

Primary Principal's Sabbatical Report

Jennifer Jackson

St Joseph's Catholic Primary and Intermediate School, Oamaru, New Zealand

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Email: jjackson@stjoseph.school.nz

Twitter @jennyljackson

Blog <http://jennyljackson.blogspot.co.nz/>

How do we engage every student in deep learning for success?

"If you can crack the problem of **engagement** – not just 'are you paying attention?', but 'are you fascinated by this?' – if you can crack engagement in **deep learning** then you've cracked 21st century schooling."¹

'**Deep learning** develops the learning, creating and 'doing' dispositions that young people need to thrive now and in their future. Premised on the unique powers of human inquiry, creativity and purpose, new pedagogies are unleashing students and teachers' energy and excitement in new learning partnerships that find, activate and cultivate the **deep learning** potential in all of us.'²

The New Zealand Curriculum ...applies to **every** student...irrespective of their gender, sexuality, ethnicity, belief, ability or disability, social or cultural background, or geographical location.³

*Mehemea ka moemoea ahau, ko ahau anake.
Mehemea ka moemoea a tatou, ka taea e tatou.*

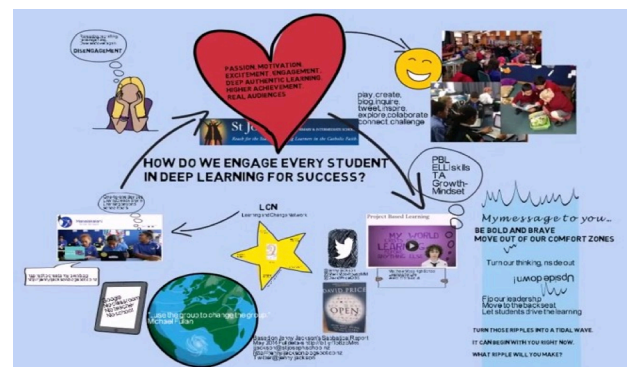
*If I dream, I dream alone.
If we all dream together, we can succeed.⁴*

Te Kirihaehae Te Puea Herangi (1883–1952),

Maori leader

Sabbatical Preview Video

<https://www.youtube.com/watch?v=BSOrieI49Lk>



¹ Quote from Mike Berrill Executive Principal, Biddenham International School, UK in The Engaging School <http://www.innovationunit.org/our-projects/projects/learning-futures-increasing-meaningful-student-engagement>

² Fullan, M., & Langworthy, M. (2014). pi

³ MOE, NZC. (2007) p6

⁴ MOE, IEP's (2011) p5

Contents	
Feedback from my team of experts	3, 4
Background	4
Introduction	5
Learning and Change Networks	6
Manaiakalani Cluster	6, 7
Personal Project Based Learning	8
Matthew Moss High School and the Engaging Schools model	9, 10, 11
Knowing our learners: Generation - Z	12
Open to Learning	13
What about disengagement?	13
Next steps for engagement in deep learning	14
Conclusion	15, 16
References	17, 18
Acknowledgements	19

Feedback from my team of experts

I chose to share my draft report with fellow educators in order to get constructive feedback. I modelled a project based learning approach in my willingness to be open to listen and learn from others. As a leader and a learner, I know that I never have all of the answers on my own. Most of my own day to day work is based on collaboration with learners, staff, families and the community. Choosing to share my report with well respected 'experts' was a self-initiated challenge and it motivated me to engage deeply in my thinking. I had created an authentic audience for my writing and in doing this I discovered how powerful this could be for our learners in our schools.

Feedback from my team of experts was overwhelmingly positive. Here are their reflections on my report:

'I loved reading this report for a number of reasons - the main one being that you represent an important practitioner-voice in articulating what learning and change networks are all about.... Many folk are still waiting to be supported into the future - you're just getting on with it, like many students are - our most important challenge is manufacturing future-focused learning environments for kids that are constrained to just get on with new ways of learning. You've grasped and articulated in your report ways of addressing that challenge. Well done Jenny. I'd also recommend you submit your report in article-style to SET for publication.'

Dr Brian Annan,
Director Research and Development, Faculty of Education, The University of Auckland

'Many thanks for sharing this Jenny. You have produced such a powerful document which has the capacity to change things! Key strengths for me are the composure and clarity of the writing: succinct and questioning. I will attempt to pare my writing down similarly in the future....'

Mark Moorhouse,
Headteacher Matthew Moss High School, Rochdale, United Kingdom

'Once I started to read this paper I couldn't stop. My coffee went cold! You have done an amazing job of describing deep learning and the infinite, current and future possibilities for all students. Your personal experience provided excellent examples of the points you were making.... The story as it is, is gripping and immediately useful for teachers, students, families and communities. Sounds as if your network has fully embraced the essence of LCN. Please publish this so that it is shared with others. All the best with the next venture.'

Dr Jean Annan,

Strategy Development Advisor, Learning and Change Networks, Faculty of Education,
University of Auckland

'Please consider publishing the report as it has the potential to help shape thinking around engagement and the Innovative Learning Environment direction education needs to move. I would like your permission to send the report to some of my MOE colleagues who are grappling with 'networking' and future thinking as I believe it will help shape their thinking on a policy level.'

Rob Mill,
Lead Regional Development Advisor (Central South and Southern Regions) Learning and Change Networks, Ministry of Education, New Zealand

'Firstly I have to say I was engaged with your paper right till the end!!!... I have read many sabbatical reports and I was really engaged in this one and the way you are learning and changing in your own practices. Have you thought about presenting this to a wide audience?'

Mary Wootton,
Lead Facilitator, Learning and Change Networks, Auckland, New Zealand

Background

Community consultation at St Joseph's school in 2010 lead to one challenging strategic goal: To ensure every child is engaged in learning.⁵

This goal has developed every year since and in 2014 became: To ensure every child is fully engaged in deep learning for success⁶

Student engagement in learning has been the total focus of staff pedagogical inquiry for the past three years. You will see this goal displayed around the school and readily articulated by all. This is what we keep coming back to as staff, students, family and community.

We know that we can't blame student disengagement or boredom on the students and their attitudes to school. That's too easy. We know that continuing to lead and teach in the same way that we have always done because we feel comfortable and safe, isn't good enough for our students. We have developed a resilient staff culture where we continually place a lens over our practice so that we don't keep doing 'the same old, same old.'

We know that not one of us on our own have all of the answers to engage every student in deep learning for success. But we have discovered, that when we are open to learning from each other, from our families and even from our students, that together we can bring about change. The kind of change that is needed to achieve our goal.

⁵ St Joseph's Schools Charter 2010 -2013

⁶ St Joseph's Schools Charter 2014-2017

When we formed a Learning and Change Network with other local schools in 2013, and linked with networks across New Zealand, we realised that engaging every student in deep learning is a challenge in all schools.

In fact, it is a global challenge.

It made sense to learn and change as part of a network rather than work in isolation.

Our willingness to collaborate deeply and learn and change with others reflects the way that many of our students are already learning. Through 21st Century technology and social networking, our students have access to knowledge and a global audience that extends beyond their homes and our schools.

This paper explores examples of practice that connect students, staff, families, communities and technology in ways that deeply engage every student in learning for success.

Introduction

How can we actively support students to become self-driven, self-motivated learners because THEY want to be? Not because we tell them that they should.

How can we ensure that EVERY student is engaged in deep learning for success?⁷

‘School’ is where learners are expected to be during the school day. But what if they weren’t expected to go to school?

Could we motivate them to come to school to learn if school was optional?

Could we get them to stay motivated to keep learning at the end of the school day, late into the evening, on the weekend or even during the holidays?

We have pockets of teaching and learning excellence within our schools that can be supported by evidence of students’ engagement in deep learning for success. But these are only pockets. How do we turn out these pockets and bring them to scale? How do we create thriving, innovative and productive learning environments for all learners whether they are five or eighteen years of age or even for our staff, our communities and ourselves? Is it really possible?

Yes it certainly is.

Furthermore it is already happening.

There are two exceptional examples of such large scale student & community engagement in deep learning that I was fortunate to experience first-hand. These are the Manaiaikalani⁸

⁷ St Joseph’s School Charter 2014-2017

⁸ <http://www.manaiaikalani.org/our-story/journey-and> <http://manaiaikalani.blogspot.co.nz/>

cluster of schools in Auckland, New Zealand and Matthew Moss High School⁹ Rochdale, in England. 'Schools where students and teachers can't wait to get to the learning, where school never really leaves them because they are always learning.'¹⁰

Learning and Change Network

I first learnt about the work of these schools and their inspirational students, staff and communities, through active participation in a Learning and Change Network¹¹(LCN). A group of interested education centres (from early years to high school) in North Otago formed the Whitestone LCN in 2013. This gave us the opportunity to begin to 'grow lateral learning and change capabilities to accelerate learner achievement'¹² by looking beyond the physical boundaries of our own schools. I use this metaphor to describe an LCN. Imagine trying to solve a problem independently, compared with sharing the problem with colleagues and collaboratively coming up with a solution together. An engaging video created by a colleague in Wellington provides a visual interpretation of the philosophy behind an LCN¹³

One of the challenges for the Whitestone LCN was to learn to 'hold back' as educators from trying to offer our own solutions and ideas to support our priority learners. Instead, we dedicated greater time to listening and interpreting the voice of these learners and their families about engagement in learning for them. Through deeply engaging with families we moved out of our comfort zones where community consultation was the norm, to deep community collaboration to strengthen the learning and change capability for all of us.

This in-depth, lateral approach to decision making and planned change echoes the systems change that Fullan recommends, 'to use the group to change the group'¹⁴.

It also reflects the rich, inquiry based collaborative learning cultures evident in the Manaiaikalani cluster of schools and Matthew Moss High School.

Manaiaikalani Cluster

In the Manaiaikalani schools, 'the joining of school and community is a key feature and the cluster leaders work to connect with parents'¹⁵ Dr Jean Annan, a Woolf Fisher Research Affiliate for the Auckland University, has written a very detailed and comprehensive

⁹ <http://www.mmhs.co.uk/>

¹⁰ Fullan, M., & Langworthy, M. (2014). p79

¹¹ Ministry of Education strategy in partnership with The Faculty of Education, Auckland University <http://www.education.auckland.ac.nz/uoahome/about/learning-and-change-networks>

¹² Ministry of Education strategy in partnership with The Faculty of Education, Auckland University <http://www.education.auckland.ac.nz/uoahome/about/learning-and-change-networks>

¹³ <http://mrtheobaltdtwocents.blogspot.co.nz/>

¹⁴ Maximising Leadership for Change <http://www.michaelfullan.ca/handouts/>

¹⁵ The Manaiaikalani Cluster At home in a digital world Jean Annan PhD <https://cdn.auckland.ac.nz/assets/education/about/learning-change-networks/3%20MANAIKALANI%20CLUSTER%20DOCUMENTARY.pdf>

document about Manaikalani, ‘a cluster of schools and community that has been established through a process of learning and change.’ The students are ‘at home in a digital world’ and can through the use of one to one digital devices, learn anytime, anyplace and anywhere.

You only have to google or follow the Manaikalani Cluster [@clusterNZ](#) on Twitter and find students of all ages tweeting and sharing links to their learning using blogs, videos and presentations. They have a global audience which is tracked on a [live traffic feed](#)¹⁶ and are receiving views and comments and feedback not only from peers, staff and family members but from a worldwide audience. How motivating can that be? The live feed is evidence of the students’ learning happening after school, on the weekends and in the holidays.

During the two week holiday at the end of Term 1 in 2014, I counted two hundred and twenty-eight shared learning links from learners posting on their blogs. These learners are making the most of ‘extended learning opportunities beyond schools hours’¹⁷. As reinforced by the Centre for Educational Research and Innovation in a guide on The Nature of Learning, ‘The presence of positive motivation towards a learning task markedly increases the likelihood that students will engage in deep learning.’¹⁸

The development of an innovative digital learning environment in the Manaikalani cluster of schools is pedagogically driven. It supports their literacy learning cycle¹⁹ and the desire to raise literacy levels and achievement across the cluster. ‘It is the pedagogy of the application of technology in the classroom which is important: the how rather than the what.’²⁰ ‘Learn, create, share’²¹ is the philosophy that is used by learners and staff.

A parent meeting led to a decision to source an affordable solution to accessing technologies for the learners. The Manaikalani Education Trust²² supports financial arrangements for families so that one to one access to netbooks ensure the ‘learn, create, share’ essential components of the literacy cycle are integrated across all parts of the curriculum. The Trust also run free training sessions for parents so that they can support the school’s online environment and can access their students learning programmes at home. One student commented ‘Even though school finishes we can still learn maths, reading and writing at home.’²³

¹⁶ <http://www.manaikalani.org/our-story/journey> <http://manaikalani.blogspot.co.nz/>

¹⁷ The Manaikalani Cluster At home in a digital world Jean Annan PhD

¹⁸ Groff, J. (2010). www.oecd.org/edu/learnignenvironments

¹⁹ <http://manaikalani.blogspot.co.nz/2009/02/literacy-cycle.html>

²⁰ Fullan, M., & Langworthy, M. (2014). p30

²¹ <http://www.manaikalani.org/our-story/learn-create-share>

²² <http://www.manaikalani.org/about-us> and <http://www.manaikalani.org/about-us/fromourchair>

²³ P26 The Manaikalani Cluster At home in a digital world Jean Annan PhD

Staff professional development is tailored to suit the needs of the cluster and shared within the cluster. The Trust has also established the Innovative Teachers and the Digital Teacher academies²⁴ to provide support, mentoring and targeted professional growth for staff.

In 2012, researchers from The Woolf Fisher Research Centre, The University of Auckland, began evaluating the effects on student outcomes of the Mananaikalani innovations over a three year period. 'The evidence from 2013 suggests a major increase in optimising valued student outcomes compared with 2012.'²⁵ Updates on this research and further evidence in supporting parental engagement in relation to behavioural, cognitive and affective engagement in deep learning can be accessed on their site.²⁶

Personal Project Based Learning (PBL)

Reading and responding to blogs shared by enthusiastic students from the Manaiakalani cluster via Twitter inspired and motivated me to learn to create my own [blog](#)

Having a sabbatical away from the school environment allowed me the chance to explore being a 21st Century learner. I had weeks of unadulterated freedom to explore, think, visit, read, email, google, tweet, pin and blog (the latter three all being new for me). I was a learner away from school. I typed questions into the google search engine. For example, 'How do I create a blog on a Google site? How do I retweet on Twitter?' I was able to engage in learning in ways that best suited my personal learning style like. For example, choosing to watch a You Tube video. I had time to share this learning by posting and publishing my work in a public domain to a global community.

I achieved much of this learning from the comfort of my living room using my iPad as my Google guide on the side and my laptop to create.

No classroom. No teacher. No school.

I was engaged and self-motivated in my search for collaborative solutions to the complex focus of this report. I was motivated by the self-initiated challenge to be open to feedback from a wide cross sector of respected educators .I was also motivated by the self-initiated challenge to prepare a video as another way to share my learning to a range of audiences.

These authentic, collaborative and interactive tasks were an essential part of the learning process for me. Learning laterally from 'the expertise in the crowd'²⁷ and experientially

²⁴ <http://www.manaiakalani.org/>

²⁵ Manaiakalani Evaluation Programme p7

²⁶ <http://www.manaiakalani.org/our-story/research-evaluation>

²⁷ Price, D (2013).p 27

where 'meaning is made and shared by experience'²⁸ contributed to my deep learning for success.

My passion to create an engaging and deep learning environment for every student has flourished because I have had the freedom of choice in this real-world topic. 'Passion plays a key role in motivation and is a key factor in engagement'²⁹. 'Engagement precedes learning: learning becomes an uphill struggle without deep absorption in a task. Engaged learning has depth.' 'You need to have motivation for deep and powerful learning to happen'³⁰ My experience of engaging in this deep, authentic learning can be likened to a project - based learning experience.

In project-based learning, students explore real-world problems and challenges for real outcomes and real audiences. High Tech High School in San Diego, USA, is one of the world's leading exponents of project based learning where students' projects are usually located out in the community. When the project reaches its conclusion, there is always a public 'exhibition of learning.'³¹ Project – based learning or PBL is also one of the many powerful learning experiences used to engage students in deep learning at [Matthew Moss High School](#).

Matthew Moss High School and the Engaging Schools model

Matthew Moss High School is recognised as a school that is helping students to learn by pursuing their passions and giving them real responsibilities with 'learning for life' as it's focus.³²

I first learnt of this school by reading articles recommended through the LCN.³³ It was during one of the many rich cross sector discussions we had as part of our Whitestone LCN that we could clearly see how student engagement decreased as the learners moved through our education system. The students started with the freedom to explore and learn through play in the early learning centre to having a narrow and restrictive learning focus while preparing for exams at high school. It is this transition from informal learning to formal learning, that often leads to disengagement for many students. This understanding lead to our decision to focus on our priority for change as part of our network strategic plan: 'Active and engaged learners: students, teachers, parents, leaders.'³⁴ It is our challenge to reengage our learners

²⁸ As for 27

²⁹ Price, D. (2013). p82

³⁰ Price, D. (2013). p87 &p107

³¹ Price, D. (2013). p179

³² <http://www.mmhs.co.uk>

³³ <http://www.innovationunit.org/our-projects/projects/learning-futures-increasing-meaningful-student-engagement>

³⁴ Strategic Plan 2014-2016 Whitestone LN Network

at all levels and bring back the love and joy of learning that starts in the early years. Ideally, to do this we need to be engaging schools.

The Engaging School model³⁵ was developed in the UK 'in order to find ways to improve educational outcomes by increasing young people's engagement in learning.'³⁶ The four main approaches needed in an engaging school³⁷ are:

1. Using **project-based learning** that crosses subject boundaries, with students of all abilities.
2. Treating **school as a base camp** for students' learning, supporting them to learn beyond the four walls of the classroom.
3. Taking account of (and expanding) every student's **extended learning relationships** including those with their families, peers and experts from outside the school.
4. Transforming school into a **learning commons** where teachers, students, parents and local employers are active partners in designing, delivering and evaluating education.

Matthew Moss High incorporates these four approaches and is recognised as an excellent example of an 'engaging' school. It is a school where staff focus on building quality relationships with learners so that they can implement a deep learning policy in partnership with young people.

When the Year 7 students enter Matthew Moss High they embark on a '[My World](#)'³⁸ project. My World is a curriculum area which runs for the first two years of a learner's career at Matthew Moss. The aim is to develop and improve different skills essential for now and for the future with a focus on excellence and quality outcomes.

Students focus on learning to have a '[growth mindset](#)'³⁹. Psychologist Carol Dwek's research on success and achievement has proven that 'in a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work'.⁴⁰ A growth mindset is applied through a focus on Dr Ruth Deakin-Crick's Effective Lifelong Learning Skills Inventory (ELLI)⁴¹. The deep learning power gained through utilising the seven dimensions of learning in the ELLI framework is based on 'learning to learn'.

Learning to learn is one of the principles of the New Zealand curriculum. It is the process of discovering about learning and the skills which, if understood and used, help learners learn

³⁵ Go to tools & resources The Engaging School <http://www.innovationunit.org/our-projects/projects/learning-futures-increasing-meaningful-student-engagement>

³⁶ As for 33

³⁷ As for 33

³⁸ <http://www.mmhs.co.uk/we-are-different#why-we-are-different>

<http://www.mmhs.co.uk/news#feedback-wanted-my-world-and-pbl>

³⁹ <http://mindsetonline.com/whatisit/about/The Power of Belief - Mindset and Success: Eduardo Briceno at TEDxManhattanBeach>

⁴⁰ <http://mindsetonline.com/whatisit/about/>

⁴¹ <http://www.carnegiefoundation.org/carnegievIEWS/innovation-education/ruth-deakin-crick-introducing-elli>

more effectively and so become learners for life. 'Pupils learning is more productive if it is reflective, intentional, and collaborative, practices which may not come naturally but can be taught and can lead to pupils taking responsibility for their own learning.'⁴²

Students at Matthew Moss High have ownership and control of their learning. They plan, research and present their learning to others. Along the way, teachers and peers question and challenge each other as partners in learning. Fullan and Langworthy explain that 'Teachers working alongside students to define and carry out relevant deep learning tasks, support the new pedagogies that can have major impacts on significantly higher learning outcomes.'⁴³

Year 11 students that I spoke to explained that it is the sharing and presenting of their projects to an audience (often including business and community people associated with their projects) that motivates them to engage in deep learning. 'Through becoming engaged in addressing real life issues they use creativity, communication, grit, problem solving, collaboration and self-reflection skills.'⁴⁴The students believed that by having to prepare to articulate their learning around the ELLI⁴⁵ skills to others that they grow in self-confidence and are better equipped for the real world beyond school.

The latest successful initiative for student engagement in deep learning is 'D6' and this is explained more fully in 'Engaged Learning' by David Price.⁴⁶ These high school students are choosing to come to 'school' on a Saturday and be coached by local college students in an informal student-driven learning environment.

Year 11 students that I interviewed said initially they didn't want to go to school on a Saturday but soon word spread and they were keen to attend. I was curious to understand their change of mind. They explained, 'It's not like a normal school day, we don't call it school, we don't wear our uniform and we can choose who we learn with and what we want to learn more about. The college students who coach us, can really relate to us and we can talk and learn together with them.'⁴⁷

One of the key factors of success in engagement in deep learning for students at Matthew Moss High School was further explained to me by the Head teacher, Mark Moorhouse. He produced a single piece of paper that showed the school's mission, beliefs and strategy in two sentences and five explicit bullet points. Their strategy involves using Adult to Adult discourse, challenge and critique. Mark explained this further. [Transactional Analysis](#)⁴⁸ is

⁴² Black et al.,(2006). p126

⁴³ Fullan, M., & Langworthy, M. (2014). p64

⁴⁴ Fullan, M., & Langworthy, M. (2014). p26

⁴⁵ <http://www.mmhs.co.uk/we-are-different>

⁴⁶ <http://linkis.com/ow.ly/ThcSY> <http://engagedlearning.co.uk/?tag=matthew-moss-high-school>

⁴⁷ Year 11 students Matthew Moss High School interviewed 13/04/14

⁴⁸ <https://www.youtube.com/watch?v=nKNyFSLJy6o>

As digital integrators, many of our learners are already actively participating, learning and sharing in the global world through social networking beyond school hours. We can't ignore this. We need to actively co-construct learning with our students and listen to their families who know their children so well.

More importantly as educators we need to rise to the challenge and experience the self-motivation and engagement that can come from participating in personal learning networks.

When we experience the power of learning through social media, it helps us to understand how to create the right environment for our learners – staff and students.

'Leaders who take their own learning seriously and keep their own passion for learning alive act as important role models for their schools.'⁵²

Open to Learning

My openness to explore and learn through Twitter lead me to read a recently published book, 'Open: How we'll work, live and learn in the future'. The author, David Price, is based in the UK and regularly posts links to his '[Engaged Learning](#)' articles on Twitter. When he shared his article about 'D6', I 'tweeted' about my visit to Matthew Moss High School and was excited to hear back and have Price 'retweet' some of my messages to his network of followers. Through the power of informal social networking I had connected with a well-respected educator and author on the other side of the world and have since read his powerful book.

David Price refers to the shift 'toward collective knowledge facilitated through social media as the biggest disruptive innovation to have hit workplace learning in fifty years'⁵³. He recommends that the only way to really understand how different it is to engage in it...'you don't know the power of Twitter, until you've used it.'⁵⁴

I have shared reviews and reflections about this excellent book on my [blog](#). This book is a must read wakeup call for all educators passionate about engaging students in deep learning for success.

What about disengagement?

My own rich learning from the past ten weeks and being actively involved in the process of learning has instilled a desire to keep learning.

However, editing and rewriting this report over and over again after experiencing new learning opportunities, did become a chore.

⁵² <http://www.educationaleaders.govt.nz/Leadership-development/Leadership-programmes/Ako-being-a-learner>

⁵³ Price, D. (2013). p131

⁵⁴ Price, D. (2013). 132

I felt that it was taking time away from the new fun, creative and engaged learning that I was experiencing. This included, having time to reflect and write on my new [blog](#), reading professional learning articles via [Twitter](#), pinning and sharing these articles on [Pinterest](#) and encouraging our parent community to link to learning through our school [Facebook](#) page. These were becoming a priority.

I have already moved beyond this report to my next learning challenge. I am eager to create a brief, powerful and engaging video to share my learning with our community.

In fact, I have begun to disengage from this report and I wonder....

Do our learners become disengaged through repetitive and routine essays, reports or worksheets? At what point do they switch off or get over a task before they finish just as I have done? A two minute thought provoking video shared with me by Dr Brian Annan via a colleague talks of this very phenomenon "In 15 years: Death of the essay?"⁵⁵

We as educators are responsible for connecting with our learners and supporting them to engage in deep learning for success. We need to look at what we know about the ways they engage in learning and adapt our teaching to our learners and their needs.

Next steps for engagement in deep learning for students, staff, families and myself

- Stay focused on creating an innovative, dynamic learning environment where deep learning for success flourishes for staff, students and families.
- Create a learning commons for staff to immerse themselves into informal learning through modelling and promoting a social networking culture
- Give staff a 'sabbatical' from formal staff meetings and allow time for them to play and design ways to engage in deep learning pedagogies
- Inspire teachers to be activators to 'drive the learning process forward'⁵⁶ (Hattie's analysis of teaching strategies shows Activators have an effect size of 0.72 compared with 0.19 when teachers are facilitators keeping in mind that Hattie notes an effect size of less than 0.4 is not worth considering)⁵⁷
- Challenge all principals, leaders and teachers to explore learning through the eyes and minds of our Generation-Z 'digital integrators'
- Have a 'growth mind-set': although we are restricted by our 19th century building physically we can still be creative innovative and engaging in other ways. 'New facilities are nice but not a requirement for effective implementation of the new pedagogies model.'⁵⁸

⁵⁵ Ings, W. 2012 <https://www.youtube.com/watch?v=snjLWksR3d4>

⁵⁶ Fullan, M., & Langworthy, M. (2014). p20

⁵⁷ Hattie 2009

⁵⁸ Fullan, M., & Langworthy, M. (2014). p72

- Explore together with staff, students and families blended learning, project -based learning and 'learning to learn' so that 'new knowledge can be applied in real contexts for deep learning'⁵⁹
- Ensure that peer tutoring continues as a model of powerful teaching and deep learning (Hattie's analysis of teaching strategies shows cross age tutors have an effect size of 0.79, with 0.58 for the tutor and 0.63 on those being tutored.⁶⁰)
- Be open and share our love and passion for learning with each other, our communities and the world. Make learning contagious.
- Support and grow cross sector collaboration through LCN learning and change by exploring deep learning pedagogies together
- Continue to reflect and share learning on a professional blog at least weekly and retweet or read a Twitter link to learning at least once daily
- Commence part time studies in July 2014 for a Masters in Educational Leadership

'It is bold changes to the organisational conditions that enable significant and sustained shifts in how children learn which affect the quality of young people's engagement in learning and ultimately their progress to becoming successful lifelong learners'⁶¹

Conclusion

I recall a question that I posed to Dr Brian Annan⁶² in the early stages of our school becoming part of the LCN in Christchurch in 2013. Should we be seeking more schools to join our own small network? Brian's response was 'what's important is that you start with people who are interested and grow your energy and learning with them.'⁶³ Schools have to want to be part of it and choose to do this. Choosing to participate drives our engagement and with this comes the desire to learn. It is self-driven by choice.

Similarly, we can't make every student or every staff member engage in deep learning to begin with. But through creating the context and culture for authentic learning to flourish, engagement and deep learning will happen. We know that this happens within and beyond school hours in the Manaikalani cluster and at Matthew Moss High School.

How can we actively support students to become self-driven, self-motivated learners because THEY want to be and ensure they engage in deep learning for success?

By being passionate learners ourselves in a 'Global Learning Commons', 'where culture, structure, ambience and space create exceptional learning environments' and 'all that we

⁵⁹ Fullan, M., & Langworthy, M. (2014). p23

⁶⁰ Hattie 2009

⁶¹ <http://www.innovationunit.org/our-projects/projects/learning-futures-increasing-meaningful-student-engagement>

⁶² Brian Annan(PhD), Provider Team Director Learning and Change Network

<http://www.education.auckland.ac.nz/uoahome/about/learning-and-change-networks/lcn-people>

⁶³ Advice for Learning and Change Network Leaders/Principals <http://bit.ly/LCNAdvice>

share' is at the heart of it ' ⁶⁴ and by 're engaging students and teachers in the excitement of learning, so that our schools can fulfil their mission to prepare our students for life and work in the new era.' ⁶⁵

⁶⁴ Price, D. (2013). p76

⁶⁵ Fullan, M., & Langworthy, M. (2014). p63

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