Te Hinaki Annual Reporting Research Template for Schools

to Te Hinaki Trust and Steering Group

School:

- Brief Description of school characteristics: e.g. size, year levels, no of classes, ethnicities, special character, any particular strengths and/or achievement challenges. Existing ICT capability, and any other relevant details

Implementation of devices from Te Hinaki:

- Information on number of devices,
- Details of the implementation process - a brief description and any reflections on time, process of getting devices to children, Any reflections on the implementation process – including details that would help successive Te Hinaki phases
- Year levels.
- Length of time devices have been in classroom(s)

Specific Learning Goals/Objectives in relation to Te Hinaki devices

- Likely to be specific to each school's academic achievement goals and other charter goals – could be specified by year levels, student cohorts, subjects, and may include teacher and community related goals

Baseline data (prior to implementation of Te Hinaki devices):

- NCEA or National Standards Data, Attendance Data (must be included), possibly standardized tests (e-asTTle , PAT tests etc)
- Information on Teacher Capability/knowledge
- Measures Student achievement (overall and in any target areas)

Methods and data used to obtain findings: for example…..

- NCEA or National Standards Data, Attendance Data (must be included), possibly other standardized tests (e-asTTle , PAT tests) and other benchmarked assessments
- Qualitative Interviews (teachers, students, whanau)
- Surveys (students, parents, teachers etc)
- Learning Maps
- Classroom and Teacher Observations, focus groups , video diaries/logs etc.
- Anecdotal evidence (parent comments, student feedback)

Results: (Suggestions for reporting….)

- Report here on outcomes of research/testing/anecdotal evidence in relation to specified goals and include any unanticipated findings (both positive and negative)
- Include both qualitative and quantitative measures (the latter in relation to baseline data) applied to student achievement and teacher capability and/or home/community involvement where relevant

Students:

- improvements in quantitative/standardized data for whole cohorts and groups of students/subjects
- improvements in student skills (e.g. greater independent learning skills and learning away from the teacher, better organisation, study skills and study patterns)
- Greater student collaboration (on and off-line)
- Greater student agency (i.e. making creative decisions, self-reflection and independence in learning)

Teachers:

- Improvements in Teacher skills, enthusiasm , knowledge and capability
- Changes in classroom teacher activity (instruction time, need for behavioural control, amount of time roving and checking student activity, feeding forward, question and answer, increased use of digital learning platforms to manage teaching tasks)
- Reporting of increased learning focused interactions

Home and school Connections:

- improved relationships between school and whanau
- evidence of learning shared/transferred at home
- parental feedback

Discussion and Conclusion:

- Summarise discuss key achievement outcomes and benefits of Te Hinaki Programme
- Include learning points and areas where implementation might be improved
- Identify next steps on the Te Hinaki journey

Please note: It is the intention of the Steering Group that the reports (recommended 3-5 pages) and the data contained within them be shared amongst participating schools, and with the Te Hinaki Trust. These reports are to be written annually and submitted in December, prior to Christmas. All Te Hinaki Schools will also be expected to participate in the annual Te Hinaki Expo in November. It would be great to include any photos, videos, links etc (specifrying whether we have permission to be able to use these in any publications/publicity).

Many thanks, Juliana Mansvelt, Te Hinaki Steering Group (J.R.Mansvelt@massey.ac.nz)