

Regional ICT PD Milestone 3 2011 Template Draft January 2011

Purpose

The purpose of the milestone reporting process is:-

- 1 To provide clusters with the opportunity to reflect in a focussed way on their progress and to inform their future planning
- 2 To provide National facilitators with an overview of cluster programme progress so facilitators can support the formative learning processes
- 3 To provide the Ministry of Education with information to evaluate the ICT PD national programme; allowing the identification of issues and trends and exemplar practice.
- 4 To provide the Ministry of Education with evidence that an individual cluster is complying with the contracted agreement.
- 5 To develop an online record of professional reflections so that it can be accessed and referenced by colleagues on a National basis

NOTE: The Ministry of Education can suspend payments if a satisfactory milestone has not been submitted by the due date.

Submission of milestone

20 May The draft milestone is due to your National Facilitator

3 June Your milestone is due at the Ministry of Education

Once your National Facilitator has approved your milestone then you need to:

- Rename the approved version of the milestone according to the following format:
leadschoolname_contract number_milestone number
e.g. ourcollege_10-0132_M3
- Create a PDF of the approved version with the same naming format
e.g. ourcollege_10-0132_M3.pdf
(Use of the PDF format means that no further edits can easily be made to the milestone)
- Email the final version to the following people:
 - the Ministry ictpd.programme@minedu.govt.nz
 - your national facilitator
 - all cluster principals
- An alternative courier address is provided on the milestone template for rare cases where email may not be practicable (e.g. firewall or file size issues). Clusters can courier an electronic version of the milestone report on CD-ROM or Flash memory drive.

If you have not received acknowledgement of the safe delivery of your email within 3 working days please contact the Ministry at ictpd.programme@minedu.govt.nz

Response to milestone

During the development of your milestone your National Facilitator will support you with formative feedback on the process that will help you to gauge your progress so far and future steps. Copies should be circulated by the lead school to all schools within the cluster. Once they have approved your report it should be circulated to all cluster schools and then forwarded to the Ministry of Education.

When the report has been approved by the Ministry of Education a formal letter acknowledging the report will be sent to the Principal of the lead school/Project Director.

Regional ICT PD Milestone 3 2011 Template Draft January 2011

Milestone Number:	3
Regional Cluster Name	Kapiti Collaborative
Contract Number	10-0276
Lead School/Legal Entity	Waikanae School
Date	19 May 2011
National Facilitator	Nick Rate
Project Director/s	Bevan Campbell, Richard Campbell
Facilitator/s	Kaye Brunton

Milestone 3 Tasks

3.1 Liaise with the National Facilitator assigned to this project;

Nick Rate has communicated regularly via email to provide information about upcoming events, invitations to meetings and advice as requested. He attended a KC management meeting with three principals and the facilitator on 5 May and gave advice about the Virtual Learning Network and the requirement to submit a case story. Nick has been readily available, responds to emails in a very timely manner and is able to support knowledgeably.

What did we do?	Who was involved?	What was the outcome?
11 February KC Management meeting	Bevan Campbell Richard Campbell Bruce McDonald Tony Kane Kaye Brunton Nick Rate	Clarity around the KC programme of work and events for 2011.
21 March Telephone conversation	Nick Rate Kaye Brunton	Clarity around expectations for setting up a group on the VLN and the uploading of reflection for Milestone 2.
6 May 7 KC Management meeting	Bevan Campbell Richard Campbell Tony Kane Kaye Brunton Nick Rate	Clarity around the working parties; coming events; review of past events; discussion around NZCER website and inclusion of more schools in the cluster; clarification of milestone reporting.

3.2 Report on your programme implementation during the milestone period and provide an explanation for variation from the planned programme as necessary.

National Goal	What did we do and how often?	Was it effective?
Increase the e-learning leadership and ICT capability of regional cluster schools.	24 March – Lead Team day with Professor Jeffrey Smith Focus on data analysis using PAT data on KC NZCER PAT website. Attended by 40 (6 Principals and 34 Lead Teachers) 24 March Thirsty Thursday Jeffrey Smith evening keynote. Attended by 50 teachers. Assessment/Mathematics Pedagogy working party meeting – 23 May.	Schools have clearer understanding of how to look at data in different ways to gain a picture of student achievement in your school. Introduction to the use of star plots as another way of analysing data. Sharing of PAT data analysis and interpretation across schools and sectors. Examples given of how schools were analysing and using PAT information to inform teaching and learning.
Increase the understanding of	2 March – Lead Team day with Professor Helen Timperley.	Schools more able to identify their priority student achievement issue

Regional ICT PD Milestone 3 2011 Template Draft January 2011

<p>the contribution that ICTs can make to effective learning across the regional cluster..</p>	<p>Focused on identification of school/cluster needs to inform inquiry to develop theory of improvement. Use of PAT data analysis to inform. Attended by 48 (9 Principals and 37 Lead teachers)</p> <p>Establishment of Assessment/Mathematics Pedagogy Working Party to identify the teaching and learning needs of the KC schools in the area of Mathematics, and to develop and implement a theory of improvement (19 members representing 9 schools with apologies from two schools).</p> <p>Establishment of Assessment Years 1-3 working party to explore effective assessment strategies for Years 1-3 and the use of ICT to capture achievement information (11 members representing 8 schools)</p>	<p>which had enabled us to move closer to developing a cluster picture of area of focus.</p> <p>Two meetings have resulted in a summary of Mathematics student achievement strengths and areas for development for each cohort (Years 3-10). Alongside this has come the development of a teacher survey to be implemented before the end of term two to assist in the identification of teacher needs.</p> <p>This group's first meeting is scheduled for 26 May.</p>
<p>Strengthen professional learning communities and increase collaboration across the regional cluster schools.</p> <p>See VLN for Reflection also http://www.vln.school.nz/pg/resources/Kaye.Brunton/read/54825/extending-the-reach-kapiti-collaborative-working-parties</p>	<p>2 March – Thirsty Thursday – Professor Helen Timperley (Attended by 80 - mix of Principals and teachers)</p> <p>12 May – Thirsty Thursday – Professor Glenda Anthony – Effective Mathematics Teaching and Learning (Attended by 104 – mix of Principals and teachers)</p> <p>10 June - Lead Team Day and Thirsty Thursday with Martin Renton - Inquiry-Led Teaching, Dialogue – (combined attendance of approximately 100 teachers)</p> <p>Ongoing work of the Cohort Tracking/Transition working party to focus on longitudinal analysis of student achievement and transition between Year 8 and Year 9 (8 members representing 5 schools)</p>	<p>Provoked much discussion in schools about broader issues of under-achievement and the implications of this for our cluster.</p> <p>Provoked much discussion in schools about the manner in which Mathematics is being taught across the cluster and practices that may need further scrutiny and discussion (e.g. homogenous grouping, 'stage' focus of Numeracy teaching, lesser focus on strand teaching)</p> <p>http://okc.spikeatschool.co.nz/1/blogs/2-assessment-mathematics-pedagogy-blog</p> <p>Teacher feedback – <i>'I will change the way I use questioning in brainstorming sessions. Much more challenging questions rather than accepting answers given. The importance of reflection throughout the lesson.'</i></p> <p><i>'I will take some new ideas back to staff. The 'pit' will be a useful tool to share'.</i></p> <p>Minutes from 2010 meetings http://okc.spikeatschool.co.nz/1/files/sets/53-lead-team-materials-2010</p> <p>First meeting for 2011 held on 25 May – no minutes at time of milestone writing.</p>
<p>Foster new and existing relationships with Government, Local Government,</p>	<p>Establishment of ICT Events working party to plan and coordinate ICT related events designed to increase ICT capability of teachers in the KC (6 members representing</p>	<p>Yet to convene.</p>

Regional ICT PD Milestone 3 2011 Template Draft January 2011

<p>Businesses and members of the community that will strengthen the cluster.</p>	<p>Establishment of e-portfolio working party to explore current practice, best practice and possibilities for using e-portfolios across the KC schools. (7 members representing 6 schools).5 schools)</p>	<p>Yet to convene as Principal wishing to lead this group is on sabbatical this term.</p>
<p>Develop the capability of the sector by sharing online professional reflections to inform colleagues of the challenges and opportunities afforded by e-learning</p>	<p>All Principals have been invited to join the VLN group 'Kapiti Collaborative' http://www.vln.school.nz/pg/groups/25601/kapiti-collaborative/</p> <p>An Assessment/Mathematics Pedagogy group has also been established. http://www.vln.school.nz/pg/groups/53733/kc-assessmentmathematics-pedagogy-working-party/</p>	<p>There are 9 members in this group to date.</p> <p>There are 4 members in this group to date.</p>

3.3 Upload a succinct summary of your reflections into the VLN

Summary uploaded <http://www.vln.school.nz/pg/file/Kaye.Brunton/read/54833/kc-milestone-2-reflection>

3.4 Provide a summary of progress towards cluster programme goals. Include any relevant information that is not recorded in your online professional reflections at this point.

KC Programme Outcome A

To develop evidence based learning communities both within schools and with the Kapiti Collective as a whole.

- A focus on learning and achievement
- Principal involvement
- A range of needs-based working parties comprising representation from each school
- Representatives from each working parties accountable to KC Management team
- Collective responsibility for children of the Kapiti region
- Sharing of effective practice within and across KC schools
- Focus on everyday classroom practice not additional programmes

The above points are where the KC is focusing its attention this year. Our focus still remains heavily on learning and achievement and in identifying the strengths and needs of the cluster schools as a whole. We are much closer now to having a clearer picture of what is going on in Mathematics learning across the cluster and are now turning our attention to the teaching of Mathematics to identify best practice and areas we need to develop. We had intended to initiate a Four Minute Walk Through programme this year employing the use of another local provider. However the cost of this was prohibitive and we are exploring other ways to obtain evidence of teacher practice – perhaps developing observation protocols later in the year and having this done internally by each school. Principals are either leading or present in all working parties and have ten of the twelve principals involved one way or another which is an improvement on last year.

KC Programme Outcome B

To gather and use assessment information effectively to raise achievement within schools and across the Kapiti Collective.

- KC schools have manageable, appropriate assessment schedules
- Develop capability in using appropriate tools to gather assessment information
- Consistency across the KC in data gathering processes
- Develop capability in analysing and interpreting assessment and engagement information
- Using assessment and engagement information effectively for a range of purposes i.e. informing teaching and learning, resourcing etc; reporting to students, parents, BOT, community, MOE; identifying effective practices; identifying and monitoring 'at risk' students

The Assessment/Mathematics Pedagogy working party is bringing together the best practice from the schools represented on that group and sharing these so others can grow their capacity to analyse and use their PAT data. We now have longitudinal data and have completed an initial comparative analysis across 2010/2011 Mathematics and Reading data. We are now in the process of seeking other evidence that can confirm the conclusions we have made from the PAT analysis. We have looked at subgroups within the cohort also – Maori/Pasifika, girls, boys. We are the point now of obtaining data from teachers of their perceptions of Mathematics and their ability to teach it.

Programme Outcome C

To enhance hardware and software accessibility and capability across the KC.

- All schools have Ultra Fast Broadband
- e-asTTle capability for all schools
- Electronic Storage facility for all KC assessment information
- Moodle for resource gathering and sharing
- Upskilling and maintenance of web-based tools and applications
- To explore purchasing options web-based tools and applications
- Maintenance, development and sustainability of existing hardware

The Moodle and e-asTTle elements are next steps for us at this stage. Consequently we have not yet focused on collecting writing data. We feel we must make good use of our Reading and Mathematics data first before bringing another facet into the mix. It is expected that we will look to developing parameters around collection of writing data later this year to have on-stream for 2012.

Regional ICT PD Milestone 3 2011 Template Draft January 2011

The use of the KC website is an ongoing endeavour as we try different ways of engaging teachers with blogs and putting resources there to be accessed. Evaluating Thirsty Thursdays via blogging has had very little uptake. Principals and teachers have been invited to join the VLN but the uptake has not been great. We feel a little loathe to encourage them to go somewhere else when we having been trying so hard to have them engage with our own site. Next steps:

- ◆ All working parties fully operational by week two of term three.
- ◆ Collation and analysis of teacher survey of Mathematics practice by the third week of term three.
- ◆ Theory of improvement for Mathematics teaching and learning developed by the middle of term three.
- ◆ Process for the effective transition of Year 8 data to secondary schools by the beginning of term four.
- ◆ Development of observation protocols during term three.
- ◆ Development of protocols for the collection of writing data by end of term three.
- ◆ Process for evaluation of Thirsty Thursdays developed by end of term two.

3.5 Provide detail of changes to programme personnel, roles, contact details etc.

Regional ICT PD Milestone 3 2011 Template Draft January 2011

Disbursement schedule

ICT Professional Development Cluster:		Kapiti Collaboration		
Contract No.		10-0276		
Milestone No.		3		
To: Neil Melhuish e-Learning Unit Ministry of Education PO Box 1666 WELLINGTON		From: Waikanae Primary School Seddon Street Waikanae		
For Professional and Operational Costs:				
	3yr Budget	Actual and committed to 30th June 2011		Cumulative %
Professional Fees	\$168,907.00	\$81,122.24		48.03%
Professional Costs	\$83,238.00	\$38,238.00		45.76%
Operational Costs	\$53.00	\$53.00		101.81%
Teacher Development Costs (if relevant)	\$102,606.00	\$46,683.28		46.77%
plus Goods and Services tax	\$50,524.00	\$24,892.94		49.27%
Total	\$405,324.00	\$190,845.85		47.08%

Explanation of variance of predicted expenditure of the MoE funding

No Variances of note. Expenditure as per budget for this stage of the year. N.B. GST has been calculated at 15% upon the sum of the four sections of the cumulative figures.

Cluster Budget Contributions

Cluster Contribution Variance Issue	Impact	Action Planned
Maintenance of KC Loop	Proceeding as planned	No additional action planned. Will adhere to planned programme of action which should see a balanced budget by years end.
Teacher Development costs. Total 2011 budget of \$36680.00 Expenditure to 30 June for Schools = \$19,442.00	Proceeding as planned. As a percentage figure expenditure is slightly up. This is due to the fact that the Professionals Development Days and Working Parties Days are more heavily weighted in the first 9 months of the year.	No Action planned. Will adhere to planned programme of action which should see a balanced budget by years end.

When you have had your Milestone approved by your National Facilitator then you can submit it as per the instructions on page 1 of this template.