

11.0 Leadership Collaboration

Jessica Petersen | 1503729

My contribution assessment is based on the artifact proposal put forward by Alice Todhunter. My feedback documentation is provided on the pages below.

I think that my feedback on the whole was very constructive. I made a clear effort to focus on both positive and constructive feedback, and also to provide feedback on areas that could benefit from further consideration.

I think that I was able to point out a number of areas that could be better explored by Alice, and that this was a core aspect of my feedback to her. I think that I provided a clear explanation of why these areas would benefit from additional consideration and also linked it well to theory, especially in point eight where I provide some relevant literature that could be used to support Alice's proposal. This would benefit her in the situation where she would need to present her proposal to her principal or educational experts as she could demonstrate that her ideas are supported by relevant theory. I would have liked to include more of this within my feedback and will consider doing that next time so I can further improve my contributions in this area.

I felt that I usually worded my feedback in a way that was respectful, and rather than critiquing her as a person, I focussed entirely on ways that the plan itself could be improved or better thought-out.

I brought my own opinion into the critique in point eighteen. In hindsight, I think that this may not have been the most effective way of getting my idea across of grades as part of the process of identifying where a learner is at. I think that in the future it would be more beneficial to look into and reference some existing research on the topic so that my feedback is less biased and more theoretically-based.

I felt that my critique of Alice's planned leadership strategy was especially well-written. I felt that I very clearly explained my own understanding of distributed leadership and critiqued her proposed leadership strategy in a way that was respectful, but also firm in my own understanding. I believe that it really helped to solidify my own understanding of distributed leadership and allowed me to share it with Alice.

In Alice's post on Google Plus, she specifically asked for feedback from others in regards to the solutions that other schools employ to combat her specified problem. I did not address that in my own feedback. I feel that I was unable to answer her question in the scope of the feedback document and that it would be better suited to a discussion post where everyone could share their ideas.

I felt that the number of points I made could be overwhelming to Alice, and while I think that all of the points I made were relevant, they could have been condensed into a shorter list of ideas. I think that I personally would prefer to receive a list like the one I have provided to Alice, but I recognise that it may be overwhelming to others and that maybe a shorter list format should be considered.

The What	The Who
<p>Problem ①②③ The problem is that there is very little transfer or tracking of numeracy levels as students move into and through the junior school and in to year 11 at Te Puke High School. This means teachers have students come in to class with little idea of their <u>prior knowledge</u> meaning it can take a long time to differentiate tasks for learners at the appropriate levels. It is also difficult to coordinate <u>quantitative evidence</u> of learning occurring in the junior school.</p> <p>Astle marks and report comments are on KAMAR, but LOMAS marks, and an easy way to track progress is not available at the moment. <u>It is also disjointed if you want to find information about a whole group of students, for example, your class.</u></p>	<p>Main Stakeholders ④ <ul style="list-style-type: none"> Learners Maths department teachers, in particular those who teach in themes. <p>Teachers are affected by the problem. They have to look at a range of sources to get information on their students. In particular they find it hard to find out about SENCO, LOMAS and ASSTLE data as they are stored in difficult to access locations separately.</p> <p>I particularly need to ensure the system is easily accessible to math staff, easy to use, and easy to understand.</p> </p>
<p>Solution ⑤ My solution is a method of tracking these numeracy levels as they move through from the intermediate or feeder schools and travel through the school.</p> <p>I am planning on this being through a easy to navigate spreadsheet but am <u>unsure on how best to do this.</u></p> <p>Point of difference ⑦⑧⑨⑩ This transition of information will benefit students by providing clear levels that they are currently at and showing clear progress as they develop throughout the year. This will mean the <u>learning is targeted at their particular level.</u></p> <p>It will also benefit teachers by being <u>easy to use</u> and making <u>all the information in a centralised location.</u></p> <p>My point of difference is that it will be easy to navigate and easy to track students as they move through the school. It will centralise all the information and provide valuable information for teachers as new students come in to their class each year.</p>	<p>Early Adopters ⑥ The early adopters will be teachers in the math department who are looking for ways to track there learners and show evidence of learning throughout the year.</p> <p>Subsequent Groups ⑪⑫⑬ Subsequent groups will be the rest of the math department as they adopt the program.</p> <p>Theme teams may also be a subsequent group as they want information about the students in their theme.</p> <p>Other departments in the school may also follow this, particularly the English department, as they also do Asttle testing, and the <u>science department</u> with the tests they use.</p>
<p>The How</p> <p>Resourcing ⑭⑮⑯⑰ My time - I will use my non contacts to implement the solution. I will <u>collaborate</u> with Sonia in her non-contacts as the leader of learning in maths. I will also get some expertise from Luke in the math department in terms of the coding of the google sheets.</p> <p>Expertise - depending on what medium I will use to store this information I will either have a <u>fairly good idea for how to use it (google sheets)</u> or not such a good idea for how to use it.</p> <p>Sustainability ⑰ The sustainability will depend on the ease of use of the system. Whether it is <u>easy</u> to fill out for subject teachers and whether it is <u>easy</u> to navigate.</p> <p>Ideally it will be easy to use and a method to track all students on their journey through the junior years at TPHS. Things that could challenge the sustainability include it being <u>too hard for teachers with less experience</u> with technology to input data, it <u>taking too long</u> or <u>being too difficult</u> to input data or it being in a location that is <u>inaccessible</u> to staff or it not being <u>easy</u> to <u>order students</u> in to classes.</p> <p>Key Metrics</p>	

<p>I will be able to tell because people will be able to identify the priority learners in their class easily and the learners who possibly already need extension before coming in to the class. I will also be able to tell because all of the data will be entered.</p>	<p>(19) (19) —yes but will be able to put it together? Sustain.</p>
<p>Key research</p> <p>I have conducted my own research in the form of a google form around what teachers would like tracked for their students and to know about students before they come in to their classes. Professional knowledge from Sonia, the leader of learning, and my peers in other schools for how they track learning in their schools.</p>	<p>(20) (21) (22)</p>
<p>Scalability</p> <p>I will provide opportunities for a similar template to be used by other subjects, in particular English, and Science, so that all teachers in themes can identify priority learners across other subjects.</p>	<p>(23)</p>
<p>The Why</p> <p>Impact</p> <p>I think it will particularly benefit our priority learners, those who need extra support and those who need extension, as they will be identified before they come in to the classroom at the start of the new year. I also think it will benefit the maths department as they have a way of tracking or quantifying the improvements made throughout the junior curriculum years.</p>	<p>(24) (25)</p>

- ① Have you considered how clearly the use of past grades will indicate the prior knowledge of learners? Grades can be useful but will it be used in conjunction with another method of gathering + evaluating prior knowledge?
- ② What is meant by "quantitative" in this context? Is it to build a clearer picture of each learner overall? Is there any qualitative data that could be gathered too? This could have a more significant impact if both grades and comments are able to be considered as it will give more detail around the grades themselves.
- ③ I think this was an excellent point! This disjointedness sounds like a tough problem to overcome.
- ④ Mention is made of learners as key stakeholders but no additional information is given. Could you be more specific about the role that learners will play as stakeholders in this solution?
- ⑤ I think it's really great how you've identified that your lack of knowledge in implementing this is a challenge of the idea. Great way to be critical!
- ⑥ This is a great, clear definition of exactly who your early adopters will be. Very nice!
- ⑦ Could you be more specific about how exactly your solution will show clear progress of where students are at throughout the year? Based on my understanding, it seems that your solution is likely to collate and display information about where your students are at, while the actual grades are the things that are demonstrating progress.
- ⑧ You talk about learning being targetted at learner's individual levels, here might be a great place to mention the benefits of differentiation and how it relates to your solution. Carol Tomlinson has some great research on this. Sounds like your catering to "learner readiness". Vygotsky's Zone of Proximal Development may be useful too!
- ⑨ These are great goals for the solution and are a clear point of difference to the current system. :)
- ⑩ Does point of difference refer to the difference between the problem and your proposed solution, or does it refer to the difference between your proposed solution and other possible solutions?
- ⑪ It's interesting that you have split your department members into both early adopters and subsequent groups. Why have you chosen to do that?
- ⑫ I would love a little bit more explanation on what a "theme team" is - this probably isn't relevant feedback for people inside of your organisation though!
- ⑬ How would your English and Science departments benefit from your solution as subsequent groups? Do they also have results from multiple systems? How could you expand your solution to be beneficial in even more curriculum areas?
- ⑭ Awesome mention of actually collaborating with others to build your solution - I totally didn't think of this - well done!
- ⑮ You said in "solution" section that you are unsure of how to best implement your solution, then here you mention it will be Google Sheets - there is some disconnect here.
- ⑯ This statement is quite confusing in the way that it is worded. Would you consider rewording it?
- ⑰ Great clear ideas on the specifications of the solution
- ⑱ Perhaps consider rewording this to state that it is likely to help you identify different learners, as, in my opinion, grades aren't the "be all and end all" of understanding where a student may sit in a classroom
- ⑲ You mention that all data will be entered - does this mean that teachers will enter in the data themselves? If so, it's a great measure for success, but I have concerns about the sustainability of the project in this case. Maybe some further research could be done with stakeholders to explore the suitability of implementing your solution in this way.
- ⑳ Great idea getting some research done before you try implementing your solution!
- ㉑ You mention that you have/intend to look into what other schools do already - this is a wonderful idea! Do you plan to evaluate the solutions of other schools before you implement your own solution to ensure that it is truly the most suitable solution to your problem?
- ㉒ Great early mention of distributed leadership. Distributed leadership does, however, rely on utilising the strengths and passions of "followers". I think that making everyone "responsible for their own data and students" is not truly distributed leadership. It sounds more like straight delegation which is not the intention of true distributed leadership. Perhaps a better implementation of distributed leadership would be to use the skills of group members to your advantage - for example Luke from the math department mentioned in the "resourcing" section may have some scripting skills that would allow you to import all of the information directly without relying on teachers to import it manually. Alternatively, situational leadership may be more suited to the implementation of your solution as directing or delegating may be useful for teacher stakeholders while Luke and Sonia may be in a more supporting or coaching role.
- ㉓ See 13.

②4 See 18.

②5 See 2 + 7.

* Additional thought RE: Ethics

Have you made any considerations about storing the student data in a google sheet? There may already be policies or guidelines in place in regards to this.