



MTEL8008 Project Plan

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Related Assessment Criteria	Necessary Assessment Components	Marker Comment
Analyse challenges in education through the development of methodologically and ethically sound project plan.	<ul style="list-style-type: none">• Introduction/context	Kia ora Jess, this is a wonderful proposal - timely, well thought out and powerful. It is excellent that you have the support of your school and the SLT, and this demonstrates their confidence in you to lead this change.
	<ul style="list-style-type: none">• Evidence of challenge and practice change initiative	
	<ul style="list-style-type: none">• Discussion of action/response to the challenge identified	You have identified the challenge clearly, although when it comes to your report, and your dissemination of findings there could be more emphasis on this digital divide and one of the contributing factors is related to the efficacy of the teachers in charge of the lessons and the access to quality learning experiences, as this is important in providing a catalyst for change. You have a great platform to build this on with the e-pedagogy group, make sure that they are involved in the project at all stages.
	<ul style="list-style-type: none">• Risks and mitigation of risks	
	<ul style="list-style-type: none">• Methodology<ul style="list-style-type: none">◦ Framework - inquiry model◦ Research tools◦ Timeline	There seems to be some crossover in teacher agency, and effectiveness of integrating computational thinking and digital technology skills, the proposal needs to be clear on what the outcome will be. If it is teacher agency you need to clearly define what this will look like in your school context. Efficacy is easier to measure and quantify than agency.
	<ul style="list-style-type: none">• Bibliography (at least 10 sources)	
	<ul style="list-style-type: none">• Resources required to undertake project	With regards to rogers innovation cycle what strategies will you use to engage anyone beyond the early adopters, and a wider range of staff beyond who opts into the programme?
	<ul style="list-style-type: none">• Ethical considerations	

		<p>early adopter group of teachers.</p> <p>A small side note, in the plan it mentions that the resources developed will be the property of the teacher, unless your school has an alternative agreement generally all schools operate in a model where all resources created by staff teaching at the school are the property of the BOT and need approval to be shared anywhere beyond the school - perhaps worth checking.</p>
Critically reflect on the potential impact of project plan on equity through education, collaboration and leadership.	<ul style="list-style-type: none">• Project/research aim	You have a good understanding of your own leadership in this context, perhaps think about looking at a more distributed model, what opportunities are there for co-construction, and sharing of responsibility, especially with peers and staff - could this be built into the programme, and perhaps the hui experience?
	<ul style="list-style-type: none">• Research questions	
	<ul style="list-style-type: none">• Identification of stakeholders	
	<ul style="list-style-type: none">• Dissemination of findings (closing the loop)	
	<ul style="list-style-type: none">• Leadership, collaboration and social justice elements of the project	
Analyse ethical issues relevant to project plan and include strategies to mitigate and manage risks to learners and communities.	<ul style="list-style-type: none">• Ethical considerations	Filled in, no problems with this.
	<ul style="list-style-type: none">• Appendix - including learning agreement	
Outcome		
Not Competent	Pass with Requirements	<p>Competent (+ any recommendations)</p> <ul style="list-style-type: none">• Establish if this is looking into teacher agency or teacher efficacy, when this is clear make sure this is communicated well• Mitigate risk involved in asking for student feedback on teacher lessons by discussing with teacher participants early, providing opportunity to opt out of this step, and perhaps co-construct the questions with the early adopter group of teachers.• Start thinking about the wider staff group, could you involve them with early momentum?