



Education Support Services

University of Otago Newsletter



April / 2020

Education Support Services 'Facilitating Quality Professional Learning'

He waka eke noa

While our offices are temporarily closed, Education Support Services (ESS) University of Otago facilitators are working remotely to support schools, kura and early learning centres as we all respond to the COVID-19 situation. We are able to continue to deliver your current PLD focus at a distance and we will have alternate approaches for our English and Māori medium delivery in Programmes for Students (PFS), PCT/OTTs, School Leavers' Toolkit (SLTK) and Reading Recovery.

With the move to deliver on-line learning across the education sector, we can support you to plan and implement your quality distance learning delivery.

The Ministry of Education has indicated:

'If a school or kura has an existing allocation of PLD hours funded through locally-focused PLD then they have three options:

1. The PLD can continue but delivery needs to be online until further notice
2. The PLD can be put on hold and be delivered at a later date
3. Any hours remaining in the allocation can be repurposed to get support in planning and delivering distance learning'

If you are already working with an ESS facilitator they will have been in touch with you to discuss what support you may need or you can contact your lead facilitator to discuss your requirements.

The Ministry are also providing a COVID-19 PLD support package which is targeted for schools and kura who have the greatest need for support to transition to distance learning. If you are in this position, we can work with you to explore this option.

If you, or members of your team, would like any form of support, please don't hesitate to get in touch with us at essadmin@otago.ac.nz or go to our webpage for more information on the support available at <https://www.otago.ac.nz/education/ess/>

The Impact of Streaming

Looking at the impact of streaming and how to move away from inequitable pedagogies? This article exemplifies how students respond to the challenges of high expectations in non-streamed mathematics classrooms https://ngaitahu.iwi.nz/our_stories/time-to-raise-the-gaze-tk85/

How to contact us



Office Administration

Education Support Services
Education Centre
157 Union Street East
P O Box 56
Dunedin 9054

Phone: (021) 912 167

Website:

<http://www.otago.ac.nz/education/ess>

Director:

Ian Stevens

Phone: (021) 772 381

Email: ian.stevens@otago.ac.nz

Provisionally Certificated Teachers (PCT) including Overseas Trained Teachers (OTT) with provisional certification and mentors in English and Māori medium schools/kura

We wish you well in these challenging times and know that your PCT-mentor relationship will be even more valuable as we establish a “new normal”. We continue to offer our support.

Workshops/wānanga Enrolments are open and decisions about whether these will take place face to face or online will be made closer to the date.

e PCT online modules are available for self-chosen, self-directed professional development. See our website for details of both www.otago.ac.nz/PCT

Resources for new PCTs and mentors are available at <https://bit.ly/PCTresources2020>.

Please contact us with any questions or concerns:

English medium joan.turner@otago.ac.nz

Māori medium marama.pohatu@otago.ac.nz

OTT kim.bonnington@otago.ac.nz

Programmes for Students (ALL, ALiM and MST)

The PfS Mentor team is ready to support all leaders, teachers and students involved with PfS in 2020. ALL, ALiM and MST will continue, but what this will look like will no doubt be quite different with recent events changing initial plans discussed with schools and teachers. The support will look different for each school setting. Mentors are aware of the stresses schools are under and are looking at more individualised support depending on school need.

Mentors are able to provide support via online meetings, emails and phone calls, until in a position to meet face to face. Zoom meetings, for example, could be mentor and teacher meetings, or a small cluster of schools meeting at once to work together. This process will evolve as the Lockdown tier is changed but will continue to be responsive to school need.

Schools can have all teachers involved meet with their mentor online, where support, brainstorming, planning and providing alternative ways of delivering the intervention can be discussed. We look forward to working alongside schools to keep this valuable accelerative intervention moving and providing targeted learning to students.

If you have any queries about ALiM, MST or ALL please contact the Regional Coordinators:

Mathematics, ALiM/MST - Viv Thompson viv.thompson@otago.ac.nz

Literacy, ALL – Lauren Latimer lauren.latimer@otago.ac.nz

NCEA Update

Update on the development and change to the Review of Achievement Standards (RAS) – Provisional NCEA Level 1 subject list: <https://consultation.education.govt.nz/ncea/ras-provisional-subject-list/>

NZQA <https://www.nzqa.govt.nz/about-us/news/covid-19-guidance-for-school-assessment/>

Supporting Distance Learning

Refer: <https://learningfromhome.govt.nz/> and <https://www.kauwhatareo.govt.nz/en/resource/ki-te-ao-marama/>

A supportive distance learning environment involves teachers using effective pedagogical practices that meet the needs of their students. Teachers will be working with various models of delivery, influenced by the extent to which students have access to technology. Whatever model you are working in (online, offline, or a mix of both), there are opportunities to provide your learners with effective learning experiences.

When designing distance learning:

- Identify priorities for learning – don't try to do everything that would normally happen in a classroom setting.
- Know your learners – know who has access to the technology you want to use, and who will need other options such as email or phone call.
- Consider how you will maintain social relationships – maintaining contact with learners and their whānau. Some interactions might be chat.
- Consider groupings – some things may be for the whole class, sometimes you might have differentiated tasks, senior students might have small group tutorials.
- Look at your learning objectives – How would you normally do this in the classroom? How can it be adapted?
- Think about a logical sequence of work – the most important pieces, in a logical order – not just a series of activities that are unrelated.
- Create 'manageable chunks' of learning that your students can work at independently e.g. listen to a story and do one follow-up activity; view a video clip and write three questions or comments.
- Create a routine – and keep it simple and consistent e.g. Weekly work posted on Monday, Hangout on Wednesday (or whatever is manageable).
- Not all work needs to be online.
- Keep expectations reasonable – learning sessions will be shorter in a distance environment. Students will work at varying pace through the tasks you design.
- Use your existing resources and adapt – Don't feel the need to create a whole suite of new material.
- Consider how you will keep track of individual student progress.
- Become the online mentor - Provide guidance, encouragement and constructive feedback.
- Ensure you are thinking about how the learning will progress towards the learning objectives over time.
- Consider how you can use the technological tools you are already familiar with and expand these rather than try and create something new that your students are not familiar with. Trying to teach the tool and the content in a strange environment may be difficult to achieve.
- Consider a mixture of remote activities then an online meet up in some way so you can touch base face to face in a virtual meeting space if possible such as Zoom, Google Hangouts or Skype.

On behalf of the Education Support Services team, I would like to wish you all the best for Term 2. While it is still unclear how schools and kura may be operating during this term, we would like to continue to provide support where ever we can and in whatever way possible.

Kia kaha,
Ian Stevens
Director Education Support Services