

MANUREWA WEST PRIMARY SCHOOL



Teachers as Architects Of Successful Student Learning

Applying Transformational Practice to be
Inspiring Teachers and Educational Staff to
support a better future for our students today.

'A successful journey does not begin with taking a
1st step, but rather with facing the right direction'
- Mike Mattos

A presentation and focus direction for Staff, Board of Trustees, Students and
Learning Community of Manurewa West Primary School 2017. Dave Wallis,
PRINCIPAL - January 2017



“ E koe koe te tui
E kete te kaka
E kuku te kereru”

“ By appreciating all our voices,
our different songs, we make
great music for the future.”
- Maori proverb





Introduction

“Communication is the oxygen of Leadership”

Dr Lester Levy (Auckland)

My ‘transformation theme’ presentation 2017, is another example of providing an insight into the professional direction which M.W.P.S will continue to grow its success culture, and during its course, enrich the emotional intelligence of each and every one of the MWPS team.

The direction will embrace scaffolded structures along the way (2017), together with professional support, to ensure that our finishing point of 2017, will be so far beyond the starting point now (January 2017).

I acknowledge that my Educational Leadership, is crucial, and essential, in ensuring MWPS is a vibrant and progressive school. More importantly, I welcome the encouragement to distribute Leadership among each other.

Why do I say this – well simply, it is a collective responsibility of each of us to use, share, and grow our strengths and potential, so that the direction of 2017 can be a shared and collaborative journey culminating in a success for all.

“Rather than being effective Teachers (Staff!), let’s think of ourselves as POWERFUL teachers (staff!).”

I’d like to think it’s a transformational step up in how we at MWPS see ourselves as teachers (staff) and professionals, as we go about making a difference to student learning.

**“He who learns but does not think, is lost.
He who thinks but does not learn is in great danger,”
- Confucius**



Transformational Teaching

Whatever our views on the educational merits of National Standards, they are an important part of our current Education system, as well as being a legal entity of compliance.

The pressure that the “system’ creates for teachers, and schools, to work towards an ‘At’, or ‘Above’ Standard in relation to student learning achievements, can impact on the way teachers (Schools!) teach their students. i.e. bias teaching to testing and assessment, rather than teaching to learn.

I challenge each of us to transform our educational philosophy and teaching practice; to look inwards at ourselves, and at our values of what we want to do as a teacher, AND to set about developing a culture of transformation which understands that teaching around the needs of our students, is what is going to make the real difference “to building a better future for our children today” (re School Mission Statement)

“ If you never change your mind, WHY have one?” – De Bono

Our function as teachers now is more and more to ensure that we plan and assess what it is that our students need to learn, and to promote a class environment where that will occur.

Be encouraged to express your personality in your teaching, and to encourage your students to express their personality in their inquiry and learning development.

Successful learning outcomes!

It all starts with exciting our students’ learning. That’s where innovation has an important role in today’s teaching, including what I have encouraged over recent years, ‘risk taking in teaching.’

It would come as no coincidence that in a class of excited learners, there would also be an excited Teacher – yes, the two paradigms in synergy, makes a worldly difference!

“Success in liking yourself, liking what you do, and liking how you do it!”

- Moya Angelon



Transformational Learning

“Fundamental to successful learning outcomes is to Build Student’s Self Belief”

- **Dylan Williams**

Transformational learning is best achieved when students buy into:-

Your classroom;

your teaching;

a class culture of building success;

the learning values;

the relationships and connections that build around a will to succeed;

empathies and sympathies towards learning needs;

cultural connections and identity;

the provision of opportunities and learning goals that are worth pursuing and striving for.

An ‘ex-Aucklander’, who is highly regarded for his global research and is an acknowledged authority in student learning (Professor John Hattie) says:

“The top 6 keys that produce better learning outcomes, are:-

- **Teacher Expectations**
- **Collective Teacher Efficacy** i.e. a language of teaching and learning – “the way we do things.”
- **Formative Assessment**
- **Metacognitive Strategies** i.e. understanding tasks; gaining information;
- **challenging content; applying**
- **Direct Instruction** i.e. clear, precise requirements, with intended outcomes
- **Peer tutoring** i.e. sharing conversations/observation and Recording/discussion – critiquing/applying/ Review,
A current “local Aucklander”, but not with the same accredited standing in the global Education community, would add to this list a 7th key that equally can transform the notion of learning into an intrinsically valued one:-
 - **Building school learning connections with the home/family**



Transforming our Emotional Intelligence

Moving from Conventional to Progressive teaching

“Creativity involves breaking out of established patterns in order
To look at things in a different way.” – De Bono

I believe the conventional paradigm of teaching in NZ schools evolves around teachers conditioning their students to become adult thinkers (and responsible citizens within their community).

In other words, we assume children need to be guided and supported in their thinking, so that they can participate and engage in a knowledge society, the way we want them to.

Where we find some children responding well to that ‘model,’ we call them ‘Very Good’ learners (Above Standard!) and we continue to teach them at that level in order to support and sustain those levels of engagement.

Similarly, when we find some students to respond in a mixed “take up” of the agenda of learning we pose for them, then we label, and teach them, as average (or A+ Standard).

And then there are the others! The sector of learners who do not respond quickly, or cognitively as their other peer groups, that we might call ‘Below Standard’

Consequently, we gear up our teaching to try harder to get this target group of learners ‘up to speed’, that we as teachers believe is the correct and best way, to turn their ‘Below’

Achievement, into ‘At’ or ‘Above’ Standard.

“True leaders don’t create followers, they create more leaders.”

AT MWPS, I believe it is time for we as teachers to re-think, transform how we need to think as teachers, in order that we influence our students to think more like students so that the contexts of learning that we as teachers plan and provide, can be ‘Explored/Created/Uncovered’/‘Scaffolded’, and connected in more meaningful ways.





A Transformational approach!

My message essentially is to move away from 'Conditioning' Student Learning around the traditions and conservatisms that have shaped us as Adults in a middle classed conventionalism and Contemporary Society.

Rather, ask the question of our Students when they inquire to you as their teacher

"How do I did this?" with "I don't know. How might you try to do this?" or "Think what you might need to do, to get that to work."

The challenge must be to get the children to say

"I have a problem – I need to try to solve it" not "I have a problem – I can't do it!"

(-Sugata Mitra – Professor of Educational Technology, Newcastle University, UK.)

Only then, are we setting up a meaningful learning environment where student problem solving, and opportunities for students to feel more independent for how they uncover, and apply their learning, and ultimately, have student learning, and their Education Achievement move forward to 'At', 'Above', and "Beyond" Standard.

Let us target

"Profit Learning" – Growth in Learning Achievement exceeds time invested in teaching.

but not

"Deficit Learning" – Progress made is less than time invested.

You see, Inquiry Learning needs to be re-shaped and transformed at MWPS.

Rather than 'teach-down' to student learning needs, seek to get students to 'learn up' through empowered and motivated (Differential!) Learning provisions.

'Learning up' is synonymous with 'Looking Up,' and when you look up, you see the sky!

Of course the 'Sky' represents a universe of opportunities, and a future of endless possibilities.

Central in this universe, is the 'Sun' providing a bright, happy, warmth in wanting to learn, and wanting to have a successful future.

(Which coincidentally captures the thinking and representation of the MWPS logo design)

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Transforming a Successful School into a Better School

A practical approach to adding “Something new, Something different, Something better” to our school environment.

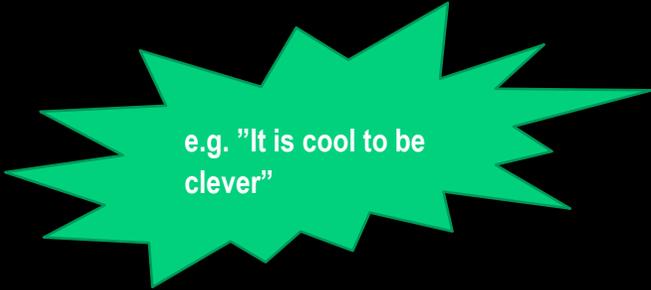
Possible Innovations:

Re: STUDENT VOICE

Create Flags of Student design of the Goals which students wish to pursue for 2017

e.g. from a selection, choose a representative sample which tells a “goal” of what the students want:- with

- their learning
- their lives
- their education
- their school
- their friendships
- their culture
- their health



e.g. "It is cool to be
clever"

The chosen “representative goal” will then be sign written on a flag with a “NZ Culture pictorial design” background.
(Hopefully this will be revisited annually to allow new flags to be displayed!)

Staff Well-Being – (Proposal A)

Goal: For teachers to have more time to invest in their Professional Learning in order to support making a difference to their teaching practice.

Activity: That we have 4 x Professional focus staff meetings per term/set by Senior Management), with Team meetings each week being a Team PLD around a Curriculum practice/Student Learning strategy; or analysis/teaching as Inquiry process/

O.T.J - Formative Assessment – Data Analysis – Data Charts/Peer Observation and feedback/Teacher Evidence Appraisal etc! etc! etc!

Term meetings may be facilitated, as well as led by team leaders. They might also provide opportunities for PLD to be developed and presented by team members, who have researched and prepared, and who then facilitate and present the ‘topic’ delivery!

A weekly Update/Housekeeping meeting (8.15am – 8.35am) will be part of the face to face communication in current matters of interest.



STUDENT LEADERS

Once selected:-

- Each does a personal profile of their interests, strengths and values.
 - o Also how they deal with challenges
 - o They provide a Statement on how they wish to work with others.
 - o A statement on what they hope to do to make MWPOS a great school for students to feel happy belonging to.
- Put those personal photo/profiles on display on a School Hall Notice Board, together with their class, and how to contact them for a conversation.
- Other students if wishing to talk, can identify the student leader, and seek a conversation.
- Leaders meet with T/c per month for report/Student training. (N.B. the SWIS could also be involved in this meeting).

Classroom Seating Arrangements

From the activity of Individual Student profiles set up at the start of the year, arrange seating of students comprising those with similarities i.e. for static in-class learning, and social connection... Research shows "it minimises dominance/submissive behaviour, and in turn harnesses "like interests" allowing challenging rubric learning/social Co-operation.

Staff Well-Being – (Proposal B)

I believe 'Staff Well-Being in the Work Place' to be a vital component of creating a positive underlying culture across the school. There is currently a strong focus for schools to embrace this, BUT WHAT DOES IT REALLY MEAN?

This is really about our values as a professional group, and a school, and which define the way we operate and interact between ourselves, and with our Students/School Community.

Starter points towards a culture of 'Well-being inclusiveness.'

Passionate	- we love what we do
Authentic	- we are genuine and real
Fair	- we act with integrity
Can Do	- we are empowered to get things done; we start with yes and focus on solutions
Innovative	- we constantly search for better outcomes; we challenge 'normal.'
Accelerated flexibility	- we change things when it makes sense to create (accelerate) student learning outcomes.



I believe a holistic approach to well-being encompasses three key areas:-

Our School - ensuring that it is aligned with the needs and purposes to support 'powerful' teaching, and effective learning.

Local School Community Connection, integration and engagement nurturing, and growing these essential connections that generate a personal sense of value.

Our individualised wellness programme providing support in four key areas: eating well; moving well; thinking well; and rest and recovery.

Staff Well-Being – (Proposal C)

Draft conversation starter:

OUR VISION

Improving the lives and well-being of our staff by developing and introducing well-being SMARTS.

OUR MISSION

To promote opportunities among ourselves to make our lives better with everything we do through SMARTER life planning, and daily experiences.

OUR PROMISE

Feel younger for longer and in control of, and actively engaged in, life.

Whilst:

“Humour is by far the most significant activity of the human brain”

We need to understand:

“Almost any thinking and almost any action has an important value component. It is impossible to ignore value. Every decision we make involves values.”

- De Bono

CONCLUSION



“Success is a science; if you have the conditions, you get the results.”

- Oscar Wilde

The theme of ‘Transformation’ is not one of change for any of us at Manurewa West Primary School. Rather it is a process of progression that aims to build on the strong platform of success that learning and teaching developments, have created.

No longer can we accept that teachers are the key to students’ learning development. Children of school age spend approximately 35 hours per week at school (hopefully!), whilst spending much longer at home. Therefore the HOME is vitally important in shaping a child’s learning (preparation/attitude/discipline/readiness!).

More and more, are we acknowledging, that where the environment is “right” at school, Student’s response to their learning challenges can be a powerful determinant towards their learning success.

So, the transformation I refer to, embraces a mind-set that needs to connect the School – Student – Home to the learning development, and achievements of the student.

***Transformational**

***Building a success culture**

***Success-Achievement**

***Effective-Powerful**

***Nurturement-Support**

***Innovative-Progressive**

***Positive Self-Belief**

Have a wonderful 2017 year where hard work, success, a balance in applying life and work SMARTS, and high levels of professional growth, will see you a smarter professional, and continued valued MWPS Staff member by year’s end, than at the start,

Dave Wallis

Principal

Manurewa West Primary School



APPENDIX A

TRANSFORMING A GOAL TO BE SUCCESSFUL INTO A CULTURE OF SUCCESS!

“What can Manurewa West Primary School take from the iconic success of the All Black 2015-17”.