

**Rototuna Primary School
Knowing Our Impact - Making Data Real**

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Abstract

Mike and Kylie are Principal and Deputy Principal at Rototuna Primary School in Hamilton, New Zealand. They have been part of the four person leadership team for the past four years. Mike has been at the school for six years. Rototuna Primary School opened in 2003, with 102 students and grew rapidly. Currently, in 2014, the roll is 710 (rising to 770 later in the year). Students are taught in 31 classrooms.

The past four years has been a period of change and innovation as the leadership team, middle management and staff work together to manage workload and put their collective energies into what matters most – student learning and achievement.

The school's journey has focused on making better use of data to provide more targeted teaching and learning, and to accelerate learning, particularly for at risk students. Engaging teachers in the data as they endeavour to provide quality learner-centred education for all students has been at the heart of changes.

In this paper, Kylie and Mike take you through the process of identifying a method of engaging teachers in the data (Sharratt and Fullan, 2012) and adapting it to the situation in their school. They link the process to their school vision and mission statement and show how they supported teachers to create the space for the process to happen within the normal school day.

Teachers have approached the model in different ways and have innovated on the original vision held by Kylie and Mike, to meet their teaching team's specific needs. The article explains how this approach has created ownership by the teachers at the chalk face and a sense of collective responsibility for student learning. With data showing a significant shift in student achievement after 12 months in the target curriculum area, mathematics, the process is meeting its intended aims.

School Leadership Model

Rototuna School is led by a team of four made up of the Principal, two Deputy Principals and an Assistant Principal (who has an 80% class teaching component). In this article, this group will be referred to as the senior leadership team (SLT). The SLT is responsible for the strategic direction and the organisation of the school, implementation of the annual plan, professional development, teacher support, school wide assessment and monitoring student achievement.

The school is organised into seven teaching teams. Each team includes all students at a specific class level, for example all Year 1 students, and includes 4-5 teachers. Each team includes a senior teacher responsible for leading and

supporting the team. These senior teachers, along with the SLT form the school's senior management team (SMT). The SMT meets fortnightly. These meetings focus on developing the leadership skills needed to enable them to support classroom programmes and school systems, as well as providing a forum for coaching senior teachers.

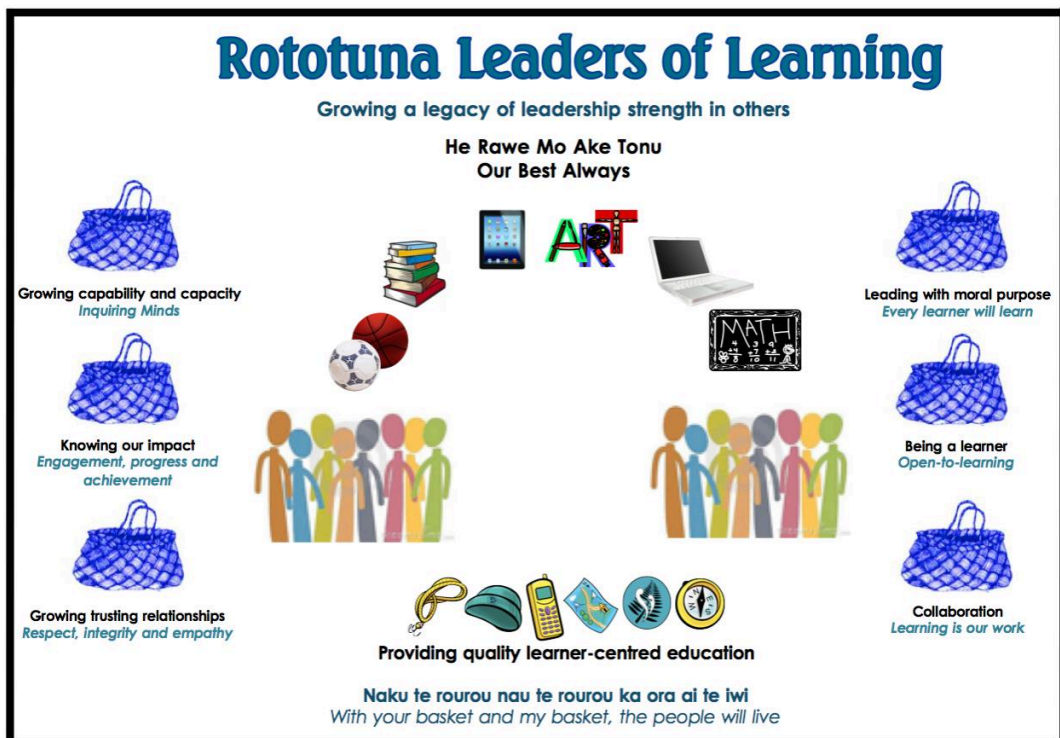
Each SLT member is attached to two teaching teams. They attend the weekly teaching team meetings, which means they are aware of the teaching and learning issues and challenges in each classroom. With the team, they can consider solutions. Attendance at these meetings also enables the SLT to be familiar with the ongoing progress of individual students within each team.

A third tier of leaders includes a Learning Enhancement team, comprised of three additional teachers who specialise in developing programmes to support students at risk. These staff members work with students who require reading recovery, support for special needs, or students who are English as Second Language (ESOL) learners. Other leaders support ICT, school curriculum foci, sport and cultural activities. The SLT believes that this model of layered leadership provides the basis for effective leadership of learning resulting in improved student achievement.

Leadership – Some Beliefs

As a SLT we wanted to create a vision that would enable cohesive leadership in moving our school forward. We wanted our vision to be something more, not another system that tells people how to get their job done. When creating our vision, we acknowledged and valued that the strength of our place is our ability to work collaboratively to make a positive difference for all students. We were inspired by our people (leaders and learners) and drew on the valued contributions that they make to our place every day. Our vision honours the people around us by acknowledging that every person at our place is a leader of learning.

Figure 1: Vision at Rototuna Primary School



Through our vision, we have made a commitment to grow a legacy of leadership in others and value six core areas:

- **Growing capability and capacity** – Inquiring minds
- **Knowing Our Impact** – engagement progress and achievement
- **Growing trusting relationships** – respect, integrity and empathy
- **Leading with moral purpose** – every learner will learn
- **Being a learner** – open-to-learning
- **Collaboration** – learning is our work

This vision is our touchstone, our way of being, and guides us in our work. (Figure 1)

Beliefs About Leading Learning

Research in the Best Evidence Synthesis (BES) on Leadership and on Professional Learning finds that leadership is the key to effective professional learning and student development. What leaders value, counts. As the SLT, we value building teacher capability as the key to raising student achievement, so we implement whole school professional learning.

At Rototuna, whole school professional learning involves a focus on a major curriculum, delivered by an external consultant in partnership with the SLT. The consultant provides learning through workshops, intensive in-class observations and support. There are also up to two minor foci covered by in-school expertise.

We have fortnightly staff meetings entirely focused on teacher development. Most of the time this is delivered in three professional learning groups, with teachers grouped across teaching levels. The school leaders facilitate these sessions. From time to time we spotlight learning (we call this bright spots) by asking teachers to share their practice with small groups of colleagues. This is another example of the peer culture being the driver of change (Fullan M, 2011).

We also support teacher development through our Teaching as Inquiry programme, where teachers bring wonderings or noticings to the table to formulate an inquiry focused on a group of students. The twice yearly teacher observations are focused on this group of students. The final stage of the inquiry is when individual teachers meet with a leadership member to reflect on this learning. The professional learning groups, the consultant's work and discussions at team meetings, support their inquiry.

Through our focused leadership, we aim to build teacher capability by providing the professional learning to grow capacity and enable teachers to identify needs and solutions for student learning. Our often repeated mantra is 'learning is our work' (Fullan) and this is enhanced by our approach to professional learning, as explained later. Through our approach, we aim to build sustainability by creating and growing leaders, coaches and mentors.

Professional Learning is highly valued in the school. This relates to the identified needs of the students. The school has a belief that effective professional learning needs to be delivered to the whole school. Generally a consultant is employed to support the direction and ensure that there is a support team to assist teachers when the programme finishes. This ensures sustainability. Most staff meetings take the form of working in Professional Learning Groups, which are led by the Leadership team members. These generally relate to the Teaching as Inquiry process in which all teachers are participants.

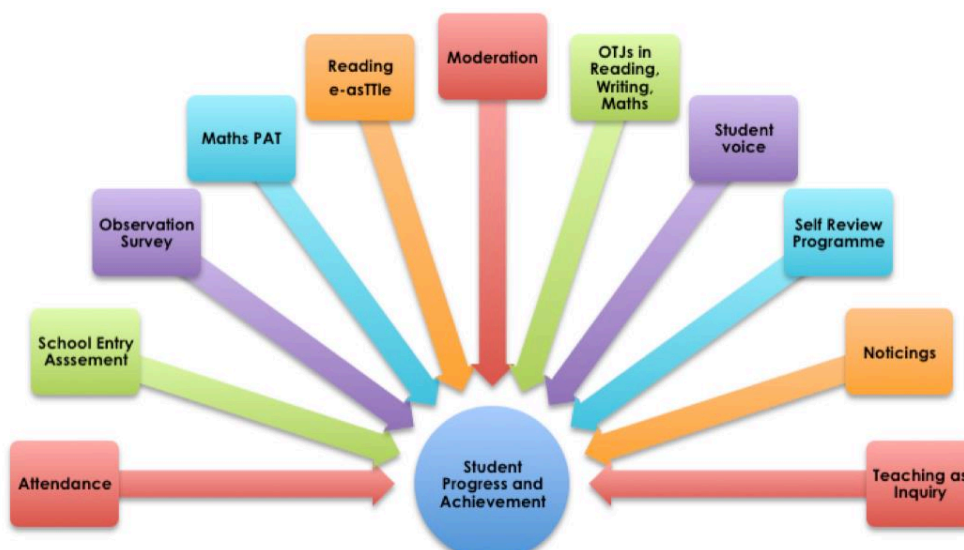
The school mission statement is 'providing quality learner centred education' and sound formative practice sits at the heart of teachers striving to achieve this goal. The vision of our school is centred on the Rototuna Learner and 'Our Best Always' motto. The Rototuna Learner encompasses all that happens in the school, with a focus on empowering student's dispositional growth through the six facets of the Rototuna Learner: effective communicators, researchers, thinkers, team players, self-managers and risk takers. Every classroom has an Independence Pathway so that students can explain where they are with their learning. They all understand the independence learning pathway that links to their learning and the growth as a Rototuna Learner. The key to this growth is the relationship that exists between the student and teacher in partnership with the family (Bishop et al, 2003).

Knowing Our Impact - Making Data Real

Schools collect a great deal of data, from a wide range of sources. It can be argued that in many cases there is an 'over-gathering' of data. It is a challenge for schools to manage data so that it has meaning for all stakeholders and contributes to the teaching and learning of all students.

At Rototuna Primary we continually review the data we collect to make sure that it is valid, reliable and purposeful, and contributes to the progress of the student (Figure 2). If data isn't informing where to next for a student, why are we collecting it?

Figure 2: Data Collected



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There are many sources of data, such as: standardised tests, samples of student work, attendance data, student voice, observations, anecdotal notes, discussions, self-review, noticings, reflection and teaching as inquiry.

To gain the most from the data, we need look at it through the two lenses:

Manageability: is the collection of data something extra or something we do as part of teaching and learning?

Purpose: does the data contribute to the next steps in learning for individual students?

As a leadership team, one of the key skills that we have modeled, when making sense of the information gathered, is the ability to 'mine the data'. The surface figures don't tell the full story that sits behind the numbers. As leaders we look for trends and ask: "are there patterns emerging in some year levels or some classrooms?" We need to be aware that a score or a level does not have meaning unless all the components are broken down and considered. As leaders, we need to acknowledge what the data tells us about the school overall, while at the same time, searching to find out more. The data from noticings while working with a team or a group, can greatly enhance the information gained from a standardized test or collated national standards data.

The leadership team mines the data and shares their findings / wonderings with team leaders and other classroom practitioners, to encourage them to explore the overall achievement data more deeply. For example, recently, we looked at some individual reading results and noticed, with some probing and drawing on our anecdotal evidence, that while the students were achieving well, they had gaps in their phonemic awareness skills that needed to be further developed to ensure future literacy progress and success.

There is a need for classroom teachers and teams to know about the names and needs of learners if they are to plan differentiated programmes to meet the needs of the students that they teach. It is this belief that has motivated our search for an effective and meaningful way to engage teachers with the data.

Using Data for Multiple Learning and Teaching Purposes- the Journey to Date

Data has many uses and purposes and these need to be clearly identified. We gather data from professional learning situations, target groups that we monitor, the teaching as inquiry process, the learning enhancement programmes (these support learners to make accelerated progress), our Faces Boards (Data Walls, L. Sharratt, 2008-2014) and the related team action plans, and of course our ongoing formative practice and learning discussions. This data feeds into the decisions we make when assessing student's achievement against the national standards. To be effective, teachers need to have a deep understanding and knowledge of the curriculum to enable them to engage in the moderation process, and to make the numerous daily decisions about *where to next* with each and every student. Growing teacher pedagogy alongside raising student achievement is critical, so

the findings from data analysis feeds directly into the professional learning programmes, the directions of the professional learning groups and the identification of students requiring enhanced learning support (Figure 3)

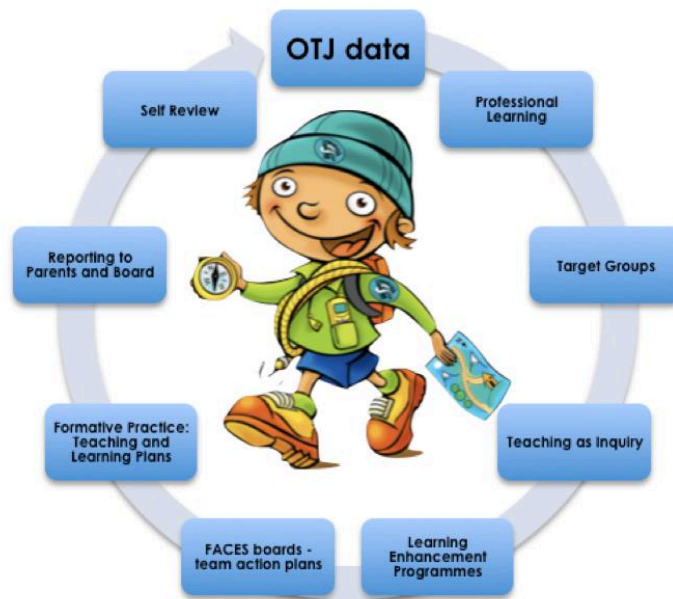


Figure 3: Overall teacher Judgements (OTJs)

As with most schools, we have been on a journey to discover the best way to engage teachers in data so that students achieve their best always. A few years ago when analyzing data, the senior leadership team, focused on reading, writing and maths data, with the analysis being on the numbers, not the faces. We broadly identified needs which led us to question whether we 'truly knew' our students or school and how best to move forward. We recognized that it was those at the chalk face who knew their students best and it was these people who needed to also know their student's needs. To this end, we have reduced the formal data gathered in the first term to enable teachers to have the time to get to know their students as learners and to form the relationships necessary for them to support learners.

About four years ago, in an attempt to focus on 'faces', not just numbers, we moved to a teaching team based system based on 'focus students', where teams tried to track those students who most needed support. The 'focus student' system involved each teacher in the team identifying a student or students who required support in a priority curriculum area, such as writing. At each team meeting, a teacher would share their thoughts about how their 'focus student' was progressing, what they could do, what their identified gaps were and what the teacher was doing to help them. The role of the team leaders was to engage other teachers in the process, formulating team solutions to the learning needs of the student. There was a dual purpose to this process whereby the learning of the identified student(s) was accelerated as well as building teacher capacity through growing their knowledge of effective practice. However, over time, we noticed that it was the same students' names and solutions being presented and the

process became superficial where teams filled in the boxes and got the task done, rather than engaging in deep learning talk about teaching and learning.

Through this same process, teams put forward names of students who needed support, and then withdrawal groups were designed to meet the identified learners' specific needs. But, as most have found, students don't really like being withdrawn from the class, and often, teachers see the withdrawal groups as a way of not having to cater for their needs within the classroom.

As a leadership team we knew that having teams actively engaged in analysing the data was crucial to making a positive difference to student learning, as demonstrated by the research from *Picking up the Pace* conducted in South Auckland in the 70s-80s. It was clear to us that we needed to shift our practice to make the data real. The question was how or what would work?

Making Data Real – Putting FACES on the Data

In January 2013, Mike attended the *International Congress for School Effectiveness and Improvement* (ICSEI) conference in Chile and heard Michael Fullan speak about the success of a process being used in Ontario to successfully raise student achievement. At this conference, he met Lyn Sharratt, who works with Michael Fullan, and discussed the process with her.

Mike shared Sharratt and Fullan's book *Putting FACES on the Data – What Great Leaders Do* with the SLT, who were excited about the potential of this approach and considered how to best implement the concept of putting Faces on the Data. To assist our decision making, we considered the fourteen parameters listed in *Putting FACES on the Data – What Great Leaders Do*, to ensure we were in a position to introduce the Faces Boards. (We cover how we assessed ourselves against the parameters later in this article).

Our vision for putting FACES on the data linked directly with our inquiry into how we could sustain the impact of our whole school professional learning. The concept of putting faces on data, and using data about learning in a more targeted way to inform teaching and to monitor progress for individual students, represented the 'gap' we knew existed in our current use of data.

We had some challenges. We didn't want to increase teacher workload. We didn't have a space where we could display student's 'faces' and relevant data so that teachers could confidently and regularly contribute to the success of all, while at the same time safeguarding the privacy of the students.

At a 'think tank' meeting, the SLT discussed at length how a system could be designed so that it was manageable and portable. With a staff of 31 classroom teachers, we thought it would be challenging to look at the data school-wide, so we decided to have the 'FACES' system operate at team level. We wanted teams to have ownership of the data and also a system that ensured some level of accountability. This meant that whatever system was put in place it had to be portable so that team leaders could share the progress and achievement of

identified students with the senior leadership team on a regular basis. We also wanted a system that engaged teachers in continuing to build their knowledge and understanding of effective teaching practice.



Figure 4: Display board with students' data

Through discussing ways that allowed us to realize our vision of 'putting faces on data' we eventually came up with the idea of using display boards (Figure 4) that have been designed in New Zealand for science displays. These were highly portable and easy to take to meetings around the school, could be closed to preserve confidentiality, and also easy to store. We decided to call them "Faces Boards" as this acknowledged the source of the idea and best explained what we were trying to achieve.

In 2013, our curriculum focus in whole school professional learning was mathematics. We were seeking to improve teacher capability and expectations and raise student achievement. We were also aware that we didn't want to overwhelm teachers with huge new initiatives. From previous experience the SLT knew that making small, incremental change, allowing teachers the time to assimilate the ideas, was most effective. The SLT decided to introduce Faces Boards with a mathematics focus. The SMT also saw the benefit in this approach and acknowledged that maintaining Faces Boards in mathematics was not going to add to teacher workload. The intention was that teachers and teams could experiment with how Faces Boards operated over 2013.

The display boards were designed to provide a focus of students who were just at the New Zealand national standard in mathematics for the previous year, or may be in danger of not meeting the standard for the current year, as well as students working below the standard. We wrote the student's name, birth date and current achievement level on an individual sticky note, and in the top right hand corner, we wrote the student's room number. The reason the class number was written so small, was that we saw the whole team as having collective responsibility for this student's learning. This information was put on a sticky note so that the sticky note could be moved across the board as the student progresses. There is a real sense of achievement for the teacher to lift the sticky note and move it to where it can now sit. Moving students is also a celebration for the team.

On the mathematics Faces Boards we have headings across the top including the stages of the mathematics curriculum and also an indicator of key learning that needs to be covered at this stage. For example, the need for students to master place value at stage 4. Down the left hand side we have the three number domains (Addition/Subtraction, Multiplication/Division and Fractions) as students may have gaps in some domains and not others. This framework is an easy way to manage the data.

One team, for example, put in a target line, showing where the students had to be achieving to meet the national standard for the year. Students who are achieving 'well below', 'just below' or 'just at' the national standard are on the boards. This team also used coloured dots to show different target groups, such as: ESOL students, gender, Maori/Pasifika, involvement in other enhancement programmes, and students who are being monitored in more than one number domain.

We have worked collaboratively with teachers to reduce administrative demands so that at the weekly team meetings there is more time to focus primarily on student achievement. Teams devote 15-20 minutes weekly to Faces Boards, with the discussion being rich learning talk. The resultant decisions are all evidence based and teachers come prepared with data and evidence to justify their decisions to colleagues and exemplify teaching practice that has had an impact on student learning.

If a teacher believes a student is making progress, they bring along evidence to a team meeting to justify moving the child closer toward the national standard target. The teachers need their colleagues' agreement before shifting a student. Using display boards to track the students who need support to meet the expected standard has been a very successful way of putting 'faces on the data'.

Team Action Plans Based on Faces Boards

As part of the Faces Board system, teams develop an action plan (Figure 5) based on the targeted students, so everyone in the team is aware of the identified needs, goals, and teaching approach to accelerate learning. Action plans are focused on the maths number domains being taught. The target groups are students who require support to achieve the national standard. The group could include students identified through the previous year's school-wide national standards data, or student who teachers have identified from their class data as being at risk.

Year 1 Mathematics Conceptual Learning Action Plan Term 1, 2014			
Target Student / Group	GOAL Priority Need/s: What does this student / group need to learn?	ACTIONS How we will accelerate learning for this student / group What we will do differently in practice?	FEEDBACK How will we monitor the effectiveness of our practice? How we will measure / evidence improvement?
Sariah Yerramsetti Wesley Lawrence Phoenix Clark	Careful counting with a gap. FNWS 0-10 Cardinality	Reduce the gap and reinforce careful counting then increase the gap slowly. Limit variance, work with objects rather than colours. Use larger objects e.g. chairs in the classrooms.	Evidence in modeling books through anecdotal notes and observations.
Ruby Johnson Neave Hills Thomas Kim Tyler Wise Jackson Hood Jhomber Memphis Cuthill	Securing stage 2 by trusting the gap. Building names of 5 facts while adding 2 sets Cardinality Build FNWS	Widen the gap. Be deliberate with data sets through strategy (names of 5 etc). Constantly reinforce cardinality and the 'iveness of 5'.	Evidence in modeling books through anecdotal notes and observations.
Monitor progress: Miller Off	Continue to build number knowledge and facts to 5/facts to 10.	Be deliberate with data sets through strategy teaching.	Evidence in modeling books through anecdotal notes and observations.

Figure 5: An example of action plan

Teachers have ownership of the action plan, setting clear time frames in which students can be expected to achieve their goals, and experiment with planning

formats to best meet their needs. A critical shift in accelerating learning and in holding focused discussions has been changing the timeframes for achieving a goal from 10 weeks, which we initially had, down to 3 weeks. This change has made the action plans more specific and linked to the current teaching focus, not to a whole term's work. These timeframes to achieve goals also encourage teachers to regularly engage in focused learning talk.

Modeling Books as Evidence of Learning

One of the key pieces of evidence that teachers use to make decisions about moving a student, is data gathered in Modeling Books. (Figures 6 and 7) These books record the work a teacher does with small groups in instructional teaching time. Over the past two years the teachers at Rototuna Primary have adapted their Modeling Books in literacy and mathematics so that they can be a rich source of anecdotal evidence to guide future teaching and learning.

When sharing student progress towards meeting their goals, teachers bring along evidence from their Modeling Books. This gives teachers the opportunity to moderate achievement against standards and also to moderate teaching. This enables teachers to make evidence based decisions and formulate new goals based on what the student can do.

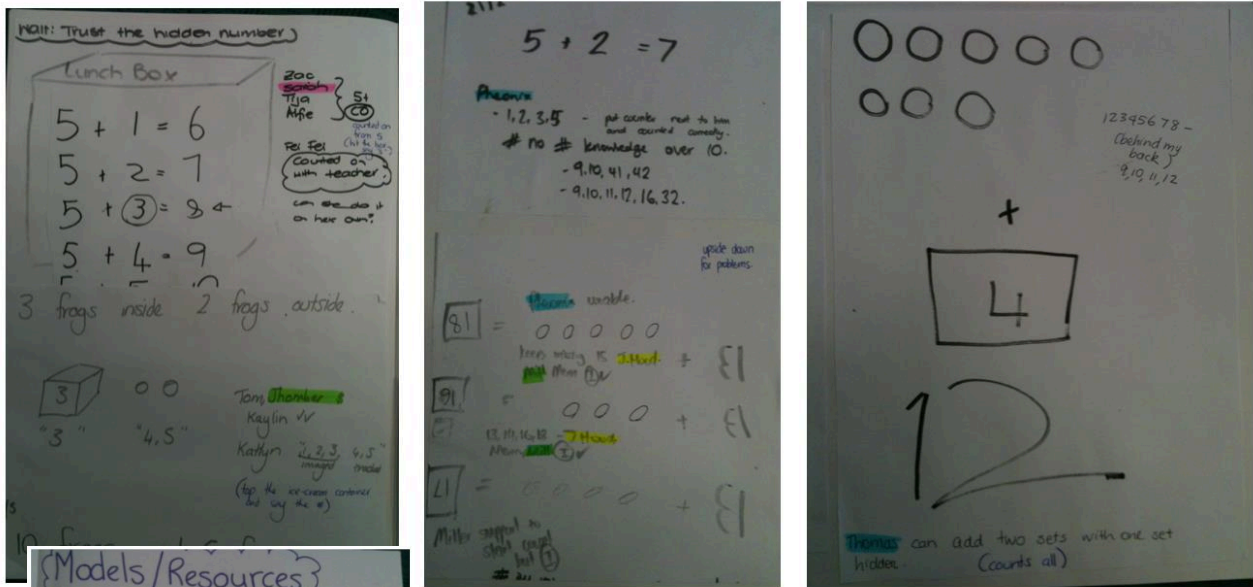


Figure 6: Examples of evidence collected in modeling books during learning

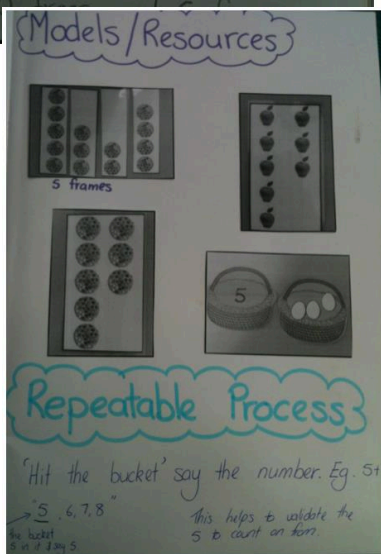


Figure 7: Teachers also use the FACES discussion time to exemplify teaching practice, models and resources that have a positive impact on student learning.

Developing Targets and Target Groups

At the end of 2013, we wanted teachers to use all the information they had gathered, as well as school wide data, to develop targets for 2014. Over two staff meetings, teaching teams used all this information to identify students who would need support in the following year. Some students were identified part of priority groups to be considered for a school wide target as required by the Ministry of Education, (for example Year 4 girls in reading), while others were put forward as students requiring support within the classroom programme in the coming year (for example, an ESOL student struggling with aspects of grammar).

These were such valuable meetings. We could not believe the 'buzz' and the informed discussion as teachers identified the students who needed extra support for the next year – students achieving 'just below' or 'just at' the national standard were our target groups. We noticed that high level discussion was happening not just in mathematics as the SLT had expected, but also in literacy as well as. This shift showed a carry over of our weekly Faces Boards' discussions. New teams, in the following year, found it useful to have this information on students and some suggested goals to start the year with.

At the end of 2013, the Faces Boards were handed on to the next team/class level and the next year's teachers needed to update them from the end of year data provided to all teachers. Teachers reported that by having the Faces Boards from the previous year, they were able to quickly adapt the learning to meet the individual needs of identified students. These practices have assisted student transition to their new classrooms, as teachers knew their needs, and avoided the too common practice of teachers re-assessing their new students at the beginning of the following year.

Year 3 - Year 4

Numbers, Names, Needs Mathematics Targets for 2014 Year:			
Identify and CLUSTER students who are achieving below the expected level	What is their current level of achievement (level, reading age, curriculum level)?	What is their greatest need...?	What is a realistic and achievable target for these groups of students? Be specific... where will these students be at the end of the year?
Rosie Melani	L1 4/4/3-4 L1 4/4/3-4	splitting, revise/consolidate place value place value	By the end of year, these students will be working at <u>5</u> (stage) across number domains
Sam B Noah H Claudia	L1 4/4/3-4 L1 4/4/3-4 L1 4/4/3-4	starting into splitting	By the end of year, these students will be working at <u>Stage 5</u> (stage) across number domains
Joel Joseph paige	L1 5/5/4/3-4 L1 5/5/4/3-4 L1 5/5/4/3-4	splitting growing independence	By the end of year, these students will be working at <u>stage 5</u> (stage) across number domains
Sam Ava B Paige P	L1 4/4/3-4 L1 4/4/3-4 L1 5/4/3-4	splitting (30+7), fractions consolidate place value, splitting splitting → growing independence	By the end of year, these students will be working at <u>5 5</u> (stage) across number domains
Elkin	L2 5/5/5	developing application of strategies in different contexts	By the end of year, these students will be working at <u>end 5 5</u> (stage) across number domains

Figure 8: Target Development

What this means, is that we have a multiple layered approach to identifying target groups (Figure 8) and framing goals for our students. This layered approach includes framing goals for target groups at whole school level, team level and for individual students. Whole school target groups are identified using national standards data and other relevant achievement data. These target groups of students have goals set that are focused on the learning with the Learning Enhancement team supporting planned accelerated learning. The second layer comes from the recommendations of colleagues from our end of year target framing sessions. These identified students can also be part of our whole school target group. These target groups feed into the Faces boards, with teams in the following year, responsible for setting goals and accelerating learning for these students. A final layer is provided from our formative practice on a daily basis, as teachers identify the next step in learning for each student. This is shared with the student and parents through our on-line reporting system.

Professional Learning and Development at Rototuna Primary School

Our school professional learning is based on whole-school involvement so that all staff members hear the same messages and we have coherence in the implementation of learning in all classrooms across the school.

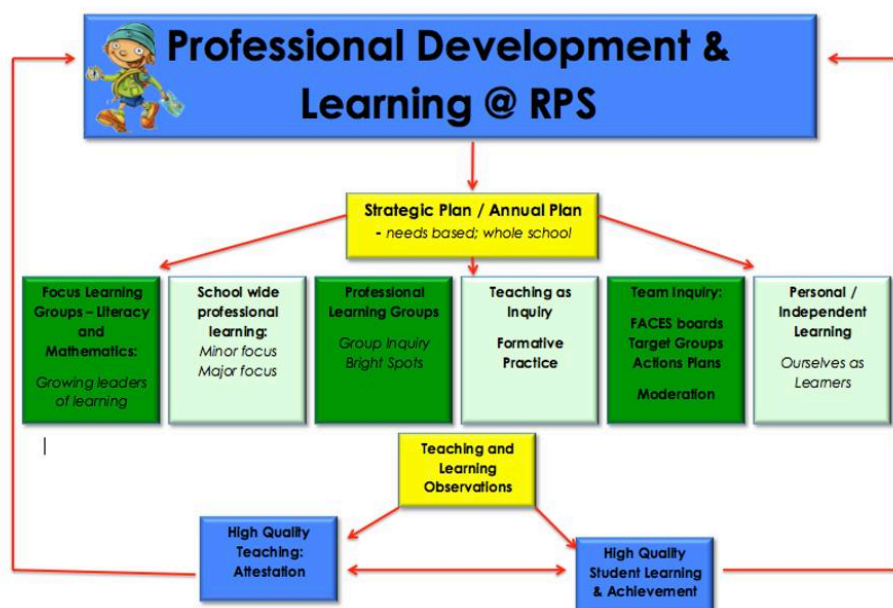


Figure 9: Schematic of PL/PD

The introduction of Faces Boards in 2013 came at the time when we were in our second year of a three year professional learning programme to raise student achievement in mathematics. Bruce Moody facilitated our professional learning, with the focus being to ensure that teachers grew their knowledge and skills to effectively teach the mathematics curriculum as well as improve our student achievement in mathematics. Our professional learning programme (Figure 9) is

covered in an article in the NZ Education Gazette dated May 2013. Briefly it involves:

- Four call back days (one each holiday break) with Bruce Moody – mathematics consultant
- One week of intensive professional learning per term which includes:
Eight teacher maths lessons observed by Bruce Moody and Kylie Morris, followed by teacher feedback discussions
- Bruce Moody then teaches the observed group of students the next day. The entire teaching team at that year observes this lesson, which is followed by a team discussion.
- Four after school workshops of which teachers are required to attend one, but often attend more.
- One day with Bruce and Kylie working together, preparing documentation to support the teaching and learning programmes.

The mathematics professional learning programme has resulted in substantial improvement in student achievement and teacher knowledge. However, we were very aware that sustaining this focus and growth was our challenge. We believed that the 'FACES' system would contribute strongly to continuing to build teacher capacity as well as accelerating the progress of students who were identified as achieving below or 'just at' the expected standard. The 'FACES' system would provide the structure for regular focused discussion and sharing of evidence about the progress of the identified students. Through this process, teachers would also continue to grow their content knowledge of mathematics as well as their understanding of what effective practice looks like.

Teachers were encouraged to look for ways to make the 'FACES' Boards more effective for them so that a focus on discussing student's identified needs during meeting times could be sustained. With any changes made, teachers and team leaders needed to ensure that they stayed true to the overarching framework that we developed for the Faces Board approach (Figure 10).



Figure 10: Conceptual Framework for Use of FACES Boards (Data Walls)

Other innovations related to use of Faces Boards

In our 2014 annual plan we intended to continue developing Faces Boards concept to writing in mid-year. Some teams have already done this because they know it focuses their teaching. The ESOL teacher has developed a Board to track English language learners and one team has developed a Board to help them monitor reading progress because this area was an issue for them. This is an affirmation from teachers of the effectiveness of the process in focusing on the needs of students.

Our Learning Enhancement team is now developing a similar approach to support students at risk of not achieving in other areas of the curriculum whilst growing teacher capacity. An action plan with a clear teaching and learning sequence is formulated collaboratively with the classroom teacher. The expectation is that the classroom teacher will have ownership of the intervention. Any learning assistant support will be assigned to the classroom to support the student meet their learning goals and will be in addition to quality teaching.

Assessing our Readiness: Self-Review Against the 14 Parameters

One of the key models we have used from Sharratt and Fullan (2005, 2006, 2009, 2012) has 14 parameters that they believe are conditions for the success of the approach in Ontario. They are about the conditions that are needed to

implement programmes to make a difference to student learning. We have used these as a review tool to ensure that we are on track to successfully implement a system that accelerates student learning. We also use the parameters to remind ourselves of the factors required. The parameters are listed below:

14 Parameters

1. Shared Beliefs and Understandings (adapted from Hill & Crevola 1999)
 - (a) Each student can achieve high standards, given the right time and right support
 - (b) Each teacher can teach to high standards, given the right assistance
 - (c) High expectations and early and ongoing intervention are essential
 - (d) Teachers and administrators need to be able to articulate what they do and why they teach the way they do
2. Embedded Literacy / Numeracy Instructional Coaches
3. Daily Sustained focus on instruction
4. Leadership
5. Early and Ongoing Intervention
6. Case Management Approach: (a) data walls (in our case Faces Boards), (b) case by case meetings
7. Professional Learning at School Staff Meetings
8. In-School Grade / Subject Meetings (we call these team meetings)
9. Centralized Resources
10. Commitment of Budgets for Learning and Resourcing
11. Action Research / Collaborative Inquiry
12. Parental and Community
13. Cross Curricular Connections
14. Shared Responsibility and Accountability

We achieved the parameters not by increasing the amount of time teachers spend but by managing workloads based on the focused learning needs of the students. Alma Harris (2008) believes that schools need to practice planned obsolescence so that overcrowding of the curriculum and teacher workload is avoided. We have outlined below (Table 1) some of the deliberate actions we have taken to ensure the parameters are met.

Table 1: Comparison of the 14 Parameters and work at Rototuna Primary School

The 14 Parameters	Rototuna Actions
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<p>1. Shared Beliefs and Understandings (adapted from Hill & Crevola 1999)</p> <p>(a) Each student can achieve high standards, given the right time and right support.</p> <p>(b) Each teacher can teach to high standards, given the right assistance.</p> <p>(c) High expectations and early and ongoing intervention are essential.</p> <p>(d) Teachers and administrators need to be able to articulate what they do and why they teach the way they do.</p>	<ul style="list-style-type: none"> • School documentation such as Curriculum Implementation Document. • Induction programme, appraisal system, high quality in-school professional learning, professional learning groups, weekly team meetings. • Students understand the dispositions of the Rototuna Learner. Through formative practice students know their next step in learning. • School expectations are modeled by leaders, teachers and students. • The school has an extensive Learning Enhancement team to support learning in the classroom. • External appraisers for leadership team. • Taking opportunities to collaborate with others. • School appraisal system based on Teaching as Inquiry. • Rototuna vision for learning.
<p>2. Embedded Literacy / Numeracy Instructional Coaches</p>	<ul style="list-style-type: none"> • Modeled by leaders. • Planned growing of leaders. Observations. • Senior management meetings. • Building expert teachers in key curriculum areas.
<p>3. Daily Sustained focus on instruction</p>	<ul style="list-style-type: none"> • Planning. • Formative practice. • Modeling books. • Teacher and community expectations.
<p>4. Principal Leadership</p>	<ul style="list-style-type: none"> • All of leadership team are expected to lead and continue learning. • Work closely with senior leadership, senior teachers, unit holders so we all know the direction of the school.
<p>5. Early and Ongoing Intervention</p>	<ul style="list-style-type: none"> • Learning Enhancement team. • Reading Recovery. • School and team targets and expectations. • Planning differentiated programmes. • Individual education plans (IEP)
<p>6. Case Management Approach: (a) data walls (in our case Faces Boards; (b) case by case meetings</p>	<ul style="list-style-type: none"> • Faces Boards: team meetings relating to Faces Boards and targets. • IEPs where required. • Action plans.

<p>7. Professional Learning at School Staff Meetings</p>	<ul style="list-style-type: none"> • Whole school in-school professional learning, • Professional learning groups. Observations of pedagogy. • Teaching as inquiry. • Bright spots.
<p>8. In-School Grade / Subject Meetings (we call these team meetings)</p>	<ul style="list-style-type: none"> • Weekly team meetings supported by leadership presence. Lead by team leader. • Focus is on learning and how we accelerate learning.
<p>9. Centralized Resources</p>	<ul style="list-style-type: none"> • Well resourced, both classroom and school wide. • Resourcing related to strategic goals and conceptualized curriculum focus areas.
<p>10. Commitment of Budgets for Learning and Resourcing</p>	<ul style="list-style-type: none"> • Professional learning generously funded. • Well-resourced school with electronic and paper resources and tools.
<p>11. Action Research / Collaborative Inquiry</p>	<ul style="list-style-type: none"> • Teaching as Inquiry. • Professional learning groups. • Team, focus groups. • Bright spots.
<p>12. Parental and Community Engagement</p>	<ul style="list-style-type: none"> • Daily class reflections open to parents. Classroom teachers available from 8.30am. • Community meetings including Maori whanau, Chinese, Indian and Korean (major ethnic groups in the school). • Electronic reporting, web site. • Newsletter, team newsletters. • Meet the teacher evenings. • Parent teacher interviews.
<p>13. Cross Curricular Connections</p>	<ul style="list-style-type: none"> • Conceptualised curriculum links reading and writing to Science, Social Science, Health/PE, etc. • Rototuna Learner dispositions. • Faces Board concept transferred to other curriculum areas.
<p>14. Shared Responsibility and Accountability</p>	<ul style="list-style-type: none"> • Moderation. • Shared planning, action plans. • Faces boards. • Reporting to parents. • Staff availability. • Sharing data and national standards. • Data at community meetings.

The Real Impact of Faces Boards: Knowing Our Impact

As leadership team members we are attached to different teams and attend a different team meeting each week. We are in the fortunate position to engage with the Faces Board process and grow our knowledge and understanding of the student's needs and progress. From our involvement at this level, as well as regular discussions at senior leadership meetings with team leaders, we collect anecdotal evidence of the impact of our approach. We have listed below some evidence that FACES Boards are making our leadership vision real:

Growing capability and capacity

- Regular team discussions and learning talk about the progress of targeted students
- Embedded coaching, not just by the team leaders, but also by other teachers in the team
- Identifying misconceptions with teaching approaches and growing understanding through collegial discussions
- Focused teaching through the setting of realistic and achievable goals
- Regular moderation of evidence and teaching practice
- Building progressions of learning as the team works through the action plan
- Seen as a transferable system to apply to other priority areas.

Knowing Our Impact

- Responsiveness to student's changing needs
- Close monitoring of students
- Focusing on what students can do, not what they can't do
- Accelerating learning
- Evidence based decision-making through the use of modeling books
- Formulating a focused action plan
- Weekly check-ins of progress against action plan
- Evidence based decisions at the end of three week cycles
- Monitoring and measuring progress and achievement against realistic goals
- Identifying at risk students – those that need support to meet National Standard checkpoints or Overall Teacher Judgments (OTJ), as well as students who require close monitoring.

Growing Trusting Relationships

- Celebrating successes, no matter how small
- Honest learning talk
- Working together on common goals
- Checking in on 'our' students – we are in this together

Leading with Moral Purpose

- Knowing the students

More Resources at <http://lynsharratt.com>

- Coherence across the school - target groups set at end of last year and passed onto next team
- Accelerated learning for target groups of students which is supported by evidence and data
- Focused action plan formulated for target groups of students
- Action plan target groups changing - responsive to student's needs

Being a Learner

- Teachers engaged in ongoing active reflection about effective practice
- Teachers engaging in the process weekly
- Sharing of resources and teaching ideas
- Learning talk outside of meetings
- Team inquiry: action research in key learning area for all staff

Collaboration

- Faces Boards encourage collaboration – it is our work

Lyn Sharratt says *“it is remarkable how often leaders forget that to improve student learning, they need to ensure their teachers too, have a positive environment in which they can continue to learn professionally in order to enjoy their careers and to feel the real satisfaction they should feel from making a difference for all students”*. She identifies parallel goals that are the impact of the approach of her work. We believe that we have achieved these goals with our approach to ‘putting faces on the data’:

- Achievement for all students
- Improved teacher assessment and instruction practices in the classroom
- Sustainable practice that offers lasting system value

(retrieved from <http://www.lynsharratt.com> 18/03/2014)

In conclusion

One of the powerful outcomes of the Faces Boards is that the system promotes the peer culture as the driver of change (Fullan M, 2011). Teachers do not need senior leadership to direct them in their work by telling them what they should be doing or what they need to be doing to improve student achievement, rather the Faces Board empowers the team to be autonomous with their own development. This approach also promotes teachers working collaboratively to support the learners in their team. It also values teachers as learners and gives them the space to acknowledge that they have gaps in knowledge or pedagogy and supports them to grow this in a meaningful context with trusted colleagues.

Authors' Notes

We are aware that for overseas readers there needs to be a little more detail to put the article in context.

In 2010 the New Zealand Government introduced National Standards for students in Years 1- 8 (5 to 13 years of age). Unlike other jurisdictions the standards are not examination based. Instead there are levels at each year for students to reach. Supporting these levels are criteria that contribute to the information teachers need to gather. Teachers are required to gather data over the course of the year and form an Overall Teacher Judgment (OTJ) which demonstrates achievement or otherwise of the standard. There are exemplars to assist the teachers. Schools need to moderate their OTJs to ensure there is consistency of decision making by the staff. The use of Faces Boards assists our staff in the moderation of the OTJs.

For a complete explanation of the NZ approach go to:
<http://www.tki.org.nz>

Terminology

Learning assistants- these are teacher aides who we have trained to work with students to support their learning following instructional sessions with the teacher.

Independence pathways – these are four stages of independence that we use with students so that they can identify their progress with learning goals. The stages are; 1. The teacher shows me... we do it together. 2. I can do some of it by myself...the teacher helps me. 3. I can do most of it by myself...sometimes the teacher reminds me. 4. I can do it by myself. We use these in capturing student voice. There are pathways displayed in all classrooms and students share their progress with teachers and parents.

Teaching as Inquiry – this is where teachers develop a question to research and it forms part of their appraisal. It also links to the PLG where we provide opportunities to link with colleagues and further their understanding of teaching and learning. It can also include observing colleagues in action.

Rototuna Learner- the Rototuna Learner represents six dispositions that we believe are essential if students are to become effective learners. The dispositions are – risk taker, thinker, researcher, communicator, self-manager and team player. These are based on the key competencies in our national curriculum.

Modelling Books – these are large scrap books that teachers use when working with an instructional group to record the ideas or the mathematics problems solved and the different ways students may have solved these. Teachers often put students initial beside ideas or problems so that they can use this as evidence to help form an OTJ, or to be followed up next time the group works with the teacher. They can also be used to review previous teaching.

Acronyms

BES; A series of research books that inform practice in NZ school. See two in the bibliography.

ESOL; English as second language students.

I.E.Ps; These are teaching programmes called Individual Education Plans prepared by the teacher in consultation with a parent and other specialists to support a student with special learning needs.

OTJs: Overall Teacher Judgments (see note above)

P.L.G; Professional learning Groups are a group of teachers who engage in inquiry and professional learning.

RPS: Rototuna Primary School

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Resources at

<http://lynsharratt.com>