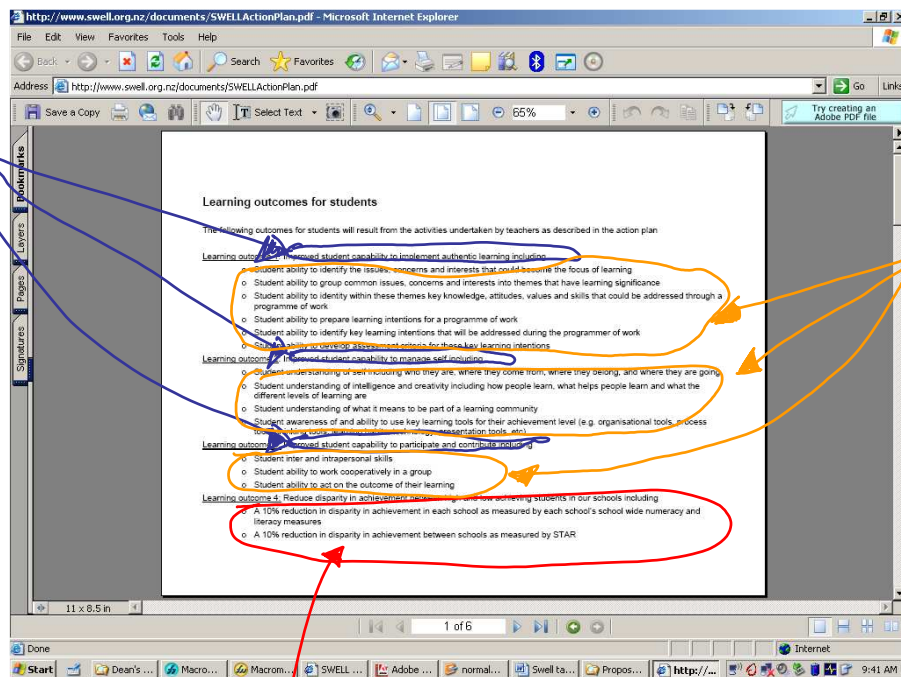


Hold meeting(s) ...

1. To develop broad aim statements for each of the four research contexts
2. To develop a list of possible focus areas within which research could take place for each context (need to feed this onto the leadership capacity building team)
3. To develop a list of possible research projects for each of the research areas (need to feed this onto the leadership capacity building team)
4. To begin the process of expanding the swell research methodology and providing PD for principals learning community

1. Rewrite the heading statements in the learning outcomes document as BROAD AIMS for the project



2. Rewrite the bulleted lists of learning outcomes as SPECIFIC AIMS for the project

These outcomes are part of the focus for the evaluation & review team and not a focus for teacher action research.

see next page for list of broad aims and specific aims for teacher research.

Broad and specific aims for research 2008-2010

The following broad aims and specific aims will be guide teacher action research projects.

Broad Aim 1: To investigate ways to improve student capability to implement authentic learning including

- Student ability to identify the issues, concerns and interests that could become the focus of learning
- Student ability to group common issues, concerns and interests into themes that have learning significance
- Student ability to identify within these themes key knowledge, attitudes, values and skills that could be addressed through a programme of work
- Student ability to prepare learning intentions for a programme of work
- Student ability to identify key learning intentions that will be addressed during the programme of work
- Student ability to develop assessment criteria for these key learning intentions

Broad Aim 2: To investigate ways to improve student capability to manage self including

- Student understanding of self including who they are, where they come from, where they belong, and where they are going
- Student understanding of intelligence and creativity including how people learn, what helps people learn and what the different levels of learning are
- Student understanding of what it means to be part of a learning community
- Student awareness of and ability to use key learning tools for their achievement level (e.g. organisational tools, process tools, thinking tools, learning habits, technology, presentation tools, etc)

Broad Aim 3: To investigate ways to improve student capability to participate and contribute including

- Student inter and intrapersonal skills
- Student ability to work cooperatively in a group
- Student ability to act on the outcome of their learning

3

SOME POSSIBLE RESEARCH IDEAS

AUTHENTIC LEARNING

- Investigating the impact on student engagement of using home-school partnerships to co construct curricula
- To investigate and conceptualise a best practise model for Authentic Learning (Macro)
- Exploring the degree to which disparities in achievement can be reduced by engaging students in decision making around the identification of broad themes of study.
- Documenting the school development inputs required to implement Authentic Learning across a school.

MANAGING SELF

- Investigate the impact of a range of goal setting approaches on student achievement
- Investigate the impact of performance reviews of goals on student engagement with learning.
- Investigate the impact of self managing strategies on engagement with learning by students
- Document the school development inputs that lead to the effective implementation of self management strategies
- To trial a set of tools for assessing student understanding of what is required to self manage learning.

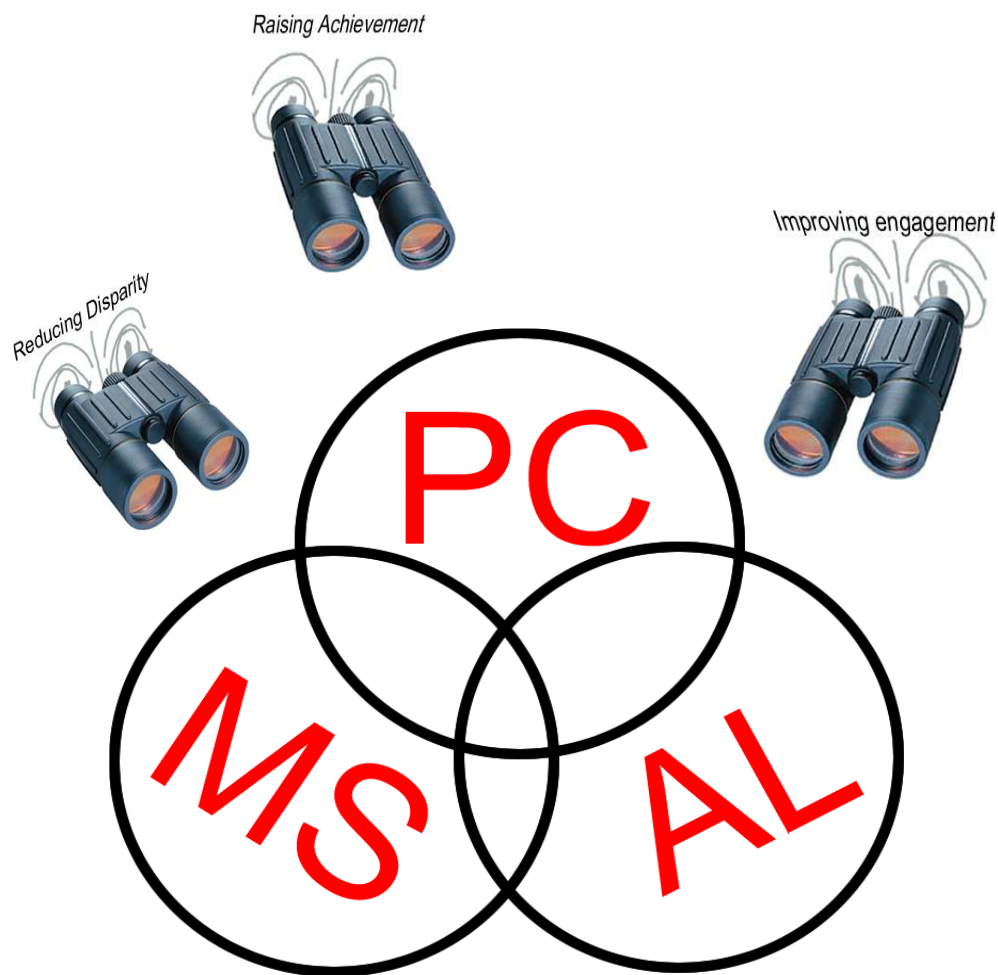
PARTICIPATING & CONTRIBUTING

- Investigating the potential of RTLB "effective teaching strategies" for cooperative learning to reduce disparity in the student capability to contribute.
- Identifying and removing barriers to student participation and contribution that result from ethnocentricity in curriculum structures and their delivery.
- To develop and trial assessment tools for measuring student participation

4.

Teacher action research needs to be based in one of three areas: Authentic Learning, Managing Self, Participating and Contributing

Raising Achievement, Reducing Disparity, and Improving Engagement are the three lenses which teachers will use to FOCUS their research activity.



The three lenses are perpetual. As the network matures the topics for research will change but teachers will always use the lenses to FOCUS their research activities.

4. Need to make sure we have a phase in the action research planning process that enables LTs and Prs to get a global understanding of each context. This needs to be built into the early rounds of Lead Teacher Workshops



4. CONTROL GROUPS

One method we could use is control groups across the network.

(i.e.) Y7/8 students at SWIS tackle managing self. Some other Y7/8 students might not have this as their focus. Measure achievement and/or engagement and/or reduction in disparity changes at SWIS plus other Y7/8s and see if there is a difference

⇒ network based control group.