

## Appendices

'Write-on!': Investigations into relationships between teacher learning and student achievement through writing

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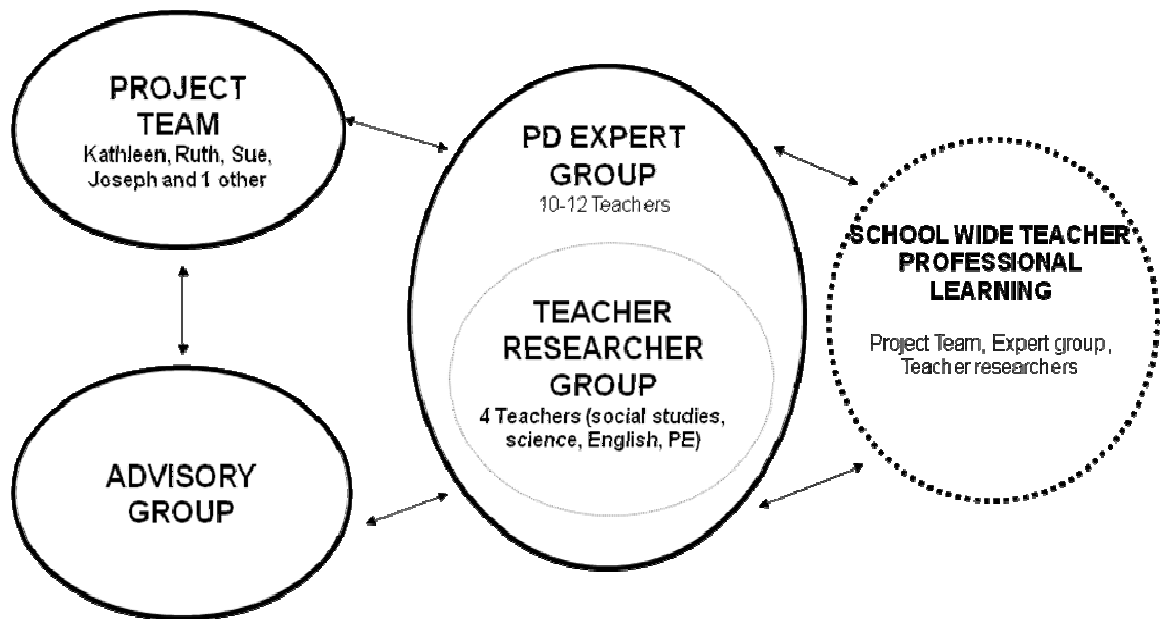
## Appendix A: Pilot study situated within longitudinal project

2005	2006		2007	2008	2009	2010
	<b>Pilot Study:</b> Literature review  Project Team & SRs* PD on subject-specific writing.  Yr 10 SRs in-depth field research  Data analysis  Mid-way report to whole staff  Final analysis of data  Report on pilot study to inform 2007 Programme	Whole-school PD writing programme informed by pilot study research           Design of whole-school writing programme for 2007   Collect exemplar and test data for Cohort 1 Yr 10, and Cohort 2 Yr 8	Whole-school PD writing programme based on research from 2006           Collect exemplar and test data for Cohort 1 Yr 11 (NCEA L1) and Cohort 2 Yr 9	Whole-school PD writing programme           Collect exemplar and test data for Cohort 1 Yr 12 (NCEA L2) and Cohort 2 Yr 10	Whole-school PD writing programme           Collect exemplar and test data for Cohort 1 Yr 13 (NCEA L3) & Cohort 2 Yr 11 (NCEA L1)	Final Data analysis           Final report and dissemination
Preliminary PD with whole-staff and selection of TRs   Collect exemplar and test data for Cohort 1 Yr 9						

\*School researchers, i.e. teacher and student researchers.

## Appendix B: Project structure

### STRUCTURE OF THE PROJECT



# Appendix C: Interventions in student learning and achievement

## Write-on! Interventions in student learning and achievement

In 2006 Year 10 students at Kakariki College have the opportunity to take part in a research project that is designed to help teachers from different subject areas improve the way they teach writing. Your teacher for this class is one of four teacher researchers who are working closely with researchers from the University of Canterbury. Over the next few weeks your teacher will be involved in learning and testing new ideas about writing. Before this begins, we would like to ask you some questions to find out about your learning and writing, and what might help you to do better.

**Name** .....

### Learning

(Tick the box with your answer)

1. This class is a good place to learn.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

2. The students in this class help me to learn.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

3. Some students do things that make it hard for me to learn.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

4. My teachers at school help me to learn.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

5. Some things my teachers do make it hard for me to learn.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

6. I am a good learner in this subject.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

7. My teacher in this subject thinks I am a good learner.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

8. Other students in this subject think I am a good learner.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

9. My family helps me to learn.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

10. My family thinks my learning at school is important.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

11. If there are other places where you are a good learner (at the weekend, after school or in the holidays) list them here:

.....  
.....  
.....

12. If there are any other people who help you to learn list them here:

.....  
.....

## Writing

13. I am a good writer.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

14. I enjoy writing.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

15. I am good at writing in this subject.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

16. I am better at writing in other subjects than this one.

<b>Agree</b>	<b>Sort of</b>	<b>Disagree</b>

17. If there are any kinds of writing that you enjoy list them here:

.....  
.....  
.....

18. If there are any other subjects where you enjoy writing list them here:

.....  
.....  
.....

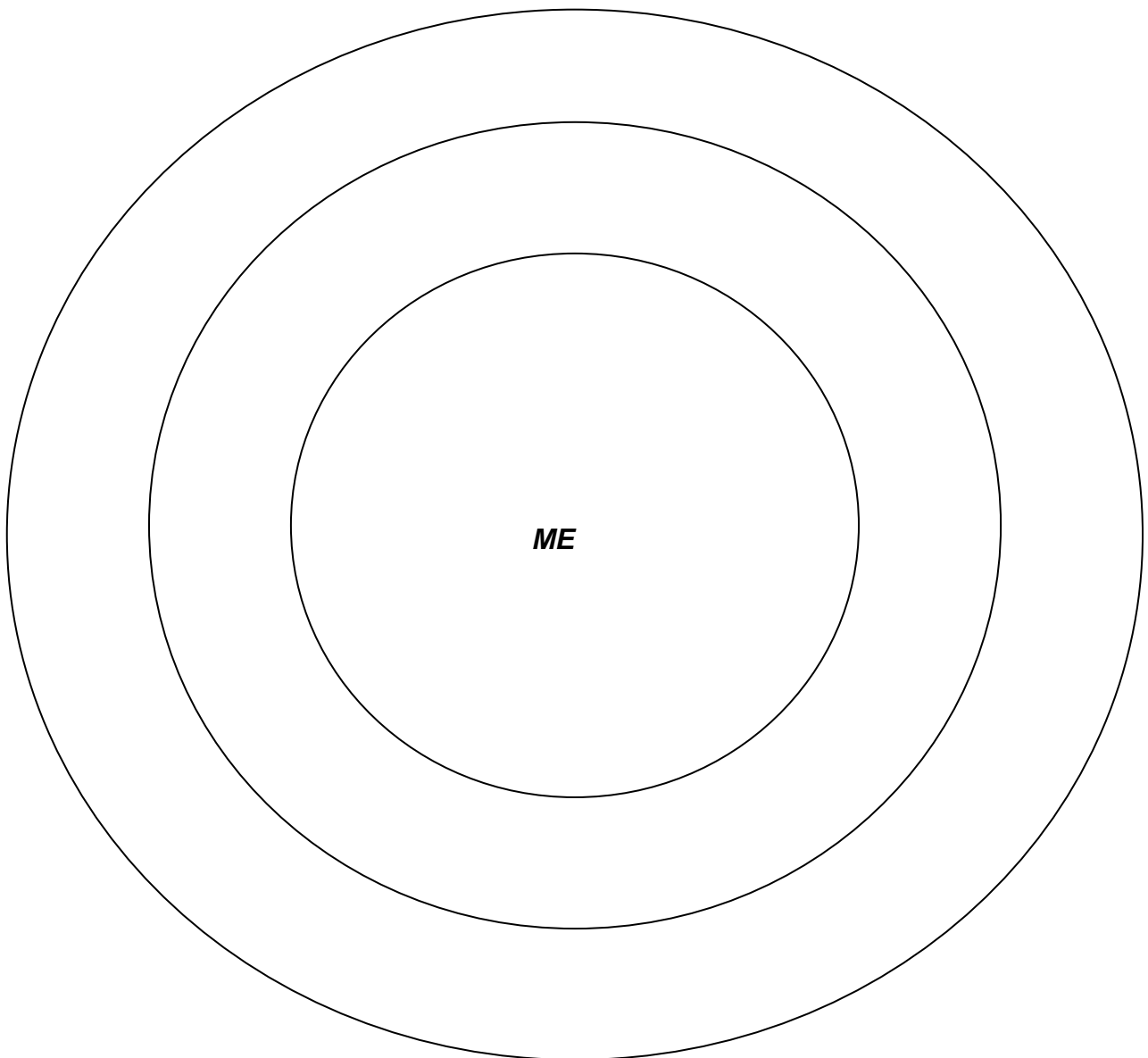
19. List any writing activities that you do outside of school:

.....  
.....  
.....

**Name**.....

**Who helps you to learn best in this class?**

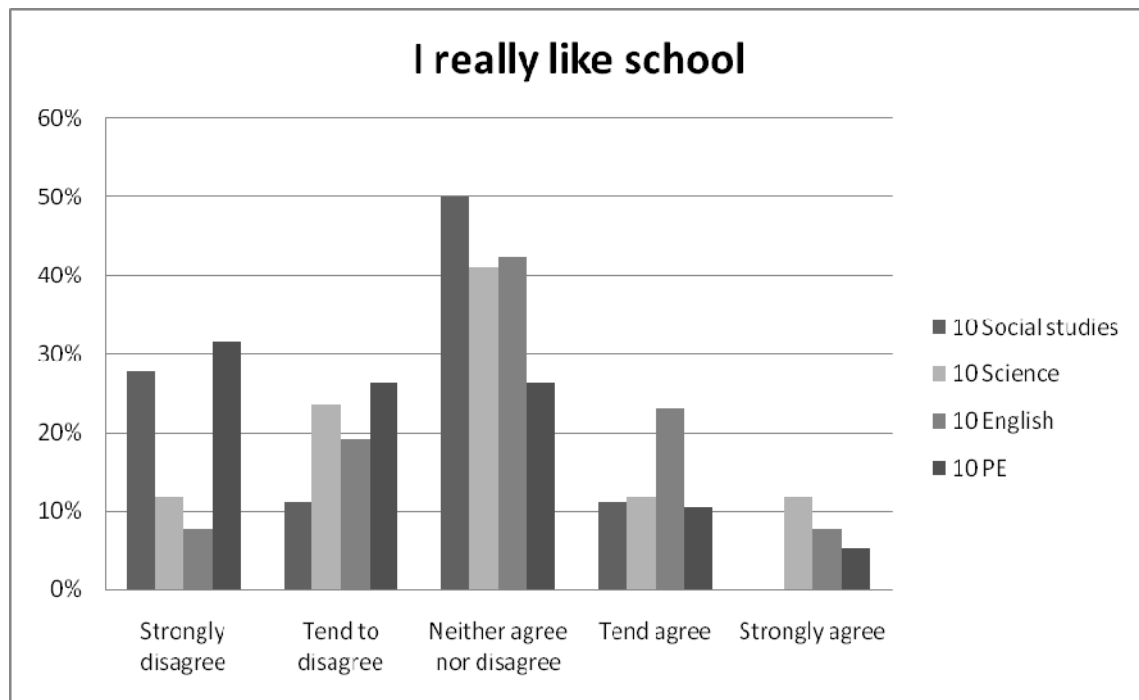
Thinking about all the people in your class, including your teacher, show who you learn the best with. Put the people you learn best with closer to you, and the ones that you learn least well with further away from you.



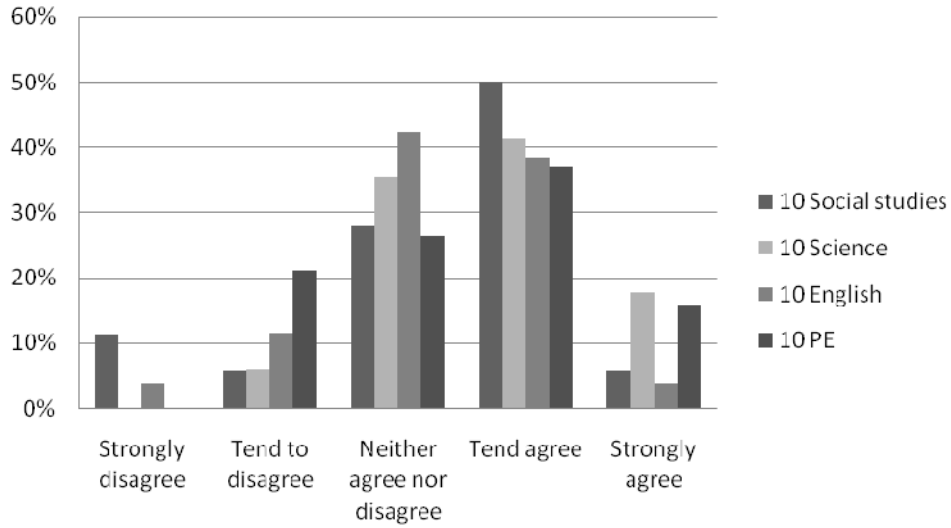


## Appendix D: Responses

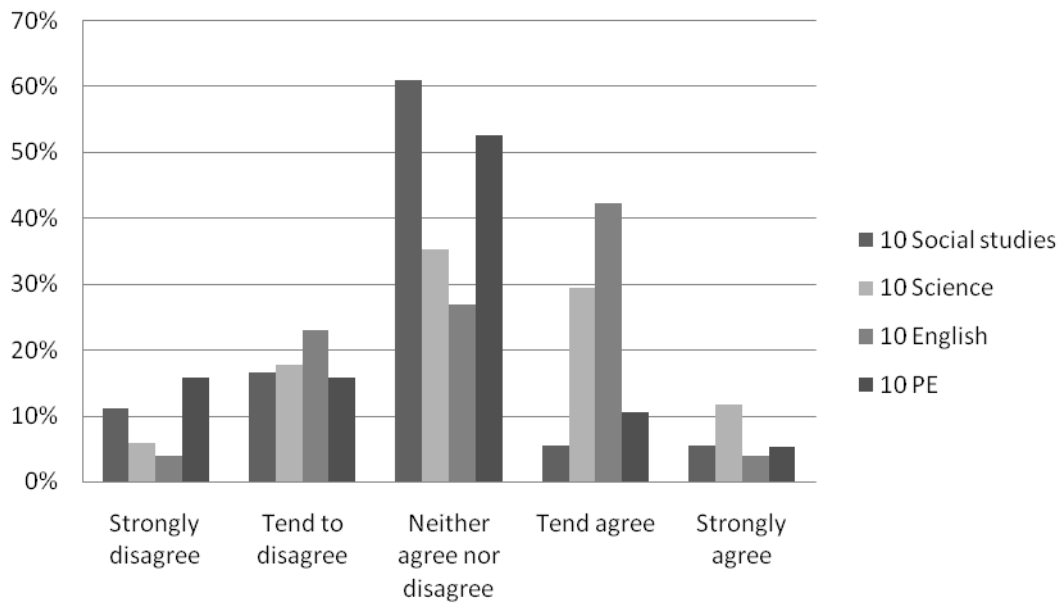
Selected results comparing responses from the 4 case study classes to the Centre for Educational Measurement's attitudinal test, SATIS, administered in Term 4, 2006.



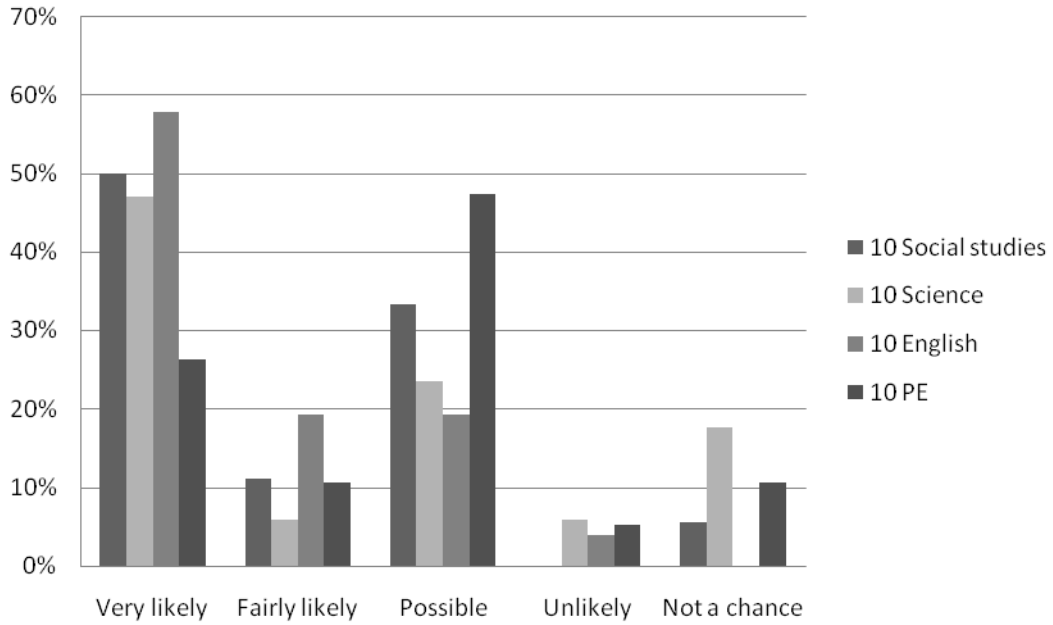
### I feel that I can go to the teachers if I don't understand the work



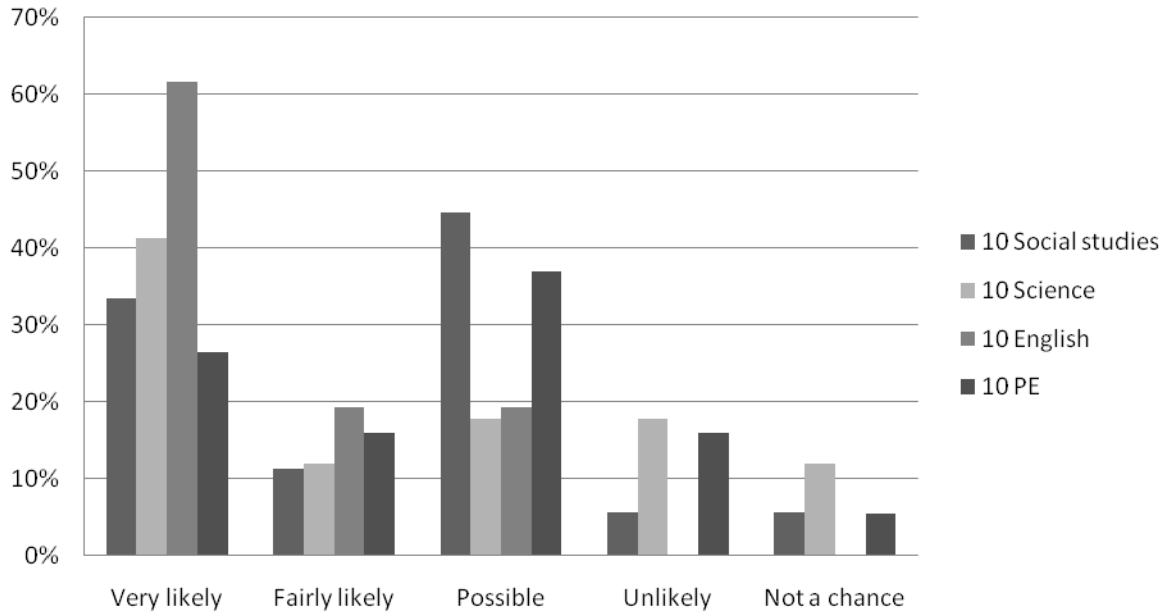
### I feel that I belong in this school



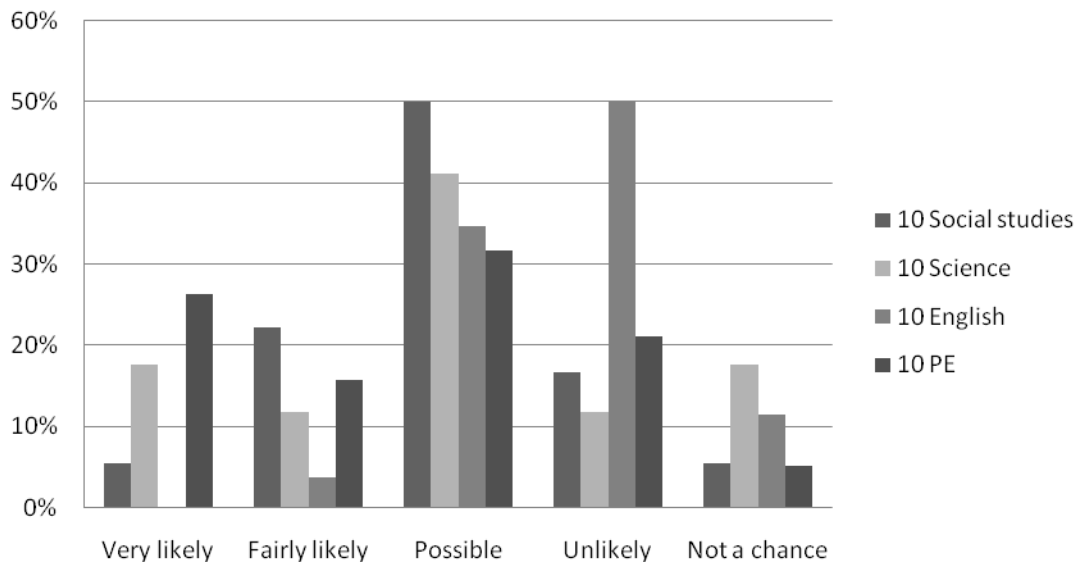
## After Year 11, how likely is it that I will stay on at school



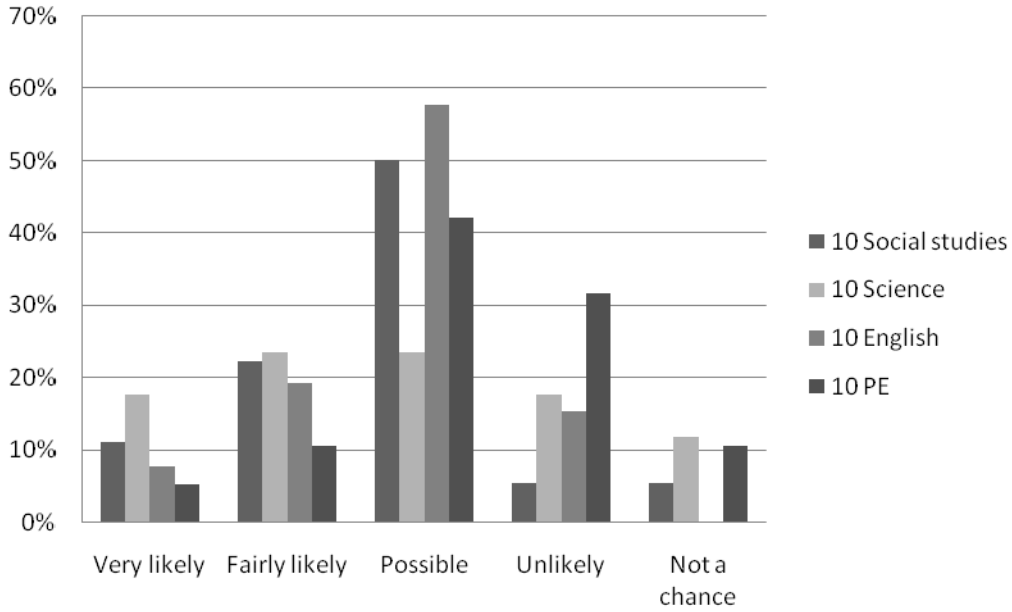
### After Year 11, how likely is it that I will continue at school to get higher qualifications



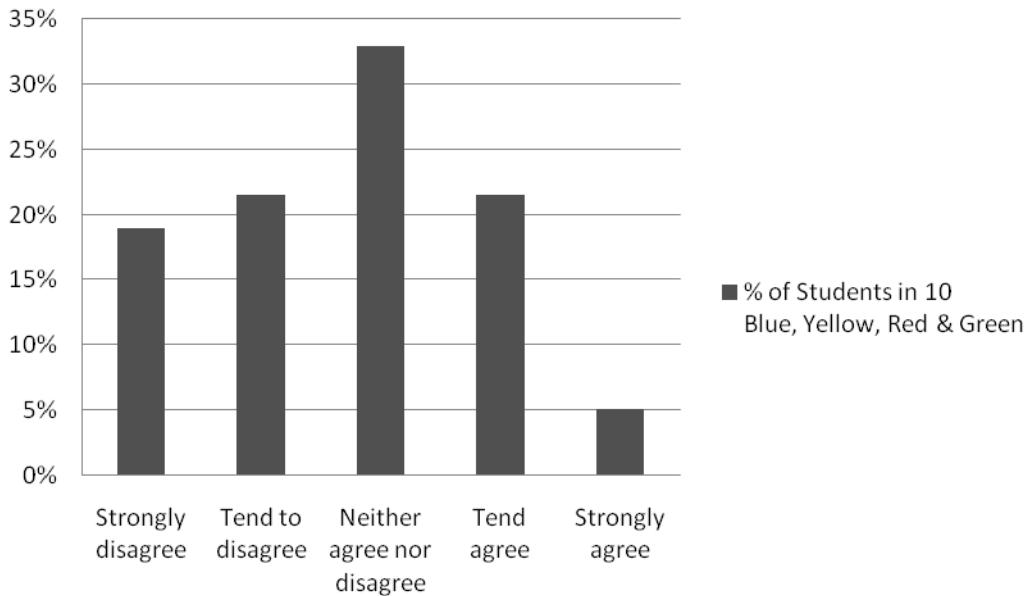
### After Year 11, how likely is it that I will leave school to try to get a job

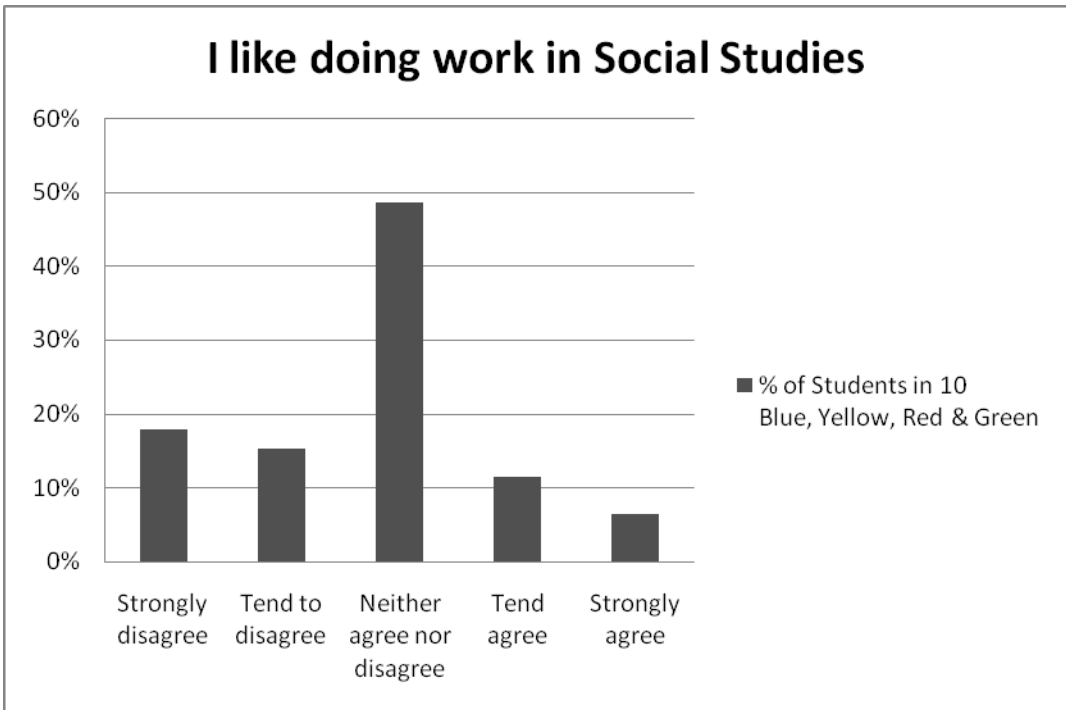
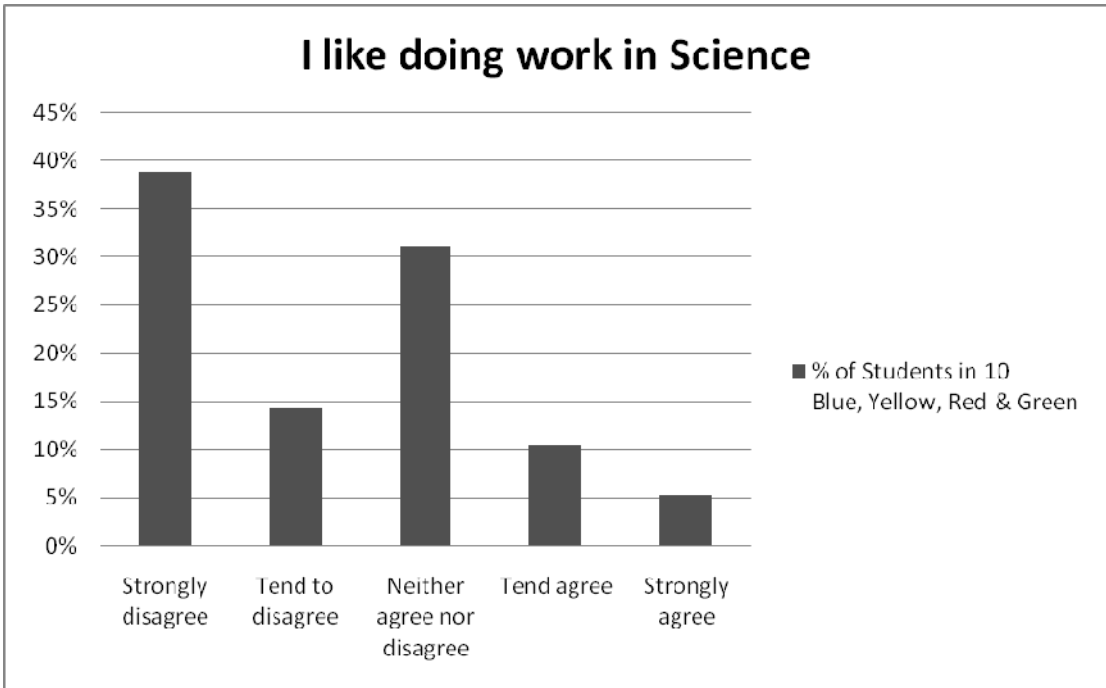


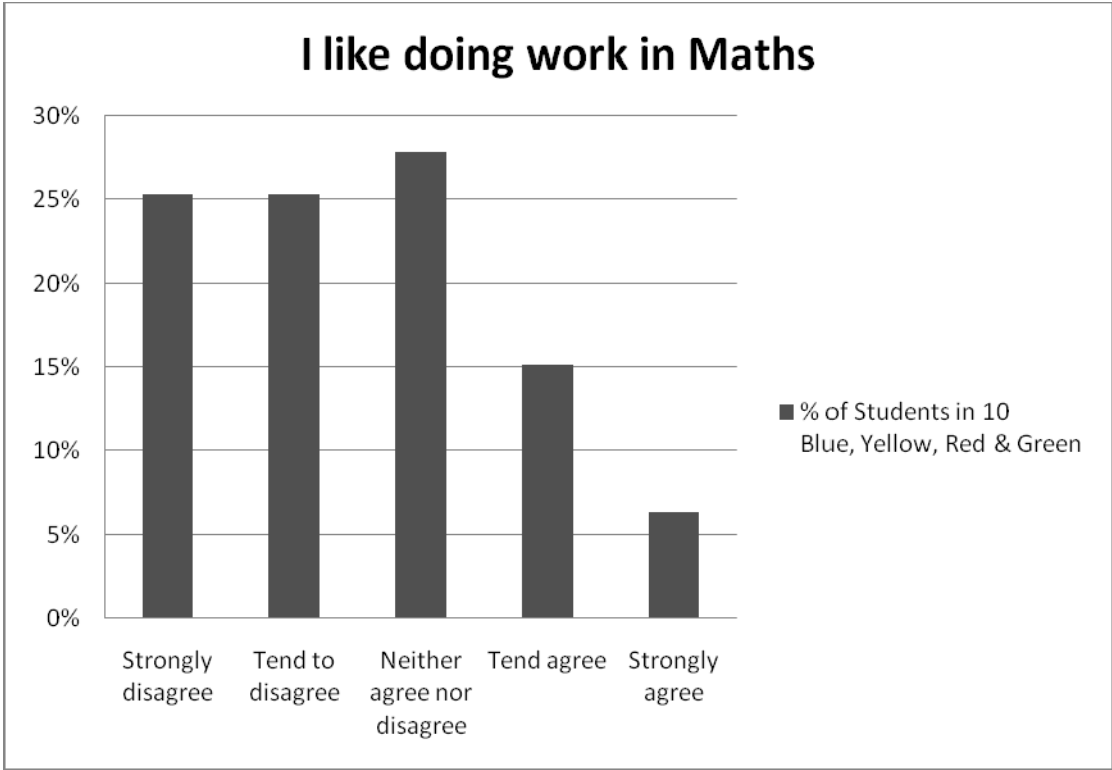
### After Year 11, how likely is it that I intend to study at tertiary level?



### I like doing work in English







## Appendix E: Exchange of strategies

### **Making use of the research findings to address student writing literacy: An exchange of strategies.**

This diagram was developed as a tool to provide an example of how the research findings might inform future practices within the school.

