

Milestone Number:	3
Regional Cluster Name	Rotorua Lakes Cluster
Contract Number	10-0255
Lead School/Legal Entity	Rotorua Lakes High School
Date	4 November 2010
National Facilitator	Liz Stevenson
Project Director/s	Bruce Walker, Deb Epp, Maxine Newton, Dawn Mita-Pehi
Facilitator/s	Helen Morgan/Annemarie Hyde

Milestone 3 Tasks

3.1 Liaise with the National Facilitator assigned to this project;

What did we do?	Who was involved?	What was the outcome?
Introductory meeting with Anne Sturgess at RLHS.	Anne Sturgess, Liz Stevenson (immediate past national facilitator), Bruce Walker (RLHS principal), Helen Morgan (lead teacher RLHS), Annemarie Hyde (Lead teacher MI)	Anne given introduction to the Rotorua Lakes Cluster: which schools are involved, their goals, personnel, and an outline of the journey so far.
10.5.11-11.5.11 Meetings with Anne at individual schools	Principals and lead teachers 10.5.11- RLHS, MI 11.5.11- WS, RC	Anne ascertained that Helen and Annemarie were fulfilling the role of facilitator, when, to this point, they were only appointed as lead teachers. This meant that they were unable to give their own staff the support as they were trying to meet the needs of the cluster. Discussion and introduction to the Virtual Learning Network. Very positive and powerful meeting.
May 2011 Email communication re Milestone 3 and the Virtual Learning Network	Sent to Helen who forwards them on to the other three lead teachers.	Annemarie set up the cluster presence on the Virtual Learning Network and invited cluster members to join. Excellent access point for professional development and group discussion.
Email communication	Sent to Helen who forwards them on to the other three lead teachers.	Access to professional development opportunities via the Hot Seat Discussions VPLD.

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?
<p>1. Integration of ICT to give effect to the New Zealand Curriculum / Te Marautanga o Aotearoa.</p> <p><u>Cluster:</u></p> <ul style="list-style-type: none"> • To effectively implement the New Zealand Curriculum / Te Marautanga o Aotearoa, Ka Hikitia and the Pasifika education plan. • Promote student voice in learning and learning processes • Enhance student achievement • Promote global links with other learners for staff and for students 	<ul style="list-style-type: none"> • The main task is to make integration of ICTs second nature for teachers. For this to happen, senior leadership has to integrate ICTs in professional development, administration and assessment. • In February we implemented and received the first professional development in using a new student management system, Schola Assembly; the lead teacher and office administrator received professional development in attendance and assessment which was then passed to all teachers through staff meeting administration time and team meetings. • Team meetings (three) over weeks 6-8 in Term 1, to go over use of Assembly and nzcer.marking.org. The aim was to develop teacher ability to use assessment data effectively to inform teaching. • Literacy PD (Te Toi Tupu) - Three staff meetings and in class observations, where student voice was collected. • Two blog workshops for teachers held after school. • In class blogging support offered by lead teacher. 	<ul style="list-style-type: none"> • All staff are being encouraged, supported and reminded to use the email, online intranet and sms for communication, daily notices and the electronic register. This means having the TELA laptop open and active – a change of mindset for some people. Paper notes shuffles around classrooms are being actively discouraged. • All assessment is now collated on nzcer.marking.org and in the sms. Doing this has meant that we have evaluated the reasons for using the different tools to collect particular assessment data, and looked at how it is effectively used to inform learning (and therefore enhance student achievement). • The literacy PD through Te Toi Tupu is a result of effectively analysing writing data with e_asTTle and addressing the need. Student voice gave the teachers confidence that they were on the right track and allowed them to feel that the professional development was useful rather than threatening. Learning Centre minutes captured teacher voice. Our next step is using Jill Hammonds in her capacity in Te Toi Tupu to look at literacy with “an e_learning lens”. • There is an expectation that class blogs will be the main class communication and display but progress is slow. Teachers are happy for the Lead Teacher to come into rooms and get them going, but not all classes are using them consistently.
<p>2. Increase capability of teachers and principals to improve students' learning and achievement through e_learning.</p> <p><u>Cluster:</u></p> <ul style="list-style-type: none"> • Establish a strong culture of inquiry • Develop the capabilities and effectiveness of teachers with ICT for use in authentic learning contexts 	<ul style="list-style-type: none"> • Principal, DP, Lead Teacher, two Teacher leaders attended 3 day conference, Inspired Impact, about arming teachers with the knowledge and skills to inspire students and improve learning outcomes. • Teacher Only Day at start of year included a 1 ½ hour block on Problem Based Learning. Relaunch of PBL as there had been a large turnover of staff in the last 5 years. We now have our own model which takes into account various inquiry learning models and those of our contributing schools so that we understand what the children have come to us with. • Principal, Lead Teacher and nine classroom teachers spend 1-3 days at Learning@School conference, February 2011 in Rotorua. • Training day on Mimio interactive whiteboards facilitated by two Mimio trainers. Attended by the four digital class teachers. • Jill Hammonds organised in June to take staff meeting, teacher workshop and in class modelling of integration of ICTs in literacy; e.g. using a free downloaded 	<ul style="list-style-type: none"> • We've discovered that before you can integrate ICT technologies, the pedagogy must be in place. These conferences have been important because they have helped to shift mindsets and let us see what is the most current thinking about establishing effective practices across the curriculum. We managed to get most of our staff to Learning@School. It was important to have the Principal and Lead Teacher attend as they set and support school strategic development. • Problem Based Learning was introduced to Mokoia Intermediate three years ago. It was relaunched with our own acronym and visual symbols to serve as reminders of the consecutive steps. Signs were printed and laminated for each classroom. The process was modelled. It will need further reinforcement by scaffolding each step in subsequent terms. • Jill Hammonds will facilitate the link between our literacy development and e_learning.

	<p>text reader to support weaker readers doing Google searches; writing directly onto Power Point to inspire reluctant writers.</p>	
<p>3. Strengthen professional learning communities and increased collaboration within and across schools.</p> <p><u>Cluster:</u></p> <ul style="list-style-type: none"> Develop and extend our professional learning community, within each school and across the cluster. Develop and maintain genuine partnerships between our schools and our communities. 	<ul style="list-style-type: none"> Monthly Lead Teacher meetings, held consecutively in each of the cluster schools Blogging course at Mokoia Intermediate – all schools invited. Development of Tech Wizards and Tech Angels programme. First event (Make a Cybersafety presentation) held in Week 9 at RLHS and attended by RLHS and MI. Eight week Photography course for MI Tech Wizards also attended by students from Whangamarino School. Three sessions held so far, starting Term 1 Week 9. Teacher Only Day for cluster on SOLO Taxonomy with Pam Hook, Week 10, Monday April 11. Attended by all principals, lead teachers and teaching staff. 	<ul style="list-style-type: none"> The Tech Angels/Tech Wizards group has been a key development this year. It has fostered a regular and ongoing learning community among our schools; students and lead teachers are collaborating to plan sessions and develop skills needed. Our Mokoia Tech Wizards are working together, across classes to develop skills; at this time in photography. Whangamarino students are also attending the sessions. The SOLO day gave our cluster its first occasion to meet together and recognise that we had similar needs across the school sectors. At Mokoia, our reflection on what we learned has meant that we have decided to start with revisiting our portfolio of thinking skills which were similar to those introduced by Pam Hook in relation to SOLO taxonomy. Our term theme which encompasses a science fair, has been introduced with a staff meeting where we looked specifically at part/whole thinking as a process which could help to give depth to our learning across the curriculum areas.
<p>4. Increase e_learning leadership and ICT strategic planning capability of principals and teachers.</p> <p><u>Cluster:</u></p> <ul style="list-style-type: none"> Develop principal professional growth and leadership. Distribute and further develop leadership and leadership capability within the cluster and the community. 	<ul style="list-style-type: none"> Principal, lead teacher and classroom teachers (including digital unit) attend Learn@School conference. Monthly Lead Teacher meetings and Formation of curriculum leadership groups within school. One of these is for e_learning and will look at how blended e_learning can happen in curriculum learning areas. Digital classes forming a unit (two with 1:1 ratio of laptops, two with 4+ desktops) where teachers are asked to complete the teacher inquiry process on the integration of e_learning through their practice. 	<ul style="list-style-type: none"> The Learn@School conference included workshops on leadership and strategic planning in e_learning. Our curriculum group will help facilitate shared leadership and development within the staff rather than just a top down model. We are only at the beginning of this. We need to look more closely at the teacher inquiry cycle for teacher development.
<p>5. Increase the school community's understanding of the educational contribution of e-learning.</p> <p><u>Cluster:</u></p> <ul style="list-style-type: none"> To meet the need of learners in the 21st century. To establish productive partnerships with the wider community for reciprocal learning. To enhance school – community partnerships to better support students in their learning 	<ul style="list-style-type: none"> Newsletter articles on issues like using Facebook and cyber-bullying. Principal reports to Board of Trustees outlining progress in developing ICT and e_learning. Introduction of blogs to create a digital link with student work. Individual logons introduced this term so that parents can access the school's intranets for notices and activities. Blogs linked to school website. Also making sure parents can access school newsletters, calendar and term overviews through links or uploads from Term 1. Whole school assembly presentation on cyberbullying. Links with Scion have led to donation of 12 desktops which we are putting into a “computer lab” that parents can access before and after school. 	<ul style="list-style-type: none"> Newsletter articles and assembly contributions have been regular. The digital classes are using the internet for homework and parents are recognising the need for internet availability at home. At least one parent has been in to organise visits to school as she has no internet access at home. Parents are asking about the link to the school internet and commenting on the links on the school website to blogs and pdf newsletters. Teachers are now planning student presentations using powerpoint with music links. The music teacher who has previously used OHPs in assembly, has asked about using an MP3 player and sapping to using his TELA laptop and a data show. He has a student who has introduced him to music creation software. The Board of Trustees has discussed what it means to be a “digital school” and is looking at developing a five year plan to make sure our infrastructure can support what we want to do.

3.3 Upload a succinct summary of your reflections into the VLN

About Our School/Cluster:

Mokoia Intermediate is a school which consists of 275 Year 7 and 8 students, three senior leaders, nine mainstream classroom teachers, one bilingual teacher, five technology and specialist teachers, three teacher aides and five support staff.

We are one of the schools in the Rotorua Lakes ICT PD Cluster. The other schools are Rotorua Lakes High School which is also in the suburb Owhata, in Rotorua and within close walking distance. The other two schools are Whangamarino School, a rural primary on the north eastern outskirts of Rotorua, on the shore of Lake Rotoiti, and Rangitahi College, a rural college located in the forestry township of Murupara, south of Rotorua.

Our Needs:

We are all very different schools but have identified that we have some shared needs:

- To develop confidence within our staff using a range of ICT tools and applications;
- To blend these tools and applications into our delivery of the curriculum; i.e. using 21st century pedagogy;
- To create an awareness of the power of links to the schools' communities, the cluster and the global community;
- How best to integrate these developments in schools which are busy with other initiatives such as national standards;
- How best to integrate these developments in schools with less than ideal physical infrastructures for ICT development;
- How best to instigate any developments in the absence of a dedicated cluster facilitator.

Going It Alone:

The cluster principals made the decision to go without a facilitator as it would allow us more money to use on developments. They were advised by our national facilitator that this was a move encouraged by the ministry because it was perceived that much of the funding was absorbed by that position. The Lead Teachers would be responsible for initiating developments and advising the cluster principals.

Up to August of last year, no interschool development had occurred. What school developments had taken place involved changes in infrastructure such as instigating digital classrooms or new student management systems. Mokoia Intermediate appointed me as deputy principal in charge of curriculum and assessment, with strengths in e_learning. I have experience gained running a digital unit and being part of two other clusters, one as Lead Teacher. Rotorua Lakes High School changed personnel also, and appointed Helen Morgan as their Lead Teacher. We have unofficially fulfilled the role of joint facilitators, working with the lead teachers from the other two schools.

At Mokoia Intermediate- Correctly Identifying Our Needs:

At Mokoia Intermediate, the first need I saw was creating an understanding of **cybersafety and digital citizenship**; teachers seemed to be unaware of what their students were doing on the internet. On more than one occasion I observed instances of children unsupervised and unfocused on YouTube. Teachers were unaware of the privacy issues on Facebook and of having students, some younger than thirteen, as friends. A staff meeting was held on **Cybersafety and Digital Citizenship** and we brought in **Watchdog** to filter and monitor our systems. Individual logins were instigated and are created only after the parent and student have filled in an **internet agreement**. Staff does the same. At this point there has only been one reported instance of attempted abuse of that privilege since it was brought in this year.

In order to establish an online presence, we looked at developing **class blogs**. These had been introduced as a goal before my arrival but only developed by the Year 7 digital class started at the beginning of 2010. The teacher had some experience with **Class Blogmeister** at her previous school. We instigated a group of computer monitors who learned how to set up a class blog; the intention was that they would be able to mentor their teachers and classmates. It soon became obvious that some more basic foundations had to be put in place first. The classroom computers were too slow and the pods of laptops were often not working. The teachers did not prioritise blogging as a need in their programme.

Getting Rid of the Frustrations:

A suite of computers was disestablished in order to ensure that each classroom was immediately equipped with at least two desktops that had adequate ram. The pod laptops were maintained. A second digital classroom was established; the computers have been leased rather than purchased, in order that we can keep them up to date; all future machines will be leased. Operating systems have been updated and passwords have been standardised, a useful **intranet** established, drives tidied up for easier access, and software for literacy and numeracy programmes uploaded from individual CD Rom or the internet. Twelve desktop hard drives have been donated so that we can re-establish a suite that the technology classes and the community can access, along with the mainstream class groups. All teachers have access to TELA laptops (only two have decided to stick with their classroom desktops). Problems are dealt with quickly. Each classroom now has their own digital camera and easispeak microphone; each team has a flip video.

Getting The Pedagogy Right First:

After staff consultation, two voluntary blog workshops were organised; these were poorly attended although offered across the cluster last term. The dates coincided with another staff meeting and a tangi. It was also obvious that when it was voluntary, teachers did not prioritise having a class blog as a need. At present blogs have not taken off, even in the digital classes. Why?

We looked at our key curriculum areas. I did a formal review of writing practices and found that few teachers followed a programme consisting of grouping to needs, using models, scaffolding and feedback and self or peer evaluation against criteria. The writing assessment tool used did not scaffold student or teacher understanding of writing and next steps. We began literacy development with Te Toi Tupu this year and have begun to use asTTle as our assessment tool. Jill Hammonds is to start PD in using ICTs to both motivate and support children's reading and writing. The next step is to introduce tools like blogs and

Voicethread so that our students, their whanau and the global community, are involved in giving feedback. We have to make some shifts in our pedagogy before we want to use a tool like a class blog.

We sent as many of our staff as we could to Learn@School. Because the conference is held in Rotorua (up until this year), we were able to share tickets so that teachers could at least experience a day. We will do the same with ULearn, also in Rotorua this year.

We are establishing curriculum development groups from this term. One group will look at blended e_learning to support each term's integrated unit and major curriculum focus. We want these groups to use the Teaching As Inquiry cycle.

Creating A Learning Community – the Cluster:

What could we do together? We knew that other clusters had concentrated on inquiry learning and critical thinking models in developing their schools' pedagogies. **SOLO Taxonomy** was the particular focus for two neighbouring clusters. The Lead Teachers decided that this would be a good place to start in developing a culture of thinking; SOLO gave us a model that we could develop across the different sectors represented in our cluster. We invited Pam Hook to facilitate a Teacher Only Day on April 11, our first cluster event. We are as yet to look at where to next; at Mokoia we have decided to revisit our own portfolio of critical thinking skills, begun two years earlier and with parallels to Pam Hook's and Julie Mill's **Hooked On Thinking**.

How could we help teachers and students develop their ICT skills? At Ulearn10, Helen and I both attended a workshop on **Tech Angels and Wizards**, facilitated by two teachers from New Plymouth Girls High School. We thought we could adapt the programme for our cluster. The high school angels would learn skills they could teach to the younger intermediate and primary wizards; within their own schools the angels and wizards would support their classmates and teachers.

Based on the NPGHS experience, we planned to hold one interschool event per term, where the angels and wizards would work together in small teams on a set task. The term 1 task was to create a presentation for fellow students on cybersafety, using either Photostory or Moviemaker. The angels worked with Helen beforehand to develop the skills they would need to mentor the younger students. We worked from 2-5 pm with an afternoon tea break. We shared our presentations. We hope to be able to invite families to view our work next time. Because we have had teeshirts sponsored by Mimio, we think this term's task should involve working with a mimio.

The Tech Wizards at Mokoia Intermediate are benefitting from an eight week **photography course**. We know how powerful a visual image is; we thought it was important to develop that capacity in our students. A professional photographer facilitates the workshops. Whangamarino School Tech Wizards have attended some sessions.

Intentions/Next Steps:

- Re-evaluating the need for a cluster facilitator
- Facilitating teacher confidence using their laptops – individual action inquiries might be needed.
- Class blogs and/or other Web 2.0 tools used purposely to motivate, communicate, collaborate and reflect.
- Using Teaching as Inquiry Cycle in curriculum development groups
- Looking at how we will use inquiry and critical thinking skills
- Further developing the Tech Angels and Tech Wizards programme
- Strengthening links with the community and educating them about the importance of e_learning.

Links to referred to in this reflective summary:

1. Intranet - <http://intranet.mokoia.school.nz/>
2. School Website - <http://www.mokoia.school.nz/>
3. Cluster wiki - <http://rotorua-lakes-cluster.wikispaces.com/>
4. Presence on Virtual Learning Network - <http://www.vln.school.nz/pg/groups/48773/rotorua-lakes-cluster/>
5. Schola Assembly – new sms - <https://mokoia.assembly-sms.co.nz/ScholaSms/login.faces>
6. Cybersafety and Digital Citizenship – <http://rotorua-lakes-cluster.wikispaces.com/Cybersafety+and+Digital+Citizenship>
7. Internet agreement - <http://rotorua-lakes-cluster.wikispaces.com/Cybersafety+and+Digital+Citizenship>
8. Blogs - <http://www.classblogmeister.com/index.php>, <http://74.53.228.194/~mokoia/index.php?page=class-pages>
9. Mimio - <http://rotorua-lakes-cluster.wikispaces.com/Mimio>
10. SOLO Taxonomy - <http://www.learningandteaching.info/learning/solo.htm>, <http://hooked-on-thinking.com/>, <http://rotorua-lakes-cluster.wikispaces.com/SOLO+Taxonomy>
11. Tech Angels and Wizards - <http://rotorua-lakes-cluster.wikispaces.com/Tech+Angels+%26+Tech+Wizards>
12. Photography Course- <http://rotorua-lakes-cluster.wikispaces.com/Photography+Course>
13. Literacy PD - <http://www.vln.school.nz/pg/groups/40180/central-north-literacy/>, <http://rotorua-lakes-cluster.wikispaces.com/Mokoia+Intermediate+2011>

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.

a) A summary of progress that has been made towards achieving your programme goals

Goal 1-

- development of 21st century pedagogy across cluster by exposure to ideas and practices at conferences
- using on line technologies for administration and assessment – e.g. intranets, email, sms, lms, nzcer.marking.org, e_asTTle
- building foundations for good practice within schools

Goal 2 –

- principals, lead teachers and classroom teachers have all been involved in professional developments
- inquiry learning re-introduced
- Principals leading learning, e.g. portfolio of critical thinking skills at Mokoia
- Lead teachers leading and facilitating, e.g. blogging, Teacher Only Day on SOLO Taxonomy

Goal 3 –

- development of a professional learning community through shared developments such as:
- Lead Teacher monthly meetings for planning and reflection
- Tech Angels and Wizards
- Teacher Only Day
- cluster wiki
- presence on Virtual Learning Network

Goal 4 –

- Lead Teachers providing leadership
- Curriculum development groups spread leadership at the next level
- Tech Angels and Wizards – mentoring at a student level

Goal 5 –

- involvement of community through newsletters, websites, assemblies, Board meetings
- computer suites and student logons give access from home

b) A summary of the supporting evidence for this

Goal 1 –

- Learning@School, Inspired Impact, ULearn10, cluster wiki, school websites and intranets, Te Toi Tupu contract

Goal 2 –

- Photographs, videos and resources uploaded on cluster wiki - <http://rotorua-lakes-cluster.wikispaces.com/>
- individual and group presence on VLN - <http://www.vln.school.nz/pg/groups/48773/rotorua-lakes-cluster/>

Goal 3 –

- presence on VLN
- Cluster wiki

Goal 4 –

- Cluster wiki

Goal 5 –

- school websites, intranet - <http://www.mokoia.school.nz/>
- reflective summary(ies) on VLN-<http://www.vln.school.nz/pg/groups/48773/rotorua-lakes-cluster/>

c) The key lessons for the cluster

- It is a necessity that we work from the individual needs of each of the cluster school.
- It is important to develop the pedagogy so that we have blended e_learning and an understanding of the hows and whys of integrating Web 2.0 tools.
- We need to empower teachers first.
- After taking part in an Elluminate discussion this week on writing this Milestone and summary, it is now obvious that we need to look at a specific research model, such as the Teaching As Inquiry Cycle (NZ Curriculum, page 35), to ensure that we cover individual needs.
- It is important that the cluster principals lead the developments as active project directors and make some aspects non-negotiable; for example, e_learning needs to be part of the school's strategic planning.
- Working without a cluster facilitator means it is more difficult to provide the leadership and direction necessary.
- Changes in personnel have meant breaks in development and changes in direction.

d) **The next steps towards achieving the cluster goal/s**

- Hold a principal and lead teacher meeting where we evaluate what we have achieved and how this has been done. How will we cover the cluster facilitation role?
- Set up an action plan for the rest of this year.
- Use the Teaching As Inquiry cycle or similar to put in place individual learning goals for each teacher across the cluster to involve everyone and move them forward from their current place.

e) **A list of any emerging issues, risks, or opportunities particularly in relation to service delivery and reporting requirements**

- While we feel that we have accomplished a lot in the last two and a half terms, the arrangement has been problematical. We have times when we feel that we are the “blind leading the blind”; we haven’t had input from an informed, trained facilitator, who in turn receives support and development from a professional learning community. We have not been able to work within each other’s schools because of time constraints from our other responsibilities. Our own knowledge is varied and limited.

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