

2

A COMMUNITY OF PRACTICE WORKING WITH UNDER-25 MĀORI STUDENTS



This resource is for you if you want to:

- ✓ Consider and reflect on your teaching of Under-25 Māori students with your colleagues using a formalised community of practice (CoP)
- ✓ Identify students' learning needs and preferences and draw on others' experiences
- ✓ Positively engage Māori students in their learning
- ✓ Consider changes you could make in teaching young Māori students

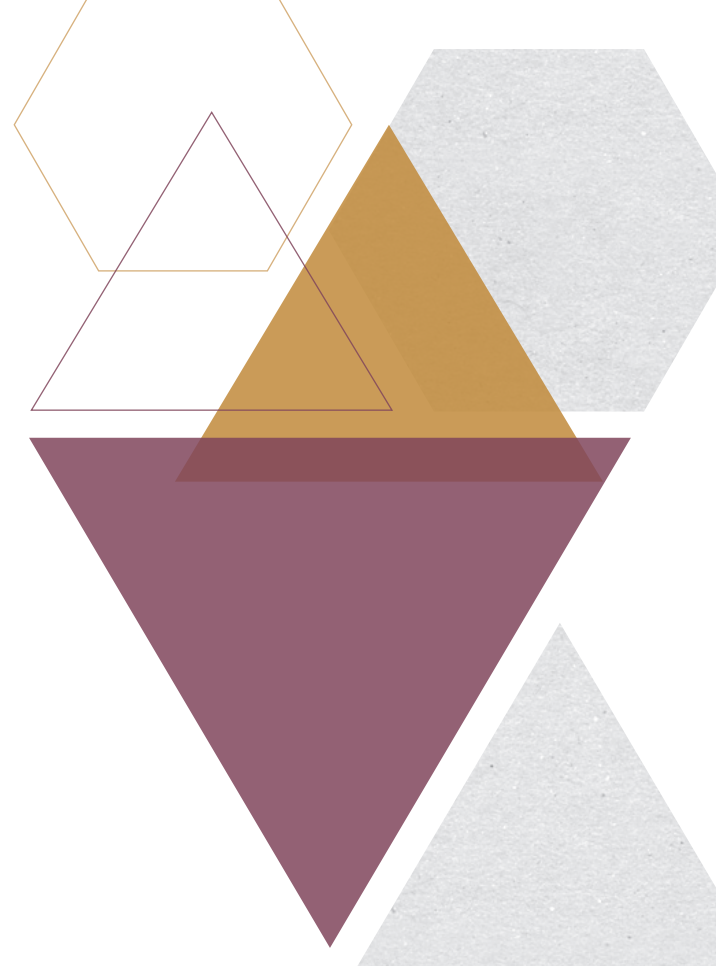
A community of practice (CoP) provides teachers with a unique and regular (monthly is suggested) meeting space to share with each other. The CoP model, developed with teachers who experience similar issues, provides an action-reflection cycle to implement and share successful learning and teaching strategies. A CoP also provides important feedback and evaluative opportunities for ongoing professional development decision-making.

Use the five-session concept plan to establish a CoP. It has face-to-face and online communication activities to guide and formalise the process and can be adapted and extended to suit various contexts and situations.



Five-session concept plan

| Session | Activities | Expected outcomes |
|------------------|--|---|
| SESSION 1 | First face-to-face group meeting: <ul style="list-style-type: none"> • Discuss a variety of activities that are of interest to share and develop further • Establish and record an agreed process for the CoP and the desired outcomes | <ul style="list-style-type: none"> • Clear structure and process for CoP agreed by group to include both face-to-face and online meeting activities • Identify importance of teaching and learning strategies for own teaching context for next meeting |
| | <ul style="list-style-type: none"> • Complete needs analysis form to discuss at next meeting | <ul style="list-style-type: none"> • Two entries by all members in online CoP forum before next meeting |
| SESSION 2 | Face-to-face group meeting: <ul style="list-style-type: none"> • Round table discussion of individual members' needs analysis results • Complete a mapping of teaching development needs and strategies from all members | <ul style="list-style-type: none"> • Specific 'tasks' agreed (identified from needs analysis discussion) to trial at least one new teaching and learning strategy in own classrooms |
| | Online forum/own teaching context: <ul style="list-style-type: none"> • All members participate in online forum to ensure CoP providing adequate support | <ul style="list-style-type: none"> • Active participation in online CoP, sharing at least one idea from experiences of implementing new learning and teaching strategy |
| SESSION 3 | Face-to-face group meeting: <ul style="list-style-type: none"> • Individual presentations of strategy trialled in classroom – results, lessons (What? So, what? Now what?) • Discussion and compiling material for teaching action plan that incorporates strategies to implement changes and activities in the learning environment | <ul style="list-style-type: none"> • Collate and learn from each other's experiences and capture scenarios to refer to and reflect further • Identify further ideas and strategies for teaching and learning practices in own context • Develop teaching action plan to incorporate new strategies and identify further PD |
| | Online forum/own teaching context: <ul style="list-style-type: none"> • Identify scenario of a challenge to share at next CoP (panel session) | <ul style="list-style-type: none"> • Upload one scenario of a challenge in implementing learning strategy • Actively participate in online forum sharing ideas and experiences |
| SESSION 4 | Face-to-face group meeting: <ul style="list-style-type: none"> • Invited panel session: Work through participant scenarios with panel of 'experts' drawn from across the organisation or sector to share learning and identify further strategies for managing challenges to improve student engagement and outcomes | <ul style="list-style-type: none"> • Collect range of ideas and strategies from experts to use in own teaching context • Compile a table of student engagement strategies that will inform the development of a Student Engagement Map for each participant |
| | Online forum/own teaching context: <ul style="list-style-type: none"> • Share ideas with the other participants in online forum about student engagement | <ul style="list-style-type: none"> • Actively participate in online forum sharing own progress and giving feedback on others' |
| SESSION 5 | Face-to-face group meeting: <ul style="list-style-type: none"> • Develop a personal teaching plan for student engagement for own learning context and share within CoP • Present action plan of future teaching and learning strategies and practices | <ul style="list-style-type: none"> • Complete a Student Engagement Map • Complete a teaching and PD action plan to enhance outcomes for practice and students |



About this resource

This work was supported through the Ako Aotearoa National Project Fund 2012. This resource is one of eight developed as a result of the study by Honeyfield et al (2016). *Research Report: Professional Development Decision-making to Support Under-25 Student Success*. These resources, the research report and a literature review can be downloaded at www.ako.aotearoa.ac.nz/projects/professional-development-improve-outcomes-under-25-learners. The resources are also available for purchase at www.shop.ako.aotearoa.ac.nz.

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