

<b>Colour Coded Key:</b>	Data/ Student Voice	Observations	Parent discussions
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<b>Student Gender</b>	<b>Ethnicity Age</b>	<b>Asttle Reading 2018 (4 test points) Glen Innes School</b>	<b>Asttle Reading 2019 (2 test points: Feb, June) Tamaki College</b>	<b>Student voice survey Term #1 Do you like to read?</b>
T1 Male	Maori And Tongan 13	3A, 3A, 3P, 4B	2A, 2A	Likes to read at home for more then an hour and reads because he wants to.
<b>My observations in Sos</b>		<b>English teacher comments</b>	<b>Student teacher observations</b>	<b>Student voice survey Term #2</b>
Verbally capable but written is difficult. Extended critical thinker. Distracts others and is often distracted in his learning.		He enjoys reading and contributes to discussions about the texts and shows some understanding. Works well on his own and completes worksheets and in class tasks	Taniela is generally a joy to have in class. He enjoys academic challenge, and takes pride in being able to complete his work to a high standard. He is most able to focus when not distracted by the boys (ie. Marco, Sio, Tom), however seems to not have much positive social interaction with anyone in the class. Other students complain if he is in their group.	Likes social studies (5/5)  One thing the teacher should know is that he likes music and he can remember all three of the intervention/strategies.  Believes the deep dive and the summarising activity has helped him with his reading and writing.
<b>Parent discussion: Mum</b>		<b>Aspirations for her son</b>	<b>Data I shared with mum</b>	<b>Moving forward</b>
Background: Mum drives a long-haul		Wants to him to do well and enjoy school. Wants him to	We discussed the fact that in year 8, he left with 4B reading,	We agreed to create a supportive network for T1 by encouraging discussions around what he has

courier truck. Has 3 other children, one with special needs.	continue with his Te Reo	but in year 9 so far, two test points has shown he is at 2A which is well below the average. I pointed out that the 4B results shows that he is more then capable of achieving higher results but needs to urgently focus. (Please see diagram)	<p>been learning at school and ways to have learning conversations at home. He will watch current events, have discussions about points of views and perspectives.</p> <p>I also asked him to finish his Matariki ppt, where I wanted him to write his pepeha.</p>
<b>Things I did not know before.</b>	<p><i>He only learnt to speak English 3 years ago and used to go to the Kura in Glen Innes (talked to Whaea Trina earlier in the year). Went to move to Australia, but they did not offer the right services for their family (education wise as well as for their family) so they moved back to N.Z.</i></p> <p><i>He used to be the leader of whaikero at the kura and speaks easily at home. They encourage the use of Te Reo at home. He is a confident speaker but mum says that it is his writing that he has problems with.</i></p>		
<b>Reflection: Changes in my teaching approach</b>	<p><i>Before knowing what I know now, I had decided that T1 was highly capable of verbalising texts and critically thinking about content but that he found it hard to write it down. What I saw was a power struggle between wanting to do well and fitting in and being liked. But I also wondered if he felt comfortable in his own skin? Was it not cool to be Maori?</i></p> <p><i>I was always observing him as one who is trying to speak up but because of the dynamics of the classroom, he is being held back. How can I build a learning environment that will support his experiences and motivate him to succeed?</i></p> <p><i>How can enable and give T1 permission to express the wealth of knowledge he has without him fearing being bullied?</i></p> <p><i>I think I need to create 'pockets of power' in the class where learning can happen because at the moment, I can see it happening unless I make some changes.</i></p> <p><i>If he can't write, how can I help him communicate where he feels comfortable? Is there research to support this?</i></p>		
<b>Discussions with Heather</b>	<p><b>Idea:</b> Next meeting with the same student, make sure I have another checkpoint.</p> <ul style="list-style-type: none"> <li>Now that I know what I didn't know, I can implement the change.</li> </ul>		

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|  | <ul style="list-style-type: none"><li>• Remove the barrier of him having to write to voice tech, if he can orally describe what he's learnt. I could monitor the change that the intervention eg. every third piece of evidence, compare it. Doesn't have to record every time. Get kids buy in. SMART measurable. 4 - 5 weeks.</li></ul> |
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