



TE KĀRETI TAMATĀNE O TE WHANGANUI-A-TARA
WELLINGTON COLLEGE

PROFESSIONAL REFRESH

04

CRP

Claudine Earley
Kathy Roy
Rivkah Nathan
Maria Montero
Hayden Viles
Dave Langrish
Colm McNulty

09

LITERACY

Serena Lawrence
Al Crawford
Eliza Bartlett
Carol Ann Nolden
Cris Cucerzan

13

**CULTURE &
RELATIONSHIPS**

Dan Slater
Jack Boyes
Vic Mau

14

THE CLASSROOM

Suresh Narayanaswamy
Kasper Griffith
Hayden Kleiss
Rachael Anderson
Nikki Corbishley
Aaron Columbus

19

LEARNING HABITS

Glen Denham
Karl White
Deepa Gowdra
Bob Mason
Lincoln Rawles

22

**MENTORING/
COACHING**

Liam Ford
Mark Tinkle
Phil Bergin

24

LEADERSHIP

Holly Browne
Luci Lendrum
Nilesh Naran
Sarah Marchant
Patrick Smith

29

SUBJECT-BASED

Maria Villanueva
Govinda Lascelles
Carlos Burke
Aaron Hawke

**/ NO. 1
/ JAN
/ 2024**



**mā te kimi ka kite, mā te kite ka
mōhio, mā te mōhio ka mārama**

*seek and discover, discover and know,
know and become enlightened*

EDITOR'S NOTE

Dr Aaron Columbus / Deputy Principal

Professional reading refers to the reading that helps you develop professional skills and understanding of your field or industry - in the case of teachers, this relates to our classroom and relational practice. The inaugural Professional Refresh provided the opportunity for teachers to take optional leave to engage in reading and reflection, the rich outcome of which you are holding in your hands or reading on your screen - the first of many issues.

The Professional Refresh was borne of our drive to foster a research culture at WC, and our keenness for teachers to engage with research and evidence-informed approaches. We recognised though, that teachers are incredibly time poor, and as such, under the refresh, we provided the option to take a day to read, preferably away from the kura. Close to 40 teachers took up this opportunity during Term 4.

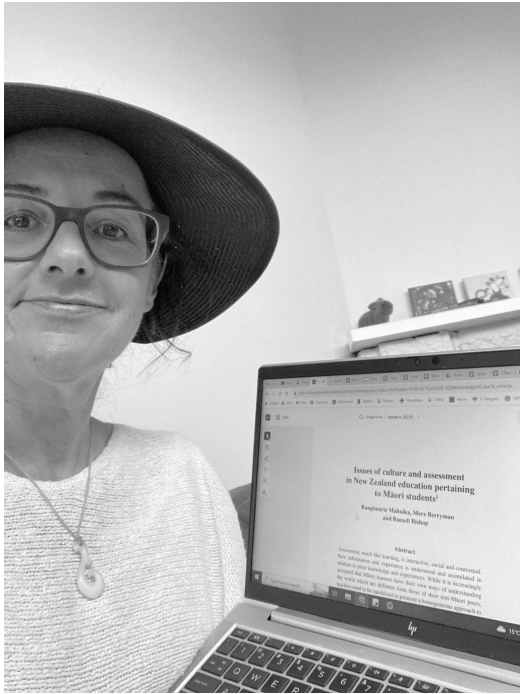
When teachers take time for professional reading, it helps shape views and ideas about education and provides theory and new ideas to think about putting into practice. This enhances the experience of our ākonga. Four principles guided our approach: the teacher chooses the reading; reading takes a variety of modes' reflection is key; we share our reading.

The feedback from our teachers about the refresh experience was overwhelmingly positive, and as such, we're already planning its second iteration in 2024.

We're incredibly excited to share the reading and learning of the first cohort of refreshers. Enjoy, be inspired, and think about what you can take and apply to your own practice.

Tiaho te ao, tiaho te ao mārama.





Reader's name: Claudine Earley

Topic: Te ao Māori and Culturally Responsive Teaching

Reading: Issues of culture and assessment in NZ education pertaining to Māori students

Reading mode: Article

Key Themes of the reading:

Not all Māori learners are the same, therefore we need a differentiated approach to assessment for individual Māori learners. Māori have different learning and assessment needs due to specific ways of understanding the world, but these ways are different, depending on intertribal tradition and politics.

The authors advocate the use of culturally responsive assessment practices, recommending a shift of focus from the deficiencies of learners (educators blaming children and their families) to the role of the education system and the use of “culturally responsive models and quality teaching programmes that include formative assessment approaches.”

To raise achievement through the reduction of educational disparities in a culturally diverse country like NZ, the challenge is to find what constitutes legitimate knowledge within our neocolonial setting and, therefore, what counts as appropriate and effective assessment.

CRP is the key because the sociocultural context in which both educators and learners encounter knowledge affects the way we understand the world. Challenge: how to respond to the cultural needs of Māori in teaching and assessment practice? What is meaningful and relevant to this heterogeneous group of learners?

Start with building power-sharing relationships that give students the right to self-determination so that students can bring their own knowledge and way of knowing into the classroom, leading to new understandings and the co-construction of new knowledge and the establishment of a shared vision of what counts as achievement.

- Formative assessment can provide quality assessment (scaffolding and opportunities to rework) for all students, but research suggests that teachers spend less time giving feedback to Māori students than others. (I wonder why this is?)

Evidence: must be gathered from authentic learning situations and tested to see whether it achieves the desired effect. Schools must develop a culture of inquiry, with teachers learning from teaching, and schools supporting teachers building inquiry skills systematically, including assessment literacy (the ability to make critical sense of student achievement) and evidence-based inquiry, where teachers use a range of evidence to inform planning.

Evidence of Māori student performance and the learning needs of teachers: teachers need to adapt assessments if, upon reflection (inquiry-based), these do not optimise learning conditions for students.

Portfolios and student journals offer students the opportunity to demonstrate and develop understanding in a noncompetitive assessment.

Interviews with students are sometimes a better way to assess understanding than written assessment, if within a programme of CRP (eg use the context of a hangi to understand heat).

Teaching exam skills works to achieve student success within a programme of CRP (written summative assessment is unavoidable).

Reader's name: Kathy Roy

Topic: Aotearoa Histories and how to move forward as a country

Reading: To honour the treaty, we must first settle colonisation

(Moana Jackson, 2015): the long road from colonial devastation to balance, peace and harmony - Margaret Mutu (Ngāti Kahu, Te Rarawa me Ngāti Whātua)

Reading mode: Article from Journal of the Royal Society of New Zealand

The key themes of the reading:

There is a long history in Aotearoa of oppression of Māori. This oppression used to be more obvious, but now it is more subtle. It is through hiding decisions in legal jargon, decades-long negotiations, slander through the media, etc.

Aotearoa is not a true co-governance model, but many steps have been taken to find a new way forward. The Treaty of Waitangi has found that Māori did not cede sovereignty, and yet our system has not changed and Māori are still amongst the most incarcerated indigenous people in the world. Māori have been an integral part of United Nations research and advisory reports for how to heal from colonisation, how to stop ongoing colonisation and to move towards true co-governance.

The Treaty of Waitangi has had a lot of power taken away because the Crown doesn't want to do without their (stolen) land. There is advice and pressure from the United Nations that New Zealand is still colonising Māori and they need to take steps to stop this. Te Tiriti has not worked for seven generations so it is time for a new constitutional arrangement (p. 14). I have to agree with this. If we enter into a new agreement, there is no way the Crown can continue to hide between two translations of the treaty and how they don't align.

Mutu discusses a co-governance model she was a part of researching and creating as a member of a Matike Mai Aotearoa (I really want to read the model in more detail). On page 14 in the first paragraph of this reading, Mutu discusses the seven underpinning principles of their recommendation.

How is our school, our classrooms, our lessons, (my classroom, my lessons) really demonstrating co-governance?

I think of my role in this as Tangata Tiriti and the Westernness of my teaching. I know I have countless biases (we all do!) and I know that, despite my love for Māori culture, I am not great at engaging with Māori students (or Pacific students). I tend to have good social relationships with them, but not good academic ones and they do not tend to achieve well in my classes.

I would like to explore and learn more culturally sustainable ways of teaching in my classroom to support students in learning in my classroom. I know that whatever I would put in place would support all students.



Readers name: Rivkah Nathan

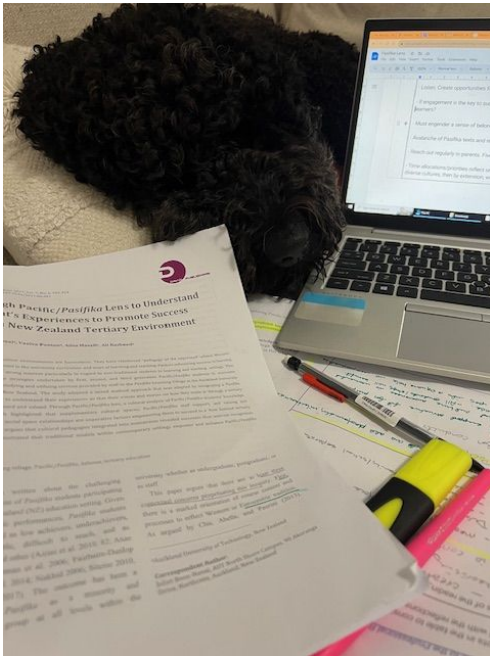
Topic: Māori Pū Rakau

Reading: Pū Rakau

Reading mode: Book

The key themes of the reading were the traditional legends and narratives from Māori and Pacific culture. They were re-written by New Zealand Māori writers, and included modern interpretations and retellings.

I can definitely use some of the stories in the English Classroom. There are also clear themes throughout the writing which shows a worldview which will be very important with the new curriculum. I will teach some of the poetry and short stories next year.



Readers name: Maria Montero

Topic: Culturally responsive practice

Reading: Through Pacific/Pasifika Lens to Understand Students' Experiences to Promote Success within NZ Tertiary Environment

Reading mode: Hard copy

The key themes of the reading - Identity/self-worth/culture are all profoundly intertwined.

The authors point out straight away that it has been nearly three decades since Freire's *Pedagogy of the Oppressed*, and educational environments are still Eurocentric and deficit theorising is still a thing. Combined, these pathologies reinforce the significant divide in educational achievement. In Aotearoa New Zealand, this plays out to the detriment of Māori and Pasifika learners and, ultimately New Zealand as a whole, as the Pacific population is the fastest-growing demographic in NZ.

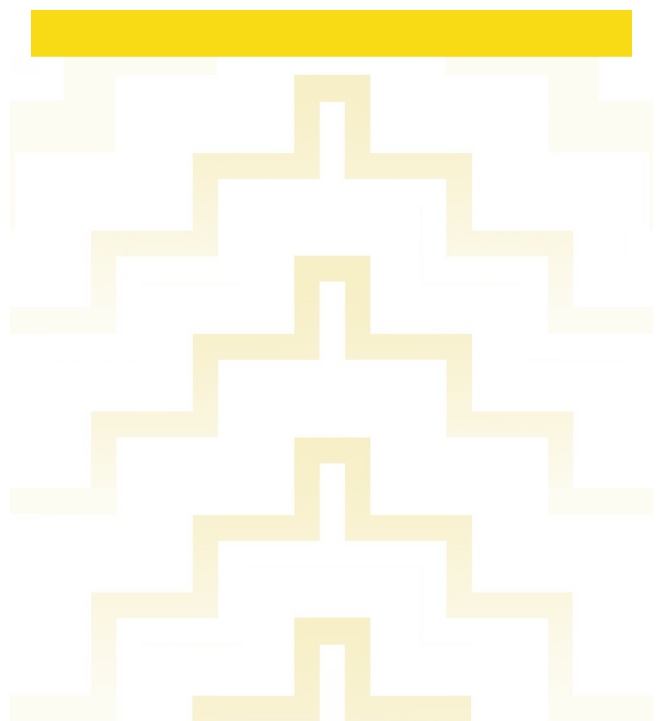
Eurocentric traditions conflict with many Pasifika values; ie. individualistic orientation is promoted over connectedness/collectiveness. Non-successful navigation by marginalised learners of the educational environment results in low achievement, when this occurs habitually throughout one's education, it becomes internalised. Thus, often, Pasifika learners believe they are perceived as less capable students

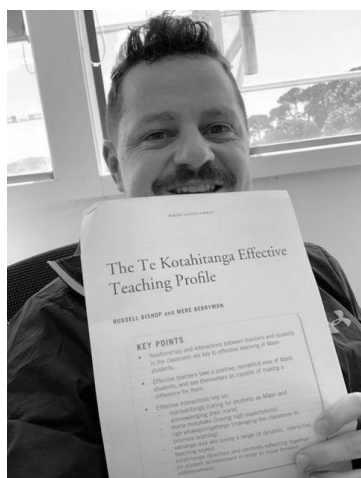
educational environment without compromising their identity. The authors stress that *success* is contested, and *success* is contextual, as our starting lines were not the same. This means accounting for equity, but also the measure of success is different. My achievements have surpassed my parents, so that is success. I honour their sacrifices that facilitated my accomplishments.

Acknowledgement of the cultural disconnect in terms of what comprises success, 2) communal rather than individual responsibility. Duty to family and duty to church are prioritised. These elements are interconnected, interdependent and co-existing through relationships known as the *vā*. (social space) Harmony exists by nurturing *vā*.

The takeaways applicable to our practice:

- Structure systems in ways that validate Pacific ways of knowing and being
- Is our current support structure fit for purpose?; creating physical space (*fono*) and meaningful time (*talanoa*) to build relationships that celebrate and embrace Pasifika learners.
- Trust is often facilitated with a strong support network of Pasifika teachers, Pasifika senior students and Pasifika community liaisons. There is a larger role to be played. An individual is who he is because of the community, he is part of the whole.
- Buy-in is automatic when you are part of the majority, it's problematic when you are outside the majority. The school must demonstrate that it understands and values who the students are.





Reader's name: Hayden Viles

Topic: Effective relationships and interactions

Reading: The Te Kotahitanga Effective Teaching Profile

(Russell Bishop and Mere Berryman)

Reading mode: Article

The key themes of the reading:

Improving educational outcomes for NZ Māori students in mainstream secondary schools.

The aim of the project is to reduce educational disparities through improving Māori student achievement

Greater classroom interactions and forming relationships with Māori students saw a greater level of attendance, engaged learning and achieving to a level that began to realise their true potential.

Māori students felt that their type of relationships and interactions between themselves and their teachers hindered their educational achievement or promoted their enhancement.

Professional development as part of Te Kotahitanga is vitally important to ensure consistent narratives are used to enable greater connections with Maori students, their world and the experience of school.

Preconceived or deficient ideas of students can be unproductive and damaging. An agentic way of thinking allows Māori to be Māori. Having low expectations of Māori students led to largely poor quality work and subsequent grades.

The importance of classroom relationships are built on Trust and mutual respect. The display of te reo and Te ao Māori and the use of haka internationally is used and interpreted with gusto and self determination

whereas if Māori students are to display aspirations for self determination they are often looked down upon rather than celebrated or understood.

Health and Physical Education is a great avenue to connect with Maori students, understanding the Māori world and how the concept of Hauora underpins a holistically healthy student.

Physical activity and commitment to extra curricular programmes enables further and productive conversations outside of the classroom. This gives me an advantage when teaching Māori students who I've already connected to and formed a connection with.

Having high expectations (mana motuhake) of students believing that all students are capable of success. This agentic way of thinking enables Māori students to be Māori and is fundamental to success. Mana motuhake involves the development of personal or group identity. Covey (2004) terms response ability as helping teachers understand the power they have to respond to who the students are and their prior knowledge and expertise they bring with them to the classroom.

Teachers create a secure, well managed learning environment by incorporating routine pedagogical knowledge and pedagogical imagination. Teachers must take professional responsibility for activating engagement of all learners.

Going forward, I will think further about the creation of learning contexts in the classroom that allows Māori to think and be Māori - the importance of caring for students as Māori. What's more important, "gaining good achievement levels or losing our personal and cultural identity? Care and acknowledge the mana of the students as culturally located individuals.

Having greater cultural understanding and fully understanding that Māori interact with the world around us in a different way. Manaakitanga is vitally important to instil and uphold the Mana of the individual. As is, using greater learning opportunities in interactive and dialogic relationships. In these contexts co-construction of knowledge is more likely to occur.

Kotahitanga held the vision that students and teachers can collaboratively promote and monitor and reflect on outcomes that turn and lead to improvements in educational achievement of Māori students.



Readers name: Dave Langrish

Topic: Polynesian exploration of the Pacific

Reading: The Quest for Origins

(K.R. Howe)

Reading mode: Book and exhibition

Prior to the reading I had no particular knowledge about the origins of the “Polynesians”. I now have a clear understanding of where the ancestors came from, when, and how they voyaged across the Pacific. I now have an understanding of how accepted knowledge on this subject has changed over the years.

I found that I could read most of the book in the time available - I read all of Chapters 1, 4, 5 and 8.

In the afternoon I took a break from reading and went to Te Papa to visit the exhibition on waka/Polynesian navigation. I'd been to this before but still found it interesting and informative. There was obviously considerable crossover between the book and the exhibition. Some names came up in both contexts, notably including Mau Pialug and Hector Busby. The exhibition was better than the book in explaining the 'how' of using the stars, swell and birds to navigate.

I recommend that everyone reads this book. It is essential general knowledge. I am now much better informed about the spread of people across the Pacific.

Readers name: Colm McNulty

Topic: Polynesian exploration - Culturally responsive practice

Reading: The Quest for Origins: Who first discovered and settled New Zealand and Polynesia?

(K.R. Howe)

Reading mode: Book

Howe's book, the Quest for Origins, explores the different theories as to how tangata whenua first reached these shores in the 13th century. It explores different theories such as the great fleet theory, Andrew Sharp's accidental arrival hypothesis and Geoff Irwins rebuttal of sharps view.

I have undertaken to teach Polynesian exploration and arrival to these islands as part of my year 9 New Zealand/ Aotearoa histories. This book has given me invaluable intellectual understanding of the subject matter and hence will greatly enhance the calibre of my teaching of the subject.

I can now discuss in future classes outlines of the different theories of Polynesian migration in a manner not open to me prior to my reading of this book. I will be in a much better position to utilise my newly acquired knowledge in conjunction with chapter 1 of the documentary 'Frontiers of Dreams' to create more meaningful and engaging narratives for my tamariki. Hence the calibre of learning will be greatly enhanced as a consequence of the opportunity afforded by this professional reading refresh.

Readers name: Serena Lawrence
Topic: Change management in schools

Reading: **Various**

Including Michael McDowell, Gemma Fanning, Jonathan Sharples, and more.

Reading mode: Digital Text

Typically, schools are very good at identifying the 'problems', and knowing what the outcome is that they want, but not good at moving through, and spending time in, the space in between.

The readings all expressed the need for schools to sit in the 'implementation' space for longer periods of time, working in small steps, before moving to the 'embed' and 'sustain' space of change.

It was also clear across the readings that the 'sustain' space is another area of weakness for schools, rather we move from 'problem' to 'solution', and then onto the next 'problem' with speed.

It is clear that as schools we need to treat implementing change in the same way as we do with new learning in the classroom, it needs deliberate acts of teaching, feedback and revisiting in a planned process.

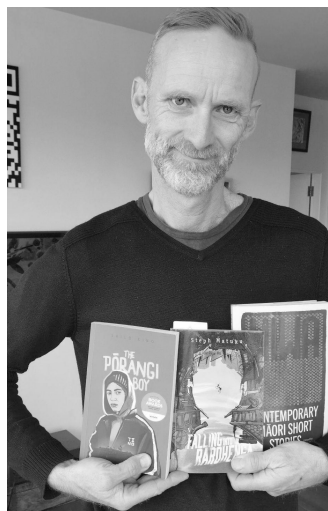
The takeaways applicable to my practice - that as leaders we need to be comfortable spending time in the 'tragic gap' - the space between the problem and the reality we have imagined in our minds, and to support our staff in living in this space as we move through change.

We must 'go slow' if we want to 'go fast'. In order to achieve real improvement that 'sticks' we must slow down and be intentional about each step forwards, ensuring that we aren't moving forward before the previous one has 'stuck' in the way we want it to.

EEF 'implementation isn't sexy' - we must be prepared to be the broken record as we move through the implementation phase, and to sit in it. Be strategic - think through each step that might need to happen throughout the 'implementation' 'embed' and 'sustain' phase.

Going forward we need to reflect on the the 'Coll Way for Literacy' strategy; evaluate which phase we are in, and how we can ensure we are staying in the implementation phase for as long as is required; work through the tools in the EEF toolkit for implementing

change, with specific reference to how to utilise PLD for the greatest impact.



Readers name: Alastair Crawford
Topic: Contemporary Maori fiction

Reading: **Several titles as suggested by Wellington University**

Reading mode: solo, print books, Libby app, school and City library

The key themes of the reading:
With Te Mātaiaho NZ Curriculum Refresh directing teachers towards providing and teaching Māori content, I used the day to follow up on reading lists from the English department workshop day at Victoria University. This was a pivot from the readings on teaching sentence forms that I had wanted to further explore.

The range of themes of Māori writers includes:

- Writing on environmental and personal and family situations by Māori with no explicit reference to Mātauranga Māori (Anthony Lapwod, Becky Manawatu, Tina Makareti).
- Writing that uses significant amounts of mythology (Makareti, Makutu,) Historical
- Writing directly centred on acts of resistance to colonial aggression (Kelly Ana Morey, Shilo Kino)
- Writing about institutionalised Māori in prison and mental homes (Alice Tawhai)

An understanding of the general type of fiction by

several authors (topics, content, style, literary worthiness, age appropriateness, thematic concerns,) and also understanding of which individual titles

Following the reading and reflection, I will share notes with the English department, make resources to help students interpret texts we choose to teach, and use texts to meet Te Mātaiaho requirements for Māori course content.

It may be that teachers are wanting to replace the traditional Māori authors of the 1970s - Apirana Taylor, James K Baxter (a Pākehā who wrote about Māori), Patricia Grace, Witi Ihimaera with contemporary authors.

Readers name: Eliza Bartlett

Topic: Effective teaching of reading and writing

Reading: Report on English from the National Monitoring Study for Student Achievement and Insight for Teachers Report on English from NMSSA

The key themes of the reading: WRITING: Year 8 students rarely get authentic opportunities to write and share their writing outside the classroom (this applies at Secondary School too in my experience).

Planning is a key part of writing and needs to be taught and factored in as part of the writing process.

- Planning should include both content and structure
- Different types of planning are appropriate for different writing activities, e.g.
 - Brainstorm
 - Structured brainstorm
 - Table
 - Flowchart
- Planning, esp. Of both content and structure, is associated with better writing outcomes
- Students should begin to 'own' their own planning style

READING: some important teacher practices have become less common for Year 8 students

- Recommending books (this implies to students that teachers are less interested in what they read and value it less)
- Discussing how books are 'put together' - structure, craft - this gives students fewer opportunities to appreciate and understand

writing as an artform with technical aspects and expertise

The takeaways applicable to my practice:

1. Include more authentic opportunities for writing that will be shared beyond the classroom (have factored this in for Year 10 programme 2024)
2. Share with colleagues the need for explicit planning for *most* writing types (not personal responses, journals, immediate expressive / personal writing)
 - a. Model a range of planning styles
 - b. Plan for content AND structure
 - c. Encourage students to find a planning style that works for them - what are the pro's and con's of different styles?
3. Continue to share with colleagues and parents the benefits of reading and the need for adults surrounding tamariki to enthuse about and model reading

Readers name: Carol Ann Nolden

Topic: Teaching Creative Writing

Reading: Beyond "is this OK?": high school writers building understandings of genre: for writers, understanding genre means understanding forms, structure, rhetorical devices, and how to write effectively in school and beyond. (Whitney, A. E., Ridgeman, M., & Masquelier, G (2011) - Journal of Adolescent & Adult Literacy)

Reading mode: academic article

GENRE study can be a way into opening students' understanding of the purpose and audience of their writing - by writing tasks that get them creating things with an intended audience beyond that classroom, teacher or exam.

So often students are asked to imitate a genre they have never read and see no use for in life beyond the assessment. Shifting this increases agency and engagement in the writing tasks.

Students first wrote an environmental piece out in the environment. They imagined what the genre conventions were and tried to imitate them.

Then they used fairy tales to discuss genre and see how within a genre there are certain universal commonalities, but by then looking at a modern tale they could see how the conventions are fluid, time-related, and ponder whether they are a reflection of society or a shaper with the inherent values etc. within.

Lastly, the students chose an unfamiliar genre to study, gather examples from, analyse and thus form their own understanding of the conventions of; discuss with the class and then write a piece in that genre. They had to begin with writing a paragraph rational for their choice.

Student motivation was not achieved by giving grades or being assigned tasks, but by giving choices, and by making it real by overtly thinking about audience from the perspective of fulfilling the audience expectations of the genre - sometimes linking purpose to real-life settings (e.g. speech toast, picaresque, eulogy). The genre challenge increased engagement for even reluctant writers and disengaged students.

GENRE study can be a way into talking about and understanding 'audience and purposes' in a more measurable, experienceable and concrete way.

Students are actually already familiar with a wide range of genres from their daily life and reading experiences. This will give them confidence to explore unknown ones.

A writing exploration that is not a set assignment and not graded can lead to more freedom to experiment.

FAIRY TALES can be used as part of a genre study, as a way in to seeing what is meant by genre, and what conventions there are that can be followed, or broken deliberately.

Discovery learning can be applied to a genre study/ writing course.

A celebratory reading of our work at the end is a nice way to culminate the learning, plus a print publication.

ENVIRONMENT: so many possibilities within the genre, and a simple starting point at the beginning of the year. Can link to formal writing. Could be done outdoors!

FAIRY TALES: valuable for both seniors (one or 2 lessons) and juniors (longer) to understand the concept of genre. Skills developed here in seeing

commonalities are used again in own choice genre challenge.

CHALLENGE & CHOICE: choosing to explore an unfamiliar genre using DISCOVERY LEARNING, comparing, and taking risks can grow comfort zones and set up for lifelong learning

LINK: make the purpose and or audience be explicitly one beyond the classroom, to increase student agency.



Readers name: Cris Cucerzan

Topic: Artificial Intelligence in Education

Reading: Several newsletters from Ethan Mollick's 'One Useful Thing' substack

Reading mode: Online/Screen

AI acts as skills leveller for professional work that a person might be unskilled in e.g. idea generation, writing, analysis; gap between lowest and highest performers in a study shrunk from 22% to 4% after GPT4 use. Ideally, use of AI is a type of automation that can reduce time/effort spent on 'some' tasks (in the world of work) and that can then be transferred to other work.

Workers who can adopt 'cyborg practices' (working with AI cohesively) will have advantages over those who won't in the labour market - another argument that suggests it's a responsibility for us to equip students with these practices as part of education. Newer AI large language models have multimodal capabilities - they'll be able to be 'brains' (compute) as

AI detectors have high false positive rates - they do not work. Some layers of prompting will change AI-written text enough to make it undetectable by people. "Homework" as we know it is over. One way to get good at using AI is to use it every day for as many tasks as it is ethical and legal to do so. What could this look like in an education context?

AI models are continually getting trained with new data so the quality of their output will change over time, which means that how they are to be 'prompted' will change/shift over time.

AI LLMs are built for chat, for engaging about a topic as if with another person who is helpful and potentially knowledgeable (and fallible). It is essential that you, as the human, provide the AI with CONTEXT. Structured prompting of AI should have components. Instructions should be concise, use simple and direct language, and avoid ambiguous words. Useful to also break big prompts into steps and ask AI to 'think step by step.' There's also some research that suggests adding 'emotional appeal'

A subset of LLMs are 'agents' (called GPTs by OpenAI) which can be programmed with specific prompts and contexts and carry out tasks specific to their programming/prompting as needed. These still seem to hallucinate and are subject to vulnerabilities as with current AI technology. They are at the moment the 'easiest' way to share structured prompts, and might be the way to incorporate AI in a 'lite' way into schools (because they are restricted by their prompting and carry out specific tasks). Therefore there might be a degree of 'safety' in this.

Takeaways applicable to practice:

If AI is a leveler, how can it be harnessed in the classroom for equitable means? And how can we get access to the best version - GPT4 is currently behind paywall? GPT4 with Dalle3 image generator is available for free if people register on Bing - could this potentially be done using school emails?

Potential for AI's that have a humanistic embodiment and 'voice' to be used as teaching aides as they will help to manifest stronger learning (instructional design research suggests learning from a human-like avatar with a human voice helps retention of material taught).

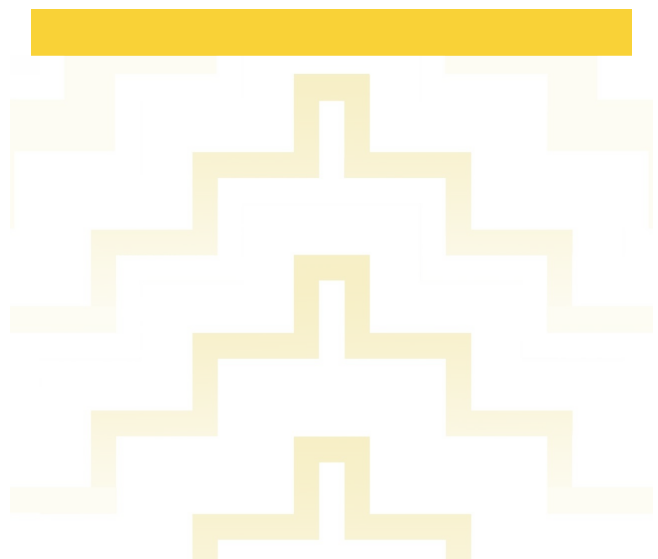
Prompting guides/sheets could be developed for various tasks that teachers agree could be 'outsourced' e.g. creating a sheet of definitions of hard words ahead of reading a text so as to build vocabulary. Can be done reasonably effortlessly with ChatGPT - just needs to be ingrained as a habit.

Training students to use AI should involve teaching students not just how to prompt, but how to CONVERSE, how to start a conversation and then build on from that conversation to get closer and closer to learning/what is desired. This would result in more depth.

A useful metaphor: "You can (inaccurately but usefully) imagine the AI's knowledge as huge cloud. In one corner of that cloud the AI answers only in Shakespearean sonnets, in another it answers as a mortgage broker, in a third it draws mostly on mathematical formulas from high school textbooks. By default, the AI gives you answers from the center of the cloud, the most likely answers to the question for the average person. You can, by providing context, push the AI to a more interesting corner of its knowledge, resulting in you getting more unique answers that might better fit your questions. Many of the more exciting uses of AI require this sort of specialization."

AI agents designed to carry out specific small tasks to assist students could be a fitting way of teaching students how to use AI and increasing accessibility to learning. I can see specific such agents designed for purposes such as: 'simplifying writing' or 'indicating grammar errors and reminding me how to fix them'.

- Integrate AI tools into curriculum and pedagogy.
- Develop students' 'cyborg practices'.
- Keep up with the latest developments and trends in AI.



Readers name: Dan Slater

Topic: Restorative Practice

Reading: Restorative Practice: History, Success, Challenges & Recommendations

The key themes of the reading:

Punitive discipline is mirrored punitive measures used against criminals; increasing amount of punishments (suspensions and expulsions); has been linked to disengagement, lower academic results, lower graduation rates etc; disproportionately affects minorities - both in race and disability; critiqued by both Medicine and psychology fields

Alternatively, restorative practice is everyone involved working to repair the damage that has been done; it can totally change an entire school culture, not just their method of punishment; changing for punitive is hard - takes time, effort and buy-in from all staff.

The biggest challenge can be staff not buying in - drive the focus on relationships first, results and achievements will follow. Ultimately, restorative practices has been shown to be better at dealing with issues than punitive; It affects minorities less disproportionately, results in better academic results and attendance, and maintains positive relationships

Is there a way to more effectively incorporate restorative practices with minor disciplinary issues? Restorative chats seem to have minimal results with repeat offenders.

Having restorative conversations/meetings has definitely worked with significant classroom incidents. Is there a way to make these feel more genuine and less formulaic? The standard questions are great questions but they do make the process seem more robotic than personal.

Ensuring restorative practices are visible and talked about is essential - it needs to become a part of the entire school culture, and visible to family and students - could it be one of the values we identify with as a school?

The actions that I will take include, looking to more clearly incorporate restorative practice - talk about it with students and families. Rather than just having a "chat" naming the chat for what it is. Being more consistent with my use of language like "repair the harm" in order to help integrate it well and

consistently in my classroom. Ensure I use it at all levels - Not just for the major classroom actions but even the most tiny.

Readers name: Jack Boyes

Topic: Restorative Practice

Reading: Multiple readings

Punitive vs. permissive is a false dichotomy - "punish with consequences or restore with communication". Consequences are an essential part of Restorative Practice (RP).

How to do RP well - consequences should always directly relate to the harm, and should have restorative intent; need firm boundaries and clear expectations, explicit about consequences; consistent positive and negative consequences; relational approach, addressing the behaviour, not the character of the student; trained adults and further support: crisis intervention, MST family support, cognitive behavioural therapy; for small incidents, an apology and agreement is often enough; Follow up is essential!; training for staff is essential, not shortcutting to saying sorry, practice, mentor model; there should be consequences (even 'detentions'). What is most important is how consequences are conducted, managed, messaged, structured etc.

When does RP not work? If a party is not willing to enter into the process sincerely, or violent misconduct often required student to have time away from school

Key considerations in using RP include - it can mean reliving the trauma for the person harmed. What if a student actively chooses punitive, such as stand-down, in order to avoid restorative? Still give them the expectations and how to ensure it doesn't happen again

Going forward, I will be reviewing the way in which we do restorative practice at Wellington College. From this, I will have conversations with those involved to confirm our strategy. We will then need to make plans for how to implement and develop restorative practice effectively within our school. This will include training for staff.

Readers name: Victor Mau

Topic: Wellbeing

Reading: Is teachers' mental health and wellbeing associated with students' mental health and wellbeing?

Reading mode: Journal

The key themes of the reading - Better teacher wellbeing was associated with better student wellbeing; higher levels of teacher depressive symptoms were associated with poorer student wellbeing and psychological distress; wellbeing of students and teachers is gauged by 'Teacher presenteeism' (when workers continue to work despite having reduced productivity levels or negative consequences) and 'Quality of teacher-student relationships'.

The key takeaways applicable to my practice are - the connection between teachers' and students' wellbeing. We try a lot to safeguard and promote our students' wellbeing but if teacher wellbeing is ignored - that will have an effect on our students. To ignore one is to the detriment of the other!

There needs to be an active 'Teacher Wellbeing Coordinator' within the school to promote our wellbeing, be someone that staff can talk to and is actively finding ways for staff to cope with the demands of being a teacher in 2023 (and beyond!).

I will continue to promote Teacher wellbeing more to the SLT and other teachers at Wellington College. We need to look after ourselves, and also need support from our leaders to do this.

These were the noodles I ate while I did some reading for my Professional Refresh Day. Amazing! (Both the noodles and the opportunity to do some research about Teacher Wellbeing)



Readers name: Suresh Narayanaswamy

Topic: Inclusive and equitable classroom

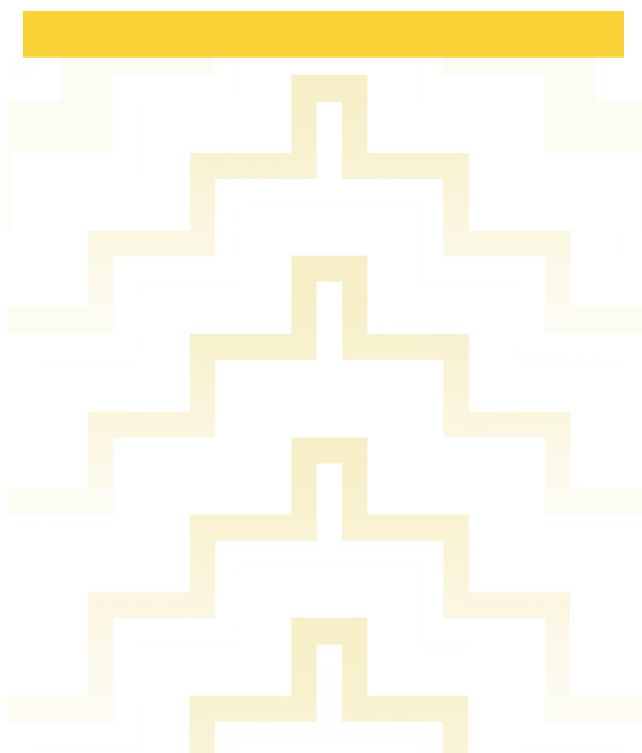
Reading: How can I create an inclusive and equitable classroom with culturally responsive education?

Reading mode: Online

Culturally responsive education aims to build a bridge between content and students' own cultures, values, beliefs, and experiences. Besides equity and equality a third category known as liberation - liberatory practices are those that dismantle the sources of inequity in the first place. Culturally responsive approaches improve student confidence and learning outcomes and best prepare our students for their future lives and careers. ARC model is a framework for culturally responsive science education.

The takeaways applicable to my practice are, recognizing students as experts of their own communities and experiences, assumptions must be identified and questioned in a diverse learning environment, and making students feel comfortable identifying inequalities that they may be personally affected by.

The actions that I will take following the reading include, co-creating the classroom norms that can serve as an informal contract students can hold each other accountable to, and whanaungatanga - reaching out to students, whanau and elders in their community and involve them in the class. This is for the connectedness part of the model.



Readers name: Kasper Griffith

Topic: Classroom Management / General tips for teachers

Reading: 'Running the Room' Tips for teachers

Tom Bennett / Craig Barton

Reading mode: Books

The reading went through a range of topics around behaviour and started by going into the educational psychology around behaviour and getting students on board. Then went into the more real life reality of

students and how they react / behave. The main themes that I found were repeated over and over in every chapter were about "the rules of your classroom" and "consistency".

The rules of your classroom vs school rules was a really interesting section. Consequences and perceived fairness was another great chapter, as was rewards vs sanctions. Assumptions we make as teachers around what we expect students to do

This book encouraged you to pick sections and read out of order, so I read about 50% of it in different parts that seemed very interesting/relevant, and watched some of the accompanying videos. My main themes were: teaching strategies (silent teacher, mini whiteboards, and the split attention effect); explicit culture and behaviour expectations (again); lots of encouraging to observe teachers I respect; supporting challenges with scaffolding, high support, similar problems.

The takeaways applicable to classroom practice focused on running the room include, how explicit you need to be with behaviour expectations in your classroom. Students have a wide range of personal expectations about what they can and can't do, and if we don't explicitly tell them what we expect, then there is a chance that if they don't meet our expectations, that that is not on purpose.

I loved the section on school rules vs classroom because after moving around three schools I've found it hard to keep adjusting my behaviour expectations around other factors. Bennetts main point is that any classroom rule I have should be at least as strict as the main school rule, and can't be too far in the other direction. It seems obvious, but it was reassuring to see that finding for me personally. Consistency in follow through is very important.

Readers name: Hayden Kleiss

Topic: Understanding Formative Assessment

Reading: Understanding Formative Assessment: Insights from Learning Theory and Measurement Theory

Reading mode: Text, printed

Assessment and teacher questioning are linked - this should be more thought out. Any instructional activity that allows teachers to uncover the way students think can be used as formative assessment/ serves a formative purpose.

"Using the same assessments for different purposes tends to lessen their effectiveness for each purpose". Formative assessment should be "tailored to particular students being assessed" and it "should take a form most likely to elicit the desired learning evidence." This infers that UDL should take an important role in the design of the assessment.

The key takeaways applicable to teacher practice includes that feedback should take the role of providing information about the gap between a student's current understanding and the desired level of understanding. We need to identify ways to close the gap. We as teachers should be avoiding 'high stakes' environments for students. Students should also not be aware of 'assessments' taking place.

There is a quote which resonated with me "Formative assessment places demands on students to take a more serious approach to learning and to work harder." This would mean we need a massive Culture shift at WC, as the majority of the time, students only try when we assess in high stakes summative settings.

Use of strategies such as peer assessment allows a role swap, which means students must have a clear understanding of learning goals.

A logical progression to learning is needed. This should be referred to in learning progressions, and a logical learning progression, where content is built upon. To achieve this we should backwards map.

Readers name: Rachael Anderson

Topic: Formative Assessment

Reading: The formative assessment Action Plan

Reading mode: Book

I thoroughly enjoyed reading "The Formative Assessment Action Plan," as it not only provided a comprehensive understanding of formative assessment but also offered a wealth of real-life scenarios that I can seamlessly integrate into my science teaching next year. The practical examples presented in the book will become invaluable resources, offering insights into how to implement feed up, checking for understanding, feedback, and feed forward strategies.

The takeaways applicable to our practice at WC:

Feed Up - setting clear learning goals and communicating them effectively to students is a crucial aspect of formative assessment. Providing a clear "feed up" establishes the expectations and objectives for the lesson or unit. This not only helps students understand the purpose of their learning but also empowers them to take ownership of their progress. In science, where complex concepts are often involved, a well-defined feed up sets the stage for meaningful exploration and understanding.

Checking for Understanding: regularly assessing student understanding during lessons is fundamental to effective teaching. Incorporating formative assessments to check for understanding allows me to gauge the comprehension levels of the entire class or individual students. It provides valuable insights into areas of strength and weakness, enabling me to adapt my teaching approach accordingly. Through techniques like quizzes, class discussions, or even quick polls, I can adjust the pace and depth of my instruction based on real-time feedback.

Feedback - one of the most powerful tools in formative assessment is providing timely and specific feedback. Constructive feedback not only informs students about their performance but also guides them on how to improve. In science, where critical thinking and problem-solving skills are vital, targeted feedback helps students refine their understanding and approach. It encourages a growth mindset, fostering a culture of continuous improvement in the pursuit of scientific knowledge.

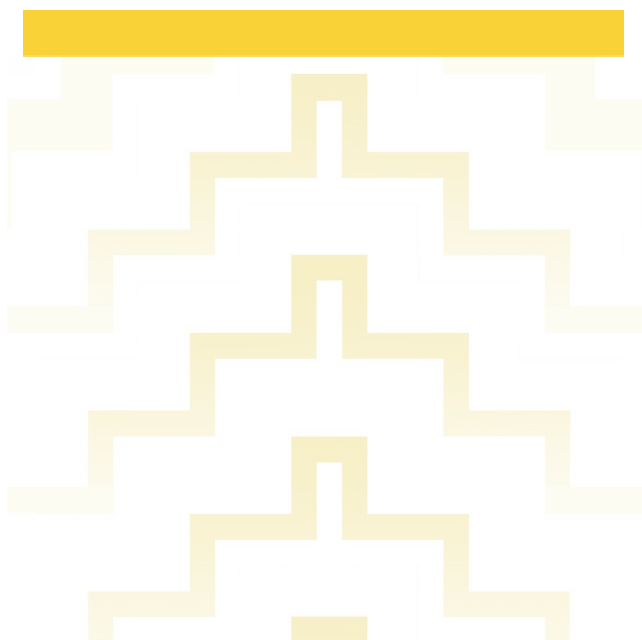
Feed Forward: Beyond feedback, incorporating feed forward in formative assessment is essential. This involves guiding students on the next steps in their learning journey. It goes beyond correcting mistakes and focuses on what students can do to progress further. In science, this might involve suggesting additional resources, recommending specific study strategies, or providing opportunities for hands-on experiments and exploration.

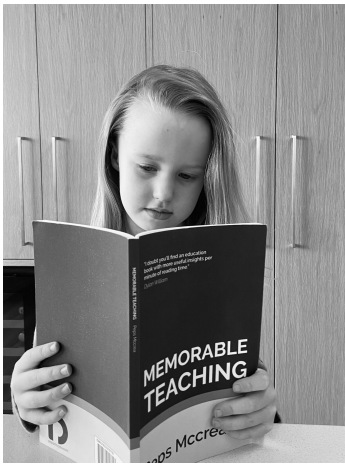
Building upon the insights gained from "The Formative Assessment Action Plan," I am enthusiastic about implementing several specific actions in my science classroom next year. These actions are designed to enhance the learning experience for my students and leverage the power of formative assessment strategies.

By implementing these actions, I am confident that my use of formative assessment in teaching science will be more intentional, dynamic, and student-centred.

- Develop clear learning objectives (Feed up)
- Implement varied checking for understanding techniques
- Provide timely and targeted feedback
- Encourage student reflection and goal setting (feed forward)
- Utilise real-life scenarios in teaching
- Regularly evaluate and adjust teaching strategies

I look forward to the positive impact these strategies will have on fostering a deeper understanding and appreciation for science among my students. By implementing these actions, I am confident that my use of formative assessment in teaching science will be more intentional, dynamic, and student-centred. I look forward to the positive impact these strategies will have on fostering a deeper understanding and appreciation for science among my students.





Readers name: Nikki Corbishley

Topic: Memory

Reading: Memorable Teaching

(Peps Mccrae)

Reading mode: Book

"If Long Term Memory is our map of the world, then Working Memory is our pencil."

Peps lays out 9 Principles of Memorable Teaching, which are actionable, and builds upon each other.

1. Manage Information
2. Streamline Communication
3. Orient attention
4. Regulate load
5. Expedite elaboration
6. Refine structures
7. Stabilise changes
8. Align Pedagogies
9. Embed metacognition

There were so many golden nuggets in each principle, but a few key takeaways include (and I'm focusing on the low hanging fruit here):

Managing information. Peps challenges the reader with how we address cognitive load within our learning and social environments. Our schools are information rich, and our classrooms are overflowing with data and information. Over the decades we have been told that it is good practice to cover our classroom walls with student work, posters, diagrams, information etc to create a stimulating and dynamic learning environment. Consequently, all of it *competes for our attention*.

He poses the question: what visual information in our learning environments supports our students to think closer to the learning intention? Because everything else is a distraction.

Teaching is a zero-sum game - If it's not adding to the learning, it's subtracting from it (displays, clocks, music, interruptions, notifications, teacher narration etc).

Multimodality. We are able to attend to both speech and diagrams simultaneously, effectively doubling the amount of information we can process at any one time. Crucially, the same does not apply for speech and text. This is why reading aloud the notes on your presentation can be counterproductive. How often do we do this without thinking more deeply how students are processing this information?

Another great thing about this book is that it gives us language conventions to define methods, such as 'Priming'. This is not a new convention, but one that we should normalise in our everyday conversations about pedagogy, alongside Tethering, Concrete Bridging, and Variation.

Retrieval beats re-exposure. I have fallen into the trap many times of thinking that re-exposure was sufficient for memory. Retrieval asks more of the student brain. Our *Do Nows* are an easy way to develop retrieval practices in our lessons day to day. The end game is Automacy and Metacognition, but it takes endurance to achieve that outcome. How else can we structure learning to develop practices of retrieval across our kura?

This is a must read for all teachers. It is straight to the point, with practical, actionable advice backed by neuroscience. I gained many light-bulb moments in reading this, and many reminders of what good teaching practice looks like.

Clearly, education is developing (or returning) to a deeper interest and investment in understanding the learning brain. This book briefly addresses the criticisms of rote learning or drilling, and gently encourages more understanding that without a foundation of knowledge, our desire for innovation and inquiry from our students will likely be misinformed and unsuccessful. Knowledge learning and inquiry learning should exist together, and in that order.

*"Great teachers don't just manage what students **do** in the classroom, they manage what they **think**. Because what students think about is ultimately what they learn."*

Readers name: Aaron Columbus

Topic: Memory

Reading: An introduction to Cognitive Load Theory

(Dr Vicki Likourezos, 2021)

Reading mode: Article (Education Hub)

‘Without an understanding of human cognitive architecture, instruction is blind’
(Cowan, 2001)

Likourezos distinguishes between ‘biologically primary’ and ‘biologically secondary’ knowledge. The former is acquired unconsciously as it is necessary to survival and has been developed over thousands of years. It includes general problem-solving and thinking skills and does not need to be taught, nor does it impose heavily on cognitive load. The latter needs to be explicitly taught and not left to discovery - ‘conscious effort’ - this requires mental effort and imposes a cognitive load. Most subjects taught in schools are in this category.

John Sweller talks about ‘generic-cognitive skills’ when referring to biological primary knowledge and biological secondary as ‘domain-specific skills’, which are not acquired easily or unconsciously. These need explicit instruction but it is the ‘trial-and-error’ approach that imposes the heavy cognitive load. We need to teach biological secondary skills to reduce cognitive load by providing ‘solution steps’.

Cognitive load theory explains how knowledge is constructed in ‘working memory’ and the way that permanent knowledge is built up and held in ‘long-term memory. The memory system comprises two separate but linked components.

Working memory is the ‘conscious component’ where ‘novel’ information is temporarily stored and ‘manipulated’. To enable learning, information is processed here before passing to long-term memory. If something is truly learned, it is stored in long-term memory as ‘schemas’ that can be activated for a specific purpose. Working memory has limited capacity - manages 5-9 pieces of new information at a time, or 2-4 worked on simultaneously - this impacts cognitive load. Long-term memory has no limits.

Likourezos goes on to show a range of techniques that teachers can use to mitigate the limits of working

memory and foster effective learning. She shows how taking a ‘scientific approach’ to the design of learning materials alleviates cognitive overload and maximises learning.

Likourezos argues that teachers need to know and understand cognitive load theory so they can reduce ‘unnecessary’ load on working memory and to optimise learning.

Cognitive overload occurs when students engage with complex learning resources without ‘sufficient’ guidance (worked example effect); they are required to split their attention among multiple sources of connected information (split-attention effect); they are asked to process unnecessary information (redundancy effect); instructions do not take into account prior knowledge expertise reversal effect); they engage with a variable task but lack the expertise to process it (variability effect).

Likourezos comments that prior knowledge (stored in long-term memory) plays an important role, as when this is lacking, it means problem-solving is needed for novel information, which makes processing ‘slow and difficult’ for working memory. A key takeaway here is that inquiry-learning, when prior knowledge is minimal or absent, is ineffective. It can be mitigated by providing ‘solution steps’, which assists the transfer of knowledge to long-term memory. Likourezos states that inquiry-based learning is better for ‘more experienced’ learners.

Techniques to reduce cognitive load and make learning more efficient by addressing cognitive load effects:

1. Worked example effect: provide worked examples for novice learners, that contain well-structured solution steps e.g. a model essay as a guide to writing an essay
2. Split-attention effect: avoid integrating disparate sources of information in one task. This means students do not have to search and match
3. The redundancy effect: avoid replicating unnecessary information - lengthy, unhelpful, repeated - into resources
4. Expertise reversal effect: match teaching strategies to a student’s level of expertise, and as expertise increases, move them to inquiry-based learning
5. Variability effect: use multiple worked examples with the same solution, which helps

students recognise the same solution steps by forming generalisations and engaging in deeper processing

Think about how to use the five techniques to mitigate cognitive overload in the classroom. Combine this with insights gleaned from the Peps Mccrea book (*Memorable Teaching*, 2017), particularly how to manage information and orientate attention.

Readers name: Glen Denham

Topic: How the mind works

Reading: Why Don't Students Like School

By Daniel Willingham (2009)

Reading mode: Book

The key theme of the reading - a cognitive scientist answers questions about how the mind works and what it means for the classroom. It is a fascinating read and one that is steeped in research and practice.

Willingham is a wonderful writer. He sets out to show how cognitive science and psychology can teach us about short and long term memory, motivation, recall of facts and information, as well as a myriad of other supports that can be used in our classrooms. This book has been a building block for many schools internationally, centering on evidence-informed education. Members of the Senior Leadership Team saw his research in action in the schools we visited last year in the UK.

I was struck by how little time has been spent on how the brain works and in turn what works best in our classrooms. Willingham writes about how cognitive overload and distraction can take away from our teaching. For example, how students making a powerpoint might be more concerned with font size and slide transitions than the information being shared.

My favourite two phrases from the book are, "memory is the residue of thinking", and education can make better education. Willingham debunks the notion of learning styles and offers practical ways for students to think about what is being taught.

Willingham suggests that teachers explicitly construct learning so that students think about what new words mean, rating them or ranking them; he recommends using ideas that create conflicts to resolve or using narrative structures that place ideas in meaningful sequences. At the same time, 'attention grabbers' and discovery learning need careful consideration because unless they provide immediate feedback that the subject is being thought about in the right way, there's a big risk that students think about the wrong things; they will remember things but not what you actually intended.

Willingham also emphasises the importance of storytelling, and remembering and how important retrieval practice is and the idea of regular low level stakes testing.

Readers name: Karl White

Topic: Human behaviour - Rhythm and Routines

Reading: Atomic Habits

By James Clear

Reading mode: Book and podcast

The key themes of the reading relate to human behaviour; tiny changes in habits = remarkable results; looking to make the habits stick; creating the environment - fruit on the table; one percent better each day; 2 minute practical rule ; focus on the start of the process not the final result; identity change - not to read the book but to become a reader; rewards - immediate and ultimate; short term: presents poor habits - long term: looking towards the future strong habits; systems versus a Goal.

The need to embed the consistent structural routines and sharing the why with more clarity is a key takeaway applicable to classroom practice.

Reviewing the classroom environment - what's a distraction? And should this be removed - can it be removed; what resources should be available to the students; removing phones from the classroom has been a game changer - what would the habit of learning look like without a student device?; what's on the walls in the classroom and how is it impacting the student focus - ie sensory overload , messaging?; Students systems of reviewing their daily lessons - 2 minutes each subject, 10 minutes a day; having the classroom systems rock solid at the start of next year

Introducing a home workhabit a daily 10 minute lesson review with my year 10 Tutor class - this will be in the form of a paper diary for each subject daily - Would we have some funds for this. 5 subjects a day - key learnings with a spot for one question to ask. I would monitor this with the support of the parents

(accountable) - Only 10 Minutes a day at home - this could be the one percent of change.

Considerations going forward:

- What are the one percenters daily which will improve the outcomes for the students? Within our staff systems?
- How to support a positive staff culture within the technology department.
- If the goal is to strengthen our scholarship results, what is the system which is driving the outcomes?

If our education system is equitable for all, what are our systems that support this?

Readers name: Deepa Gowdra

Topic: Super Brain Yoga: To improve learning ability and focus for students

Reading: Super Brain Yoga

By Master Choa Kok Sui

We often find that certain students find it hard to focus on their learning and find it hard to understand a topic more than the others. I came across this technique and was curious to learn more about it. This can be practised by adults and children.

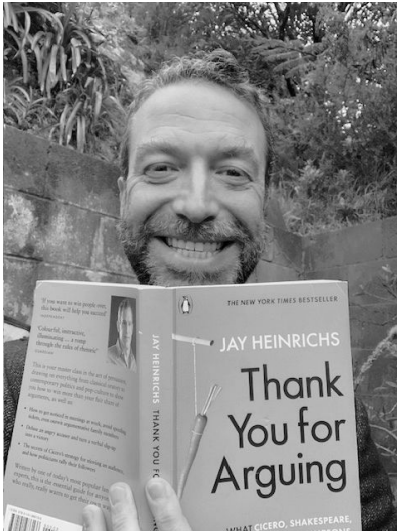
The following are said to be the benefits of doing Super Brain Yoga

1. A more energised and active mind.
2. Increases mental capacity of children and adults
3. Helps in faster learning
4. Increases creativity
5. Increased inner peace
6. Improves Concentration and Memory
7. Reduces Stress
8. Brings Inner Peace and Calmness
9. More energised chakras
10. Greater psychological balance
11. Proper brain functioning

According to the book, SuperBrain Yoga by Master Choa Kok Sui, a SuperBrain Yoga pilot study conducted by doctors in New Jersey with children ages 5-to-9 years of age possessing a variety of neurological disabilities reported the following subjective results:

- The children are more focused and ready to work
- The children are displaying improved emotional states
- The child displaying bizarre behaviours appears to have normal behaviour
- The memory and retention of new information appears to have improved
- The entire dynamic of the class has improved dramatically

I have heard about teachers applying this technique in other countries and students with special needs specifically have said to have benefited from practising regularly. I want to trial this next year for some of my classes to see the results. In consultation with the Learning Support Group, I would like to implement this technique at the start of my year 9 and year 10 classes next year.



Readers name: Bob Mason

Topic: Scholarship Extension Teaching Skills

Reading: Thank You for Arguing

by Jay Heinrichs

Reading mode: Book + webinars and online articles

This book examines how to construct a persuasive and in-depth argument, on any topic, using techniques (with examples) from famous writers and orators throughout history - the examples range from Cicero to contemporary politics and pop-culture. It was an entertaining and fun way of introducing the reader to a range of concepts and tips for constructing cogent arguments, such as:

- Structuring cases
- Incorporating techniques
- Dealing with objections / negativity / rebuttal
- The psychology of persuasion
- Controlling the direction / tempo of the argument
- Staying on point and avoiding tangents / distractions
- Weaponising arguments with open-ended questions
- Focused summarising

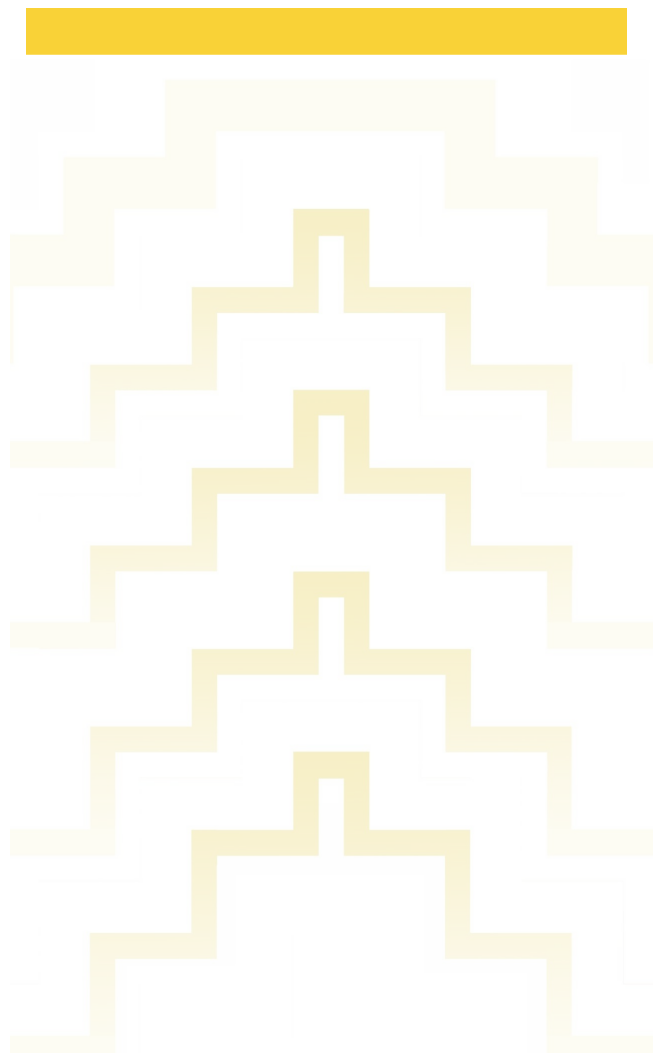
The supplementary online reading also looked at ways in which similar strategies could be applied to better essay responses that always stick to addressing the question, and advanced Q&A strategies for teachers to draw out deeper and more perceptive responses from akonga.

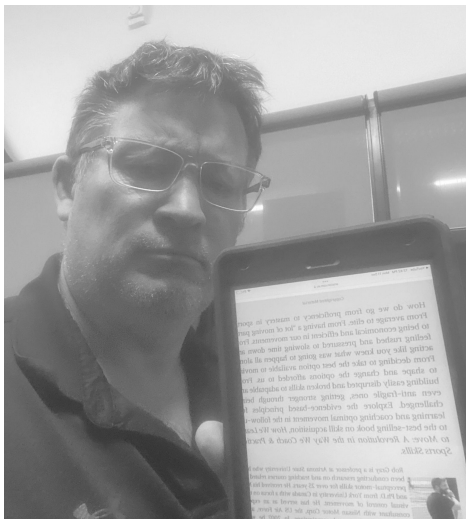
The takeaways applicable to classroom practice:

- Self-confidence and articulation are more important than specific content examples

- Bold, succinct and obvious work better than writing / crafting to impress
- Persuasive and structural techniques provide the skeleton which holds together the flesh of the actual content and knowledge evidence
- Planning a response is more about the direction and development of the argument through to its conclusion than lists of examples
- Advanced argument strategies (and the teacher strategies used to develop them) are relatively simple concepts to grasp
- These strategies are especially useful for developing skills in crafting persuasive and insightful essays for a Range of Scholarship non-STEM subjects, such as English, Media, History, Classics etc.
- Personal or authorial voice is a vital component

This book was an enjoyable and entertaining revelation - I completed it, feeling that the key to producing higher-level, more articulate and perceptive arguments could be summarised for most students in clear and unambiguous steps. The obvious areas for gain are in preparation for non-STEM Scholarship, but with benefits for any of those subjects at Level 3.





Readers name: Lincoln Rawles

Topic: Ecological Dynamical Systems: an approach to skill learning

Reading: Learning to Optimize Movement

by Rob Gray

Reading mode: E book and Audio Book podcast

The key theme of the reading is that Ecological Dynamical Systems is an alternative paradigm to the traditional linear cognitive approaches to learning and skill development. It challenges my understanding of skills and how I have learnt, taught and coached skills throughout my career. Conceptually it encompasses the way in which we interact, interpret and move within our environment in real time to learn and develop movement solutions.

Also, understanding perception and action coupling, the role of constraints, internal and external cues, how we perceive and interpret affordances and the role of self organisation are just some of the areas that challenge the traditional ways of learning and developing skills.

Learning activities should be representative of the game so that individuals adapt movements to the real time affordances that would be present in a game, while external cues are more effective for developing movement solutions and should be the dominant cues but not exclusive

We need to allow students to explore and self organise movement solutions with guidance (constraints), which is more effective than prescriptive block practice. Serial practice is good for emerging skills and Random proactive helps with competent athletes.

As I engage with each unit I will review if activities are representative, perception and action couple, what external cues can the students come up with, “swing through the rainbow” Push through the ground, and discuss this more with Physical education coaching Colleagues both at school and outside of school.



Readers name: Liam Ford

Topic: Mentoring and Coaching

Reading: Teacher Mentoring as a Means to Improve Schools

Reading mode: Digital Text

The key themes of the reading were that:

- Having structured mentoring relationships that meet regularly can promote rapid learning
- Mentoring increases job satisfaction
- Allows new teachers, and teachers new to the school, to assess the ‘climate’ of the school
- Creates high expectations for all staff
- Promotes teacher investment in knowledge acquisition, benefiting students
- Working within a team with the same goals and expectations alleviates pressure
- Collaboration increases student achievement through consistent and balanced instruction across the curriculum
- Workload reduction
- Promotes critical reflection
- Investment in student success across cohorts, not just in individual classes
- Revitalises mentor teachers; mentoring is a relationship
- Promotes teacher retention through ‘team’ atmosphere

The takeaways applicable to WC raise a raft of questions - how might a team-teaching environment work at WC? What would this look like? This is a curiosity that has arisen from the reading. How might the timetable be adjusted to cater to this? We have classes on the same line (Y11 English, for example), so how might we be able to utilise existing structures? How might our current mentoring practices be revised in order to support both PCT and registered teachers? Going forward, more time needs to be spent on providing mentors with the skills they need to develop their mentees. This is critical. More time also needs to be given to teachers to engage with developing their practice. This is our core business; sadly, this can often be overlooked due to the multi-faceted nature of teaching.

I believe a more personalised, one-on-one mentoring relationship will support teachers in the English Department to critically reflect on their practice, promoting development of teaching practices across the board, but more specifically within the skills-based teaching and learning within the English learning area. This reading validates the point that this would benefit all ākonga within the English learning area.

Readers name: Mark Tinkle

Topic: Coaching

Reading: The Perception & Action Podcast

Episode 426: 'On Specificity, Representative Design & Whether the Game is Always the Best Teacher' and Episode 455: 'Do We Really Need to Learn the "Fundamentals" of a Skill Through Decomposition and Repetition First?'

Reading mode: x2 Podcasts

The key themes of the reading (episode 426) - what is the best way to develop a skill?

- Optimal movement patterns biomechanical analysis, 'the right/best way'
- Conditions - e.g. foot planted in the right way, a range of potential hip angles but still some parameters put on the skill technique by coach, then learner self organises to find what works best for them (within the conditions set)
- Self organisation - no correct movement patterns. Learner given the problems and

adapts to solve them. No guidance on movement patterns

Games are not always the best way to develop skill. The level of challenge might not be right - too high/low, while there might be too much chaos to focus. There is no time to process/feedback and the practice might not be targeted on what you need to work on. However, games are the best environment for students to show what they have learned. Try to make practice as similar to game situations as possible and manipulate the practice environment to be a better teacher.

The key themes of the reading (episode 455) - How to learn the fundamentals of a skill - traditional or ecological approach?

The traditional approach - teach fundamentals first, prescriptive, isolate skill, coach knows best and gives feedback = very common. Then will finish with a game for last part of the session and hope the skill transfers

The study - 'Train as you play: Improving effectiveness of training in youth soccer players', challenges the traditional - approach through comparison. The finds that small sided games are just as effective/equally good as isolated practice. This is the 2nd study that has found similar results (according to the podcast host).

The takeaways applicable to my practice - in an HPE setting our aim is not to produce high performing athletes but to encourage a life-long love of physical activity and movement. We also have a wide range of learners in terms of ability, confidence and keenness on the subject. Therefore the relevance of the above information on teaching skills in our subject area is that both approaches can be relevant.

The traditional isolation of a skill and learning it on its own is a useful tool when first introducing a new activity, game or sport. It is important to give students some context about the game and how to do things. It also allows less confident students to practise without the pressure of a game situation. Teachers can also offer feedback to students throughout the spectrum - those who can barely do the skill or those who are advanced and need extension. Participation and enjoyment are so important in HPE classes that isolation practice should only be used as an intro to a new activity but then games used to keep things interesting.

Readers name: Phil Bergin

Topic: Mentoring and Coaching

Reading: Teacher Mentoring as a Means to Improve Schools

Reading mode: Digital Text

The key themes of the reading:

- Mentoring within schools increases teacher retention
- Mentoring promotes collaboration
- It provides beginning teachers with a sense that someone cares about them professionally
- It is a time efficient and effective way of sharing skills with new teachers
- It is an effective method for sharing a school's expectations and values
- Mentoring provides a structure that can be beneficial for both the mentor and the person being mentored
- Team teaching is a time efficient method for mastering a difficult practice
- Team teaching can make both the mentor and teacher vulnerable but it does make one reflect on their practice and can be very motivational
- Teachers who do mentor develop valuable leadership skills
- Teachers who mentor invariably reflect upon their own practice and skills
- The mentor/novice teacher relationship creates a feeling that the teacher is cared for and not left to their "own devices" or isolated

Takeaways applicable to WC:

- Training needs to be given to mentors. A structured programme could be extremely beneficial. This could remove some of the aimless conversation that while is positive for relationship building does not assist the novice teacher with the building of skills.
- Team teaching could be hugely valuable and it is something I look forward to introducing in any future mentoring I do.
- The value of mentoring should trump other engagements and become a priority in the timetable and not missed because something else comes up!

Going forward, we need to include an element of team teaching into Wellington College's mentoring programme and have a place for teaching both mentoring skills and team teaching in the new Leadership Institute. We need to be more structured in our approach. Can there be an element of Values teaching included in a mentoring programme?

Readers name: Holly Browne

Topic: Mātauranga Māori in Design

Reading: The Drawing Board

Reading mode: Documentary series on Māori TV and various published articles

The key themes of the reading relate to Design

Principles being embedded in Te Ao Māori.

Connectedness to land, relationship to and between spaces, whakapapa, environment. The influences of Te Ao Māori on Design. - some of the most interesting spaces had subtle Māori influences - not obvious to the casual viewer but when the whakapapa of the project was explained it was obvious that it was embedded deep in Mātauranga (foodstuffs hq).

Use of modern CNC processes in whakairo and toi. I really enjoyed learning more about Te Rau Karamu Marae (at Massey) and how they have used modern techniques in much of the detailing. I have been past many times but never had the chance to go in!

The takeaways applicable to our practice include, the discovery of specific Māori design features and elements that occur in Māori design. Design process from a Te Ao Māori perspective - 'hangi pit'. This was an interesting concept where the researchers used the metaphor of a hangi pit to get feedback from whanau groups. The users used tiles to map out their ideas on a grid (which also has links to traditional tiled patterns) and ideas were extrapolated from the grid or the "hangi pit".

I found a lot of the key themes such as the creation of space (as opposed to built forms) were not actually that different from the ideas of some more well known great architects. However it is from a slightly different angle. Use of CNC is valid

A lot of Māori whakaaro is in thinking - and non visual forms - it's a way of being. One of the papers I read discussed how this inherently is juxtaposed to a lot of our assessment methodologies. How can we assess what we cannot always see? This led me to think about how we can be more holistic in our teaching approaches.

One of our aims in the department is to make it look visually more appealing to our Māori students. Currently if they walked around, there is very little that they would see which would let them know that we are in Aotearoa and evoke a sense of belonging. I've really been inspired by Te Karamu Marae. I've designed a

small CNC pattern which I plan to laser cut. As this is for me the whakapapa of this design is personal to my own story that I want to tell. For something that would be displayed at school - I will need to consult Whaea Katie, and local Iwi connections.



Reader's name: Luci Lendrum

Topic: Creating equity of outcomes

Reading: Shifting the dial - the economics and societal impact of removing barriers for underserved learners in Aotearoa

Reading mode: Paper

There are enormous benefits in lifting educational outcomes for our underserved learners. This reading explores a range of ways that our Māori, Pasifika and disabled ākonga are currently not catered for in our education system, and the impacts of this. Largely it confirms what we know and see at WC, but the data is still alarming. Through a range of perspectives this reading shows the positive impacts of educational providers who are more inclusive and flexible.

How can we build a culture that says, "You're welcome here. We understand you and are committed to your success" and support our teachers to teach the whole person?

What's the current situation?

- Education is enormously influential for improving the welfare of New Zealanders - better education is associated with better economic outcomes, self-esteem, health, longer life expectancy, less welfare dependency and more positive social outcomes.

-
- NZ's number of underserved learners (those who leave school without qualifications, or don't progress to post-secondary education) is estimated to be 66,000 NZers aged 25 - 49.
- The education system needs to adapt to cater for all learners
- Our underserved learners are from a range of backgrounds, but Māori and Pasifika learners and those with disabilities are overrepresented in this data and therefore have worse outcomes, as is also reflected in international data.
- These economic improvements (for those with higher qualifications) also have a flow on effect in local communities
- Although the number of Māori gaining school qualification is increasing, this increase is not reflected in tertiary data
- Pacific learners can struggle to navigate an education system that is very individualistic
- Stigma for Pasifika learners with disabilities adds another layer of disadvantage
- Māori still often grappling with unresolved trauma of colonisation and institutional racism. Often this manifests in distrust of the state, including the education system
- World Economic Forum data reinforces the need to prepare students for the world of tomorrow - Robotics, AI and automation are likely to eliminate 85 million jobs globally by 2025, but will also see the creation of 97 million jobs.
- Teachers are underprepared to serve learners with disabilities, who require individual support
- Polynesian culture of humility makes situations such as job interviews challenging and daunting

How do we change it?

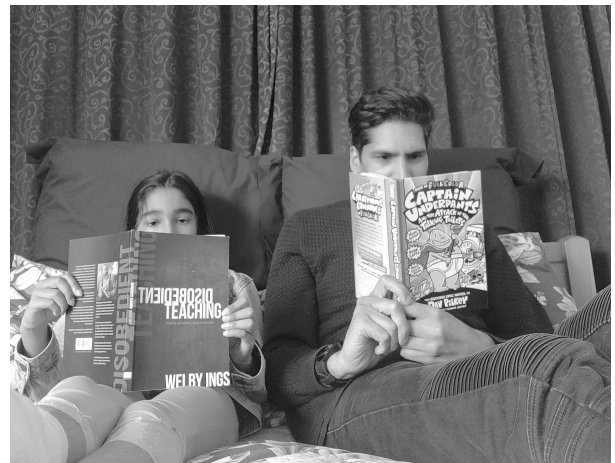
- Address the cultural competency of our education workforce
- Reduce the barrier of low expectations, "Don't dumb it down because they are brown...when they bring you less, say this is not good enough, not you are not good enough." (Michelle Johansson)
- Connect learners between who they are, their culture and community
- Introduce more practical skills so students leave school with meaningful qualifications and self confidence

- We miss an opportunity in the last 2-3 years of secondary school to introduce more students to career-oriented, practical skills in the classroom (bring more tertiary providers into school)
- True partnership with iwi - eg [Hoani Waititi Marae](#) is a global centre of excellence in indigenous education, Ako in Action at Victoria University
- Numeracy and Literacy support is built into programmes at NZMA and school of tourism. Personalised literacy support that targets the needs of individual students. Help them understand you are not judging and want to help
- Kaiāwhina can be an advocacy role - making sure the voice of Māori students is heard more clearly. Often these students don't ask for help.

The takeaways applicable to our practice at WC:

- Be more clear and transparent in our commitment to supporting Pacific learners, part of overarching strategy (plus have an SLT member as liaison - we already do this, yay us!)
- Reflect on how at home Māori and Pacific students feel on campus.
- Continue to work to create a culturally inclusive learning environment, both physically (eg bilingual signage) and in content, so students see themselves reflected and feel included and valued
- Help Pacific students to manage their many priorities (family commitments, church, jobs etc). But also do not make assumptions about needs or lifestyles
- Cultural emotional intelligence
- Support with wider skills, such as self-regulation
- True partnership “nothing about us without us”
- More support with transitions:
- We underestimate the transition from primary to secondary - intervene early
- Ensure students and whānau are aware of support available - especially with transition to tertiary
- For students who are the first in their family to pursue tertiary study, they can feel a large responsibility and feel very alone. Support them to believe “they are capable, they are navigators, and that they are prepared to break the mould.”

- Wraparound support needed at start of secondary and tertiary
- Focus more on positives to create mauri
- “Fewer posters about anti smoking and mental health and more about passion, innovation, inspiration and design. It's about feeding the subconscious state of mind positively and encouraging learners to keep moving”
- What support do our careers advisors offer to disabled learners - pragmatic and creative thinking is needed. In classes regular check-ins, and possibly some flexibility of deadlines, is needed.



Readers name: Nileshe Naran

Topic: Creating Change in Education

Reading: Disobedient Teaching

Welby Ings (2017)

Reading mode: Book

The key themes of the reading:

- Looking at education through the eyes of someone who has been an outsider/outcast of the Education system, to becoming a respected expert in it.
- *Productive disobedience* means responding to the world in a different way that moves things forward.
- There can be a perceived difficulty in nurturing creativity within the curriculum because of its nature to be disruptive and pose difficulties.
- ‘Disabling the obvious’ - finding new solutions by taking the ‘tried & true’ off the table.

The takeaways applicable to our practice - try unconventional things when your professional compass tells you it is the right thing to do and be a creative risk-taker.

Regarding assessment, before the first 'grades' given out at Yale in 1785, teachers assessed students by talking to them, watching, listening. Assessment was associated with demonstration, discussion, and reflexive learning. Learning is not a performance, it is a process - "...the only purpose of the assessment is to clarify and support the development of thinking."

The above takeaways about assessment will be useful to keep in mind as we begin to implement the new Learning Progressions Framework.

Unfortunately, as Welby Ings states, it is often the case that *"what is not tested is not taught"*. By moving away from summative assessment, we should be able to bring the focus back on the learning, and teach (and learn) important aspects of the curriculum that might not be 'assessed' in the traditional sense. By removing the barriers that NCEA can impose, we open ourselves up to new possibilities by embracing what Welby Ings refers to as 'disobedient teaching' which, in my eyes, is really just innovative and creative teaching.



Readers name: Sarah Marchant

Topic: Curriculum leadership and design

Reading: Various

including Jonathan Mountstevens (2019), Tom Sherrington (2018), David Didau (2022) and Sam Gibbs (2023)

Reading mode: Articles, blog posts and a podcast

How can we (the English Department) make the most of the curriculum refresh and develop a learning programme that maximises ākonga engagement and success?

The key themes of the reading(s):

Curriculum Leadership (Mountstevens, 2019)

- Think carefully about the starting point for a curriculum review (to ensure that there is a common understanding of the emphasis on what students ought to know, as opposed to what content that the teacher feels they should cover).
- Common barrier - the belief from staff that a shared scheme of learning based on knowledge concepts equates to rote learning and means a move away from encouraging creative, critical thinkers.
- 'Declarative' and 'Procedural Knowledge' [will delve into this in the future].

Recommended steps for effectively leading curriculum change:

- Revise - what is already being done? Audit what knowledge is already being delivered in each unit of study.
- Meet with each HOD
- 3-5 year period of review and revision
- Obviously noticeable overlaps between curriculum, assessment, cognitive science, interventions and other educational issues.
- Home learning model → consolidating knowledge and practising skills.

Evidence Informed Ideas (Sherrington, 2018)

- Importance of codifying language in English to create a common language for learners to build upon year after year.
- Teach for the long term, not just short-term demonstration of learning - link to retrieval practice and the importance of sequencing learning.
- Well designed assessment practices to support the accumulation of knowledge over time.
- Ensure a strong knowledge foundation building on prior knowledge and be prepared to go back to the basics.
- Direct instruction is most important with novice learners - plan instructional sequences.
- Key ideas and concepts are explored very directly and openly with learners.

A Concept-Led Curriculum (Didau, 2022 & Gibbs, 2023)

- Structured and sequenced common lessons

- Five core pedagogies to help students make sense of learning:
 - Sentence level approach (essay and creative writing)
 - Reading fluency
 - Structured discussion
 - Say It, Spell It, Know It
 - Retrieval and hinge questions
- A more prescriptive knowledge curriculum to ensure equity of experience for students, sequencing of learning across phases of learning and support for teachers new to the profession.
- A focus on concepts over texts will lead to mastery.
- Knowledge organisers that focus on the minutiae miss the point - Didau.
- Didau sees these core concepts in English as:
 - Metaphor (language creates meaning)
 - Story (construction of narratives)
 - Argument
 - Patterns
 - Grammar
 - Context
- Whereas Gibbs breaks these into three levels: Foundational Concepts (most aligned to Didau), Substantive Concepts (not subject specific - more thematic e.g. power) and Second Order Concepts (underpinning structures e.g. characterisation, setting, perspective, etc.).

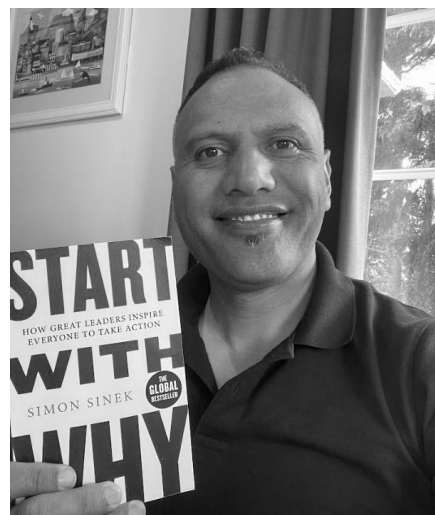
The takeaways applicable to our practice::

- Te Mātaiaho aligns with the concept-led approach to curriculum design (encouraging), but obviously it's far from a 'paint-by-numbers' directive. Could the English Department structure programme design further around foundation concepts, instead of units of work?
- Gibbs' work on Second Order Concepts feels more in alignment with how experienced teachers are used to structuring their lessons at the moment. I think there is an appetite from the department to bring in common schemes of work - knowledge organisers?
- Reinforces my messaging at the TOD that texts are a vehicle for the common concepts that need to be taught and revisited throughout

Year 9-11 (and then beyond). The skills/knowledge/experience shouldn't be siloed to that individual text study. Students need to see that the learning is transferable throughout their English journey.

- Sequencing was an important kaupapa when designing our 2024 programmes - review to ensure even greater cohesion.
- Importance of direct instruction - we know this but it does mean ensuring that all teachers in the department have a similar base knowledge that they can draw upon - link back to a common language and scheme. Our English Graduate Profile, to be released in 2024, should begin this process.
- "Seek joy in its messy complexity" (Mountstevens, 2019) - a message about curriculum redesign that I found relatable and reassuring.

The readings today help to reinforce the journey that I hope to continue to take the English Department on. The changes next year present an opportunity to, not just reshape what we've always done, but review what is working for ākonga and what is not.



Readers name: Patrick Smith

Topic: Leadership

Reading: Start with Why

By Simon Sinek

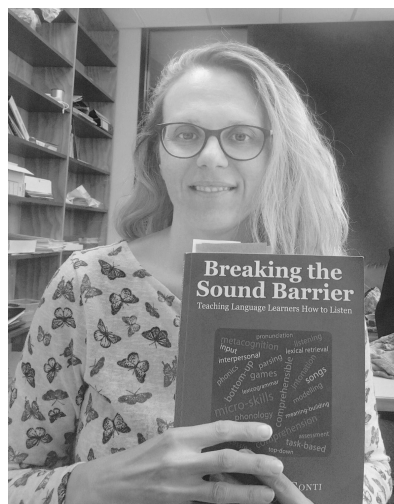
Reading mode: Book

The book's premise is that successful individuals and organisations begin by identifying and understanding

their underlying purpose or 'why' before focusing on the 'how' and 'what'. Sinek argues that clarity of purpose inspires others and builds long-term success. He delves into real-world examples to explain the importance of leading with a clear sense of purpose to create meaningful connections and drive positive change.

Out of all the different aspects covered in the book, the Golden Circle was of interest to me. This framework provides an understanding of how successful leaders and organisations communicate. Sinek explains that successful individuals and organisations communicate from the inside out, starting with 'why' and moving outward to 'how' and 'what'. Leaders who start with 'why' are more likely to inspire trust, loyalty and commitment of others. Sinek highlights Apple as a flourishing and thriving organisation that prioritises the why, followed by 'how' and lastly, 'what'. *"People don't buy WHAT you do, they buy WHY you do it"* Simon Sinek.

This framework is worth considering when leading people through change. The Golden Circle framework could be developed into a program for staff who are part of the Leadership Institute or potentially for use as a student leadership program.



Readers name Maria Villanueva

Topic: Encouraging L2 speaking in the classroom

Reading: **Breaking the Sound Barrier: Teaching Language Learners How to Listen**

Reading mode: Chapters from a book

The key themes of the reading:
The processes involved in listening and the cognitive

challenges posed by listening. Principles of the approach Listening as Modelling (LAM). This approach "gradually builds student expertise and self-efficacy through a process of explicitly taught exercises which target the specific skills required to be an effective listener."

Comprehensible input needs to be highly comprehensible. Otherwise, anxiety increases and motivation lowers. Students need plenty of opportunities to transform input into output. The lack of time makes it tempting not to spend the necessary time on this but this is vital for language acquisition.

The LAM approach aims to develop students' self-monitoring skills. Assessment needs to be fair: students should be tested on what they have been taught and what they can possibly know.

The book talks about the importance of sounds and lists a series of activities one could do in the classroom to help students with them. Then, it focuses on vocabulary learning: the processes involved and different theories and activities to try in class.

The takeaways applicable to your practice: Although I already knew many of the theories in this book. It has

been good to be reminded of the processes and challenges language students have when they are in the L2 classroom. I offer a lot of comprehensible input and most students can recognise words when I say them but some struggle with production. I am going to try some of the activities suggested, particularly the ones related to vocabulary learning to help students to get to the fluency phase where they are able to use vocabulary confidently.

I also realise that it would be more beneficial to have fewer words to teach but, at the moment, the amount of vocabulary students need to get to achieve Level 7 in the NZC is huge. Particularly, when you think that students only have two and a half years to do so.

I am going to take three of the most appealing activities and include them in my repertoire of weekly activities. The aim is to see if this helps students to retain vocabulary and, therefore, make them more confident speakers.

I will aim to make a survey at the end of term 1 to see what class activities students find more useful and fun in the classroom.

Readers name: Govinda Lascelles

Topic: Godot Game Development

Reading: Getting Started with GoDot Development

Reading mode: Youtube series

The key theme of the reading was an overview of how Godot works, its unique features and several mini projects to teach these concepts. This included, Interface, essential game building blocks, Instancing, Scripting, Signals, and 2D Game creation.

The software is quite user friendly and a lot less system intensive than our current software (Unity). This means that students with Chromebooks can still complete work on their own devices.

The Godot scripting language is very similar to Python which should make it easier for students to develop understanding of.

There are a good amount of resources available to support the development of learning materials for this course and to support independent student learning/problem-solving.

I have created several resources that can be used to teach game design in 2024. I still have much more to do to complete the resources for this course and will be doing much of this over the summer break.

Readers name: Carlos Burke

Topic: Dance as Pedagogy

Reading: Tu'utu'ue le upega i le loloto - Cast the net into deeper waters.

(Using research and practice to rethink mathematical pedagogy - Let's dance!)

Reading mode: Article (Averil, R. & Sinapi, T., 2020)

The key themes of the reading relate to dance as pedagogy - healthy, motivating, real application of mathematical ideas. Dance is an abstract language, so has connections to the abstract language we use in mathematics.

Considering Pasifika Dance as a Pedagogy for Pasifika Students - Pasifika Dance involves mathematical ideas; Pasifika Dance groups have positive learning cultures

which can model positive learning cultures for the classroom; Using Pasifika Dance as pedagogy offers an opportunity to give mana / status to Pasifika knowledge banks; Sasa was suggested as a dance which has been used to successfully teach Mathematics.

The takeaways applicable to my practice include, to keep using dance in my pedagogy, and look for more ways to find practical activities that can introduce mathematical concepts.

I will examine how I am using dance in my teaching, which I used more last year than this year. I will consider how it could be part of my developing pedagogy rather than just a 'fun lesson'. Currently, my feeling is that it is a fun lesson which captures a few people's attention, but that most students see it as a throw away lesson that they can cruise through.

I would really like to see Mathematics taught from an experience driven perspective. E.g., teaching dance as a way to introduce patterns, cutting up wood to introduce the idea of division, painting fences to help students understand the concept of surface area. I think that many students would find this approach more engaging, as a lot of them (seem to) believe that maths has no real world application.

Readers name: Aaron Hawke

Topic: strategies to improve Mathematics teaching

Reading: Tips for Teachers

by Craig Barton

Reading mode: online resources

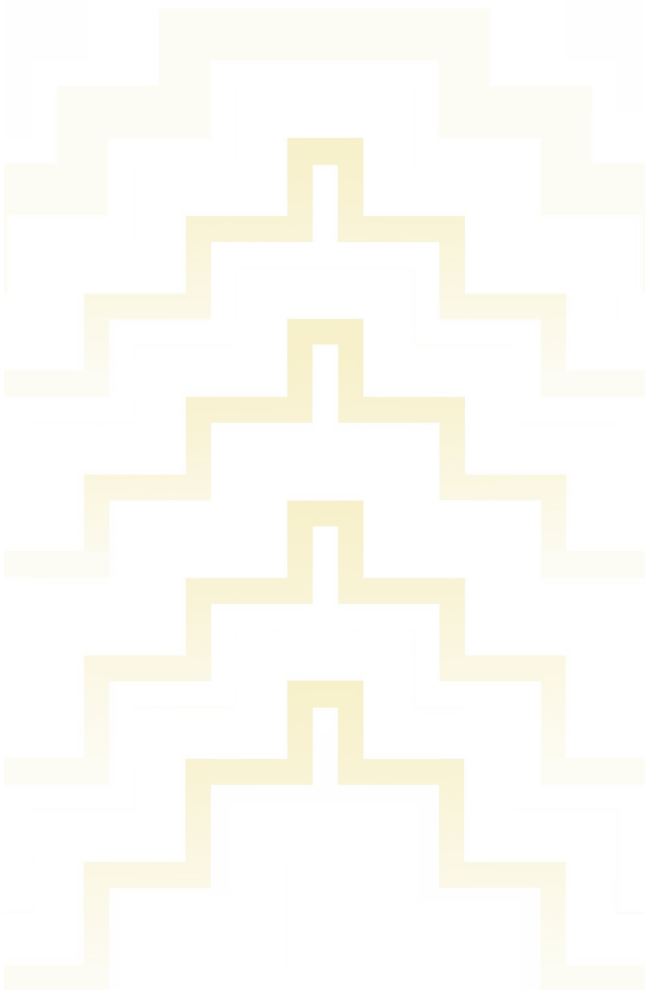
The key themes of the reading focused on strategies for effectively improving mathematics teaching, which included one chapter specifically on the use of mini-whiteboards.

A selection of the tips for using mini-whiteboards:

- Consider getting A3 mini-whiteboards
- Plan how students will access the whiteboards
- Make use of both sides of the mini-whiteboard
- One answer per check for understanding
- Circulate the room
- Students hover whiteboards face down when they have an answer
- Have a department mini-whiteboard policy

- Look at the answers of the weakest students first
- Discuss answers without attaching them to a student
- Showcase excellent mini-whiteboard use
- Question students who show a blank whiteboard
- Mini-whiteboard before book for less confident students
- Use mini-whiteboards to enhance pair work

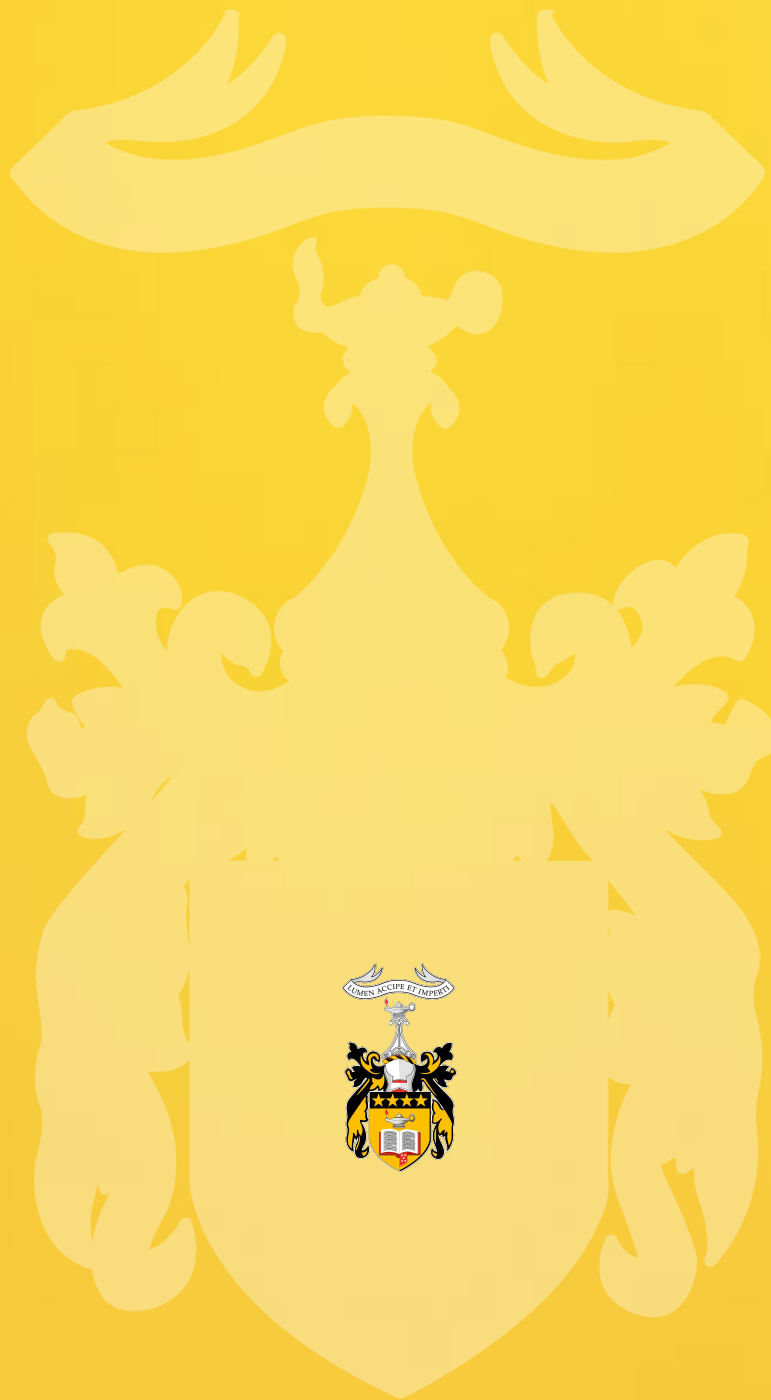
We will need a departmental or school policy for usage. Which is explicit about basics including how to look after the kit, how to manage student usage, and hand out and return strategies. I'm really keen to discuss this more and see how we can implement this effectively at Wellington College. It is the norm in the UK, where strategies were shared between colleagues.



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New information is constantly emerging... the importance of teachers engaging with professional reading cannot be underestimated.

BROEMMEL ET AL, 2019



TE KĀRETI TAMATĀNE O TE WHANGANUI-A-TARA
WELLINGTON COLLEGE
Founded 1867