

# ‘From zero to heroes’

Professional Learning Journey 2009 -2011  
at Tauranga Boys’ College



- ✓ Single sex boys school: 1820 pupils
- ✓ Urban demographic
- ✓ Decile 5/6
- ✓ Full Academic streaming:
  - ✓ Accelerate,
  - ✓ Mainstream,
  - ✓ Learning Needs and
  - ✓ Special Needs
- ✓ Vertical house form classes



# Vision

## Best for Boys



# Mission

- ✓ By being better than before
- ✓ By being leaders in boys' learning
- ✓ By being a turangawaewae
- ✓ By respecting the past in creating the future



# Leadership Practices (that make a Difference)

1. Establishing goals and expectations
2. Strategic Resourcing
3. Planning, Coordinating and Evaluating Teaching and the Curriculum
4. Promoting and Participating in Teacher Learning and Development
5. Ensuring an Orderly and Supportive Environment

*V.Robinson*



# Why professional learning?

- ✓ Current research suggests that effective professional learning needs to be school based with teachers engaged in deep rather than shallow learning.
- ✓ Education is an evolutionary process and therefore on-going learning is required to enable teachers to keep up to date with their own professional learning.





# Complexity of Managing Change

*No plan-maximum pain. No pain, no gain. Maximise Gain by planning*



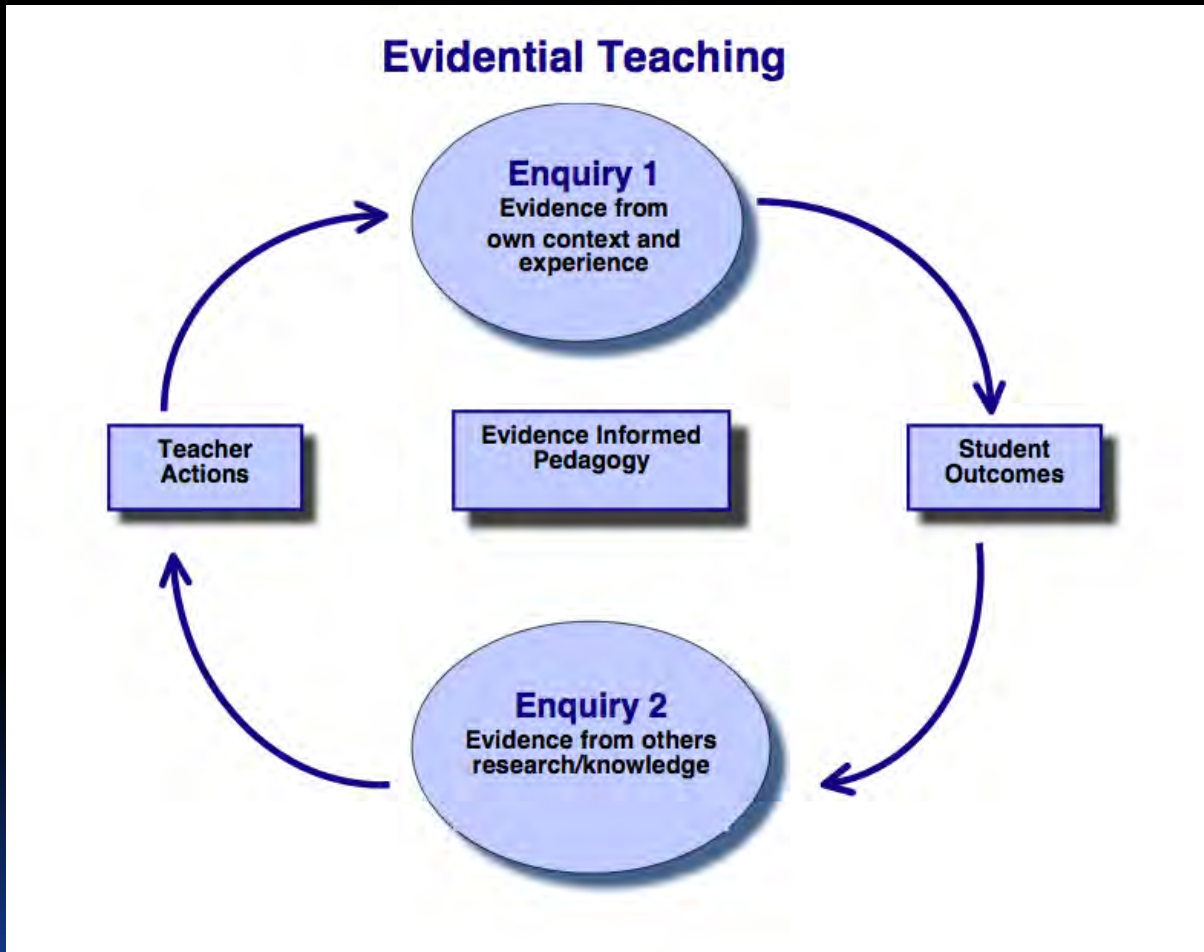
# Our philosophy of professional learning

- ✓ Effective professional learning will bring about change in the classroom.
- ✓ Needs to support the vision or strategic intent of the Ministry and therefore the organisation involved.
- ✓ Needs to improve teacher effectiveness.
- ✓ Needs to promote continuous staff learning to role model the philosophy of lifelong learning.





# Evidential Teaching Model



# TBC's journey

- ✓ Since 2002 a model has evolved that is now a culture of the school.
- ✓ The initial 'buy in' - the Principal 'sold' the concept by reducing the number of staff meetings to two a term
- ✓ Annually, the Principal articulates why he wants the model and reminds staff about the staff meeting reduction 'deal'.



# The non-negotiables

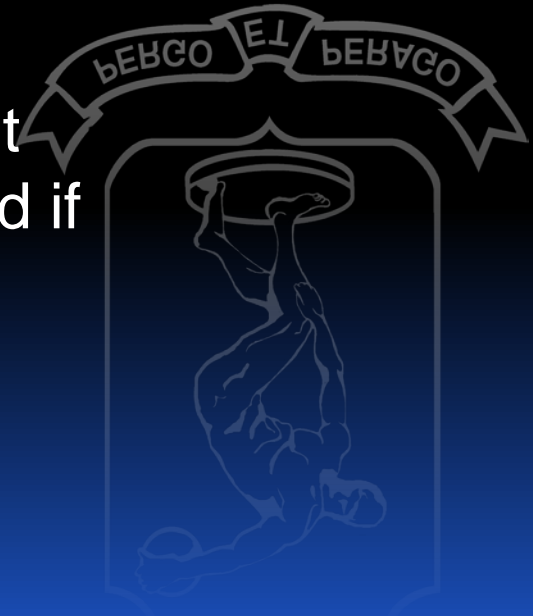
- ✓ All staff must attend
- ✓ Built into the timetable (Tuesday morning 8-8.40 a.m.)
- ✓ School based with internal 'experts' and 'outside' ones if required
- ✓ Linked to our school wide goals and profiling
- ✓ Sustainable
- ✓ Able to be evaluated



# How the model operates

## Term 1

- ✓ Staff in groups of 28-30
- ✓ Each group rotates every two weeks around the annual school wide goals
- ✓ Members of Senior Management team, including the Principal, and if needed an internal staff 'expert' facilitate sessions

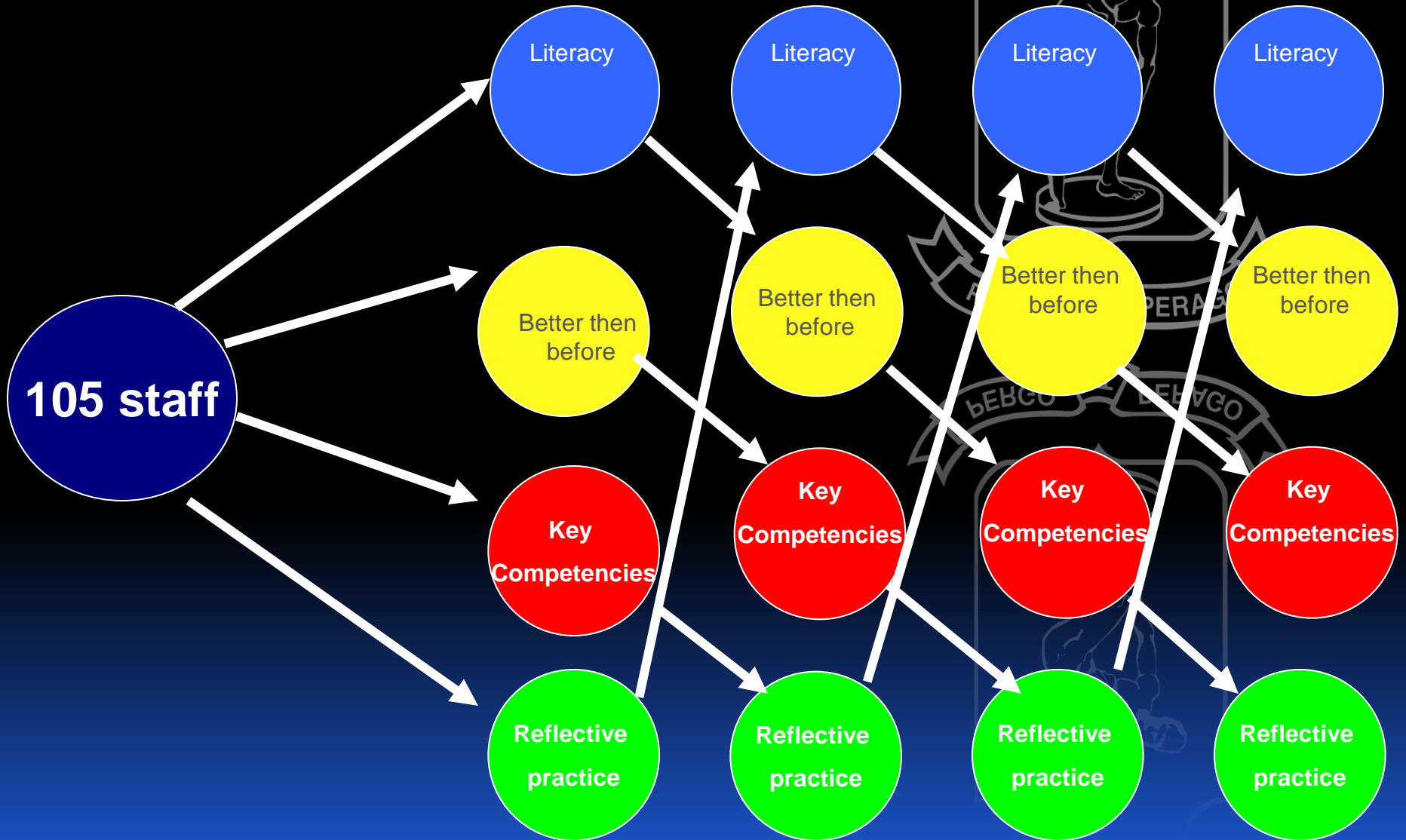


# Term 1, 2010

- ✓ Staff in groups of 28-30
- ✓ Each group rotated every two weeks around the four school wide goals:
- ✓ 1. Literacy
- ✓ 2. Being better than before
- ✓ 3. Implementing the key competencies
- ✓ 4. Reflective practice/learning conversations



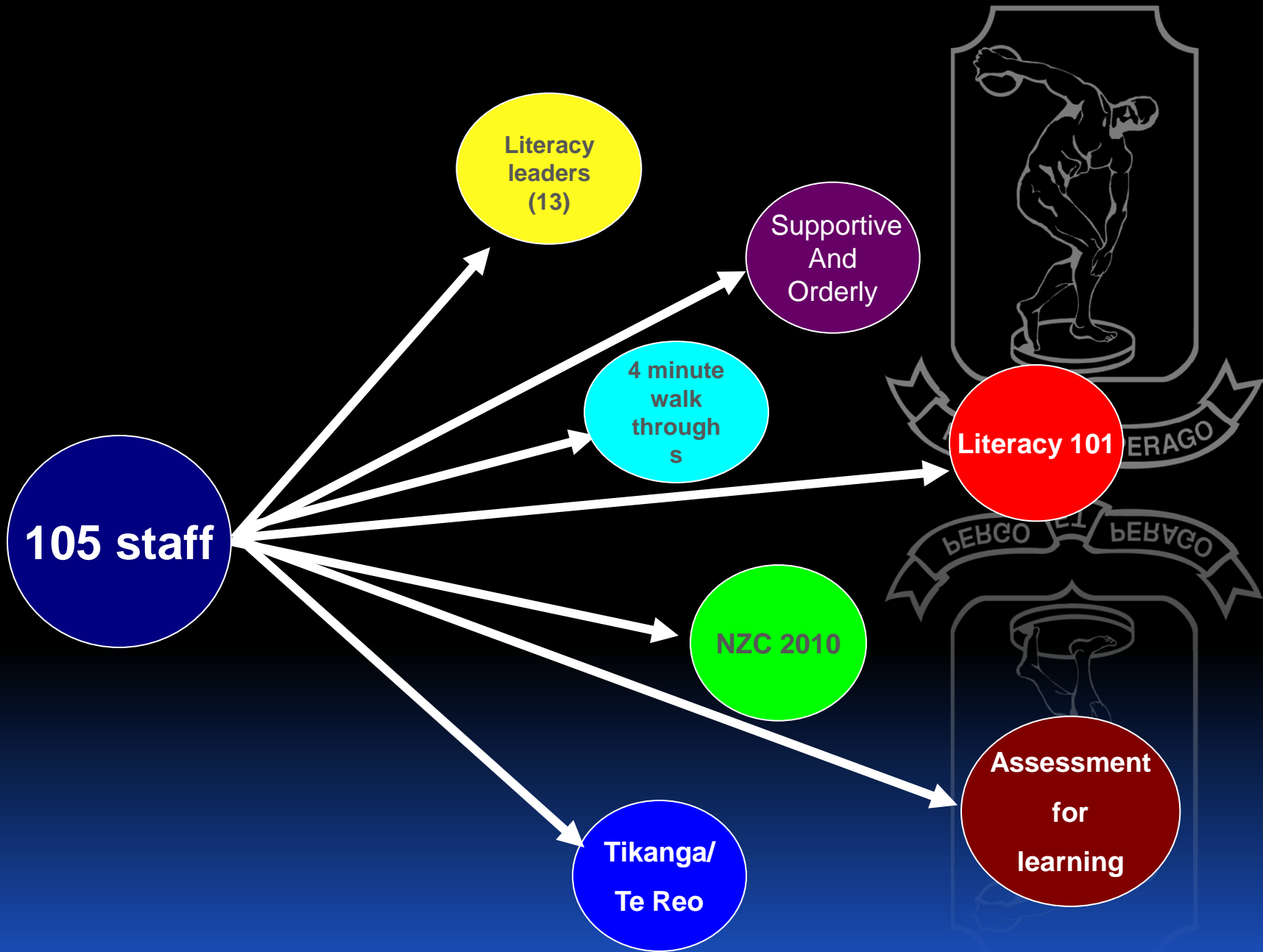
# Term by term



# Term 2

- ✓ Staff choice
- ✓ 7 weeks in focus groups
- ✓ Choices offered came from staff suggestions made at the end of the previous year and linked to the school wide goals
- ✓ Facilitators allocated time within their programmes for staff to develop their own learning outcomes and present these to the group





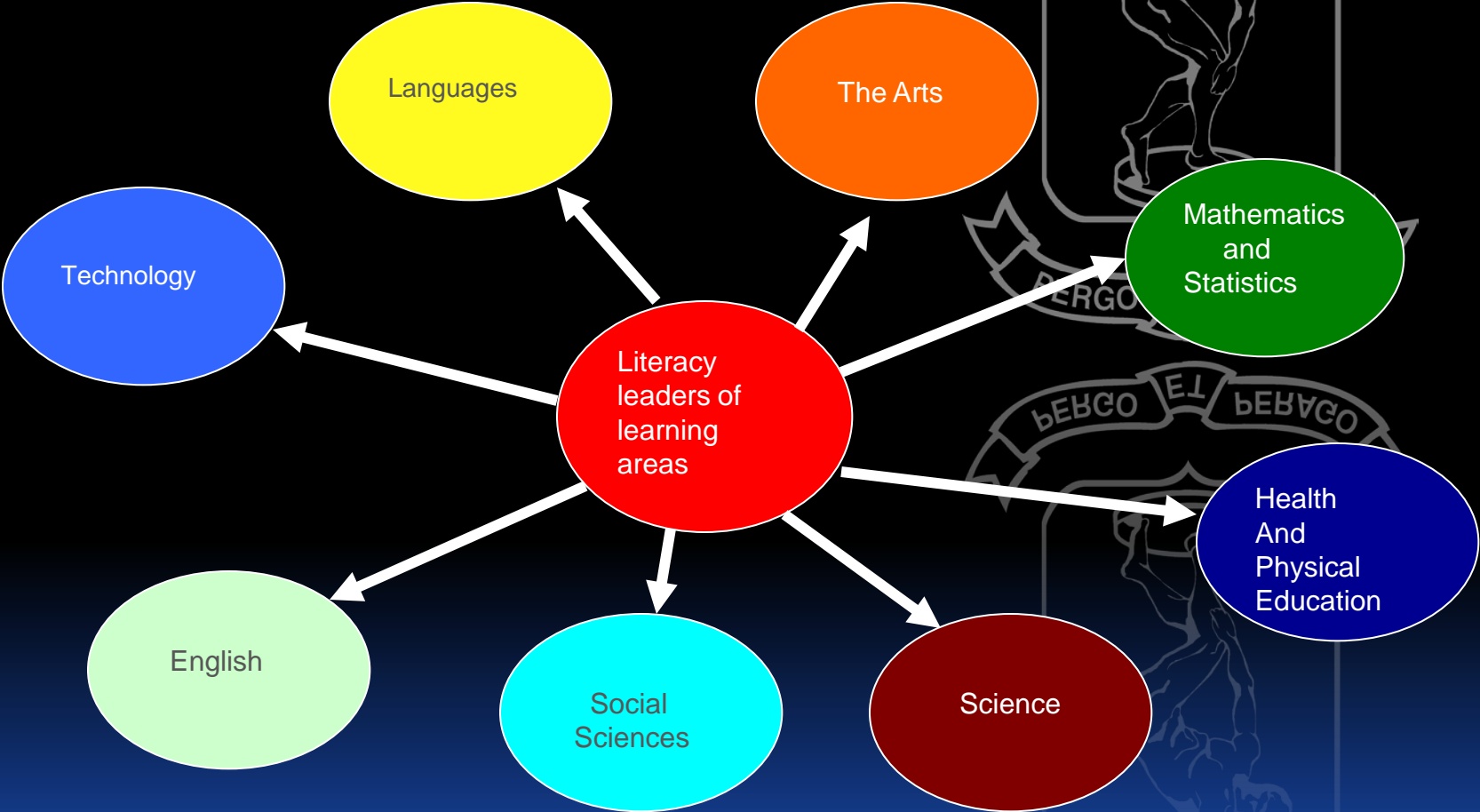


# Term 3

- ✓ 7 week block in learning areas
- ✓ Literacy leaders were the facilitators up-skilling their learning area
- ✓ Contract leader rotated around each learning area
- ✓ ‘Show and tell’ at a full staff meeting celebratory breakfast, Term 4
- ✓ Follow up Asstle testing of Yrs 9-10



# Term 3



# Ready, steady, go

- ✓ The Ministry of Education and School Support Services called for expressions of interest from schools to participate in the **Secondary Literacy Project (SLP)** in 2009 - 2010.
- ✓ The focus of the SLP was on students in Years 9 and 10, and particularly Māori and Pasifika students, who were underachieving.



# Tauranga Boys' College can do it!

- ✓ Literacy is one of the foundations that students need to be able to build on if they are to become “confident, connected, actively involved, and lifelong learners” (Ministry of Education, 2007b, page 7).
- ✓ TBC Yr 9-10 data showed that literacy levels were below the national mean



# 2008 Year 9 e-asstle reading





Group: Tauranga Boys' College

Date Tested: 10 June 2008

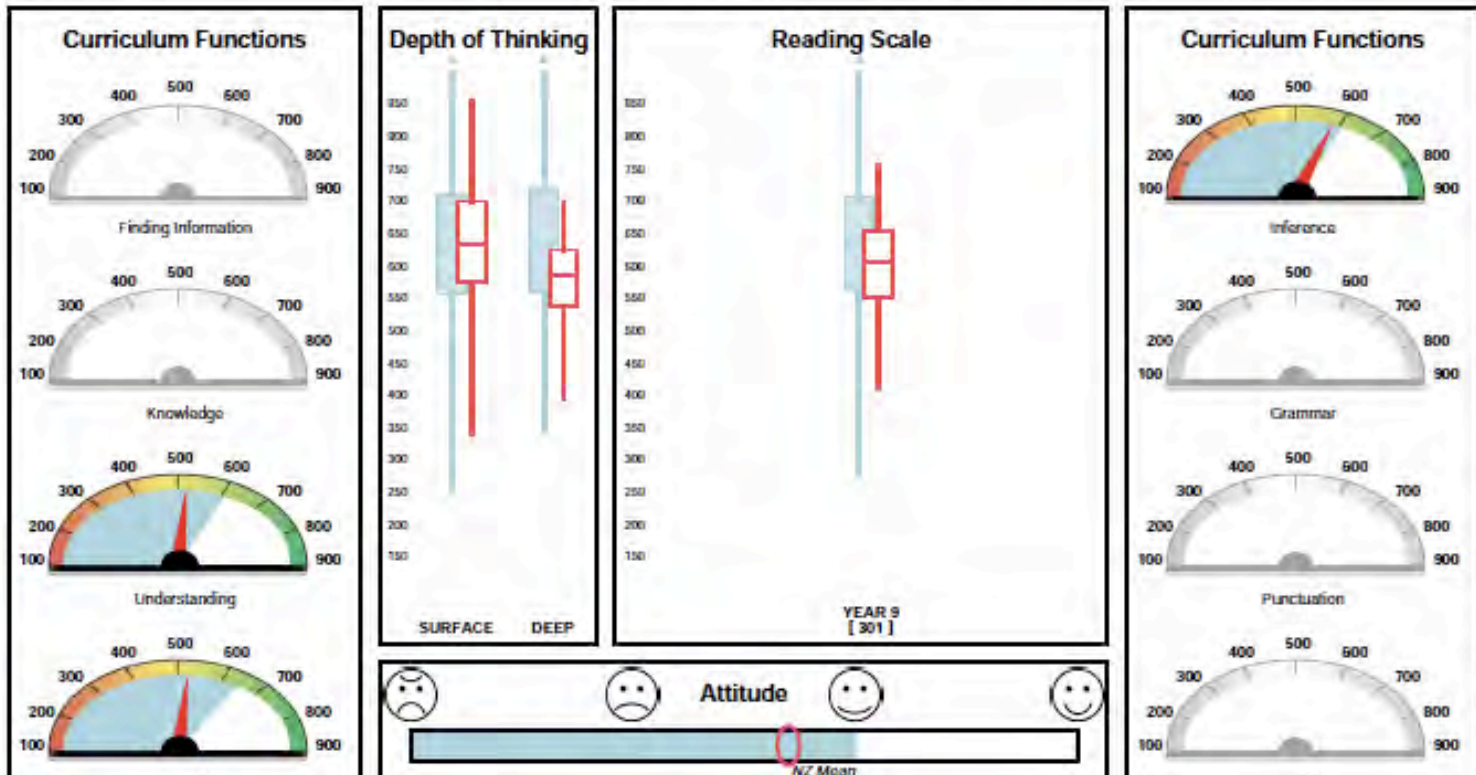
## Interaction Effects

Ethnicity: All  
Year: 9  
Gender: All

Language: All  
Cluster: All Clusters  
NZ Performance: 

Location: All NZ Schools  
Your Group Performance: 

No. of Students: 301  
No. of Results: [ n ]



# 2008 Year 10 e-asstle reading




Console Report for Test: Year 10 July 2008  
 Group: Tauranga Boys' College

Date Tested: 28 July 2008


**Comparison Information**

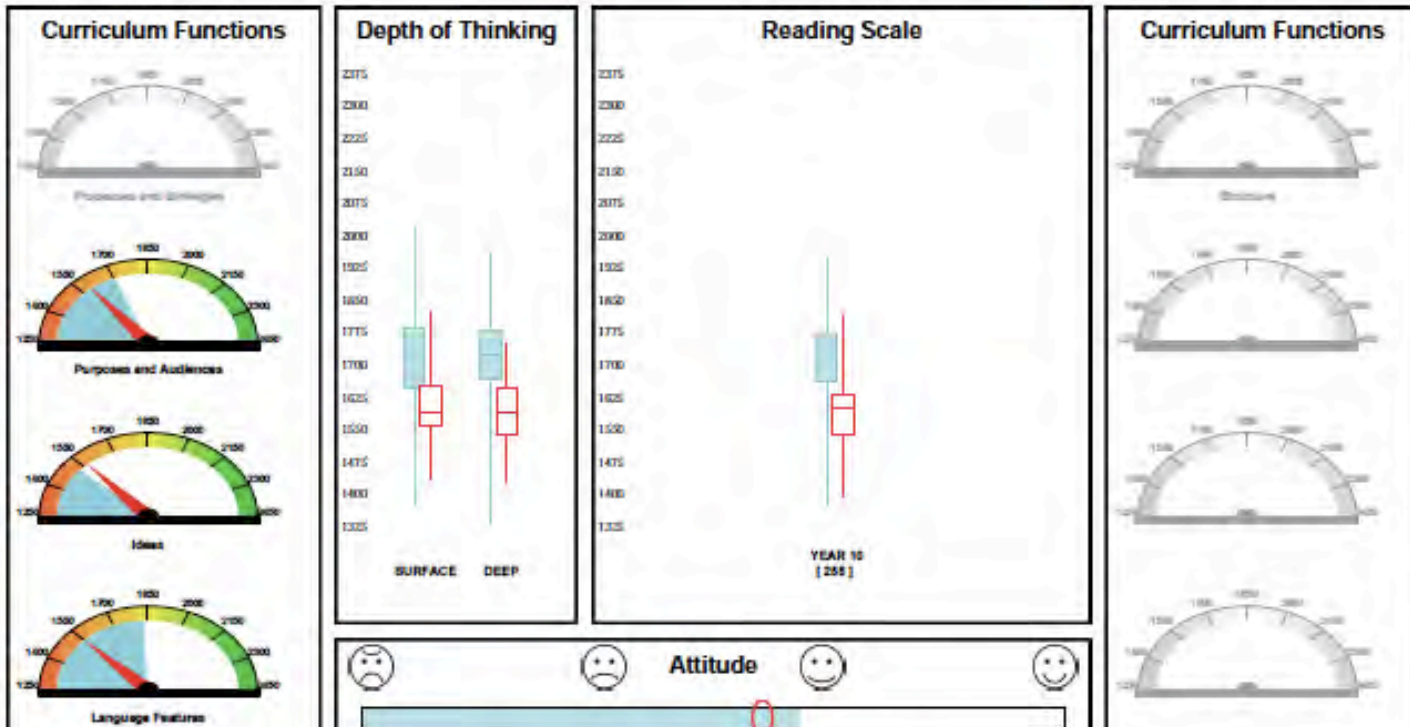
Ethnicity: All  
 Year: 10  
 Gender: All

Language: All  
 Cluster: All Clusters  
 NZ Performance: 

Location: All Schools

No. of Students: 255

Your Group Performance:  No. of Results: [ n ]



# Key ingredients

- ✓ The Principal and SLT walked the talk
- ✓ A charismatic 'leader' passionate about the project
- ✓ A professional learning model/culture within the school to sustain the contract
- ✓ The readiness of staff
- ✓ Data informed practice



# Literacy contract 2009-10

- ✓ Beginning of 2009 Leaders of learning identified a person who would be interested in becoming their Literacy leader
- ✓ 12 identified
- ✓ Term 2 up-skilled in reading strategies/processes based on data gathered from Yr 9-10 Asstle testing
- ✓ Ongoing trialing/evaluation/observations





# 2010 – better than before

- ✓ Focus was on implementing strategies across all learning areas
- ✓ Teacher observations
- ✓ Student voice collected/collated
- ✓ Literacy leaders from each learning area presented – ‘show and tell’



# So how did we fare?



<b>YEAR 9</b>	<b>MAY</b>	<b>NOVEMBER</b>	<b>Differences</b>
Attitude Score	2.49	2.63	+0.14
Overall Score (Level)	1459(4B)	1481(4P)	+22
Surface Score (Level)	1461(4B)	1468(4B)	+7
Deep Score (Level)	1471(4B)	1494(4P)	+23
Process Strategies (Level)	1463(4B)	1482(4P)	+19
Meas (Level)	1474(4P)	1484(4P)	+10

## YEAR 9 SUMMARY

Year 9 students on average progressed in every area with NO decreases.

ATTITUDE SCORE increased by .14

OVERALL SCORE increased by 22 and moved from Level 4B to 4P

DEEP SCORE increased by 23 and moved from Level 4B to 4P



<b>YEAR 10</b>	<b>MAY</b>	<b>NOVEMBER</b>	<b>Differen</b>
Attitude Score	2.40	2.49	+0.09
Overall Score (Level)	1506(4A)	1516(4A)	+10
Surface Score (Level)	1509(4A)	1515(4A)	+6
Deep Score (Level)	1514(4A)	1524(4A)	+10
Process Strategies (Level)	1515(4A)	1520(4A)	+5
Reasons (Level)	1513(4A)	1522(4A)	+9

### **YEAR 10 SUMMARY**

Year 10 students on average progressed in every area with NO decreases.

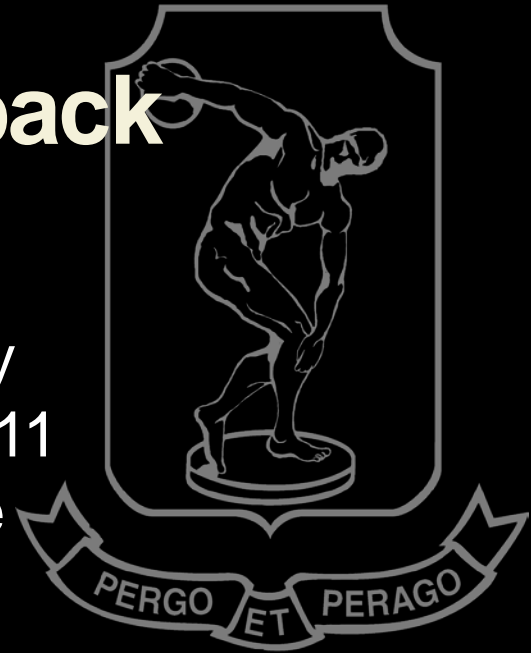
ATTITUDE SCORE increased by .09

OVERALL SCORE increased by 10 and remained at level 4A

DEEP SCORE increased by 10 and remained at level 4A

# Staff and student feedback

- ✓ Staff gave feedback on how they felt they were implementing the 11 effective literary strategies in the classroom
- ✓ Students did likewise
- ✓ 1-5 scale was used:
- ✓ Seldom -> almost always



# Outcome

- ✓ The overall feedback showed that Staff are providing Effective Literacy Strategies for students over **HALF THE TIME** and becoming more **FREQUENT**.



# The heroes

