

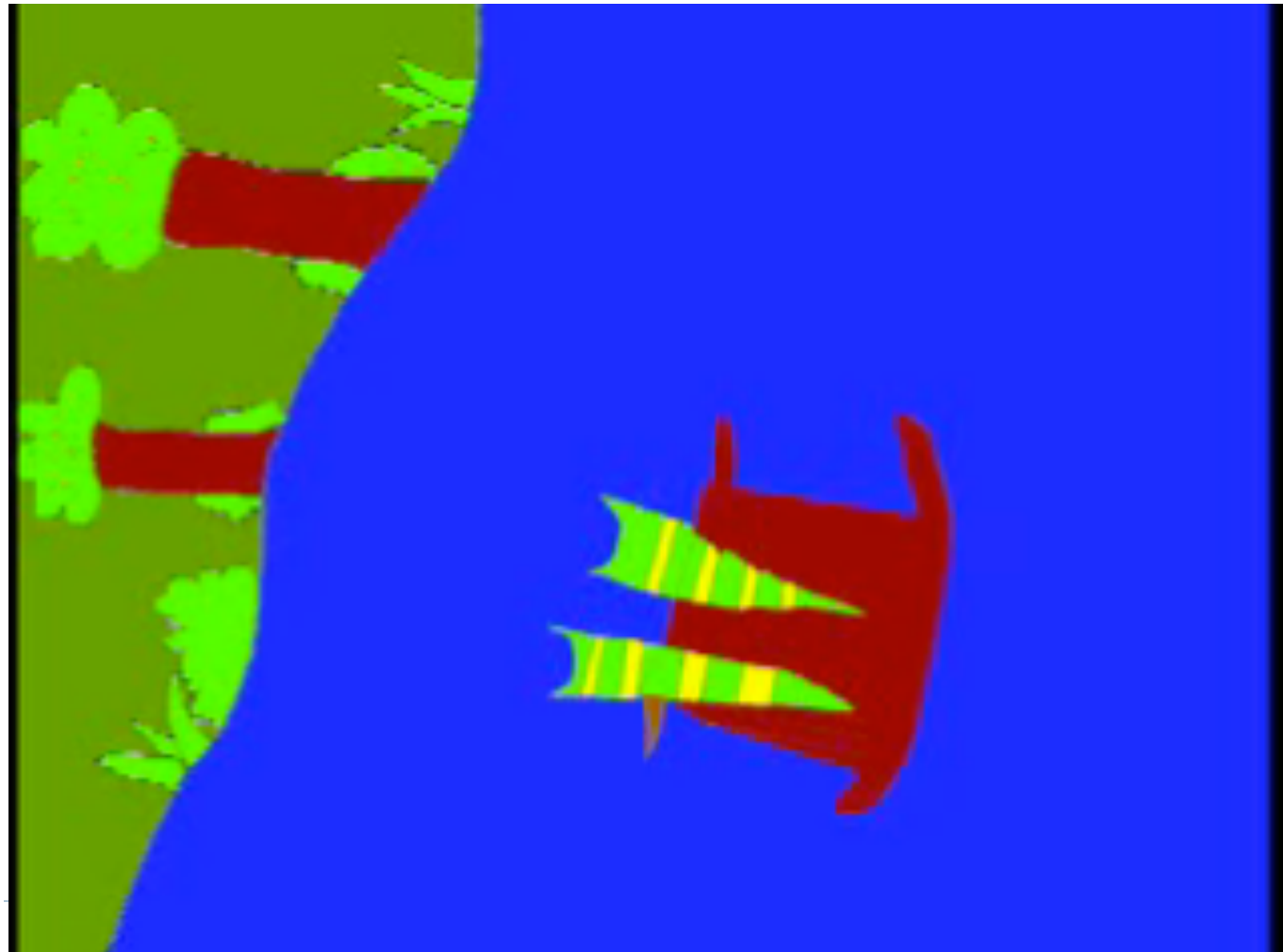
Developing students' voices using technology  
Lessons from New Zealand

Mike Charles – Pacific University-Oregon

# A snapshot of the trip...

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- ▶ <http://pesking.blogspot.com/search/label/Silas>



# Silas' writing adventure

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- ▶ While the waka was battling the odds, the numerous stormy and rough waves were crashing over them. The people were frightened and sad as waves crashed over the waka. And the fierce wind howled like a wolf's cry. (February)
- ▶ As I was sailing on the Ted Ashby I could feel the wind lashing through my hair, then icy wind started biting my face. When it was time to pull the main sail, I struggled as I heaved on the halliard as hard as I could. On the sides of Ted Ashby, waves were lapping and making strange sounds. As we headed towards the harbour it was time to hoist the sails so we could sail to the harbour bridge. (August)



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- ▶ As students learn about something important in their curriculum, they illustrate and write about what they are learning. They...
    - ▶ draw the waka using a paint program (KidPix).
    - ▶ They animate their drawing using a multimedia authoring program (Hyperstudio).
    - ▶ They edit that animation, adding titles and voiceovers using a video editor (iMovie).
    - ▶ They share their multimedia story with the teacher, their classmates, and the larger world using their class blog (Blogger).



# Power of publishing to an audience

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- ▶ They believe that publishing work to a larger audience is an important part of helping students see themselves as confident, connected, actively involved, lifelong learners.
- ▶ They are convinced of the power of authentic audiences in developing literacy skills with all their students
  - ▶ to connect with 21st Century learners you must involve sight, sound, and motion.



# The unique contribution of technology

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- ▶ As students create what they refer to as digital learning objects, it creates interest and enthusiasm that can entice students to participate in the literacy process.
- ▶ Based on data collected over multiple years at Pt England, students learn to read and write better from using these new tools.



# Learning journal

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- ▶ At this writing there are fourteen posts that he made over the course of the academic year, which works out to one or two posts per month.
  - ▶ Things he was learning in school (like the waka adventure, volcanoes, and using descriptive words)
  - ▶ Things he loves to do (like his Michael Jackson moonwalk).



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- ▶ Technology tools that are considered passé or even dangerous in the US are used in a vital way in many New Zealand classrooms because of their better grounded educational philosophy.
    - ▶ Paint
    - ▶ Hyperstudio
    - ▶ Blogs
      - ▶ Safety concerns are balanced by the conviction that student voices need to be heard, and that publishing to the web is a critical part of developing students as confident, connected, actively involved lifelong learners.





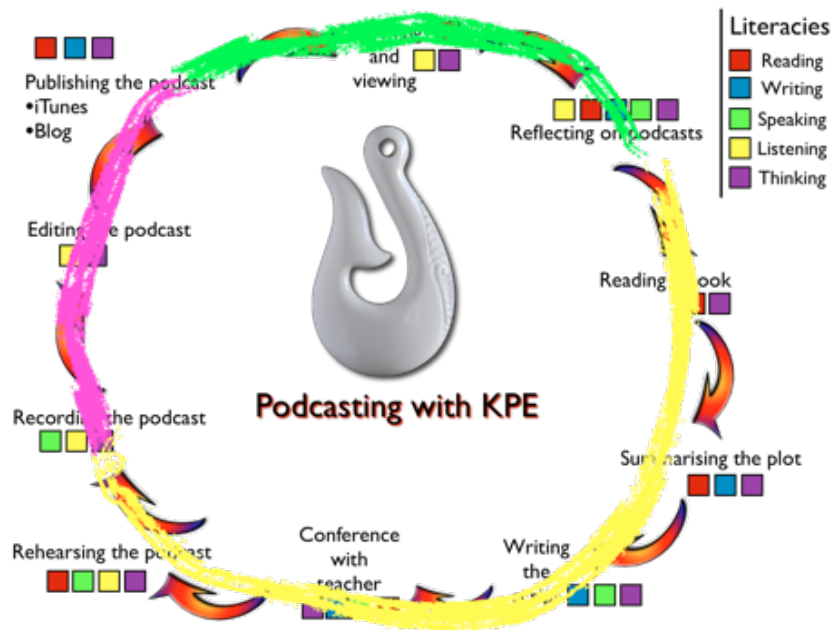
# Literacy cycle

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- ▶ Earlier we described the three essential elements in the literacy cycle that includes digital learning objects as a vital part of the learning process. The three elements are:
  - ▶ · Quality teaching of the “traditional” concepts of literacy,
  - ▶ · Creation of digital learning objects from the outcomes of literacy
  - ▶ · Publishing the digital learning objects in a Web 2.0 environment blog.
- ▶ In one study at Pt England School a sample group of 27 students involved in podcasting significantly



# Podcasting study



- ▶ In one study at Pt England School a sample group of 27 students involved in podcasting significantly improved their reading habits and their attitude about reading books.
- ▶ They also improved their reading ability (accuracy, comprehension and fluency) as measured by standardised testing.

# Manaiakalani Literacy Project

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- ▶ 7 schools in New Zealand with over 2000 students ranging from age 5 to age 18.
- ▶ These students create animations, podcasts, digital graphics, digital storytelling, digital video, and individual blogs.
  - ▶ Silas' work above is just one small example of what this work looks like.
- ▶ Student reading and writing scores have shown significant improvement through this approach.
- ▶ Student writing scores have improved on the average 4 times the expected growth in one year for students in years 4 through 10 (grades 3-8 in US schools).



# A call for participation

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- ▶ Teachers and students at Pt England School would love to have you and your students read and comment on their blogs as they establish their sense of voice in the world.
- ▶ 150 blogs to choose from...
- ▶ Perhaps you are an elementary teacher with students of a similar age. Year 4 students are typically 8 years old. All classes for ages 5 to 12 keep blogs that you and your students can read and comment on.
- ▶ Their site tracks visitors on a map, so even just by reading their work you and your students are joining an authentic audience for their work; if you can also add helpful comments that encourage the students development and growth, that would be welcome as well. For teacher educators, providing a place for teacher candidates to practice their comments to students might be particularly valuable.



# NZ Standards

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- ▶ During our visit, the Ministry of Education in New Zealand was launching national standards in reading, writing, and mathematics with an online assessment and reporting system.
- ▶ While at the Learning@School 2010 conference we had a chance to hear from ministry officials about that effort and to watch the reaction of hundreds of New Zealand educators to this initiative of the current government. Foremost among their concerns was that they not repeat the errors they perceive were made in the US and the UK where overly prescriptive assessments have resulted in a reduced curriculum.
- ▶ As a visitor I wonder just how New Zealand education will avoid reducing education and learning from a cultural task to a productivity task.
  - ▶ The sequence in which a standards-based curriculum furnishes the production specifications; standardized assessment tools function as quality control checkpoints; mandated performance levels determine whether or not schools are making "adequate yearly progress" in an effort to identify "failing schools," and teachers who are paid for their ability to increase student productivity
  - ▶ This progression seems as difficult to avoid as tragedy at sea was for the waka hundreds of years ago. We will look forward to continuing to read the blogs of students like Silas who, under the direction of capable educators, bring learning safely home.



# New Zealand's Decile system

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- ▶ Schools divided into 10 groups or deciles based on SESLevel
  - ▶ 1A is the lowest SES classification.
  - ▶ Receives a higher per pupil funding than higher SES classification.
  - ▶ Rationale is that higher SES communities can afford to contribute more through local fundraising efforts



# Our goal

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- ▶ Learn more about
  - ▶ the unique New Zealand experience in using ICT for teaching and learning in schools
  - ▶ the professional learning of teachers and teacher educators.



# Our trip

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- ▶ 2 week study tour (February 22 - March 3)
- ▶ Visited 7 schools in Auckland and Christchurch.
  - ▶ 2 secondary schools (Unlimited and Christ's College)
  - ▶ 5 primary schools (Viscount, Pt England, Ilam, Fendalton Open Air, Discovery One)
- ▶ Attended and in some cases presented at the Learning@School 2010 Conference sponsored by Core Education
  - ▶ 1400 educators (many in school teams) from around the country at their beginning of school conference with a focus on integrating new technologies to empower learning and transform leadership





# New Zealand

- ▶ Population: 4,143,279 (March 2006)
- ▶ A little bigger than the state of Oregon (estimated at 3.9 million in 2009);
- ▶ about 1/5 of the estimated population of NYC metro area (estimated at 19 million in 2009)
- ▶ National school system with strong local identity



# A tour of 3 cities

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## ▶ Auckland

- ▶ “the city of sails”
- ▶ World’s largest Polynesian city
- ▶ Population 1 million

## ▶ Rotorua

- ▶ Center of Maori culture
- ▶ Geothermically active
- ▶ Site of Learning@School 2010

## ▶ Christchurch

- ▶ Largest city in the south island
- ▶ A very “English” city



Auckland



Christchurch



Rotorua





## ▶ Educators from:

- ▶ New York
- ▶ North Carolina
- ▶ South Carolina
- ▶ Michigan
- ▶ Illinois
- ▶ Colorado
- ▶ Oregon
- ▶ Puerto Rico
- ▶ K-12 teachers
- ▶ university faculty
- ▶ staff developers
- ▶ corporate employees with a technology focus



# Dorothy Burt

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- ▶ E-Learning Facilitator at Pt England School
- ▶ Auckland New Zealand





# Community of Learners

Mia Kim Williams – University of Northern Colorado

# What does it take to make change...

- ▶ In student learning?
- ▶ In professional development?
- ▶ In school culture and performance?
  
- ▶ **Community of Learners**
  - ▶ Deep and abiding changes do not happen because of technology, but are due to social and organizational changes.



(Carroll, 2009)





# Whole School Involvement

- ▶ Ownership of learning
  - ▶ Student involvement in curriculum planning
  - ▶ Goal setting
  - ▶ Sharing



- ▶ Choosing own learning path (Unlimited)





## Student Voice

Developing original ideas

Communicating about self

Communicating with peers

Communicating with adults

Developing voice for authentic audiences





# Inquiry

Whole school or whole class projects

Developed by students through original ideas and language

Embedded in the community and/or culture

# CORE Education Ltd.

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Sensitivity to Māori culture:  
Conference welcome (powheri)  
at local Māori meeting house



# Māori School Experience



The Ministry of Education has worked with the Māori community, recognizing the value of the Māori language (*te reo Māori*) and Māori customs and traditions (*tikanga Māori*) for all New Zealanders





Unlimited Paenga Tawhiti  
The words *paenga tawhiti* reflect concepts of endless horizons, borderless worlds and limitless possibilities.



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*“Kia ora, nau mai, haere mai ki  
te Tāhuhu o Te Mātauranga”*

Building a world-leading education system  
that equips all New Zealanders with the  
knowledge, skills, and values to be  
successful citizens in the 21st-century.

