Principal's Sabbatical Report
Alison Cook - Bluff School - Term 1 2017
Research and explore possibilities around student-driven initiatives linking the school to the community, in order to effectively lead a review of what our school currently does and what is possible in our context

Background:

At the NZPF Conference in 2014 I heard Richard Gerver speak. Among other things, he was talking about creating a school community/ town that included student self-efficacy. This resonated for me in that we are in fortunate position being a school in a community that is easily defined. This allows us a unique opportunity to be an active part of the community, and so we set about planning a way of fostering this while providing leadership opportunities for our students.

In 2015 we trialled an initiative we called Hàpori awhina, meaning community service, that we dedicated 45 minutes a week of learning time to. The school was split into a range of mixed age teams that are responsible for different areas of the school, or tasks in the community – some of this was reformatting what already happened into these teams. The team roles consisted of things like librarians, lunchtime entertainment, sports gear, tidy kiwi out in the community, caretaking, event management, community assistants, fundraising, appreciation team.

We continued this in 2016, experimenting with aspects like how to formulate the teams and how much student choice there was within this; providing the leaders of the groups with leadership training sessions and problem solving time around managing their teams; implementing a babysitters club that look after the youngest students while everyone else carries on as we did not think those little students were getting as much out of it; looking at how long the groups should stand for or whether they should be mixed up regularly; finding achievable jobs of purpose in the community.

Purpose:

The ERO 'Partners in Learning: Good Practice' Report, September 2008 begins with "Research evidence shows that effective partnerships between schools and parents, whanau and communities can result in better outcomes for students. The better the relationship and engagement, the more positive the impact on students' learning."

The ultimate goal for us is to develop a genuine sense of community and belonging for all our learners allowing for maximum student agency and voice. This will in turn increase motivation and engagement, and therefore achievement. We have 3 Strategic Goals - one of which is 'Encourage the development of each individual students' key competencies, knowledge, skills and attitudes to raise achievement and links to the 'community'. There are several things in place for meeting this but we believe we could be doing more, especially as geographically we are fortunate to have a defined town as our school community. As with all initiatives, we are constantly reviewing and tweaking how things are run. Hàpori awhina is a vehicle for providing a real life context for Key Competency development, and is an initiative that I believe has huge potential. But it needs to grow to be more strategic, cohesive, student driven and could foster richer community involvement.

As this sabbatical progressed it became evident there were multiple threads that needed to be explored, other than the obvious question of what do others do in their school communities to be actively involved. These included leadership of a new initiative to develop coherence; the role, and importance of student leadership; and how to develop students taking the lead of what was happening.

The purpose of this sabbatical was to plan a way forward for our school in growing this initiative to it's maximum potential, and to do this I needed some research to validate Hàpori awhina, and to develop a strategic plan for how we form a solid shared understanding to build on.

1. Surveying at school:

Before developing a plan I needed to determine what was currently happening with, and attitudes towards Hàpori awhina at school.

- Student Voice was gathered on what their job is, what they have achieved, what they would like to do, what they learn/ are getting better at.
- Teachers were surveyed on what they understand about WHY we do it – what we are setting out to achieve, what is going well and what the challenges are
- Other support staff and volunteers who are responsible for Hàpori awhina groups were interviewed regarding what is going well, what they think the kids are learning, and challenges they are facing.

Findings:

The 3 School surveys that were conducted to establish our current state indicated that we need to:

- Clarify and get consistency around what role each person needs to play, what things the adults need to own versus what the kids can do, and how we are going to scaffold what we are doing to grow student capability to take control of a lot more of what we are doing.
- Elucidate our shared understanding of why we are doing this – with students, whanau, staff, involved community partners
- Explore a plan for how to make this more flexible in terms of projects and students' ability to move fluidly between teams, particularly our senior students
- Plan how to expand on the positive aspects such as the tuakana teina component, the skills students are feeling more confident in such as working together, and the fact that students feel like they have some say in the school community
- Review things in light of our new school vision - we need to do more work around the explicit development of key competencies within this, and how this can be a vehicle for real life learning of, or utilisation of literacy and numeracy skills

2. School Visits/ Meetings with school leaders

I was fortunate to visit and speak with many school leaders willing to have discussions and open the doors of their schools for me to have a look around at what they do. I was particularly interested in visiting other schools who operate strategic programmes to enhance student ownership of school initiatives; grow key competencies; methodically develop their involvement as a key player in their local communities; have senior students leading others in running aspects of the school or community projects.

Findings:

There were commonalities with what schools offered but each had their own intricacies to suit their context. Some of these we need to consider long term and some are short-term things we could integrate immediately to improve what we are currently doing.

Student Councils/ House leaders

- These ranged from a meeting once a month with those voted in to attain student voice to councils involved at many levels in the school. This included things such as all having set roles and responsibilities and running activities, assemblies, events, discos, fundraisers, running lunchtime games.
- Some used House leaders in this way rather than a student council while some appeared to have a version of both splitting responsibilities. The house leaders seemed to generally be more competition based and organised things such as sporting events, house chants and designs, singing or kapa haka competitions etc. One school had the school houses all have lunch together in their houses one day a week to foster these relationships that seemed a positive thing to do that would have other benefits.

We currently have neither of these set up and can possibly see a place for one or the other in our context – this would be worth exploring. We would need to consider the role of what we want to achieve with this as Hàpori awhina currently meet most of these tasks.

- Several schools used things such as PALs and buddy reading as a way of providing leadership opportunities and to promote tuakana teina

Community projects/ involvement

- All schools had an aspect of these with some being constants during the year while others were one offs. A lot of these one offs were environmentally based and fed in to local initiatives from environmental groups or councils. We are fortunate with groups like this in our community and probably need to work harder to hook in with these.
- One school has a period of 15 weeks where they strategically plan to be out in the community once a week to do real life learning as part of a curriculum area identified each time – this year was mathematics.

- Some got community members in as part of Clubs once a week to assist with teaching students other skills such as art, gardening, craft activities
- Several talked about ECE links – both them coming in and students going out to those centres. This was more about leadership, tuakana teina and transition to school. This is an area we already have established and Hàpori awhina seems an effective vehicle for this.

Leadership programmes/ roles
- I saw a leadership programme where all students from Years 6-8 in a full primary seek to attain bronze, silver or gold leadership awards. These are based on points that can be generated from service/ leadership in their class, school and community. For each level they are required to complete two written workshops and present these to their peers, teachers and community.
- One school described their own leadership conference that they ran in their local community – this was run at the local aquarium and they hooked in to the local council etc when inviting guest speakers.
- Student ambassadors – one school had one of these who earned the role and was responsible for showing any visitors or new students around, did 'thank you's to any speakers or visitors etc. Something similar ran in another school where a group was set up to perform this role and they underwent training to perform their jobs.
- One school had what they call 'taonga kids'. These are mainly Year 8 students who are nominated by teachers for having shown leadership and stepping up outside of the classroom. The school votes, identifies them and decides if they are worthy of receiving this. They receive a taonga that cannot be taken off them and there is a photo bank of these students in the office. These are sought after taonga and can be awarded at any time but there is always a small group who have them at any one time.

Visual representation of leadership systems
- There were a range of ways that schools visually showed who their leaders were. Some of these were things the students wore such as wristbands or badges. Others included photo walls of current/ past leaders.
- One school had an amazing mural that depicted their houses, teams, PB4L values, the bands they give students who are leaders, bags they give as rewards, all in a really fun, kid appealing graphic.

Overall:
A lot of these initiatives in the schools where students were able to articulate what they were about, what skills were required to be a leader, how you developed those skills etc had student voice in the appointment of these roles. Being part of the process ensured a shared understanding and a clarity around what was expected and who had earned the right to be leader. These positions were then sought after and students strived to do things to position themselves in a good place to earn these roles.

I also had a conversation with the education liaison at our local marae about what we were trying to achieve and how we may foster the Maori Competencies within the Hàpori awhina initiative. While we both acknowledge that measuring the success of this would be difficult, it has a role to play in building off the central idea of identity and knowing who are – and that that includes how everybody fits into the bigger picture that is wider than your nuclear family/ immediate household. He talked about students being one spoke in the wheel and that you have a responsibility to fit in and do your piece as the world is about all the spokes not just you as an individual. We discussed Hàpori awhina as a vehicle for building self efficacy and confidence while reinforcing the importance of being in charge and achieving what you set out to do. This all aligns with the statement in the introduction in the Ngai Tahu Education Strategy 2015 that says "Sir Mason Drurie defined education as having three primary purposes; to live as Maori, to participate as citizens of the world, and to enjoy good health and standard of living."

3. Professional Reading
This aspect grew over time as people shared their stories, and as more discussions happened with leaders about what they have found useful. The aim during this was also to establish readings that would also be helpful for staff as we worked our way through our plan forward. The snippets in here that I have included are the ones most pertinent and succinct to share with staff as we develop our plans further.

Findings:
These readings became about developing a rationale for persevering and looking to foster continuous improvement with what we already have set up – a range of readings that I read included sections that reinforces the value in a project such as Hàpori awhina. I was looking specifically for comment on community engagement, the development of Key Competencies, the development of a shared understanding/ managing change.

This all began with hearing Richard Gerver and in his book *Creating Tomorrow's Schools Today* he sums up the whole 'why' of all of this – on page129 he says "Do we really want them to grow up to become us? I want my children to grow, to feel confident in the world around them, to feel they have a sense of purpose, of global belonging. I want my children to have control over their lives; to have the confidence, belief and skills to feel in control of their own destiny."

Community engagement:
The ERO 'Partners in Learning: Good Practice' Report, September 2008 begins with "*Research evidence shows that effective partnerships between schools and parents, whanau and communities can result in better outcomes for students. The better the relationship and engagement, the more positive the impact on students' learning.*"

The 2008 ERO report 'Partners in Learning: Good Practice' talks about the importance of meaningful, respectful engagement and partnerships between schools and parents, whanau and communities for improving outcomes and success for each child. (p.1). Student learning and wellbeing also benefits from the use of community expertise and skills as a vehicle for strengthening partnerships. It suggests that some schools have become more involved with community groups as part of purposeful links for students.(p.26) "...*success (for Maori) is derived from simply teaching students the content of a curriculum or satisfying the requirements of a national assessment unit. We saw success as "mana-tangata" or "person-making"*...New Zealand needs educated, technically capable, and civic-minded citizens. It is important for our society and future prosperity that our citizens are confident, socially minded, and grounded in their language, culture and identity." p. 17 Summary of our education for Maori reports.

Both the Pasifika Education Plan 2013 – 2017, and Ka Hikitia talk about the role of community as being important with the Maori potential approach in Ka Hikitia referring to identifying opportunity and investing in people and local communities. Ka Hikitia further refers to the importance of identity and learning reflects positively where they come from and appreciates what they value and know. One of the two critical factors for success that is discussed is strong engagement and contribution from students and those around them – the definition of who these influences could be are broad.

Julia Atken in *Values for a Learning Community – Learning to Know* challenges us to think about reconceptualising the curriculum by determining what is powerful for learners to know and what will equip them for lifelong learning. She later outlines factors that operate in deep learning. Many of these factors are evident in Hàpori awhina due to its purpose and set up. These include intrinsic motivation; direct experience including practical experience; sharing, having to teach someone else; connections to personal experience, emotions, and inner belief systems. Hàpori awhina is based on our core belief that it is important we play a role in our local community, and that we have a shared responsibility to produce good community members – this requires empathy and real life skills.

Gerver in *Creating Tomorrow's Schools Today* suggests doing a skills and interests audit of parents in the school as it is 'parents who can provide the substance'. He believes that this could open a whole raft of opportunity for the learners, and that parents (if we substitute the whole school whanau in this case) are the key to providing context for learning. This highlights our need to get ourselves in a good place to branch out as far into our community as opportunity allows us, and as he talks about involving the wider community for context such as businesses and community groups. If education is seeking to create positive citizens and employees, then it belongs in the wider community. Hàpori awhina is the ideal vehicle for us continuing in a meaningful way along broadening this idea into our whole school curriculum and culture.

Development of Key Competencies:
Creating Tomorrow's Schools Today (Richard Gerver) states the WHY to all of this – he states "*We must wrap learning in contexts that allow children to celebrate newly acquired skills and immediately demonstrate the benefits to them and to their future.*" (p.128), and "*We also want to make learning immediate and real, building on their world, their experiences and their interests.*" (p.129)

Creating Tomorrow's Schools Today has a chapter entitled 'For their futures?' which at the beginning illustrates what skills and aptitudes children will need in their futures versus the reality of how schools traditionally operate. Two of the examples Gerver gives around what will be expected on children in their futures are that young people new to the workforce are criticised for lack of initiative and not being able to solve problems themselves, that when they go out and work for themselves they will need to set targets and manage timelines and workload. Yet at school the timetable is set for them, they are expected to be compliant and wait for the teacher to tell them what they will be learning today. He also states that while reasons for misbehaviour can be varied, most are to do with sense of lack of empowerment or purpose.

Gerver believes it is essential that the school experience is holistic and that all aspects of schooling are given equal importance – this would involve giving more thought to providing stimulating, meaningful opportunities to develop social and creative energies in break times and in spaces that are not classrooms.

Hearing about what Gerver developed at the Grange is what prompted this whole initiative. They started with two intentions – engaging the learners in the process and to make what they were doing matter in the world around them while making learning real and that builds on the experiences and interests of the learners. Gerver believed that lack of empowerment was the root cause for the struggles the school was experiencing so they set about co-constructing the Grangeton Project. This was a micro-community that became like a fully functioning town (Grangeton) that gave real purpose and authenticity to the skills and learning. The town run by the students included a political system, and environmental team, a pupil buddy system, franchise of healthy eating shops, a café, a museum, a craft centre/ gift shop, and its own media centre. Each of these enterprises had many aspects, and grew to involve many elements giving many student ownership of their school. It became important to ensure that it was not limited by the skills and expertise of the adults, and to look to the community outside the school to assist.
One thing they did to set themselves up for success that is relevant to our context is that for sustainability, each year group would spend half a term studying each enterprise – how it worked and what skills, knowledge and competencies were needed to run it. We need to look back at if this would be worthwhile for us to do as this allowed them to have an understanding of roles and to train each other as they won positions and moved in to new enterprises.

The ERO Effective Practice Report 'Wellbeing for Success: Effective Practice', March 2016 has a heading 'Student leadership, agency and voice'. It states:
"*In the schools with good wellbeing practices, students had opportunities to develop confidence as leaders, learners and valued members of the school community…*
Many schools adopted a tuakana teina approach to foster student-to-student relations. Leadership roles and responsibilities in these schools included mentoring, coaching, leading interest groups, and representing the school in the local community…
Students were viewed as inherently capable. Their views, ideas and decisions were sought and valued. They were trusted to take on the leadership roles that contributed to their wellbeing."

The Leader In Me points out that many school give leadership opportunities often only to a select few, yet there are many things that all students could participate in leading. These opportunities can include responsibility for a range things including mentoring other students, and participating in meetings gathering student voice or ideas. Sharing responsibilities is one level of student leadership with utilizing student opinions/ ideas a higher level, and helping students 'find their voice' the highest. While we are looking at leadership through a specific initiative, this talks about using class and school contexts where this can be integrated every day. It is important that students experience everyone in the school being leaders – this modelling is the best way to learn to be leaders. On page 89 *The Leader in Me* has a table that outlines the differences between leadership and management. Leadership vs Management is effectiveness vs efficiency; relationships vs schedules; innovation vs goal execution; inspiring people vs optimizing things and building complementary teams vs building complementary systems. While it is acknowledged bit are important, it would be beneficial to teach our leaders what needs to be mastered but also what their energies should be focussed on to be effective leaders.

We need to work to transition to ensuring we provide opportunities for all students to take on leadership roles and responsibilities, and encouraging meaningful decision making by students. The following from Alfie Kohn in *Caring Kids* where he talks about the school's role in producing *good people*, indicates we also need to place appropriate value on what can be gained by all ages as we set these groups up and they evolve over time. He states that '*educators can provide students with opportunities to be responsible for one another so that they will learn (prosocial values and skills) by doing. Ideally, this can include interaction with those of different ages. For an older child to guide someone younger is to experience firsthand what it is to be a helper and to be responsible for someone who is dependent on him or her. For the younger child, this cross-age interaction presents an opportunity to see a prosocial model who is not an adult.*' He elaborates in *Choices for Children* where he specifies that educators need to encourage students to take an active part in decision-making where they need to make good choices and exercise effective problem solving. He lists 5 benefits of self-determination. This is a term that if Hàpori awhina was operating to its potential, could be applied. These benefits are
1. Effects on general well-being – emotional adjustment is better if have sense of self determination
2. Effects on behaviour and values – students become responsible for their own behaviour and self-discipline only if we give them lots of opportunities for taking responsibility. Values such as generosity and caring need to be promoted with choices
3. Effects on academic achievement that relates more to core academic learning

4. Effects on teachers – teachers benefit with more interesting collaboration and more meaningful interactions, making working with students more rewarding
5. Intrinsic value – allowing students to make decisions is preferable to controlling them

Alfie Kohn in *Challenging students… and how to have more of them* raises some interesting thoughts. Primarily about the fact that in order to respond to ideas and events critically, one has to think but also feel, care and do (critical thinking is not passive). Secondly, the role of staff relationships that would relate to the risk taking we require in order to maximise the groups that operate. We have not specifically examined the impact of either of these within what we are doing nor accounted for any deficiencies in the relationships or emotional connections to what we are requiring of students.

Developing a Shared Understanding/ Managing Change:
This is more relevant for the adults attempting to facilitate Hàpori awhina in its current configuration. *Coherence* (Michael Fullen and Joanne Quinn) talks about drivers for change, with coherence being all *'able to explain with some specificity what they are doing and why – the strategy behind the action and the results'*. (p.36). There were some valuable lessons in this for what we are about to try and achieve. It talks about four elements of focused direction being purpose driven, goals that impact, clarity of strategy and change leadership. Clarity of strategy and effective change leadership are two areas to examine further. The optimal environment for depth and impact, is one that has a strong climate of change and a very explicit strategy with precision, clarity and measures of success.
Fullen and Quinn refer to a fishbowl metaphor for supporting others to shift practice. These 5 things could be applied to teachers and support staff running Hàpori awhina, but also the students leading the groups, and the student within the groups.
- Foster clarity of the purpose for the leap and specificity of the destination
- Support the early leapers, and learn from their attempts
- Build the capacity of others to leap with support
- Create a culture of collaboration where leaping can be nurtured
- Recognize successes at leaping at all points of the journey
The other aspect to consider is capacity building. This is effective according to Fullen and Quinn because it *'combines knowledge building, collective action, and consistent focus'* This is vital for sustainable improvement as it ensures a growth mindset at all levels of the system; fosters learning within a range of roles; emphasises collaborative learning, therefore increasing motivation while engaging more people in working on new solutions. All of this gives an injection of momentum and 'buy in' due to a greater sense of purpose.

Gerver in *Creating Tomorrow's Schools Today* outlines the change at Grange Primary School that involved lots of conversations where the clarity of vision and distillation of ideas was a process, not obsessing about what final structures and models will look like before beginning to allow a culture of innovation and creativity. Increasing creativity, and what we mean by this is something we need to look into. At Grange they developed a model that was based around the development of their students as people. It is circular with and children in the centre and four parts cycling around them – learning to learn and live, developing skills and competence, applying learning in contexts, and developing aspiration and values. We have a school vision and many of these ideas are inherent in this but they could be worth unpacking further to make this explicit. Further on in this book he talks the importance of being realistic of staff and learners during change – tangible change takes time as does attitudinal change. Just because something has been implemented does not mean that there will be instant results and that the journey of change has setbacks.

The Leader in Me has a table on page 216 that outlines that successful change requires a balance. Many of the things listed are relevant for us as we embed Hàpori awhina into our school culture and vision. The table warns that there needs to be balance between:

Too little	Too much
No compelling purpose for change	Purpose not hitched to reality
People unwilling to change	People change too often, careen from fad to fad
Lack of strong principal	Too dependent on a strong principal
Not enough time spent getting buy in	Excessive time trying to gain total consensus
Lack of strategy	Strategy too detailed – people not empowered
Not enough preparation, planning	Always planning but never implementing
Move too slow – people lose enthusiasm	Move too fast – people feel overwhelmed
Not enough teamwork – individuals do own thing	Too much team focus – individual effort stifled
Success not recognised or rewarded	Successes declared too soon or over praised
No accountability or feedback	Too much checking up – micromanaging
Give up too soon	Keep doing the same things when they don't work
Students are not involved	Students are over involved
Not doing enough	Lots of talking

The Leader in Me in the final chapter talks about 2 things that are relevant for what we are trying to achieve.
1. It cannot be one more thing. When discussing implementing *The Leader in Me* they address the fact that it cannot be 'one more thing' for educators who are busy enough, and that it needs to be that the 7 habits they advocate their schools do be not just one more thing but that they are the main thing and a vital part of student's education at the school to prepare them for today's world, and that they are seen as a way of doing what we already do, better. These statements should be true of Hàpori awhina in our context – it needs to be a part of who we are, how we teach key competencies and a meaningful vehicle for real life contexts for literacy and numeracy skills learners are developing all the time. They list reasons why this will be so, with some of these also applying to Hàpori awhina. These are basically 1. it is a mindset and a process – a way of thinking that influences decisions made; 2. it uses an integrated, holistic approach; 3. it helps staff remove things from their current workload and replace them with more meaningful teaching tasks – we can be confident this covers our bases and say no to other things while investing our energy in what we believe in.
2. One child at a time. The ultimate end on mind for each student should be to enable them "1) to effectively lead their lives, 2) to work well with others, 3) to make positive contributions in the world around them" p. 245.

Other thoughts:
One thing that developed along the way was how this all ties in to Careers Education and what we currently do/ do not provide for our students. The ERO report on Careers 2015 quotes - Careers education and guidance helps students to understand the relevance of school to their future plans and improves their motivation to remain at school and achieve qualifications. The Career Guidelines document states that 'the career management competencies are grouped as follows:
- *developing self awareness:* competencies that enable young people to understand themselves and the influences on them
- *exploring opportunities:* competencies that enable young people to investigate opportunities in learning and work, and relate them to themselves
- *deciding and acting:* competencies that enable young people to make and adjust their plans, to manage change and transition, and to take appropriate action (p.7)
The progression across the year levels regarding Career education in both Year 1-6, and Year 7-8, talk about awareness of what people do, and the opportunities in their community and seeing themselves as contributors. As a follow up to this, a look at the careers benchmarks would indicate that we are doing a lot of this already but there would not a be shared understandings about. It is certainly not built into the beliefs we have about how Hàpori awhina currently operates and seems to be a wasted opportunity especially as we increasingly get out into the community and develop more awareness of the business and service within our community, and the roles people play within these.

Conclusion:

The purpose of this was to plan a way forward, or to generate an action plan for our context. Rather than an action plan, I have listed ideas that we should consider that could add value to what we currently do. As we go through the process of discussing and reviewing these some may be discounted and some may adopted or altered. All the ideas around change management will need to implemented in order to make this purposeful and sustainable change.

- Work to transition to ensuring we provide opportunities for all students to take on leadership roles and responsibilities. This is not just about the best academically or with sporting strength, it is a vehicle to promote and acknowledge many other strengths our students present.
- Grow the flexibility of Hàpori awhina to allow it to be more organic and branch outside of the current allocated curriculum time.
- Facilitate meaningful ways of gathering more student voice, and feeling of ownership of the community in which the school sits. Finding more ways of acknowledging student voice as a step up from sharing responsibilities would go a long way to making this flow as a result of needs and interests.
- Explore the possibility of a student council or houses or a leadership programme while considering the purpose of this and if it would add anything to meet our desired outcomes.
- Become more involved in established community groups and the work they are doing in our community, finding a way to overcome barriers around transport and timing of things.
- Make the links to Careers Education explicit particularly for our Year 7 and 8 students and over time develop a strategy to follow looking at the benchmarks about how this will be part of the ongoing learning that this initiative provides our learners.
- Consider a visual representation of leadership and a way to acknowledge achieving this so that student have something to work towards – we would need to explore what our learners would value, and what they would consider an achievement in this area.
- Go back and ensure we have congruence between beliefs and actions across all staff, helpers and student leaders – use the Julia Atken 3 circles examining Core Values and Beliefs, Principles and Practices.
- Look at collecting information on school whanau and what skills and interests they have, and to what level they would be prepared to become involved. Alongside this we also probably need to gather coherent information about key community groups so that all staff have access to this – key people, their mission, what they do etc.
- Talk to staff and students about whether we need to spend time finding a way where everybody gains an understanding of what each team does - this could be in class or by Hàpori awhina group. This could make students moving between teams more fluid and develop an understanding of how teams could work together, and what tasks best meet the brief of each team.
- Find ways for all involved to appreciate and develop how it operates as a part of who we are. Alongside this that is it how we teach key competencies and that it is a meaningful vehicle for real life contexts for literacy and numeracy skills learners are developing all the time.
- One idea that I could see being trialled straight away is the concept of all the students in that team having lunch together one day a week to touch base and get to know each other. This would have value in building teams and discussing plans and progress

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