

# Cluster Managers' Hui

Specialist Teaching Programme Session

Auckland

March 2016



# SPECIALIST TEACHING PROGRAMME



# The Learning & Behaviour Team



**Alison  
Kearney**



**Wendy  
Holley-Boen**



**Catherine  
McCulloch**



**Natalie  
Leranth**

## Core Theory & Foundations

- Inquiry-based
- Interprofessional & Evidence-Based
- Interconnected
- Integrated & Networked

## Learning & Behaviour Diversity

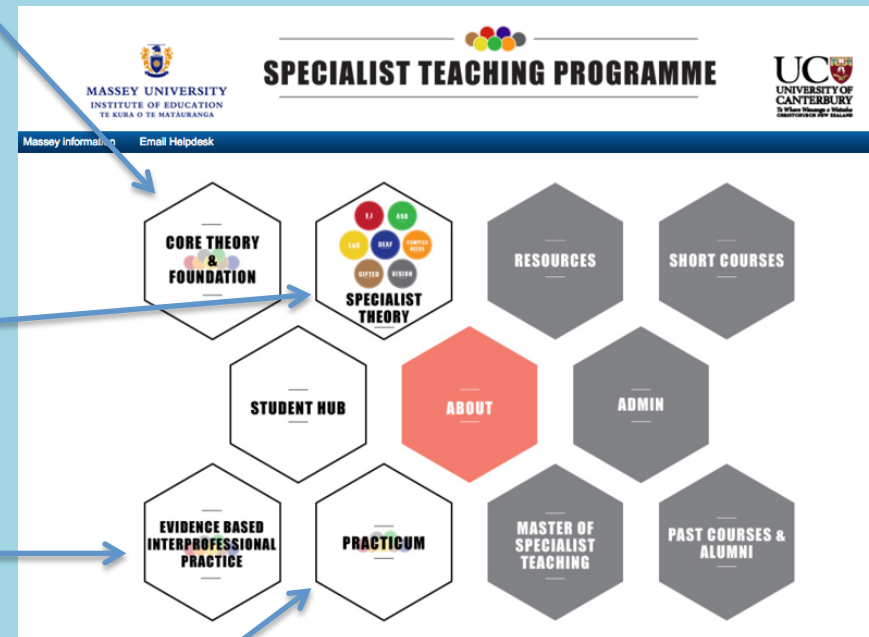
- Professional Practice as an RTLB
- Evidence-based practice at each layer of the ecology

## Evidence-Based Interprofessional Practice

- Critically appraising resources
- Giving and receiving evidence-based feedback
- Developing collective, interprofessional resources

## Practicum

- Integrated professional practice
- Professional, evidence-based identity



# Core Paper

## DOMAIN 6



May 9- May 20 : Domain 6 - Competence in ethical and reflective practice

- **to gain your Domain 6 BADGE:** Pass the quiz, add to the forums and glossary
- **to complete your ePortfolio:** Set personalised learning goals & activities aligned with competencies, add artefacts, self assessment and reflection

[QUIZ Domain 6 | ETHICAL & REFLECTIVE PRACTICE](#)

[Domain 6 | Book 1 | ETHICAL PRACTICE](#)

[Domain 6 | Book 2 | REFLECTIVE PRACTICE](#)

[INQUIRY FORUM on Domain 6 | ETHICAL & REFLECTIVE PRACTICE](#)

[SPECIALIST FORUM on Domain 6 | ETHICAL & REFLECTIVE PRACTICE](#)

[Share glossary resources for Domain 6 | Ethical & Reflective Practice](#)

## The T-shaped Student



[Core theory paper portfolio](#)
[Core Paper - Domain 1- Refl...](#)
[Core Paper - Domain 2 - Cul...](#)
[Core Paper - Domain 3 - Pro...](#)
[Core Paper - Domain 4 - Int...](#)
[Core Paper - Domain 5 - Evi...](#)
[Core Paper - Domain 6 - Ass...](#)


by [Leo Barrer](#)

This pages describes the learning goals, artefacts and reflections as well as the self-assessment for Domain 5 - Evidence-Based Practice

## Profile Information

I am currently working at the Learning Support Centre at Nayland College in Nelson. I teach literacy, numeracy and music classes.



- **First name:** Leo
- **Last name:** Barrer
- **Country:** New Zealand
- **Email address:** [leobarrer@yahoo.co.nz](mailto:leobarrer@yahoo.co.nz)

## Professional Learning Plan - Domain 5

### NARRATIVE

I began this domain with a general understanding of Evidence-Based Practice as 'teaching practice based on research,' not realising the EBP model involved an interrelationship between Tika, Pono, and Aroha. My overarching learning intention was to gain an understanding of this model and how I could use it to improve my teaching practice.

### DOMAIN 5 GOALS:

#### Selection of my Goals for Domain 5

- To increase my knowledge of effective teaching and learning practices in the field of special education
- To use research based findings, practitioner knowledge, and knowledge of the learner in context to select and evaluate interventions
- To increase my knowledge of the breadth and relative strength of programme adaptations and interventions relevant to inclusive special needs education

#### LINK TO COMPETENCIES for DOMAIN 5

- demonstrate knowledge of evidence based & effective teaching and learning practices



## IS MY PRACTICE EVIDENCE-BASED AND SOLUTION FOCUSED?

### ARTEFACTS/REFLECTIONS:DOMAIN 5

The following are measurable artefacts for Domain 5

#### ARTEFACTS REFLECTION

- 1. QUIZ results**  
 My quiz results showed an overall improvement in this domain. In particular, there is evidence my understanding of evidence-based practice has greatly increased
- 2. Literature review**  
 I reviewed Hammersly's paper *Some questions about evidence-based practice in education*
- 3. Completed readings**  
 I completed a number of readings relevant to Evidence-Based Practice
- 4. Assignment 2 Interview**  
 In my interview with a SENCO for assignment 2 I discussed the role of Evidence-Based Practice in schools
- 5. Assignment 2 concept map**  
 In assignment 2 I produced a concept map outlining the role of an RTLB in relation to the domain of Evidence-based practice
- 6. Forum Discussions**  
 I made posts in the forum regarding Differentiated Instruction, Evidence-Based Practice, and Response To



### REFLECTIONS - DOMAIN 5

#### SELF REFLECTIONS ON DOMAIN 5

Reflecting on the artefacts I have gathered for Domain Five has highlighted for me the extent to which my understanding of the Evidence-Based Practice model as a dynamic intersection of research evidence, practitioner expertise, and input from the family/client has been clarified. I have also made significant steps toward integrating this approach into my teaching practice.

My first learning goal was to *increase my knowledge of effective teaching and learning practices in the field of special education*. This relates to the competency: *demonstrate knowledge of evidence based & effective teaching and learning practices*.

I began my work on this domain with the assignment one literature review, for which I critically examined Hammersly's 2001 paper (*Artefact 2*). This reinforced my initial

# Learning & Behaviour Diversity

L&B	RTLB PROFESSIONAL PRACTICE	DOMAIN 1
L&B	PERSPECTIVES ON LEARNING, BEHAVIOUR AND COMMUNICATION	DOMAIN 2
L&B	SUPPORTING CHILDREN AND WHANAU IN CONTEXT	DOMAIN 3
L&B	CLASSROOM ECOLOGIES	DOMAIN 4
L&B	SCHOOL AND COMMUNITY	DOMAIN 5
L&B	CURATING GOOD PRACTICE	DOMAIN 6



## Māori Potential: Barriers to Creating Culturally-Responsive Learning Environments in Aotearoa/New Zealand: Te Timatanga O Te Ara – Kei Whea Te Ara?

Lesleigh Henderson

Resource Teacher: Learning and Behaviour, Te Rohe Potae/The King Country

### ABSTRACT

New Zealand Education reforms aligned with raising Māori student success are yet to result in Māori students reaching their educational potential

Key evidence underpinning Ka Hikitia draws on a huge range of research and literature.<sup>1</sup> This Maori Education Strategy was evaluated and an updated version, *Ka Hikitia – Accelerating Success 2013-2017*, is currently being introduced. It is not



# Evidence-Based Interprofessional Practice



 **EVIDENCE BASED PRACTICE** 

 **INTERPROFESSIONAL PRACTICE** 

 **LEARNING & BEHAVIOUR EVIDENCE BASED PRACTICE** 

## Assignment 2: Critical Analysis of Evidence-Based Practice



### Photovoice


A participatory needs assessment method.

*"Our place of belonging ... is a place where your own imaginary world can exist. This is my place. I feel safe and happy here. This is my place."*


**Claire Griffin**  
Student ID: 11135285



# Practicum



## INTERPROFESSIONAL MENTOR DISCUSSIONS



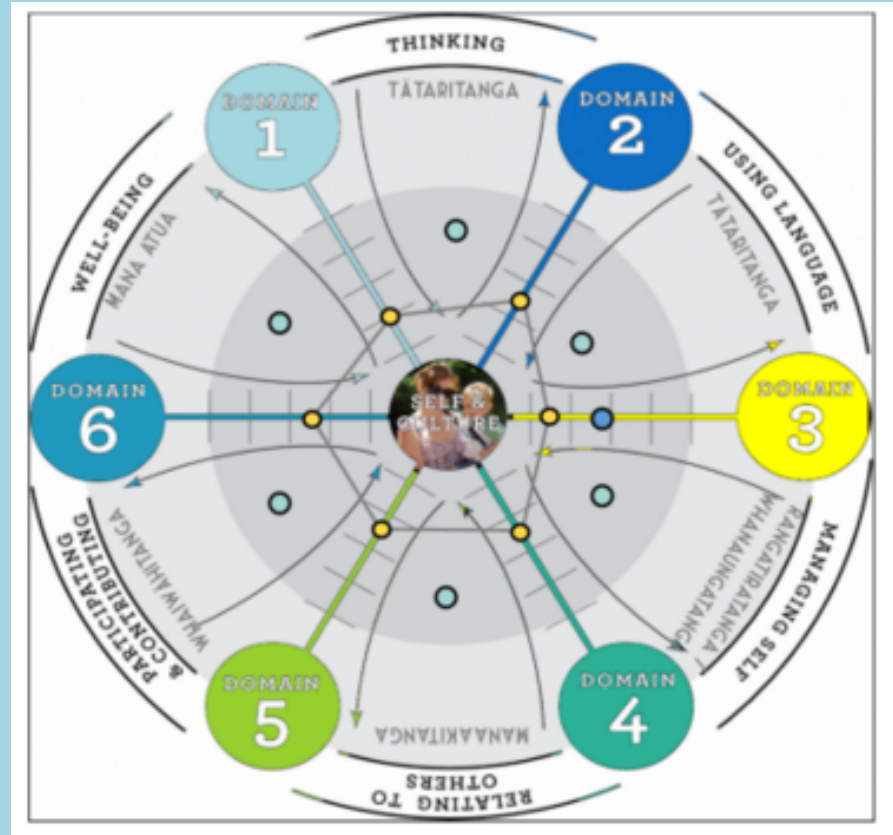
- Discussions on PROFESSIONAL PRACTICE
- Discussions on REFLECTIVE, ETHICAL and CONTEXTUALISED PRACTICE
- Discussions on CULTURALLY RESPONSIVE PRACTICE
- Discussions on INTERPROFESSIONAL PRACTICE
- Discussions on EVIDENCE-BASED ASSESSMENT
- Discussions on EVIDENCE-BASED TEACHING AND LEARNING
- INTERPROFESSIONAL RESOURCES - learning with, from & about

L&B

### PRACTICUM

#### LEARNING AND BEHAVIOUR

DOMAIN 2



5. EVIDENCE-BASED ASSESSMENT					
Competencies	Indicators	PLAN (Abridged)	ACTUAL PRACTICUM EXPERIENCE	Self Reflective Review	Evidence/ Artefacts
Gather, analyse and appropriately use, assessment information which has been gathered formally and informally	<ul style="list-style-type: none"> <li>Maintaining an ecological focus when collecting data, ensuring that characteristics of the learner, the learning task and the learning environment are considered</li> </ul>	1) Working collaboratively with SENCO to improve assessment practices in the LSC 2) Use of narrative assessment with ORS students (This will involve both professional reading and collaboration with staff and whānau to design a suitable way to implement the strategy)	1) Worked collaboratively with SENCO to improve assessment practices in the LSC 2) Spent time researching Learning Stories as a form of Narrative Assessment for use with LSC ORS students, including completing professional readings, CAP analysis for EBIP assignment 2, and writing Learning Stories for a number of LSC ORS students 3) Adapted assessments in order to meet the needs of individual students, and provide clear data to inform planning	Beginning/ .....Confident/ novice competent Pre Prac. 1-2-3-4-5-6-7-8-9-10 Post Prac. 1-2-3-4-5-6-7-8-9-10 Comments: Improving assessment practices, and introducing Learning Stories were the two experiences that most helped me gain competence in this area.	1) Copy of literacy assessment table for LSC students (compiled with SENCO; identifiers removed) 2) Example of a Learning Story compiled with LSC ORS students - EBIP assignment 2 on Learning Stories 3) Copy of adapted assessment for high needs maths group
		1) Work collaboratively with SENCO to improve assessment practices	1) Worked collaboratively with school SENCO to improve LSC assessment practices, including twice yearly assessment of literacy levels using running records and BURT yardstick. (Post)	Pre Prac. 1-2-3-4-5-6-7-8-9-10 Post Prac. 1-2-3-4-5-6-7-8-9-10 Comments:	1) Copy of literacy assessment table for LSC students (compiled with SENCO; identifiers removed) 2) Copy of goals from student IEP

# Changes and Innovations

# Badging



# Whānau Support Groups

## Whānau Support Group Forums

CONNECTED & INTERCONNECTED







# Curation

# Short Courses

## RTL B SHORT COURSE







-  Course Outline
-  News forum (read this every week)
-  General Discussion Forum
-  PRACTICE ASSIGNMENT

### Week 1

WEEK  
1

## INTRODUCTION

Friday 12 February - Thursday 18 February

-  Week One Forum
-  Introduction to Week 1
-  Belonging to an Online Learning Community
-  Curation as a way to manage knowledge