



**Whole School Approaches:  
The student as individual**

**Michael O'Neill and Enisa Saban  
March 2005**

# Academic starting points

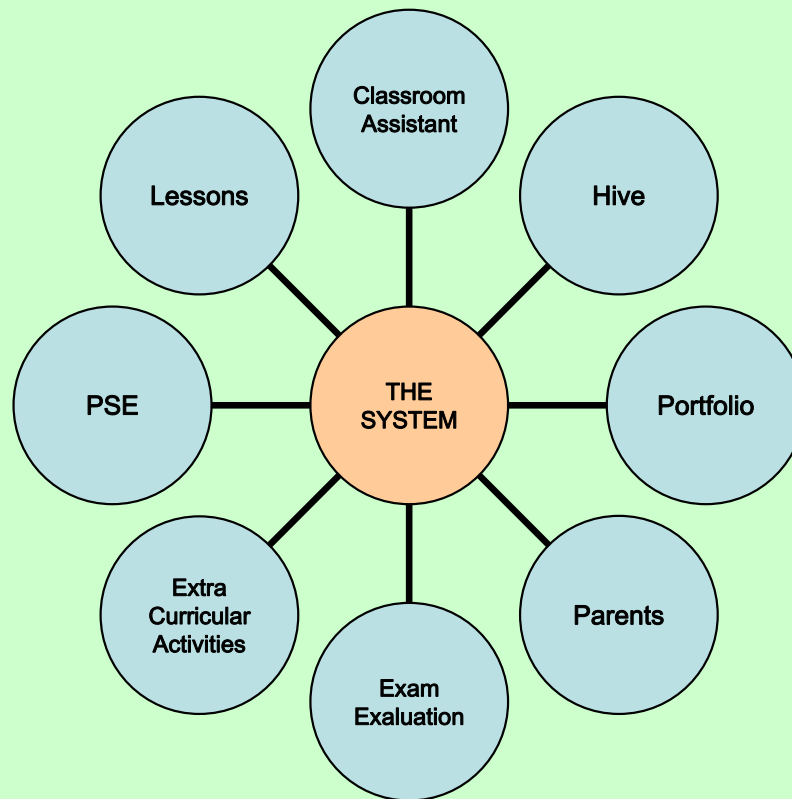
- Marshall (1995)
- Robert Slavin (2004) **Educational Psychology– Theory and Practice.**
- **Responding to Ethical Dilemmas** Dr.Iouri Zagoumenov, (1994)
- John Dewey () **Democratic Theory**
- Barry Kanpol() **Response to Postmodern Theory on Education**
- Vigotsky- **Developmental Stages**

- Not surprisingly, studies of one adult-one student tutoring find substantial positive effects of tutoring on student achievement. One major reason for the effectiveness of tutoring is that the tutor can provide individualised instruction, tailoring instruction precisely to a student's needs. In addition, educational innovators have long tried to simulate the one-to-one teaching situation by individualising instruction.

# Whole school approaches

- This presentation will look at an integrated system for maximising student achievement and professional development of the teacher, based on approaching the student as an individual. The session will look at reasons, implementation and success of a project carried out in the speaker's school and how it can also be adapted to suit specific purposes.

# What did the scheme involve?

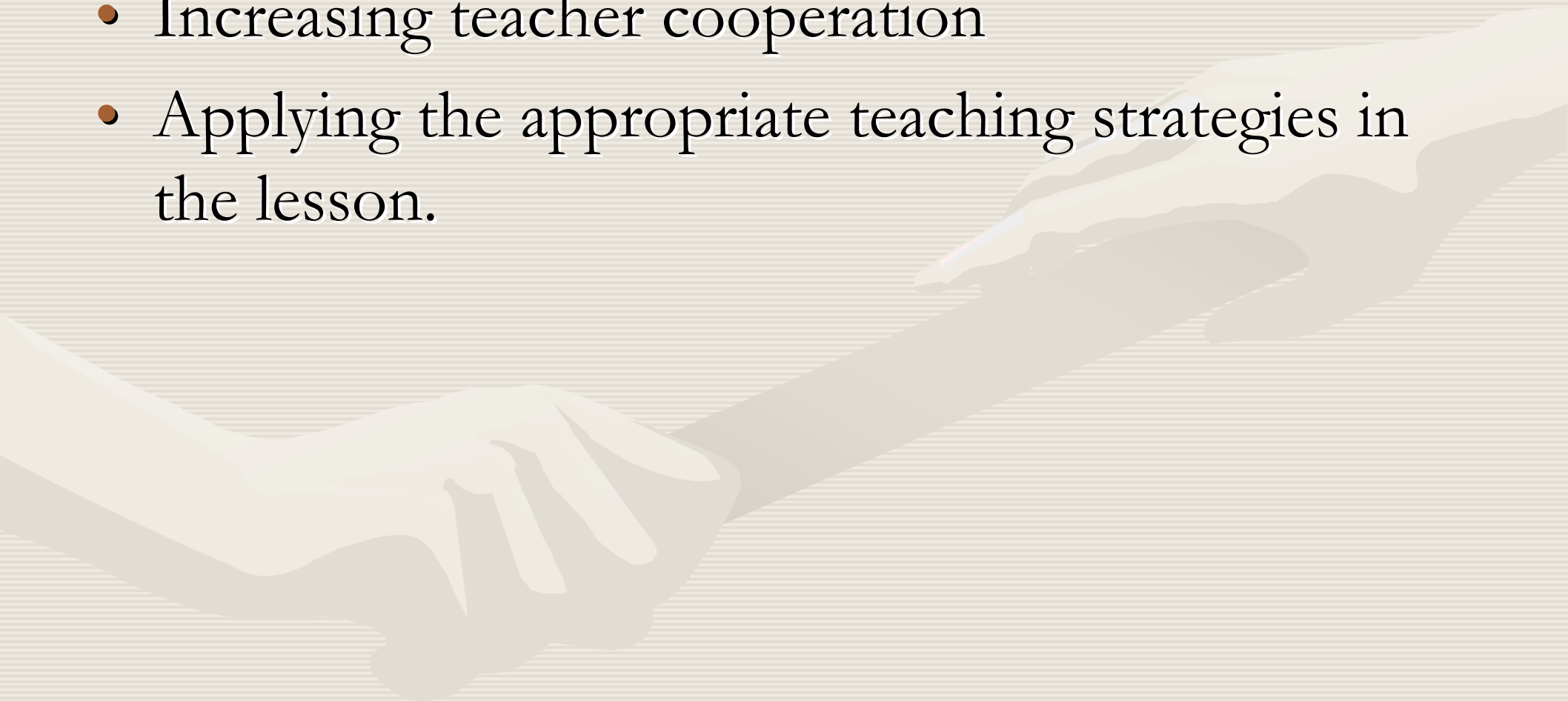


# The desired effects

- Focus on creating individualised instruction  
Refine the teacher's approach to suit individual students learning needs
- Target Population Focus and Decision  
Emphasis
- Increase in teacher-student interaction
- Students' attitude towards learning- motivation
- Students' achievement

# The desired effects

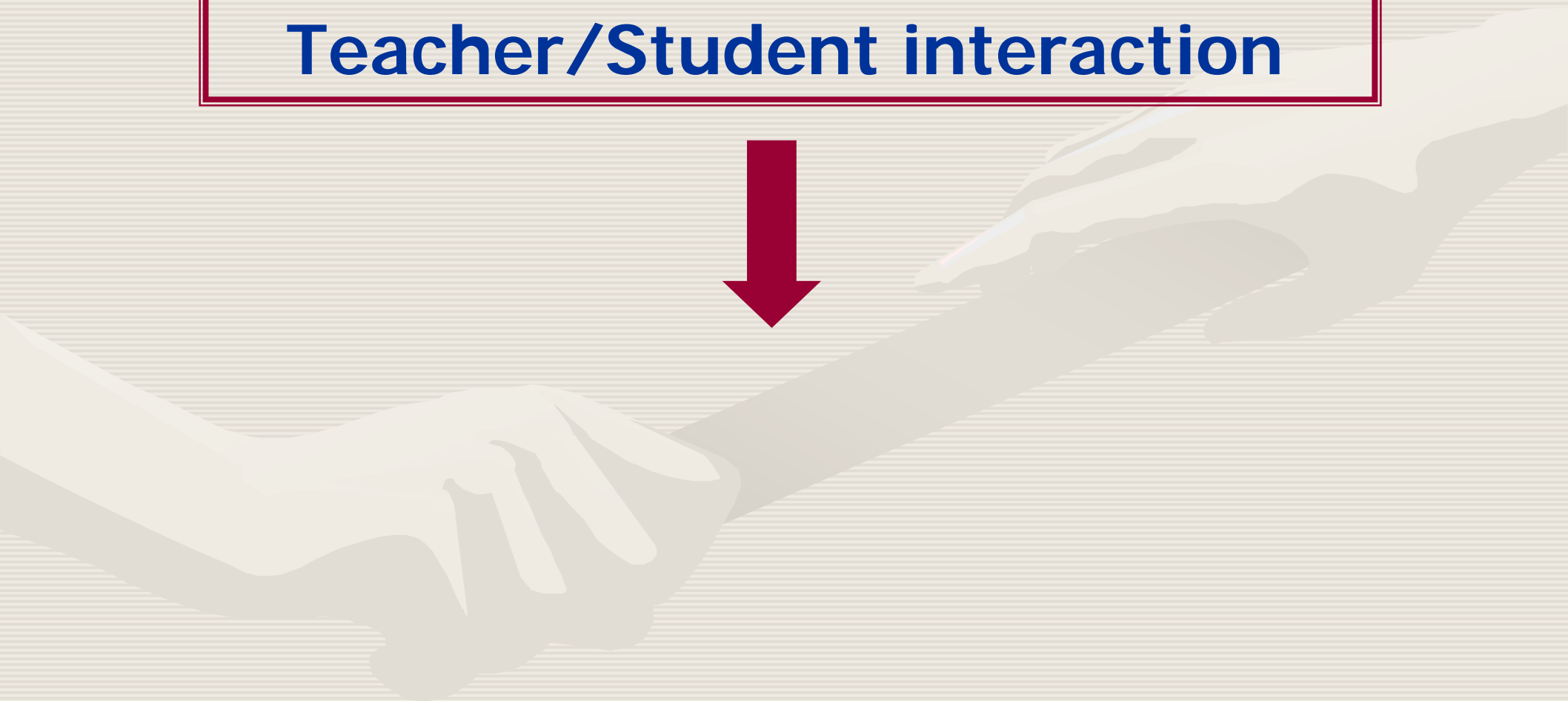
- Maximising professional development
- Increasing teacher cooperation
- Applying the appropriate teaching strategies in the lesson.



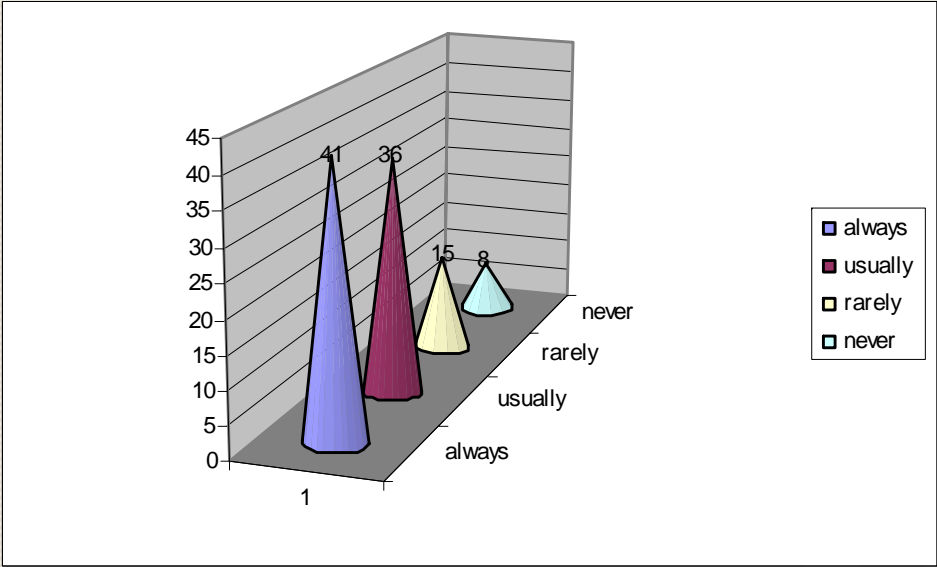
# STUDENTS' QUESTIONNAIRE RESULTS



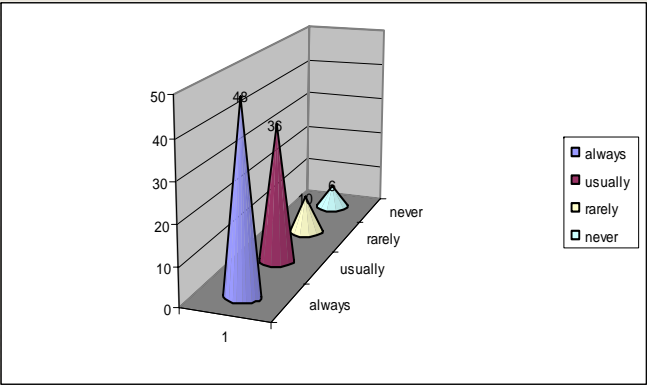
# Teacher/Student interaction



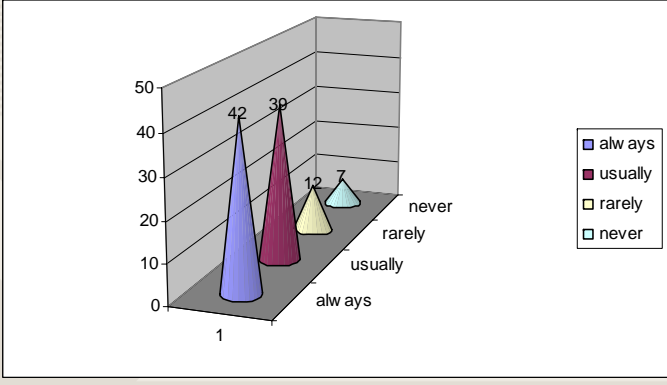
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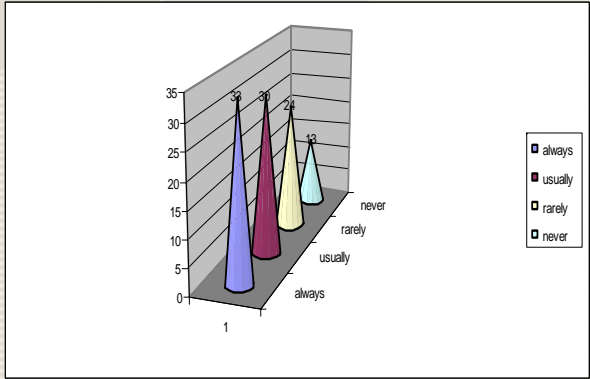
## Year Group



1 to 3

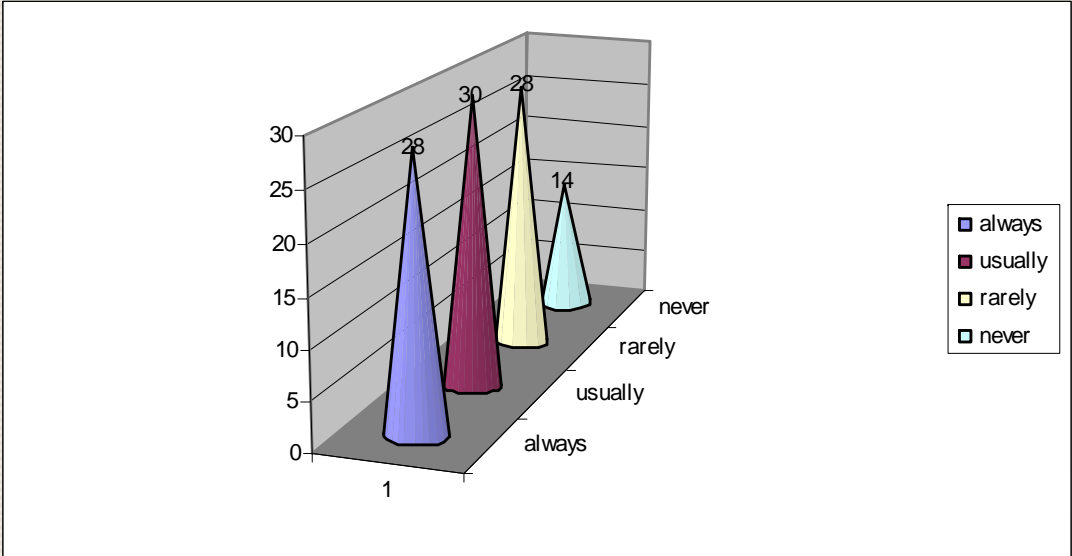


4 to 5

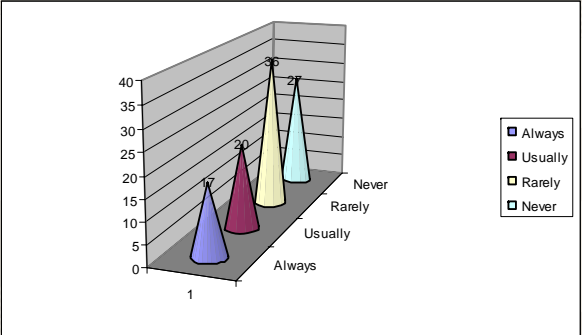


6 to 8

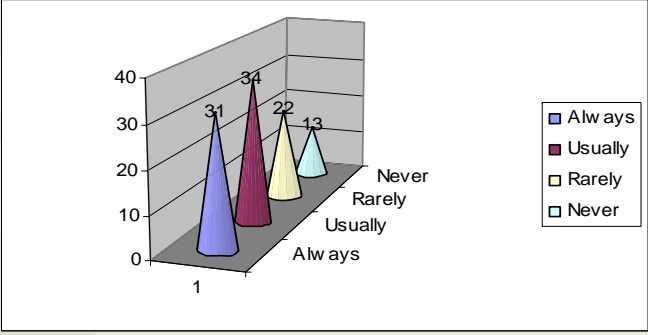
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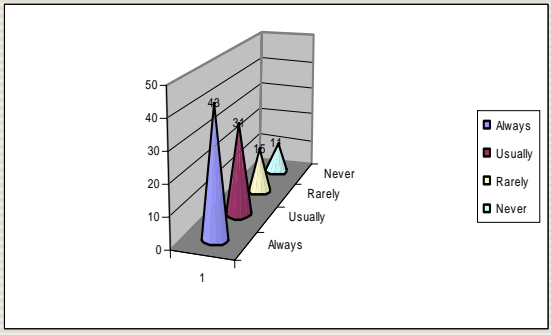
# Proficiency Level



## Begginer

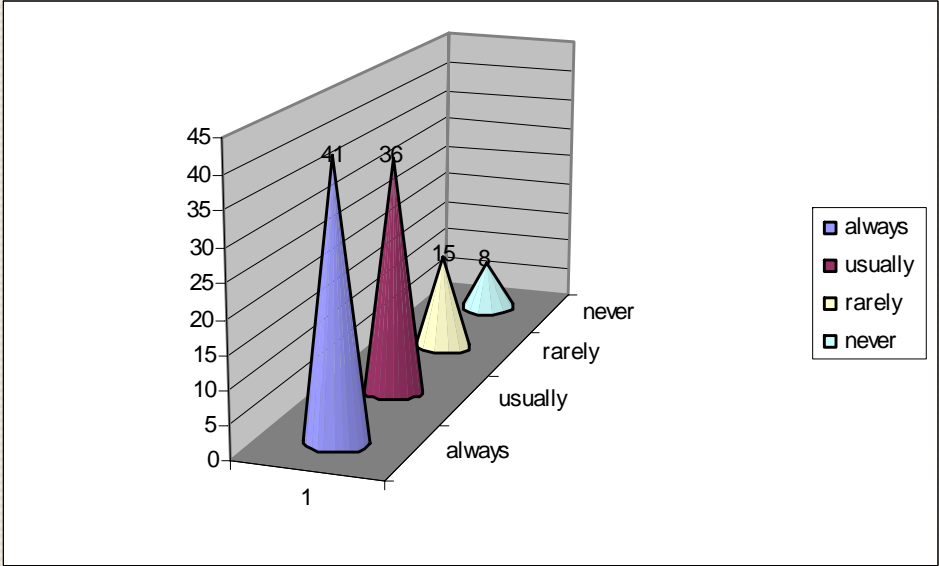


## Intermediate

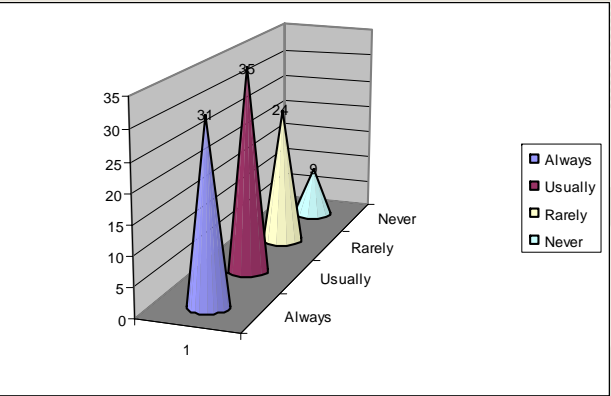


## Advanced

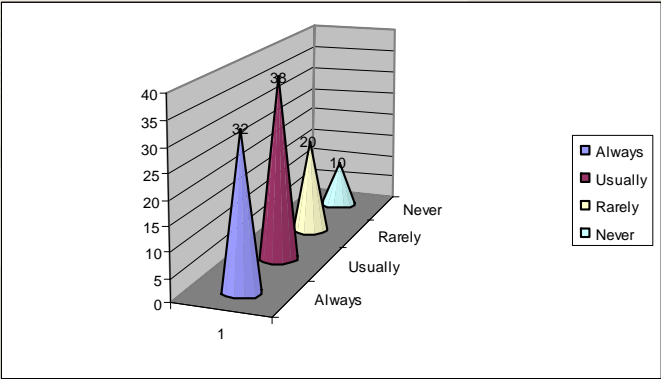
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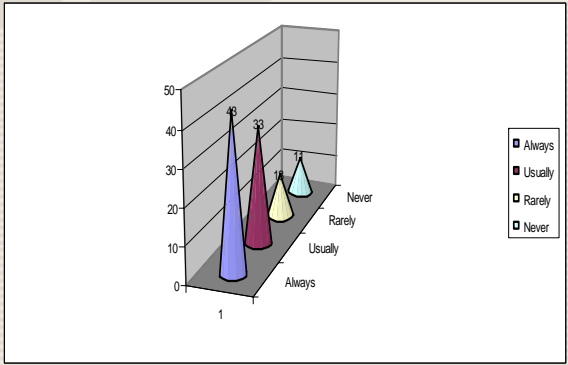
## Proficiency Level



### Begginer

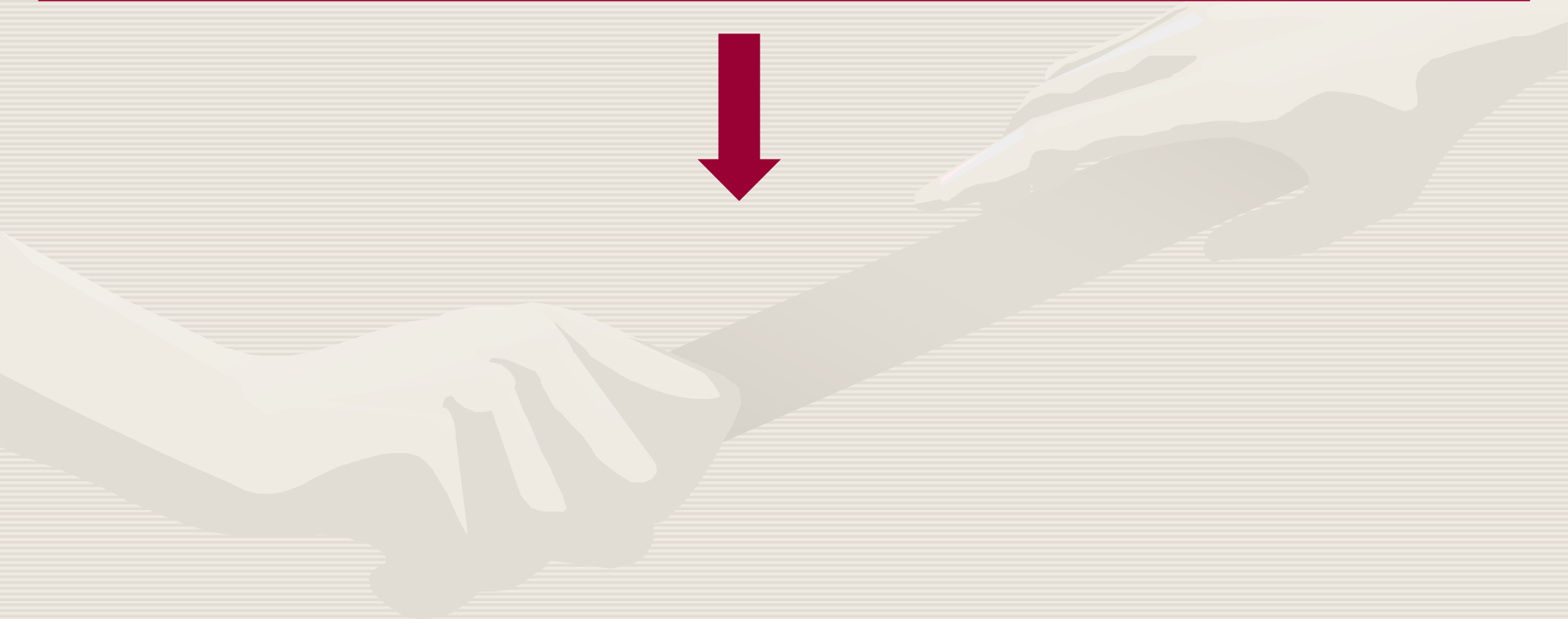


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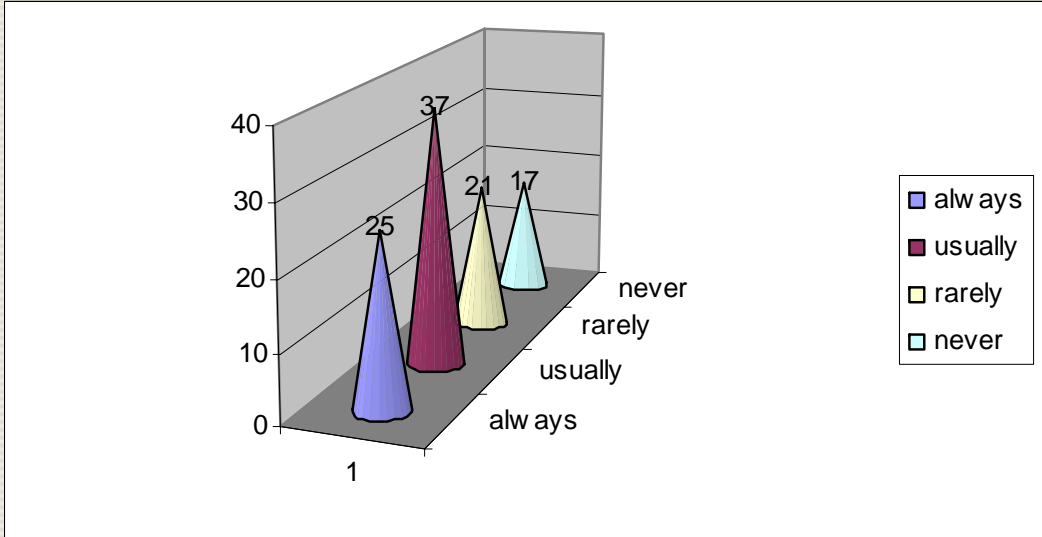


### Advanced

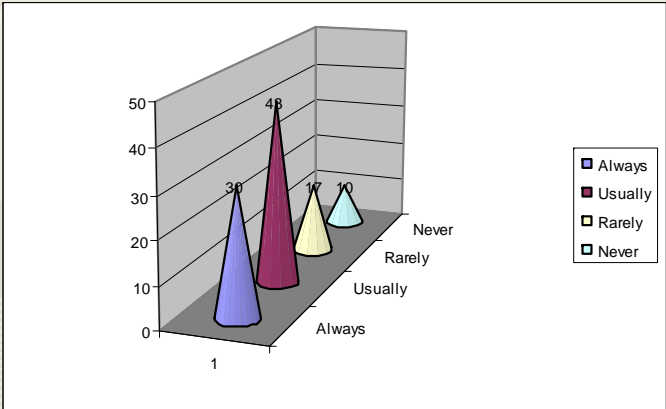
**Students' positive attitudes towards learning**



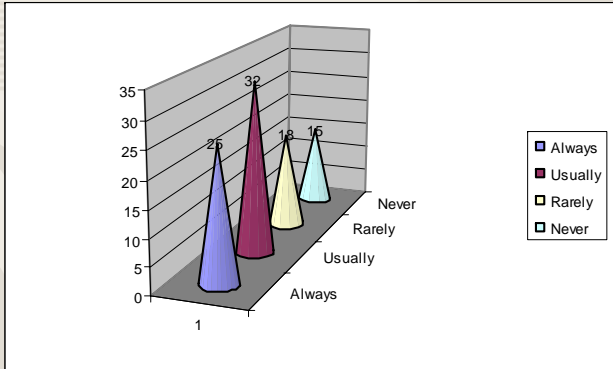
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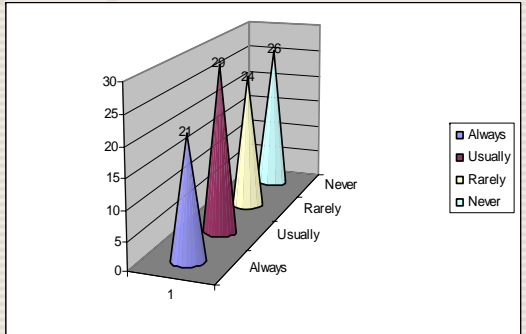
## Year Group



1 to 3

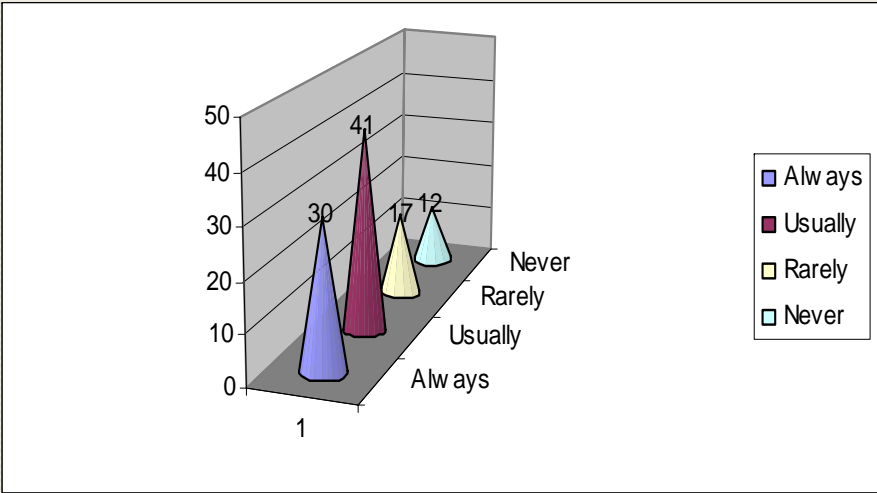


4 to 5

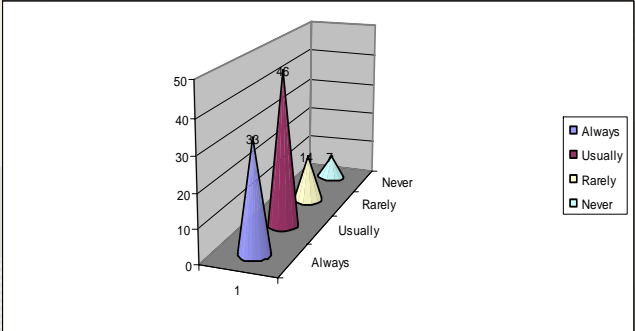


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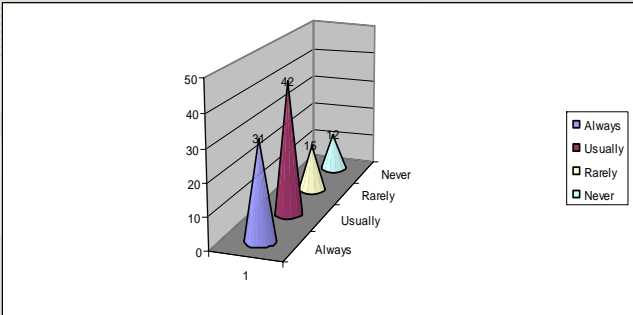
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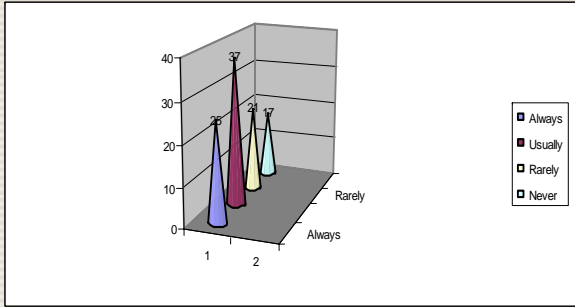
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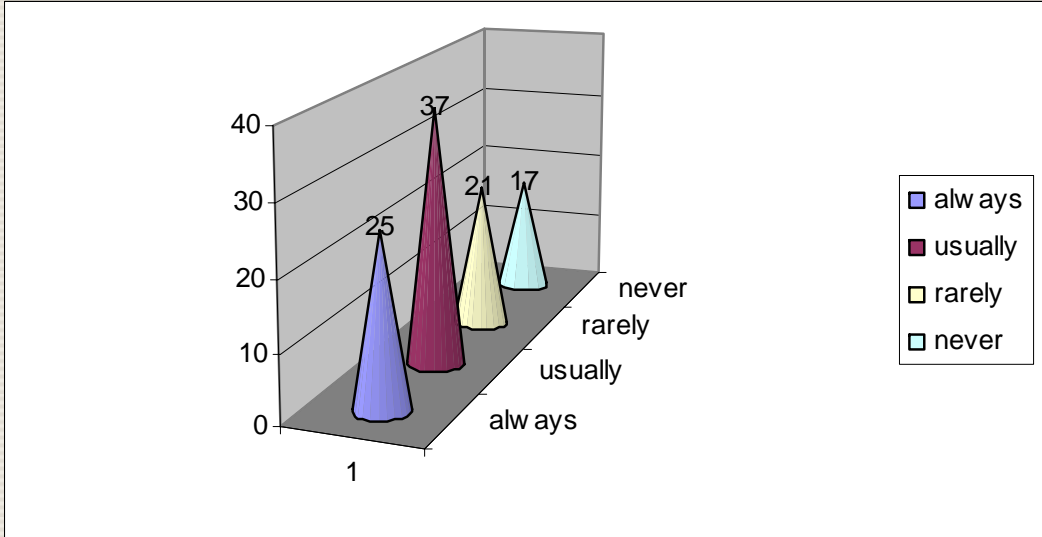


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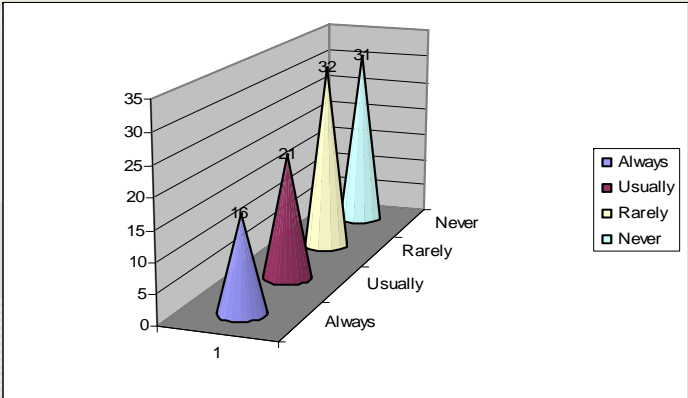


6 to 8

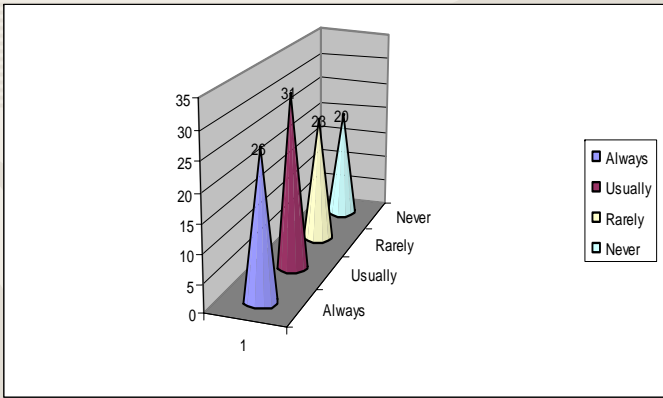
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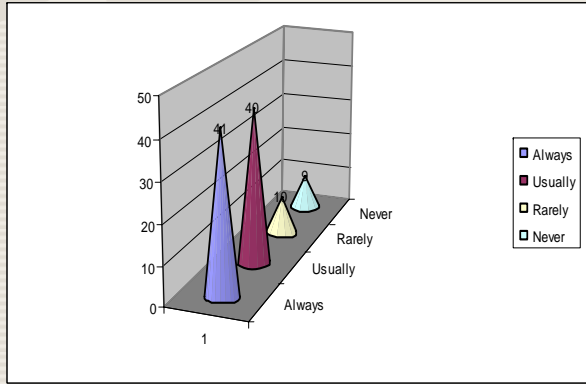
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## Begginer

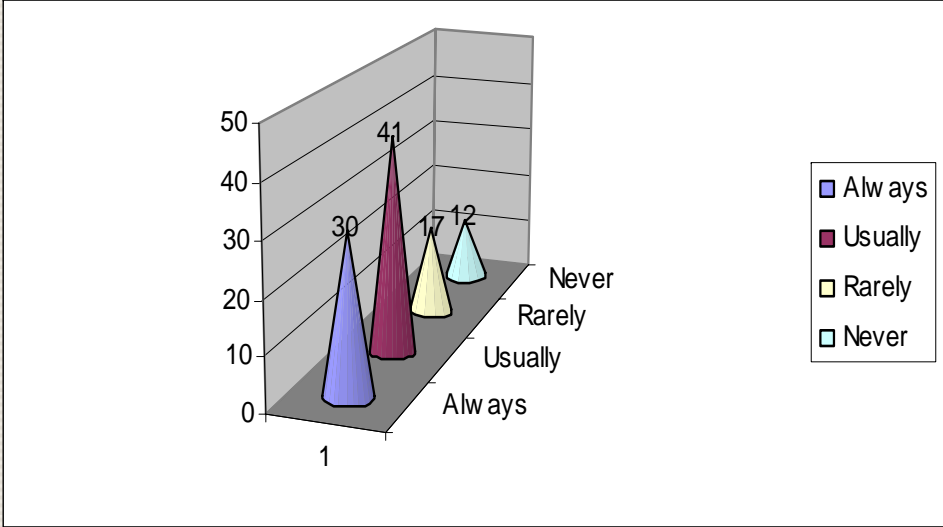


## Intermediate

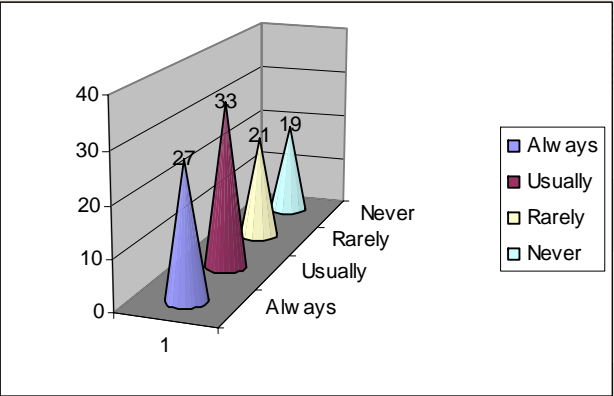


## Advanced

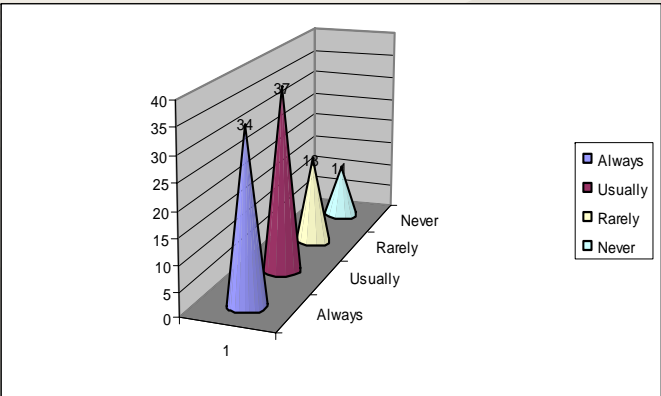
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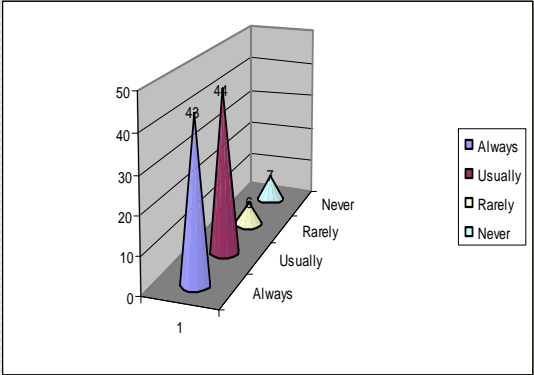
## Proficiency Level



### Begginer

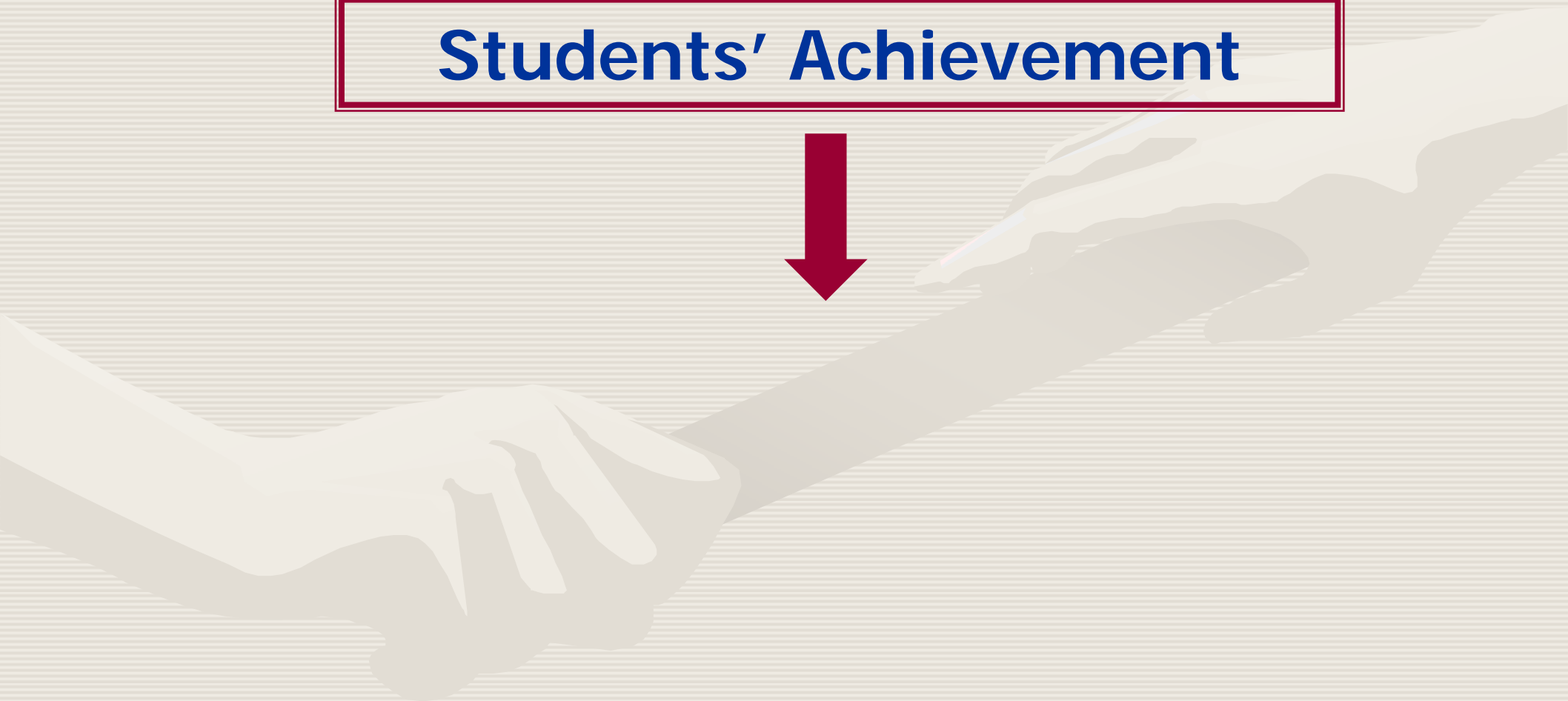


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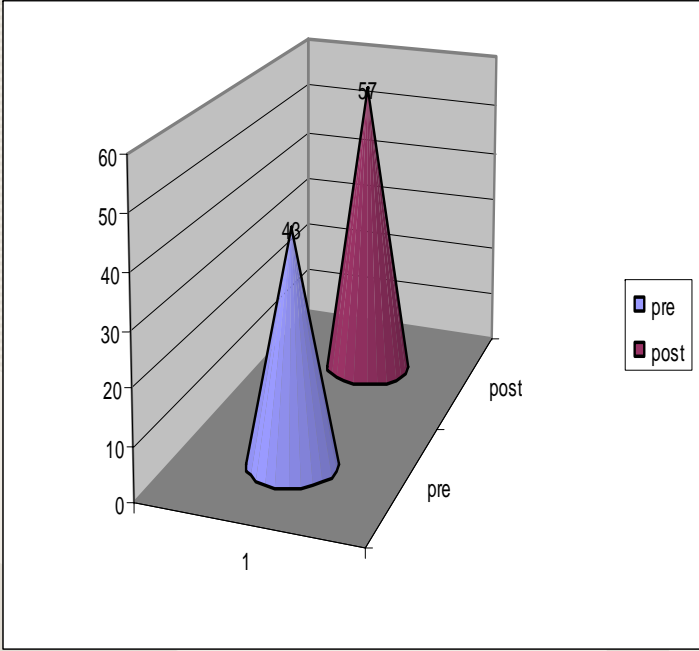


### Advanced

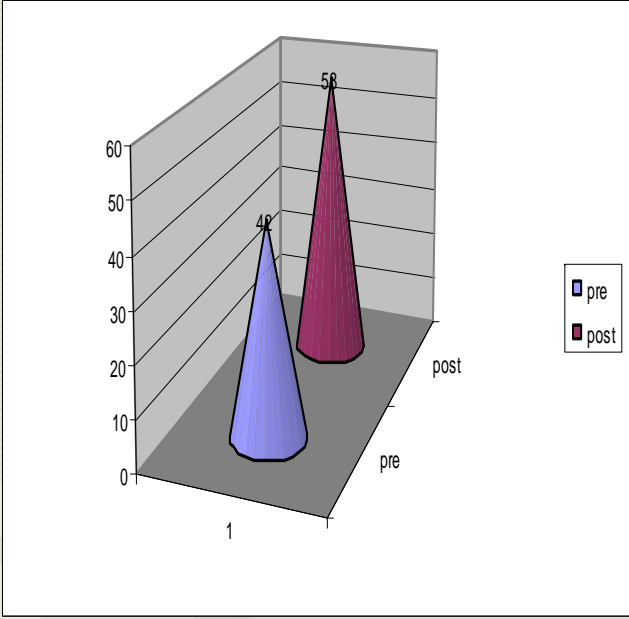
# Students' Achievement



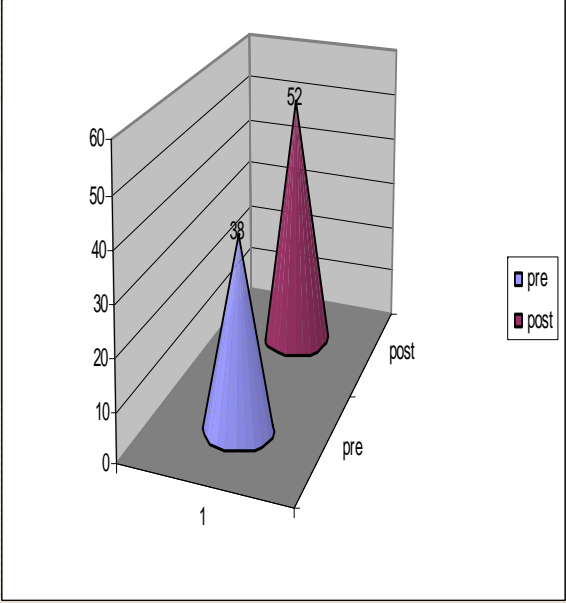
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1 to 3

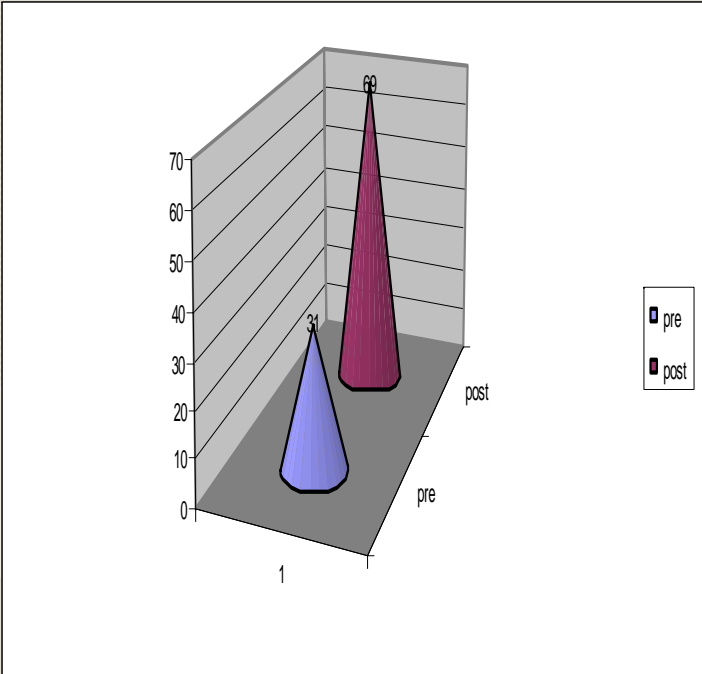


4 to 5

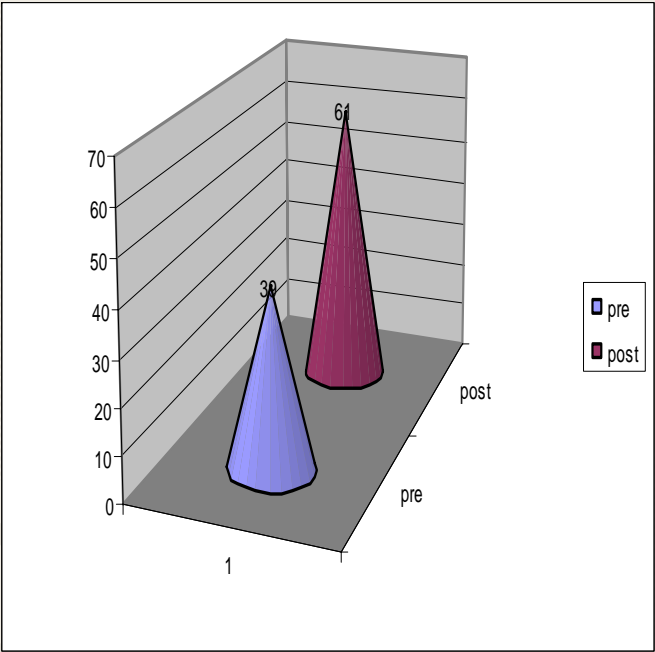


6 to 8

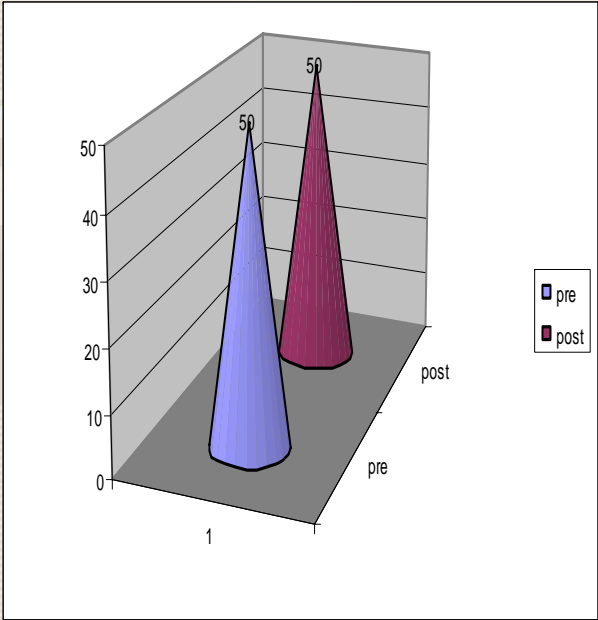
# Proficiency Level



**Beginner**



**Intermediate**



**Advanced**

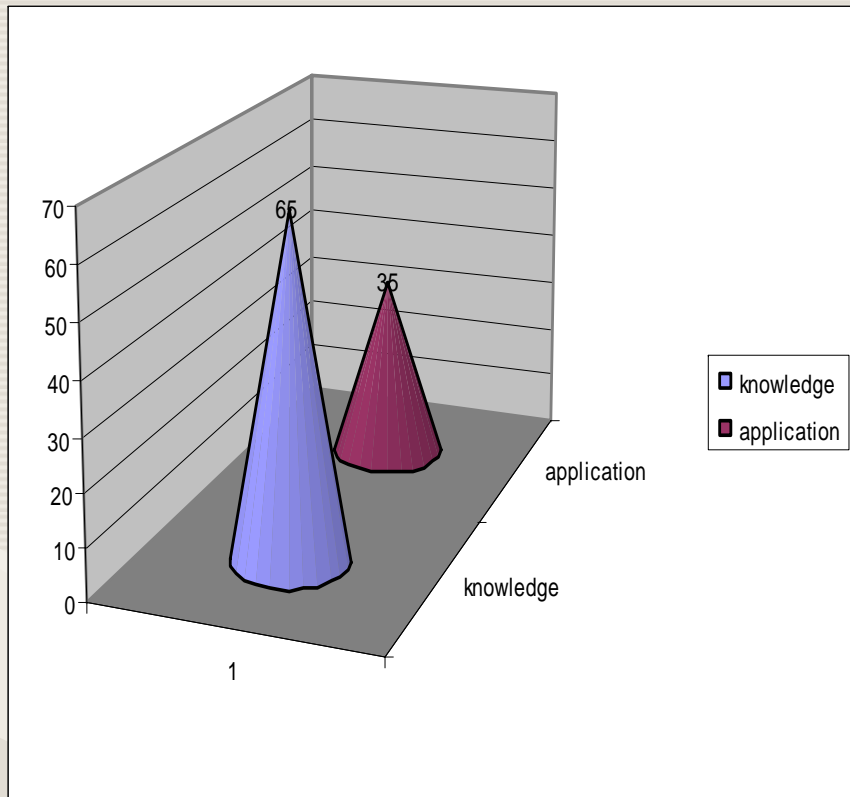
# TEACHERS' QUESTIONNAIRE RESULTS



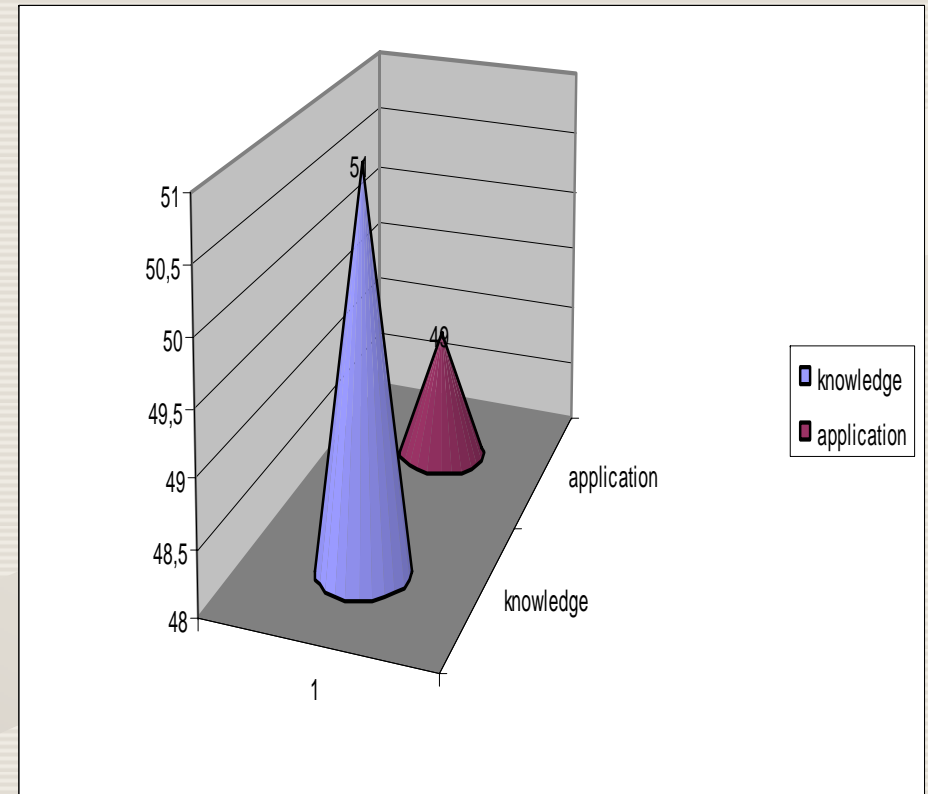
**Applying the appropriate teaching methods in the lesson**



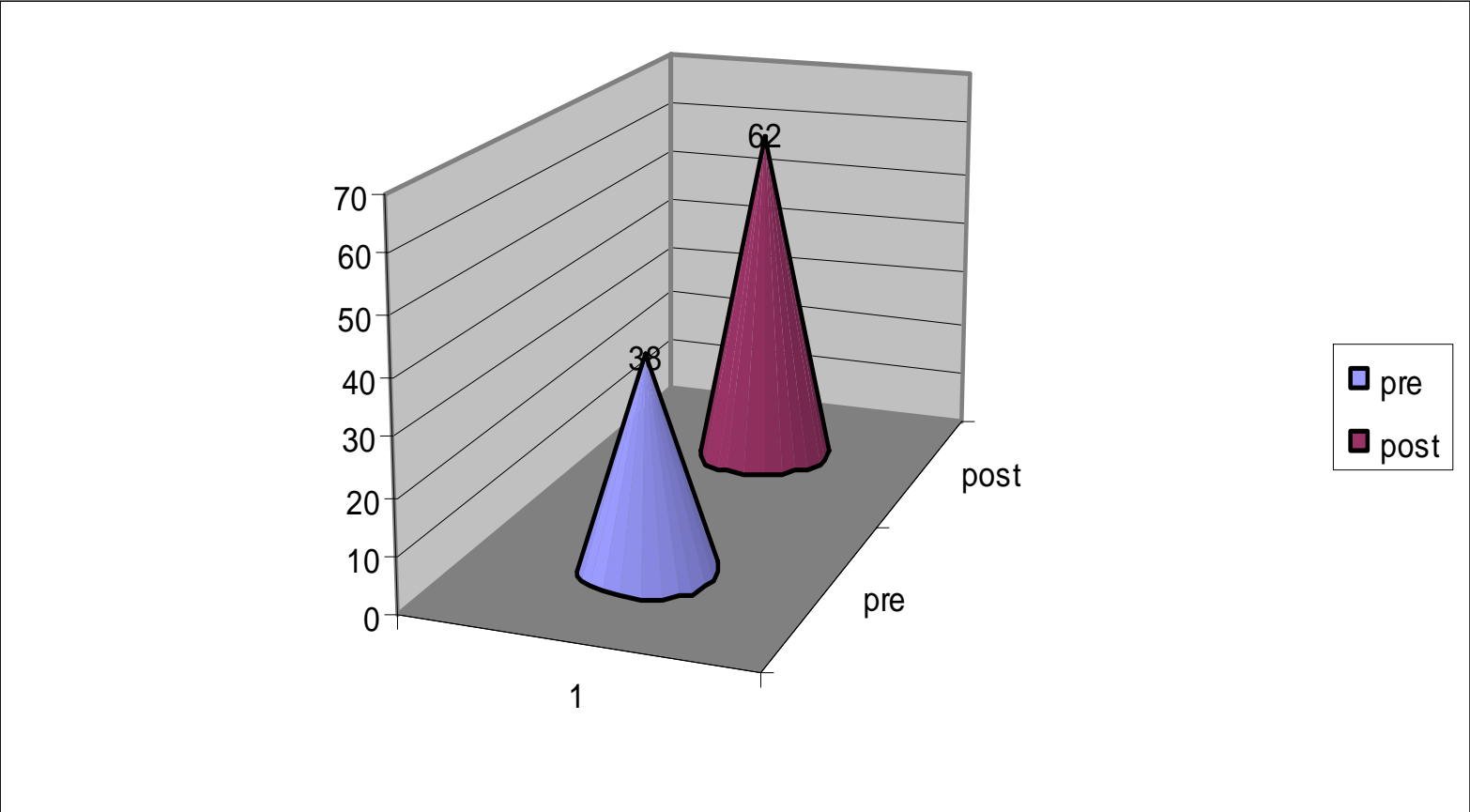
## PRE-TEST



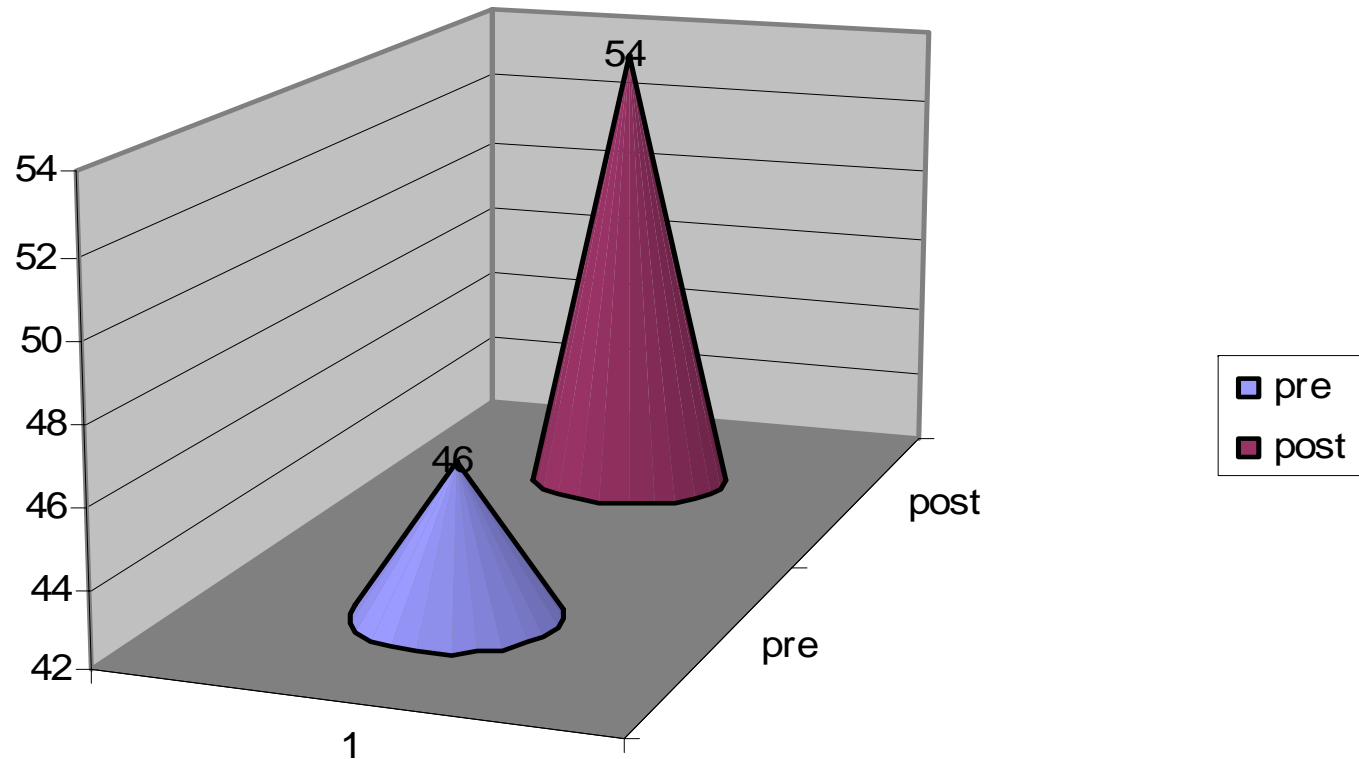
## POST-TEST



# Teachers' interaction with each other



# Teachers' professional development



# Analysis and implementation of the scheme

- Case Study- how the system worked throughout the year

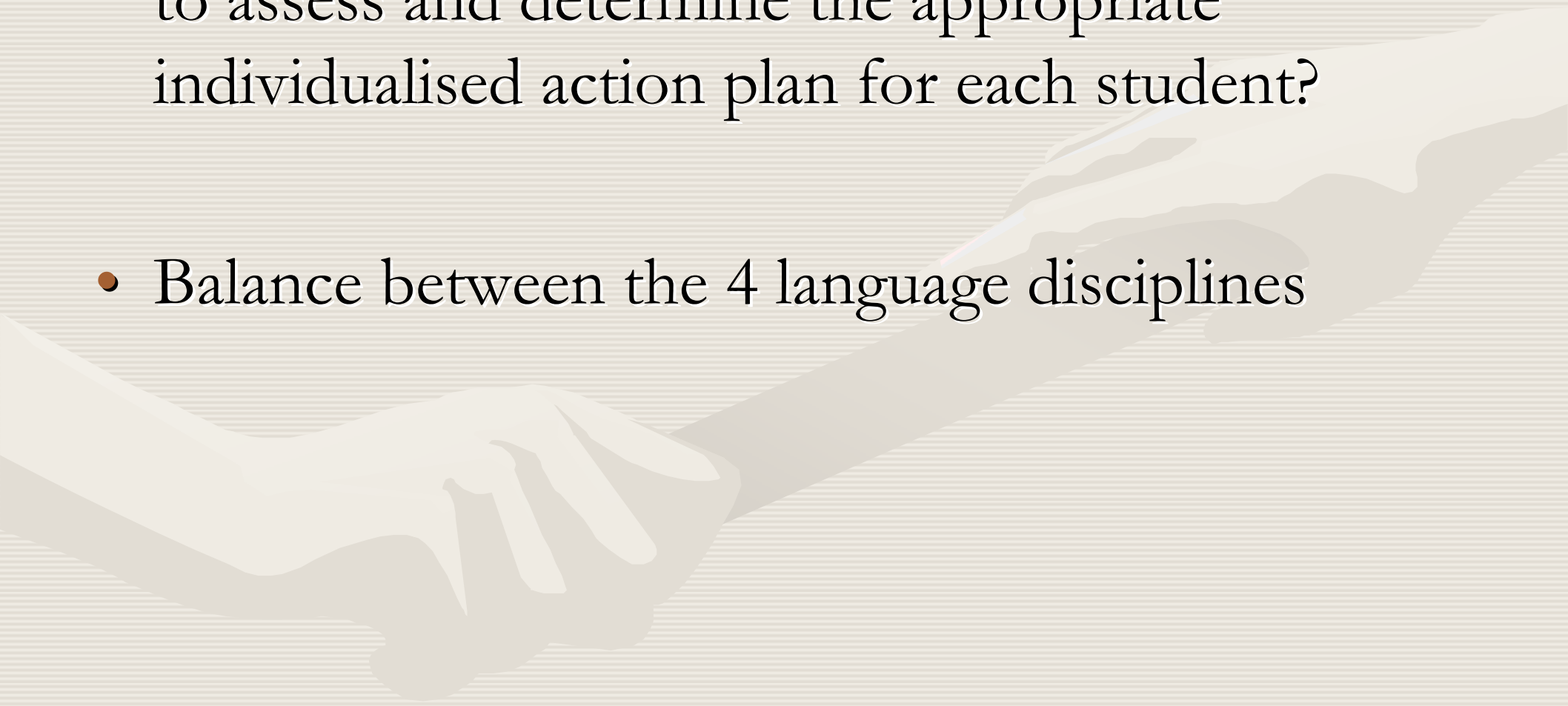


# Implications of the project and its future.

- Accountability may erode relationships of responsibility
- Personalised educational managers
- Student input into their own educational process
- Apply the concepts of Mastery Learning  
Benjamin Bloom's Learning for Mastery model,  
with refinements made by Block
- Teachers' accountability and time management-  
will decrease as time goes by.

# Why whole school ?

- Wider range and amount of evidence with which to assess and determine the appropriate individualised action plan for each student?
- Balance between the 4 language disciplines



# How can the system become whole school?

- Other subjects' contribution to the development of students' language skills- common assessment and collection of evidence: common area for collecting and referring to the info- computer sharing of info less time consuming than meetings – computer use actually saves time.
- Moderation meetings

# Reference Points

- **Saskatchewan Education.  
The Adaptive Dimension: In Core  
Curriculum  
Regina, SK:  
Saskatchewan Education**

