

# Sabbatical Leave Report

## ‘Enhancing Student Engagement, Motivation and Achievement in Years 9 and 10.’

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### **Acknowledgements:**

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Deputy Principals, Senior Managers and Staff at Lytton High School.

Principals, Deputy Principals & Support Staff at the schools I visited.

Te Kotahitanga Teams at Waikato University, at Lytton High School and the schools I visited.

Stuart Middleton – Director, Manukau Institute of Technology.

### **Executive Summary:**

The major focus of this project was to determine some key strategies that contributed to improving student engagement, motivation and achievement particularly at year 9 & 10. Schools have many strategies and programmes that they devise and implement in an attempt to improve achievement. Many of these are specific to the particular school in which they are implemented, but very often sharing these ideas creates opportunities to develop them further and bring new perspectives to them.

Visiting other schools, and talking with other Principals and staff, provides opportunity to investigate some of the ideas, and the differences they make.

It is acknowledged that there is no one initiative, strategy or programme that makes the required difference on its own, but challenging our thinking about the way we do things after investigating what others do, can add significant value to the way we work in the future. That future is a about a series of connected and deliberate strategies, programmes and procedures, that contribute to the overall difference.

While exploring what is done in a number of other schools, there was a focus on a number of specific areas including but not limited to such initiatives as:

- Te Kotahitanga
- Literacy
- Restorative Practices
- Mentoring
- Counselling
- Attendance
- Induction

Each of these initiatives and ideas does not stand in isolation. It is evident that the best practice ensues when a number of these complement each other. It is of course dependent on the individual school's focus and priorities.

Each of these initiatives and ideas is explored further in the findings section of this report.

### **Purpose of the Project:**

To research successful initiatives being implemented in year 9-15 secondary schools that contribute significantly to student motivation, engagement and achievement, and to consider what range of ideas and initiatives from that evidence, can be developed to enhance motivation, engagement and achievement at Lytton High School.

### **Background and Rationale:**

The school's strategic goals add depth to the agreed 5 year targets relating to improved teaching practice and improved student achievement for Maori students. Each of the 12 strategic goals complements these targets while at the same time focusing on a specific aspect of the total school pedagogical and learning process and environment. A copy of the strategic goals is attached as appendix # 1 to this report.

Making the connections between the targets, goals, objectives and the requirements of the New Zealand Curriculum, particularly with regard to the vision, principles, values and competencies, puts learning in perspective.

Year 9 & 10 engagement, motivation and achievement was the priority within the broader general goals of the project.

The focus on year 9 and 10 was because evidence suggests that these are the years in particular, where disengagement, lack of motivation and underachievement are at their maximum. It is also true that if these factors are evident at year 9 and 10 then they are likely to be evident at year 11 and beyond therefore resulting in low levels of completion and acquisition of a level 1 NCEA qualification.

Getting it right at year 9 and 10 in my opinion reduces the underachievement potential in later years.

Investigating these matters in relation to years 9 and 10 has enabled a closer focus on what is important to focus on in these early years at secondary school. Schools visited that had year 7 and 8 students reported a less negative response to underachievement at year 9 and 10. This could be a future investigation.

### **Methodology:**

The methodology employed during this investigation involved the following:

1. Professional Reading: a wide range of articles related to the importance of learning relationships particularly for Maori and Pasifika students as well as review of a range of documents from schools visited. The most influential professional reading related to the investigation was the most recent book by Russell Bishop, , and Mere Berryman entitled ' Scaling Up Education Reform – the politics of..... etc.
2. Interviews: visits to 10 schools throughout the North Island and interviews with Principals, Senior Managers, Teachers and some students around a range of questions which are attached as appendix # 2 of this report. Not all questions were asked of each individual, as it depended on the moment. All questions were however emailed to each school prior to the visit.
3. Hui: a number of hui specifically related to leadership within Te Kotahitanga were attended. Along with the professional reading, attendance at these hui added significant personal knowledge and thinking to the overall intention of the investigation. The focus continued to be on improving teaching practice and student achievement through a number of specific strategies directed towards improving Maori achievement.

## Findings:

From readings, discussions with colleagues and hui, a number of common trends and future considerations became evident.

There is however one important factor to consider and that is that each of the considerations outlined below should not, and probably cannot, be taken as a solution in isolation. The overall trend suggests very strongly that a range of strategies focusing on particular aspects but taken collectively make the biggest difference.

These trends and considerations are inclusive of but not limited to the following:

- Specific arrangements at the year 9 and 10 levels:  
It is evident that treating students in year 9 and 10 as the 'Junior School', has not been necessarily in the best interests of the students in terms of their motivation and engagement and consequently their achievement. They seem not to have an identity that provides that focus for them.  
Providing that identity by focusing these years on specific pathways for them seems to be one solution that could assist and strengthen motivation and engagement.

Examples of this could be:

- Considering a literacy / numeracy focus where required.
  - Considering returning to a 'syndicate type' approach where applicable.
  - Changing the 'options' programmes to a two year approach.
  - Team teaching in some classes.
  - Identifying a specific but different focus for year 9 and year 10.
  - Integrated classrooms where appropriate.
  - Focus classes with specific teachers and follow-up co-construction meetings.
  - Considering the information for NCEA lead-in.
  - Careers component at year 10 at least.
  - Regular structural and procedural updates and reminders.
  - More regular home contact on a formal basis.
  - ...and other ideas which emerge from consultation.
- Thorough Induction:  
From the evidence of the investigation, most schools spend an amount of time with some form of orientation or induction programme for new students at year 9. Having considered a number of different approaches, spending the time to provide a thorough and intensive induction has the best results. Sometimes we give lip service to this important function, and in reality we ought to do this better.
  - Ongoing Support for Learning Goals & Focus for Students:  
Students in their early years at secondary school require ongoing support with their learning goals and focus. Many do not understand why they are being involved in particular learning activities and therefore may see little relevance in the activity. It is important therefore that we continue to utilise the implementation of a 'learning intention' for each lesson or unit of work (whatever is relevant), like they were accustomed to in their previous primary and intermediate schools.  
Part of this is to regularly discuss their progress and provide credit or achievement acquisition data so they know what they have achieved and what they still need to do. Assisting them with what they need to do next to continue their progress is something that many may also require support in doing.
  - NZC Focus:

One of the more challenging things we need to address is the building in of the principles, values and competencies from the NZC into the programme planning and implementation.

While there is a component of new knowledge in all our programmes because learning is progressive, there needs to be a focus on learning tools. The 'Front End' of the revised New Zealand Curriculum, as it is affectionately called provides strong curriculum leadership for this to happen.

There is a need therefore, to adopt some formality about this.

- The Effective Teaching Profile:

The implementation of the 'Effective Teaching Profile', is a specific strategy that assists with the focus on improving teaching practice. Centred on the implementation practice of Te Kotahitanga it aligns to the improvement of achievement for Maori students. As a strategy for improving teaching practice it can have much wider implications and is an effective practice for contributing to the meeting of our long term targets.

- Ongoing specialist support:

There is a need to either increase or prioritise the support for students in their early years at secondary school. The early years can best be described as years 9 and 10 but for some students, this may be the case in year 11 also.

The type of support that these students may require is inclusive of the matters raised above such as:

- Some specific arrangements.
- High quality & thorough induction.
- Focused and supported learning goals.
- NZC focus

And also the support of individuals, teams and services within the school such as:

- Deans
- Guidance Counsellors
- Careers Adviser
- Form Teacher
- Health & Welfare Clinic
- Specific needs based learning programmes
- Etc.

- Targeting Attendance:

Another very important strategy to assist with improving learning focus is the targeting of attendance as an important strategy to improve achievement.

Specific effort needs to be made to assist students to understand that high levels of attendance actually result in improved achievement.

Identification of this with students, that the care about attendance is not for statistical purposes, but out of genuine concern for their learning and achievement, reinforces the fact that high levels of attendance lead to better achievement.

Having the follow-up systems in place is critical to enable that care and attention to be genuine and effective.

- Quality Relationships:

This, is of course, a most significant concept. Quality relationships underpin all that we do. It is how we go about understanding what quality relationships are, and how to effect them, that is critical to our learning as teachers and students.

We must make this learning a priority if we are to enable a whole range of other matters, some of which are mentioned here, to be implemented and take a positive

effect on improving teaching practice and student achievement which is of course inclusive of motivation and engagement in the learning.

Te Kotahitanga provides an excellent learning and co-construction framework for building and developing effective relationships. As a school we have adopted this practice and the success is evident.

- Quality Leadership & Planning:

None of the changes we try to achieve and/or do achieve will be sustainable and effective without good change leadership.

Changing a culture as well as a structure requires a clearly identified change plan and the consultation and co-construction that sit alongside that. So in reality, change needs to be considered and evidence based.

Organisational agreement and support of ultimate change decisions is critical to success. It is likely that suggested change will invoke discussion and debate that may result in some members of the organisation not being in agreement but required to implement. This can cause some stress on the change and requires managing. Leadership becomes critical in these instances.

A culture of focusing on improving teaching and learning and student achievement, is built around consultation, team work, consistency of practice, problem solving and understanding the roles and responsibilities within the organisations protocols and procedures. This takes careful planning and ongoing support and professional learning for all concerned.

- Structural changes:

If there is to be a focus on improving motivation, engagement and achievement, then it is likely that the result of the changes that are required to be made will be involve changes to the school structure / organisation.

Evidence from consultation and professional reading, strongly suggests that structural change will be necessary and that acceptance that this is the case is key to the success of the change.

Whenever a structural change is promulgated, there will be polarisation regarding the rationale, the implementation, the impact etc. Therefore critical to the proposal is the process of accurate information, consultation and reasonable time for assimilating the concepts prior to decision-making.

## **Implications:**

The implications for the Lytton High School team are very positive and I believe achievable. The first impression I got from my discussions with colleagues in particular is that many of the initiatives they were implementing for improved motivation, engagement and achievement were in some way evident or related to initiatives we had been implementing or were currently implementing at Lytton High school. This was very affirming for us, and in many instances took us to consider the next steps or levels in some of the initiatives. But it also gave us a sense that a variety of tools is necessary to affect a wider group.

Again I acknowledge those colleagues who gave freely of their ideas and time to share those ideas.

Another implication for Lytton High School is that this process provided opportunity for us to review some of our protocols, procedures and approaches around motivation and engagement in terms of improving them. A number changes will be discussed and changes made in due course, as per the earlier statements made in the 'findings' section of this report.

## **Benefits:**

The benefits of having the opportunity to take sabbatical leave are positive in a number of ways. Apart from having the time away from a busy routine where the daily tasks sometimes take precedence over the more strategic work a Principal is required to be involved with, the opportunity to step back and unwind are immensely valuable.

The investigation into strategies for motivation, engagement and achievement provided positive outcomes through conversation with colleagues across 10 other schools. Most of the schools visited were schools currently in Te Kotahitanga, which added further value to the conversations.

Being involved as part of the phase 5 Te Kotahitanga hui during the leave period also continued the connections and learning as well.

The major benefits now come as some of the thinking and learning transforms into developments and actions for Lytton High School. A number of changes are expected particularly from the beginning of 2011.

## **Conclusions:**

The opportunity for a sabbatical period has a number of benefits as outlined above but the one thing that also adds value to the outcomes is the opportunity for other personnel to take additional and different responsibilities and challenges which assists them to grow professionally, and perhaps even gives them a chance to work outside their comfort zone. As teachers we keep challenging students to try new experiences, so why not give the opportunity to staff. Giving them the opportunity to experience and appreciate new roles and responsibilities is positive for their professional learning and development.

It would important in my view to continue such an opportunity for Principals at least.

## References:

“Scaling up Education Reform – Addressing the Politics of Diversity’ Russell Bishop, Dominic O’Sullivan, Mere Berryman. NZCER Press 2010.

‘The Importance of the Teacher / Student Relationship for Maori and Pasifika’ Kay Hawk, Esther Tumama Cowley, Jan Hill and Sue Sutherland (IPDER Massey University – Albany).

### Sample of Interview Questions for School Visits:

1. What specific strategies, initiatives, programmes and resources do you employ to improve student motivation, engagement and achievement?
2. What integrated teaching strategies and organisation, if any, do you utilise that enhances motivation, engagement and achievement?
3. What specific ways does your school acknowledge achievement?
4. What information and support is provided to students and their families with regard to improving their achievement? (Academic Counselling)
5. How do you promote the rationale for learning, the qualification structure and career information and guidance?
6. What specific strategies if any are you applying to your year 9 & 10 cohorts to improve their readiness for NCEA when they reach year 11?
7. What specific Literacy strategies do you employ in the Junior school?
8. What significant improvement has been made to students’ level of achievement as a result of your involvement in Te Kotahitanga?
9. What structural changes did you make that were part of that improvement?
10. What resources do you put into your attendance system to improve attendance and what follow-up with students and families are you working with?
11. What school wide professional development are you involved with?
12. How do you ensure consistency in procedures and protocols for staff and students?
13. What connections are made between your school and your contributing schools in terms of data and class allocations for year 9?
14. How have you improved your data collection, analysis and use to enhance achievement?
15. Do you have type of Mentoring programme within the school and how has it impacted on student motivation engagement and achievement?
16. What tertiary links form part of your programmes and how do they impact on motivation, engagement and enhanced achievement?

## The Importance of the Teacher / Student Relationship for Maori and Pasifika

Some key points from the paper by Kay Hawk, Esther Tumama Cowley, Jan Hill and Sue Sutherland (IPDER Massey University – Albany)

### Characteristics of Effective Relationships:

Characteristics	Evidenced By
<b>Empathy</b>	<ul style="list-style-type: none"> <li>• Type of person is critical ie Attitude, Values, Behaviours, Skills</li> <li>• Need understanding of and empathy with cultures.</li> <li>• Care to pronounce names correctly</li> <li>• Interest in their world</li> <li>• Students want their teachers to relate.</li> </ul>
<b>Caring</b>	<ul style="list-style-type: none"> <li>• Students need to know teachers care about them.</li> <li>• Needs to be genuine warmth and connectedness.</li> <li>• Need to like the students.</li> </ul>
<b>Respect</b>	<ul style="list-style-type: none"> <li>• Mutual respect.</li> <li>• High expectations.</li> <li>• Way students are treated and spoken to.</li> <li>• Want to be treated as adults and at same level.</li> <li>• Students respect normal adult type interaction.</li> <li>• Give helpful explanations &amp; reasons for actions.</li> <li>• Be sincere and professional</li> <li>• Thank and apologise as required.</li> <li>• Value students ideas and contributions.</li> <li>• Be polite and friendly</li> <li>• Invite feedback</li> <li>• Listen to criticism.</li> </ul>
<b>Going the Extra Mile</b>	<ul style="list-style-type: none"> <li>• Giving extra or personal time.</li> <li>• Making yourself available to students.</li> <li>• Share some things about yourself with the students.</li> <li>• Use real life experiences in teaching.</li> <li>• Extra-curricular stuff</li> </ul>
<b>Passion to Enthuse &amp; Motivate</b>	<ul style="list-style-type: none"> <li>• Effective teachers love working with students.</li> <li>• Knowledge and pedagogical skill are important to students.</li> <li>• Classroom climate can be motivating.</li> <li>• Effective teachers are positive and energised.</li> <li>• Careful planning and fun are important.</li> <li>• Classroom atmosphere needs to be relaxed and could encourage humour.</li> <li>• Teachers should model a good work ethic.</li> </ul>
<b>Patience &amp; Perseverance</b>	<ul style="list-style-type: none"> <li>• Students need to know the teacher will not give up on them.</li> <li>• Repeat information.</li> <li>• Give differing explanations.</li> <li>• Provide a range of examples.</li> </ul> <ul style="list-style-type: none"> <li>• Students know which teacher really believes in them.</li> <li>• Teachers need to make students feel special.</li> </ul>



<b>Belief in Students ability</b>	<ul style="list-style-type: none"> <li>Teachers wanting students to pass.</li> </ul>
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### How Students Assess the Relationships:

Criteria	Evidenced By
<b>Teachers Model Behaviour</b>	<ul style="list-style-type: none"> <li>Good role models do what they say others should do.</li> <li>Be prepared to apologise or explain mistakes or slips.</li> </ul>
<b>Negative Relationships impact Negatively on Learning</b>	<p>Don't exhibit negative behaviours such as:</p> <ul style="list-style-type: none"> <li>Put-downs</li> <li>Unfair treatment</li> <li>Not getting to know students</li> <li>Ignoring students</li> <li>Have favourites</li> <li>Comparing students</li> <li>Growling over trivia</li> <li>Not listening</li> <li>Not believing</li> <li>Not having fun</li> <li>Not explaining carefully</li> <li>Boring lessons</li> <li>Teachers thinking they are always right</li> <li>Picking on students.</li> </ul>
<b>Students Observations Of Teachers Body Language</b>	<p>Students can read body language and appropriate body language makes learning more interesting and motivating.</p>

### Outcomes of Effective Relationships:

Outcomes	Evidenced By
<b>Confidence</b>	<ul style="list-style-type: none"> <li>Being confident in your ability to teach and in your students to achieve.</li> </ul>
<b>Reciprocity</b>	<ul style="list-style-type: none"> <li>Hard working teachers send a positive model to students to do the same.</li> <li>Caring about students means that they will care about teachers.</li> <li>Enthusiastic teachers engender enthusiasm of students.</li> <li>Modelling respect means it is more likely to be reciprocated.</li> </ul>
<b>Loyalty</b>	<p>When there is highly effective relationships between teacher &amp; student there is a sense of loyalty.</p>
<b>Expectation</b>	<p>When teachers set clear and high expectations for students they generally achieve them.</p> <p>Teachers who model high standards and hard work to achieve are likely</p>

<b>Modelling</b>	to have students doing the same.
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### Implications for the Future:

With increasing Maori and Pasifika populations in the future, we need to find answers to the following questions:

<b>Key Question</b>	<b>Possible Actions and Solutions</b>
<ol style="list-style-type: none"> <li>1. Can teachers learn to develop effective relationships with students?</li> <li>2. What can pre-service educators do to prepare teachers for effective relationships?</li> <li>3. How can schools ensure that their teachers have effective relationships with students?</li> <li>4. How can we give students safe ways to give feedback on their teachers' performance?</li> <li>5. What can or should a school do if teachers cannot develop effective relationships with students?</li> <li>6. What type of professional learning will help teachers most?</li> <li>7. What sorts of teaching qualifications and skills to teachers need?</li> <li>8. What do school leaders need to do about all of this?</li> </ol>	

## Leadership Hui Report

An opportunity to consider the importance and relevance of leadership in Te Kotahitanga.

It has been made very clear that the most successful outcomes occur when quality leadership occurs. This is enhanced when the leadership of Te Kotahitanga is consistent throughout the initial implementation phase, ie the first 5 years.

The leader therefore must be:

- The State-person.
- The Connoisseur of Knowledge.
- The Entrepreneur.

As far as being the states-person is concerned this means that as a leader there is a clear understanding of what it is that is being done and why and being able to express and convey that in a range of education and social environments. In terms of Te Kotahitanga, being able to believe in both the philosophy and the practice and work with others to make change the reality.

Being the connoisseur of knowledge, means that you are familiar with and an advocate of, new research and new methodologies, that provide for / contribute to a change environment that makes a significant difference, in this case for improving teaching and student achievement particularly for Maori.

Being the entrepreneur means that having understood the philosophy and the research, having the belief and being able to express that, then making the change the reality though effective strategy and planning, which may include structural change will in fact achieve the goals of Te Kotahitanga.

So as a leader you become self aware, you are the cultural builder and pedagogical leader, you are the architect and designer of the conditions for change and improvement and you are a leader of the treaty partnership.

It is said that the greatest learning occurs when we are outside our comfort zone.

Te Kotahitanga is a lot about relationships which includes partnerships.

Successful partnerships have some quite specific criteria to consider, and are inclusive of but not necessarily limited to:

- Both partners being willing to learn.
- Use specific skills and structures for effective dialogue.
- Sharing ideas and resources.
- Promoting critical reflection.
- Expressing trust, co-operation and respect.
- Co-constructing new knowledge and processes.
- Focusing on achieving agreed goals and visions.
- Expressing care, and support for each others wellbeing

Leadership is about a relationship in a wide range of contexts.

Leadership is about what we need to know, what we need to do but also about what we need to be.

We need therefore to be ourselves more but with:

- Authenticity
- Significance
- Excitement
- Community

Who we are affects the organisational performance. You need to know who others are and how they impact on the organisational performance. We need to work with others to help them understand who they are and how they impact. We need to grow leadership for improved performance, opportunity and sustainability / succession.

When we communicate with others as leaders, we ought to be saying such things as, "Talk to me about what you think," and, "Explain to me what you are doing and why".

We also need to provide the 'space' to talk and listen.

Listening is important. Active listening is particularly important. When active listening, you are going into the situation as the learner, whereas the speaker is the coach. Active listening means that you do not interrupt.

"Listening is a way of knowing your organisation. When you are listening you are learning".

Fact: There is usually 1/3 to 1/2 of one second before teachers ask another question or move to another student. Where is the time to think and respond?

What change the teacher makes, makes the difference to student achievement. How do we help the teacher make that change?

As leaders we need to support those going through change. We need to bring them the research. We need to help them take the risks. We need to respect their feelings as we change but we still need to move the change forward.

Be honest and open about change the need for it and the process employed.

Understanding why as well as understanding how new strategies and systems will be implemented assist others to assimilate the change and will make the outcomes more sustainable.

# Te Kotahitanga : Education Reform

**Key issues based on readings from 'Scaling Up Education Reform – Addressing the politics of Disparity' Bishop, O'Sullivan, Berryman.**

- Educational reform can play a major part in a comprehensive approach to addressing social, economic and political disparities.
  - Discussing & agreeing on the wide community role of the school.
  - Discussing and agreeing on what constitutes reform and developing an implementation plan for reforming the way we do things at Lytton. Project to at least 2014 in the first instance. Review annually. Could be inclusive of but not limited to:
    - ◆ Schools taking leadership.
    - ◆ Working alongside the other schools.
    - ◆ Working alongside other Government Agencies both National and Local.
    - ◆ Publicity surrounding the ongoing implementation of Te Kotahitanga.
  
- Most current approaches to scaling up educational reform are short term, poorly funded and are often abandoned before effective change eventuates.
  - Commit to the long term professional learning that focuses on improved teaching practice that in turn, will make the difference.
  - Revisit the key philosophies regularly and continue to publish data about achievement, attendance and pastoral matters for staff, students, the BoT and where appropriate the wider community.
  - Permanently appoint the Lead Facilitator or similar eg: Director of Maori Achievement.
  
- The major social change facing NZ today is the continuing social economic and political disparities in NZ primarily between Maori & Pakeha.
  - Continue to raise our school's absolute objection and intolerance of deficit theorising about the rationale for the levels of Maori achievement.
  - Have a range of conversations about the disparities and devise strategies for reducing them within the school sector. Work with other local schools on this as well.
  
- Until the disparity in Maori achievement is corrected, they will continue to feature disproportionately in the indicators of poor outcomes and will be a wasted resource for NZ. (Prof Mason Durie).
  - Discuss with students and the community matters related to Maori aspirations and ways the school can contribute to support and change.

- Refer to 3 above.
  
- More so than any other profession, education seems fraught with innovation. Each year new programmes are introduced in schools without any effort to show how they relate to the ones that came before or those that may come after. Furthermore, there is seldom any mention of how these various innovations contribute to a growing professional knowledge base. The result is an enormous overload of fragmented, uncoordinated and ephemeral (fleeting) attempts at change. (Guskey 1995).
  - Prepare a plan / outline of the professional learning and the strategic plan etc that provides an explanation of the key vision, goals and objectives of the school along with the connections to both long term and day to day activities.
  - Connecting the Dots paper.
  - Best Evidence Synthesis documents
  - Prepare a change plan which includes what, why and then how.
  
- Young people leaving school without any qualifications may have difficulty performing in the workforce and in returning to learning/study in later life.
  - Promote this concept with students to help them understand what could lie ahead for them.
  - Develop a strategy to reduce the numbers of students leaving without qualifications or a plan to gain qualifications elsewhere.
  - Collect data on school leavers and follow-up annually for up to 5 years.
  
- 80% of offenders in the Youth Court are not attending school.
  - Collect data about our students' pastoral activity, including stand-down and suspension data for the purpose of targeting specific individuals.
  - Link this to the relevant NAG regarding the identification of potential under-achievers.
  - Identify how such initiatives as Te Kotahitanga and Literacy impact.
  
- The majority of Maori students attend mainstream schools with predominantly non-Maori teachers.
  - LHS has a high proportion of Maori Teacher Role Models. Maintain and focus this.
  - Ensure all staff appointment advertisement contain a statement that states all staff are required to embrace the philosophy of Te Kotahitanga and be participants in the implementation.

- Educational change needs to at system level, at school level and at classroom level to be effective and have the chance of being sustainable.
  - All personnel connected with the school need to be both informed and committed to the kaupapa of Te Kotahitanga and related change.
  - Change needs to be viewed as reform of the way we do things now.
  - Refer to the implementation plan in item 5.
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- Educational reform that focuses on all students actually maintains the status quo of educational disparities.
  - Need to focus the change on Maori students. Staff need to understand why.
  - Review the achievement statistics over time and identify the rationale and actions for any structural or operational change.
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- Reform must commence with the classroom rather than with the school and pedagogy and learning practices are key educational policy levers.
  - Staff need to understand that the reform in the classroom is critical in order that we achieve the goals of the reform but that the school will support the necessary measures to ensure that the reform is making the targeted differences and is sustainable. The school (ie both Governance and Management) is the agency for change through policy recommendations to the bureaucracy.
  - Refer to the implementation plan in item 5.
- 
- Teachers have the potential and ability to change the educational outcomes of Maori students. The quality of teaching is the single most significant systemic influence in students achievement.
  - Continual reinforcement of this concept is required. Also required is the relevant professional learning and support to enable teachers to have that effective influence.
  - Review the Professional Learning Plan and relate as required.
- 
- Creating learning contexts within classrooms that provide success for Maori students means that the classrooms are those where power is shared, culture counts, learning is interactive, dialogic and spiral and where participants are connected to one another through a common vision about learning and achievement.
  - Explanations of what these concepts mean and what they actually look like in practice.
  - Work with the school and University Te Kotahitanga teams to develop the work plan.

- Structural reform works most effectively when the reform creates conditions where changes in practice lead to changes in structure and where school's structures and organisations evolve in a responsive flexible manner so as to be supportive of classroom reform. The schools that succeed in changing practice are those that start with the practice and modify school structures to accommodate it.
  - Discuss with teachers what structural changes are required to enable the classroom practice to be most effective. Build these strategies and changes into the implementation plan as outlined in item 5 above.
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- A professional learning community is one in which teachers update their professional knowledge and skills within the context of an organised, school-wide system for improving teaching practices. Teachers' efforts, individually and collectively, are focused on the goal of improving student learning and achievement. (Timperley 2003).
  - Refer to the schools targets, Strategic Plan, Professional Learning Plan and the appraisal system PSL (Professional Support for Learning).
  - Refer to the achievement evidence and the professional learning plan to support these actions.
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- The professional learning community gives the teacher a context for evaluating and improving practice *informed by evidence* rather than just the teacher's own experience.
  - Develop a plan which outlines what evidence we collect and how we interpret that evidence to improve teaching practice.
  - Role of the School Support Services person.
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- Teachers who keep themselves up to date on current research in their areas of expertise, and who do their best to apply known best practice, are, in an important sense, more accountable to their profession than teachers who shut the door and teach what they have always taught, as they have always taught it.
  - Reinforce the need for the focus of professional learning to be on the targets ie improving teaching practice and improving achievement.
  - Professional Learning Groups and general professional learning plan.
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- Sustainability of reform depends in part on teacher willingness to engage seriously in ongoing development of new pedagogic knowledge.
  - Staff need to understand that this is the case and that new pedagogic knowledge will be part of the school wide professional learning plan and programme.



- Consider the sustainability of Te Kotahitanga beyond 2014 as the 'way' of the future. Refer to the sustainability plan.
- The potential for sustained change is enhanced when the 'culture of school systems' is integrated with the objectives of change and where the focus of professional development is on continuous improvement.
- Investigate the current school systems around attendance, engagement, pastoral care, behaviour, and other systems outlined in staff and student manuals, and analyse their effectiveness, their connection and integration, their consistent implementation etc to enable the relevant professional learning to be implemented to assist the sustainability of the reform.
- Restorative Justice is an essential part of the development of relationships. This enables the relationships to be developed beyond the classroom.
- Further investigate and implement the 'Restorative Justice' practices across the school.
- School climate rather than students' socio-economic status and ethnicity, largely influences behaviour, attitude and achievement.
- Identify our current school climate through discussions with staff, students and the community and identify and further develop the changes that are necessary to more positively influence behaviour, attitude and achievement.
- Educators are understood as people who learn from teaching rather than as people who have finished learning how to teach.
- Through the provision of motivating and supportive professional learning ensure staff continue their pedagogical learning and their improvement in teaching practice.
- Assessment literacy begins with the development of teachers' capacity to examine student achievement and make critical sense of it.
- Identify the rationale and meaning of 'assessment literacy' and provide appropriate professional learning for staff as required, relating to collecting, analysing, interpreting and using evidence to improve teaching and learning.
- In a changing world, a healthy school is one where teachers constantly revisit and renew their purposes; always looking for evidence and feedback about how well

they are doing, and honestly examining whether they need to do things differently or better.

- Embed this reflective culture in our school.
  - Create a folder of staff writings for others to peruse.
  - Utilise the 'Teacher Portfolio' as part of the 'Professional Support for Learning' system.
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- The two areas of evidence that have a particular impact on teachers reflections and future teaching plans, are attendance and their participation in their classes across the curriculum.
    - Identify the current attendance rates and develop plans to monitor and increase attendance. An attendance officer is essential but so is the attendance role and responsibility of the classroom teacher.
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- Schools and teachers need to develop their capacity in the following 4 areas: collecting and analysing student achievement data, breaking down the data for detailed understanding, creating action plans based on the results of data analysis, and communicating with parents and the community by teachers and students about student outcomes.
    - Provide professional learning around the 4 areas relating to achievement data.
    - Refer also to actions outlined in item 23 above.
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- Schools should be cautioned about using student achievement data for monitoring rather than for improvement.
    - Ensure the appropriate use of achievement data.
    - Professional Support for Learning.
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- A reform can be said to be an accepted practice when it is no longer seen as an interruption or exception to organisational life.
    - We must work towards the Te Kotahitanga philosophies and practices becoming the focus of the way we work, rather than a project for Maori.
    - Where to in 2014? Develop an action plan by the end of 2010.
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- Taking ownership of a reform initiative involves schools asking hard questions about the progress they are making towards the goals set.
    - Review where we are, where we want to be and how we get there. Publish the plan.
    - Review also the achievement data for 2004 to 2009 and analyse.

- Resources should all be spent on improving student learning. Where this is not the case it needs to be analysed and reprioritised.
- Ensure all forms of reporting identify how resources have influenced improved student achievement.