



### LEAP Action Learning Report 2014

Topic area	How does data inform teaching and learning programs to improve student outcomes?
<p>Context</p> <p>Schools/Institutes and Personnel</p>	<p><b>Rexton New Brunswick Canada October, 2014</b>            Situated on the <a href="#">Richibucto River</a>, the village was originally Inhabited by <a href="#">Mi'kmaq First Nations</a>.</p> <ol style="list-style-type: none"> <li>1. <b>Rexton Elementary School</b>, <i>Anglophone North Subdistrict 7 New Brunswick, Canada</i> <ul style="list-style-type: none"> <li>• Principal: <b>Diane Wilson</b>                Email: <a href="mailto:diane.wilson@nbed.nb.ca">diane.wilson@nbed.nb.ca</a></li> </ul> </li> <li>2. <b>Eleanor W Graham Middle School</b> Rexton               <ul style="list-style-type: none"> <li>• Principal: <b>Danny Scully</b></li> </ul> </li> <li>3. <b>Elsipogtog First Nations School</b> <ul style="list-style-type: none"> <li>• Principal: <b>Stanley Drillen</b> (Acting)</li> </ul> </li> <li>4. <b>University of New Brunswick:</b> (UNB) Fredericton Campus               <ul style="list-style-type: none"> <li>• <b>Rod Campbell</b>                Email: <a href="mailto:r.campbel@unbca">r.campbel@unbca</a></li> <li>• <b>Dr. Ann Sherman</b>, - UNB's Dean of Education                Email: <a href="mailto:sherama@unb.ca">sherama@unb.ca</a></li> <li>• <b>David Perley</b> - Director of UNB's Mi'kmaq and Maliseet Institute Mi'kmaq-Maliseet Institute UNB                Email: <a href="mailto:micmac@unb.ca">micmac@unb.ca</a></li> <li>• <b>Dr. J. Doug Willms</b> - Professor and Director of the Canadian Research Institute for Social Policy at the UNB  <a href="mailto:inquiry@thelearningbar.com">inquiry@thelearningbar.com</a></li> </ul> </li> <li>5. <b>Anglophone School District</b> <i>New Brunswick</i> <ul style="list-style-type: none"> <li>• Superintendent: <b>Beth Stymiest</b></li> </ul> </li> </ol>
<p>Research methods</p>	<ul style="list-style-type: none"> <li>• School and University visits</li> <li>• Observation</li> <li>• Interviews – Students, Parents, School Staff, Principals, Academics, District Superintendent</li> <li>• Discussions</li> <li>• Professional reading</li> <li>• Attendance at Principals' Conference; and</li> <li>• Personal reflection on what I experienced.</li> </ul>

<p><i>Contributing questions:</i></p>	<ul style="list-style-type: none"> <li>• What data does your school collect? (Internal and external)</li> <li>• How do you collect the data?</li> <li>• Why do you collect this data?</li> <li>• How do you know what you are learning?</li> <li>• How do you know how well your child is learning?</li> <li>• How does this data align with your school management plan?</li> <li>• Who (School staff, Education Board, Parents, Students) have ‘buy in’ with the data?</li> <li>• How does this data inform your teaching and learning practices, Professional learning?</li> </ul>
<p>References:</p>	<ul style="list-style-type: none"> <li>• Beresford, J. (1998). <i>Collecting Information for School Improvement</i>. London: David Fulton Publishers</li> <li>• Hattie, J (2009) <i>Visible Learning: a synthesis of over 800 meta-Analyses relating to Achievement</i>. Routledge</li> <li>• Lewis, D., Madison-Harris, R., Muoneke, A. &amp; Times, C., (2010) <i>Using Data to Guide Instruction and Improve Student Learning</i>. <i>SEDL Letter</i> 22, (2), 10-12</li> <li>• Shaddock, Anthony (2014) <i>Using Data to Improve Learning: A practical guide for busy teachers</i>, ACER Press</li> <li>• Learning Point Associates (2004) <i>Guide to Using Data in School Improvement Efforts</i>. A Compilation of Knowledge From Data Retreats and Data Use at Learning Point Associates</li> </ul>
<p>Findings (So what)</p>	<ul style="list-style-type: none"> <li>• Data collection about students learning was not a whole school focus. The French Immersion classes (Years 3, 4 and 5 and soon to be Years 1 &amp; 2) and the English classes (the other class/s in the grade) collected different data in Literacy and Numeracy. Each grade focused on different data collection so continuity of learning growth was difficult to show.</li> <li>• The support teachers focused on their area of expertise e.g. First Nations teacher worked only with First Nations students. The data collected from these teachers was not automatically shared with the class teachers to build a profile of a student.</li> <li>• During discussion with Principals, support staff, University Academics and District Superintendent it was noted that all were grappling with the continuity of data for students and how to use it for teaching and learning.</li> <li>• Provincial Assessment Results provided school-level data on provincial assessments. The Provincial Assessment Results table outlined the subjects and the grade levels assessed. It also outlined each assessment target that Provenience had committed to achieve by 2016 as part of the provincial education plan. The table provides</li> </ul>

	<p>three years of data for the school, enabling the school to see how they were performing over time. The provincial examinations for the students were not a student's indication of learning rather a school indication of how well the school did compared to other schools in the province and against Provincial targets. These results were published New Brunswick Department of Education and Early Childhood development website...Reports on Achievement</p> <ul style="list-style-type: none"> <li>• Within some classes, student's learning data was part of the teacher's understanding of the students needs. Groupings across classes / grade in literacy and numeracy were a focus with additional support staff and the Teaching Principal involved with a teaching session each day. The data collected through observations, standardized testing informed further teaching. Team programming for these sessions was beginning to emerge.</li> <li>• Across schools student data was not shared when a student transferred to a new school.</li> <li>• Other data was collected through "Tell Them From Me" Student survey. The results of this survey were published on the New Brunswick Department of Education and Early Childhood development website.</li> </ul>
<p>General Comments:</p>	<ul style="list-style-type: none"> <li>• Challenges that face New Brunswick schools were similar to NSW schools: – change of Government, budget restraints, areas of deprivation and lack of support for students from outside agencies and Government policies that impact on the teaching and learning in schools. E.g. French immersion classes to be implemented from Year 1 on Anglophone Schools in New Brunswick.</li> <li>• The Principal had a very limited budget to support the Professional Development for teachers. The control (Financial, Properties, Human resources) was with the Anglophone Education Board and with the Provincial government.</li> <li>• Morning announcements were broadcasted over the school's PA system. To begin the announcements a version of 'Oh Canada' in English, French or Mi'kmaq was played. If visitors/parents were in the school everyone stood still and quiet while in each class staff and students sang the national anthem.</li> <li>• In each classroom the teacher used a Sound field Audio Active Learning system. This system assisted the teaching and learning.</li> </ul>
<p>Attachments:</p>	<ul style="list-style-type: none"> <li>• <i>Anglophone North District New Brunswick</i>  <a href="http://asd-n.nbed.nb.ca">asd-n.nbed.nb.ca</a>  <a href="https://www.gnb.ca/0000/renewal/Maps.asp">https://www.gnb.ca/0000/renewal/Maps.asp</a></li> <li>• <i>Rexton Elementary School, New Brunswick Canada. Grades K - 5</i>  <a href="http://rextonelementary.nbed.nb.ca">http://rextonelementary.nbed.nb.ca</a></li> </ul>

	<ul style="list-style-type: none"> <li>• Eleanor W Graham Middle School Rexton Grade 6 - 8 <a href="http://ewgms.nbed.nb.ca/">http://ewgms.nbed.nb.ca/</a></li> <li>• <i>Elsipogtog School</i> Grades: K-8 <a href="http://elsipogtogschool.ca/">http://elsipogtogschool.ca/</a></li> <li>• Richibucto River <a href="http://en.wikipedia.org/wiki/Richibucto_River">http://en.wikipedia.org/wiki/Richibucto_River</a></li> <li>• Mi'kmaq First Nations. <a href="http://en.wikipedia.org/wiki/Mi'kmaq">http://en.wikipedia.org/wiki/Mi'kmaq</a></li> <li>• University of New Brunswick <a href="http://www.unb.ca">http://www.unb.ca</a></li> <li>• New Brunswick Department of Education and Early Childhood Development <a href="http://www.gnb.ca/0000/results/ASD-N/rexton_assessment.html">http://www.gnb.ca/0000/results/ASD-N/rexton_assessment.html</a></li> <li>• Tell them for me Survey <a href="http://www.thelearningbar.com/">www.thelearningbar.com/</a>     <a href="http://www.hscdsb.on.ca/">http://www.hscdsb.on.ca/</a></li> <li>• Kellyville Public School <a href="http://www.kellyville-p.schools.nsw.edu.au">http://www.kellyville-p.schools.nsw.edu.au</a></li> <li>• The Canadian National Anthem: Oh Canada Mi'kmaq <a href="https://www.youtube.com/watch?v=aOBbvkhZRSM">https://www.youtube.com/watch?v=aOBbvkhZRSM</a></li> </ul>
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