



RESOURCE

MANUAL

(2000 Edition)

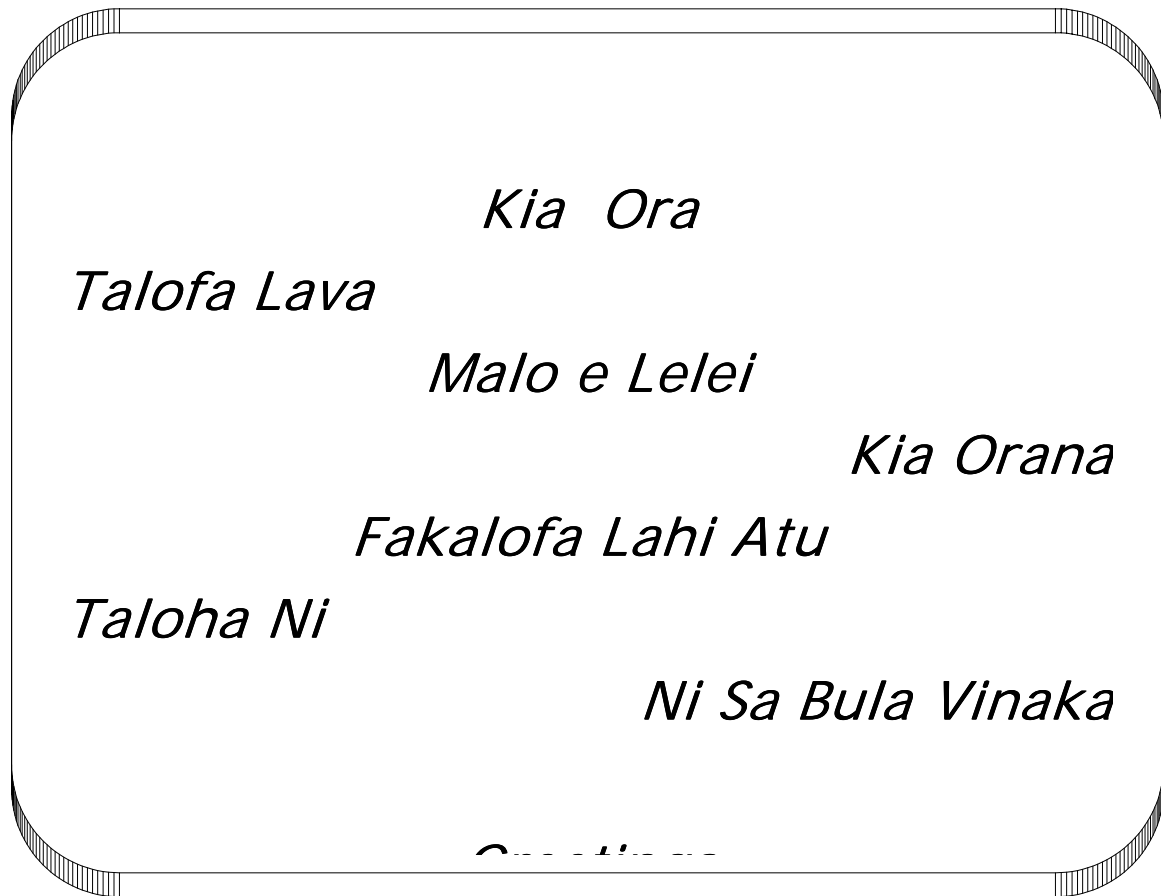
Compiled and edited by Jim Peters  
for use in AIMHI schools, 1999

Revised and supplemented in 2000

## PREFACE

This manual is a resource for AIMHI schools. It is to be used for staff professional development and to stimulate discussion and reflection. Pages can be photocopied.

Some sections provide information and guidance which can be reproduced in staff manuals / handbooks.



## ACKNOWLEDGEMENTS

In assembling this Resource Manual, I had the pleasure of visiting AIMHI schools to talk with principals, teachers and students and to observe classroom activities. Many people generously provided advice and shared ideas and resources. This support and encouragement was much appreciated.

A number of teachers shared their expertise. I am particularly grateful to: Mele Ah Sam (Mangere College); Steve Autagavaia (Hillary College); Alofa Lale (Porirua College); Vaitusi Nofoaiga (Porirua College); Soana Pamaka (Tamaki College); Kane Raukura (De La Salle College); Andrea Tapu (Tangaroa College); and Brent Wagner (Otahuhu College).

The assistance of the following is acknowledged with thanks: Graeme Aitken (Learning Styles, Deciding What to Teach); Judy Solomon (Learning Styles); Ian Thurlow (Resiliency); and Viviane Robinson (Teacher Effectiveness).

Special thanks to Kay Hawk and Jan Hill whose knowledge of practice in AIMHI schools is so comprehensive. Their assistance in writing this manual has been invaluable.

Thanks also to the schools that permitted sections of staff manuals/handbooks to be uplifted and reproduced.

I am particularly grateful to people who assisted in the production process: Millie Gibbs, who prepared the manuscript for printing; Dallas Ashmore, who compiled the illustrations; and Letufa Taniela, a student at Mangere College, who produced the artwork on the cover.

Finally, my thanks to my good friend Bill Gavin for his constant encouragement.

Jim Peters  
October, 2000

**Whaia te pae tawhiti kia whakatata**

**Strive to bring closer those distant horizons**

# TABLE OF CONTENTS

## THE CHARACTER OF AIMHI SCHOOLS

- What is AIMHI? ..... 1
- The AIMHI Vision ..... 2
- Are AIMHI schools unique? ..... 3
- AIMHI Reality Check..... 4
- Looking at AIMHI schools positively..... 5
- The "Worlds" of the AIMHI student ..... 6-8
- Barriers to achievement in AIMHI schools ..... 9

## THINKING ABOUT TEACHING IN AN AIMHI SCHOOL

- Reflecting on your teaching..... 10-11
- The AIMHI Quickcheck..... 12-13
- Developing a Code of Good Practice ..... 14-15
- An example of a Code of Good Practice: Mangere College ..... 16-17

## SCHOOL CLIMATE

- Establishing a positive climate for learning ..... 18
- Tangible and intangible elements of school climate ..... 19-20
- School organisational culture ..... 21-22
- "A Day in the Life" - assessing school climate ..... 23
- Schools that make a difference ..... 24
- Factors that contribute to school effectiveness ..... 25

## TEAMBUILDING

- What constitutes an effective staff team? ..... 26
- Characteristics of a team ..... 27

## **TEACHER EFFECTIVENESS**

- **Defining Teacher Effectiveness: the theory** ..... 28
- **What qualities influence teacher effectiveness? - a survey** ..... 29
- **Effective teaching practice in AIMHI schools** ..... 30-31
- **Effective teaching strategies** ..... 32
- **The Kids' views** ..... 33-34
- **A blueprint for teaching effectiveness: Mangere College** ..... 35-36

## **IMPROVING LEARNING**

- **Deciding what to teach students in AIMHI schools**..... 37-38
- **How can you get the best out of students in AIMHI schools?** ..... 39-40
- **Improving teaching and learning: strategies from Ruth Sutton** ..... 41
- **Three Ps of blackboard configuration: Lorraine Monroe** ..... 42-43

## **RAISING STUDENT ACHIEVEMENT**

- **Raising student achievement: A serious challenge for AIMHI schools** .. 44
- **Causes of underachievement: Checklist** ..... 45-46
- **Setting expectations of student achievement** ..... 47-48
- **Promoting student achievement: Mangere College** ..... 49-51

## **LEARNING STYLES**

- **The Dunn and Dunn Model (of identifying learning styles)** ..... 52-56
- **Barbara Prashnig's 10 fallacies about how students learn** ..... 57
- **Accommodating student learning preferences in AIMHI schools** ..... 58-59

## **MULTIPLE INTELLIGENCES**

- **The basic theory and its application** ..... 60-64

## **MOTIVATING AIMHI LEARNERS**

- **Fostering student enthusiasm for learning ..... 65-67**
- **Positive reinforcement ..... 68**
- **How to motivate AIMHI learners ..... 69**
- **Keller's model for incorporating motivation into lesson planning ..... 70**
- **A motivation strategy: Otahuhu College ..... 71**

## **MANAGING BEHAVIOUR**

- **Managing student behaviour in AIMHI classrooms ..... 72**
- **What AIMHI school teachers say about classroom management  
- with group exercise ..... 73-74**
- **Behaviour management: staff survey ..... 75-77**
- **Choosing the best intervention ..... 78**
- **Definitions of discipline ..... 79**
- **Decisive discipline ..... 80**
- **Advice from Tangaroa College ..... 81**
- **Establishing classroom rules ..... 82**
- **Student management - general comments from Tangaroa College .... 83-85**
- **Hillary College Rules ..... 86**
- **Tangaroa College Rules ..... 87**
- **Lorraine Monroe's non-negotiable rules and regulations ..... 88**
- **A non-violence behaviour contract: Tamaki College ..... 89**

## **THE CONCEPT OF ---**

- **The "Significant Adult" ..... 90-92**
- **Resiliency ..... 93-98**
- **Mentoring ..... 99-101**
- **Restorative Conferencing ..... 102**
- **The Full Service School ..... 103**

## **AIMHI SCHOOL INITIATIVES**

- **The One Stop Shop: Tamaki College ..... 104-106**
- **The Tu Tangata Programme: Porirua College..... 107-108**
- **Standardising the teaching of generic skills: McAuley High School ..... 109**
- **The Respect Campaign: Porirua College ..... 110**

## **GENERAL**

- **Moral Development: a challenge for AIMHI schools ..... 111**
- **Force-field analysis problem solving technique .....112-113**
- **What "essential skills" do AIMHI learners need? ..... 114**
- **Fundamental questions for curriculum development ..... 115**
- **Thinking about assessment ..... 116**
- **Assessment for Better Learning (Project ABeL) ..... 117-119**
- **Features of "Effective" subject departments ..... 120**
- **Implementation of National Administration Guideline 1 ..... 121-122**
- **The Treaty of Waitangi ..... 123**
- **Correct pronunciation of names ..... 124**
- **Homework ..... 125**

## **LIST OF SOURCES**

# WHAT IS AIMHI?



- AIMHI was set up by the Ministry of Education in 1995 to achieve the following **GOALS**:
  - To raise student achievement;
  - To ensure that governance and management is strong;
  - To achieve sustained self-management;
  - To increase the market share of students;
  - To improve school/community relationships.
- Schools in the AIMHI cluster are:

**De La Salle College**

**Hillary College**

**McAuley High School**

**Mangere College**

**Otahuhu College**

**Porirua College**

**Southern Cross Campus**

**Tamaki College**

**Tangaroa College**

- AIMHI-backed **INITIATIVES** include:
  - The production of a booklet for parents/caregivers with information about secondary schools.
  - The development of tests for Year 9 and 10 students to measure "value added" learning.
  - An Information Technology project.
  - The Assessment for Better Learning project (Project ABeL)
  - The publishing of a Resource Manual for professional development.
  - An investigation of effective teaching in AIMHI schools.
- AIMHI has also funded **INDIVIDUAL SCHOOL PROGRAMMES**
- The AIMHI project includes an independent, longitudinal **RESEARCH AND EVALUATION PROGRAMME** carried out by Kay Hawk and Jan Hill from the Institute for Professional Development and Educational Research, Massey University.

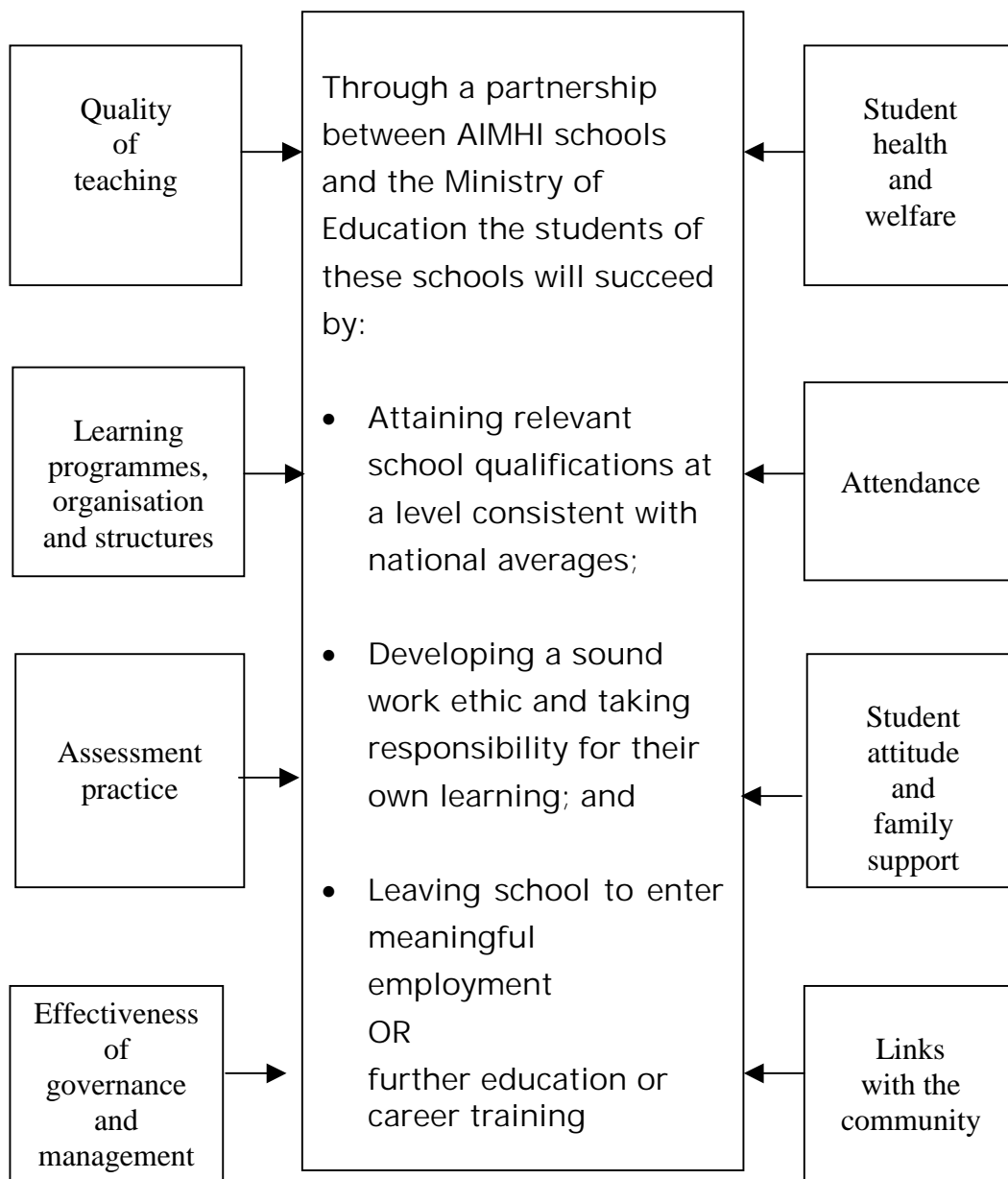


# ... THE AIMHI VISION

*Factors internal to the school*

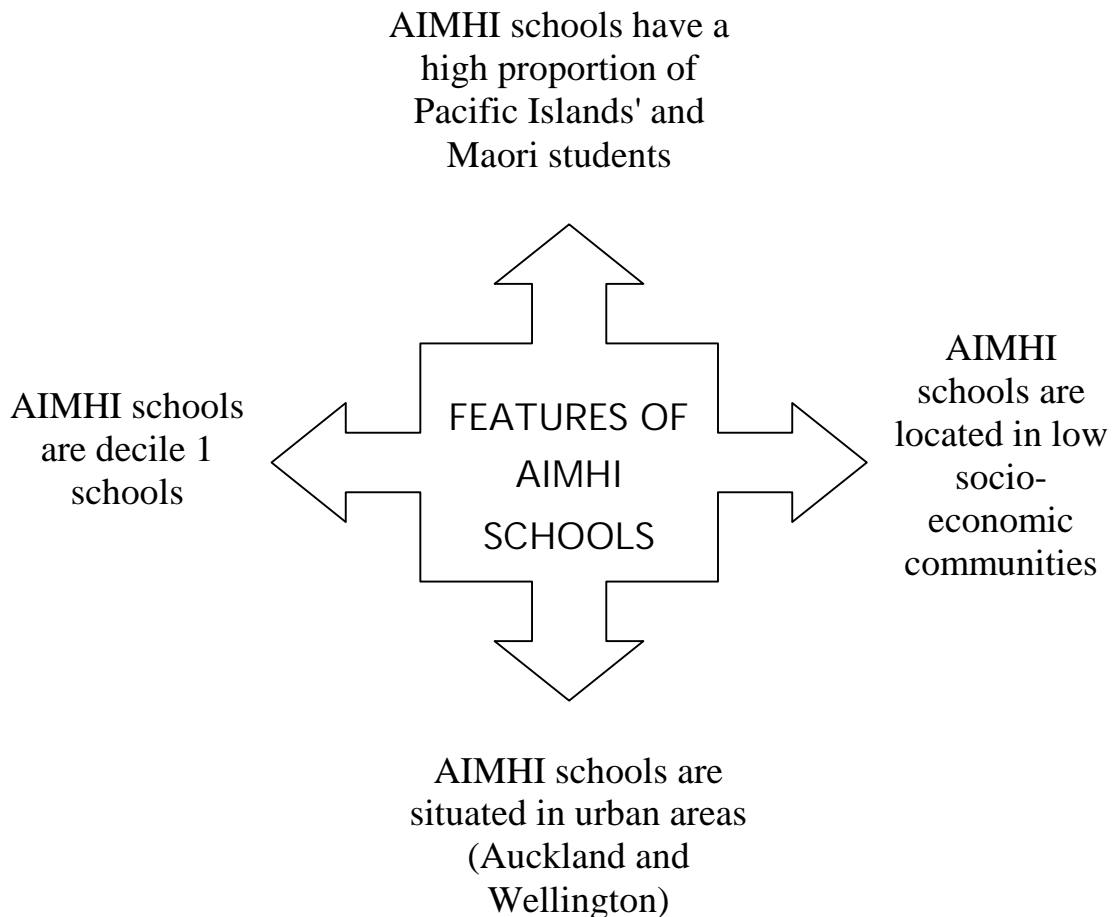


*External factors affecting learning*



## ARE AIMHI SCHOOLS UNIQUE?

***Refresh your memory.***



### ***DISCUSSION:***

*Are there major differences between teaching in an AIMHI school and teaching in other schools?*

*What special attitudes and skills are required to be an effective teacher in an AIMHI school (if any)?*

## AIMHI REALITY CHECK

### WHAT ARE OUR SCHOOLS REALLY LIKE?

There is much misinformation about AIMHI schools. Reality and rumour don't match.

Below is a list of negative perceptions of AIMHI schools. Identify and discuss those that are genuine issues for teachers and school managers.

**THE STUDENTS --**

- ...are not motivated to learn
- ...are difficult to manage in the classroom
- ...lack essential literacy skills
- ...have negative attitudes to school, influenced by peer pressure
- ...have a slack attitude to completing homework
- ...live in homes where adult unemployment is common and many social and financial difficulties are a fact of daily life
- ...show little respect for school property
- ...have low employment ambitions – think they will never get a job – don't have a knowledge of different kinds of jobs
- ...often belong to gangs
- ...get angry and aggressive easily
- ...don't treat teachers with respect
- ...have health problems associated with poor nutrition and lack of appropriate medical attention
- ...don't have the benefit of positive role models because the "best" students don't go to AIMHI schools
- ...often have experienced some kind of abuse
- ...don't value what their teachers do for them

**THE TEACHERS --**

- ...are more overworked and highly stressed than teachers in more affluent schools
- ...feel undervalued
- ...lower their expectations of student performance in order to survive
- ...lack sufficient resources for teaching (compared with other schools)
- ...would rather teach in non-AIMHI schools if they could

**THE PARENTS --**

- ...want their children to achieve well but don't really know how to support them and blame teachers when they don't succeed
- ...often give more importance to church and family/whanau activities than school
- ...feel alienated from schools and teachers
- ...don't appreciate the daily pressures their children face

Teaching in AIMHI schools ctd.

## LOOKING AT AIMHI SCHOOLS POSITIVELY

There is a perception that AIMHI schools are "tough" schools to teach in.  
BUT - many teachers find them stimulating and rewarding.

Do the exercise below to help focus on the positive features of AIMHI schools:

- 1) List the positive things about students in AIMHI schools.
  - 
  - 
  - 
  -
- 2) List the positive things about teaching in an AIMHI school.
  - 
  - 
  - 
  -
- 3) List the positive aspects of being a part of an AIMHI school community.
  - 
  - 
  - 
  -

How can AIMHI schools be promoted as schools that are rewarding places to work in?

---

---

---

# THE "WORLDS" OF THE AIMHI STUDENT

*Ref: Kay Hawk and Jan Hill, "Towards Making Achieving Cool", 1996, pp 136 - 146*

Kay Hawk and Jan Hill talked with students in AIMHI schools about their beliefs, feelings, attitudes and behaviours. They concluded that most students live in a number of "worlds", each "world" with its own set of beliefs, norms, values and expectations. These different "worlds" are often in conflict with each other. Students often deliberately keep them separate, eg by not giving parents information from the school about scheduled meetings and functions. Hawk and Hill refer to this as "student gatekeeping".

The students' "worlds" are:

## THE WORLD OF THE FAMILY



The family world presents a great range of differing situations, but most students are aware of the importance of family.

"Students talked of their time at home as being dedicated to being part of the family rather than as being time for themselves as individual people. This has had an immediate impact on their attitude towards, and ability to do, school work at home."

(Hawk and Hill)

## THE WORLD OF ONE'S CULTURE



Although most students in AIMHI schools identify with one ethnic group, many relate to more than one culture. The reality is that for most of the day they are immersed in "Kiwi culture" rather than their own ethnic culture.

## THE WORLD OF CHURCH



Church is an important part of life for most Pacific Islands' students. The world of church is closely linked to the family and to culture.

The church sometimes places heavy demands on its young members. The commitment of time can be considerable.

*Student "worlds" ctd.*

## THE PEER WORLD

This is the world that many students say is most important to them. "It is very important to them to be part of the group, not to be separate, not to stand out as different or better". (Hawk and Hill)

The expectation that individuals conform to acceptable group behaviours is considerable. This includes pressure to not achieve.

## THE WORLD OF SCHOOL

Students enjoy going to school. School provides security and stability and is a good place for spending time with friends.

School also fulfils an important role in providing services for students experiencing personal difficulties. Support from guidance services and programmes, including transition/careers, health etc is very important.

## THE WORLD OF WORK

Many students, especially those in senior classes, have part-time jobs. This has implications for school studies.

Work commitments take time away from study. Many students with after-school jobs finish their homework late into the night and get very tired. This may reduce concentration levels at school.

*"The difficulties arise for students when some of the values, ways of doing things, and expectations from two or more of the worlds, are in conflict with each other." (Hawk and Hill)*

Examples of this "conflict" include:

- Differences in the ways of disciplining and in the use of rewards (for good behaviour) and punishments.
- Expectations in the church and family not to challenge or question, whereas, at school, challenging and questioning are "skills" that are encouraged and nurtured.
- Expectations of parents that teachers will give students what they need to succeed at school. On the other hand, teachers seek more parental involvement in the education of their children.
- Differences in opinion about social and health issues eg. teaching about sexuality.

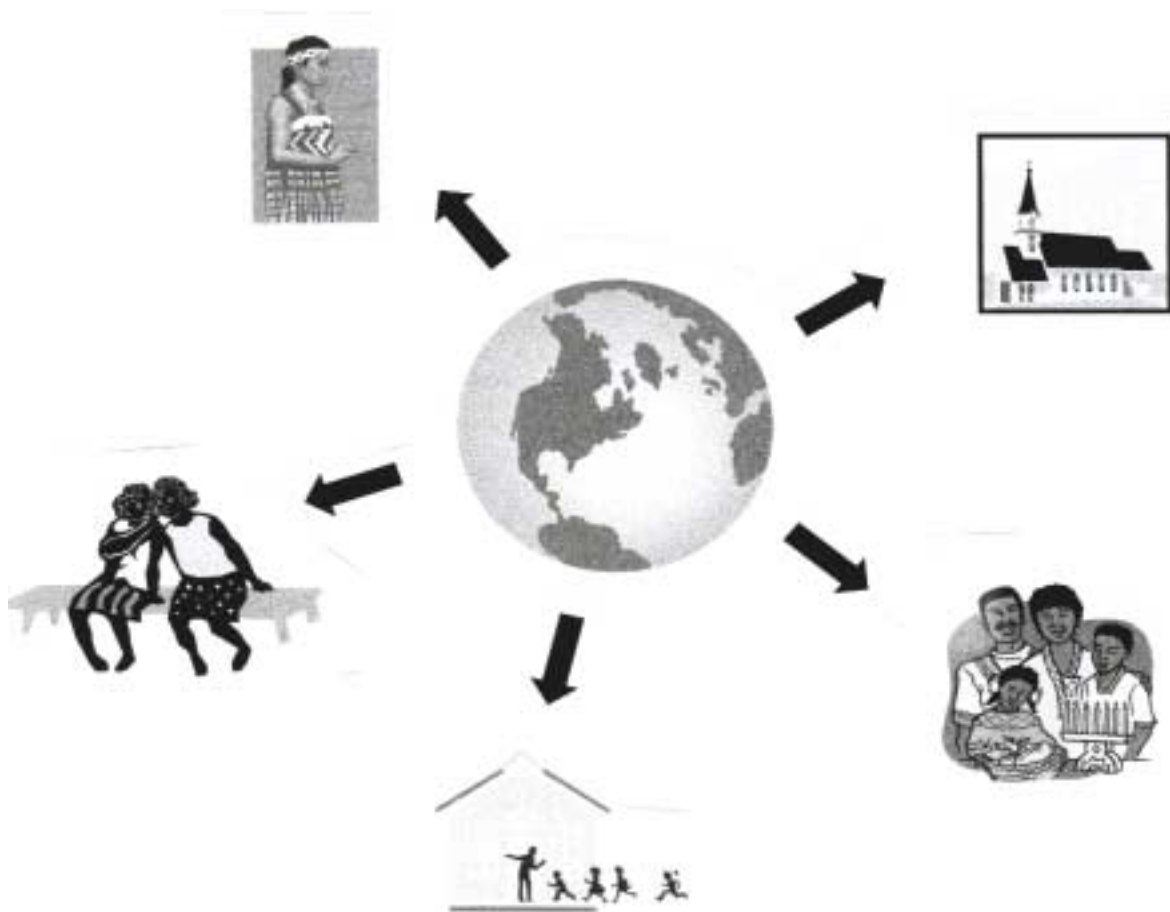
Student "worlds" ctd.

**DISCUSSION:**

What are the implications of Hawk and Hill's findings about the different "worlds" of students in AIMHI schools?

Consider the following questions:

- ◆ How can communication and co-operation between home and school be improved to the benefit of students?
- ◆ How can church and school better understand each other's perspectives and work together more effectively?
- ◆ How can the peer pressure on students to *not* achieve academically be countered?
- ◆ What programmes or strategies could be initiated in schools to help students understand, and deal with, their different "worlds"?



# BARRIERS TO ACHIEVEMENT IN AIMHI SCHOOLS

In the report to the Ministry of Education titled "Towards Making Achieving Cool" (Massey University, 1996) Kay Hawk and Jan Hill identified the following barriers to achievement in AIMHI schools:

- Low student expectations;
- Low teacher expectations;
- Problematic home circumstances (some students are affected by poverty, dysfunctional family life etc);
- Poor language and literacy skills;
- Lack of studious, high achieving, student role models;
- Lack of long-term goal setting by students;
- Low self-esteem and confidence amongst students; and
- Peer pressure - fear amongst students of being ridiculed and put down.

## *DISCUSSION:*

*How can the barriers to achievement in AIMHI schools be surmounted?*

*What are the major challenges for classroom teachers?*

<b>NOTE:</b> Refer to the section on Force-field Analysis for a method of approaching the task of problem solving.
--



## REFLECTING ON YOUR TEACHING: A CHECKLIST FOR SELF-DEVELOPMENT

*Use this checklist to review and evaluate your teaching.*

### 1) Preparing for Teaching

- How do you inform your students of course/subject requirements?
- How do you find out what students in your classes know and/or can do? How do you use this information to adapt what you teach?
- Do you have clear and explicit learning objectives and expected learning outcomes? Do you share these objectives and outcomes with students in student-friendly language?
- Do you try to build on students' life experiences in planning for your teaching?

### 2) Teaching

- How do you show students your enthusiasm for the subject?
- What steps do you take to use a range of learning activities in your lessons?
- How do you allow for students who prefer to learn and participate in different ways?
- How do you help students develop appropriate learning skills?
- How do you check that students understand what you teach?
- How do you respond when students indicate that they are not coping?

### 3) Relating to Students

- What effort do you make to get to know your students as individuals?
- How do you indicate to students that you respect their values and beliefs?
- What do you do to encourage students in their learning?
- In what ways do you provide assistance to individual students?

*Self-development Checklist ctd.*

#### 4) Assessing and giving feedback

- How do you ensure that students are given regular and immediate feedback about their work?
- What feedback do you give to students to help them improve their work?
- How do you ensure that your assessment methods assess the intended learning outcomes?
- Do you give the opportunity for students to self-assess or assess each other?
- Is the assessing that you do adding value to the learning of your students?

#### 5) Evaluating your teaching

- What feedback do you get from students about your performance?
- How do you use information obtained from student assignments, tests etc to evaluate your teaching?
- Do you change your teaching in light of the information you receive?

#### 6) Developing professionally

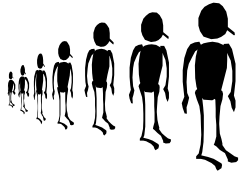
- What do you do to keep up with developments in your teaching area(s) and to develop your expertise?
- What opportunities do you take to discuss your teaching with your colleagues?

#### 7) Contributing to the improvement of teaching in your school

- Do you try to help your colleagues improve the quality of their work?
- Do you contribute to decision-making processes in your school to enhance learning and teaching?
- Do you keep up with national and local developments in education, and particular issues affecting AIMHI schools?

## THE AIMHI *"Are-you-as-good-as-you-could-be"* QUICKCHECK?

### TWELVE QUICK QUESTIONS



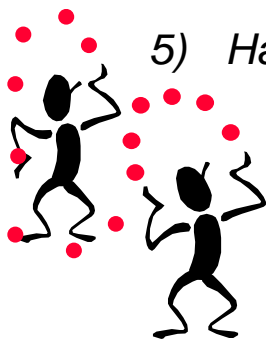
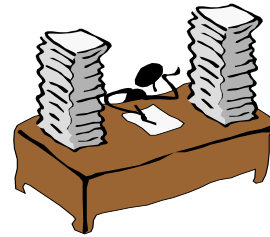
1) *Do you know the names of all the students in your classes?*

2) *Do you pronounce names correctly?*

3) *Are you able to greet students in the language of their homeland?*

4) *Have you assessed the learning and behavioural strengths and weaknesses of your students by:*

- ✓ *checking records from previous schools?*
- ✓ *checking with previous teachers in your school?*
- ✓ *accessing information about achievement levels, reading age, etc?*
- ✓ *carrying out formative assessments in your subject?*



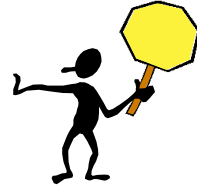
5) *Have you used information about students' strengths and weaknesses to help you plan learning programmes which are appropriate to their needs and abilities?*

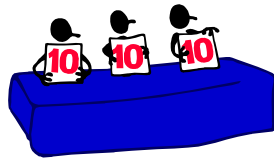
6) *Do you set short term learning objectives that you are confident students will achieve, and use teaching strategies that students say they enjoy?*

7) *Have you got rules and protocols for your classroom:-*

- ✓ *that are prominently displayed and regularly referred to?*

- ✓ *that are written in student-friendly language?*
- ✓ *that you consistently enforce?*





8) Do you regularly give positive feedback and reinforcement to students who meet expectations?



9) Do you have strategies to resolve conflict and avoid confrontation with students?



10) Do you carry out regular checks to see if students are enjoying your classes and responding positively to your methods of teaching?

11) Do you insist that all of your students achieve stated learning outcomes?

12) Do you have fun with your classes?

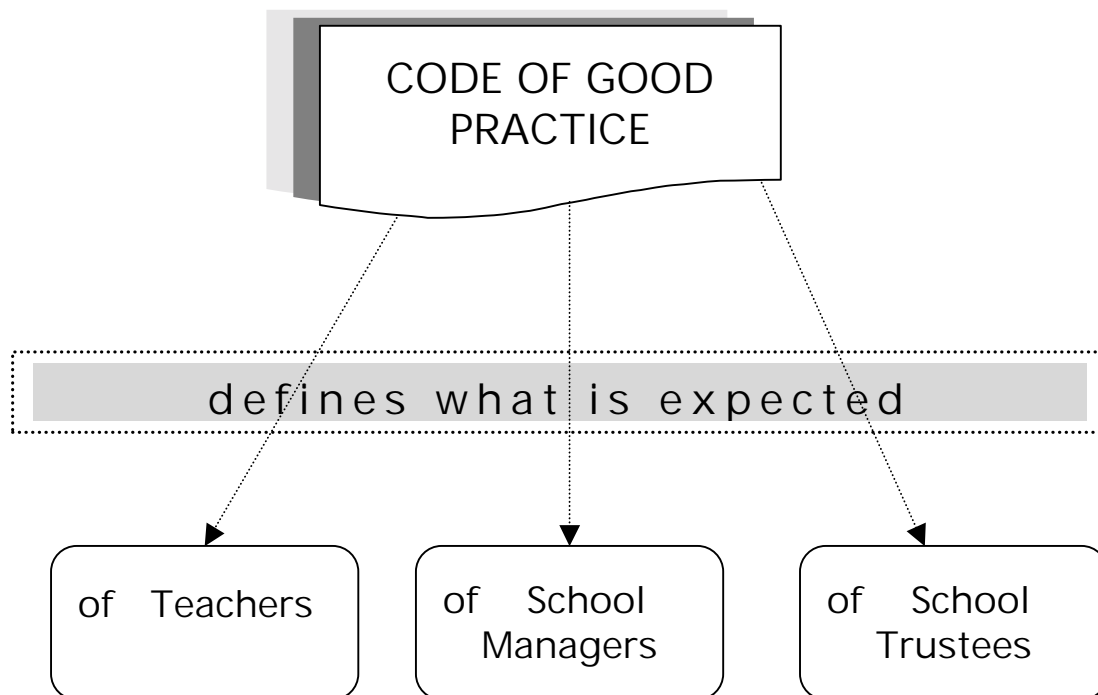


# DEVELOPING A CODE OF GOOD PRACTICE

Guidelines for professional conduct and performance.

A Code of Good Practice defines:

- what is expected of teachers;
- what is expected of school managers; and
- what is expected of school trustees.



It is important that schools write their own Code of Good Practice. It should be a collaborative exercise involving staff, students and trustees. There must be agreement over the contents and a commitment to its stated principles. All teachers must be aware of its significance.

*Code of Good Practice ctd.*

## HOW CAN YOU DEVELOP A CODE OF GOOD PRACTICE FOR YOUR AIMHI SCHOOL?

### FIRST STEP:

Gather responses to the following questions at a staff professional development meeting:

#### AS AN AIMHI SCHOOL STAFF ...

What do we expect of ...each other as professional colleagues?  
...our school managers?  
...our school trustees?

How can we best support each other to ensure that we do our jobs effectively?

What are the most appropriate ways of relating to, and communicating with:

- colleagues
- students
- trustees
- parents/caregivers?

### FURTHER STEPS:

- Write draft statements to include in the code for your school
- Get feedback from staff, students and trustees
- Write a final copy
- Make it a cornerstone document in the school.

AN EXAMPLE OF A CODE OF GOOD PRACTICE:  
**EXPECTATIONS AT MANGERE COLLEGE**

In order to effectively meet student needs and ensure that all students receive a high quality education, the school will set high performance expectations for managers, teachers, support staff and students.

**[A] WHAT TEACHERS CAN EXPECT OF THE BOARD OF TRUSTEES AND THE SENIOR MANAGERS**

[1] SUPPORT

- Appropriate resources will be available to teachers (within funding constraints).
- Teachers will have sufficient time to meet course and curriculum requirements.
- Teachers will have access to professional development and training that is targeted to identified needs and linked to school and curriculum priorities.
- Ancillary staff will provide support to all teachers.
- Teachers will be provided with a suitable place to teach.

[2] A FAIR DEAL

- The Board of Trustees will be a good employer.
- A safe environment will be provided by the BOT.
- Teachers will be consulted about any management issues (through procedures outlined in the Quality Systems Manual).
- Teachers will be given fair warning of any issues/developments/special requirements (no surprises).

[3] RECOGNITION

- Teachers will receive informal feedback and acknowledgement from senior managers.
- All teachers will be formally appraised. This process will acknowledge individual strengths and help identify any specific training needs.

**[B] WHAT THE BOARD OF TRUSTEES AND SENIOR MANAGERS CAN EXPECT OF TEACHERS**

[1] PROFESSIONALISM

- All teachers will be loyal to Mangere College.
- All teachers will be fully conversant with requirements of the National Education Guidelines and of their specialist curriculum area(s).
- All teachers will meet the expectations specified in this document.
- All teachers will adopt recognised effective teaching, assessment and evaluation practices.



[2] COMPETENCE

- All teachers will actively strive to enhance the emotional and social development of students. To achieve this it is expected that teachers will:
  - (a) ensure that students have access to appropriate counselling support.
  - (b) follow the procedures outlined in the policy on positive behaviour and assertive discipline when dealing with any student causing concern.
  - (c) be an effective form teacher.
  - (d) monitor the attendance of students accurately and follow all recording and reporting procedures relating to attendance.
  - (e) make full use of ‘merit awards’ (and any other school systems) to promote feelings of pride and self worth in students.
  
- All teachers will aim to provide optimum opportunities for students to reach their full academic potential.  
To achieve this it is expected that teachers will:
  - (a) implement a teaching programme based on the subject scheme (which will be based on the national curriculum statement or syllabus).
  - (b) use a variety of effective teaching strategies.
  - (c) establish a room environment (when based in a classroom, workshop or laboratory) that is likely to stimulate student interest and which uses displays of student work to acknowledge individual effort and sets standards others might emulate.
  - (d) set and check homework regularly (each report will include an assessment on homework completion).
  - (e) make effective use of diagnostic, formative and summative assessments.
  - (f) inform all students, in writing, of the years' assessment programme.
  - (g) at the start of each new topic provide students with a list of the learning objectives for the topic.
  - (h) ensure that summative, end of topic, assessment relates to the topic objectives.
  - (i) use mark schedules, checklists or other systems to show students exactly how assessed marks or grades have been allocated.
  - (j) ensure that all assessment tasks are set at an appropriate standard (e.g. relative to external examinations, unit standards or levels specified in curriculum statements).
  - (k) use moderation procedures to ensure consistency in assessment between classes.
  - (l) seek feedback from students annually about the appropriateness of courses and the effectiveness of teaching programmes.
  
- Teachers will provide opportunities for students to develop their aesthetic abilities, cultural interests and sporting skills.  
To achieve this it is expected that teachers will:
  - (a) actively support at least one co-curricular activity during the year.
  - (b) actively encourage students to participate in co-curricular activities.

## ESTABLISHING A POSITIVE CLIMATE FOR LEARNING

*"Climate is a key factor in determining the effectiveness of a school".*

### **INITIAL BRAINSTORM QUESTIONS:**

- 1. What constitutes a "positive" school climate?*
- 2. What helps to nurture a positive climate in an AIMHI school:-*
  - (a) for students?*
  - (b) for staff?*

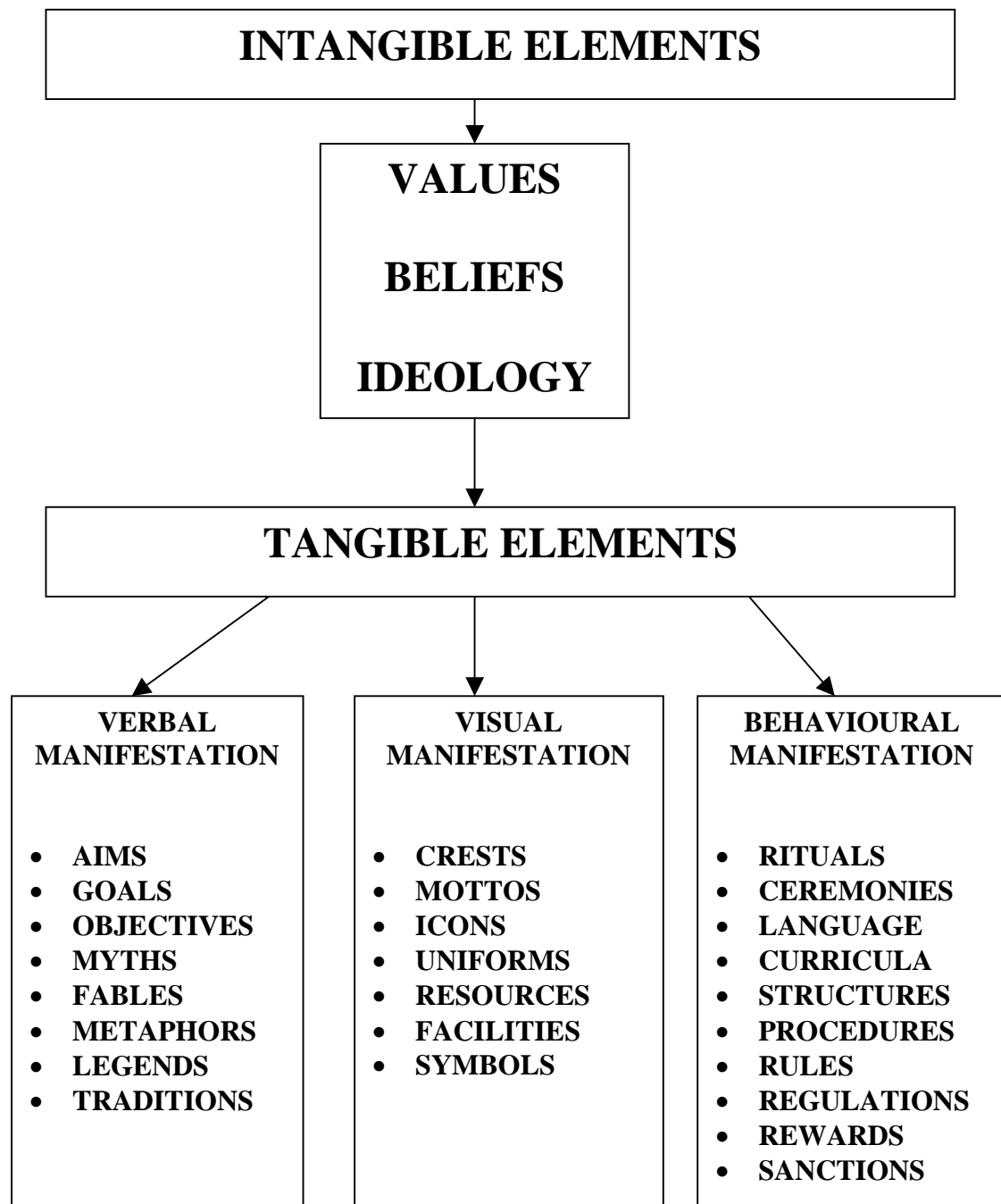
"In trying to evaluate the effectiveness of schools a major difficulty is that, in many respects, schools are similar to each other while families are rather more heterogeneous i.e. family background variables have been found to account for more variance than school based variables".

(Richard Harker, "School Effects, Value Added and All That" Massey University, 1998)

*Discuss this statement in relation to AIMHI schools.*

*How is family background taken into account in your AIMHI school?*

## TANGIBLE AND INTANGIBLE ELEMENTS OF SCHOOL CLIMATE



Model adapted from Saphier, J and King, M "Good Seeds Grow In Strong Cultures" Educational Leadership, March, 1985

*School Climate ctd.*

### ***EXERCISE: Tangible and Intangible Factors that Affect School Climate***

*Make a list below:*

<b>TANGIBLE FACTORS</b> e.g. buildings, uniform etc	<b>INTANGIBLE FACTORS</b> e.g. vision, leadership etc

***Now ---- Identify three factors that need developing or strengthening to improve the climate of your (AIMHI) school.***

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_

***What actions are needed to develop or strengthen the factors you have identified?***



## SCHOOL ORGANISATIONAL CULTURE

Saphier and King (1985) listed 12 "norms" which contribute to the development of a positive school organisational culture. They are:

- Collegiality
- Experimentation / Innovation
- High expectations
- Trust and confidence
- Tangible support e.g. appraisal, conferencing, opportunities to attend courses
- Appreciation and recognition
- Caring, celebration and humour
- Involvement in decision-making
- Protection of what's important
- Traditions
- Honest, open communication

*EXERCISE: Write an ACTION PLAN to strengthen "norms" which will develop a positive organisational culture in your school.*

<i>Norms needing strengthening</i>	<i>How?</i>	<i>When?</i>







*School Climate ctd.*

## "A DAY IN THE LIFE" - A TECHNIQUE FOR ASSESSING SCHOOL CLIMATE AND EFFECTIVENESS

The "Day in the Life" technique involves having an observer tail a subject and attempt to experience things as they are experienced by that subject. It is the idea of Richard Sagor, Principal of West Lynn High School, Oregon, USA.

### THE PROCESS:

1. Teachers volunteer to act as observers shadowing typical students and experiencing an average school day from the student's perspective. Teachers who prefer not to have a colleague visit their classroom are given the opportunity of confidentially requesting that the "typical" students not be in their classes.
2. Observers carry a checklist to record observations of one student. At West Lynn High the findings were recorded as follows:

*Taking this school day as a whole, do you feel the student would have:*

<i>1. Felt the school had high expectations for his/her achievement?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>
<i>2. Felt the climate in the school was orderly and conducive to learning?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>
<i>3. Felt the instruction provided was pitched at the level of his/her understanding?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>
<i>4. Felt the instructional materials made available were appropriate to help him/her to learn?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>
<i>5. Felt his/her good school work and effort was appreciated?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>
<i>6. Felt his/her day was structured to provide maximum opportunity to learn?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>
<i>7. Felt most of his/her time was spent productively and on task?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>
<i>8. Felt the school was dedicated to the process of learning?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>
<i>9. Felt he/she was an active participant in the teaching and learning process?</i>	<i>yes</i>	<i>no</i>	<i>unsure</i>

3. Observers are matched with students and follow them all day. Once all the observations are conducted the observers and the students/subjects meet and a report is prepared to present to the staff.

### OUTCOMES:

The process provides a snapshot of life in the school and enables areas of strength and weakness to be identified.

*Is this technique worth trying in your AIMHI school?*

*School Climate ctd.*

## SCHOOLS THAT MAKE A DIFFERENCE

A checklist adapted from material presented by Ruth Sutton at the  
AIMHI Teachers' Conference, July, 1999

- Schools where the focus on high expectations, self-esteem and self-efficacy applies to both teachers and students.
- Schools that are clear about what kind of qualities they want to encourage in their students.
- Schools that respect and build on the prior learning of their students.
- Schools that respect the basics e.g. literacy and health.
- Schools that give students the opportunity to take responsibility for their own progress, and strongly encourage them to do so.
- Schools where students, with help from an adult or older student, periodically review their overall learning and plan their next steps.
- Schools where teachers are given the opportunity to try different things.

# FACTORS THAT CONTRIBUTE TO SCHOOL EFFECTIVENESS

In Effective Schools there is:

**1. STRONG LEADERSHIP:**

- The principal has a vision for the school, an understanding of the processes of teaching and learning, and a commitment to change and innovation.

**2. EFFICIENT MANAGEMENT:**

- There is good long-term and short-term planning, clear policies, sound administration systems and a strong emphasis on collaboration and teamwork.

**3. A POSITIVE CLIMATE:**

- There is a purposeful atmosphere. Success and achievement is celebrated and praise is freely given.
- Teachers and students show respect for each other.

**4. A PROFESSIONAL ATTITUDE TO LEARNING AND TEACHING:**

- The need for high quality teaching is accepted and there is a commitment to ongoing professional development.

**5. A CURRICULUM THAT MEETS STUDENT NEEDS:**

- Expected learning outcomes are relevant and achievable for students of all abilities.

**6. EFFECTIVE DISCIPLINE:**

- Behavioural expectations are clear and rules enforced consistently and fairly.

**7. AN EMPHASIS ON STUDENT ACHIEVEMENT:**

- Expectations for student achievement are high and progress is carefully monitored.

**8. A PLEASANT PHYSICAL ENVIRONMENT:**

- The buildings and grounds are tidy and well maintained.

Adapted by Jim Peters, 2000

# TEAMBUILDING

## WHAT CONSTITUTES AN EFFECTIVE STAFF TEAM?

The building blocks of effective teamwork can be defined as follows:

- ❖ Clear objectives and agreed goals.
- ❖ Openness and confrontation.
- ❖ Support and trust.
- ❖ Co-operation and conflict.
- ❖ Sound procedures.
- ❖ Appropriate leadership.
- ❖ Regular review.
- ❖ Individual development.
- ❖ Sound inter-group relations.

<b>T</b> ogether <b>E</b> veryone <b>A</b> chieves <b>M</b> ore
--

Adair, J, "Effective Teambuilding" Aldershot, 1986.

*Teambuilding ctd.*

## CHARACTERISTICS OF A TEAM

Below is a list of the characteristics of an effective team. Add any characteristics which you think are missing.

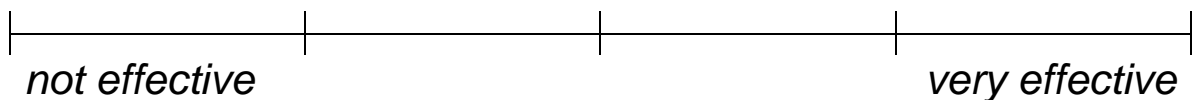
- Members share common goals.
- Members work together to create the best ideas and answers.
- Members share responsibility for success and failure.
- Members understand what is expected of them.
- Members are honest with each other.
- Members learn while they work.
- Members value and respect the contribution of others.
- Disagreements are worked through by discussion.
- Members enjoy team meetings.

Your additional features:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### *FOLLOW UP TASK:*

*Mark an x on the continuum below to show how you would rate the effectiveness of the staff team in your AIMHI school?*



*Explain your rating* \_\_\_\_\_

\_\_\_\_\_

*Question: How could the teamwork in your AIMHI school be improved?*

# DEFINING TEACHER EFFECTIVENESS: THE THEORY

Viviane Robinson from the University of Auckland School of Education defines **three common approaches to defining teacher effectiveness**. They are:

1) **The outcomes approach.**

Students achieve desired results.

2) **The style-based approach.**

Teachers display the behaviours or style of teaching thought to produce the desired results in students e.g. using interactive methods, writing lesson objectives on the chalkboard.

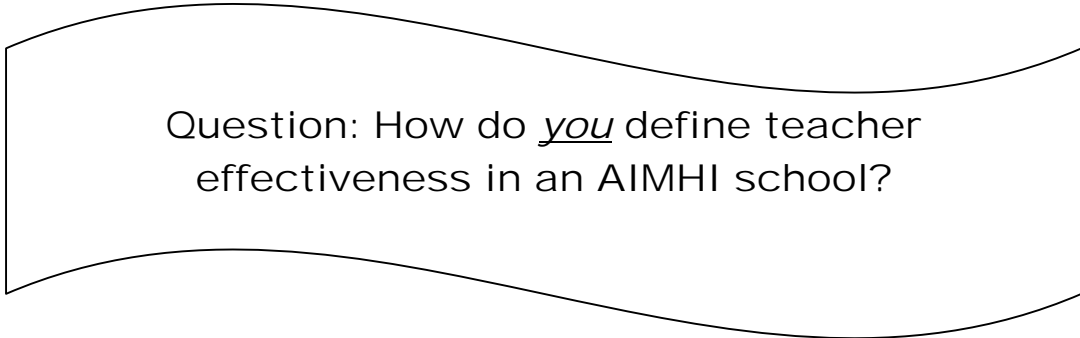
3) **The provision of opportunities to learn.**

Teachers provide opportunities to learn important skills and knowledge.

Three broad principles are associated with this definition:

- a) Sufficient time is allocated to important learning objectives.
- b) Students are engaged in relevant tasks.
- c) Students experience high levels of success on relevant tasks.

(Viviane Robinson, 1999)



Question: How do you define teacher effectiveness in an AIMHI school?

## WHAT QUALITIES INFLUENCE TEACHER EFFECTIVENESS?

*(Use this survey form with students.)*

Grade the teacher behaviours below from 1 (essential) to 5 (not important)

Has a sense of humour and can laugh at himself or herself.	1	2	3	4	5
Keeps calm and doesn't shout or yell.	1	2	3	4	5
Speaks politely to students and demands politeness in return.	1	2	3	4	5
Seems interested in the class as individuals.	1	2	3	4	5
Lets the class go promptly on the bell.	1	2	3	4	5
Tells you off privately and not in front of the class.	1	2	3	4	5
Keeps the room neat and tidy with lots of interesting displays.	1	2	3	4	5
Makes sure that only one person talks at a time.	1	2	3	4	5
Tells you at the beginning of the year what the course or syllabus is and sticks to it.	1	2	3	4	5
Dresses tidily.	1	2	3	4	5
Waits until the class is settled before beginning the lesson.	1	2	3	4	5
Spreads questions around the class and doesn't let students call out answers.	1	2	3	4	5
Is on time for class.	1	2	3	4	5
Gives praise when good work is done.	1	2	3	4	5
Is fair and doesn't pick on people or have favourites.	1	2	3	4	5
Is not sarcastic and doesn't ridicule people in class.	1	2	3	4	5
Prepares lessons well.	1	2	3	4	5
Varies the activities done in class.	1	2	3	4	5
Is enthusiastic about the subject and knows what he or she is talking about.	1	2	3	4	5
Marks tests and assignments promptly.	1	2	3	4	5
Sets homework regularly and checks that it is done.	1	2	3	4	5
Sets homework before the bell goes.	1	2	3	4	5
Writes neatly on the blackboard.	1	2	3	4	5
Admits mistakes and apologises.	1	2	3	4	5
Knows the name of every student in the class.	1	2	3	4	5
Takes some activity outside the classroom e.g. sports	1	2	3	4	5



## EFFECTIVE TEACHING PRACTICE IN AIMHI SCHOOLS

Kay Hawk and Jan Hill were commissioned by the Ministry of Education and the AIMHI Forum to observe effective teachers and identify the characteristics of effective practice for AIMHI schools. Their report, “Making a Difference in the Classroom: Effective Teaching Practice in Low Decile, Multicultural Schools”, was released in March, 2000.

### **KEY FINDINGS OF THE HAWK AND HILL RESEARCH**

#### **FIRSTLY: The importance of the attitude and philosophy of teachers.**

Effective teachers in AIMHI schools are:

- Positive
- Optimistic – they believe they can, and are, making a difference for their students
- Hard working – they work hard in order to deliver the standards they set for themselves
- Reflective practitioners – they are self-evaluating and reflective in an ongoing way and they seek feedback from others, including their students.
- Motivated – they love their work and the students are aware of that
- Part of the whole school – they contribute to the wider life of the school and actively promote pride in the school

#### **SECONDLY: The importance of the relationship that students form with teachers.**

Forming the right kind of relationship with teachers is, for AIMHI students, a prerequisite for learning to take place.

Effective teachers in AIMHI schools develop good relationships with students by:

- Showing understanding of the “worlds” of AIMHI students
- Showing respect for them and their cultures
- Being fair and patient – giving them attention and affirmation and making them feel valued
- Participating in activities, especially co-curricular activities, with them
- Giving of themselves – sharing their lives, feelings, failings and vulnerabilities with students
- Demonstrating perseverance – not giving up on them

Positive relationships among the students in a class are also important. They make a difference to student motivation and attitudes toward learning. Teachers play a vital role in the teambuilding process.

### **THIRDLY: The importance of using positive and constructive behaviour management strategies.**

Effective teachers in AIMHI schools manage student behaviour by:

- Establishing clear routines
- Making expectations clear – that is, setting standards
- Dealing firmly with inappropriate behaviour firmly – being strict about important, not trivial, things
- Avoiding confrontation – resolving behaviour problems in non-confrontational ways
- Enjoying humour – including allowing students to enjoy the humour of their group

### **FOURTHLY: The importance of the drive and skill of teachers and the strategies they use for delivering lessons.**

Effective teachers in AIMHI schools foster student learning by:

- Having well prepared, well organized lessons
- Having set routines at the start of lessons (e.g. quizzes, brain teasers) and carefully explaining what is intended to be covered
- Carrying out formative assessments and using them to plan lessons
- Incorporating a variety of learning activities that cater for different modalities and learning styles – visual, aural, kinesthetic, tactile
- Revising – linking lesson material with previous learning
- Encouraging class dialogue e.g. through questioning and engaging in discussion
- Setting appropriate homework and checking that it is done
- Praising, encouraging and rewarding

It is crucial that learning is made transparent and understandable for the students. This is done by teaching in small steps, pausing to check students' understanding, providing opportunities to practice and requiring students to construct their own meanings for new information and ideas.

### **FIFTHLY: The importance of the classroom environment.**

Effective teachers in AIMHI schools maintain a clean, tidy and orderly physical environment. Students are encouraged to take ownership of their classrooms e.g. by putting up their own displays.

### **SIXTHLY: The importance of taking opportunities to educate for life.**

Effective teachers in AIMHI schools teach their students skills, values and self worth in planned and unplanned ways.

## EFFECTIVE TEACHING STRATEGIES

Teachers in AIMHI schools were asked to describe teaching strategies that work for them. They listed approaches such as **group learning** and **co-operative learning**. Many referred to **Learning Through Language (LTL)** techniques which provide a variety of activities aimed at vocabulary acquisition and comprehension.

**The following are ideas and tips offered by teachers in AIMHI schools:**

- Make lessons as interactive as possible.
- Include a variety of oral, visual, auditory and tactile activities in lessons. Permit time for talking, drawing, music etc. This keeps lessons interesting and motivates students.
- Group students according to ability or skill level. Encourage strong students to work with less strong students (Co-operative Learning).
- Group students into fours and give each individual a role: group leader, recorder, noise controller etc. Change the roles regularly. In this situation there is no individual failure, only group achievement.
- Use an "advance organiser" list on the board to inform students of the intended outcome of the lesson and what they will learn during the period.
- Always give examples that are relevant to the students.
- Have activities that require students to arrange cards, link diagrams to definitions and other hands-on tasks.
- Use the common experiences of students. Use "we" and "us" instead of "you" or "them" or "I". Make the content familiar. Use their language, interests and experiences and concerns to develop lessons.
- Use recall tests at the beginning of lessons to recapitulate and to lead into the next lesson.
- Don't talk too much.
- Display completed work.
- Use portfolios. They give students the chance to see how they have progressed during the year and they encourage good learning and study habits.
- Try to speak to every student at some point in every lesson.
- Modulate your voice and use facial expressions and gestures to dramatise your presentation.

### Could this be your motto?

"Your responsibilities as students are to attend class, listen, try hard and complete classwork and homework.

My responsibilities as your teacher are to prepare lessons carefully, explain well, acknowledge success and ensure that you learn".

(quote from teachers in an AIMHI school)

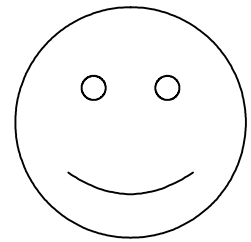
## THE KIDS' VIEWS

### AIMHI students tell us what makes a good teacher

Students were asked to think of teachers who they held in high regard and to describe their qualities.

A Year 11 student at Otahuhu College wrote about two teachers in the school and described them as follows:

- both were persistent
- both explained the work fully
- both had no favourites in the class
- both were open to talk to e.g. when I had personal problems
- both were, at times, amusing
- both cared about the quality of our work
- both knew what it is like to be a teenager
- both did a variety of practical and written work



written by Darnelle

Another year 11 student wrote as follows:

*"She treated students with respect unless they disrespected her. She treated students equally. She would always be kind to people who respected her. We always had interesting things to do. Whenever we needed help she would explain things to individuals or small groups so certain people could understand. The best thing about her was that she took time to know us as individuals. She disliked people to be disruptive but a lot of students respected her too much to do that. They didn't really interrupt her because she knew how to be nice. She would let people talk but not that loud. She is very educated about what she teaches and knew what she was talking about. She never made fun of students. She listened to them when they asked questions. The best thing about her was that she respected the students and so we respected her.*

written by Carla

**The above comments were made by articulate students. What did other students say? On the next page there is a summary of the most common responses.**

*Teacher Effectiveness ctd.*

Feedback from a large sample of students in AIMHI schools revealed that most students want their learning to be **FUN**.

WHAT THE KIDS THINK: A SUMMARY

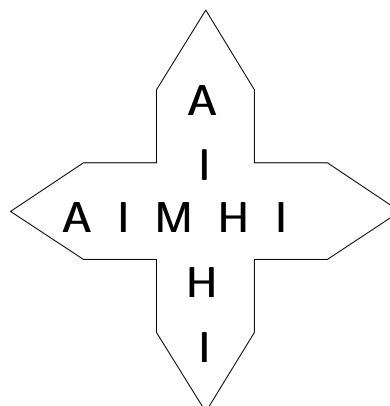
Teachers **must** make learning fun.

Teachers **must** make work easy to understand.

Teachers **must** make work interesting

Teachers **must** be able to control a class.

Teachers **must** be strict but fair.



Teachers **must** be honest and reliable.

Teachers **must** have a sense of humour.

Teachers **must** be understanding of students and be able to relate to them.

Teachers **must** listen to students.

*"What a teacher feels and thinks about the children in his or her class makes all the difference in how much those children learn."*

*Lorraine Monroe*

# A BLUEPRINT FOR TEACHING EFFECTIVENESS

## (From Mangere College)

The following guidelines were developed by Mangere College teachers in response to issues raised by research done in AIMHI schools in 1997.

The guidelines are designed to provide a selection of effective teaching strategies that all Mangere College teachers should strive to implement in lessons.

The effective teaching strategies are supported by research, are considered to be particularly applicable for Pacific Islands' students and can be achieved by individual teachers.

### **Mangere College Teachers:**

- Begin their lessons on time and make optimum use of available teaching time.
- Are well prepared for all lessons.
- Plan lessons which recognise social/ethnic/environmental/cultural factors that are particularly relevant to students.
- Have a genuine interest in, and empathy for, their students.
- Believe that their students can achieve and will achieve.
- Use displays of student work, progress charts and posters to enhance the classroom environment, and to acknowledge individual achievement.
- Monitor the achievements of individuals and class groups using various techniques (checklists, charts, student profiles, collective class results).
- Ensure that all assessment information (test results, assignment marks etc) has meaning, acknowledges what individuals can do and identifies aspects of learning that still need to be mastered.
- Recognise and celebrate individual and group achievement.
- Set clear achievement expectations for students (e.g. by using topic objectives, learning outcomes, minimum mastery levels etc) and attitudinal expectations (e.g. based on the Mangere College Assertive Discipline consequences) - then actively and aggressively work to ensure that these expectations are met.
- Ensure that the achievement and attitudinal expectations that are set for students are challenging but not unattainable.
- Set firm but fair class rules that are consistent with Mangere College Assertive Discipline procedures in order to establish a class climate that is conducive to learning.
- Address the specific needs of students by structuring lessons to acknowledge the particular interests and abilities of individuals and groups.
- Use a range of activities to ensure that lessons are varied, interesting, relevant and enjoyable.

*Teacher Effectiveness ctd.*

- Try to build on existing knowledge and understanding and not allow students to simply return to the concepts that they have already mastered.
- Incorporate effective ‘Learning through Language’ strategies into lessons.
- Involve students in peer tutoring and peer assessment.
- Regularly survey students to gain feedback on their own effectiveness and the impact of their lessons.
- Always strive to involve parents, families and other members of the Mangere College community in the education of our students by communicating directly with caregivers in order to acknowledge particular individual achievements, warn of potential problems and advise of special school occasions (such as report evenings).

It is acknowledged that some important factors that will influence the achievement of Mangere College students are largely outside the control of teachers. These factors were clearly identified by the AIMHI research and include:

In-School Factors:

- The size of classes.
- The available resources.
- The availability of teacher aide support.

Out-of-School Factors:

- The level of practical support provided at home.
- The impact of demands from the family, church and work commitments.
- The influence/pressure of friends and peers.
- The degree to which the home environment ensures that students are well prepared for learning.



# IMPROVING LEARNING: DECIDING WHAT TO TEACH STUDENTS IN AIMHI SCHOOLS

## Starter Questions:

- How can teachers in AIMHI schools ensure that they make valid judgements about the learning abilities of students?
- What information should teachers have before they plan the delivery of a unit of learning to a class?

TWO FACTORS TO CONSIDER WHEN SELECTING WHAT TO TEACH ARE:

### A) THE LEARNING LEVEL OF THE STUDENTS

AIMHI school classrooms have students with a wide range of learning abilities and learning readiness. The challenge for teachers is to ensure that all students make progress and experience success in their learning.

#### **How?**

Graeme Aitken (Auckland University, 1999), in a presentation to teachers in an AIMHI school, defined "**core**" and "**optional**" learning.

The **CORE** is **what students "must know"**  
- that is, the content that every student is expected to learn.

The **OPTIONAL** is **what students can go on to learn**  
**after the "must-know" is mastered.**

#### **Teachers in an AIMHI school gave this advice:**

*"Always begin each new topic at a 'basic level' and work up to the required level so that students have a chance to succeed".*



**Think about what you teach to your classes.**

Do you decide on a "core" i.e. the minimum that all students must learn?  
How do you make decisions about what is to be in the "core"?

How do you manage variations in student learning abilities and learning readiness i.e. when some students master the core and are ready to move on but others are not?

*Discussion:*

- *How do you find out the learning level of students in you class? What diagnostic assessments do you make?*
- *How do you decide what students "must know"?*

**B) THE INTERESTS OF THE STUDENTS:**

"Engaging the pupils' interest has many different dimensions. It involves making contact with the realities of the pupils' lives. The pupils must feel that the content of classroom experiences is something of value and significance to them; that school and the teachers value their experience" (Nuthall and Alton-Lee, 1994)

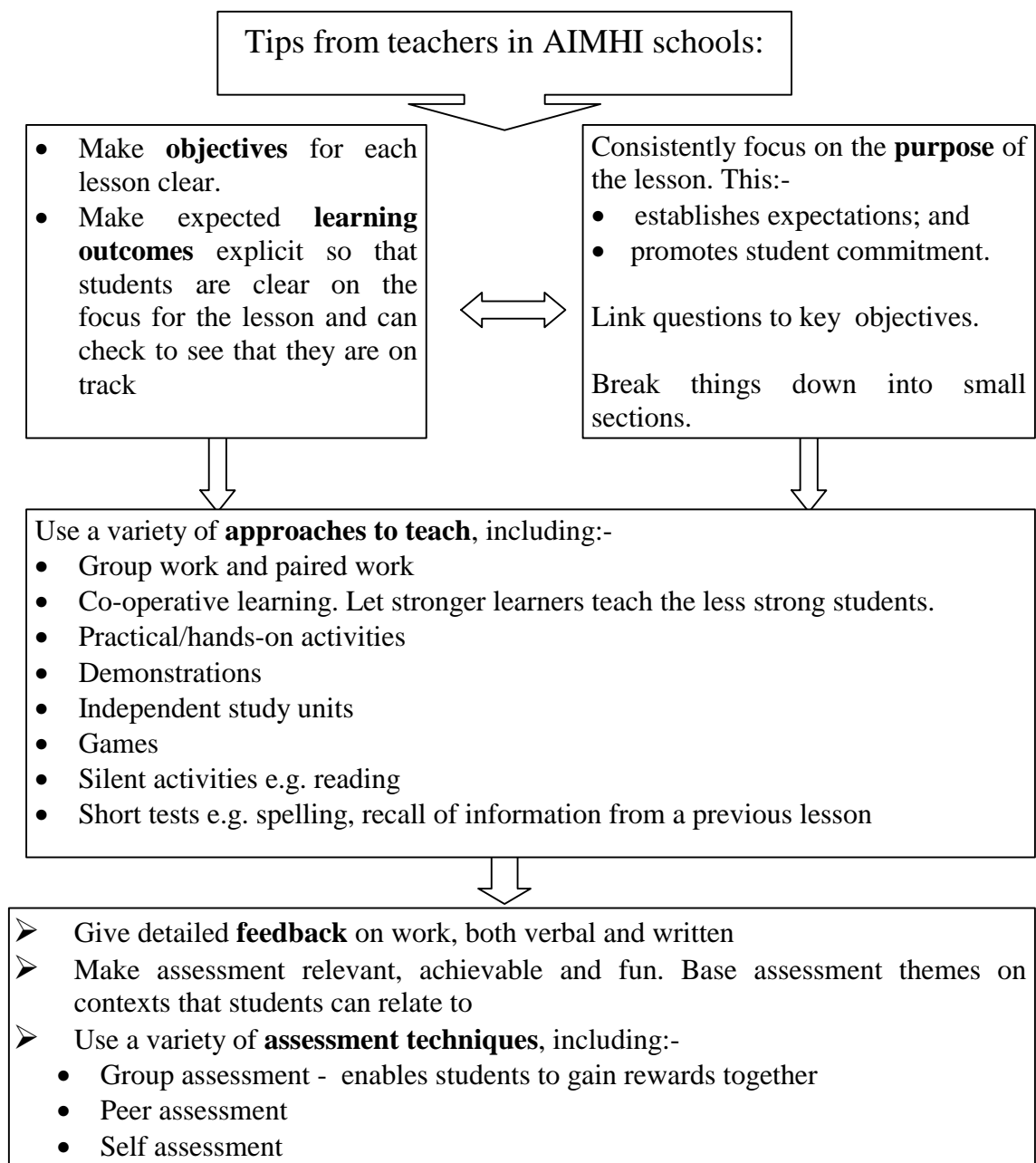
*Question:*

*How do you identify student interests and cater for them in your classes?*

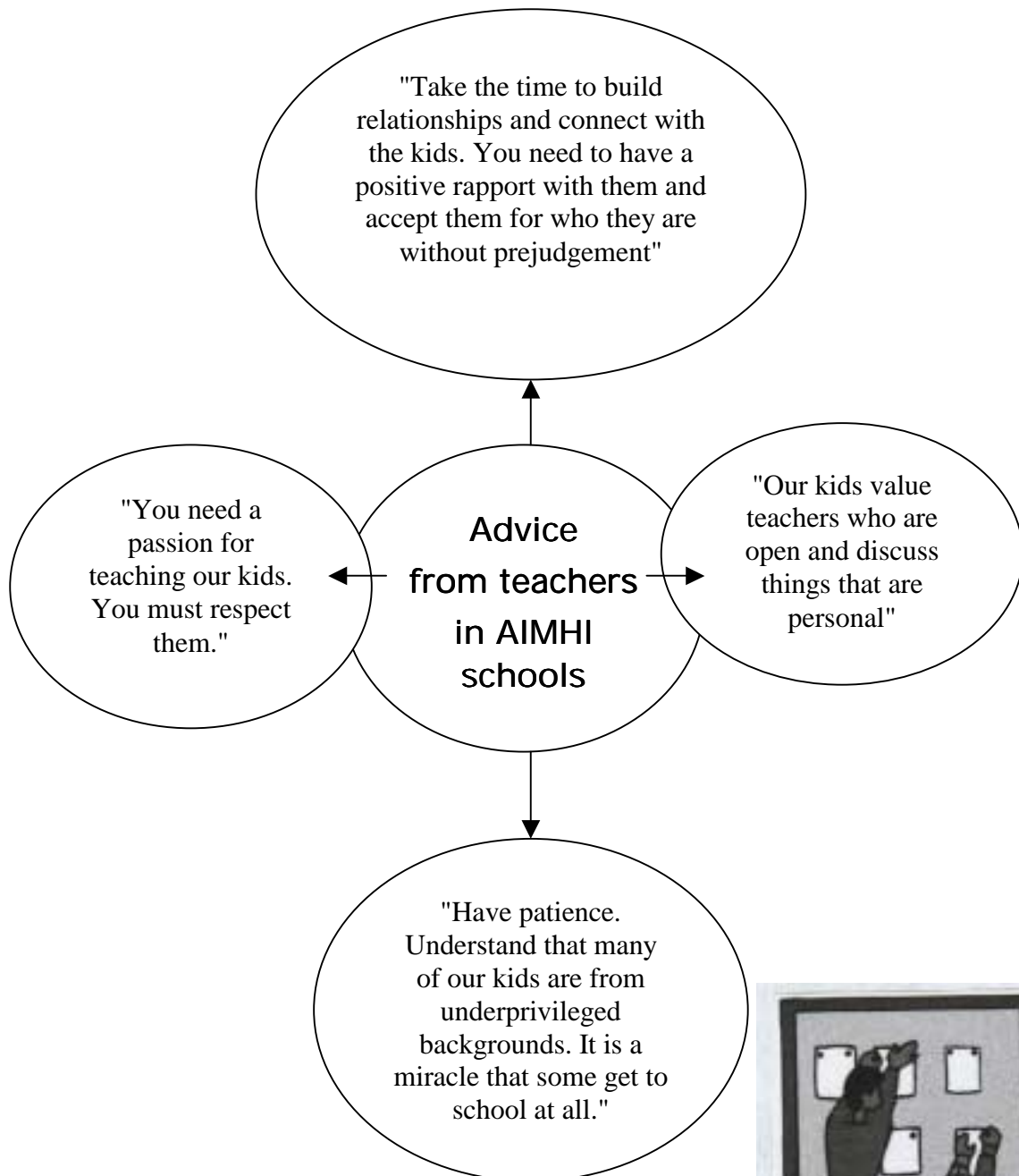
## HOW CAN YOU GET THE BEST OUT OF STUDENTS IN AIMHI SCHOOLS?

"What Teachers Do In The Classroom Does Make A Difference"

There are no easy ways to raise student achievement in AIMHI schools but it is certain that **high quality classroom teaching makes a critical impact.**



## The personal touch is important!



## IMPROVING TEACHING AND LEARNING

### Some Possible Strategies

A list provided by Ruth Sutton - AIMHI Teachers' Conference, July 1999

- **"Big picture" planning**, to see if the quantity of teaching might be reduced in order to focus on the quality of learning.
- **Shared planning**, to pool resources and address "differentiation of tasks" (i.e. setting different tasks for different students).
- **Whole school focus on literacy** to raise reading levels and confidence and ensure that all written materials are suitable to the reading levels of students.
- **Train students to critique**, correct their own and each others' work and set SMART (specific, measurable, achievable, relevant, time-related) targets.
- **Assess for feedback**, involving the students, rather than normative grading.
- **Use group assignments and group grades** as part of the teaching and assessment repertoire.
- **Explain and exemplify the standards expected in key tasks**, and offer specific feedback relative to those standards as well as feedback related to the student's effort and improvement on his/her previous best performance.
- **If students have experienced failure, help students to explore the reasons for it** - learning is about students finding out who they are.
- **If students have suggestions about how they might be helped to improve their learning, try to accommodate at least some of these.**
- **Take advantage of any opportunities within the family/whanau to support learning.**

## LORRAINE MONROE'S THREE PS OF BLACKBOARD CONFIGURATION

Dr Lorraine Monroe founded and served as principal of the Frederick Douglass Academy, a highly effective middle school and high school located in Harlem, New York. Dr Monroe visited New Zealand in 2000 and strongly recommended this method of configuring classroom blackboards.

### **PURPOSE:**

- The Blackboard Configuration is used to get students into the room, settled down and ready to learn and work.
- The Configuration allows students to know what they will learn in each class.
- The Configuration, properly used, eliminates the need to deliver verbal instructions at the beginning of class.
- The Configuration is a visual illustration of the teacher's commitment to instruction. It reflects the teacher's plan for a lesson with a coherent beginning, middle and end.
- The Configuration helps both teacher and students to organise and stay focused.
- The Configuration serves as a tool to pace test-taking practices.

### **PROCESSES:**

- Write Configuration daily and for each class.
- Write Configuration prior to students' arrival to class.
- Always write "Aim", "Do Now", and "Homework" in the same area of the blackboard.
- Create a "Do Now" that takes students no more than 3-4 minutes to complete.
- Include in your "Do Now" everything that you want students to do at the beginning of class. The "Do Now" must involve real work. Below is an example of an appropriate "Do Now".
  - *Take out your homework and place it on the desk;*
  - *List three things that you learned yesterday that relates to today's aim.*
- List under the "Aim" the steps to be taken to accomplish the lesson goal.

### **PAY-OFF:**

- Improves school tone
- Strengthens teachers' skills in planning and pacing
- Standardises students' expectations school-wide
- Provides leaders with a management tool that makes daily observations possible and meaningful
- Provides students with an example of how to organise and plan
- Increases student achievement

## RECOMMENDED BLACKBOARD CONFIGURATION

<b>HOMEWORK</b>  Review of work covered	<b>DO NOW</b> <i>(Warm up)</i>  Pen and paper activity	<b>AIM: To Learn ....</b> 1. 2. 3. 4. 5. Final summary and review
---	---	--

<b>HOMEWORK</b>  To review previous work	<b>DO NOW</b>  To set up the lesson by reviewing work of the previous day or by doing new work.  For every new aim there must be a new do now.  The "Do Now" must relate to the aim of the lesson.	<b>AIM: To Learn ....</b>  To tell students what they will learn during the lesson.  To list actions to be accomplish the aim.  The aim must be specific and achievable in the session.
--	--	---

**IMPLEMENTATION:**

The Configuration should be used daily by every teacher in every classroom, thereby providing a school-wide organizational tool that students expect. The Configuration should be written prior to students' arrival to class. The "Do Now" should take students no more than 3-4 minutes to complete. The Aim should be concise and followed by the steps that will be taken by students and teachers to accomplish the lesson goal.

**BENEFITS:**

The consistent and pervasive use of the Configuration fosters teacher growth and increases the likelihood of student achievement.

# RAISING STUDENT ACHIEVEMENT: A SERIOUS CHALLENGE FOR AIMHI SCHOOLS

Roy Nash and Richard Harker comment on the dispositions that students bring to their education.

"One of the most formidable barriers to learning ----- must be the poor aspirations, low self-conceptions of scholastic ability, and the overall sense of being "tired of trying", that characterises so many students whose performance at school undergoes a marked relative decline.

The challenge for schools is to develop strategies that will, in fact, be effective in making some difference to the social patterns of achievement revealed by programmes of research. ----- some systematic attention directed towards monitoring the dispositions students bring to their education might assist schools in focusing resources on a phenomenon that must certainly be regarded as a barrier to learning".

*Nash, R. Harker, R., "Progress at School", report to the Ministry of Education, March 1997.*

*Discuss the validity of Nash and Harker's comments in relation to AIMHI schools.*

*What strategies are effective in making a difference to "social patterns of achievement"?*

## CAUSES OF UNDERACHIEVEMENT: A PROBLEM CHECKLIST

Tick the items below that you believe contribute to your students' lack of academic success. Items are grouped by problem area.

### ❖ LEARNING

#### The Students-

1. do not see the importance of classroom learning \_\_\_\_\_
2. are involved in learning that does not provide enough challenge \_\_\_\_\_
3. find the learning too difficult \_\_\_\_\_
4. lack the basic skills need to be successful \_\_\_\_\_
5. have learning disabilities that affect the ability to learn \_\_\_\_\_
6. give up when the learning becomes too hard \_\_\_\_\_
7. daydream: do not listen attentively in class \_\_\_\_\_
8. refuse to participate in class activities \_\_\_\_\_
9. show little involvement in, or enthusiasm for, learning \_\_\_\_\_
10. refuse to do work because of "boredom" \_\_\_\_\_
11. are distracted during learning \_\_\_\_\_
12. refuse to complete assignments or decide not to bother to do them \_\_\_\_\_
13. do just enough to get by \_\_\_\_\_
14. are not motivated by class activities \_\_\_\_\_
15. lack goals for school achievement \_\_\_\_\_
16. do not see the need for school in their future plans \_\_\_\_\_
17. lack role models for achievement \_\_\_\_\_
18. other: \_\_\_\_\_

### ❖ DEVELOPING STUDY HABITS

#### The Students-

1. do not put in sufficient time to produce quality work \_\_\_\_\_
2. do not have efficient or effective study methods \_\_\_\_\_
3. do not have a regular timetable and commitment to study \_\_\_\_\_
4. lack a suitable place to study outside of the school \_\_\_\_\_
5. give much of their time to family and/or church activities \_\_\_\_\_
6. other: \_\_\_\_\_



❖ **SETTING GOALS**

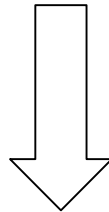
**The Students-**

1. do not know how to set long-term or short-term goals \_\_\_\_\_
2. lack appropriate incentives to achieve at school \_\_\_\_\_
3. do not see the benefits of education \_\_\_\_\_
4. lack appropriate home support to achieve \_\_\_\_\_
5. other: \_\_\_\_\_

❖ **DEALING WITH PERSONAL ISSUES**

**The Students-**

1. have pressure from peers not to succeed \_\_\_\_\_
2. have low self-esteem: do not believe it is possible to succeed \_\_\_\_\_
3. lack respect for their teachers \_\_\_\_\_
4. have unrealistic expectations (either too high or too low) \_\_\_\_\_
5. are stressed and anxious \_\_\_\_\_
6. lack confidence in their academic skills \_\_\_\_\_
7. are poor risk takers (not willing to try new activities) \_\_\_\_\_
8. have health issues that affect their learning \_\_\_\_\_
9. other: \_\_\_\_\_



**NOW** --- check the items you have ticked and classify each one using the descriptors below. You may classify an item with more than one of the descriptors:

- **C** = The **influence of the community outside the school** is a cause of underachievement.
- **V** = Learning is **not valued by students**
- **A** = Learning is **not appropriate for the students**
- **L** = **Learning style and teaching method** is a cause of underachievement.
- **P** = **Personal issues** are causing underachievement.

**CHECK** how you have classified the items and discuss this with your colleagues. Identify common problems and possible causes of underachievement and select three or four to be the focus of a problem solving exercise.

**DRAW** up an action plan to address selected causes of underachievement.

## SETTING EXPECTATIONS OF STUDENT ACHIEVEMENT

***A thought from an AIMHI school principal:***

*"Kids will succeed if they are clear about what is expected of them. Lessons must be structured around achievement, not just completion of work"*

*Ron Pedder  
Mangere College, 1999*

*Do you*

### TWO ASSUMPTIONS

**(1) Schools make a difference.**

The publication of the book "Fifteen Thousand Hours" by Rutter et al in 1979 provided convincing evidence that there are "features of school organisation and functioning which make for success". The emergence of the Effective Schools movement in the 1980's was an acknowledgment that there are factors within schools that have an effect on student achievement. School ethos is connected to academic achievement.

**(2) Teachers make a difference.**

Over the years much has been written about the "pygmalion effect" of teaching. It is accepted that teacher expectations are an important determinant of student achievement.

### *Discussion:*

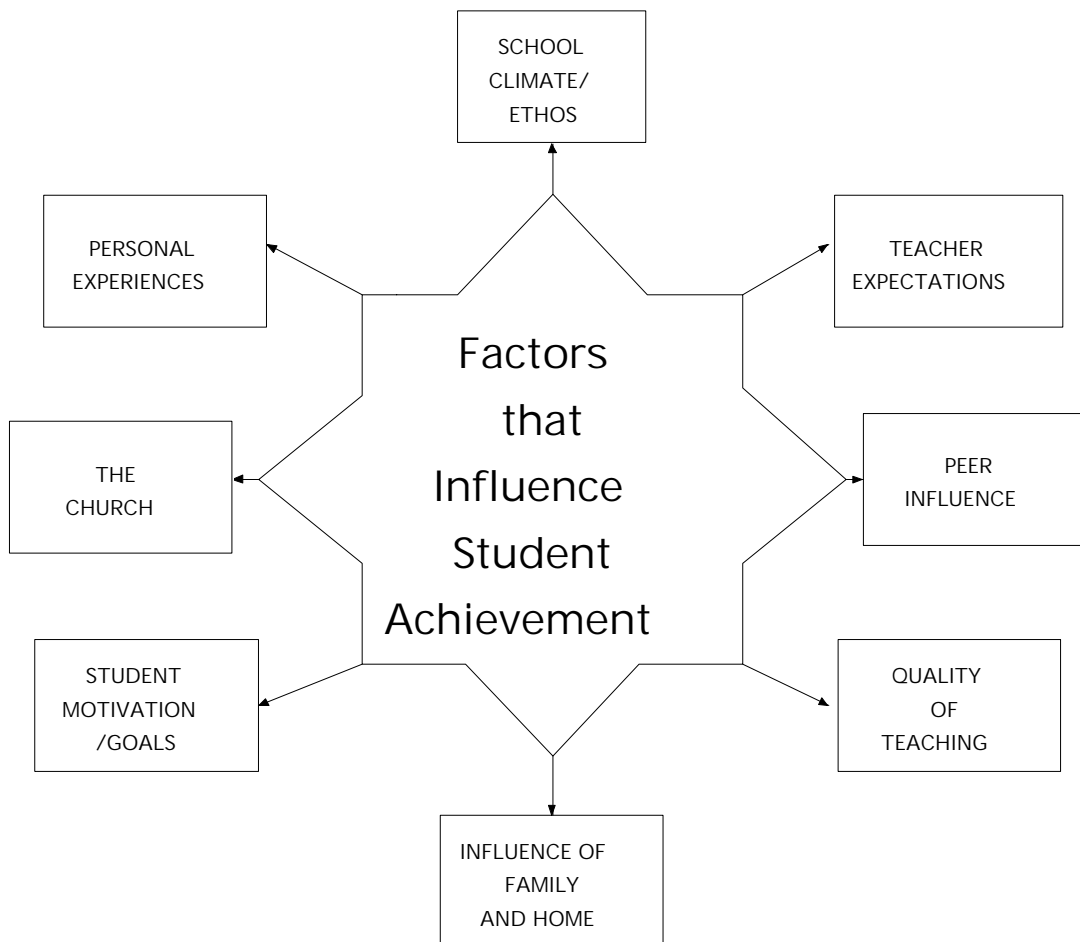
- *What factors within AIMHI schools impact on student achievement? (Consider curriculum and assessment, school structures, school climate etc.)*
- *What teacher behaviours create an expectation of high student achievement?*

**Viviane Robinson**, researcher for the Strengthening Education in Mangere and Otara project, makes these assumptions about student attainment:

- 1) Working class parents have the same educational aspirations for their children that middle class parents have;
- 2) Children in [low socio-economic communities] are not reaching the aspirations of their communities and parents; and
- 3) Children in [low socio-economic communities] are not dumb.

**CONCLUSION:** "We need to know more about how to teach students whose culture, whether for reasons of ethnicity, social class or both, does not easily articulate with that of the mainstream classroom".

"Reducing Differential Educational Achievement: Have We Really Tried?"  
(Viviane Robinson, 1999)



## PROMOTING STUDENT ACHIEVEMENT

(From Mangere College)

Most AIMHI school students have high expectations of themselves and are relying upon their school to help them achieve their personal goals. Parents/caregivers have similar expectations and, in their way, fully support their children in the pursuit of academic excellence.

Unfortunately the achievement goals of students are frequently scuttled by socio-economic issues that are well beyond their control. Research indicates that under-achieving students are often subject to the following socio-economic factors (material based largely on "You Can Do It" by Michael E. Bernard)

### ➤ **Socio-Economic Reality**

Students from low socio-economic backgrounds are likely to be educationally disadvantaged as their homes often lack a practical educational focus; e.g. there are few, if any, books, parents do not involve themselves in their child's education by discussing the school day, taking an interest in project work, checking homework, and ensuring that there is time and a place set aside for homework/study.

### ➤ **Language Limitations**

Students who come from homes where English is not the first language are more likely to underachieve when compared with students from English speaking backgrounds.

### ➤ **Cultural Influences**

Different cultures can have different learning styles. (Students from cultures that emphasise collaboration, co-operation and group work will not be well suited to traditional, whole class organisation, teacher-directed instruction, individual practice and individual assessment.)

The church and family commitments of many Pacific Islands students can impact upon the time that they can spend on school work – this will obviously influence their achievement.

*Raising Achievement ctd.*

The cognitive ability of students can be a factor that leads to student underachievement. It influences performance in the following ways:

- **Low Academic Ability**  
The student may be working to his/her true potential, or may have given up because the set work is too demanding.
- **Specific Learning Disabilities**  
Some students have problems with one or more of the basic learning processes.
- **Attention Deficit / Hyperactivity Disorder**  
This is a condition that is characterised by lack of concentration, impulsive behaviour and hyperactivity.
- **Academically Gifted**  
Very able students may underachieve if the set work is not sufficiently challenging.

Research also lays part of the blame for poor achievement on the attitude and commitment of the students: Underachievers are often:-

- **Easily Frustrated or Discouraged**  
These students find it difficult to work with any determination. They cannot be bothered or believe the work is too hard.
- **Not Interested in Academic Achievement**  
These students put all their effort into the things that interest them (e.g. sports).
- **Rebellious**  
Teenagers will often rebel against their parents/teachers by not bothering to work at school.
- **Peer Conformers**  
There can be pressure from peers not to achieve. The “nerd” label is used to put down achievers.
- **Dependent-Anxious Students**  
These students are reluctant to work on their own and want a lot of teacher help and approval.
- **Perfectionists**  
These students worry that their work will not be perfect and can set low goals to ensure that they do not fail.

*Raising Achievement ctd.*

Poor teaching can also result in student underachievement and lack of motivation.

- **Low Teacher Expectations**  
Teacher fails to set realistic challenges that students can achieve with some effort and encouragement.
- **Not Providing for Individual Success**  
Ineffective teachers do not provide students with regular opportunities to experience success. This reduces the drive to achieve.
- **Over-Controlling Teaching Style**  
Students tend to achieve if they have some say in how they learn. Too much planning can result in lessons that do not promote self motivation in students.
- **Highly Competitive Teaching Style**  
This style of teaching can work with some students but it is not appropriate for students who are afraid of failing.
- **Overly Supportive Teaching Style**  
Characterised by lots of positive support that is not given for real effort – as a result the student realises that he/she will be rewarded for minimal effort.
- **Authoritarian Discipline Style**  
A quiet “disciplined” classroom may give the impression of effective teaching, but it may contain a group of docile students mindlessly responding to the teachers demands.
- **Lessons Not Challenging**  
Able students will become demotivated if lessons lack appropriate challenge.
- **Lessons Too Challenging**  
Students will simply give up if they have been set unrealistic goals.
- **Lessons Not Matched to Interests of the Student**  
If students do not relate to the theme of the lesson they are not likely to be motivated to actively participate in the lesson and learn.
- **Dull Teaching – Dull Teacher**  
Teachers who fail to motivate will promote failure.



# LEARNING STYLES

It is acknowledged that students do not learn in the same way. Learning style is a name for recognising individual learning differences.

## THE DUNN AND DUNN MODEL

Rita and Kenneth Dunn (St John's University, New York) claim that when students are taught with approaches that match their preferences they demonstrate statistically higher achievement and attitude scores. When students can learn by using their strengths, there is improvement in both attitudes and performance.

The preferred learning styles are:

- **Visual**
- **Aural**
- **Tactile**
- **Kinesthetic**

According to the Dunns, a person's preferred learning style has a range of "elements" covering such areas as environmental factors, emotional factors, sociological factors and physical factors. An adapted summary of these factors is presented on the next page.



*Learning Styles ctd.*

STIMULI	ELEMENTS							
<b>Environmental</b>	<b>SOUND</b> Preference to learn with noise or quiet.		<b>LIGHT</b> Preference to learn in bright or dull light.		<b>TEMPERATURE</b> Preference to learn in a cool or warm environment.		<b>DESIGN</b> Preference to learn in formal or informal settings.	
<b>Emotional</b>	<b>MOTIVATION</b> General desire to learn		<b>PERSISTENCE</b> Ability to stick to a task.		<b>RESPONSIBILITY</b> Preference to do as told or to make individual choice.		<b>STRUCTURE</b> Preference for knowing what is expected before starting a task	
<b>Sociological</b>	<b>SELF</b> Prefers to work alone.	<b>PAIR</b> Prefers to work with another person.	<b>PEERS</b> Prefers to work with friends.	<b>TEAM</b> Prefers to work in a group.	<b>ADULT</b> Prefers to work with an adult.	<b>VARIED</b> Preference depends on the kind of learning activity.		
<b>Physical</b>	<b>PERCEPTUAL</b> The preferred mode of learning: Visual, Aural, Tactile, Kinesthetic		<b>INTAKE</b> Preference for eating/drinking or not eating/drinking while learning		<b>TIME</b> The best time for concentration - Morning, Afternoon, Evening		<b>MOBILITY</b> Preference to move about or to stay in one place.	

(Adapted from Dunn and Dunn)



# CHARACTERISTICS OF VISUALS, AURALS AND KINESTHETICS

(prepared by Judy Solomon, 1999)

Please Note: Be careful not to put labels on students. Not all attributes will apply and some people are a combination of two of these. The most common are: visual/kinesthetic and aural/kinesthetic.

VISUALS	AURALS	KINESTHETICS
<p><b>AS PEOPLE:</b></p> <ul style="list-style-type: none"> <li>• Organised</li> <li>• Quiet, especially when tired</li> <li>• Neat, meticulous, colourful clothes</li> <li>• Voice high, speaks fast, chin up</li> <li>• Store tension in the neck, shoulders, forehead</li> <li>• Use facial expression, especially around the eyes and forehead</li> <li>• Remember faces; forget names</li> <li>• Forget jokes, lose way unless written down</li> </ul>	<p><b>AS PEOPLE:</b></p> <ul style="list-style-type: none"> <li>• Talk to themselves - often hum</li> <li>• Express emotion verbally - blow up, yell for joy</li> <li>• Enjoy listening but cannot wait to talk</li> <li>• Good at jokes but can get longwinded</li> <li>• Easily distracted</li> <li>• Like music, good at mimicking, like talking</li> <li>• Voice good to listen to - rhythmic patterns</li> <li>• Clothes bold, loud colours - make statement</li> </ul>	<p><b>AS PEOPLE:</b></p> <ul style="list-style-type: none"> <li>• Committed to comfort (drape, feet up) and/or to movement (fidget, drum)</li> <li>• Move a lot</li> <li>• Learn by doing</li> <li>• Body is a good indicator of emotion - jumps, hugs etc</li> <li>• Gesture a lot</li> <li>• Respond to music by physical movement</li> <li>• Remember the overall picture of what they experienced, how they felt.</li> <li>• Speak with chin down, slow, pause often</li> </ul>
<p><b>AT SCHOOL:</b></p> <ul style="list-style-type: none"> <li>• Good spellers, good readers, read ahead</li> <li>• Have trouble remembering verbal instructions</li> <li>• Cautious until understand overall picture and details</li> <li>• Learn by seeing, watching</li> <li>• Good handwriting - appearance is important</li> <li>• Distracted by visual disorder, not sounds</li> <li>• Problem solving - deliberate, organise thoughts, write down list</li> </ul>	<p><b>AT SCHOOL:</b></p> <ul style="list-style-type: none"> <li>• Tend to read slower, say words to themselves</li> <li>• Find maths, handwriting difficult</li> <li>• Learn by listening - recorded on a tape recorder</li> <li>• Use external/internal (brain chatter) to learn</li> <li>• In spelling - use phonics - the sound of the word is important</li> <li>• Writing - tend to write lightly</li> <li>• Easily distracted by sounds</li> <li>• In problem solving - talk them through</li> </ul>	<p><b>AT SCHOOL:</b></p> <ul style="list-style-type: none"> <li>• Point while reading - are not avid readers</li> <li>• Often poor spellers</li> <li>• Quickly lose interest in detailed discussions</li> <li>• Problem solving = strong on intuition (most in touch with the body) - weak on detail</li> </ul>

## USE THIS SHEET TO FIND THE LEARNING PREFERENCES OF STUDENTS

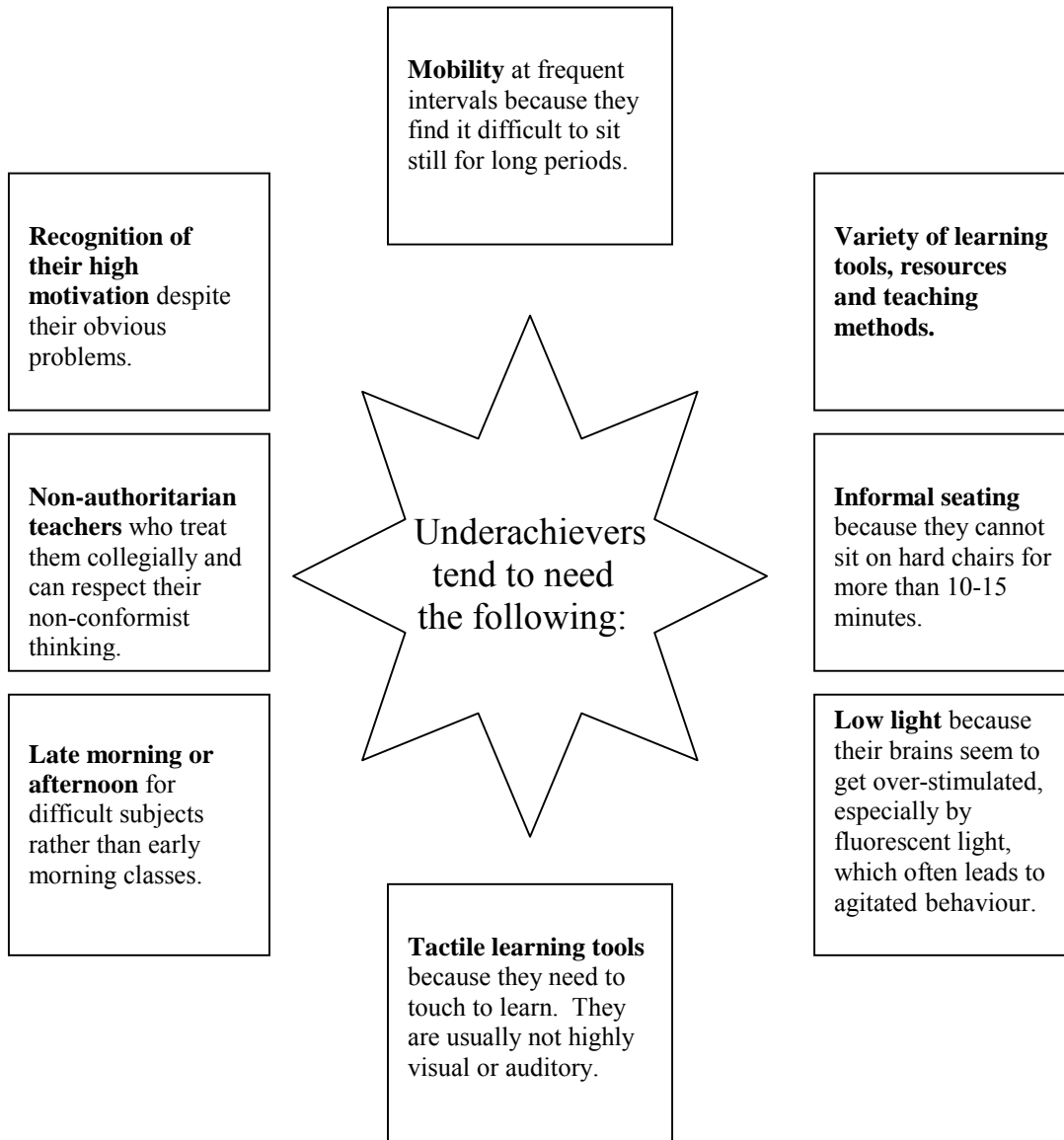
Work through the questions with individual students

<i>environmental</i>	<i>physical</i>
<b>SOUND</b> Do you like working with noise or quiet?	<b>PERCEPTUAL</b> How do you learn best: By listening? By looking? By touching and doing?
<b>LIGHT</b> Do you prefer bright or dull light?	<b>TIME</b> When do you concentrate best? in the morning? in the afternoon? in the evening?
<b>TEMPERATURE</b> Do you work best when you are warm or cool?	<b>MOBILITY</b> Do you prefer to sit still or move around?
<b>DESIGN</b> Do you prefer sitting at a desk or informally?	<b>INTAKE</b> Do you like to eat and drink when you are working?
<b>LEARNING STYLE ELEMENTS</b> (Adapted from Dunn and Dunn)	
<i>sociological</i>	<i>emotional</i>
<b>SELF</b> Do you learn best by yourself?	<b>RESPONSIBILITY</b> Do you always do as you are told or do you make choices for yourself?
<b>PAIR</b> Do you learn best if you work with another person?	<b>PERSISTENCE</b> Are you always determined to do your best?
<b>TEAM</b> Do you like working with a group?	<b>MOTIVATION</b> Do you always want to try hard?
<b>VARIED</b> Does who you learn with depend on the activity the class is doing?	<b>STRUCTURE</b> Do you like to be told clearly what is expected of you?

Name: \_\_\_\_\_

## Learning Style Elements of Underachievers

(identified by Dunn and Dunn)



Barbara Prashnig's 10 fallacies about how students learn (1)

**Myth 1: Students learn best when seated upright at a desk or table.**

Research shows that many people perform better in an informal environment.

**Myth 2: Students learn best in well lit areas and damage their eyes when they read and work in low light.**

Many students learn better in low light. Bright light can make them hyperactive.

**Myth 3: Students learn more and perform better in an absolutely quiet environment.**

**Myth 4: Students learn difficult subjects best in the early morning when they are most alert.**

Some students learn better in the afternoons or evenings.

**Myth 5: Students who do not sit still are not ready to learn.**

Many students need mobility to learn.

**Myth 6: Whole group instruction is the best way to teach.**

Some work well in groups but many prefer to work alone or in pairs.

**Myth 7: Effective teaching requires clearly stated objectives followed by detailed step-by-step explanations until students understand what is being taught.**

While holistic learners grasp large concepts and then deal with the related facts and details, analytical learners pay attention to the facts that build on to the concept.

**Myth 8: Eating should not be permitted in class.**

Many students can concentrate better when they can eat, chew or bite when learning.

**Myth 9: Generally, the older the students the easier it is for them to adapt to the teacher's style.**

Like all students, older students learn differently from one another and have varying needs.

**Myth 10: Truancy is related to poor attitudes, lack of motivation and other factors which have nothing to do with students' preferred learning time.**

A study of secondary truants revealed that when their learning time preferences were matched to their academic schedules, attendance improved.

(1) Reported in the Sunday Star-Times - August 15, 1999. Barbara Prashnig is the author of The Power of Diversity – New Ways of Learning and Teaching in New Zealand. (David Bateman Ltd., 1999).

## What are teachers in AIMHI Schools doing to accommodate student learning preferences?

**Quote: Teacher 1**

"Our kids are practical. They like to be hands-on, visual and they like to talk in small groups."

"Maori and Pacific Islands' students learn differently. If kids are struggling to understand work it is a signal that another approach needs to be tried. Often I use different approaches with individual students in the same class."

**Quote: Teacher 2:**

"The kids are kinesthetic. They like using their hands and moving things around."

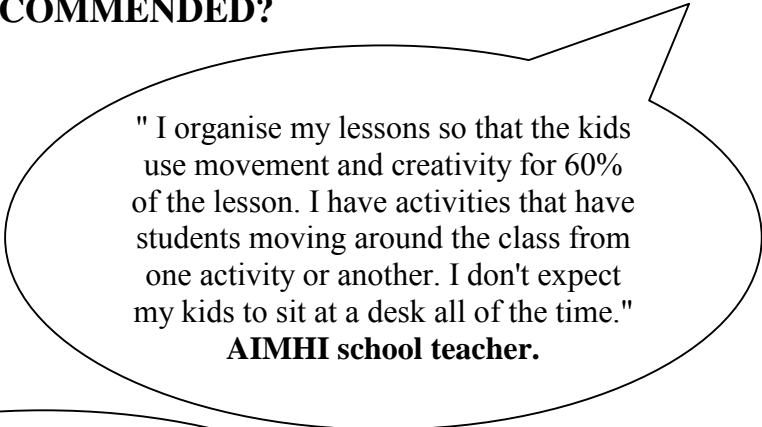
**Quote: Teacher 3:**

A teacher was observed working with Year 9 and 10 classes to accommodate the learning styles of students in the following ways:

- Setting up the room unconventionally so that students could choose whether to work in groups, pairings or individually, at desks or on the floor.
- Changing the lesson every 10 or 15 minutes to include activities which required listening (auditory learning), reading or observing or drawing (visual learning), handling materials (tactile) and moving things around (kinesthetic).
- Allowing movement around the room at various times during the lesson.
- Providing water in the room for students to drink.
- Playing baroque music.

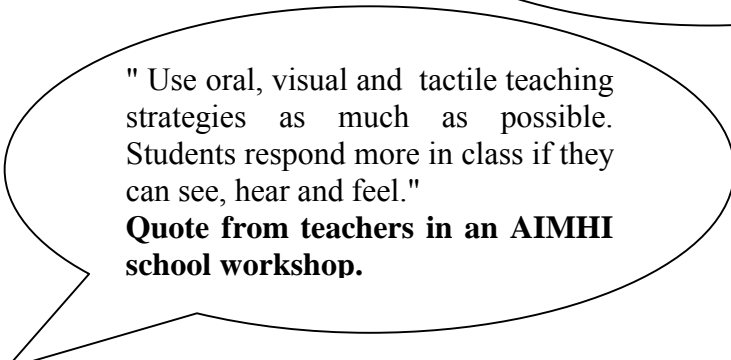
*Learning Styles ctd.*

## **WHAT ELSE IS RECOMMENDED?**



" I organise my lessons so that the kids use movement and creativity for 60% of the lesson. I have activities that have students moving around the class from one activity or another. I don't expect my kids to sit at a desk all of the time."

**AIMHI school teacher.**



" Use oral, visual and tactile teaching strategies as much as possible. Students respond more in class if they can see, hear and feel."

**Quote from teachers in an AIMHI school workshop.**

## **EXERCISE:**

*Step 1 - to be done individually.*

*List learning activities you use to cater for different learning preferences of your students.*

*Visual:* \_\_\_\_\_

*Audio:* \_\_\_\_\_

*Kinesthetic:* \_\_\_\_\_

*Step 2: - to be done in groups.*

*Share with the group different learning activities that have worked in your classroom.*

# MULTIPLE INTELLIGENCES

## THE BASIC THEORY AND ITS APPLICATION

### AN OVERVIEW:

The theory of Multiple Intelligences was developed by Howard Gardner, a Harvard University psychologist, in the 1980's. Gardner demonstrated that individuals have a unique intelligence profile with varying strengths and weaknesses in the different types of intelligence. He believed that a narrow focus on assessment of intelligence (as in many IQ tests) denies young people the opportunity to feel valued for their unique blend of abilities.

### PRESUMPTIONS OF MI THEORY INCLUDE:

- The belief that intelligence can be developed and taught.
- Everyone has the capacity to develop all multiple intelligences.
- Multiple Intelligences are content based – handling different types of information leads to the development of different types of abilities.
- Intelligence and culture are interdependent. Different cultures put value on different types of intelligence. Cultural groups determine what is intelligent.

“An intelligence is a biological and psychological potential, and is capable of being realized to a greater or lesser extent as a consequence of the experiential, cultural and motivational factors that affect a person.”  
Howard Gardner

*The question to ask is not “Is this student intelligent?” The questions that need to be asked are “How is this student intelligent?” and “In what ways can she/he become more intelligent?”*

### THE SEVEN INTELLIGENCES (ref. Carolyn Coil):

#### 1. Verbal/Linguistic Intelligence

*The ability to use language for a variety of purposes including to persuade, inform, communicate, solve problems, aid in memorisation, entertain and acquire new knowledge.*

- Entails spoken and written language and its uses.
- Includes skill in speaking, writing, listening and reading.
- Relates to ability to learn new languages easily.
- Involves the capacity to use words effectively.
- Helps students produce and refine language in its many forms and formats.

## **2. Musical/Rhythmic Intelligence**

*The ability to communicate or understand emotions which are conveyed through music and the ability to compose and/or perform musically. Ideas, emotions, moods, important historical and/or cultural events all can be incorporated into the musical/rhythmic intelligence.*

- Is another form of language.
- Communicates without words.
- Involves sensitivity to sounds and a good sense of pitch.
- Is often highly emotional.
- Powerful in establishing and conveying mood.
- Involves the capacity to perceive, discriminate, transform and express musical forms.
- Embraces rhythm, beat and harmony.
- Includes both the intuitive understanding of music (such as playing an instrument “by ear”) and a more formal, technical understanding (such as that which comes from the study of music theory).

## **3. Logical/Mathematical Intelligence**

*The ability to recognise and explore patterns, categories and relationships using objects or symbols in a logical, ordered, sequential way.*

- Incorporates mathematical and scientific abilities.
- Oriented toward rules and regulations.
- Enjoys collecting and classifying things.
- Uses reasoning and logic to solve problems.
- Includes the capacity to use numbers effectively.
- Involves a sensitivity to logical patterns, statements and relationships.
- Entails knowing the practicalities of how things work.

## **4. Visual/Spatial Intelligence**

*The ability to perceive, create and change visual objects mentally; create and interpret artistic works and other visuals; and orient oneself or navigate within an environment or location.*

- Involves ability to represent spatial information graphically.
- Uses ability to respond to and recreate the visual world.
- Includes sensitivity to colour, line, shape, form, space and the relationships which exist between these elements.
- Incorporates the capacity to both visualize and to physically orient oneself spatially.
- Entails understanding of the relationship of parts of the whole object.
- Related to ability to read and interpret maps, charts and graphs.
- Requires a keen eye for visual detail.



## **5. Bodily/Kinesthetic Intelligence**

*The ability to use both mind and body in the display of motor skills and the performance of physical tasks and functions, and to manipulate objects in the environment with ease.*

- Incorporates control of bodily motions and the ability to manipulate and interact with objects skillfully.
- Involves expertise in using one's whole body to express ideas and feelings.
- Related to a good sense of balance and grace in movement.
- Entails solving problems by "doing".
- Requires good eye-hand co-ordination.
- Includes ability to use one's hands to produce or transform things.
- Uses physical skills such as co-ordination, balance, strength, speed and dexterity.

## **6. Intrapersonal Intelligence**

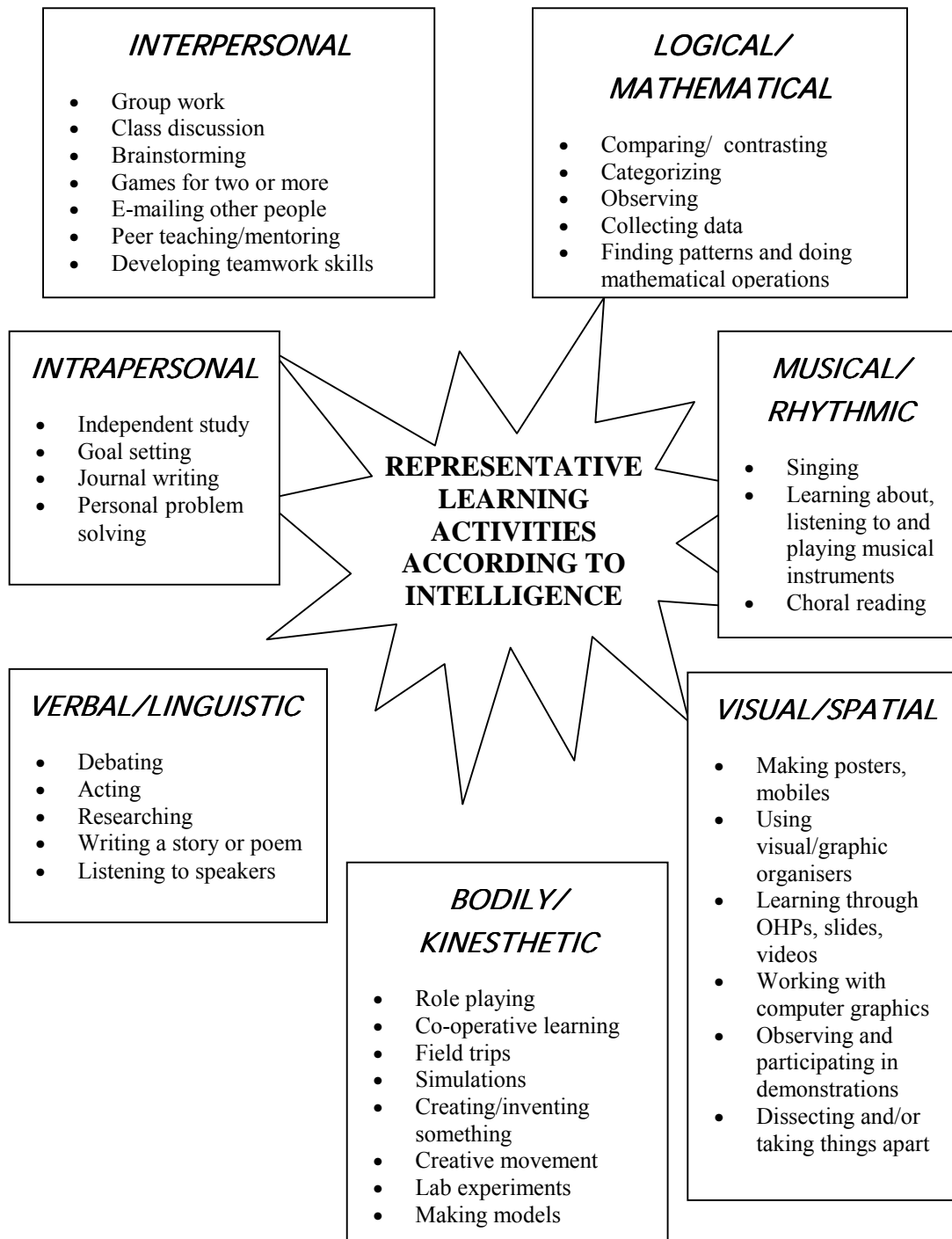
*The ability to have an awareness of, know and understand one's own hopes, dreams, goals, aspirations, emotions, thoughts, ideas and convictions. It includes recognition of both strengths and weaknesses and the ability to reflect on one's own life.*

- Focuses inwardly in reflecting upon, analysing and understanding one's own feelings and desires.
- Includes the ability to draw on emotions to direct one's own behaviour.
- Involves the capacity for self-discipline and self-understanding.
- Uses both strengths and limitations in goal setting, motivation and planning.
- Recognises one's own needs and expectations.
- Learns from successes and failures.
- Does not require external approval for actions or convictions.
- Has strong preferences and is not easily swayed by others.

## **7. Interpersonal Intelligence**

*The ability to sense moods, feelings and needs of others, build relationships and work collaboratively and effectively as a member of a team.*

- Focuses outward toward others and one's environment.
- Requires being able to do one's part for the good of the group.
- Involves the ability to understand and empathise with others.
- Includes sensitivity to both verbal and non-verbal cues and the ability to respond appropriately to them.
- Characterised by the ability to perceive the moods, intentions, feelings and motivation of others.
- Asks for, listens to and considers advice and opinions of others when making a decision.
- Oriented towards sharing with others.



## **POINTERS TO APPLYING MI THEORY IN SCHOOLS:**

- The curriculum must be student centered – that is, individual differences are acknowledged and accommodated in the planning and delivery of curricula. Students should be observed carefully and provided with opportunities to build on their strengths and use them to build up weak areas.
- Students must be given a wide range of experiences and the opportunity to engage the different intelligences.
- Emphasis must be on nurturing the kinds of understanding that will allow a student to continue learning throughout life and the ability to access and process information.
- Assessments should emphasise learning strengths.
- Allowances must be made for different cultural orientation.

**Gardner’s theory emanates from a humanistic philosophy that every child has a strength relative to herself or himself in at least one domain. Schools need to determine the strengths and use them as a basis for developing the student’s programme.**

“Using Multiple Intelligence theory can greatly affect students’ behaviours in the classroom simply by creating an environment where individual needs are recognized and attended to throughout the school day. Students are less likely to be confused, frustrated or stressed out in such an environment.”  
Thomas Armstrong

## **DISCUSSION:**

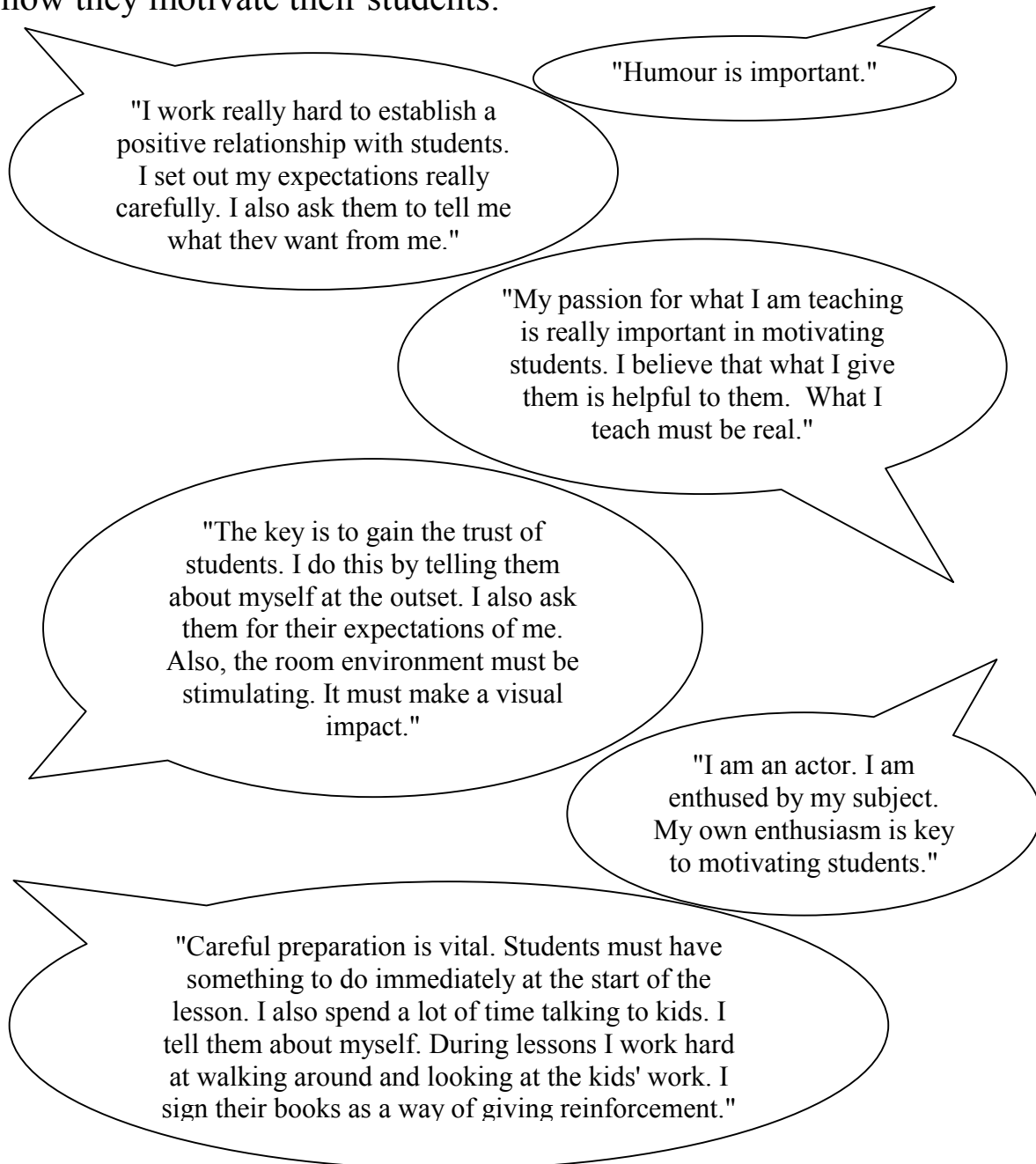
- “ *A feature of Multiple Intelligence theory is the belief that intelligence is culture dependent*” (Viale and Perry, 1995)  
*What are the implications of this for AIMHI schools?*
- *How can curricula in AIMHI schools be adapted to ensure that individual differences are being catered for?*
- *What teaching strategies/activities and learning experiences should be encouraged to enable AIMHI school students to develop their individual strengths?*

# MOTIVATING AIMHI LEARNERS

"Motivation is directly related to academic achievement."

## **How can AIMHI schools foster student enthusiasm for learning?**

Teachers in AIMHI schools made these comments when asked how they motivate their students:



*Motivating ctd.*

The teachers quoted in the previous page stress the importance of establishing a **positive rapport** with students as a key aspect of motivation.

## MORE ADVICE FROM THE CHALKFACE

When AIMHI school teachers discussed ways of establishing a positive rapport with students they came up with these ideas:

- Like your kids. *If you don't they soon know.*
- Remember names and always greet them.
- Acknowledge the different cultures of the kids.
- Talk about yourself. *It helps the kids understand you as a teacher, what your job means to you and what hopes you have for them.*
- Acknowledge greetings with a smile. *It might be the only smile of the day that a student receives from an adult.*
- Be available outside class time for students to approach you for assistance.
- Be consistent with expectations of behaviour.
- Be with the kids. *Be with them around the school, at lunchtime, when they are involved in sport or cultural events and so on. Share their experiences.*
- Treat the students as young adults. *Every day they are learning something new about themselves: who they want to be, what they want. This changes all the time.*
- Always be prepared to give the kids a chance - but make consequences clear.

### **DISCUSSION:**

*What advice would you give about how to motivate students in AIMHI school classrooms?*

---

---

*Motivating ctd.*

## **THINK ABOUT THIS ...**

Research suggests that motivation to learn is greatest when there is emphasis on individual progress ---students link effort to success if success is defined as **personal improvement**.

*Is this true of students in AIMHI schools?*

*What strategies enable students to see that they are making "personal improvement"?*

*What are the implications for practice if emphasis is placed on fostering personal improvement?*

## **AND THIS ...**

" The family is the greatest influence on motivation to learn"

Jennifer Archer (1994)

*Is this true of students in AIMHI schools?*

Motivating ctd.

## POSITIVE REINFORCEMENT IS VERY MOTIVATING

**"PRAISE, ADMIRE, LAUGH WITH  
AND REWARD"**

Quote from a group of AIMHI school teachers

Teachers in AIMHI schools acknowledge the importance of rewarding excellent and/or improving work and behaviour.

Common ways of rewarding students are to:

- give praise
- issue certificates and awards
- display work around the school
- laminate good work, display it and present it back to the student
- have a quiet, encouraging word to individual students (some students respond best to this approach)
- stamp books to show that work is being noticed
- allow time for another learning activity e.g. using computers
- **\*\*\* Have a "treasure box lucky dip" \*\*\***

*Make a list of further ways of  
reinforcing that will motivate students  
in AIMHI schools.*

---

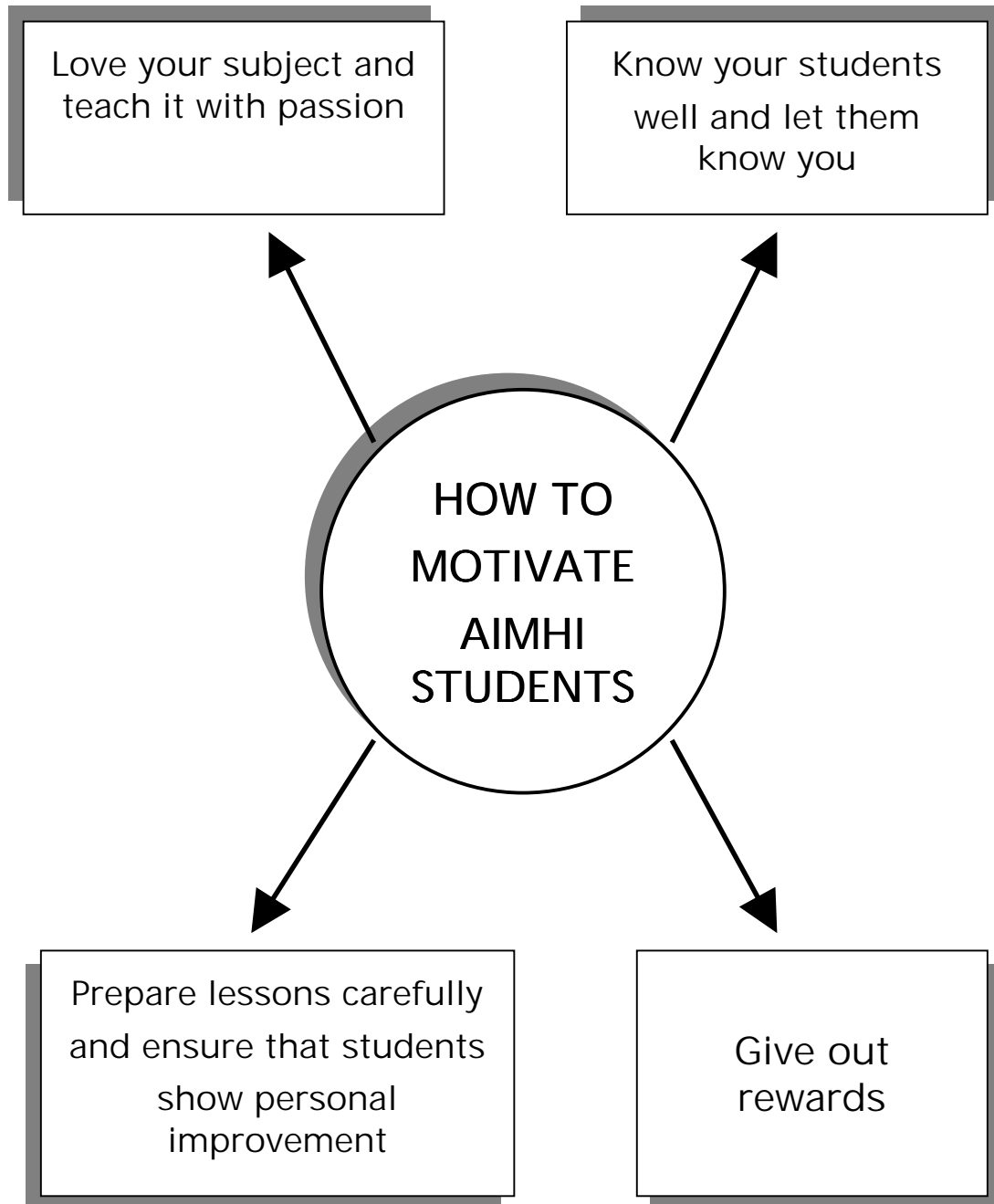
---

---

---

---

*Motivating ctd.*





*Motivating ctd.*

## A MODEL FOR INCORPORATING MOTIVATION INTO LESSON PLANNING

John Keller's (1998) **ARCS** model incorporates the following elements:

**A**ttention - inspire interest and curiosity with unexpected changes of activity, using lots of examples and being humorous

**R**elevance - state goals and relate them to real life

**C**onfidence - establish clear expectations, provide feedback and give opportunities for learner success

**S**atisfaction - give lesson content meaningful application (to real life) give praise, incentives and rewards

*Discuss how you could develop the ARCS model to motivate your students. Share your ideas with others.*

---

---

---

---

---

---

---

---

---

---

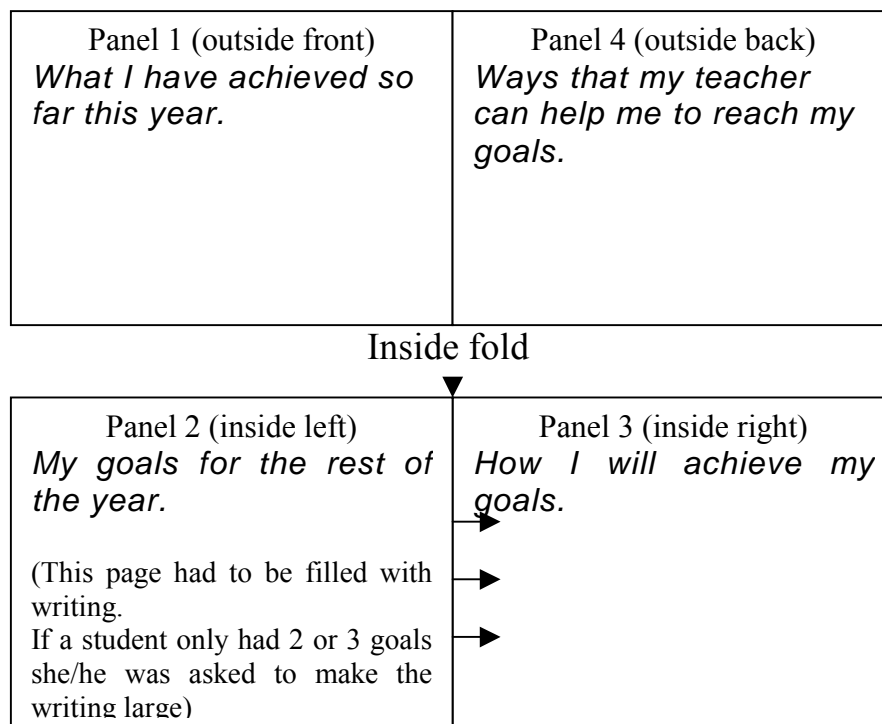
Motivating ctd.

## A MOTIVATION STRATEGY THAT HAS WORKED in an AIMHI School

At mid-year, students in a Year 13 Science class at Otahuhu College were asked to reflect on their progress and ongoing commitment to the subject. They:

- assessed their achievements for the 1<sup>st</sup> half of the year
- set goals for the remainder of the year

Sheets of A4 paper were folded in half and the four panels labelled as below.



One period was given to work on the sheets. Completed sheets were checked by the teacher, discussed, and students asked to insert them into their workbooks. Regular reference to them was subsequently encouraged.

**What effect did this simple exercise have?** The students were:

- better focused on achieving their goals
- significantly more motivated







# MANAGING STUDENT BEHAVIOUR IN AIMHI CLASSROOMS

## STARTER QUESTIONS:

- What are the student behaviours that you currently find most challenging?
- Can you specify what you say and/or do to effectively manage disruptive behaviour?
- In what ways do you think you could improve your management practices?
- Are there strategies for managing students that you find particularly effective in AIMHI school classrooms?

## WHAT DOES EFFECTIVE CLASSROOM MANAGEMENT REQUIRE?

It requires:

-  Being clear about what you are trying to achieve with your class
-  Providing an interesting and stimulating classroom
-  Developing positive relationships with the students
-  Having clear and consistently enforced guidelines and routines for maintaining order
-  Having good organisation and planning
-  Having fun

## WHAT DO AIMHI TEACHERS SAY ABOUT CLASSROOM MANAGEMENT?

Teachers in AIMHI schools discussed classroom management of students. They offered the following advice:-

### **The students want and need -**

- A variety of delivery strategies
- Positive reinforcement
- The teacher's "personal touch"
- Clear parameters for behaviour
- Help to organise themselves

### **The teachers should establish a reputation as one who -**

- Never ignores unacceptable behaviour
- Deals with problems immediately
- Never forgets to follow up
- Does not accept excuses or avoidance techniques

### **When students misbehave give them choices to let them feel they are in control. For example:**

- Would you like to complete that after school?
- You can put that in your bag or on the floor
- You can finish this at lunchtime or after school if you want
- Thank you for ... (sitting down)

### **To gain respect you must -**

- Be firm in controlling a class
- Achieve positive results in teaching
- Recognise the personal characteristics and strengths of individual students and value their background and experiences
- Acknowledge your mistakes and apologise if you are wrong
- Be ethical and moral
- Value your work and the education of your students
- Foster self belief and give encouragement all the time
- Notice and reinforce positive behaviour
- Negotiate rather than confront
- Not put down students in front of their peers

*Managing behaviour ctd.*

**GROUP EXERCISE: WHAT DO YOU DO**

***IF ...***

***A STUDENT ARRIVES TO YOUR CLASS WITHOUT BOOKS, PENS ETC?***

---

---

---

***A STUDENT REFUSES TO DO THE WORK YOU SET?***

---

---

---

***A STUDENT SWEARS AT YOU OR THREATENS YOU?***

---

---

---

***A STUDENT KEEPS CALLING OUT OR WALKING AROUND THE CLASSROOM WITHOUT YOUR PERMISSION?***

---

---

---

***A GROUP OF STUDENTS CAUSES CONSTANT DISRUPTION ?***

---

---

---

***A STUDENT BULLIES ANOTHER STUDENT?***

---

---

---

# BEHAVIOUR MANAGEMENT: AIMHI SCHOOLS' STAFF SURVEY

(Use this survey to gather data for a review of student management in the school)

## PART ONE:- SELF ASSESSMENT:

*NOTE: A response of 2 or less to any question below would probably make this area a focus for development*

Classroom management and organisation:

**Do your students know your standards of acceptable behaviour?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Do you apply your standards of classroom behaviour consistently and fairly?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Do you regularly give your students constructive guidance about your expectations of them?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Do you acknowledge and reinforce behaviour that meets your required standards?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Do you get feedback from your students about the standards you set and the way you apply them?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**PTO**

*Managing behaviour ctd.*

Motivation of Students:

**Do you have a positive rapport with your students?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Do you praise and encourage your students when they meet your expectations of them?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Do you acknowledge student effort or improvement in their classwork?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Do you plan your lessons to cater for the different needs, abilities and learning styles of your students?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**Is your classroom a positive and stimulating learning environment?**

<b>ALWAYS</b>	<b>MOST OF THE TIME</b>	<b>USUALLY</b>	<b>SOME OF THE TIME</b>	<b>NEVER</b>
<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>

**PART TWO:- SCHOOL-WIDE STUDENT MANAGEMENT ISSUES:**

**Identify up to 4 factors that make classes you teach difficult and/or challenging.**

- 
- 
- 
- 

**PTO**

*Managing behaviour ctd.*

**Note 4 or 5 ways of preventing or minimizing management difficulties that you find effective.**

- 
- 
- 
- 
- 

**What support or strategies in the school are effective for teachers experiencing student management difficulties?**

**What additional support or new strategies would enable you to deal more effectively with student management difficulties?**


Thank you for completing this survey



## CHOOSING THE BEST INTERVENTION

Teachers have a range of actions for dealing with classroom misbehaviour. They vary from low key responses for minor misbehaviours to quite high level responses for serious breaches of discipline.

Below is a continuum of responses from low to high level:

<p><b>LOW LEVEL RESPONSES</b></p>  <p><b>HIGH LEVEL RESPONSES</b></p>	<ul style="list-style-type: none"> <li>• Ignoring</li> <li>• Making eye contact</li> <li>• Standing in close physical proximity</li> <li>• Having a quiet word to the student(s)</li> <li>• Giving a reminder of the classroom rule</li> <li>• Directing questions to inattentive students</li> <li>• Making a joke</li> <li>• Reminding of the rule</li>   <li>• Repeating an instruction or question</li> <li>• Creating a diversion (Sione, can you give out these books please - if Sione is involved in some minor disruption)</li>   <li>• Giving a sharp reminder about a classroom rule (Mere, you know the rule about chewing in class)</li> <li>• Providing a limited choice (Henry, either put that in your bag or give it to me)</li> <li>• Asking direct questions (Tama, what are you doing?)</li> <li>• Taking the student aside and demanding appropriate behaviour</li> <li>• Repeat warnings 3 or 4 times - the <i>broken record</i> technique</li> <li>• Delivering a stern "I-message" (Moeroa, <b>I</b> am asking you to stop doing that now)</li>   <li>• Defer dealing with the matter until after class - this is especially important if you are angry</li> <li>• Provide chosen consequences (IF you persist in annoying Teri THEN I will keep you back after class)</li> <li>• Separation within the class</li>   <li>• Removal from the class</li> <li>• Referral to another member of staff</li> <li>• Put on a detention or give some other form of corrective punishment</li> <li>• Conferencing (with a colleague present)</li> </ul>
---	---

## DEFINITIONS OF DISCIPLINE

(From Bill Rogers "You know the Fair Rule", ACER, 1994)

### PREVENTATIVE DISCIPLINE



- ◆ Clear rules established with the class
- ◆ Clear expectations about work, tasks etc
- ◆ Attractive environment
- ◆ Well planned room organisation (seating, movement capability, access to equipment, etc)
- ◆ Adequate resources
- ◆ Organisation of curriculum to cater for range of abilities
- ◆ Well planned lessons

### CORRECTIVE DISCIPLINE



- ◆ What we say, how we say it, when a student is disruptive or off-task
- ◆ Tactical ignoring of some behaviours
- ◆ Casual or direct questioning
- ◆ Simple directions or warnings
- ◆ Defusing or re-directing potential conflict
- ◆ Reminding or restating classroom rules
- ◆ Giving simple choices
- ◆ Taking students aside from the group
- ◆ Using in-class time-out

### SUPPORTIVE DISCIPLINE



- ◆ Following up disruptions later when the initial "heat" has subsided
- ◆ Encouraging students wherever possible
- ◆ Re-establishing working relationships with a "disciplined" student
- ◆ Developing contracts with a student
- ◆ Building a positive classroom "tone"
- ◆ Applying a team approach to solving discipline problems

## DECISIVE DISCIPLINE

(From Bill Rogers "You know the Fair Rule," ACER, 1994)

### CLASS RULES that cover

1. Communication
2. Movement
3. Treatment/Manners
4. Safety
5. Settling Disputes (squabbles/jealousies)
6. Learning

### PROCEDURES for normal cases

1. Divert Disruption
2. Tactical Ignoring *Pick up on-task students.  
Keep discussion moving and lively.*
3. Simple Direction (and Redirection) *Tina, back in your seat please etc*
4. Rule Reinstatement *Reminder - don't forget our rule about  
putting your hand up etc.*
5. Reinforce when on task
6. Question and Feedback *Ask for accountability - What was the  
question?  
What are you doing?*
7. Diffusion *Taking the heat out of a conflict situation, by  
using humour, wit, repartee. e.g. "I don't  
understand this rubbish!" Response:  
"You'll be rubbish if you don't behave."*
8. Management By Walking Around (MBWA)
9. Blocking *When students are confrontational.*
10. Take Student Aside *What's the problem? Back to work.*

### PROCEDURES for difficult cases

1. Simple Direction
2. Repeated Direction
3. Rule Reinstatement
4. Take Student Aside
5. Simple Choice *Work quietly or time out*
6. Applying Consequence *Exit procedures - withdrawal, isolation etc*
7. Re-establish Working Relationship
8. Contracts

## DISCIPLINE: SOME ADVICE

Source: *Tangaroa College Teachers' Manual*

### TO AVOID OR REDUCE PROBLEMS:

- (1) Be punctual. If students arrive before you, you are not in control.
- (2) Learn names immediately.
- (3) Have clear and definite routines.
- (4) Check that work is being done by moving around during the period. You cannot be in effective control if you are sitting down.
- (5) Use a seating plan. Make sure that you seat awkward students close to you.
- (6) Try to make your room make a statement like, "*this is a room where students learn Geography*" or whatever. Keep it tidy, attractive and graffiti-free. Put posters and student work on the walls, remove old notices, torn posters etc. Keep the blackboard clean and tidy.
- (7) Don't accept poor behaviour, but make it clear that it is the behaviour you dislike, not the person. Smile. Have a genuine interest in them as individuals.
- (8) Like your students.

### SOME TECHNIQUES:

You need to find out what works for you. Use a range of strategies, from mild to severe:

1. **Signal interference:**  
Catch the student's eye, pause in mid-sentence, frown, put the student's name into the sentence you are speaking.
2. **Move and stand by the student** while continuing the lesson.
3. **Growl:**  
Keep cool, growl at the misdeed but don't use sarcasm.  
Try to do it one-to-one rather than with full class participation.
4. **Verbal warning:** name the behaviour that is unacceptable.  
**Repeat warning:** name the behaviour and the consequence.  
**Third time:** act as you signalled that you would.
5. **One-to-one discussion.**  
It is best if this can be done outside the room or at the end of the period.  
Try to be firm but not angry.  
"*Is your behaviour acceptable?*"      "*Should you behave this way?*"  
"*It is difficult for me to teach the class when you ...*" etc
6. **Hold your own detention.**
7. **For prolonged or serious misbehaviour seek help.**

*Managing behaviour ctd.*

## ESTABLISHING CLASSROOM RULES

It is critical that there are clear rules that suit AIMHI school classrooms and that they are consistently enforced.

Teachers need to have rules for:

◆ **Punctuality and procedures for entering and leaving the classroom.**

Rules for this cover

- Expectations for arrival to classes
- Procedures for entering and exiting the classroom in an orderly way

◆ **Seating and movement around the room.**

Rules for this cover

- Seating arrangements
- Acceptable movement in the room

◆ **Materials needed for learning.**

Rules for this cover

- Lesson requirements e.g. pens, paper etc

◆ **Communication during lessons**

Rules for this cover

- Listening behaviour
- How to ask and answer questions
- Appropriate language

◆ **Safety and security**

Rules for this cover

- Use of equipment
- Protection of property
- Interaction with other people in the room

◆ **Completing work**

Rules for this cover

- Expectations of application and effort
- Homework requirements

**GROUP  
EXERCISE:**

*Use the  
guidelines to write  
a set of rules for  
your classroom.*

**NB.**

*Write Them As  
Positive  
Statements and in  
Student- friendly  
language*

# STUDENT MANAGEMENT: GENERAL COMMENTS

*Source: Tangaroa College Teachers' Manual*

## (1) Don't Misinterpret Them

Don't misinterpret the message because of:-

- what students say
- their body language
- their dialect

- (a) Don't accept being sworn at but recognise that a student swearing may not provoke such an intensity of feeling and abusiveness as it would if we used it.
- (b) Shuffling, refusing to make eye contact or acting in what seems to be a sulky manner have different meanings.  
Learn to recognise these and respond to them appropriately.  
Growling at a student feeling "whakamā" or "musu" won't help.
- (c) (AIMHI school) students often speak a sub-dialect of New Zealand English ("*sub*" meaning *minority, not inferior*).  
All women are Miss, no matter what their age or marital status, and men are Sir.  
There is no disrespect in the use of an unadorned surname. "*Hi Marsh*" is a friendly greeting, not insolence.

## (2) Avoid Confrontation

If you push and increase the intensity of a dispute the student will eventually walk out on you and/or swear at you - and the issue will remain unresolved and may become worse. So, what are the alternatives?

- Stand close to the student and speak in a quiet voice.
- Try to give the dispute a human face; "*Mata, I feel upset that you have ... I'd like you to come outside and talk about it.*"
- Send for help if you feel the need. This isn't losing face - it breaks the deadlock.
- Let the matter rest for a bit. Get on with the lesson with the rest of the class and let the offender sit quietly. Things must be sorted out but there is no urgency - come back to it 20 minutes later or at the end of the period.

*Student Management ctd.*

### **(3) Don't Shout**

[AIMHI school] students will almost always answer back (not to be cheeky but because they can't help it - it's an ingrained response) and others in the class are likely to murmur their disapproval -- of you!

Be firm, but use a soft voice. This reduces the aggressiveness of their response and gives a model of different behaviour.

### **(4) Offer a Choice**

If a student refuses to obey an instruction, don't just keep insisting - offer a choice. So, when Siniva refuses to leave the room, say, "*OK, Siniva, I'm going to give you a choice. Either you leave the room now, or you will come back to see me after school. Which is it going to be - leave the room, or come and see me after school?*"

This nearly always works because the student can save face. They make the decision about what they do, and the problem goes. So provide alternatives that are acceptable to you so that you don't mind which is chosen.

### **(5) Be Patient**

Achieving things often seems to take longer. Try to recognise this as a fact of life that you must live with - don't let it gnaw at you.

Be prepared for:-

- failure to listen to or read instructions. Focus their listening. Writing an instruction on the board can help.
- giving reminder after reminder (to bring books, notes, do things etc.).
- dealing with confusion. Changes to bell times, timetables and routines invariably mean lots of repeated instructions. If this is done angrily your problem will be compounded.

This does not mean that you must lower your standards – rather it means that it is slower and harder to reach them, and they are harder to maintain. The most helpful approach is encouragement and praise. Don't heighten their sense of insecurity. Try to reinforce your instructions: speak, write, get them to copy where appropriate.

*Student Management ctd.*

## **(6) Avoid Causing Antagonism**

Anger, loud rebukes, put down comments, being bossy and showing irritation are likely to cause resentment. Remember that students may have a poor self-image.

- give praise for work well done.
- make it clear that you are proud of them and their specialness - and they *are* special, so you can say this honestly.
- love them. It is essential to like the students, especially the really naughty ones. Show your liking in smiles and words and care about them and show your concern.





*Student Management ctd.*

## HILLARY COLLEGE SCHOOL RULES

### **YES!**

- Come to school every day on time.
- Be on time to classes, with equipment.
- Do homework.
- Be kind, helpful and polite.
- Wear your uniform.
- Respect other people's property.

### **IF YOU DO YOU WILL -**

- Become a good learner.
- Become a self-disciplined and responsible person.
- Get good reports.
- Earn the school a good name.

### **YOU MAY ALSO EARN:**

<b>Letters of Commendation</b>	(given out in form periods each week)
<b>Certificates of Merit</b>	(given out in level assemblies each month)
<b>Special Awards</b>	(given out in a school assembly each term)
<b>Prizes</b>	(at the end of the year)

### **NO!!**

- Don't wag school or class, or be late.
- Don't come without books and pens.
- Don't eat or drink, call out or interrupt in class.
- Don't forget homework.
- Don't wear non-uniform gear.
- Don't damage or steal other people's things.
- Don't be rude or nasty to anyone, or slack, or sulky.
- Don't swear at, abuse, or hurt anyone.
- Don't smoke, or have alcohol or any other drugs at school, or on the way to or from school.

### **IF YOU DO YOU WILL –**

- Be growled at.
- Get detentions.
- Be withdrawn from classes.
- Lose your place in sports or culture groups.
- Have letters sent home.
- Have your family called in and be stood down or suspended from school.
- Be expelled.

## TANGAROA COLLEGE SCHOOL RULES

### At Tangaroa College

we always try to:

***care about how others see us by:***

- wearing the correct school uniform
- keeping our environment clean
- keeping free of drugs and alcohol

***support school activities by:***

- participating in cultural and sporting activities
- encouraging those who represent our school

**SHOW PRIDE IN OUR SCHOOL**

***be organised by:***

- attending all classes
- being punctual
- having the correct gear for lessons

***have a positive attitude by:***

- trying hard in class
- doing homework

***behave***

***appropriately by:***

- following instructions
- allowing others to learn

**DO OUR BEST WORK**

***show concern for each other by:***

- supporting each others cultural identity
- accepting our individual differences
- respecting each others property

***respect the rights of teachers and students by:***

- being non-violent
- listening to one another
- being polite and courteous
- supporting one another

**SHOW RESPECT**

*Student Management ctd.*

# LORRAINE MONROE'S

## NON-NEGOTIABLE RULES AND REGULATIONS

Dr Lorraine Monroe founded and served as principal of the Frederick Douglass Academy, a highly effective middle school and high school located in Harlem, New York. Dr Monroe visited New Zealand in 2000 and promulgated the Twelve Non-Negotiable Rules and Regulations of Frederick Douglass.

### **PREFACE:**

**RESPECT YOURSELF:** Do only those things that will help you to achieve a successful and healthy future.

**RESPECT YOUR ASSOCIATES:** Treat your associates with courtesy, justice and truthfulness.

**RESPECT PROPERTY:** Take care of your things and take care of those things we share.

### **THE TWELVE NON-NEGOTIABLE RULES AND REGULATIONS:**

1. Attend school every day and arrive on time.
2. Leave all outer clothing in your classroom closet.
3. Move quickly from class to class. Enter the room quietly, take your assigned seat and begin work immediately.
4. Be prepared to work every day. Bring the materials and equipment that is required for learning.
5. Do homework nightly.
6. Eat only in the cafeteria. Gum chewing and eating sweets are prohibited.
7. Do not bring radios, walkman, beepers or games to school.
8. Keep your desk clean.
9. Do not engage in physical or verbal violence. Learn to disagree without being disagreeable. Do not fight.
10. Respect the building. Do not graffiti or deface any part of the building
11. Show your student card or ID card to any adult in authority in the building who requests it.
12. Wear the school uniform daily.

*Student Management ctd.*

## A NON-VIOLENCE BEHAVIOUR CONTRACT

*Source: Tamaki College*

**As a student at (AIMHI school) I will do all I can to ensure that (AIMHI school) is a safe school.**

**This means that:**

- **I will behave in a non-violent manner at all times**  
I will not use violence towards other people, will not hit or encourage others to be violent.
- **I will use polite and friendly language.**  
I will not verbally abuse others, will not use offensive or rude language, and will not use language that is racially or sexually offensive.
- **I will respect other people.**  
I will not interfere with or take other people's property, will not bully or hassle others, will not sexually harass others and will, at all times, act to stop people being disrespectful to others.
- **I will be fair to others.**  
I will support others, encourage them in their learning, and will acknowledge their contributions.
- **I will keep (AIMHI school) free of harmful substances.**  
I will never bring into the school drugs of any kind, alcohol in any form, cigarettes, tobacco or any other substance that may be harmful to others.

In addition, I will do the best that I can in my studies by attending school and all classes except for medical reasons, attempt all class work and homework, listen to instructions and follow them, bring all necessary equipment and wear the correct school uniform at all times in accordance with the school's dress code.

I agree to the following special conditions to assist me in meeting the above requirements:

---

---

*I have read the above statements and understand what they mean. I know that should I act in a violent manner again I will be officially suspended from school, my parents and I will be asked to meet with the Principal and a member of the Board of Trustees; and that a third act of violence will result in a Board disciplinary hearing.*

*Signed:*

---

---

---

*(Student)  
(Parent / Guardian)  
(for AIMHI school)*

*Date:* \_\_\_\_\_

# THE CONCEPT OF THE "SIGNIFICANT ADULT" IN SUPPORTING STUDENTS' LEARNING

REFLECT ON THE STATEMENTS BELOW -----

**Two critical factors in determining how well young people achieve at school are:**

1. The quality of support provided by the home and family.
2. The effectiveness of the partnership between home and school.

Parents/caregivers have a vital role in supporting their children at school. What happens in the home is an important determinant of educational achievement.

A group of Pacific Islands' teachers were asked to identify the things that parents/caregivers do that help their children to succeed at school.



A summary of their responses is on the next page.

*Significant adult ctd.*

<p>Parents/Caregivers <b>communicate an interest</b> in what their children do at school. They:</p> <ul style="list-style-type: none"> <li>• regularly talk about the things they do at school;</li> <li>• listen to what they say about school;</li> <li>• look over work that has been done at school;</li> <li>• help with homework.</li> </ul>	<p>Parents/Caregivers <b>help their children make choices.</b> They:</p> <ul style="list-style-type: none"> <li>• talk about the subjects/courses they are taking or planning to take at school;</li> <li>• talk with them about what they will do when they leave school;</li> <li>• help them make decisions.</li> </ul>	<p>Parents/Caregivers <b>give encouragement</b> to their children. They:</p> <ul style="list-style-type: none"> <li>• offer incentives to be successful;</li> <li>• give praise and reinforcement for achievement;</li> <li>• provide positive support when things are not going well.</li> </ul>
<p>Parents/Caregivers provide a <b>safe, healthy environment</b> for their children. They:</p> <ul style="list-style-type: none"> <li>• ensure that there is good food to eat;</li> <li>• ensure that there is plenty of time for sleep;</li> <li>• try to eliminate all factors that might make their children feel unsafe.</li> </ul>	<p><b>HOW PARENTS/ CAREGIVERS SUPPORT THEIR CHILDREN'S LEARNING</b></p>	<p>Parents /Caregivers <b>model appropriate learning behaviours.</b> They:</p> <ul style="list-style-type: none"> <li>• read for their own information and pleasure;</li> <li>• emphasise the importance of life-long learning e.g. by studying to improve their knowledge, skills or qualifications.</li> </ul>
<p>Parents/Caregivers <b>supervise</b> how their children use their time at home: They:</p> <ul style="list-style-type: none"> <li>• provide a place to study;</li> <li>• monitor time spent watching TV etc;</li> <li>• ensure that there is time for doing homework.</li> </ul>	<p>Parents/caregivers <b>provide learning experiences</b> for their children. They:</p> <ul style="list-style-type: none"> <li>• show them places and/or tell them about the heritage of their family or the culture of their people;</li> <li>• take them on outings to museums, libraries etc</li> </ul>	<p>Parents/caregivers <b>go to the school</b> to find out how their children are getting on and see what they are doing: They:</p> <ul style="list-style-type: none"> <li>• attend meetings with teachers to discuss reports etc;</li> <li>• watch sports and cultural events at the school;</li> <li>• make contact when they have concerns.</li> </ul>

*Significant adult ctd.*

### QUESTION:

What are the likely consequences for students who do not receive the support from their parents/caregivers they need in order to succeed at school?

### ANSWER:

They are at-risk of underachieving and/or dropping out early. Many students in AIMHI schools are in this category.

### IS THERE A SOLUTION?

**Yes.** Schools can reduce the risk of student underachievement by setting up programmes that give encouragement and support in a structured setting. **The key is to ensure that every student receives appropriate mentoring from a "significant adult" in the school.**

### EXPLANATION:

There are a growing number of schools in low socio-economic communities in the United States of America that have taken positive steps to minimise the environmental disadvantages that many of their students face. Time in the school day is scheduled to give advice and guidance and to for students to reflect on what they are doing. Typically, one teacher is responsible for a small group of students (15 is about the maximum number) and is their "significant adult" in the school.

The role of the "significant adult" is to oversee students' school programmes. They:

- establish positive helping relationships with students;
- assist students to manage their learning efficiently by nurturing independent study skills;
- help students to make sound decisions as to what and how they will learn;
- help students deal with personal issues and difficulties;
- help students plan for the future; and
- liaise with the families of students.

Time scheduled for the "significant adult" to be with her/his group of students is used for:

- keeping a diary or journal;
- self-directed study and homework;
- discussing issues of importance to the students;
- goal setting;
- developing skills such as time management;
- career and personal planning; and
- reviewing and evaluating progress at school.

**NOTE:** Some AIMHI schools have developed the concept of the "significant adult" and have structured time into the week for "Tutor Periods".

# THE CONCEPT OF RESILIENCY

QUESTION: Why is it that some students in AIMHI schools who face adversity and stress in their lives are better able to cope than others?

ANSWER: Some young people have greater "resiliency" than others.

QUESTION: What is "resiliency"?

ANSWER: "Resiliency is the ability to adapt and succeed despite risk and adversity. Resilient individuals commonly exhibit the following traits: social competence, problem solving skills, autonomy and a sense of purpose and future" (Bernard, 1995)






*Studies show that at least 50%, and often closer to 70%, of young people growing up in high risk conditions develop social competence despite exposure to severe stress and overcome the odds to lead successful lives.*

**Resilience is the capacity for  
"self righting" and for  
transformation and change.**



*Resiliency ctd.*

## PROTECTIVE FACTORS IN INDIVIDUALS THAT FOSTER RESILIENCY

Relationships 	sociability/ability to form positive relationships
Service	giving of self in service to others and/or a cause
Life Skills	using skills including good decision-making, assertiveness and impulse control
Humour	having a good sense of humour 
Perceptiveness	insight into understanding of people and situations
Independence	ability to distance from unhealthy people and situations
Positive View of Personal Future	confidence in ability to achieve goals
Flexibility	ability to adjust to change and cope with situations 
Love of learning	capacity for, and connection to, learning
Self-motivation	internal initiative and positive motivation
Competence	is "good at something" 
Self-worth	feelings of self-worth and confidence
Spirituality	personal faith in something greater
Perseverance	keeping on despite difficulty/not giving up
Creativity 	expressing through artistic endeavour

(From "Resiliency in Schools: Making it Happen for Students and Educators" by Nan Henderson and Mike Milstein, published by Corwin Press, California, 1996)

*Resiliency ctd.*

## PROTECTIVE FACTORS IN THE ENVIRONMENT THAT FOSTER RESILIENCY

- ⊙ Establishing close bonds
- ⊙ Valuing and encouraging education
- ⊙ Using a high warmth/low criticism style of interaction
- ⊙ Setting and enforcing clear boundaries
- ⊙ Encouraging supportive relationships with other caring people
- ⊙ Promoting the sharing of responsibilities and service to others
- ⊙ Expressing high and realistic expectations of success
- ⊙ Encouraging goal setting and mastery
- ⊙ Encouraging life skills such as co-operation
- ⊙ Providing leadership, decision-making and other opportunities for meaningful participation
- ⊙ Appreciating the unique talents of each individual

(Adapted from "Resiliency in Schools: Making It Happen for Students and Educators" by Nan Henderson and Mike Milstein, published by Corwin Press, California, 1996)

*Resiliency ctd.*

## POSITIVE FACTORS THAT ENABLE INDIVIDUALS TO TRANSFORM ADVERSITY AND DEVELOP RESILIENCE

### 1) CARING RELATIONSHIPS:

- *Showing compassion, understanding, respect and interest - grounded in listening and establishing basic trust.*

### 2) HIGH EXPECTATION MESSAGES:

- *Communicating firm guidance, structure and challenge and, most importantly, conveying a belief in the young person's innate resilience. Looking for strengths and assets as opposed to problems and deficits.*

### 3) OPPORTUNITIES FOR MEANINGFUL PARTICIPATION AND CONTRIBUTION:

- *Providing opportunities for valued responsibilities, for making decisions, for giving voice and being heard and for contributing one's talent to the community.*

***"Fostering resilience is a process of connectedness,  
of linking people to interests, and ultimately to life itself."***

(Bonnie Benard, "Resiliency in Action", 1996)

***"Resilience is not [just] a collection of traits,  
but a process that builds ...over time"***

(Gina O'Connell Higgins, "Resilient Adults", 1994)

*Resiliency ctd.*

## **CONSIDER THESE QUOTES:-**

"Those of you who are teachers ---- many resilient young people [in the research study] found school to be the only systematically safe place they encountered. While they hardly went to choice schools (since many were poor), the contrast with home was extreme."

"That my subjects vividly recalled gifted teachers many decades later indicates that educators can ---- be profoundly important."

From Gina O'Connell Higgins, "Resilient Adults", 1994

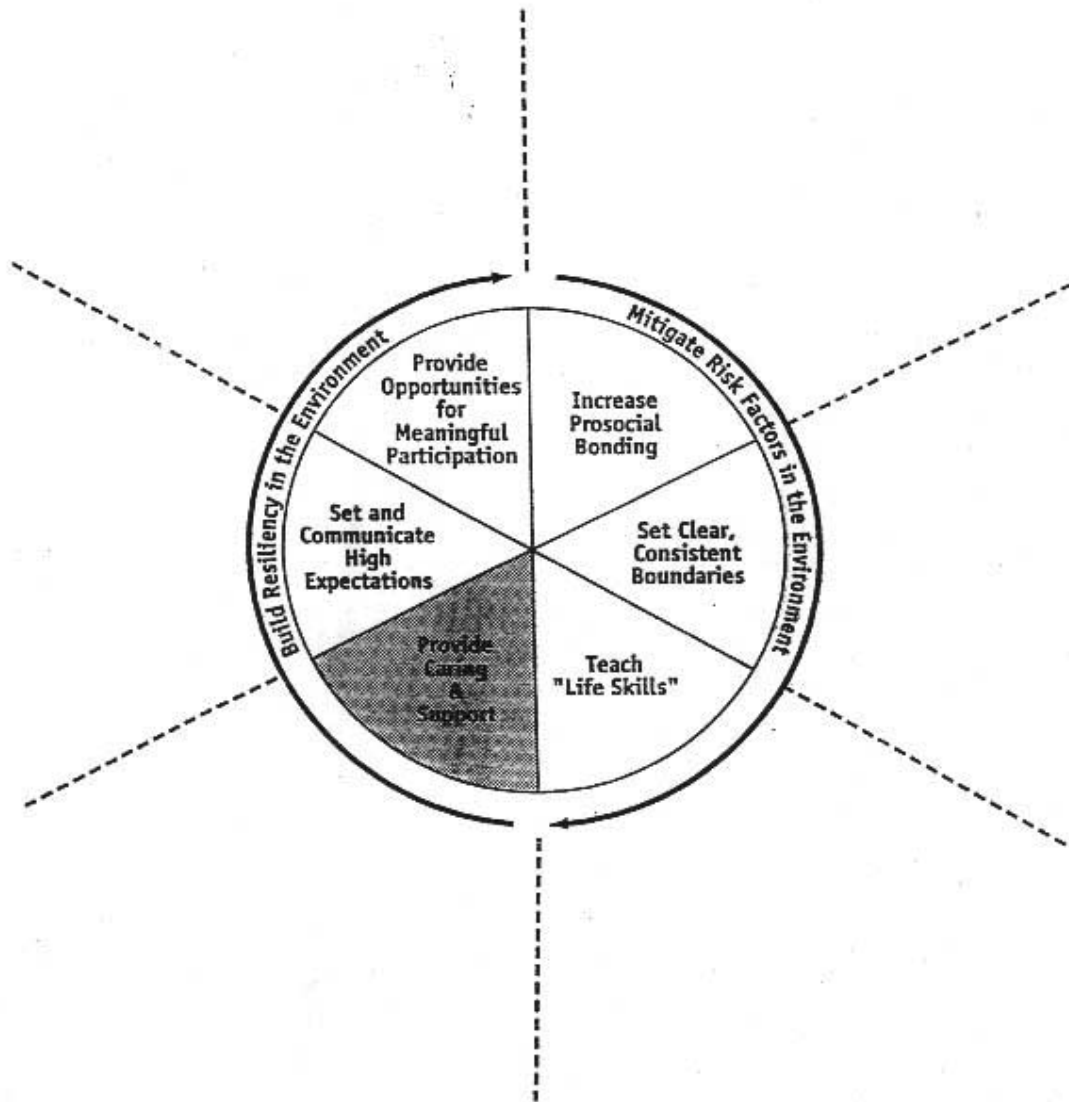
## **QUESTIONS:**

- \* *What are the implications of "resiliency theory" for teachers in AIMHI schools?*
- \* *How can AIMHI schools nurture "protective factors" to foster resilience in young people who face adversity and stress?*

## **TASK:           THE RESILIENCY WHEEL (after Henderson)**

*The diagram on the next page identifies six ways of nurturing resiliency: three that help build resiliency and three that help to mitigate risk. Fill in the spaces between the outer spokes of the wheel with ideas and suggestions that can be implemented in your school.*

# RESILIENCY WHEEL



# THE CONCEPT OF MENTORING

Several AIMHI schools have set up mentoring programmes or had an involvement with them through organisations, such as Project K.

## WHAT IS MENTORING?

The Concise Oxford Dictionary defines a mentor as an "experienced and trusted adviser".

Mentoring requires a strong commitment from both parties to listen, share, respect and trust the other party's concerns and comments. Mentors can encourage the young people they mentor to set life goals and to become aware of career opportunities and work ethics and to develop positive self-esteem.

## RESPONSIBLE MENTORING:

- Is a structured one-to-one relationship or group partnership that focuses on the needs of the mentored participant.
- Fosters caring and supportive relationships.
- Encourages individuals to develop to their fullest potential.
- Helps an individual to develop his or her own vision for the future.
- Is a strategy to develop community partnerships.

## A RESPONSIBLE MENTORING PROGRAMME REQUIRES:

- A well-defined mission and established operating principles.
- Regular, consistent contact between the mentor and the participant.
- Support by the family of the participant.
- An established organisation of oversight.
- Written job descriptions for mentors.
- Adherence to EEO requirements.
- Written administrative and programme procedures.
- Written eligibility requirements for programme participants.
- Programme evaluation and ongoing assessment.
- Risk management and confidentiality policies.

*Mentoring ctd.*

## **BENEFITS OF MENTORING:**

The following is a list of likely benefits for participants in mentoring programmes:

- ✓ Improved confidence, self-esteem and resilience
- ✓ Access to networks, opportunities and new experiences
- ✓ Help in identifying and achieving goals
- ✓ Advice and guidance
- ✓ Career - oriented experiences
- ✓ Opportunity to test ideas and talk through problems

## ***QUESTIONS FOR DISCUSSION:***

- 1. What are the advantages and benefits of a mentoring programme in the school?*
- 2. How can a mentoring programme be set up in the school?*
- 3. Which students should be targeted for mentoring?*
- 4. What do classroom teachers need to know about the school's mentoring programme?*

*Mentoring ctd.*

## REFLECTIONS ON SCHOOL MENTORING PROGRAMMES

*After researching mentoring programmes in AIMHI schools, **Kay Hawk and Jan Hill** made the following comments:*

- A major determinant of success in mentoring programmes is the **commitment** of the schools.
- **Finding a sufficient number of mentors** for AIMHI schools is difficult. Problems can arise when students have an expectation that they will be linked with a mentor and it doesn't eventuate. It is desirable to have a pool of trained mentors in reserve so that those mentors who move on can be quickly substituted.
- **One-to-one mentoring can be a cause of anxiety** for some students, especially Maori and Pacific Islands' students. Some students develop a dependency on their mentors and are upset when there is a breakdown in arrangements to share time together. Considerable success has been achieved where a small group of mentors is matched with a small group of students.
- **Communication between mentors and students is often problematic** and a cause of frustration for mentors. Many families of students do not have a telephone.
- Whilst ethnic and cultural matching of mentors and students is desirable, it needs to be emphasised **that compatible, successful mentoring relationships do develop between pairings of mixed ethnicity and background**. Some students prefer to have mentors from a different culture. The attitude of mentors, and especially their willingness to accept young people for what they are, is of paramount importance.
- **Students need to be given realistic expectations of what mentors can do for them**. If hopes are raised too high, and mentors cannot meet the expectations that students have of them, successful relationships will not develop.

***Ann Dunphy** investigated mentoring programmes in the Auckland area in 1999 and made the following comment:*

*“-----It appears that three roles are essential for effective co-ordination of student/mentor groups in schools:*

- *A co-ordinator who has credibility with both the school and mentors.*
- *A senior teacher who actively supports the programme.*
- *Administration services, probably from the Careers/Transition staff.”*

***Lou Thompson**, an experienced mentor trainer, strongly emphasises that ---*

*“-----Mentoring programmes should be community-driven but school-managed.”*



# THE CONCEPT OF RESTORATIVE CONFERENCING

## AS AN ALTERNATIVE WAY OF ADDRESSING PROBLEMS

*A Restorative Conference brings together those who have a stake in a troublesome situation - students, victims, teachers, parents and whanau, peers, community members, police, social workers etc – to talk together and to pool ideas about how to resolve difficulties and make amends. It places the young people, their families/whanau, the school and the victims in the centre of the process and gives them an active role in deciding what happens next.*

**In the process of Restorative Conferencing particular attention is paid to:**

- Emphasising restoration rather than punishment
- Meeting the needs of victims and providing them with a voice
- Acknowledging that the problem affects the lives of many people
- Ensuring the community is heard in matters that affect them

**Positive aspects of Restorative Conferencing are:**

- It encourages the development of a caring school community, emphasising respect and responsibility and demonstrating a commitment to encouraging the spirit of restitution as a key aspect of school culture
- It promotes open and direct communication
- It provides opportunity for school and community to work together
- It reduces the number of students being stood down or suspended from school

**Key requirements of Restorative Conferencing are:**

- A commitment from school managers and trustees to do more than punish and/or pass disciplinary problems to other schools and/or refer to agencies
- Skilled facilitation
- Willingness to give time to the process
- Acceptance that problems and difficulties affect many people and that all stakeholders in a problem situation have an active role to play in finding a resolution

**DISCUSSION:**

*What are the advantages and disadvantages of Restorative Conferencing in AIMHI school communities?*

*How feasible is it to introduce the process as a way of managing behavioural and disciplinary problems in the school?*

# THE CONCEPT OF THE FULL SERVICE SCHOOL

## A MODEL FOR AIMHI SCHOOLS

Communities served by AIMHI schools have a high incidence of problems associated with low income. It is acknowledged that the educational performance of at-risk young people will not improve unless the barriers to learning, created by problems that begin outside of the school, are removed. Providing integrated health and human services is one strategy to do this.

### **The concept of the full service school includes:**

- **Quality Education Provided by the School:-**
  - quality teaching
  - effective school-based governance and management
  - positive school climate
  - effective management of student behaviour and pastoral care
  - community involvement
  
- **Effective Support Services provided by Schools and Community Agencies: -**
  - health services (including health education)
  - dental services
  - counselling
  - preparation for the world of work
  - sport and recreation
  - mentoring
  - family welfare services, including child care

*The vision of the full service school combines best school practice with other services that young people and their families need. The challenge for community agencies is to bring into the school services that meet a wide range of needs. The result is "a community-orientated school with a joint governance structure that allows maximum responsiveness to the community, as well as accessibility and continuity for those most in need of services". (Dryfoos, 1994)*

# THE TU TANGATA PROGRAMME at Porirua College

Basic features of the programme are:-

- Adults living in the community - mainly parents of students - are invited into the school and attached to classes in Years 9 and 10 as **Education Support Persons (ESP's)**. The basic entry requirement is a strong desire to make a contribution in the school.
- ESP's attend classes in the core subjects (English, Maths, Science and Social Studies) to:-

1. **Learn with the students.**

They participate in lessons, complete assignments and tests and do homework which is set.

2. **Support the students.**

They help the students with class work and assist the teacher in keeping the classroom environment conducive to learning.

3. **Monitor student behaviour.**

They record attendance and check for students who arrive at class without the required materials or equipment. As well, they assess students' work output and behaviour. This information is included in a database and used to track progress. Students who are not attending and/or are not meeting work or behavioural requirements are followed up.

**N.B. Education Support Persons do not have a disciplinary role.** It is important that they are not perceived as spies or critics.

*Tu Tangata ctd.*

### Other aspects:-

- **Co-ordination**
  - One member of the team has a co-ordinating role.
- **Accommodation**
  - A room in the school is provided for the team. The room is also available to students at lunchtimes.
- **Interaction with school staff**
  - Team members attend staff briefings, join with staff for morning tea and participate in professional development workshops. There are regular opportunities to discuss student behaviour and progress with teachers.
- **Involvement in the playground**
  - Team members keep themselves visible around the school and include themselves in co-curricula activities, especially sport.

### Guidelines for Education Support Persons (ESPs):

*Leading by example and being a good role model for students. This includes:*

- *Setting an appropriate dress standard*
- *Being punctual*
- *Communicating effectively (with both students and teachers)*
- *Participating in classroom activities*
- *Portraying encouraging and positive attitudes to students and team members.*
- *Acting in a professional manner with both students and teachers.*

### Benefits of Tu Tangata to Porirua College:

- Student behaviour in the classroom has improved.
- Attendance has improved. Absences are followed up by the ESP's.
- Students are aware that they are being monitored and that they can access help with their work from another adult. Both students and teachers feel positive about having another adult in the classroom.

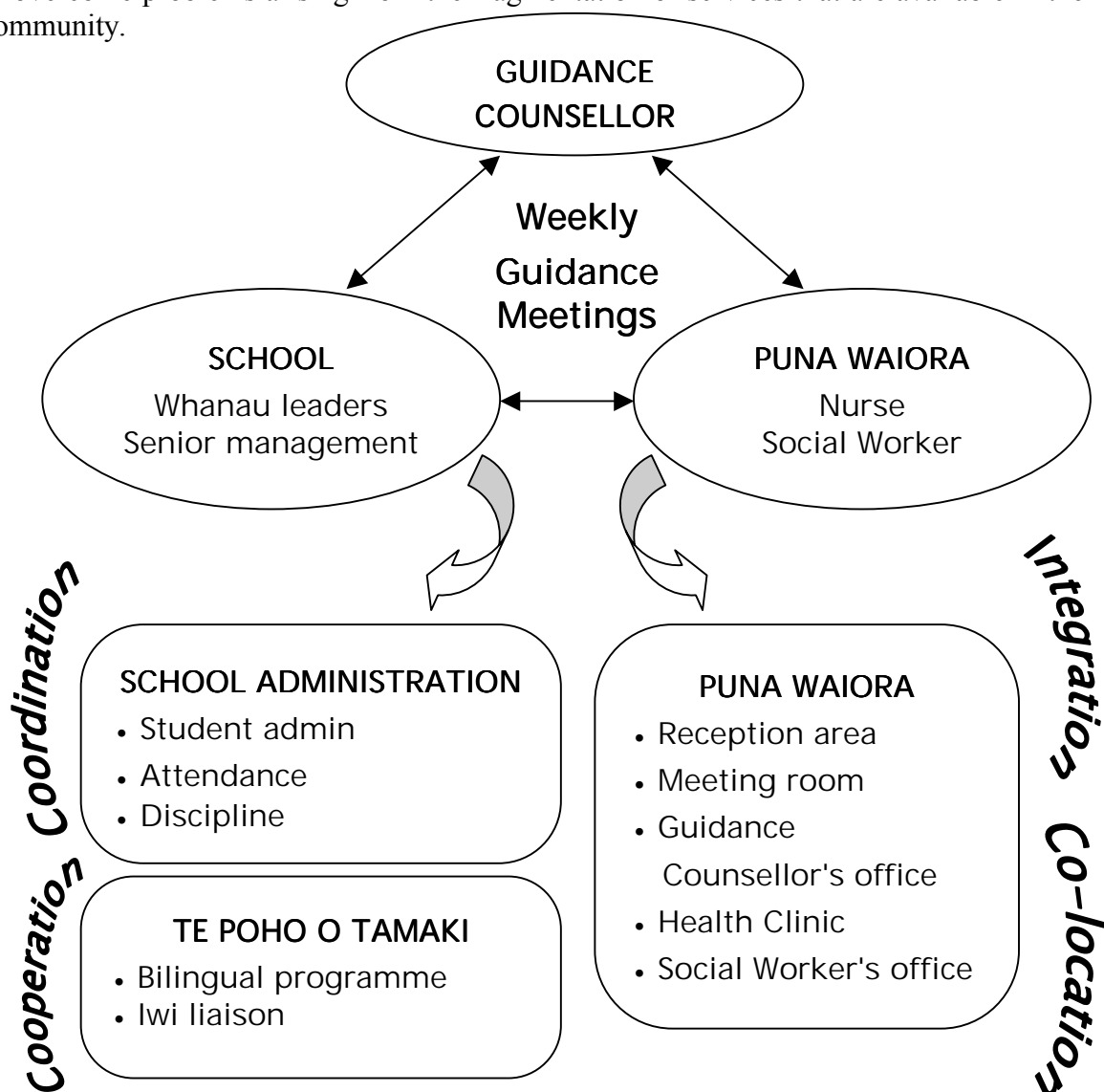
<b>NOTE:</b> Hillary College has developed a "Side by Side" programme which incorporates many of the features of Tu Tangata.
--

# THE TAMAKI COLLEGE

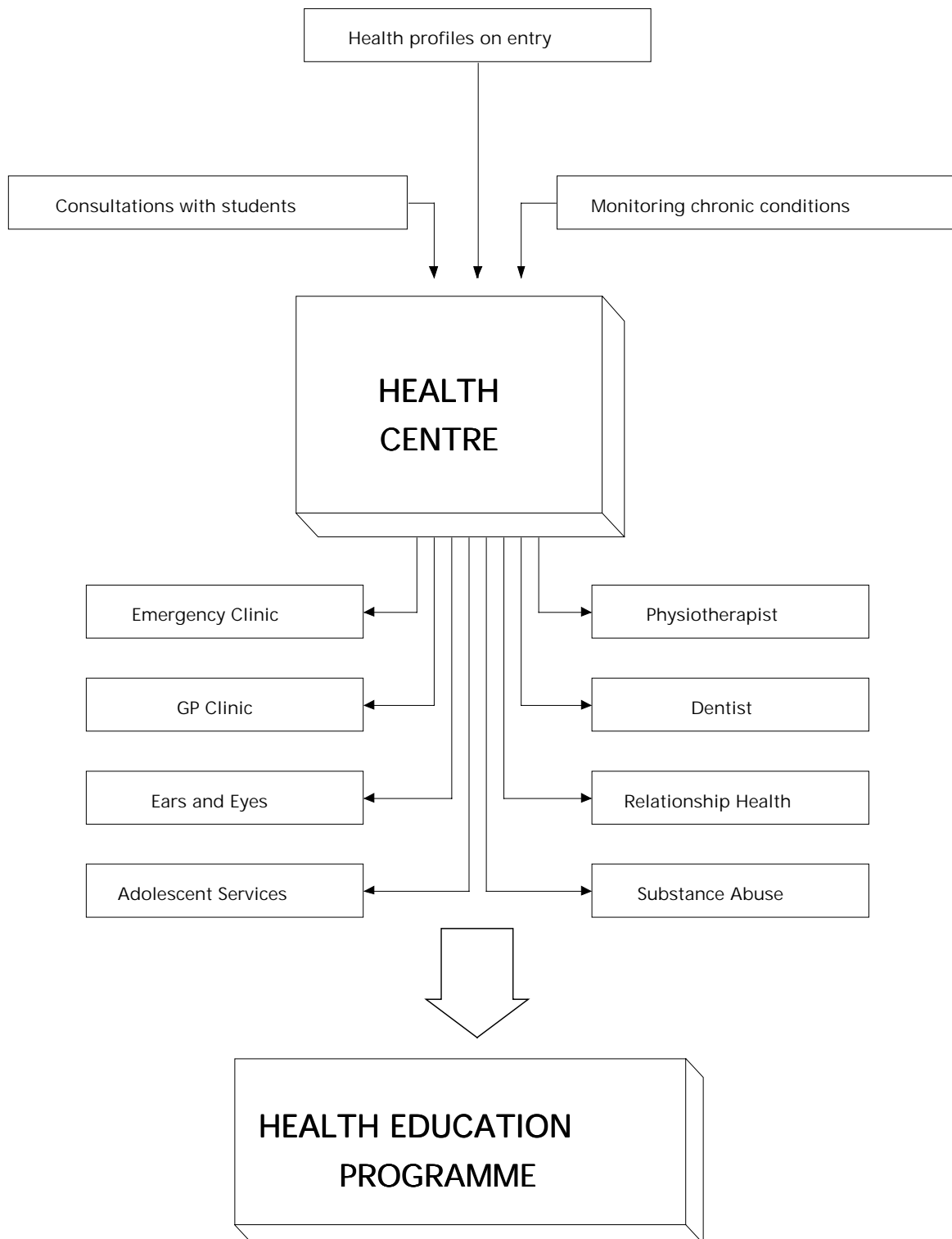
## ONE STOP SHOP

(A SCHOOL-BASED MODEL FOR PROVIDING INTEGRATED HEALTH AND SOCIAL WORK SERVICES)

The Tamaki College model integrates services for working with at-risk students. It helps to overcome problems arising from the fragmentation of services that are available in the community.



## TAMAKI COLLEGE HEALTH CENTRE



## ASSESSMENT OF THE TAMAKI COLLEGE HEALTH CENTRE

- 1) **Changes in Student Health Status**
  - Health team is more accessible
  - More student self-responsibility
  - Better awareness of health issues
  - Decrease in substance abuse
  - Improved attendance
  
- 2) **Changes in Youth Attitudes**
  - Readiness to seek help
  - Accepting more responsibility for own health
  - Improved self-esteem
  - Greater awareness of health - physical and mental
  - Feeling relaxed and safe with the nurse

### REPORTED OUTCOMES OF SOCIAL WORKER INPUT

- 1) **For Students and Families**
  - Crisis situations have been avoided by drawing together partnerships
  - Better liaison between school and the local Child, Youth and Family Services (CYFS)
  - Quicker action because case referrals are better prepared
  - More effective utilisation of community resources to meet family needs
  - Self-referral by students avoids case repetition to a range of adults
  - Increased retention of at-risk students at school
  - Co-ordination of counselling and health services in the school saves time and money
  - Families are more receptive to a school-based social worker
  - Families are more willing to give information to the school
  - Families will more readily accept intervention provided through the school
  
- 2) **For the School**
  - Increased awareness of care and protection issues needing specialised intervention
  - Crises are managed with less disruption to students
  - The social worker acts as a consultant to staff at the early stages when a student requires support
  - Confidence in referring is high because the school staff know the social worker

# "THE McAULEY WAY"

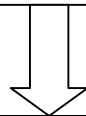
## of standardising the teaching of generic skills

Senior staff at McAuley High School decided to develop common, cross-departmental methodologies for teaching skills. The need for this in AIMHI schools was recognised by Kay Hawk and Jan Hill and recorded in the 1996 report, "Towards Making Achieving Cool". They wrote:

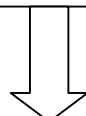
*"Some teachers --- recognise the need for students to be taught basic, generic work skills (eg setting out work, note taking, essay structures, group discussion skills) ---- in a structured and organised way, standardised across the school and transferable from one subject to another". (p. 259)*

### WHAT IS "THE McAULEY WAY"?

(1) "Lead Team" staff decide on a skill that they wish to be taught in the same way across departments.  
(the first attempt was with developing a methodology for presenting research)



(2) One HOD drafts a set of guidelines to discuss with the "Lead Team". Other HOD's are invited to submit ideas and suggestions which are collated and a 2<sup>nd</sup> draft is written.



Staff are consulted for feedback and further refinements made by HOD's. The final version is then adopted as policy for the school.

### WHAT SKILLS CAN BE PROCESSED IN "THE McAULEY WAY"?

Some suggestions (in addition to those noted by Hawk and Hill) are: setting out bibliographies; summarising; revising and preparing for exams and other forms of assessment; and transactional writing.

**"The McAuley Way" could be a model for ensuring that the Essential Skills of the New Zealand Curriculum Framework are covered in school programmes.**



## THE PORIRUA COLLEGE

# RESPECT

## CAMPAIGN

Porirua College was concerned about lack of respect for:-

- Property
- Other people
- Self

Exasperation came to a head over the condition of the girls' toilets and a "Respect Committee" was set up. The Respect Campaign was subsequently launched.

### The Porirua College Respect Charter

At Porirua College we respect ourselves, others and our school.

#### Respect for ourselves means:

Getting the best results we can each period  
Being clean  
Wearing a neat uniform  
Being on time  
Having our gear

#### Respect for others means:

Listening when others are speaking  
Encouraging people who want to learn and teach  
Looking after property of others and the school  
Being on time

#### Respect for the school means:

Wearing our uniform  
Keeping rooms tidy  
Being on time

# MORAL DEVELOPMENT: A CHALLENGE FOR AIMHI SCHOOLS?

*How do young people develop values and ideals? What makes them live up to them?*

Psychologists agree that the development of moral behaviours such as fairness and honesty is an incremental process. “Moral development occurs gradually in countless small ways including: feedback from others; observations of actions by others; reflections on one’s own experiences; cultural influences such as family, school, religious institutions and the mass media”.(1)

*For most young children, parents are the primary source of moral guidance.*

*For adolescents, peer relationships become crucial in the forging of self-identity.*

Lawrence Kohlberg’s six stages in the maturation of moral judgement.

**LEVEL 1: SELF-INTEREST**

**Stage 1 – Punishment** “I won’t do it because I don’t want to get punished.”

**Stage 2 – Reward** “I won’t do it because I want the reward.”

**LEVEL 2: SOCIAL APPROVAL**

**Stage 3 – Interpersonal Relations** “I won’t do it because I want people to like me.”

**Stage 4 – Social Order** “I won’t do it because it would break the law.”

**LEVEL 3: ABSTRACT IDEALS**

**Stage 5 – Social Contract** “I won’t do it, because I’m obliged not to.”

**Stage 6 – Universal Rights** “I won’t do it, because it’s not right, no matter what others say.”

Kohlberg’s model explains how moral maturity progresses from external discipline to more deeply held beliefs.

Does this model explain the moral behaviour of students in AIMHI schools? How do students develop to levels of “abstract ideals”?

Research suggests that in communities where there is a consensus of expectation for moral behaviours such as honesty, young people develop a strong moral identity. Where the moral influences of parents, teachers and peers are consistent with each other there are high degrees of co-operative behaviour and low degrees of antisocial behaviour among young people. This poses an interesting challenge for AIMHI schools.

**DISCUSSION:**

*What are the shared moral values of AIMHI schools and their communities? Are the moral values of teachers in AIMHI schools consistent with the moral values of parents and influential adults in AIMHI school communities such as church leaders?*

*How can schools foster and promote the development of appropriate moral values and behaviours in their students?*

(1) Damon, W: “The Moral Development of Children” Published in Scientific American, August, 1999

# FORCE-FIELD ANALYSIS

## a problem solving technique that works

### HOW TO DO IT

- Step 1: Draw a force-field chart (a large T).
- Step 2: Write the current situation at the top-centre of the chart.
- Step 3: Write the desired situation at the top-right of the chart.
- Step 4: Brainstorm for "driving forces" (pushing toward what you want) and enter them on the left side of the chart.
- Step 5: Brainstorm for "restraining forces" (preventing you from getting what you want) and enter them on the right side of the chart.
- Step 6: Discuss the chart and determine which factors could be altered to increase the chances of success.
- Step 7: Decide whether your decisions are "do-able". If they are, make a list of actions to alter the forces.

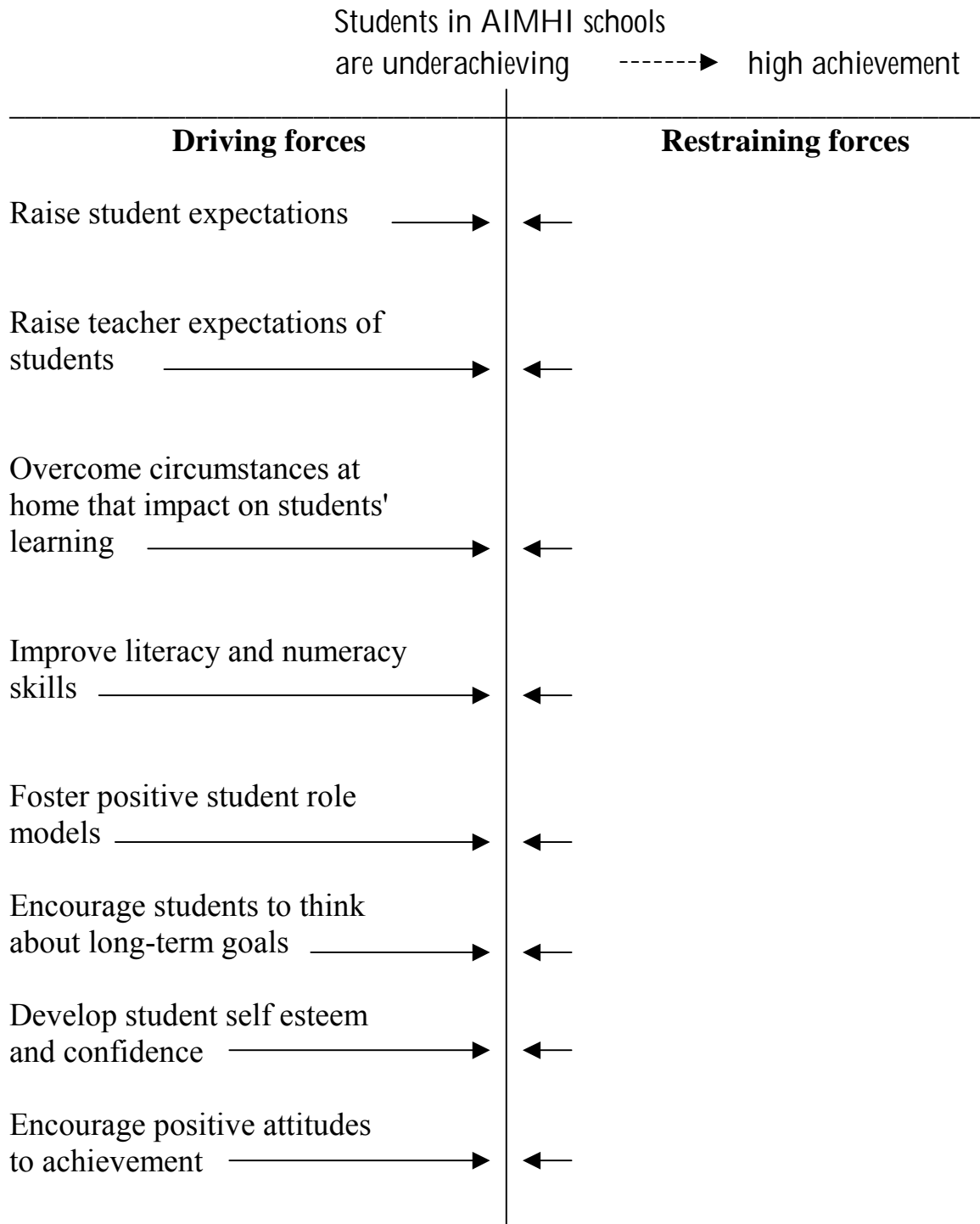
### AN EXAMPLE OF HOW TO USE FORCE-FIELD ANALYSIS

The force-field analysis can be used to identify ways to raise student achievement in AIMHI schools.

By using information on barriers to achievement from the research done by Kay Hawk and Jan Hill for the Ministry of Education in 1996 (reported in "Towards Making Achieving Cool") we can identify "driving forces" to raise achievement.

The next page shows how the force-field analysis chart is set out.

# FORCE-FIELD ANALYSIS: Barriers to achievement in AIMHI schools



## WHAT ESSENTIAL SKILLS DO AIMHI LEARNERS NEED?

The New Zealand Curriculum Framework specifies eight groupings of essential skills that all students should learn.

They are:

- Communication Skills
- Numeracy skills
- Information Skills
- Problem-solving Skills
- Self-Management and Competitive Skills
- Social and Co-operative Skills
- Physical Skills
- Work and Study Skills

*"All the essential skills are important if students are to achieve their potential and to participate fully in society, including the world of work. In planning learning programmes, schools need to ensure that all students have the opportunity to develop the full range of the essential skills to the best of their abilities". (The New Zealand Curriculum Framework, 1993 )*

### DISCUSSION:

- 1) *What essential skills should AIMHI schools focus on to best meet the needs of students?*
- 2) *Are the skill development needs of students in AIMHI schools different from students in higher decile schools? If they are, what are the implications for school curricula?*
- 3) *How can your AIMHI school ensure that the essential skills students need to "achieve their potential" are incorporated into the curriculum?*

## FOUR FUNDAMENTAL QUESTIONS FOR CURRICULUM DEVELOPMENT

**TASK:** *If you are reviewing the curriculum in your AIMHI school, start by posing these questions.*

- 1) *What educational purposes should the school seek to attain?*
- 2) *What educational experiences can be provided that are likely to attain these purposes?*
- 3) *How can these educational experiences be effectively organised?*
- 4) *How can we determine whether these purposes are being attained?*

Tyler, RW, "Basic Principles of Curriculum and Instruction", Chicago, 1949

## THINKING ABOUT ASSESSMENT

### QUESTIONS:

What are the most critical assessment issues in AIMHI schools?

What methods of assessment are effective in AIMHI schools?

*To prompt thinking, refer below to points made in a paper produced by the Victoria (Australia) Department of Education titled "Why Do We Assess"?*

"We assess to:

- 1) help students become aware of their present stage of development, to build on their strengths and acknowledge limitations to overcome
- 2) provide feedback to parents and students about student progress
- 3) monitor the effectiveness of teaching/learning programmes and processes
- 4) nurture students' sense of personal worth by being positive in direction and by emphasising individual strengths before weaknesses
- 5) focus on achievement - when satisfactory progress does not occur, or weaknesses are recognised, positive recommendations will be made on how to improve and students will be helped to cope with weaknesses in a constructive way
- 6) be both honest and just to students as individuals and as members of the school community
- 7) cover a broad range of student performance to maximise the discovery of personal strengths
- 8) provide valid and reliable indications to students, staff and parents with regard to students' development and progress
- 9) provide information about what has been learned

**TASK:** *Use the guidelines above to initiate a review of assessment policy for your (AIMHI) school.*

*Assessment ctd.*

# ASSESSMENT FOR BETTER LEARNING (Project ABeL)

AIMHI schools are improving learning and teaching by improving assessment practice through the Assessment for Better Learning project (ABeL).

The focus of ABeL is formative assessment. Planning for assessment is given strong emphasis and done in combination with planning for learning.

## **WHAT IS GOOD PLANNING FOR LEARNING?**

**Planning for a unit of work should include:**

- Achievement objectives
- Learning outcomes
- Learning activities
- A vocabulary list
- An outline of how specific barriers to learning will be managed

## **WHAT IS GOOD PLANNING FOR ASSESSMENT?**

**Assessment planning should include:**

- Summative AND formative assessment activities
- A timeline for assessment activities
- Clearly articulated tasks
- Full and clear criteria from which to assess the quality of work

### **THE ABeL (Assessment for Better Learning) MODEL**

- Clear assessment criteria which students articulate in their own words
- The use of Learning Through Language (LTL) strategies to achieve full understanding of learning tasks
- The use of exemplars to help students understand how to evaluate their own work according to the criteria and to see examples of good quality work
- Self and peer assessment: criteria, previous best performance, future goals and action plan
- Students keep a record sheet which includes a column for their interpretation of teacher comments
- Work and record sheets are shared with parents whenever possible



## ASSESSMENT CHECKLIST (ABeL)

Use this checklist to evaluate unit plans.

ITEMS	COMMENT
1. Did the assessment tasks assess the important learning outcome(s)?	
2. Were the assessment tasks appropriate for assessing the selected learning outcomes?	
3. Were the following made clear to the students at the beginning of the unit :- <ul style="list-style-type: none"> <li>• Unit objectives?</li> <li>• Assessment task(s)?</li> <li>• Assessment criteria?</li> </ul>	
4. Were the criteria clear and written in student-friendly language?	
5. Was there a self-assessment task?	
6. Was there a peer assessment task?	
7. Were exemplars used?	
8. Was there a combination of formative feedback as well as summative assessment?	
9. Were any of the assessment tasks shown to parents?	

*Assessment ctd.*

## STUDENT SELF-ASSESSMENT: THE FOUR PHASES OF THE PROCESS

*Just asking students about what they are learning and doing, or what they enjoyed, is not sufficient for student self-assessment. It is important to assess quality of work in order for them to understand what they can do to improve.*

*The following phases should be worked through:*

**1. The Knowledge Phase**

Remembering events from the past with initial concrete recording in terms of “I did” and differentiating “I liked”.

**2. The Analysis/Understanding phase**

Seeking to understand why things happened the way they did – “I think I worked well because .....

**3. The Evaluation phase**

Making judgements about the learning situation and evaluating what has been learned and achieved – “My bridge failed because .....

**4. The Synthesis phase**

Considering ways in which what has been learned can be fitted into an overall context and, in light of what has been learned, deciding upon relevant future objectives.

### **AND ---PROVIDING EFFECTIVE FEEDBACK**

*Giving feedback to students is important. Effective feedback should:*

- ◆ Be specific, in both the positive and the critical
- ◆ Offer alternatives
- ◆ Be descriptive rather than just make a judgement
- ◆ Rarely, if at all, compare the student with other students
- ◆ Focus on the task, not the person
- ◆ Be offered as soon as possible after the event
- ◆ Look forward to the specific next steps to improve performance
- ◆ Be used by the student as soon as possible after it is given
- ◆ Involve the learner, wherever possible, to improve the chance of feedback being understood and acted upon

## FEATURES OF "EFFECTIVE" SUBJECT DEPARTMENTS

A study done in the United Kingdom by Harris, Jamieson and Russ found that the major features of successful subject departments could be summarised as follows:

- a collegiate management style;
- a strong vision of the subject effectively translated down to the level of the classroom;
- well organised in terms of assessment, record keeping, homework, etc;
- good resource management;
- an effective system for monitoring and evaluating;
- structured lessons and regular feedback;
- clear routines and practices within lessons;
- a strong pupil-centred ethos that systematically rewards pupils;
- opportunities for autonomous pupil learning; and
- a central focus on teaching and learning.

(From " A study of "Effective" departments in secondary schools in the United Kingdom" by Alma Harrison, Ian Jamieson and Jen Russ. Published Set, NZCER, 1998)

# THE IMPLEMENTING OF NATIONAL ADMINISTRATION GUIDELINE ONE

## NAG 1

Each Board of Trustees is required to foster student achievement by providing teaching and learning programmes which incorporate the New Zealand Curriculum as expressed in National Curriculum Statements.

Each Board, through the principal and staff, is required to:

- i) develop and implement teaching and learning programmes:
  - a) to provide all students in years 1 – 10 with opportunities to achieve success in all essential learning and skill areas of the New Zealand curriculum;
  - b) giving priority to student achievement in literacy and numeracy, especially in years 1 – 4;
- ii) through a range of assessment practices, gather information that is sufficiently comprehensive to enable the progress and achievement of students to be evaluated;  
  
giving priority first to:
  - a) student achievement in literacy and numeracy, especially in years 1 – 4;  
and then to:
  - b) breadth and depth of learning related to the needs, abilities and interests of students, the nature of the school's curriculum, and the scope of the New Zealand curriculum;
- iii) on the basis of good quality assessment information, identify students and groups of students:
  - a) who are not achieving;
  - b) who are at risk of not achieving;
  - c) who have special needs  
and identify:
  - d) aspects of the curriculum which require particular attention;
- iv) develop and implement teaching and learning strategies to address the needs of students and aspects of the curriculum identified in iii above;
- v) in consultation with the school's Maori community, develop and make known the school's community policies, plans and targets for improving the achievement of Maori students;
- vi) provide appropriate career education and guidance for all students in year 7 and above, with a particular emphasis on specific career guidance for those students who have been identified by the school as being at risk of leaving school unprepared for the transition to the workplace or further education/training.

NAG1 *ctd.*

## How should NAG 1 be implemented in AIMHI Schools?

Discuss the following questions:

1. What teaching and learning programmes drawn from the New Zealand curriculum provide AIMHI students with opportunities for success?
2. How can literacy and numeracy skills of AIMHI students be improved?
3. What information is needed to evaluate the progress and achievement of students?:
  - literacy and numeracy skills?
  - learning related to the needs, abilities and interests of students?
4. What processes will identify students who:
  - are not achieving?
  - are at risk of not achieving?
  - have special needs?
5. What teaching and learning strategies best address the needs of students identified in Question 4?
6. How should consultation with the Maori community be carried out and how can the consultation process assist in developing policies, plans and targets for improving the achievement of Maori students?
7. What career guidance programmes are necessary for the students in the school?

**When the above questions have been discussed, and agreements reached, use the format below to write brief statements that explain how NAG 1 is being implemented in your school:**

1. [AIMHI school] provides teaching and learning programmes that enable students to achieve success as follows: ---- (finish this – make bullet points)
2. [AIMHI school] gives priority to student achievement in literacy and numeracy in the following ways: ---- (finish this – make bullet points)
3. [AIMHI school] gathers information to evaluate student progress and achievement in the following ways: ---- (finish this – make bullet points)
4. [AIMHI school] identifies students who are not achieving, or who are at-risk of not achieving, in the following ways: ---- (finish – make bullet points)
5. [AIMHI school] identifies students who have special needs in the following ways: ---- (finish this – make bullet points)
6. [AIMHI school] pays particular attention to the following aspects of the curriculum in order to meet the needs of students in the following ways: --- (finish this – make bullet points) – NB consider the essential skills of the NZ curriculum
7. [AIMHI school] ensures that teaching and learning strategies address the needs of students in the following ways: ---- (finish this – make bullet points)
8. [AIMHI school] consults with the Maori community about raising the achievement of Maori students in the following ways: ---- (finish this – make bullet points)
9. [AIMHI school] provides careers and guidance programmes for students who are at risk of leaving school unprepared for the transition to the workplace or further education/training as follows: ---- (finish this – make bullet points)

# AIMHI SCHOOLS AND THE PRINCIPLES OF THE TREATY OF WAITANGI

*Ko te manu e kai ana i te miro, nona te ngahere*  
*Ko te manu e kai i te matauranga, nona te ao*

The bird that partakes of the miro berry has reign of the forest  
The bird that partakes of education has reign of the world

AIMHI schools have significant numbers of Maori students. National Administration Guideline 1 requires all schools to --- “develop and make known to the school’s community policies, plans and targets for improving the achievement of Maori students”. This requirement reflects principles of the Treaty of Waitangi. It places a responsibility on schools to promote a philosophy or vision for the education of Maori and to help them be successful in their learning.

The principles of the Treaty of Waitangi require schools to:-

- Consult and engage constructively and honestly with iwi and the whanau of Maori students
- Be aware of, and responsive to, Maori values, tikanga (customs) and kawa (protocol)
- Develop programmes that will improve the educational achievement of Maori and help to eliminate the educational disparities between Maori and non-Maori
- Foster in young Maori an interest in learning and a desire to achieve

Evidence of commitment to the Treaty includes:

- Regular consultation and engagement with the Maori community
- The fostering of Te Reo and Maori values in the curriculum
- Acknowledgement of Maori protocols in the school on both formal and informal occasions
- Improvement in the participation and achievement rates of Maori students

## **DISCUSSION POINTS:**

1. *Do AIMHI schools have a greater responsibility to raise the achievement levels of Maori students than students from other ethnic groups, especially Pacific Islands’ students, who are also seriously underachieving?*
2. *How should the school consult and engage with its Maori community?*
3. *How can educational disparities between Maori and non-Maori be reduced?*

# CORRECT PRONUNCIATION OF NAMES

*Source: Tangaroa College Teachers' Manual*

This is an important matter. Our name is an important part of our identity and hence our self-esteem. We should emphasise that we value our students as people and one way of doing this is by pronouncing their names correctly.

Tell them that everybody has difficulty with unfamiliar names. You could try them on O'Flaherty, St John or Raleigh. Point out that your AIMHI school is full of people from different backgrounds and that we all must make the effort to learn names.

Be aware of the fact that some students, especially Samoan students, despair of ever hearing their names pronounced correctly and actually change them to make it easier.

English is different from most other languages, in that stress is very important. Every English word has at least one stressed syllable, and the position of this can change the meaning of the word e.g. desert and desert. Most other languages have an even, or more even, stress pattern and this is what causes problems with words like "Otahuhu".

Listen to the students and ask them to teach you. Try to copy their flowing pronunciation. It takes time to get it right but it is important, and your goodwill will be apparent.

Polynesian languages have fewer separate sounds than English. There are a few less consonants, but the problem for learners occurs with vowels. Although English has only 5 vowel letters, it has almost 20 different vowel sounds!

Use the following as a guide:

- A** as in father, not as in hat or mate OR short as in nut
- E** as in met or hair, not as in here
- I** as in marine, not as in hit or fight
- O** as in morning, not as in hot or mope
- U** as in rude, not as in hut

Note also that Samoan (and usually Niuean) use the letter 'g' as the equivalent of the English or Maori 'ng'. Samoan and Tongan use a glottal stop - indicated by an apostrophe - which should be spoken as a distinct break between the vowels e.g. ali'i has two separate 'l' sounds. (This glottal stop becomes a k in Maori.)

# HOMework

(an exercise adapted from material provided by  
Alison Dow, Ministry of Education)

*Fill in these starters individually.*

*Then share in a pair, then “snowball” and share with another “four” people. What conclusions can you come to? How might you use this information?*

<i>Homework is effective when...</i>	<i>Setting homework is best when....</i>
<i>Students are more likely to do their homework when...</i>	<i>The types of tasks students are set for homework: MUST...</i>
<i>Ways of coping with students who have not completed their homework could include:</i>	<i>The types of tasks students are set for homework: SHOULD....</i>
<i>Students can keep a record of their homework by....</i>	<i>The types of tasks students are set for homework: COULD....</i>
<i>Tips for checking homework include...</i>	<i>Important things about the time set for homework are.....</i>
<i>Teachers can keep a record of student homework by.....</i>	<i>Important points about parent involvement in homework are....</i>



--	--

## LIST OF SOURCES

- Bernard, Michael E., You Can Do It, Education programme published by ASG
- Butler, Kathleen A., Learning and Teaching Style In Theory and Practice, (Columbia, The Learner's Dimension, 1987)
- Coyle, Carolyn, Tools for Teaching and Learning in the Integrated Classroom, (Hawker Brownlow Education, 1997)
- Harris, Alma, Jamieson, Ian and Russ, Jen, 'A Study of "Effective" Departments in Secondary Schools in the United Kingdom' in SET, vol.1, no.5 (New Zealand, NZCER, 1997)
- Hawk, Kay and Hill, Jan, 'Aiming for Student Achievement: How Teachers Can Understand and Better the Needs of Pacific Island and Maori Students' in SET , no.2, 1998 (New Zealand, NZCER, 1998)
- Hawk, Kay and Hill, Jan and others, Towards Making Achieving Cool - Achievement in Multi Cultural High Schools (AIMHI) (Auckland, Educational Research and Development Centre, 1996)
- Heacox, Diane, Up from Underachievement, (Hawker Brownlow Education, 1992)
- Henderson, Nan, The Resiliency Training Programme: A Training of Trainers (San Diego, Nan Henderson and Associates, 1997)
- Johnson, David and Johnson, Roger, 'Co-operative Learning Strategies for Mainstreaming/Integration' in SET, no. 1 1988 (New Zealand, NZCER, 1988)
- Nash, Roy and Harker, Richard, Progress At School: Final Report to the Ministry of Education, (Palmerston North, Educational Research and Development Centre, 1997)
- Nuthall, Graham and Alton-Lee, Adrienne, 'How Pupils Learn' in SET no. 2, 1994 (New Zealand, NZCER, 1994)
- Rogers, Bill, You Know The Fair Rule, (Australia, The Australian Council for Educational Research, 1994)
- Zepke, N, Nugent, D, Roberts, C (ed.), The New Self Help Book for Teachers, (Auckland, Premier Print Services, 1996)