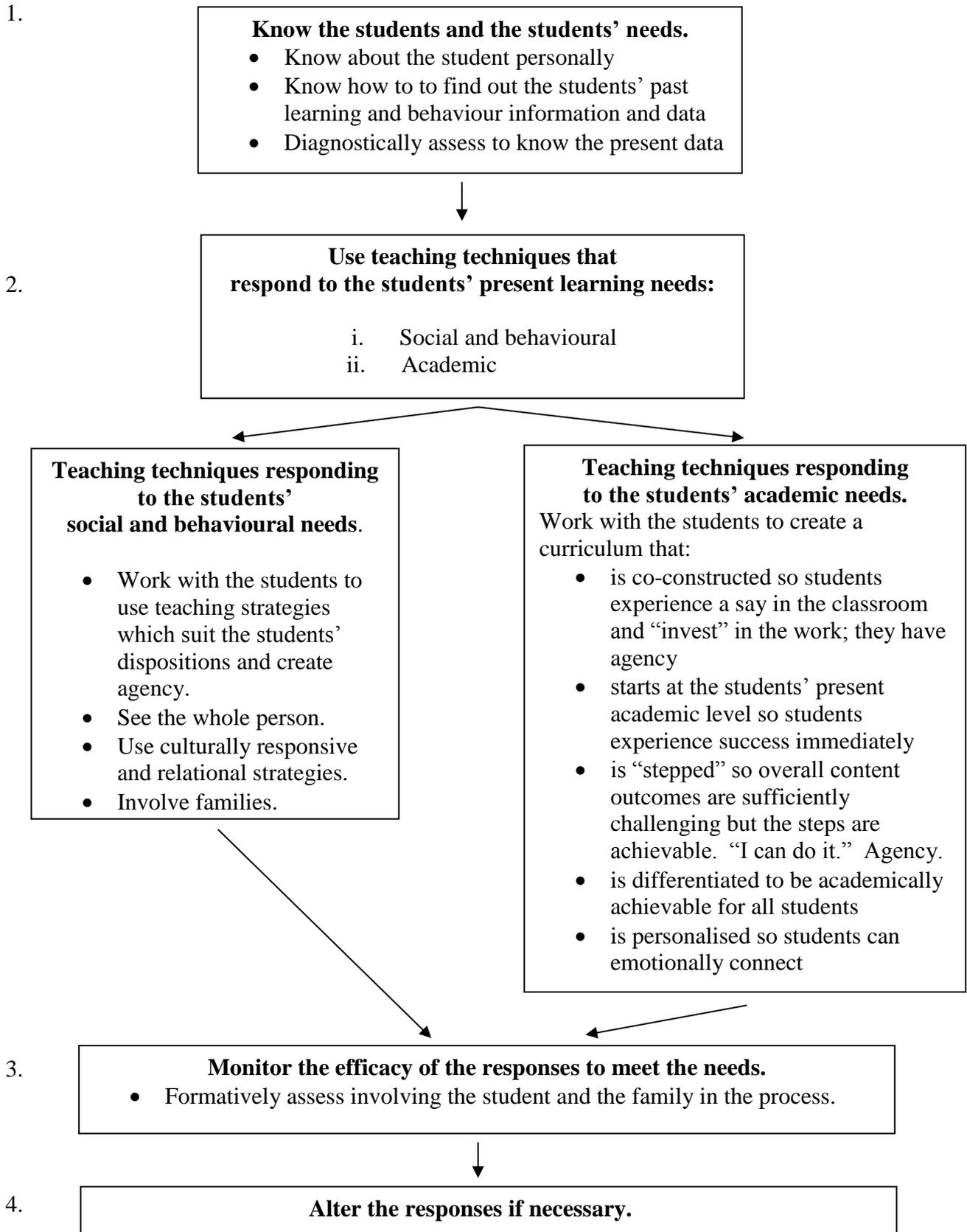
Special Education: general

Linwood College is an inclusive and supportive environment. We work in partnership with the Ministry of Education, special education specialists and other support agencies to adapt systems to suit our students, not the other way round. We expect differentiation to be a key aspect of all our teaching and learning programmes and we have a variety of in-house initiatives to deliver targeted assistance to individuals or small groups, from several periods only, to longer term measures.

Special Education: GATE – Gifted and Talented Education

We welcome our responsibility to our high-achieving students. For us "high-achieving" includes all activities: school-work, leadership, sport, drama, music, kapa haka, Pasifika, performing arts etc. GATE is overseen by Jac Yoder in 2017. GATE is a common and desired factor in all our partner schools and is a unifying factor in the educational pathways in our Linwood-Woolston Tamai COL (Community of Learning) and in our presently-forming Bays COL. Therefore our GATE programme has three areas: enrichment within the students' classes - all teachers are GATE teachers; out of class LC GATE activities and events; COL GATE events.

Teaching: NAG 1 iii and iv – meeting educational needs

4 step process: All students have particular individual needs. The level and intensity of these individual needs may differ but the 4 steps to meet these needs are the same:

1.

> **Know the students and the students' needs.**
> - Know about the student personally
> - Know how to to find out the students' past learning and behaviour information and data
> - Diagnostically assess to know the present data

2.

> **Use teaching techniques that respond to the students' present learning needs:**
>
>   i.   Social and behavioural
>   ii.   Academic

> **Teaching techniques responding to the students' social and behavioural needs.**
>
> - Work with the students to use teaching strategies which suit the students' dispositions and create agency.
> - See the whole person.
> - Use culturally responsive and relational strategies.
> - Involve families.

> **Teaching techniques responding to the students' academic needs.**
> Work with the students to create a curriculum that:
> - is co-constructed so students experience a say in the classroom and "invest" in the work; they have agency
> - starts at the students' present academic level so students experience success immediately
> - is "stepped" so overall content outcomes are sufficiently challenging but the steps are achievable. "I can do it." Agency.
> - is differentiated to be academically achievable for all students
> - is personalised so students can emotionally connect

3.

> **Monitor the efficacy of the responses to meet the needs.**
> - Formatively assess involving the student and the family in the process.

4.

> **Alter the responses if necessary.**

Three Groups of Students

Most LC students divide into 2 broad groups:
1. students whose learning and/or behavioural needs can be met by the classroom teacher's teaching techniques and strategies – culturally responsive and relational pedagogy
2. students whose learning and/or behavioural needs can be met by the classroom teacher if there is extra support

Group 1

Who are the students whose needs can be met by the classroom teacher?

Group 2

Who are the students whose needs can be met by the classroom teacher with support from:
1. the mentor teacher?
2. the family and whānau?
3. the HOLA (leader of learning) and their departmental colleagues?
4. the SCT ?
5. Te Ako and Supported Learning Programme
6. Annette Milne: SENCO?
7. the dean?
8. Guidance? Sue Ingle: Head of Guidance, Bill Abbott, Esther Dunstall, Chris Heaphy, Michal Multhaup:
9. Jennifer Deane, the school nurse?
10. SLT?
11. the RTLB service?
12. MOE Special Education?

There is also a small third group.

Group 3

These students can absorb huge amounts of time and energy if not identified correctly. They are students whose learning and/or behavioural needs are so extreme that the school and its related support services are unable to meet these needs, or are unable to meet them without unfairly compromising the needs of other students.

This group usually involves the judgement call of how Linwood College is clearly a social institution that cares about each and every individual, but we are not a social working institution per se. (Whether or not we should be is a perfectly valid question to ask, but the present reality is that we aren't and we are not funded to be and mixing up our roles leads to further difficulties.)

Personalising learning is…

ensuring that every lesson has something
relevant and meaningful to each learner
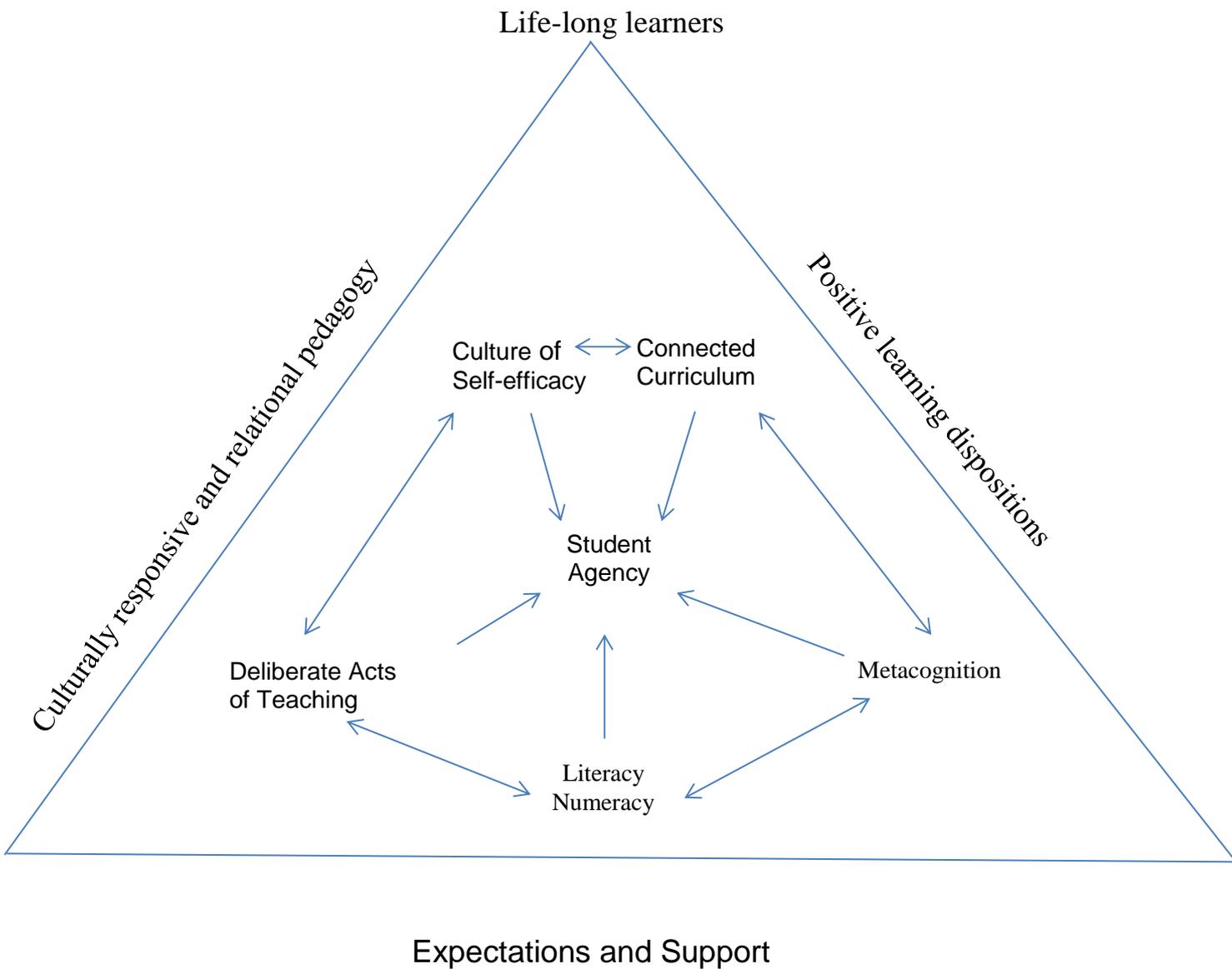no matter the learner's background or ability.

Data is our friend.

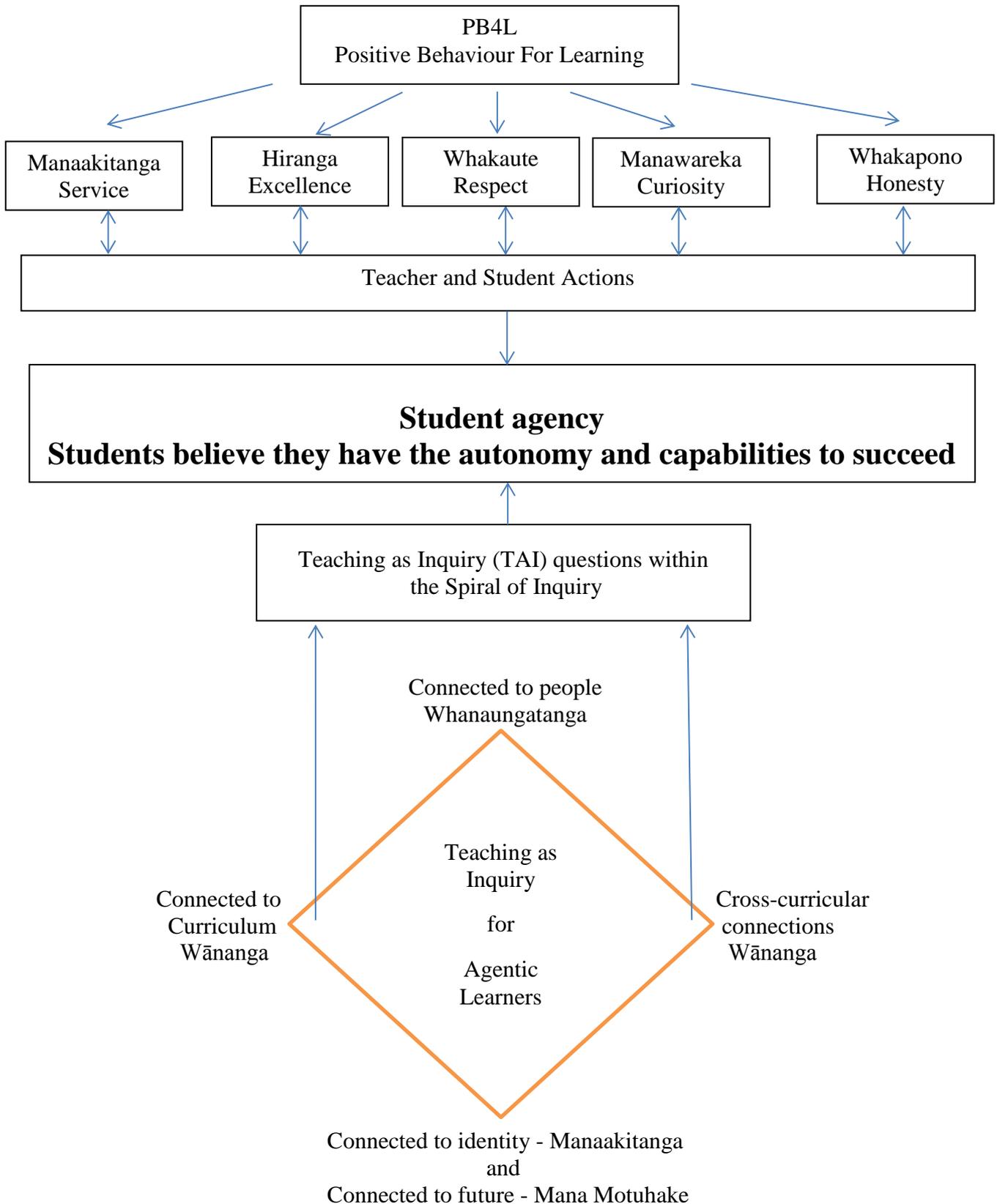Never have the conversation until you have gathered the data.

Linwood College: Ako

Linwood College: Pedagogy of Success

Agentic Learners: actively involved

Life-long learners

Culturally responsive and relational pedagogy

Positive learning dispositions

Culture of Self-efficacy ⟷ Connected Curriculum

Student Agency

Deliberate Acts of Teaching

Metacognition

Literacy Numeracy

Expectations and Support

Linwood College Inquiry Model
Teaching as Inquiry

PB4L
Positive Behaviour For Learning

| Manaakitanga Service | Hiranga Excellence | Whakaute Respect | Manawareka Curiosity | Whakapono Honesty |

Teacher and Student Actions

Student agency
Students believe they have the autonomy and capabilities to succeed

Teaching as Inquiry (TAI) questions within the Spiral of Inquiry

Connected to people
Whanaungatanga

Connected to
Curriculum
Wānanga

Teaching as
Inquiry

for

Agentic
Learners

Cross-curricular
connections
Wānanga

Connected to identity - Manaakitanga
and
Connected to future - Mana Motuhake

The LC Behaviour Equation

AR
AA
AC
+AD

AB

Appropriate Relationships
Appropriate Assessment
Appropriate Content
 + Appropriate Delivery

Appropriate Behaviour

The LC Pedagogical Intersections

LC
Appropriate
Relationships

LC
Appropriate
Assessment

LC
Appropriate
Behaviour Management

LC
Appropriate
Delivery

LC
Appropriate
Curriculum
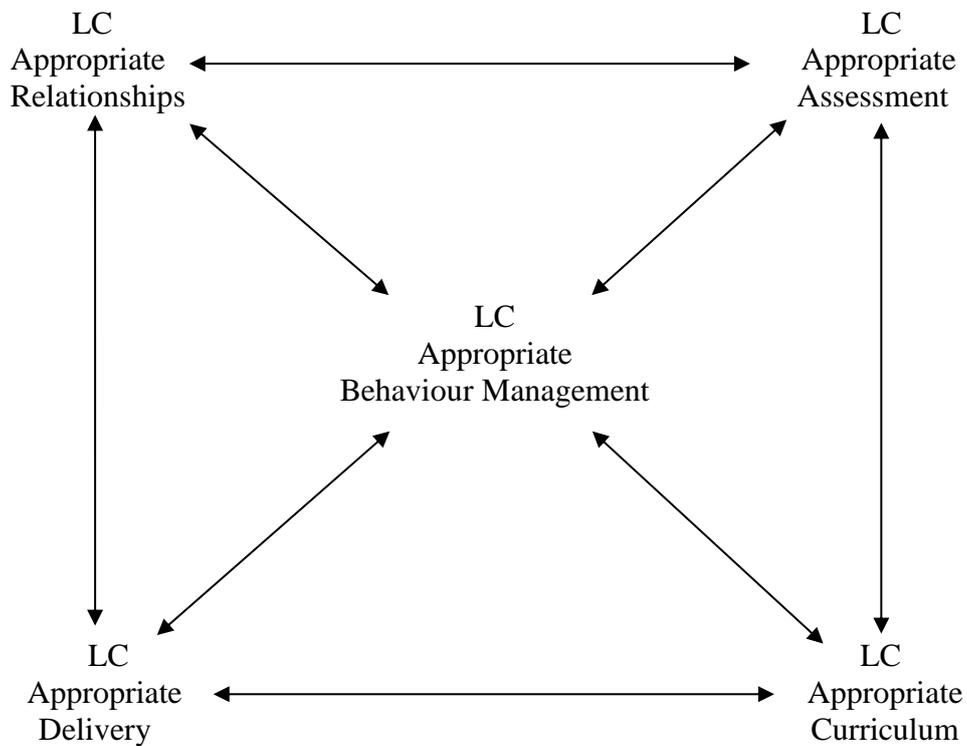
What ERO knows about student wellbeing
ERO Wellbeing for Success, March 2016

1. Agreed values and vision underpin the actions in the school to promote students' wellbeing
2. The school's curriculum is designed and monitored for valued goals
3. Students are a powerful force in wellbeing and other decisions
4. All students' wellbeing is actively monitored
5. Systems are in place and followed to respond to wellbeing issues

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Desired outcomes for student wellbeing
ERO Evaluation for Student Wellbeing, Nov 2013

1. Students have a **sense of belonging and connection** to school, to whanau, to friends and the community.
2. Students experience **achievement and success.**
3. Students are **resilient**, have the capacity to bounce back.
4. Students are **socially and emotionally competent**, are socially aware, have good relationship skills, are self-confident, are able to lead, self-manage and are responsible decision-makers.
5. Students are physically **active** and lead healthy lifestyles.
6. Students are **nurtured and cared for** by teachers at school, have adults to turn to who grow their potential, celebrate their successes, discuss options and work through problems.
7. Students feel **safe and secure** at school, relationships are valued and expectations are clear.
8. Students are **included**, involved, engaged, invited to participate and make positive contributions.
9. Students understand their place in the world, are **confident in their identity** and are optimistic about the future.
10. Parents and whanau benefit from **reciprocal partnerships** with teachers that support student wellbeing.

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PB4L: Positive Behaviour for Learning –

PB4L is a national programme focussing on creating a positive whole-school culture and environment – staff and students – to define and promote the positive behaviours which are most likely to lead to learning.

The principles and practices of PB4L and culturally responsive and relational pedagogy are aligned. One strengthens the other.

There is a PB4L lead group. This is lead by Melissa Young – DP oversight, and Larisha Toomey – chair.

An Academic Speaks Sense: *Ben Levin*

Ben Levin is a leading academic in education. In his book **Reducing Failure as a Social Justice Issue** he states:

1. Two powerful predictors of student effort and success are:

    a) students' sense of belonging
    b) their belief that someone in the school knows them and cares about their progress

2. The curriculum should:

    a) set high expectations
    b) be linked to clear learning goals
    c) provide real pathways to post-secondary education or employment

3. The lessons that are most likely to engage students and lead to student effort are:

    a) focused on challenging, intellectual and practical tasks
    b) connected to students' prior knowledge and interest

4. Feedback is the most effective assessment practice in improving student achievement and reducing failure. For feedback to be effective, it must be:

    a) specific to the task or knowledge gap
    b) timely
    c) clear
    d) constructive in tone
    e) avoids comments on behaviour
    f) gives students ways and opportunities to improve

5. Effective educational leaders create a climate that brings staff together:

    a) around a common purpose
    b) with a shared commitment to constant improvement on behalf of students

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Know Thy Impact: *John Hattie*
Effective teachers consciously and deliberately inquire into impact.
Was there impact from the teacher's teaching? How much? For whom?

What enhances system wide quality teaching?

Ben Levin says this on what he has learned over the last 20 years about effective large-scale improvement in the quality of school systems:

> *This much is certain: achieving real and lasting improvement in student outcomes takes a sustained effort to change teaching and learning practices in thousands and thousands of classrooms and this in turn requires focused and sustained effort by all parts of the education system and its partners. Key aspects of this collaborative effort include careful attention to goal setting, positive engagement, capacity building, effective communication, learning from research and innovation, maintaining focus in the midst of multiple pressures, and use of resources. Effective large-scale change requires careful attention to implementation as well as policy, and to the building of the implementation system that is up to the task of bringing about the necessary changes in daily practice.*

With these broad principles in mind, the Taskforce identified five factors as critical to enhancing quality teaching across the system. They were:

1. Collaborative professional enquiry
2. Career pathways to share good practice
3. Ongoing and resourced professional learning
4. Developmental appraisal systems
5. Shared understanding of quality teaching through aspirational criteria

The following table summarises the Taskforce's ideas and proposals on these five strategies.

What enhances quality teaching in all schools?	What changes need to be made?
Collaborative professional inquiry This is the most effective way to support teachers to do their personal best throughout their careers.	Requires a school culture where professional conversations, inquiry and learning underpin goal setting at all levels. Requires in-school and out-of-school structural supports, resourcing and trust in the profession.
Career pathways to share good practice These already exist to some extent, but are limited in number and type. There should be more opportunities for good practice to become common practice through teachers sharing their knowledge and expertise.	Extension of the specialist classroom teacher positions in all schools to further develop mentoring and coaching, with ongoing and appropriate PLD and support. Dedicated external support services available in all regions on induction, mentoring, coaching, developmental appraisal, as well as in specialist subject areas. Teachers are able to move in and out of school, (cont)

	to specialist positions working across schools or with schools as facilitators of teacher inquiry or sharing evidence based teaching practice.
Ongoing and resourced professional learning Part of the definition of a professional is that its members are committed to developing their practice throughout their careers. The capacity to accomplish this is to a large extent dependent on factors out of the control of individual teachers.	Professional learning opportunities available for each teacher to engage at a deep level with ideas and approaches. There must be extended time and access to external expertise for this as well as learning alongside colleagues. Teachers' thinking needs to be challenged and their leaders need to provide the right conditions for learning. Dedicated external expert support services available in all regions on induction, mentoring, coaching, developmental appraisal as well as in curriculum, pedagogy and assessment in specialist subject areas. National post-graduate, practice-based qualifications developed to recognize, reinforce and extend teacher inquiry, knowledge-building and research.
Developmental appraisal systems The summative, formative and accountability purposes of appraisal can all be met by a high quality, developmental system.	Appraisal processes across all schools based on ongoing professional learning and conversations targeted to meeting a balance between individual teachers' goals and school goals. Appraisal is for learning, and promotes collaborative professional inquiry. Summative appraisal for attestation and renewal of practicing certificates naturally derives from an ongoing developmental process. High stakes competency processes are clearly separate from appraisal. Collective employment agreements provide the parameters for this type of appraisal to ensure that all schools move down this path.
Shared understanding of quality teaching through aspirational criteria The Registered Teacher Criteria serve as the hurdle, the benchmark and the aspirational goal for all teachers. (the RTCs are now Practising Teacher Criteria)	The New Zealand Teachers' Council plays a lead role in promulgating guidelines on developing common understanding of the criteria and making judgements against them. The general nature of these criteria allows them to be contextualised by schools and teachers, and professionalises teachers as they engage with and develop their understandings of them.

Linda Tame document from 2015 student voice:

Effective teaching in 2017

1. A great start
   a. Be on time, well planned and ready for the students
   b. Greet students personally and positively by their correctly pronounced name
   c. Have the learning intention and success criteria visible

2. Expectations
   a. Challenge ourselves to have higher academic expectations
   b. Demonstrate the belief that every student can succeed
   c. Develop culturally responsive relationships
   d. Gather and act on regular student feedback about our expectations and teaching

3. Pedagogy
   a. Imbed academic feedback and feedforward, including returning and loading assessments promptly
   b. Co-construction and power sharing of learning
   c. Relevant contexts
   d. Use literacy strategies and scaffold longer pieces of work

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21 LC Deliberate Acts of Teaching
for
culturally responsive and relational pedagogy for student agency

1. Attractive physical environment
   a) Wall displays are attractive and purposeful? current student work, relevant posters etc
   b) Seating arrangements enable the task to be done?
   c) Appropriate temperature/light etc?

2. Is the teacher punctual to class?

3. Where is the teacher positioned at the start of the class? How does the teacher:
   a) have the students enter the classroom?
   b) greet the students?
   c) start the lesson?

4. Whakawhanaungatanga/Relational techniques
   a) Use of student names: who and in what circumstances?
   b) Pronunciation of student names?
   c) Students' lives and interests acknowledged?
   d) Students' lives and interests used in lesson?
   e) Allocation of housekeeping tasks?

5. High Expectations
    a) How does the teacher communicate belief in the students' capability?
    b) How does the teacher incorporate the Key Competencies into the classroom programme?
    c) How does the teacher use LC's values to improve students?

6. Student voice
    a) How is student voice used within the lesson?
    b) How is student voice used at the end of the unit/term etc?

7. Curriculum selection
    a) How does the teacher start where the kids are at, connecting the content to the kids?
    b) How does the content reflect LC/NZ's bi-cultural, multi-ethnic society?
    c) What techniques of personalising learning are used?
    d) How is the curriculum co-constructed?
    e) How is the curriculum differentiated?
    f) How are the more able students being extended?

8. Assessment for learning
    a) What and how are the learning intentions communicated?
    b) What and how are the success criteria communicated?
    c) When and how are used during the lesson?
    d) How are the learning intentions and success criteria used at the end of the lesson?
    e) What formative assessment – checking for understanding – strategies are used?
    f) How often in the lesson are formative assessment strategies used?
    g) How is the lesson/lesson sequence adjusted to reflect formative assessment information?

9. Literacy
    a) What literacy techniques are used to identify, unlock and reinforce:
        i. school wide academic vocabulary?
        ii. the subject's specialised academic vocabulary?
        iii. unfamiliar words generally?
    b) What writing did the students do?

10. SOLO
    a) SOLO rubric on display?
    b) How are SOLO strategies used in the lesson?

11. Full attention techniques
    a) Initial full attention cue?
    b) Follow-up full attention-gaining techniques?
    c) Maintaining full attention?

12. Working state
    a) Sequence and techniques to launch working state?
    b) Techniques to establish on-task behaviour?
    c) Techniques to maintain the working state?

13. What techniques are used to distinguish between full attention and working states?

14. Questioning and discussion techniques
    a) Who is asked and answers the questions? Specific individuals: gender and ethnicity?
    b) Closed or open questioning techniques?
    c) Question transfer and other expanding techniques?
    d) Students' contributions are valued and built on?
    e) How are call-outs handled?

15. Educationally appropriate teaching techniques:
    a) Group/whole class didactic teaching for a shared learning need?
    b) Hands-on?
    c) Working together?
    d) Individual?
    e) Conferencing?
    f) Technology/equipment helps the learning process?

16. Behaviour management techniques
    a) Least to most intrusive bm techniques used?
    b) Variety of early-intervention bm techniques used?
    c) Variety of assertive bm techniques used?

17. Referral
    a) Referral managed relationally?
    b) Phone call home made?
    c) Post-referral return to class managed restoratively?

18. Overall teacher comments
    a) Ratio of work-focussed/behavioural comments?
    b) Ratio of positive/negative comments?

19. Homework
    a) Is homework to be set?
    b) How is homework set?
    c) How is homework acknowledged/marked?

20. Ending the lesson and farewell
    a) Students released at bell?
    b) Room tidy?
    c) Chairs/windows etc end of day routine?

21. Adherence to school-wide routines
    a) Teacher and student punctuality
    b) attendance
    c) uniform
    d) equipment
    e) PB4L and respectful conduct

En's classroom expectations
Effective teachers consciously and deliberately…*engineer success.*

Summary
1. LC values and whole-school expectations relationally applied
2. Culturally responsive and relational pedagogy and practices creating authoritative teaching (cf authoritarian)
3. "Whole-person" and pedagogical knowledge of the student
4. discursive teaching for student agency
5. a connected curriculum
6. an accessible, agentic curriculum through:
    a) co-construction and other formative assessment practices
    b) curriculum-literacy practices
7. balanced use of digital learning

Details
1. LC's SEaRCH values modelled in assemblies and reinforced in mentor-time and classrooms

2. Diagnostic assessment occurring
3. Diagnostic data shaping learning programmes
4. Formative assessment occurring
5. Formative data shaping learning programmes
6. Appropriate co-construction of learning goals
7. Appropriate co-construction of learning programmes
8. "Stepped" curriculum
9. Appropriate differentiation of learning programmes, including GATE students
10. Use of subject language techniques for NZ and ELLs students (English Language Learners)
11. Deliberate use of evidenced teaching styles including peer-learning techniques eg: C3B4ME, snowball, postbox
12. Best-practice homework administered

13. SLOs on wb
14. Success criteria on wb
15. Lesson sequence on wb
16. Relevant student work on walls

17. Student names correctly pronounced
18. Culturally responsive and relational pedagogy for Māori students with appropriate use of te reo Māori and tikanga
19. Culturally responsive and relational pedagogy for Pasifika students
20. Appropriate use of students' cultural backgrounds with particular reference to ELLs students

21. Appropriate opening and closing of the lesson
22. Least to most intrusive techniques for gaining full attention
23. Effective instructional sequence for launching the work state
24. Least to most intrusive techniques for sustaining the work state
25. Effective transitioning between activities

26. Variety of evidenced-practice least to most intrusive behaviour management strategies
27. *Timely* use of all possible support with Group 2 students

"An effective school doesn't do in October what it should have done in March."
(Bill Rogers paraphrased)

Specific Pedagogical Techniques
for
culturally responsive and relational pedagogy for student agency

The following techniques are examples of those which are most likely to create purposeful classroom environments and a culture of student engagement.

Before you meet the class

1. **Access available information**
   a) Access information about the student from last year so you are as well informed about the students as you can be before you meet them and so you can pronounce their names correctly. There are enough unpleasant surprises in life without adding to them.

Initially meeting the class

2. **Form relationships**
   a) This is the bedrock of teaching at LC.
   b) Give time and energy to getting to know your students personally. Let them get to know you. (There are teacher-student boundaries on this, both ways. The students themselves want us to be friendly but not their friend.)

3. **Diagnostically assess**
   a) Collect the present student data. Data enables us to set the curriculum level at an achievable level for every student.
   b) Ascertain the students' strengths and weaknesses. Deliberately ensure students' strengths are played to so students experience a satisfying balance of success and challenge.
   c) Know the students with particular individual needs in certain curriculum areas and what you will be doing to address these needs.
      a. What do they already know and what are their gaps?
      b. How do they learn best?

4. **Set learning targets**
   a) Share the diagnostic data with the student and their family to involve them in the setting of the subsequent learning targets.

5. **Decide the most effective curriculum content and the most effective teaching styles**
   a) The setting of an appropriate curriculum is the fundamental technique of successful student engagement and behaviour management. It is at the heart of pre-emptive discipline.
   b) Knowing the individuals in your class, divide the curriculum into the Must Know, the Nice to Know, and the Not Appropriate Now.
   c) Use the diagnostic data to differentiate. What will be whole-class content and what will be group content? Who is in what group for what content and at what curriculum levels?

6. **Decide the most effective teaching styles**
   a) Knowing the personal and behavioural profiles of your students, use the teaching styles and strategies which will be the most effective in engaging and causing learning.

7. **Connect**
   a) Ensure that the curriculum content connects with the students and their world. New knowledge and skills need to hang onto that which is already known.

8. Co-construct the learning programme
   a) Within the necessary parameters, involve students in the planning of the curriculum so they have input into how their learning strengths and weaknesses are to be addressed, and to give them choice in curriculum content.

The Teaching and Learning Programme

9. Formatively assess: "Know Thy Impact" – *John Hattie*
   a) Know the data as to which students are successfully learning what content. Involve the students and their families in this process.

10. Adjust the learning programmes
   a) Use the formative data about the students' learning progress to change the curriculum content/style.

11. Catch the student being good academically and behaviourally, and praise them.
   a) Using your knowledge about the students, consciously engineer success for the students. Praise them appropriately.

Behaviour Management

12. Involve parents: it is a partnership
   a) Give students appropriate opportunities to correct their own behaviour, but if they don't, involve parents before the behaviour becomes entrenched.
   b) General principle: if you were the parent when would you want to know about this?
      We know by directly asking a sample of parents that if their child doesn't have their book or is late for class etc, they would like to be informed of this "immediately".

13. Stay calm in the classroom
   a) We make better decisions when we are rational.
   b) A small number of students consciously try to wind us up so they can watch and enjoy the result. Don't give them the satisfaction.

14. Focus on the primary behaviour
   a) The primary behaviour is the original disrupting behaviour. Secondary behaviour is further disrupting behaviour which happens when the teacher is engaging with the student about the primary behaviour.
   b) The secondary behaviour may be:
      i.   a habitual response from the student
      ii. a conscious or unconscious attempt to divert attention from the original disruption
      iii. deliberately to inflame the situation.
   c) Avoid engaging at the time with the secondary behaviour. Follow up if necessary when there is not an audience.

15. Speak and act in ways which minimise escalation: least to most discipline

The aim is to restore the learning atmosphere of the class as quickly as possible therefore:

a) Start with the least intrusive technique.

b) Avoid unnecessary confrontation by speaking and acting in the simplest and calmest ways to achieve the result:

    i. Avoid words, voice tones and volumes, and actions which are likely to belittle or demean the student or cause embarrassment and/or anger, as there is a high chance the student will react angrily and further harm learning.

    ii. **Do not raise your voice or have an edgy tone in times of discipline as it makes the situation worse**.

16. Offer appropriate choices and give take-up time

a) Offering choices emphasises the need for the student to take responsibility for their behaviour, rather than focussing on the punishment.

b) Once the choices have been stated, continue with usual activity – act as if you assume the student will do the right thing. This allows the student to save face and takes away the audience.

c) Remember the Bill Roger's maxim: certainty not severity.

17. You are a professional; use your professional colleagues

a) In a collegial environment, teachers discuss learning and teaching. All teachers have difficulties with some students.

b) Seek advice – "second opinions" – and support from HOLA, SCT, SENCO and Learning Support, colleagues, deans.

Teaching = Relationships for Learning

Effective teachers consciously and deliberately engineer success.

Connect the curriculum to the lives of the students.

The chicken and the egg…

    Students have learning needs.
    Students have social and behavioural needs.

    We select our teaching techniques to respond to both.

Bill Rogers' behaviour management

"We can no longer expect to walk into a classroom and automatically be given respect because of our role. Many children will not just sit still and do as they're told. We have to learn to work with our students and discipline them in a way that makes it clear that self-control and respects for rights are the norm in the classroom." *You Know the Fair Rule* Bill Rogers 1990

Supportive discipline: Relaxed Vigilance
Supportive Behaviour management strategies are low key and are virtually unnoticed by other students. They are brief, subtle reminders of expectations. Many of the most effective are non-verbal.

The strategies intentionally aim to minimize drawing attention to misbehaviour and, they place the responsibility for behaviour back on to the student. In this way they show consideration and respect and encourage personal responsibility.

Strategy One   Make EYE CONTACT with students who are off-task.

Strategy Two   MOVE NEAR to students who are misbehaving.
                       Establish brief EYE CONTACT.
                       Say nothing.

Strategy Three   Check misbehaviour with FACIAL EXPRESSION.
- a very slight shake of the head
- a frown
- NOT a long suffering look

Strategy Four   USE GESTURES.
- Palm out = stop
- Finger to lips = quiet

Strategy Five   Call the student's NAME.

Be culturally aware in that some students who feel shame and are whakamā about their behaviour may not look you in the eye.

Corrective discipline: managing challenging behaviour
Corrective behaviour management is assertive. It is what we say and how we say it when unacceptable behaviour persists with a student being disruptive or off-task. The following are assertive corrective discipline and should follow these guidelines:

1. Calm, clear, matter-of-fact tone.
2. If possible, deliver the messages privately by speaking quietly or taking the student aside. Pre-emptive chat.
3. Appropriately supported by non- verbal actions eg a held up open hand (not pointing)
4. Keep a metre's distance.
5. Keep your focus on the primary misbehaviour and do not allow the student to move you on to side issues and to get you into public arguments.

Strategies for managing challenging behaviour

1. Meet and Greet

Stand near door at start and end of lesson to greet and farewell students. This sets the tone for the lesson.

- "Good morning Sam."
- "Kia ora Nicky. How did Stage Challenge practice go yesterday?"
- "I'm looking forward to your good answering today John – thank you."

2. Clear, consistent Full Attention cue

Give a clear instruction.

- "Pens down and eyes to the front."
- Avoid "OK guys."   "Alrighty." Etc

3. Positive Reinforcement

Always start with this.

- "Good to see those boys with their books out."
- "Well done everyone with the hands up. Good manners."
- "Nice to see John, Kimi and Jane have started already."
- "Well done the front row who have cleaned up already."

4. Expectation

Use language and tone of expectation that you will be obeyed.

- 'Thanks' communicates expectation rather than 'please' which is a request.
- "Maybe you were, but I want you to go back to your seat now, thanks." Then move away as this reinforces your expectation of compliance.

5. Rule reminders

The teacher refers to established class rules to remind students about acceptable behaviour. The word 'our' is used to reinforce the rule was agreed and it is not worded as a question so there is no opportunity for debate.

- "You know our rule about listening to others. Use it now thanks."

6. State the obvious

The teacher states what is happening in a neutral voice.

- "Tania, you are talking when I am."
- "Pene, you haven't sat down yet."

7. Voice drop

This is only for when noise levels are low. A calm voice reinforces lower noise levels.

8. Stand and Wait

This is only for when noise levels are low.

9. Tactical Ignoring

Pick your battles. You determine time and place.

10. Remain focussed
Keep focussed on the primary behaviour and ignore secondary behaviours.
- T: "John please shift to this seat so you can concentrate on the work better."
  S: "What about Jill? She's texting in class!"
  T: "John, you are to shift to this seat thank you."

11. Broken Record
State clearly what you want. If the student argues back continue to focus calmly on the initial request. The more upset the student becomes the calmer you must become to diffuse the student's agitation. The broken record should be repeated a maximum of three times. If the student continues to argue, move through the strategies.
- "I want you to return to your seat and complete your work …I want you to return to your seat thanks."

12. Partial Agreement
You tune in to or acknowledge that you have heard the side issue raised by the student but you have retained your focus on the primary behaviour.
- "Maybe…but…."   "Good but…."   "You're right but…."
- T: "Back to your seats thanks."
  S: "I was just discussing my work."
  T: "Maybe you were but I want you to go back to your seat now thanks."
- S: "English sucks!"
  T: "Sarah, I know that you find this hard but I want you to give it a go thanks."

13. Provide a choice
Controlled choices avoid confrontation by providing the student with some limited control. If there is some argument then the broken record is used. There should be no threat or sarcasm.
- "I want you to put the IPod in your bag or on my desk."
- "Do you want to go back to your desk or sit at this desk by me?"

14. Chosen consequences
This emphasises that the consequences are the student's choice and effectively acts as a last warning.
- "If you choose to leave your seat then you will be choosing to be put in another seat/stay back after class/referred from the classroom."
- "You are choosing to disobey a clear instruction to remain in your seat. If you choose to leave your seat…."

15. Use statements
Asking questions in behaviour management is risky as it invites secondary behaviour.

16. Be the adult.
Manage the immediate moment but play the long game.
- The more upset the student becomes the calmer you must be to diffuse the student's agitation.
- Never shout. This is not the same as not raising your voice sometimes.

"Too rapid an escalation to punishment risks making young people more angry than thoughtful."
Braithwaite, 1989

Student Voice: Being the Perfect Teacher

SUMMARY

Pedagogy	Being knowledgeable about their subject
	Explains carefully and gives clear instructions
	Understands my (ie young people's) learning needs
Maintaining and Strengthening Relationships	Believes that I can succeed
	Has a sense of humour
	Lets kids have a fresh start
	Listens to what students have to say
	Remains calm
	Enjoys working with teenagers like me
	Applies the rules reasonably
	Respects me as a person

PEDAGOGY
Being knowledgeable about their subject
1. Students want their teacher to know their subject. It gives them confidence in the teacher and they know that there are things that they will be able to learn from that person.
2. They want their teacher to show enthusiasm for their subject and to give it relevance.
3. The lesson plan and advance organiser on the board at the start of the lesson are appreciated by many. It is important that teachers are well prepared for each lesson.

Explains carefully and gives clear instructions
1. Students want the work explained clearly, possibly in a variety of ways, until they understand.
2. Information presented in a visual or practical way is effective.
3. Even more important is the individual help, advice and feedback a teacher is able to give them about their learning.

Understands my (i.e. young people's) learning needs
1. Students want work given to them in manageable chunks – not too much at once. They say that sometimes the teacher goes too fast, or is not prepared to go back over the work, or there is too much writing.
2. Students want adequate time to complete tasks.
3. Students appreciate strategies for keeping them engaged and interested such as doing puzzles, quizzes or practical activities, and the occasional opportunity to relax, maybe even listen to music. It is okay to have fun while you learn.

MAINTAINING AND STRENGTHENING RELATIONSHIPS

Believes that I can succeed
1. Students appreciate teachers who believe in them and their abilities.
2. Students enjoy written praise in particular but made it clear that all positive feedback is enjoyed. Not all students, however, want to be singled out publicly.
3. Students enjoy teachers encouraging them to do their best. The message was that they wanted their teachers to remain positive.

Has a sense of humour
1. Students like teachers who have a sense of humour. Teachers who have fun themselves and make learning fun are appreciated.
2. Students also enjoy when teachers are willing to laugh at their own mistakes, rather than becoming defensive about those situations.

Lets kids have a fresh start
1. Teachers should focus on the incident and not the personality when there is a problem.
2. Students want to be quickly integrated back into the classroom and have a positive relationship with their teacher restored at the end of a negative incident. They like it when teachers allow them to come back in with dignity and grace.

Listens to what students have to say
1. A strong and consistent message is that students want to be listened to. In all situations, educational or disciplinary, students want to be heard.
2. Students appreciate the opportunity to speak one-to-one with teachers.
3. The teachers they respect the most listen carefully and are flexible enough tailor their responses accordingly.

Remains calm
1. Students respect teachers who keep calm in all situations. They do not like teachers to show anger or yell.
2. Students prefer a friendly, calm and settled classroom environment.
3. They respect a teacher who is confident and who shows they are in charge of the classroom.

Enjoys working with teenagers like me
1. Teachers should show they want to be in class and in the school with the students.
2. Teachers should understand what it is to be a teenager in this community and the issues that adolescents face.

3. Students like teachers to greet them around the school and maybe stop for a short chat, but add this should be positive and friendly, not intrusive.

Applies the rules reasonably
1. Students do not mind teachers being a "wee bit strict." They want realistic and fair boundaries.
2. Students do not enjoy teachers who apply the rules rigidly or who set numerous detentions and referrals. Sometimes discussing a misdemeanour and drawing attention to appropriate behaviour is all that is necessary.

Respects me as a person
1. Teachers should model respectful relationships with students in all settings.
2. Students like and expect staff to use manners such as "please" and "thank you," even when enforcing school rules and routines or other difficult situations.

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GATE Student Voice

Gate students were asked about their views of effective teaching.

Good Teachers…

1. facilitate good group work
2. can explain what is in their heads so students can understand it
3. understand us and wants to understand us
4. use humour
5. are interesting
6. let us use equipment independently
7. let us be in charge of our own learning

Bad Teachers…

1. don't give challenging work
2. let classes talk too much
3. don't use the "right way" to get class to settle down
4. use too many commands
5. don't listen to students
6. shout
7. don't like being with us
8. bully us with put us downs and sarcasm

Student Voice: Student View of Effective Teachers

"When I think about my years at school, the teacher who helps me learn is a teacher who I know is interested in me as a person. The teacher looks happy. They look like they want to be at school and that they want to teach my class and me. They interact with students. They chat at interval and lunchtime."

"The teachers who help me learn are those I know believe that I can get better in their subject and when I go into their classes they will have work for me which is at my level so at the end of that period I will be better at whatever we are doing."

The learning teacher
1. Respects the students
2. Gets to know the students and relates to them
3. Works on students' strengths
4. Has authority so can take a joke and control the class
5. Sets boundaries and sticks to them yet gives second chances
6. Listens to students' opinions

7. Is on time and is at the door greeting us
8. Is prepared
9. Explains what the lesson will be
10. Links this lesson to the last one

11. Sets work for the different ability levels; doesn't just teach to the middle
12. Pushes us as knows what we can do
13. Knows ways to find time to help me one to one
14. Has a variety of work in the lesson
15. Can help me as knows different ways of explaining content
16. Gives an example of how it relates to life after school
17. Sometimes makes work fun
18. Leaves you to get on with it

The "un-learning" teacher, the teacher who makes it hard for me to learn –
1. Becomes angry
2. Yells which isn't the same as using a loud voice sometimes
3. Disorganised
4. Not confident
5. Leaves the class
6. Late

7. Can't explain why the work is important for me. Says "because you're going to be tested on it."
8. Takes too long explaining   *(continued next page)*

9. Too much writing when I don't understand
10. Too much screen time. Get the balance of digital and face to face teaching right.
11. Becomes mad when student can't complete work because it's too hard
12. Makes us work in silence for reasons we don't understand
13. Refers for no reason or refers the "next" person who isn't the right person

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Māori Student Voice
Culturally responsive and relational classrooms strategies for achievement

"What teacher actions make me learn best?"

The teacher knows me…
and wants me to do well…
so knows how to make the work relevant to me.

1. Acts if we are equals – not any better or higher than us
2. Strict when needs to be but acts reasonably
3. Entertaining sometimes. Can joke and take a joke
4. Respectful of us so we are of her
5. We like him and know he works hard for each one of us. He respects us so we want to keep his respect. We don't want to let him down.
6. Students mirror the teacher's mood so if they are grumpy we will be too.

7. Teacher has both the content-knowledge and the strategies to help me learn it
8. Flexible with content so can connect the work we're doing with the world
9. It becomes interesting to me
10. Uses the internet to make it up to date and give variety
11. Teacher talks of past experiences
12. Teacher brings in own life to their teaching

13. Teacher moves around the class so I can ask questions individually
14. There's no way I'll put my hand up to ask a question in front of the class. I did that in Year 9 and got ripped out.

15. Stays on content until it's understood. Will repeat things to the whole class and then will work with groups and individuals if necessary.

16. Can't/won't explain
17. Just on whiteboard
18. Often late – if the teacher can't be bothered or is disorganised why should I try?
19. Rambles