

# **SABBATICAL REPORT**

**Elizabeth Forgie**

**Kerikeri High School**

E ngā mana  
E ngā reo  
E ngā karanga ranga maha  
Tena koutou, tena koutou, tena koutou katoa

Whāia te iti kahurangi, ki te  
tuohu koe me maunga teitei

Pursue that which is precious, and  
do not be deterred by anything less  
than a lofty mountain.

## **Title**

To research the impact of Information Technology and raising Māori Student Achievement.

**Author** : Elizabeth Forgie

**School** : Kerikeri High School

**Period Time** : Five Weeks, Term 2 2015 and Five Weeks Term Three, 2015

## **Acknowledgements**

Firstly to the Kerikeri High School Board of Trustees and the Senior Leadership Team especially Acting Principal Mike Clent and our Acting Deputy Principals. Also to the iPed Team at Kerikeri High School especially Daniel Wise, Deputy Principal with iPed (Information Technology and Pedagogy) portfolio and our iPed Facilitator/Microsoft Educator, Bridget Crooks. Thank you to the Ministry of Education and Secondary Principals' Association of New Zealand for this excellent programme. And my genuine appreciation and grateful thanks to the Principals and Deputy Principals of the 15 schools in New Zealand and Australia that so generously welcomed me.

## **Executive Summary**

At Kerikeri High School we have a clear vision of what good learning looks like and our practice translated into a huge improvement in the results for our Māori students. We need to take our practice forward into the future and lead what great pedagogy looks like at our school, weave information technology to produce more powerful learning, with our culturally located and relationships based pedagogy.

## **Purpose of Sabbatical**

The purpose of the Sabbatical was to research the impact of Information Technology and raising Māori Student Achievement.

It was my hope that one of the benefits of my Sabbatical for our Māori students will be getting the balance right between our relationships based and culturally located pedagogy and information technology to continue to see our students' achievements improve across the Kerikeri High School "four cornerstones of a balanced education" and developed in the Te Whare Tapa Whā context, Māori students achieving success as Māori.

My concern was about how we maximise and not compromise what we have learned and implemented – using technology to strengthen those warm learning relationships and discursive strategies that have proven to raise student achievement, especially for boys and for Māori students. Furthermore on the global net, how do we keep that pedagogy culturally connected for our Māori students?

## **Background**

While we were waiting to get to the last year of our 5YA Funding to access the funds to implement our WIFI SNUP our Deputy Principal with IT Portfolio, Daniel Wise, led an inquiry learning process in our school called "iPed" - Information Technology and Pedagogy. He led the development of an iVision for the School to integrate eLearning under the umbrella of our Te Kotahitanga foundation of relationships based pedagogies and the effective teacher profile.

Members of iPed are Teachers keen to push the boundaries with information technology and the school was able to resource small teaching as inquiry projects and a lot of professional learning and development while waiting for the opportunity to invest in school wide WIFI and enable a Bring Your Own Technology direction.

We have used our change knowledge about "the way we do things at Kerikeri High School" such as distributed leadership (iPed), power sharing (staff-student development team as we did for PB4L with the students in this team being the IT Ninjas) and always firmly grounded in the classroom.

Four of us, the Deputy Principal with IT Portfolio and the IPed Facilitator in collaboration with the Principal of Okaihau College, attended SchoolsTechOZ 2014 Conference in September in Melbourne.

We used this Conference as a model for the staff of Kerikeri High School and of Okaihau College with registrations invited from our Board of Trustees, Ninjas and contributing schools in an effort to build an eLearning community with shared values around the importance of relationships-based and culturally located pedagogy.

This two day Conference had keynotes from Simon Breakspear, John Phelps, John Fenaughty, Carolyn Stuart, and David Copeland, and was key positioning for gaining momentum as the infrastructure building blocks were put in place; SNUP, WIFI ultrafast broadband, Office 365, student email, off site file access, the further development of the Kerikeri High School website and the Kerikeri High School App.

Our iPed professional learning and development also built momentum with “Speed Dating Bytes” in a range of time slots coordinated by our iPed Facilitator and pulling in the expertise of a range of staff on topics such as *Photoshop for Dummies*, *Pinterest for Teachers*, *Search Engines – It’s not all about Google*, *Using Microsoft – Powerpoint/Excel*, *Laptop 101*, *Twitter for Teachers*, *Digital Citizenship*, *Creating and Maintaining using Blogger for Classroom Teaching*, *YouTube, Playlists – Organise your video content for easier access*, *Archive Your Work and Differentiation*.

We had professional learning and development at Te Kotahitanga Hui Whakarewa and Mid Winter Hui including *Know Your Māori Learner*, *Akō – A Wider Picture*, *The Treaty in Action at Kerikeri High School*, *Identity, Language and Culture Counts*, *Māori Potential Approach*, *Classroom Safari – How Does your Classroom Reflect the Effective Teacher Profile and Discursive Teaching Strategies*. These sessions also drew on the expertise of a range of staff as well as Students as Tutors and Kuia and Kaumatua.

Daniel Wise in his presentation *Slow, Slow, Fast – Our ELearning and IT Marathon* describes our clear message as “Technology is an amplifier of practice” “Innovate with Pedagogy, Accelerate with Technology.”

## **Rationale and Methodology**

Visits were organised to 15 schools ranging from rural to urban, smaller to large, throughout South and North Island and in Australia in Sydney and the Northern Territory. The discussions, sharing and the opportunity to see so many diverse leadership challenges and environments was so valuable. I came away from these visits with a lasting impression of the sense of vocation and the absolute determination exhibited by the Principals and Deputy Principals I visited to do their best for their young people and communities. The time also provided the opportunity for professional reading and I really valued colleagues’ Principal Sabbatical Reports.

It is noteworthy that a large number of these are devoted to digital technology and teaching and learning and the environments in which this pedagogy could thrive and this graphically signals our shared concern to search for direction and to get it right for young people's learning given the huge resource and equity implications. In the last three weeks there was rest and relaxation of a sort with a road trip from Darwin to Broome.

## **Findings**

At Kerikeri High School we are self-starters and have a full raft of developments we want to push ahead with. We have an outward looking orientation as we try to find out through road trips or Conferences about "what is good out there."

The Principal's search on the Sabbatical was for outstanding practice grounded in research and embedded, with a futuristic focus, in particular any models that had aligned bring your own device with culturally responsive and relationships based pedagogy.

At Kerikeri High School for theory and therefore practice we reference back to work, people and research such as Howard Fancy Secretary of Education 1996-2006 who directly linked academics and practioners and laid the groundwork for the Best Evidence Synthesis work, Professor Russell Bishop, Dr Mere Berryman and our 12 year journey implementing their work, Professor Viviane Robinson, "School Leadership and Student Outcomes and What Leadership can do to Raise Student Achievement", George Sugai and his work that guided Positive Behaviour for Learning expressed at Kerikeri High School as WAKA, Dr Michael Fullan "Stratosphere: Integrating Technology, Pedagogy and Change Knowledge" and Simon Breakspear "Slow, Slow, Fast."

Some personal observations in no particular order:

- The value to us in New Zealand of the TELA Laptop Scheme, SNUP, ultrafast broadband, N4L and Pond.
- The many mobile ways to deliver school-resourced digital devices to classrooms.
- Device screen up, as a barrier to the teacher relating to the class and students scrolling through a text-dense electronic worksheet on a topic that could have been a fun and engaging practical.
- Digital technology seamlessly integrated into the teaching and learning as one of the engaging strategies.

- Lateral thinking in established schools where property developments reflect well understood philosophy, values and school pedagogy.
- Multiple digital platforms, sometimes grown like topsy, sometimes intentional.
- Value of underpinning theory, for instance colleagues spoke of Professor Russell Bishop, Professor John Hattie, Carol Dwerck.
- Value of Teachers being in direct contact with experts/academics/researchers such as Bobbie Maths and Te Kotahitanga, He Kākano and Kia Eke Panuku.
- Equity worrying almost everyone from the “Rudd money” replacement headache in Australia, to parents pay for everything if they want laptop education, to mid decile schools “too poor” to expect all parents to pay, “too well off” to trigger trust money or philanthropic support.
- The digital divide, worse out of school time when students are rural or parents can’t afford or access data packages.
- Flexi furniture to reflect discursive teaching intention.
- Resourcing for digital technology rich environments and technician time prioritised over other demands of the curriculum such as science practical equipment.
- Diversity in cyber safety from students’ complete access and use of the school system with few filters in a technology rich environment, to cell phones are banned at school for reasons of student safety and student focus.
- Specialist spaces such as Science hands-on, Art, Culinary and Hospitality the losers in some of the recently designed developments.
- Evident burn out regarding the pace of educational changes where a revolving door of initiatives had culminated in a fast, fast, slow response (compared to Simon Breakspear’s description of desirable pace of change as Slow, Slow, Fast) with the result of uneven commitment and low energy.
- Technology rich environments - desktops, mobile laptops, tablets and iPads (C.O.W. systems or Computers on Wheels), mini whiteboards, cell phones, digital cameras and own devices optional, welcomed and enabled.

## Conclusion

Once again my heartfelt thanks to our School, to all who hosted me in the schools visited, to the Ministry and to SPANZ. After 21 years as the Principal of Kerikeri High School, in a job that I love, I really have valued the opportunity to be enriched in this way.

Kua tawhiti kē to haerenga mai, kia kore e haere tonu.

*You have come too far, not to go further*

He tino nui rawa ou mahi, kia kore e mahi nui tonu.

*You have done to much, not to do more*

(Tā Hemi Henare)

No reira,

tena koutou, tena koutou,

tena tatou katoa.

## References

**Bishop, R. & Berryman, M (2006),** *Culture Speaks: Cultural Relationships and Classroom Learning.* Wellington: Huia.

**Hattie, J. & Yates, G (2014),** *Visible Learning and the Science of How We Learn.* London: Routledge.

**Robinson, V. Hohepa, M. & Lloyd, C (2007),** *School Leadership and Student Outcomes, Identifying What Works and Why; Best Evidence Synthesis Iteration (BES).* Wellington, New Zealand: Ministry of Education.

**Alton-Lee, A (2015)** *Ka Hikitia A Demonstration Report: Effectiveness of Te Kotahitanga Phase 5 2010-2012.* Wellington, New Zealand, Ministry of Education.