



### Future Focusing Fairhall

*"Who controls the past controls the future. Who controls the present, controls the past."*  
George Orwell

### **Acknowledgements**

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- *Toni Burnside, Principal, Banks Ave School, Christchurch*
- *Brett Millott, Principal, Aberfeldie School, Melbourne, Victoria, Australia*
- *Peter Martin, Principal, Port Melbourne School, Melbourne, Victoria, Australia*
- *Grant Watson, Principal, Upper Moutere School, Tasman*
- *Don McLean, Principal, Hampden Street School*

### **Purpose**

#### **'What it means to be a 'Future Focused School'**

To look into schools that are considered effectively 'future focused' with a particular emphasis on managing roll growth, global citizenship and, ILP / Pedagogy.

To visit schools where there is a clear understanding of the importance toward developing whole school pedagogy before establishing and developing new learning environments.

### **Background**

Fairhall School is a semi-rural school on the outskirts of Blenheim in the province of Marlborough, NZ. Our school has grown over the years to a school with nine classrooms and a roll of around 220 students. The school has an enrolment scheme and at present around 50% of the school's roll live 'out of zone'. This has been brought about by the school's desire

to manage it's roll to have nine classrooms, and the popularity the school experiences from parents looking for a school for their children.

In my 8 years as principal of Fairhall School we have experienced 3 ERO Reviews: one in my first year as principal and two positive reviews following. We have had two updates on our school's 10 Year Property Plan (10YPP) and 5 Year Agreement (5YA). We have had a strong curriculum drive in the learning area of Science and as a 'Green Gold' EnviroSchool we have a strong commitment to Environmental Education and EOTC.

We have experienced considerable change over my tenure. The school has moved from 8 classrooms to 9. There has been a change in teaching staff - with two retirements, as well as a bereavement. Only two teachers are on our current staff who were at Fairhall when I first arrived back at the start of 2009, one of these moved back home overseas and has since returned.

Our last 5YA spend allowed us to refurbish 5 of the 9 teaching spaces with projects that involved, re-roofing, decking, ranch-sliders, wall linings and carpeting, and resizing classroom space. While this was going on we were experiencing difficulties with a lack of space within our existing, and reasonably new, multipurpose room and a senior classroom block that was partly made up of an old school building with subsidence issues and a prefabricated classroom. To top that off we were, and still are, having issues with a lack of car-parking space and traffic safety concerns with a road that is getting busier every year as further housing development continues within our catchment area.

In the more recent years we have spent some time as a staff in exploring the changes to education, particularly around the area of Innovative Learning Practice and Innovative Learning Environments. Two of my teaching staff have been strong in their desire to work in a collaborative environment and by the end of 2016 will have completed their first year implementing their Core Education - Innovative Learning Practice PD into an environment that they have created between their two Year 4 and 5 classes. This year two other teachers are carrying out the same PD so that they can be part of an implementation process the following year.

A 'Change Team' has been established consisting of teachers who are currently implementing Innovative Learning Practice and our Teacher In Charge (TIC) of ICT. The team has developed a [strategic plan](#) for change in practice for the next 3 - 5 years.

For my sabbatical I will be turning my attention to how we can better prepare ourselves and our children for working '*in the now - but towards the future*'.

One of the principles of the New Zealand Curriculum is about schools being Future Focused.

#### Future focus

The curriculum encourages students to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.

The New Zealand Curriculum under its section '*The School Curriculum: Design and Review*' states the following about schools being Future Focused:

#### Future focus

Future-focused issues are a rich source of learning opportunities. They encourage the making of connections across the learning areas, values, and key competencies, and they are relevant to students' futures.

Such issues include:

- **sustainability** – exploring the long-term impact of social, cultural, scientific, technological,
- economic, or political practices on society and the environment
- **citizenship** – exploring what it means to be a citizen and to contribute to the development and well-being of society
- **enterprise** – exploring what it is to be innovative and entrepreneurial
- **globalisation** – exploring what it means to be part of a global community and to live amongst diverse cultures.

While this principle is designed for student learning opportunities I can't help but think that as a school we need to be future focused in our planning and design, and so I intend to focus on what I consider are the 3 key components (main points) to being a 'Future Focused Fairhall School' - the learner, the learning and the environment.

During my investigations on these main points I will direct my attention to 3 key questions:

- ***What is it I am seeing?***
- ***So what?***
- ***How will this help me with the direction I take when I return to Fairhall School?***

***a na haamata te haerenga***  
***.....and so the journey begins***

### **The Learner**

We are fortunate at Fairhall School to have students who are, overall, reasonably well engaged with their learning. We are also fortunate that we are not regularly having to deal with challenging behaviour management issues in the classroom and in the playground. However, as with any learning environment, our students are not always engaged and we do have students who are not succeeding at the national expected levels. It is therefore imperative that we look for on-going creative and successful opportunities for student engagement and learning, and over the next 5 to 10 years is going to be a golden opportunity for our school to do this.

This report looks at the learner and during my study I was able to see examples of learning taking place in a variety of schools. Also, over the past 3 to 5 years I have listened to some outstanding educational experts who have great insight into the needs of the learner for today and tomorrow. Experts such as Professor Guy Claxton, Carol Dweck, Yong Zhao, Dr Julia Aitken and Cheryl Doig.

In their report to the Ministry of Education in 2012, Bolstad and Gilbert stated that there is a call for 'Personalising of the Learner and that we should be *"reversing the 'logic' of education systems so that the system is built around the learner, rather than the learner being required to fit with the system"*. They see there being two forms of personalisation: deep and shallow and that while there are pockets of shallow personalisation going on in schools we are not seeing the 'deep personalisation' that their report suggests, should be the focus for the future. "Deep" personalisation would give students a far greater role—and also far greater responsibilities—for designing solutions from whatever task is set or they have designed themselves.

I visited two schools in Nelson with a groups of teachers, including teachers from Fairhall School. I asked for feedback on what they saw. They gave me mixed reaction to the levels of engagement they saw. Lots of movement and busy traffic at interchange times, Classes in an ILE operating as single cell, students having choice as to where they work, students with the ability to articulate what they are learning, students unable to.

What we must remember is that 'what you see is not necessarily what you get'. We visited these schools on a Friday in the first week of a school term, teachers were released to show us around therefore there were relievers in the school and, in my view, when a collaborative environment is set up and teacher collaboration is at the forefront of a school's pedagogy it doesn't mean that it has to remain that way 24/7. However, one question that was brought up by one of my teachers that interested me was, " Is it future focussed or just the same in an 'open plan' class with 2 teachers?" This question is a firm reminder about the importance of getting our pedagogy right - the first time!

At Banks Ave School in Christchurch I saw a mix of classes operating in single cell rooms and classes working together collaboratively. I was informed that the breakout spaces they created were usually full. I also saw junior students having 'Development Time' - they were having a ball. There was a pile of dress-up clothes in one of the breakout spaces that was spread out and like a minefield the principal and I had to carefully place our footing through. "It's snow!" we were told so we tread carefully through the snow to a steadier landing. Another group were painting with rolling pins while a larger group were outside building wobble boards and trolley's with a dad who had offered his time and resources to help out. They had saws, hammers and nails and were totally engaged with their projects. The activities were set but the students had choice.

At Aberfeldie School in Melbourne senior teacher, Pat O'Sullivan, showed me some resources that they use in collaboration with staff and students. A good range of on-line activities and resources are available via a secured site. I spoke with a student about opportunities to work independently and creatively. The student showed me what he had been given to do. The programme ran along similar lines to elective programmes we run back at Fairhall. Teachers had selected areas of focus for students to engage in and from that students seemed to have opportunity for self learning.

At Port Melbourne School I spoke with two 'team leader' teachers. They talked about student collaboration being at a level where there is teacher direction in planning and delivery and that student opportunity to self manage develops from that. I saw this in the senior area of the school where, once again, an elective programme was operating and students had selected their area of focus from what teachers had offered. The principal, Peter Martin was taking a forensic science group. It appeared the emphasis at this school was more on teacher collaboration with the learning programmes offered, than student collaboration, where the student has more 'say' in what they do.

I read an article on Wakefield School, in Nelson, from the Education Gazette, published in May, 2015 and another one on the same school from a local "Windows on Wakefield" newsletter, published in September this year, 2016. I believe Wakefield School has got it right. Principal, Peter Verstappen, has worked with his staff to develop a 'democratic education' into the school's pedagogy. The opportunity for developing modern learning environments lead the school to making some real change with student learning. Peter states *"the real business of MLE's is to shift teaching and learning to a model that truly enables students to become confident, connected, lifelong learners"*. At Wakefield the teachers expose their students to a range of authentic learning experiences and the article from the ['Windows on Wakefield' newsletter gives a good example of what this means.](#)

Internationally acclaimed scholar, author and speaker, Dr Yong Zhao, says we need to make children feel that they are good about something - open the opportunities for children to imagine for themselves. He says we should allow for 'accidental discovery of ideas'. In his book 'Who's Afraid of the Big Red Dragon?' Zhao warns us to steer clear of wanting to be like China. He believes our focus should be on developing creativity, resilience and entrepreneurship in students as the future will require our students to be better in these areas.

Carol Dweck and Susan Mackie's ['Growth Mindset' presentation](#) in Wellington in August, 2016 was a good opportunity to look at how we can pay more attention to the things we do to build a child's learning capacity. Carol stated that 'Growth Mindset' reduces achievement gaps and I quite agree. While we shouldn't, we often rely on tests to give us the data on what a child can do. Carol says "Tests can't tell what the student is capable of in the future - it's about the 'now'".

Professor Guy Claxton, in his Nelson presentation ['Achievement and Character - Building Learning Power'](#) provides good, sensible ideas on how we can develop the learner for the 21st century. He talks about building the habits of confident, effective learning in young people who can choose, design, adapt, research, trouble - shoot and evaluate learning for themselves. He helps us identify the 'layers for learning' and is a strong advocate for developing attitudes for success.

My belief for our Fairhall students is that we work towards 'expanding our student's learning power' and we do this by building students in 3 key areas: creativity, resilience and ability to self manage. I feel this can be done by developing a change to our current pedagogy. Developing all this is going to take a collaborative approach from staff. They will need to strengthen and continue to build on current PD practices that are being undertaken. We need to look at what we do, what is working and what needs changing. We need to address the inhibitors to a child's 'Growth Mindset'. As an example this will likely involve changing what we do in terms of reporting to parents or 'labelling' students. We need to delve into our learning programmes to identify opportunities for more authentic approaches to learning and how we can develop a balance between teacher directed learning and student self-management - or ownership to learning.

I think if we can apply some of the thinking, approaches and ideas of the likes of Zhao, Claxton and Dweck to student learning at Fairhall School then we will be in a position to 'expand student learning'.

## The Learning

Effective Learning is going to require effective collaboration and collegiality with the team of teachers and support staff as they plan and design learning programmes 'with' their students and 'for' their students. Grant Watson, Principal at Upper Moutere School in the Nelson region of New Zealand, shares the importance of communication from interviews with teachers on collaboration within an ILE: "*Communication, communication, communication* "The key to minimalising the negatives seems to be communication, communication, communication and a large degree of flexibility. We have many conversations during the day as.....". Whether it be a 'power of 3 set-up', i.e. 2 teachers and 1 support staff member or 'power of whatever' effectiveness will only reach a potential when all the players are 'on board' and 'on the same page'. And there is no magic number for this. School's will need to work within the parameters of their existing space and year levels within their school.

At Fairhall School, and like many other rural schools, we are not guaranteed of a set number of new students each year and therefore our year groups are going to be up and down for a number of years - meaning that each year our year group and team structures will change.

In my visit to Banks Ave School I did not get to see much in the way of teacher collaboration or a lot of Innovative Learning Practice in action. It was a late Friday morning visit and my visit was mainly focused on hearing from principal, Toni Burnside, and seeing what had been done to the school as an interim change to the environment. However Toni had a very similar philosophy to me in that she was adamant that the practice comes before the environment - 'it is paramount to any change that is to take place'. Toni fully engaged her staff with the change. She took her whole team to Melbourne to look at schools and provided me with a wealth of notes that her staff collected and collated from their visit. On their return they worked in groups to present and share their findings - a well worth exercise. She also sent a team up to Auckland where they visited Stonefields School - a newly built school (2011), but with a strong pedagogy - something that Toni has instilled at Banks Ave.

What I have learnt from this visit is the importance to involve my staff with further visits to schools in the 2017 school year. Taking a team of teachers to Hampden Street School and Upper Moutere School was a valuable exercise. Like Banks Ave School, we also collected shared information of what we saw and that information will be able to be used in our discussions as we move forward into the new school year. Listening to Toni affirmed for me the importance of bringing the team along with you in the journey, to engage them, empower them, to challenge their thinking and collectively come up with solutions that benefit all, and more importantly our children.



After listening to Cheryl Doig speak at the Marlborough Principal's Conference in September, 2016 I was interested in the programme being launched in Christchurch, 'Grow Waitaha', where the purpose is to support schools with the change that is happening in Christchurch post earthquake. This was also backed by an email I received from my principal's appraiser, Maureen Doherty, who suggested I look into this project as part of my study. Many schools in Canterbury are being rebuilt (completely or partially) after the earthquakes. Rather than simply rebuilding those schools as they were, Grow Waitaha believe Christchurch has an opportunity to '*look ahead and construct innovative physical environments that enable future-*

*focused education for all learners and their communities. Building new learning environments means developing new ways of working in those environments; Grow Waitaha is supporting schools through this process of change'.*

The key point I see coming out of Grow Waitaha is that rebuild schools are not going to be thrown in the deep end with new 'flexible learning spaces' and teachers told to get on and teach together/ with one another - there is going to be support, professional development, opportunity to develop best practice, pedagogy. I like Grow Waitaha's vision - *The goal of Grow Waitaha is to assist schools to achieve pedagogical change in a meaningful and manageable way, with a network of support, and to put learners at the centre of that change - "Collaborating Together, Learning Together"*. For me it tells me to continue to provide the PD for all staff, ensure the PD is backed by shared discussion, decision making, valued feedback and agreed vision and implementation. I also now believe that as the professional leader of the school I should further involve my staff (and to some degree students) in the design of our environments and this needs to happen alongside a continuation of developing the teacher's practice. But this section is on 'The Learning' and I have taken a lot out of what has been said by three key professional educationalists: Yong Zhao, Guy Claxton and Carol Dweck and I want to focus on what I believe are the main areas of focus (and shift) for our teachers, staff and school to take over the coming years.

Professor Guy Claxton in his address to principals and teachers at a seminar in Nelson in March, 2016 talked about 'Building Learning Power'. Raising student achievement and building character within individuals are two separate tasks and generally school's succeed with one but struggle with the other but Claxton says you can do both and succeed at the same time. He states that *'There is a kind of teaching, and a particular school ethos, that reliably hits both targets at the same time.*

- *Building Learning Power (BLP)*
- *Visible Thinking*
- *Growth Mindset*
- *Habits of Mind*

*These are all examples of this new way of thinking – and each of these is developing and deepening all the time.'*

We need to be 'building mental muscle' – *'Perseverance, self control, attentiveness, resilience to adversity, openness to experiences, empathy and tolerance of diverse opinions, transference, resourcefulness, reflectiveness, time management, self management'*. This can be done with a full staff focus on the expectations and skills that are currently being applied in our school's ILE and alongside the current teaching practice PD some of our staff are receiving. If we explore the 'Learning Layers', as outlined by Professor Guy Claxton, and identify the layer of focus we need to take as a school we will be able to implement ways to develop these 'muscle' areas across the school.

One of Claxton's examples of a new way of thinking was backed up by the presentation of educationalist Carol Dweck when I visited her in Wellington with my Deputy Principal in May earlier this year, 2016. Carol's expertise in Growth Mindset is all focus on the understanding that the learner who is struggling isn't failing - they just haven't reached the goal "yet"! As a staff we will need to look at all we do within our classrooms and with our systems to ensure that our students believe in themselves as learners. It starts with ensuring as staff we create an image and belief so that our students know we believe in them. I see real value in

implementing the working and thinking of Carol Dweck and Professor Guy Claxton into the philosophy and pedagogy at Fairhall School.

I also see the importance of following the thinking of Education Specialist Yong Zhao where in his two books 'Who's Afraid of the Big Red Dragon?' and 'World Class Learners' he respectively states that although China is well ahead of countries such as New Zealand in International academic standings we don't want to do what they do, to be like them, and we need to be further developing our global, creative and entrepreneurial talents.

One way of developing these talents is to use an approach that Wakefield School principal, Peter Verstappen, has introduced into his school. Wakefield runs a 'democratic education' pedagogy. It's a model for 21st century learning where students are placed at the front and centre within the process of curriculum design, delivery and evaluation. In an article on Modern Learning Environments from the *Education Gazette, Volume 94 Number 8, 18 May, 2015*, Peter talks about Modern Learning Environments being 'the perfect fit for four of the key principles of democratic education: student centred learning programmes; students developing goals around what they want to learn about; starting with the strengths of the student, and finding opportunities to contribute to the community'. Wakefield School has taken their lead from the NZCER's work on the key competencies, and Chris Brough of Waikato University. Chris Brough wrote in her Set 2, 2013 article, student - centred approaches to curriculum implementation often include teacher - student co-construction of learning and learning goals. The students have a greater say in what, when and how they are learning.

Visiting Port Melbourne School I saw principal, Peter Martin, teaching to a senior group of students an authentic approach to learning as part of a senior school collaborative teaching programme. Peter, very much so, had a 'hands on' approach to learning with the students engaging them in an investigation of forensic science.

At Fairhall School I see a need to explore more deeply our level of student voice engagement and approaches with authentic learning. I believe we can better engage in co-construction with students but also feel we need to have a balance between teaching and learning if we are to raise student achievement along with building individual character - i.e. *build learning power*.

Our topics of discussion need to be collectively collated but to begin I believe these questions can be thrown in the mix:

*What does the current teaching and learning practice look like at Fairhall School? What does it look like for students?*

*What are teachers views on a students having more control ( a greater say in what, when and how they are learning) of their learning?*

*How do teachers see their collaboration with the colleagues, students, and community looking in the future?*

The answers to these questions and others that are developed need considerable discussion before any changes to our school's pedagogy, and the way Fairhall School operates, is made.

## The Environment

Visiting [Banks Ave Primary School](#) in Christchurch gave me insight into how you can make the best of the environment, temporarily. It is likely to be announced any day soon that the 'Red Zone' school will move to a new site down the road as the new [Haeata Community Campus](#) is completed and accommodates the communities of Aranui, Wainoni, Avonhead and Shirley. While funding for the shift which involves some rebuild and alterations for 'flexible learning spaces' principal, Toni Burnside, is able to use some of that funding to knock down walls and open up spaces. I'm mindful of not wanting to dip into the pot too often but do see the practicality that Toni is showing so that teachers can best implement the practices they have adopted.



Toni took her teaching staff to Melbourne to look at a number of schools. While the focus was on collaborative teaching and learning it was the total learning environment that encourages the collaborative style of teaching to flourish. I asked Toni, "Why visit Melbourne?" To which she replied that she had listened to the like of Julia Aitken and Julia had done a lot of work with schools in Melbourne. This 'rang a bell' with me as I had attended a principal's conference in Queenstown not more than 12 months ago where the two keynote speakers were Mark Osborne and a 'Dr Julia Aitken'. The theme for the conference at the time was on 'Modern Learning Environments' and a number of schools I visited including the new school '[Remarkables Primary School](#)'.



Brett Millot, principal at [Aberfeldie Primary School](#) in Melbourne has a strong passion for students taking responsibility for their own learning and in 2013 along with principal colleague from Belle Vue Park Primary School, Paul Kenna, set up 'SOLE Australia Network' where other principals and teachers can see self-organized learning in action, and the possibilities it offers. Their inspiration for developing Self - Organised Learning Environments came from listening to the words of Educational Researcher, Sugata Mitra.

In his 'School in the Cloud' blog - '[These Australian Principals Have a Plan to Mainstream Self-Organized Learning](#)', [March 24, 2015](#) blogger Brett Brownell shared his conversations

with Millot and Kenna detailing how the two principals went about developing the SOLE model within their own environments and then nationally.

What impressed me here was the collegiality shown by the two principals to implement the same developed strategy in both schools. Doing this they get to share progress, pitfalls, issues, concerns, as well as, successes.

In visiting Aberfeldie School Brett showed me around his school's BER building. BER stands for [Building the Education Revolution](#) which is the single largest project of the Australian Government's \$42 billion Nation Building – Economic Stimulus Plan. It includes around 24,000 projects to be delivered in every community across Australia. The \$16.2 billion BER programme aims to modernise schools through the delivery of infrastructure and, by doing so, support local jobs and stimulate investment. Aberfeldie's BER building is well set out for teachers to collaborate in a Self-Organised Learning Environment. The building offers space for groups to come together as well as opportunity to close doors and operate as single cells. There is ample space for resources and I liked the warm feel of the environment with plenty of colour, glass, open and closed spaces, and light. I was impressed with and curious about this building as it was identified as a standard design after I noticed the same building appeared on the school site of Parkwood Green Primary School some 20 minutes away, and again when I searched for Belle Vue Park Primary School.



Aberfeldie

Parkwood Green

Belle Vue Park

Brett shared with me two valuable documents that I could adapt and use to meet the needs of 'future focusing Fairhall School'. One was a Concept Plan looking at the overall development of Aberfeldie School and the other was a supporting document outlining the current and preferred situation of the school.

[Port Melbourne](#) showed what a school can do with a 'bulging' school roll by developing building two storey's high. Although the school was not a good example to compare with in terms of total school roll (Port Melbourne has a current roll of 720 students), it did show what can be achieved when space is an issue.



Principal, Peter Martin talked to me about his involvement and also showed me what has been designed at a new school: [South Melbourne Primary School](#), opening in 2018 down the road, which will alleviate some of the congestion he is currently facing.

When visiting the Nelson school's I was able to get a good look at two contrasting schools but with design features and opportunities similar to what Fairhall will face into the future. [Hampden Street School](#) had a good mix of design with old and new buildings. It was rewarding to see how they were able to make the best of an historical building by expanding into what were once corridors and wasted space one way, and to developing and making use of verandah space the other way. An interesting observation here also was the size of some of the classrooms - one room would be quite small opening next to a room that was much larger and suited to taking a larger group of students.

Walking across the pavement to the other side of the school we were met with a new 'Flexible Learning Environment'. This was an impressive building and suited the school of 500 students, and a middle school syndicate of 5 -6 classes.

At [Upper Moutere Primary School](#) I visited a school that had a similar feel to Fairhall School - a semi rural school that has a roll of around 150 students. Upper Moutere had impressive facilities and you could sense a strong level of collaboration within certain areas of the school, supported by learning environments that encouraged a collaborative approach. I could see potential for Fairhall to emulate design concepts out of Upper Moutere School. The school hall is an excellent start where space has been well thought out and provided. The junior and middle school teaching spaces were well set out, even down to the layout of the ablution facilities.

Principal, Grant Watson, had shared ownership of the design with the people that mattered the most - his teaching staff. They were an integral part in developing what the school looks like today. The rooms were open, colourful, provided quiet alcoves, glass barriers and furniture that is non - restrictive, flexible and well utilised.



While it is a more than valuable exercise to involve your team of teachers in the design of their classrooms we have to be mindful of two things: one is that your teachers are not always going to be staying put - in fact part of my role as principal is to provide, encourage and develop opportunities for my teachers to grow, develop leadership and in time progress with their careers should they wish to, and secondly, we must have the future at the forefront of our design - something we don't really know what will look like. With this dilemma I believe we need to encompass a 'future focused' approach to the learner and their individual needs, the learning and how or when we collaborate and the environment and whether or not we are catering, in space, for the diverse styles of teaching and learning. This is to be done with a team approach and involving the stakeholders who are going to be providing the teaching and learning and working in the school's environment. Such involvement requires discussion, debate, strategic planning, critique, justification and accepted challenge.

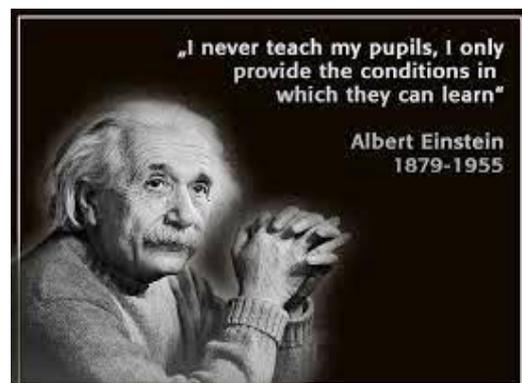
Although we need to be susceptible to change we should not neglect the successes of the past and present. That is where I quite like the thinking of David Loader in his 2010, ACER Reflective Principal article, 'Futures Focused Schools' - *"a school parked solidly in the present, but with an attitude and a commitment to engage with the future in order to discover alternatives as a context for making choices today."*

This I believe is Fairhall's 'Pathway to Excellence.

### **Reflection**

Einstein, a wonderfully intelligent, reflective man but has he got it right? I don't fully agree with Einstein - Not at the primary school level, anyhow.

There is a balance required between providing the teaching and giving or offering learning opportunities. Because we know so much more about the human brain and child development and we are living in an ever increasing fast paced society we have a golden opportunity to do things better. Even if we cannot tell what the



future brings we can at least do better than we have done in the past - which leads to an exciting future.

Whatever that may look like.

### **Altered States**

I believe there is a need to evaluate the things that we are doing in terms of the learner, the learning and the environment - things that we are doing well, our successes, and things that we need to change or do better. I don't believe in 'throwing the baby out with the bathwater' but do believe in refinement and change.

I believe the key to the effectiveness of being a 'future focused' school is having a strong collaborative and collegial minded team.

I believe in shared ownership of what we do as a staff for our school and 'on-behalf of our students. I accept 'student voice' as part of the process and community consultation for feedback, but I feel strongly about the role of the teacher as the 'professional' and the decision maker.



I believe Strategic Planning will be the key to change and paramount to Fairhall School becoming 'future focused'.

I believe the environments we create need to be 'flexible'.

*Steve Crockett  
Fairhall School Principal  
Term 4, 2016*

### **Key Readings**

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### **Further Readings**

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