

| Cluster Information | | | |
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| Milestone Number : | 9 | Date: | May 2008 |
| Lead School: | Clevedon School | MOE School ID Number: | 1249 |
| Cluster Name: | Ako Nga Kura ICTPD | Contract Number: | 06-00110 |
| National Facilitator: | Suzie Vesper | | |
| Project Director/s: | Marilyn Way | Project Facilitator/s: | Sue West |

Milestone 9

1. Response to Milestone tasks

9.2 Details of the tasks to be completed by the contractor to achieve this milestone are:

9.2.1 Liaise with the National Facilitator assigned to this project:

| What did we do? | Who was involved? | What was the outcome? |
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| <ul style="list-style-type: none"> S Chrisp visited cluster schools Regional Meeting – Fairburn School | <ul style="list-style-type: none"> Marilyn Way (Project Director), Sue McIntosh, Scott Cooper – Clevedon Ardmore, Orere, Bairds Mainfreight Marilyn Way (Project Director), Sue McIntosh, Scott Cooper – Clevedon | <ul style="list-style-type: none"> Opportunity for reflection and critical dialogue Opportunity to share our journey Constructive feedback from the National Facilitator Milestone completion advice Links to relevant resources Clarification of Ministry direction Thought provoking and provocative discussions around ICT goals and objectives Other parts of the day were less relevant for us at this stage |

9.2.2 Provide a brief overview of progress in the following three areas: Implementation of the cluster programme, Leadership and strategic planning, Development of a professional learning community.

A. Implementation of cluster programme: Overview of Programme Activities

| What did we do and how often? | Who was involved and how many were involved? | How useful were those activities? |
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| <p><u>CLEVEDON SCHOOL</u></p> <ul style="list-style-type: none"> 2 teacher only days Conference: L@S 2008 | <ul style="list-style-type: none"> Whole teaching staff Project Director, 2 lead teachers, 2 BTs, EO | <ul style="list-style-type: none"> Opportunity to share our vision for 2008 and beyond Extremely valuable in consolidating understanding of 'The Clevedon Learner' and our integrated approach to curriculum delivery Outstanding conference Keynote speakers presented common themes and messages affirming direction and practice at Clevedon |

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| <ul style="list-style-type: none"> • Individual ICT goal setting • Assessment PD – 2 days • ICT PD – 6 days • Individual staff mentoring • Cyber safety presentation • PURE week – each term | <ul style="list-style-type: none"> • Whole teaching staff • Clevedon School assessment team (4) • Sue West (Facilitator), teaching teams • Lead teachers, teaching staff • Lead teacher, selected students, parents • 4 teachers, 60 students (Y0-8) | <p>School</p> <ul style="list-style-type: none"> • Excellent opportunities to network within our school, cluster and wider ICT community • Cross-pollination of ideas and critical feedback on documentation and processes, particularly with buddy cluster • Building positive and collaborative relationships between staff members • Individuals focused on own needs • Opportunity to plan appropriate PD and support • Focused approach to target setting • Clarity around use of data to inform planning for teaching and learning • Increased ICT capability with a number of applications for effective integration of ICT into classroom programmes. • Observed during class visits through our coaching and mentoring approach • Work presented at assemblies and parent forums • http://ako-nga-kura.wikispaces.com/ • Useful 'JIT' training • Authentic teaching opportunity • Opportunity to share with wider school community through presentation and website • Opportunity for week-long intensive focus on specific applications of ICT. • Applications explored and taken back to classrooms by PURE week 'experts' for development with class • Opportunity to present to wider school community |
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| <ul style="list-style-type: none"> Cluster conference – 1 day PD on online assessment tools, data entry, review and analysis Cluster days 1 per term | <ul style="list-style-type: none"> James Nottingham (UK), all teaching staff from Clevedon School All teaching staff Project Director, 2 lead teachers | <ul style="list-style-type: none"> Mentoring of juniors by Y7/8 students (ICT buddy programme) High level of engagement and dialogue Interactive approach fostering collegiality, rigorous and stimulating discussion Ideas trialled in classrooms Increased confidence in manipulating data to inform practice Vital to effective communication with key members of the cluster Monitors use of PD time Ideas shared between schools and progress affirmed Processes clarified Important step in preparation of the milestone document. Opportunity for input by all Principals and Lead Teachers. Allows for ownership of document |
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| What did we do and how often? | Who was involved and how many were involved? | How useful were those activities? |
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| <u>BAIRDS MAINFREIGHT</u> | | |
| Induction for new staff | All new staff and acting Principal (10) | A good introduction of our ICT contract & learning pathways. Appropriate timing at the beginning of the year |
| Learning Pathways teacher only day | All teaching staff, AP, DPs and Acting Principal (19) | This was an important part of bringing our whole staff on board. From this syndicates were able to plan their LP focus Teachers truly inspired. Feedback was given at BOT, staff and syndicate meetings From this there have been many sessions of just in time learning with syndicates, and one-on-one as needed |
| Learning @Schools Conference | One teacher from each syndicate attended this conference (3) | Learning was shared at a staff meeting. Teachers are currently using this learning daily with their Smart Boards |
| Peter Kent PD | One teacher from each syndicate attended this Smart Board PD (3) | The teachers who attended this day learned incredible skills and strategies that they are using on their smart boards for their children's learning. They have |

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| Smart boards have been installed in all classrooms | All staff (16) | <p>also shared some of the valuable learning at staff and syndicate meetings, to allow other teachers to try this new learning. All staff are at differing ability and confidence levels. Targeted PD has been set for this</p> <p>This is the beginning of a lot of change at our school. In many classes much of the learning is being facilitated using the boards. Children and teachers are interacting together. They are collaborating, sharing, researching, and so on. This very visual tool is stimulating, and is motivating teaching and learning. The boards are now central to the teaching and learning taking place in our classes</p> |
| James Nottingham mini conference | All teaching staff, AP, DPs (19) | <p>WOW!! This was an awesome day. It was an incredible opportunity for all of our staff, who were truly inspired. Every teacher has commented that this has made them reflect on their practice. There is evidence of teachers using strategies in their class programmes. It was also a great day to network with teachers from other clusters</p> |
| Staff meeting on Learning Pathways | All teaching staff, AP, DPs and Acting Principal (19) | <p>This was an important and valuable time again for us to look at our model and planning for term 2. Since this there have been many small group just in time sessions for teachers</p> |
| Staff meeting on curriculum implementation | All teaching staff, AP, DPs and Acting Principal (19) | As above |
| New Curriculum guidance | Management team, Team Solutions (4) | <p>This was an excellent session to discuss and decide where to next with the curriculum and the staff at our school</p> |
| Lead teachers meeting at Clevedon | Lead ICT teachers-Kim & Fee (2) | <p>Always a great time to network, share ideas and learn. The most important part of this was learning about the cluster wiki that we can all contribute to.</p> |
| What did we do and how often? | Who was involved and how many were involved? | How useful were those activities? |
| <u>HUNUA SCHOOL</u> | | |
| Held Staff and | All Staff (Led by Heather Frost, | Staff meetings were a very |

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| <p>Syndicate meetings One with Jacqui Sharp on ICT adoption - Staff meeting on Blooms – another on SMARTS – Two reporting from conference. Integrated Planning, assessment and reporting and looked at the new English curriculum and Oral Language. We mapped our previous terms curriculum</p> <p>Professional development with facilitator</p> <p>Key personnel to attend cluster and regional days</p> <p>Mini conference</p> <p>Just in time Training</p> <p>Student workshops</p> | <p>Fran McFall, or Jacqui Sharp.</p> <p>Whole staff</p> <p>Principal , Lead teacher 4th April</p> <p>All staff except Principal attended</p> <p>As the need has arisen</p> <p>Teachers in class</p> | <p>effective way of sharing information and ideas. They were effective professional development opportunities. This was the preferred option of the staff. P.L.T.S. Reported back after a stimulating three days.</p> <p>Differentiated P.D. – extremely effective. It was because it addressed the individual needs and interests of each team member. Rather than pitching the P.D. too high or too low for some, and risking feelings of being overwhelmed or boredom respectively, differentiated P.D. was targeted at each teacher's level. There was great 'buy in' with teachers reporting that they felt the individualised programme was very worthwhile. They "liked" it and consequently said so. Positive actions were evident from each teacher as a result. They were interested, asking questions, using more ICT in the classroom and sharing ideas. Teachers were willingly helping each other with 'Just in Time' training. They eagerly showed the next step so we didn't need to wait for the next session with the facilitator.</p> <p>Thought provoking and stimulated a lot of discussions and staff attempting things in the classroom. Each teacher was focusing on a particular thing in their classroom and there was definite evidence that this was happening. From children taking photos in the New Entrant room to typing skills websites – Power point presentations, Art rage and computers used for visual art (sketching). More resources have been added to computer areas. There is more integration of computers into all curriculum areas. The extent and type of integration varies from class to class depending on where the individual teacher is at.</p> <p>Lessons on Kid pix, Kidspiration with children. (this is on going) Children used cameras and</p> |
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| | | different graphics for sketching. We have excited, engaged children who are confidently using ICT skills across the curriculum. This has continued to develop in all rooms. It is evident that ICT is being used in the classrooms. Learning is beginning to take different forms e.g. children using the technology to research, interact and present findings in different ways. While the teachers are often choosing which applications and technologies are used (because of where the children and teachers are at in their development) they are moving towards the children directing this aspect of their learning. |
| What did we do and how often? | Who was involved and how many were involved? | How useful were those activities? |

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| <u>ARDMORE SCHOOL</u> | | |
| Attendance at 'Learning@Schools' conference Very comprehensive report shared at staff meeting | Senior teacher attended (Erin George), all staff | Excellent way of learning about and communicating information to a larger audience. All found ideas helpful and being used in the classroom |
| Mini conference with James Nottingham | 5 staff attended | All found conference very beneficial and will report back to a staff meeting. Ideas from the conference implemented the next day. |
| All long term plans now included reference to a higher order thinking skills. Ideas being implemented across the curriculum | All teaching staff | Very beneficial – focuses teaching ideas, evidence in classrooms |
| Facilitator visit | Almost 90 chn from Yr0-8 with the facilitator | Very useful, those chn working with the facilitator trained to show the rest of the class how to do what they were doing. Podcasting a book review. The teachers were also involved in this and found it a very valuable tool to include in their ICT tool repertoire |
| Overview of plans and updates regularly given to the BOT | Principal, AP, lead teacher ICT | |
| Information from school shared on school wiki space | Lead teacher ICT | Ensures continued focus of ICT development within the school |
| Attendance at cluster days | Lead teacher ICT, senior teacher | Students informed of this and given website address to show parents at home. Address also shared with the Board. The board have commented on how they are impressed with growth in ICT throughout the school and the |

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| <p>Follow up on Pirozzo thinking skills courses from last year</p> <p>Enrichment groups</p> | <p>Senior school teachers, lead by Erin George</p> <p>Principal, AP, teacher</p> | <p>way it is aiding the children's learning. They wrote a letter of thanks to the ICT lead teacher expressing their appreciation for all the work done so far</p> <p>Very useful for the sharing of ideas and passing information to rest of staff</p> <p>Provided a grid for current term's theme</p> <p>Further developing Kartouche skills by incorporating creative writing and skills module</p> |
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ORERE SCHOOL

| What did we do and how often? | Who was involved and how many were involved? | How useful were those activities? |
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| Learning @Schools Conference | Pamela Banks | This was a particularly useful conference which answered some questions that I had regarding junior classes and the amount of literacy and numeracy undertaken in the class. I was able to feed back to the staff in regard to the use of rubrics and how our e-portfolios might look. I believe it was relevant to our way of learning and timely. |
| 4 x Staff meetings on New Curriculum The areas of Literacy, Science and Social Sciences in particular were compared with the old curriculum. Integrated units were written using this information. | Pamela Banks, David Prentice, Jayne Senington | We are satisfied that our units of work and contain an enquiry approach that is values driven and has an acceptable authentic task. Staff meetings ensure quality and authenticity in our planning. |
| Facilitator Visits X 2 ½ days | We have not ever had a facilitator to work specifically with our school and I invited Jacqui Sharp who works with Hunua to visit us. Jacqui was able to work with each one of the staff individually, and to see where we were regarding the integration of ICT into the curriculum. | Having Jacqui visit us has been the best thing for our school. We are knowledgeable with the theory and Jacqui is able to help us put it into practice. I feel that we are well behind with practical aspects of ICT and Jacqui has now given us a direction. David was able to make a template for his senior class to plot their learning intentions and steps and to use it in student led conferences. The junior class was given great advice in incorporating ICT into every curriculum area. Jacqui provides timely and relevant input. Our staff rate this the MOST VALUABLE professional development of any to do with ICT. |
| Workshop on Writing Rubrics | All staff attended a workshop run by Spectrum Education. | Useful in the fact that we learned that we are already well down the path with our knowledge. We now need to formalise our practice. |

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| ESHAS cluster meeting on Inquiry learning | All staff attended this. | We found this interesting as the model presented clashed with our values driven curriculum. It provided our school with much discussion and helped cement our own beliefs. We also formed a liaison with Ngatea School who run a values driven curriculum so this was extremely worthwhile in a round about way. |
| James Nottingham Mini Conference Sharing a learning strategy which is the deliberate planning to put students in "the pit" (a state of confusion as new learning occurs) | All staff members attended this | A highly effective conference. Teachers are enthused and already from anecdotal evidence we can see a change in their thinking. The deliberate planning to put students "in the pit" is quite a change in the way teaching and learning takes place. This will in turn lead to its inclusion in our planning. |

B National Programme Objective: Developing leadership and strategic planning

| Cluster Programme Goals | Success Indicators |
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| Support Management, Lead Teachers and Staff | <ul style="list-style-type: none">• Teachers and students will share and strengthen knowledge of an integrated approach to ICT and the curriculum• Rigorous and stimulating dialogue between cluster members will be evident• Teachers will discuss ideas and strategies presented• Higher order thinking skills will be incorporated into planning• Key conferences and workshops will be attended by a range of members from all schools• Information will then be shared with cluster members, staff and students• Strong leadership will support the vision and goals of the contract• A strong sense of ownership over the contract will be prevalent• There will be visible evidence of shared classroom practice• Increased use of higher order thinking tools and strategies that will enhance student achievement• Models and examples will be shared and changes made to learning programmes and classroom environments |
| Establish each school's responsibility for sustainability | <ul style="list-style-type: none">• Actions plans will be in place and shared with staff• Action plans are being implemented and monitored• Progress is reported to Principals and BOTs• There is regular viewing and posting of material by lead teachers• Sharing of information regarding online opportunities will be part of cluster meetings |

Mid-year review

What progress has been made towards achieving these goals?

- Significant shifts in thinking in terms of integration of ICT
- ICT embedded in curriculum planning and implementation using authentic contexts
- The cluster communicates effectively to ensure all needs are met
- The Learning Pathways process has been pivotal in developing and driving cluster direction

What evidence supports this?

- Strong attendance by all cluster members at key conferences and workshops
- The cluster and each school has robust plans in place, which are regularly monitored and reviewed.
- There is much accountability within the cluster
- Positively seeking PD opportunities
- <http://ako-nga-kura.wikispaces.com/>
- Reporting on outcomes by each school against cluster goals through ICT action plans
- Collation of outcomes across the cluster
- Appraisal documentation – classroom observations, transcripts, feedback and feed forward
- Student presentations at next cluster day
- Sharing of professional reading and dialogue
- End of contract survey

What are the key lessons for the cluster?

- Role of the lead school is vital in driving the cluster and the success of it's goals
- Ownership through the learning pathways approach has led to empowerment
- This is a long-term process which needs time to develop – it is an ongoing process
- Acceptance of time spent in 'the pit' (James Nottingham)
- Importance of commitment, collaboration, time and drive needs to be acknowledged
- Importance of needs-driven and shared reflection
- Importance of realistic expectations and outcomes

What are the next steps towards achieving the outcome?

- Plan for sustainability- through strategic and infrastructure plans beyond 2008
- Look for opportunities for continuing dialogue among cluster members
- Continued use of internal in-service/JIT PD

C. Programme Outcome: Development of a professional learning community

| Cluster Programme Goals | Success Indicators |
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| Continue to assist teachers in schools to set up strategies for integrating ICT throughout the learning process | <ul style="list-style-type: none"> • Facilitators are engaged with the cluster as a whole • Facilitators are supporting individual schools with their needs • Roles and responsibilities are clearly defined • Clear direction and expectations provided for Project Director and Lead Teachers • Documents are agreed to and issued • Scheduled review meetings are held with Principals and appraisers |

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| Extend and embed the Learning Pathways approach in each school | <ul style="list-style-type: none"> • Use of thinking tools will be visible in all classrooms • Students will show familiarity with thinking tool models i.e. thinkers keys, de Bono hats, Blooms, Whole/Part PMI • There will be evidence of the new curriculum document in curriculum overviews/mapping and work plans • Unit plans will follow a progression of learning that follows adopted model of integration by individual schools • Ideas around assessing the key competencies will be trialed and shared with cluster schools |
| Mid-year review | |
| <p>What progress has been made towards achieving these goals?</p> <ul style="list-style-type: none"> • Diversity of facilitators has contributed to growth of the cluster • Involvement from a range of facilitators has resulted in enriched understanding of ICT integration • Each school is in the process of developing and implementing the new curriculum • Each school is developing its own learning pathways model of integration <p>What evidence supports this?</p> <ul style="list-style-type: none"> • A number of facilitators are actively engaged with cluster schools • Cluster sharing of new knowledge, skills and processes • Teachers and students actively engaged in authentic learning opportunities <p>What are the key lessons for the cluster?</p> <ul style="list-style-type: none"> • Plan for the diversity of cluster schools • Acknowledge when cluster facilitation model is not working and make adjustments • Open and honest dialogue between Principals and lead teachers • Match the needs of individual schools to appropriate facilitators • Acknowledge that the development of the learning pathways process is a 'journey' • Documentation of the process is dynamic, it evolves and grows <p>What are the next steps towards achieving the outcome?</p> <ul style="list-style-type: none"> • Continued review, reflection and refinement • Continued dialogue and sharing of ideas and documents • Commitment to time and resources required | |

9.2.3 Provide a brief report on the progress of each school

CLEVEDON SCHOOL

Goal: Continue to support and develop teachers' ICT needs and integration into the curriculum

Teacher only day

- Reviewed appraisal/attestation process
- Worked on agreed indicators of professional standards at beginning, registered and experienced teacher levels
- Outlined coaching/mentoring/evidenced-based approach

Goals and action plans

- Models provided for goal setting and action plans
- Guidelines for facilitated PD provided
- Feedback given by Principal
- Goals set dependent on personal needs – differentiated approach encouraged
- Goals used to consolidate PD planning and mentoring

Integration of ICT into classroom programmes

- Presentation of ICT plans and examples of work to BOT to gain support
- Learning Pathways process and appropriate authentic question promotes opportunities for effective ICT integration
- Students and staff confidently selecting appropriate software applications to meet ICT and wider classroom programme needs
- New hardware has revitalised use of integrated ICT
- Independent user licenses available for use of ICT suite in lunchtimes to extend classroom work
- Modelling of best practice in assemblies

Planning and reporting

- ICT explicitly included in planning and evaluation of Integrated Studies
- All staff confident in use of electronic planning and recording templates
- Wider use of web-based research for content and materials by staff
- One classroom being developed as model for Mimio use and effective integration of ICT
- All staff regularly updating class WebPages

Where to next

- Develop use of class wikis and podcasts
- Implement plans for wider use of mimios
- Implementing effective use of laptop pod
- Professional visits from other schools to view our approach to integrated curriculum implementation
- Implementing e-asTTle training
- Developing our school story for publication on Curriculum Online

Link to Ako Nga Kura ICTPD wiki space.....

<http://ako-nga-kura.wikispaces.com/>

Also at www.clevedonschool.co.nz

9.2.3

BAIRDS MAINFREIGHT SCHOOL

Provide individual and school wide ICT support:

The expectation for 2008 is that all classes will use the Smart Boards effectively and authentically for classroom learning, by integrating learning using Smart Boards as a tool. Every teacher has an ICT/Smart Board goal as part of their appraisal.

Each class has had a Smart Board and projector installed, and professional development for this started straight away. We have had staff meetings, syndicate meetings, and key teachers attend PD off-site. We have met Jonathan Hills who has observed in our classes, and who will facilitate much of the professional development for the rest of 2008.

We have teachers of differing levels and abilities, as was expected. We have a 3 key teacher in each syndicate who are already doing incredible learning and teaching with their boards, which they are sharing one-on-one and in small groups as wanted/needed or as required.

All teachers will have an appraisal observation later this term, part of which will be to give feedback, feed forward on how they are implementing the Smart Board into teaching and learning.

It is important to note, that although Smart boards are our focus, we are still using and developing skills, knowledge and strategies of other ICTs.

Extend and embed the learning pathways approach in each school:

Towards the end of the 2007 school year, the senior leadership team worked with Darlene Farmer to draft a BMPS curriculum delivery document that would be used in conjunction with the NZ Curriculum and our learning pathways approach for teaching and learning. At the beginning of 2008 this was again revised, and was shared with our staff.

This was then used school wide-in staff meetings and in syndicate teams, to inform planning and teaching for term one and two. Teachers have had one-on-one sessions, small group sessions and syndicate learning as required to meet the individual and group needs of our staff.

Each syndicate spend time each week to discuss where they are at, to share what they have been doing, and to discuss ideas of where to next.

This is a very exciting time for us, as it is the first time we have had every class in the school following and using the LP model.

9.2.3

HUNUA SCHOOL

The staff have made considerable progress in using the Learning Pathways approach to teaching and the use of higher order thinking skills and ICT. ICT skills and higher order thinking are automatically incorporated into our new planning documents which we have developed in conjunction with the new curriculum. Staff professional development continues to focus on these areas. We are now looking in greater depth at particular areas of the new curriculum as they arise in our integrated units.

We have again mapped what we have covered in the previous term to ensure that we have a balance across all areas. We use this mapping to assist us in the planning of future programmes.

Our facilitator Jacqui Sharp has re-assessed the teacher's knowledge of ICT and the degree of adoption within their classroom setting. We have isolated the next step forward for the teacher and the class. Goals have been set. All our integrated units include a focus on a specific area chosen according to their individual needs and the focus of the unit being developed. Previous goals are evaluated and progress is noted, both with the teacher and children.

The higher order thinking skills are now automatically included in all planning and our professional development in this area has been to deepen our understanding and use of them, Bloom's, in particular, and to extend and develop our understanding of the SMARTS. (this will be continued)

As a result of the mini-conference teachers are using James Nottingham's concept of 'the pit' with children which provides an experience for the children to use higher order thinking. Teacher's are enjoying trying this in the classroom and are finding that it does provoke the use of higher order thinking skills.

New report forms have been developed with input from all. These reports are aligned with the new curriculum and we will be evaluating their effectiveness next term.

Our professional development has been around refining and extending our knowledge and understanding, and increasing our adoption of ICT and use of higher order thinking.

We have located and are using resources to reinforce the Learning Pathways – things such as graphic organisers and activities related to Blooms and also resources that are integrated through the use of ICT.

The children and staff have benefited from the processes and therefore teaching and learning are more effective and authentic.

9.2.3

ARDMORE SCHOOL

Teacher attended 'Learning@schools' conference in Rotorua. Reported back very comprehensively at staff meeting.

5 teachers attended James Nottingham conference at Clevedon School. Teachers to report back to a staff meeting. They came straight back to the classroom the next day and began to implement ideas which shows the usefulness of the course. Evidence on wikispace of teacher in the "pit' with children. Children were able to explain to another teacher what being in the 'pit' meant.

All plans now include reference to the use of higher order thinking skills. (all involved)

Clear evidence of these are being used in the classroom with it now being a focus for children. Evident in setting of learning intentions and the co-construction of success criteria. (all involved)

Facilitator worked with children on how to effectively use ICT to promote oral language skills (pod casting a book review). This was done across the school and is now being followed up by classroom teachers. (all involved)

Overview of 2008 plans presented to the Board. (Principal, AP, lead teacher ICT).

Plans in place to encourage teachers to use computers in the classroom initiated by AP. Plans to take a staff meeting then to be followed up by lead teacher and at team meetings. (Principal, AP, Lead teacher ICT).

Information from school shared on the cluster wikispace.

Attendance at cluster meeting very valuable particularly in relation to the sharing of ideas. (Lead teacher ICT and senior school teacher).

Follow up from Pirozzo courses attended last year - a teacher contacted Pirozzo in Australia for grids to assist with the current term's theme.

Enrichment programme for years 5-8 about to commence which further develops Kartouche skills by incorporating the creative writing and skills module.

Work completed on the network infrastructure to facilitate e-portfolios.

Purchase of a further 10 desktops to create a second ICT suite (pc platform) so children have exposure to both PC and Apple platforms.

All teachers now have laptops either through TELA or school purchase.

Access provided to all teachers to SMS for planning and assessment and NZCER assessment tool.

Both data projector (2 in school) and camera (10 in school) usage significantly increased as teachers have gained confidence through exposure.

Digital evidence contained on the wiki website

- <http://ako-nga-kura.wikispaces.com/>

ORERE SCHOOL

This milestone period has had the most significant impact on Orere School.

Our vision is to use ICT to support Learning Pathways in order to help teachers to deliver effective, purposeful learning programmes.

Consolidation of the community's vision and values has given our school clear direction which is now backed up by firm beliefs and understanding about the new curriculum and how to implement it.

Alongside this we can place the new knowledge and understanding of the functions of ICT that has taken our staff from novices to practioners. As a result, Orere School's staff have developed an integrated curriculum driven by values and incorporated the use of ICT in most curriculum areas.

We have some digital evidence on the ako-nga-kura wikispace which shows the goal setting and personal learning journey of a few students. All of our Year 5 – 8 children took part in a student led conference showing their parents what their personal learning goals were and the steps they were taking to get there. Students used PowerPoint to present a slide show on a data projector.

The facilitator that we share with Hunua has been very effective in the provision of just in time learning and has been astute in assessing the needs of each teacher and providing steps for them to move on.

All teachers have been involved in individual and group discussion with the facilitator. I include myself here as I am a teaching principal. As a principal it has been highly effective to have the same knowledge as the teachers as planning can now be contributed to with a shared understanding. Being a small school dialogue occurs frequently and at staff meetings on planning we specifically focus on the use of ICT. We began 2007 as novices so our growth has been fast.

We also have developed a growing communication with Hunua School as well as Kaiaua and Ngatea schools.

Stimulating discussion takes place through our shared attendance at Professional Development opportunities be they school visits, courses and the ICT or ESHAS clusters.

Classroom practice is shared and as we have double doors between our two classrooms we can use buddies and senior children as leaders and mentors. The teachers are very good communicators. Openness and sharing are a part of the ethos of the school.

The senior classroom in particular shows great use of higher order thinking skills with rubric writing, learning goals, investigation into learning styles, Bloom's taxonomy all evident. Teachers plan work with higher order thinking skills in mind. Attendance at James Nottingham's conference provided further thought on provoking questions.

The School's Action plans are written together with the staff so there is a shared understanding. The BOT is provided with a report of the progress of the cluster. The community are also provided with a report and invited to share ideas at our community consultation. Our vision is to ensure our children are 21st century learners and are in no way disadvantaged by being at a small country school. We began last year (2007) with our community consultation and keep the community informed through meetings as well as newsletters.

All teachers have set personal goals in regards to the use and understanding of ICT and how it is incorporated into the curriculum. These are reviewed as part of the appraisal system.

The appraisal systems also takes into account the implementation of the new curriculum and higher order Thinking.

Students have a role in the planning of the school curriculum. They are consulted and informed about the way the new curriculum has changed. They have been part of the decision to be a Values led school. Evidence of their thinking is shown on the wiki and we have plans to have our own wiki which will be linked to our website thus forming e-port folios.

I am confident that Orere School is well on the way to understanding and implementing the new curriculum and incorporating ICT into our teaching and learning. We still have some way to go but with the help of our facilitator I hope we will be set for 2009 when we will be on our own.

9.2.4 Report on the impact for cluster personnel of the 'Learning at School' Conference.

Feedback from L@S 2008

We identified many common threads and areas valued by cluster attendees:

- Outstanding conference which has positively affected school practice
- Keynote speakers presented common themes and messages affirming direction and practice in the Ako Nga Kura cluster
- Permission for schools to take the lead (J Kedian)
- Excellent opportunities to network withing our schools, cluster and wider ICT community
- Learning was shared at staff meetings affecting classroom practice eg interactive whiteboard use, Integrated planning, assessment and reporting
- Opportunity for learning and sharing within a wider audience
- Answering questions around curriculum balance in the junior classroom
- Practical advice on introduction of e-portfolios
- Practical ideas for discussion and development of intermediate themes (D Anderson)
- Team building/bonding opportunities for school and cluster wide staff attendees
- Affirmation of the understanding and place of curriculum areas with our new direction (J Aitkin)
- MOE direction – expectations of the way forward (M Chamberlin)
- Networking with trade representatives – EdTech, Musac etc
- Exposure to new applications and software (eg Marvin)

9.2.5 Active engagement of students in their own learning will be evident

| Cluster Programme Goals | Success Indicators |
|---|---|
| Promote active engagement of students with their learning | <ul style="list-style-type: none"> • Active engagement of students in their own learning will be evident • Opportunities for presenting new learning to the school community, and possibly wider audiences, using ICT will be encouraged i.e. PowerPoint, animations, photo story, movie maker, pod casting • Opportunities will be given for students to negotiate own direction in learning • Students will experience a range of processes, graphic organizers and softwares that will assist them to become more critical and creative thinkers • Teachers will continue to develop their role as facilitators of learning • Formative assessment approaches will be evident i.e. clear learning intentions, success criteria, feed back and feed forward • Evidence of student achievement will be published i.e. portfolios, WebPages, etc |
| Mid-year review | |
| <p>What progress has been made towards achieving these goals?</p> <ul style="list-style-type: none"> • Deliberate planning ensures student ownership • Some schools are using student led conferences with teachers and parents • Teachers' PD has caused shifts in teaching practice • Explicit use of formative teaching practice i.e. personal learning goals, co-construction of learning intentions, success criteria, feedback/feed forward <p>What evidence supports this?</p> <ul style="list-style-type: none"> • Students showing greater initiative in planning for their own learning • Students showing excitement and passion for learning • A common language and shared understanding of thinking tools is evident • Higher degree of on-task behaviour in classrooms • Positive feedback from Parents regarding the success of current teaching practice • Students sharing their work in a variety of ways to a wide range of audiences <p>What are the key lessons for the cluster?</p> <ul style="list-style-type: none"> • Talk to students – develop a shared understanding • Provide a range of tools and explicit teaching of their use • Be prepared to let go – teachers and parents • Acknowledge the value of being in 'the pit' <p>What are the next steps towards achieving the outcome?</p> <ul style="list-style-type: none"> • Consolidate on progress • Develop communication methods e.g. e-portfolios, wikispaces etc • Continue to develop personalised learning • Continue to provide opportunities for sharing success | |

9.2.6 There will be clear evidence of increased competency in the use of ICT to support learning

| Cluster Programme Goals | Success Indicators |
|---|---|
| Provide individual and school wide ICT Support | <ul style="list-style-type: none"> • Data will be collected and analyzed to report progress on the effectiveness of the ICTPD Contract • A staff meeting will be held to outline ICT appraisal focus and information • Staff will be supported with setting relevant ICT goals and action plans • Individual goals to be monitored and reflected on as part of appraisal process • Teachers will be supported in the integration of ICT into classroom programmes • An ICT component will be clearly evident in curriculum plans • A variety of mentoring and coaching models will be encouraged • There will be clear evidence of increased competency in the use of ICT to support student learning |
| Mid-year review | |
| <p>What progress has been made towards achieving these goals?</p> <ul style="list-style-type: none"> • All teachers have individual ICT goals and action plans • Targeted PD has been planned to meet individual goals • JIT/authentic opportunities also provide for individual needs • School wide provision of ICT and curriculum direction • Rigorous appraisal processes provide accountability for achieving goals <p>What evidence supports this?</p> <ul style="list-style-type: none"> • All teachers have individual ICT goals and action plans • PD is taking place and being integrated into classroom practice • Examples of student work shared in the school and cluster community – websites, cluster wiki, portfolios, 3 way conferences http://ako-nga-kura.wikispaces.com/ • Documentation to support the appraisal and attestation process <p>What are the key lessons for the cluster?</p> <ul style="list-style-type: none"> • Resources need to be planned and financed • Individual ICT goal setting should be prioritised • Accept that teachers have different learning needs and are at different stages • Be able to manage change e.g. staff changes/resistance <p>What are the next steps towards achieving the outcome?</p> <ul style="list-style-type: none"> • Ensure that all staff continue to buy-in to the direction • Maintain robust appraisal and attestation processes • Continue to provide targeted support for future development | |

9.2.7 There will be strong engagement with the wider school community and an increased understanding and support for our current learning direction

| Cluster Programme Goals | Success Indicators |
|---|---|
| Respond to feedback by informing future plans and communicating new direction effectively | <ul style="list-style-type: none"> • Strong engagement with the wider school community • Increased understanding and support for our current learning direction • A PMI of cluster progress will be produced • Open and rigorous dialogue between cluster schools will be evident with future focused ideas |
| Mid-year review | |
| <p>What progress has been made towards achieving these goals?</p> <ul style="list-style-type: none"> • Trialling ideas for discussing curriculum direction • Asking for Parent feedback and responding to it • Including and educating parents in school direction where possible • Provision of 'parent-friendly' information <p>What evidence supports this?</p> <ul style="list-style-type: none"> • parent forums • assemblies • website • wikispaces • BOT presentations • reporting to parents <p>What are the key lessons for the cluster?</p> <ul style="list-style-type: none"> • Acknowledge that each school is at a different stage • Acknowledge the diversity of school communities • The need for buy-in at all levels is essential for resourcing and support <p>What are the next steps towards achieving the outcome?</p> <ul style="list-style-type: none"> • Develop opportunities to present student learning to the community • Further involvement of students presenting to peers, parents and BOT • Encourage dialogue at all levels • Proactive provision of information | |

2. Case notes

Clevedon School is in the process of preparing an on-line story outlining its journey with the assistance of Christine Ward

3. Disbursement schedule

ICT Professional Development Cluster: Ako Nga Kura ICTPD Cluster

Contract No. 06-00110

Disbursements Schedule

Milestone No. 9

To: Murray Brown
E-Learning Unit
Ministry of Education
PO Box 1666
WELLINGTON

Email to:-
< ictpd.milestone@minedu.govt.nz >

Courier electronic copy to:-
Murray Brown
e-Learning Unit
Ministry of Education
Level 11, Public Trust Building
117-125 Lambton Quay
Wellington

From: **Clevedon School**
13-17 North Road
Clevedon

For Professional and Operational Costs:

| | 3yr Budget | Actual-to-date | Cumulative % |
|---|---------------------|---------------------|---------------|
| Professional Fees | \$114,716.67 | \$79,866.67 | 69.62% |
| Professional Costs | \$63,734.00 | \$47,209.00 | 74.07% |
| Operational Costs | \$32,768.65 | \$24,968.65 | 76.20% |
| Teacher Development Costs (if relevant) | \$108,790.00 | \$82,667.47 | 75.99% |
| plus Goods and Services tax | \$40,000.00 | \$29,338.97 | 73.47% |
| Total | \$360,000.00 | \$264,050.76 | 73.36% |

Notes to Variances

As this is M9, we would expect expenditure to be at 75% for YTD.

There are no significant notes to any of the variances. All tracking well at present.