



Rotorua Boys' High School

Sabbatical 2011 Report

**Mr AC Ginter
Principal**



Rotorua Boys' High School

Report on Sabbatical 2011

After being awarded a Sabbatical in 2009 the opportunity to take that sabbatical finally came in Term 3 2011.

Original proposal

The original proposal was to “investigate and examine the tension that exists between the role of the Principal as captured by the business leadership model of “tomorrow schools” and the educational leadership model as promoted by Professor Vivian Robinson and others”.

Due to the delays however in taking and finding the best time to take this sabbatical a number of restraints required a change to the original proposal as submitted on 22 July 2009. A new programme was then developed although to a large extent it did retain the same purpose as the 2009 proposal. A copy of the new proposal, which was signed off by Dennis Finn on 13 June 2011 and is attached¹ along with the original proposal.

Inspiring Boys, Inspiring Schools – conference organised by the International Boys' School Coalition, London 10 -13 July 2011

This was a large conference attended by more than 600 delegates from all around the world. 35 New Zealand Boys' School representatives attended the conference representing 23 different schools with 4 of the Super Eight schools represented by conference delegates. The conference was hosted by the City of London School which is situated alongside the Thames and opposite the Globe Theatre and the Tate Modern Gallery.

1. A highlight of the conference for me was the opening address from the Mayor of London Boris Johnson. His address on “What needs to happen to increase academic achievement by boys” was highly entertaining. He would require that all PlayStations were destroyed, that external examinations become compulsory, that rugby be made compulsory, that poetry would also become compulsory and that competitions in all things would be encouraged. An incredibly able speaker and thinker who was a Kings Scholar at Eton. He attributed Shakespeare's success to the fact that there was immense competition in literary circles in London at the time Shakespeare was writing. He is also the key proponent of a new airport for London to be located in the Thames Estuary.

¹ 2009 and 2011 sabbatical proposal

Other sessions attended were:

- Evaluating your schools mental health status, pastoral structure and wellbeing programmes.
- Your values, your boys, your school – designing and implementing a whole school model of leadership development for boys.
- Schools websites: designing for a mobile world.

2. Following the conference a day was spent visiting Eton School and this was a wonderful opportunity during their summer holiday period to tour the school and setting and consider the history of a school such as Eton. The tour included going into areas that normally only selected people have access to such as their Library, Archives and the Quad and the dormitory for the Kings Scholars. The day concluded with afternoon tea in the Headmasters garden and hosted by the Headmaster and his wife. A thoroughly enjoyable day with the sense of history pervading all aspects to the day. Despite being such a famous and elitist school the facilities were not out of this world or indeed even greatly superior to the facilities of a school such as ours.

3. The following day was spent visiting the British Sports Trust where I met with Sue Webb who talked about the specialist sports schools project in the United Kingdom and exploring the different sports college models that have been developed in the United Kingdom.

In particular it was interesting to consider the role of sport and the teaching and development of leadership and there is obviously an opportunity in our school to do further work in this regard. A Year 10 class will in 2012 capture the specialist sports college model to trial such a programme and try and emulate this British success.

4. The next day I visited Carshalton Boys' Sports College in Sutton on the outside of London and saw a specialist sports college philosophy working in a school that was a failing school and with major recruitment issues. The sports strategy was used in a marketing sense to capitalise on the fact that the boys that were at that school enjoyed physical education and the physical education teachers seemed to be the best equipped to handle the difficult boys of this school. The school then capitalised on this area of effectiveness and through marketing as a sports college grew the school and with this growth came impressive academic success.

I attach² some details from a report I have found on Carshalton Boys' Sports College. It is from this report which was part of a presentation made to the Association of Boys' School Conference here in New Zealand in 2011 as a result of the New Zealand Secondary Schools Sports Council undertaking a tour of selected specialist sports colleges in the United Kingdom in 2010.

² Report re Carshalton Boys' Sports College

As mentioned following this visit I have set in place planning around the introduction of a sports specialist class in Year 10 for at risk boys that have been identified during Year 9. This class will operate in 2012 and the most suitable teachers to teach this class have been put together so that they can co-construct an appropriate programme with an overt sports emphasis to see if we can emulate the academic success of Carshalton Boys' Sports College with such boys.

On the other hand it was interesting to note that in terms of elite sporting achievement Carshalton Boys Sports College would struggle to come anywhere near the successes of our school. Similarly although some facilities had been enhanced their facilities were certainly no better and in many cases inferior to our facilities. Their success came from using a sports theme to capture the imagination of the boys and to use this to drive academic achievement.

5. In August I spent the day with Graham Young at the University of Waikato Tauranga office where we discussed school leadership and the tension between the Principal as a business leader of a school and the Principal as the leader of teaching and learning within the school. Through these discussions a number of themes from Professor Viviane Robinson's work were discussed as well as a completing a survey that had been developed to assess the importance and implementation of the professional standards for principals.

Clearly there is no clear method by which the above tension can be reduced although Mr Young certainly was of the view that the answer lay in the strategic allocation of Ministry resourcing but which raised another tension that exists within New Zealand schools with the interface between self managing schools and centralised management of schools. Mr Young felt that the answer to the tension lay in restructuring e.g. allowing Executive Officers to more fully undertake responsibilities that Principals currently undertake through their roles of finance and property for example. The other way of easing the tension was therefore to build capacity within the staff team so that these delegations could take place. Having said that and even during his time as Principal of Tauranga Boys' College he was unable to successfully manage that delegation. This sabbatical did give me the opportunity to read around and explore capacity building and senior management restructuring.

6. As a personal IT challenge whilst on sabbatical I did take the opportunity to start exploring the iPad 2 which I saw used by so many of the delegates at the International Boys' School Conference in London. To this end I arranged through Edtech to have support/lessons to develop for me a better understanding of the advantages that the iPad 2 could bring to the school and the classrooms of the school.

As a consequence of this the school has now purchased iPad 2's for the Deputy Principal – Curriculum and HOF Science and they too have taken this opportunity to develop exciting models of usage that I hope in time can be rolled out to the whole staff. For example the Deputy Principal – Curriculum

has established an online teacher observation template using his iPad 2 whilst the HOF Science has been able to develop a number of innovative and exciting uses for his iPad 2 within the teaching of Science.

In particular he finds the iPad 2 gives him ability to be more interactive in his teaching especially working with applications such as “splash whiteboard” which allows him to control the computer from a distance and yet let the class see what is happening at the same time. This ability has certainly engendered significant interest even from the more reluctant student learners. It would certainly seem as if the iPad 2 is poised to alter the face of mobile computing and perhaps particularly within the education industry. I attach³ an article entitled “Why the iPad should be used in classrooms”.

7. Meeting with Mr Al Kirk Headmaster at Whangarei Boys’ High School. Following the meeting with Graham Young I established a questionnaire that I wanted to test with a Principal of a boys’ school that was not part of the Super Eight to establish a clear position relative to experience and school leadership and the tension between business management and the management of teaching and learning. It was interesting to note that despite having little prior experience professionally with Mr Kirk that the scenario he painted in terms of his leadership model and matters both structural and in terms of building capacity replicate my experience here at Rotorua Boys’ High School which I know is very similar to the models that exist in each of the Super Eight Schools. Although there may be slight differences in each of the senior management structures and division of labour within each of the boys’ schools of the Super Eight and indeed Whangarei Boys’ High School, the tension that is captured in this sabbatical is clearly evident in all of these schools. The reality simply does not match the theory and I suspect that the conclusion can only be that this tension exists and needs to be managed in the best way possible. It would seem that all Principals try to delegate as much as they can in terms of business management and in terms of the leadership for teaching and learning but in the nature of our schools the presence and direct involvement of the Principal is both expected and provides an essential input to the successful management in each of these areas. The tension is unavoidable, it exists and it needs to be managed in a way suitable for each particular school and in such a way as to allow Principals to have a healthy, happy and reasonable professional work life.

Another reason for choosing a meeting with Al Kirk from Whangarei Boys’ High School was because Al Kirk was part of the New Secondary Schools Sports Council group that visited the specialist sports colleges in the United Kingdom and this too provided an interesting further area of discussion.

Details of schools, agent and partnerships visits

On Tuesday 30 August I commenced an offshore visit to various schools, agents and key partners relevant to Rotorua Boys’ High School to strengthen these important linkages for our school.

³ Article titled “Why the iPad should be used in classrooms”

The schedule and the key focus of this tour are captured in the following timeline:

- Day 1 Tuesday 30 August: Travel from Rotorua to Hanoi, Vietnam via Auckland and Hong Kong.
- Day 2 Wednesday 1 September: Visit to Mongolian Embassy to complete visa application for Mongolia.
- Day 3 Tuesday 6 September: Return to Mongolian Embassy to pick up passport and visa.
- Day 4 Monday 12 September: Contact with Agent Thuy Do of ETC group in Hanoi who have over the years sent boys to our school. Also contacted Atlantic International Education in Hanoi and AIC – ANPHAT in Hai Phong.
- Day 5 Friday 16 September: Left Hanoi to travel to Ulaanbaatar in Mongolia via Beijing. I was met at airport by the Principal of New Voice Agency.
- Day 6 Saturday 17 September: Meetings and day spent with Marta Molomjamts of New Voice Agency.
- Day 7 Sunday 18 September: Flew from Ulaanbaatar to Beijing and met by Sharon He from NZIOS.
- Day 8 Monday 19 September: Meeting at NZIOS in Beijing to discuss the Rotorua Boys' High School / NZIOS relationship.
- Day 9 Tuesday 20 September: Visited International Education Services – Can Achieve Agency.
- Day 10 Wednesday 21 September: Visited AOJI Education Group
- Day 11 Thursday 22 September: Visited New Oriental Agency and a further meeting with NZIOS Beijing and then in the evening flew to Jilin.
- Day 12 Friday 23 September: Visited Jilin Private Middle School and Jilin Number 9 Middle School. Meetings with Principals of both of these schools with a view to establishing holiday and international student programmes.
- Day 13 Saturday 24 September: Further meetings re the Certificate of University Preparation Course to be jointly offered by NZIOS in Auckland and Rotorua Boys' High School.
- Day 14 Sunday 25 September: Flew Beijing to Nanjing for day of meetings with Nanjing Normal University who supplied our Mandarin Language Assistance in 2011.
- Day 15 Monday 26 September: Lunch meeting with Nanjing Normal University International Department staff.
- Day 16 Tuesday 27 September: Guest of Nanjing Normal University – sightseeing.
- Day 17 Wednesday 28 September: Train from Nanjing to Shanghai. Evening dinner with teaching staff from Shangde School.
- Day 18 Thursday 29 September: Visited Shangde School for meetings.
- Day 19 Friday 30 September: Meeting with Director of International Programmes at Shangde School.
- Day 20 Saturday 1 October: Travel Shanghai back to Hanoi in Vietnam.
- Day 21 Monday 3 October: Prepared memorandum of understanding documents relative to the Jilin visit and attended to outstanding

- Rotorua Boys' High School matters that had arisen over recent days.
- Day 22 Tuesday 4 October: Contacted International Student Agents in Hanoi.
- Day 23 Sunday 9 October: Travel from Hanoi to Hong Kong
- Day 24 Thursday 13 October: Meeting with Rebecca Chor and staff of RiseSmart Agency in Hong Kong.
- Day 25 Friday 14 October: Travel Hong Kong to Rotorua via Auckland

Sabbatical Readings

1. "School leadership and student outcomes – identifying what works and why" by Professor Viviane Robinson, 2008.
2. "National College for School Leadership" article on "Building Leadership Capacity – helping leaders learn" by John West-Bernham. 2004.
3. "The Leadership measuring stick" by Dr Allen Zimmerman, 2011.
4. "A broad view of leadership development" by Bruce Beairsto, 2009.
5. "Catching up or leading the way" by Yong Zhao, 2009.
6. "Pedagogy of the oppressed" by Paulo Freire, 1993.
7. "School leadership and student outcomes: Identifying what works and why" by Viviane Robinson, Margie Hohepa and Clyde Lloyd, 2009.
8. "Reframing organisations" by Lee G Bowlman and Terrence E Deal, 2008.

AC Grinter
Principal



Sabbatical Proposal – A C Grinter

Purpose

This sabbatical application is to provide an opportunity and the time to investigate and examine the tension that exists between the role of the Principal as captured by the Business Leadership model of "Tomorrows Schools" and the Educational Leadership model as promoted by Professor Viviane Robinson and others.

All Principals desire to promote, participate and enhance teacher learning and development and effectiveness so that student learning outcomes are maximised. The demands on the New Zealand High School Principal in terms of time, energy and focus can often mitigate against this desire. The demands around property, finance, marketing, human resource management, staff recruitment and retention, public relations, Board relations, the operation of a boarding establishment and the like and especially perhaps in a boys school like Rotorua Boys' High School can become all consuming and the Principal becomes somewhat distanced from the core business of teaching and learning.

This examination will seek to identify and develop strategies and perhaps structures that help protect the focus of the Principal on leading teacher development and student learning by way of a literature review and an in-depth interviewing of seven successful Principals in seven different successful schools to develop some models of good practice and perhaps identify areas worthy of further research and investigation.

On a personal level and as a Principal of more than 18 years in the same school, and I would like to think with some success in my leadership role, that this opportunity is both timely and it addresses the area that carries for me the greatest tension as a Principal.

Programme Outline

1. To undertake a literature review and to visit and spend time at the University of Auckland Centre for Educational Leadership.
2. To design an interview format for seven school visits, four of which will be visits to very different New Zealand schools whilst three school visits will take place in three overseas countries namely Australia, Singapore and the United States of America.
3. To undertake seven school visits as detailed. It is expected that through knowledge of successful Principals in a variety of schools (both single sex and co-educational) that I will be able to obtain an extended period of time with the Principal to investigate a common set of discussion points. I have already identified the schools and in particular the Principals that I would like to pursue this examination with and feel confident I will be able to access them as required.
4. To analyse, reflect and report on findings.
5. To attend the International Boys School Coalition Conference scheduled for Philadelphia in July 2010 whilst undertaking the school visit in the United States of America.

Time Commitment

Weeks 1 and 2

Literature review and visit to the University of Auckland Centre for Educational Leadership.

Week 3

To design and test the question format for the school visits / Principal interview.

Week 4 to 8

Undertake school visits / Principal interviews both in New Zealand and overseas.

Week 9

Analyse, reflect and report.

Week 10

Attend International Boys School Coalition Conference in Philadelphia.

The above timings recognise the fifty percent time commitment recommendation of the Guidelines – Secondary Sabbatical Leave.

Furthermore it is anticipated that this period of leave will take place perhaps over the second half of Term 2 and the first half of Term 3 and at a time deemed most appropriate /convenient to the good operation of Rotorua Boys' High School.

Benefits of the Sabbatical

It is my expectation that this examination would provide the following general benefits:

- a. A better understanding of this tension.
- b. Some models of good practice in and around this tension.
- c. Some key strategies in the management of this tension.
- d. Determining a number of key areas that require further investigation and/or debate.
- e. Presentation of a set of recommendations to agencies that support, develop and promote New Zealand Secondary School Principals.

Issues important to Rotorua Boys' High School

Rotorua Boys' High School is a decile 4 State High School with 61% Maori and 8% Pasifika students. As a school we are critically aware that the most important ingredient to successful learning is the quality and practice of the classroom teacher. As Principal I am also acutely aware that the effect size of the Principal promoting and participating in teacher learning and development as presented by Professor Robinson is the most critical impact. Thus reducing the tension that exists between leading this teacher development dimension and leading the business dimension is fundamental to this application.

Issues specifically linked to the school are as follows:

- a. Improving learning outcomes for boys and especially Maori and Pasifika boys. This challenge has been well documented elsewhere but is particularly pertinent to Rotorua Boys' High School.
- b. Enhancing teacher development and effectiveness especially given that Rotorua Boys' High School has been particularly proactive in attracting Maori teachers and in particular male Maori teachers to our teaching staff. These teachers tend to come from a diverse set of backgrounds and often with a diverse set of qualifications and need to be specifically supported once in the teaching role.
- c. Enhancing the in-school Peer Observation and Support initiative that is gathering momentum within the school.
- d. Supporting teachers that gain appointments to our school and who increasingly seem by the day to present a greater diversity of background and qualification as evidenced by those entering teaching and certainly applying for positions in schools.

Links to the schools Strategic and Annual Plan

From our Schools Strategic Plan and Annual Plan for 2009 the following links relate closely to the spirit of this sabbatical application:

1. Governance and Management – operational excellence.
 - Enhancing student attitude and behaviour through enhancing teacher effectiveness and classroom management and student engagement through a strategy of peer observation and peer comment as developed during and as a consequence of the Education Review Office visit in 2008.
2. School roll
 - Develop an improved profile of Rotorua Boys' High School academic achievement and academic programmes.

3. Curriculum - Leading curriculum practice.
 - Professional Development on differentiated instruction for all staff.
 - Performance of Maori students in ACE programme in 2007 and 2008 tracked through to Year 13.
 - Professional Development for all staff on the different types of literacy and ways the student literacy can be improved.

4. Staff - Excellence in facilitating the learning environment.
 - Introduce peer observation as key professional development/staff improvement strategy and introduce classroom support strategy to support struggling teachers.
 - To adapt the Specialist Teacher job description and role to a position that focuses on being Academic Dean for the teaching and learning that takes place within the Junior Diligence and Mainstream classes.
 - To establish a professional learning laboratory which will see one classroom set up so that lessons can be videoed for analysis for professional development discussions.

8. Maori and Pasifika Achievement
 - Implement Maori Achievement document and set a monitor progress towards achievement targets for Maori and Pasifika students in NCEA in Years 12 and 13.
 - To increase the number of endorsements certificates achieved by Maori and Pasifika students and academic successes by Maori students identified and celebrated.
 - To explore the recommendations and implement the Strategic Plan for enhancing Maori success.
 - To implement the 2010 Strategic Plan for Pasifika students as generated by the Pasifika Fono.

Links to my personal Professional Development

As mentioned I am in my 19th year as Principal of Rotorua Boys' High School. I am aged 59 and I expect to continue in this role to age 65 ie another 5 years of service. Refreshment, reflection and rejuvenation are all particularly relevant to my personal set of circumstances and to the leadership challenges to be faced over these next 5 years.

Give the above length of service it can be seen that I was appointed virtually with the introduction of "Tomorrows Schools". Furthermore I was appointed (somewhat ironically) when my predecessor failed to cope with the new demands placed upon Principals under Tomorrows Schools through the Business Leadership model that sat most comfortably with this initiative.

I have also been fortunate to have been awarded a Woolf Fisher Fellowship five years ago and certainly gained immensely from that period of time for reflection and refreshment. I was the first Principal under the Woolf Fisher scheme to attend the Harvard University Leadership programme which now has become mandatory for all Woolf Fisher Principal recipients. Furthermore this opportunity has been the only sabbatical opportunity presented to me in my 18 plus years as a Principal or in the six years before that as Deputy Principal.

Links to current Secondary School sector priorities

As detailed already this investigation is particularly linked to the following:

- a. The achievement of boys.
- b. The achievement and success of boys in low decile schools.
- c. The achievement and success of Maori boys.
- d. The achievement and success of Pasifika boys.
- e. It is linked also to enhancing the effectiveness of all teachers in the first instance but especially the Maori teachers that we as a school have been able to attract and given the diverse pathways many of these teachers have followed in entering teaching

service. Over the years Rotorua Boys' High School has been recognised as having the largest number of Maori staff of any New Zealand High School. In the majority of cases these Maori staff have not followed the conventional High School to University to College of Education pathway that most non-Maori New Zealand teachers have followed and so leadership of this group has become most important for me both personally and professionally. It is also most important for the school, and indeed for New Zealand education generally.

Travel Budget

1. Travel Budget: Travel within New Zealand and to Australia, Singapore and the United States of America return \$4,000.00.
2. Accommodation and Meals Budget: Approximately 15 to 20 nights accommodation and meals etc \$6,000.00.
3. Miscellaneous Budget: This would include the Philadelphia Conference costs \$2,000.00.
4. Total \$12,000.00.

Reporting Intentions

A formal written report would be prepared and presented as required by the Sabbatical Scheme but also for presentation to the following:

- a. Rotorua Boys' High School Staff and Community.
- b. To the New Zealand Super Eight Schools (the State Boys' High Schools between Auckland and Wellington who meet regularly)
- c. To the Association of Boys Schools (an organisation that embraces all the boys High Schools in New Zealand).
- d. The SPANZ organisation and perhaps for inclusion in the SPANZ journal.
- e. Other interested organisations and publications.

I would be happy to discuss and present my findings to any other education focused group because I feel that this tension is very real and it is necessary to support Principals in reducing and controlling the impact of this tension in the interest of the important work of leading teaching and learning.

AC Grinter
Principal
Rotorua Boys' High School

22 July 2009



Rotorua Boys' High School

AC Grinter – Sabbatical Proposal Term 3 2011

1. A copy of my original sabbatical application proposal is attached¹ and in terms of the study that I will undertake on my sabbatical there will be little variation to my original proposal.
2. Given that my original proposal was to undertake the sabbatical in Term 2 2011 following a deferment from Term 2 2010 it is my intention to still join a group of other Principals from Boys' Schools in New Zealand at the International Boys' Schools Conference in London starting Sunday 10 July 2011 which is the last week of Term 2. A copy of the conference outline is attached². This was always part of my professional development plan for this year.
3. On the day after the IBSC Conference concludes I have arranged through the New Zealand Secondary Schools Sports Council to visit one of the highly successful specialist sports colleges in London which has received wide recognition for the outstanding academic achievement that has followed the college becoming a specialist sports college. The school is Carshalton College and I will meet the Principal on the day before I return from London.
4. On my return from London I intend to spend two days in Singapore where I hope to visit a yet to be confirmed school in Singapore as captured in my sabbatical application.
5. For weeks 1 to 4 of Term 3 i.e. the period from Monday 1 August 2011 through to Monday 29 August 2011 I will undertake visits to New Zealand schools as detailed in the application proposal.
6. On Tuesday 30 August 2011 I will fly with my wife and daughter to Asia where we will be based in Hanoi, Vietnam and I will at various times undertake a number of International Student marketing opportunities as well as visiting partner institutions in both Shanghai and Nanjing, China. As part of this programme I will visit the following:
 - a. Ulumbatar, Mongolia where I will run seminars for international students given an agreement reached with an agent from Mongolia which I met during the Australian conference at the end of last term (3 days).
 - b. Visit established agents in Beijing, China (3 days).
 - c. Visit Nanjing University, China, which will be hosting our Year 12 boys learning Chinese over the December/January period (3 days).
 - d. Meet agents in Shanghai, China (3 days).
 - e. Visit Shangde School in Shanghai, China, our partner school (1 day).
 - f. Visit established agents in Hanoi, Vietnam (3 days).
 - g. Undertake an agents marketing workshop/seminar in Ho Chi Minh City, Vietnam as attached (4 days).
 - h. Visit established agents in Hong Kong and hold student seminars (5 days).

¹ Original sabbatical proposal

² Conference outline

Staff implications

Mr Whata becomes Acting Principal and Mr Tom Hale becomes Acting Deputy Principal. Both of these positions will receive a higher duties allowance. In terms of the Relief Teacher for the term that resource will be allocated to Mr Cyrus Hingston currently a Long Term Relieving Mathematics teacher within the school.

The only reallocation of classes will be the House Group of Mr Hale and the timetable programme from Mr Whata. This will happen by way of existing staff.

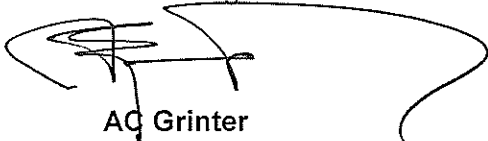
It is also my intention to continue my overview of the management of finances in the school over the term and I will monitor the financial reporting and finance meetings so that Mr Whata does not need to get his head around this and that we can ensure that there are no issues arising during this period whilst I am away. On a day to day basis I would like Mrs Crew to undertake the invoice check and sign-off for payments that currently I undertake.

I am also happy to attend site meetings relative to the C block project which will be underway over the course of Term 3 2011. This again will allow Mr Whata to focus on the day to day operations of the school.

Summary

The key objectives therefore from my sabbatical are:

1. To complete a study on "the tension between the Principal as an instructional leader and the Principal as a business administrator" as detailed in the sabbatical proposal.
2. To foster existing relationships with agents and brother schools.
3. To undertake independent of the sabbatical study some international student marketing opportunities.
4. To take a break away from the school on my first sabbatical other than my Woolf Fisher Fellowship in 2005 and after twenty years as Principal of Rotorua Boys' High School.



**AC Grinter
Principal
13 June 2011**

FRIDAY 4TH FEBRUARY

Carshalton Boys Sports College

Carshalton Boys Sports College is an 11-19 yrs comprehensive school offering places to pupils of all aptitudes and abilities. The most recent Ofsted inspection reported:

*“Standards are rapidly rising in most subject areas and teaching and learning is consistently good. Common strengths include lesson structure and student engagement through interesting tasks. **The specialist status permeates every aspect of the college's work, raising standards and boosting student self-esteem.**”*

Simon Barber (Head Teacher):

“8 years ago the school was badly under-achieving. We are a non-selective school so with 14 other schools in the Borough, 10 of which are selective, every boy that turned up here had been rejected from elsewhere”. Becoming a Sports College transformed the school and without that it would have closed.”

“PE has driven quality teaching across the school. The sport specialism has allowed this by shining a light on PE within the school and attracting quality PE staff.

Academic Improvement:

	2006	2007	2008	2009	2010	2011 (prediction)
GCSE 5+A-C incl. EN & MA	14%	19%	28%	36%	46%	60%
GCSE 5+A-C	28%	45%	63%	88%	97%	

5 Key Factors:

- Leadership, particularly from students who are involved in teaching PE & Sport at local primary schools
- Good Teachers. Became a training school and developed their own teachers. Put pressure on teachers not willing to change – “If you aren’t with us, you must be against us”. Good modelling from staff including consistent enforcement of rules.
- Behaviour. Computer reported behavioural issues from teachers with instant response from management
- Curriculum for Everybody. Stage not age related delivery.
- Data driven. Regular monitoring, predictions & setting of targets.

Became a Sports College 8 years ago (new Head Teacher). Sports specialist funding helped retain and reward good PE staff but over £1m of specialist funding has been spent on English and Maths over 4 years. Train own PE staff on site now. Sports College funding also used to build a healthy living centre incl gymnasium and weights room

PE staff are central to the development of good teaching across the school and run training for all staff. They are seen as leaders in teaching pedagogy, evaluation and curriculum development. PE led the initial development, creating excellence within the department and then taking the key elements which

were “natural” to PE into other faculties – peer observation, buddy teaching, goal setting, processes of evaluation and improvement learned from sports (Why did we win/lose?)

All PE staff also teach in mainstream English, Maths or Science and there is one PE teacher within each department in the school.

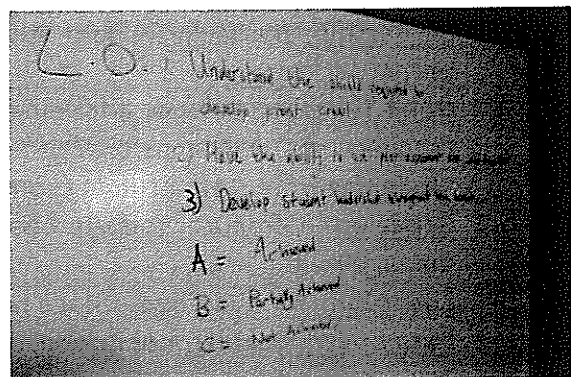
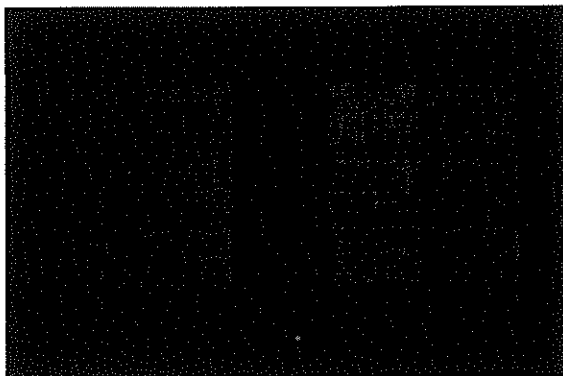
Most PE is taught through sport and football has been taken out of the programme. Kids live and breathe football and know it backwards. AFL was introduced so kids had to listen and learn a new sport. It is used to teach fundamental movement skills as well as concepts like balance, speed, evasion, attack, defence etc. They have also found that all kids get involved as it is not football and they have no preconceptions – “I hate football”.

The Sports College tag has created “positive pressure” in that it attracts good PE staff and the principal will employ PE teachers that can teach in other areas with the bonus that they also get the sports input. There is an expectation and elements in job descriptions that require PE staff to lead in extra-curricular areas and run intra school sports such as swimming and athletics sports. PE staff provide 90% of the coaches and other teachers coaching is rare.

75% of Y7 / 8 / 9 students involved in extra-curricular “clubs” – largely sports activities and almost totally run by PE staff. Drops off to 65% at Y 10 / 11. Leadership programme at Y11 has a focus on leading younger boys in afterschool clubs and activities.

“One of the best things the sport specialism has bought is the young leaders programme”. The school has a strong leadership programme which involves coaching and officiating at primary schools. A real strength has been PE staff and Yr 10 / 11 students delivering PE in local primary schools and organising primary school sporting events based at the College. Primary staff must be involved at all events as PD.

On walls and on whiteboards in all classrooms explicit outcomes and assessment criteria for lessons and units are prominently displayed. Students could talk about not only what they needed to be able to do but how the school itself was measured!.



Weights / machines room has “barcodes” on wall which students scan on their iphones and link to youtube website which provides instructional video on using the particular machine. This technology is being further developed in the school to include other curriculum areas.

<http://www.ipadinschools.com/>

Why the iPad Should be used in Classrooms

Posted on [May 22, 2011](#)

[14](#)

As I've written in previous posts, the iPad is having tremendous success being used in school classrooms – from kindergarten classes to university classrooms. The iPad has spawned what I've called the 'tablet wars' with a [wave of tablets introduced at CES in January](#) is just the tip of the iceberg.

Lower price points will make tablets even more appealing to schools over time. For close to a year, Apple went virtually unchallenged in the tablet market. Increased competition should drive down prices. With dozens to hundreds of offerings, many based on Google's open source Android OS, we can expect to see prices falling quickly just as they have for laptops, smartphones and HDTV sets. If you look at the right time you can even find Apple's original iPad for as little as \$349 (if you get the timing right and don't mind a refurbished model).

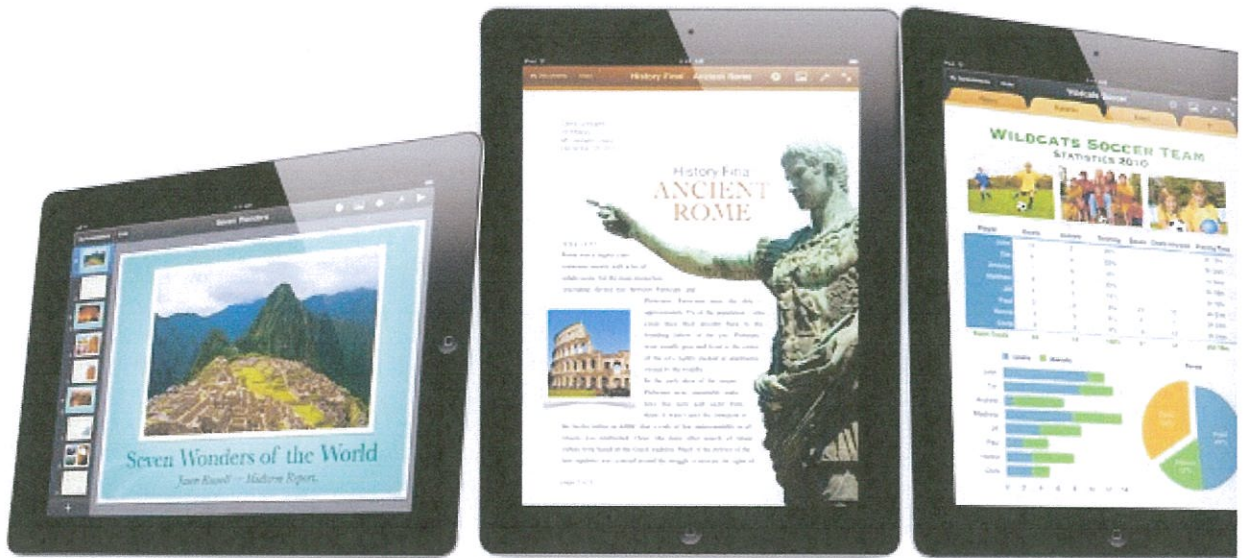
It's worth noting that the iPad has surpassed even the most optimistic of projections to define a brand new product category and become the [best-selling gadget](#) of all time, and Forrester analysts project that in 2011, tablet sales will [more than double](#).

How close are we today to tablets displacing computers on campuses? As I've mentioned I don't believe the tablet should replace computers for certain things – but there is certainly a place for the tablet in every student's learning experience. Tablets are definitely ready for the classroom. In his Mashable article of May 16, 2011, Vineet Madan makes an argument for colleges and universities to consider as he lays out 6 reasons why he believes the tablet is ready for the classroom.

In that article, he cites positive [reports](#) from recent iPad pilot programs at schools across the country and notes that [some colleges](#) have even begun distributing tablets to all of their students.

Here are the top reasons Vaneet says the tablet is ready for the college classroom (and I would argue that these reasons are applicable to younger age classrooms as well).

1. Tablets Are the Best Way to Show Textbooks



Tablets are capable of offering enhanced ebooks featuring images, video and audio. These elements are impossible to include in print or in a standard ebook. Read about music? No thanks, I'll follow my auto-advancing sheet music as the audio plays. See a picture of Martin Luther King, Jr. as I read his "I Have a Dream" speech? I guess that's fine, but with one tap of my finger, I'm watching it. The result is a more integrated learning experience, which is more engaging for students. This isn't the future — this is today.

By allowing students to highlight text, take notes in the margin and access a dictionary directly within the book itself, tablets are matching (and in some cases, surpassing) everything that a traditional book — print or digital — can offer.

2. Classrooms Are Ready for Tablets

Though tablets are a recent phenomenon, many students in high school and college have been using smartphones for years, and are already well-acquainted with touchscreen technology. Because they've become so accustomed to using these devices, students are increasingly expecting to use them in the classroom setting. When classrooms don't implement what has now become "everyday" technology, we're doing students a disservice.

Additionally, students — and consumers in general — are becoming more comfortable using tablets for advanced tasks. According to a [new Nielsen survey](#), 35% of tablet owners said they used their desktop computers less often or not at all now, and 32% of laptop users said the same. Most tellingly, more than 75% of tablet owners said they used their tablet for tasks they once used their desktop or laptop for. While tablets can't totally match laptops in terms of functionally (yet), they can get today's students most of the way there.

3. Tablets Fit Students' Lifestyles

The appeal of tablets to a college student is obvious: They're thin, lightweight, and spring to life without delay, making them much easier to take to (and use in) class than a laptop or netbook. Longer battery life means that students don't have to worry about carrying a charger with them. Forgot what the professor said at the end of class about the mid-term?

Launch [Tegrity](#), tap the lecture and replay it in just seconds. That's faster than texting a half-dozen classmates and waiting for what might be an inaccurate response.

4. Tablets Have the Software to Be Competitive

Some of the most innovative software around is being developed specifically for tablets. In addition to the thousands of exciting educational apps available, tablets are fully compatible with online teaching and learning platforms, such as [Blackboard](#), which are becoming the norm at colleges and universities. In fact, tablets' current shortcoming — limited multitasking — could be their greatest asset in education, as it forces students to focus on one task at a time.

5. Tablets Integrate With Education IT Trends

Cloud-based solutions have become ever more popular with colleges and universities, which are looking to deliver synchronized experiences that are device agnostic. Tablets align well with this trend, given their portability and options for constant connectivity. With tablets and cloud-based systems, students can work anywhere on campus and make sure that their work is saved in a central location and accessible from all of their devices. They also don't have to pay for computing power that they no longer need.

6. Tablets Are Becoming More Available

One of the primary reasons that tablets have been slow to penetrate the higher education market was their limited availability. Apple's supply chain issues and the difficulty that some Android tablet manufacturers have faced in getting their products to market have made it difficult for schools to get serious about adopting. As these issues are resolved over the coming year, expect to see more and more tablets popping up on campuses.

This post taken from an article by Vineet Madan, Vice President of McGraw-Hill Higher Education eLabs. His post is entitled, 6 Reasons Tablets Are Ready for the Classroom and was published on Mashable, May 16, 2011. He wrote the article on a tablet with a touchscreen keyboard.