

**How do we educate our students more effectively  
for their futures and not our pasts?**

*Gary Moore*  
*Principal, Rutherford College*  
*Auckland*

**Sabbatical period:** March 12<sup>th</sup> 2018 to April; 12<sup>th</sup> 2018

# Table of Contents

<b>Table of Contents</b> .....	<b>ii</b>
<b>Acknowledgments</b> .....	<b>3</b>
<b>1 Executive Summary</b> .....	<b>4</b>
1.1 Purpose: .....	4
1.2 Background and Rationale.....	4
<b>2 Methodology</b> .....	<b>7</b>
<b>3 Findings and Implications</b> .....	<b>7</b>
<b>4 Discussion</b> .....	<b>7</b>
4.1 What is important now?.....	10
4.2 What do we say we value at Rutherford at the moment? .....	10
4.3 Action plan .....	11
4.4 How do we get traction during a change in management? .....	11
4.5 “Managers put out fires (Drucker) vs “Leaders light fired” (Coleman) .....	12
4.6 Chris Bradbeer – If Collaboration is the Answer. What is the Question? .....	13
4.7 Curriculum as Proxy .....	13
4.7.1 Shaping Society in Schools .....	14
4.8 Ritualised Ingenuity.....	16
<b>5 The How</b> .....	<b>18</b>
5.1 ATOM .....	18
5.2 PB4L.....	18
5.3 Cultural Responsiveness.....	18
<b>6 Conclusion</b> .....	<b>20</b>
<b>Bibliography</b> .....	<b>21</b>

## **Acknowledgments**

My thanks go to the Principals, Senior Leaders and all staff of schools I visited who gave up their time to meet with me and provide useful and relevant information that provided the basis for my research into the development of a 5-year tutor group programme to support how we better educate our students for their futures.

The principals are Greg Watson Mount Roskill Grammar School, Nick Coughlan, One Tree Hill College, Peter Kaiser Tirimoana Primary, Margaret Samson Edmonton Primary, Jeanette Craig, Rutherford Primary, Teresa Burn and Brenda Cronin Peninsula Primary, Glenda Koefoed Rangeview Intermediate and Noelle Fletcher and Lloyd Evans Te Atatu Intermediate.

To my local brothers in arms Mark Shanahan and Glen Denham my appreciation as always for your support, sounding board and the authenticity with which we challenge, support and banter with each other. It helps keep it all in perspective.

As well as the research carried out in schools I read or reread a number of books. The names of which I have summarised in a bibliography at the back. A number I revisited to try and make further sense of what had been learned from my visits. One thing that remained true throughout the process is my belief that ability is not fixed but is determined by an attitude of mind, self-belief and an ability to persevere. An optimist sees the rose a pessimist the thorn and we should only compare ourselves to the best version of ourselves that we can be.

# **1 Executive Summary**

Eight schools were visited over a 3-week period including the local intermediate schools on multiple occasions. Staff at all schools were welcoming and willingly shared their time and expertise from within their own context and their own experiences with me. I trust that through the process there was reciprocity of learning.

## **1.1 Purpose:**

It starts by looking at our why Tohea and what does striving for personal excellence and achieving to our maximum look and sound like at Rutherford for our 2024 graduates? What essential skills, competencies, dispositions or positive behaviours for learning must be included in a localised curriculum?

## **1.2 Background and Rationale**

The heart of the matter is to look at citizenship, competencies for the 21<sup>st</sup> century and values education and how we might develop this area of the curriculum further at Rutherford.

How do we organise the timetable at Rutherford to reflect what we believe is increasingly important for our rangatahi for the futures that we need to be preparing them for.

Firstly, we need to determine a learner profile including what lifelong learner capabilities or competencies we value. Once this is achieved we can be specific in reinforcing the importance of them in developing global millennials. The one really competitive skill is the skill of being able to learn, identifying or seeking what we do not know or do well yet, and not just to be taught it but actively seek to learn it. We will all continue to face situations for which we were not specifically prepared and we must be willing to continue to learn and develop.

Before I go too much further with what the ideal may look like, this is what I increasingly believe that students need to hear.

First, you need to know right now that I care about you. At Rutherford care for others -and self-care is critical for happiness in life. Without health and wellbeing, we will struggle for happiness and success. Sometimes I think I might care about you more than you may care about yourself. And I care not just about your grades or your test scores, but mostly about

you as a person. And, because I care, I need to be honest with you— both in what I say and how I say it.

Before I tell you why, you should understand the truth about school. You see, the main event of school or life is not academic learning or winning things. It never has been. It never will be. And, if you find someone who is passionate in claiming that it is only about academics or winning awards, that person is lying to himself or herself and may genuinely believe that lie. Yes, algebra, essay writing, physics and winning—are all very important, but they are not the MAIN event.

The main event is learning how to be. This includes learning how to deal with the challenges and obstacles of life when it gets difficult — how to overcome problems and challenges, dealing with obnoxious peers, to gossip, to people doubting you, to develop the confidence to ask for help in the face of self-doubt. It is learning to push yourself to concentrate and be mindful in the moment and not to multi-task when a million other thoughts and temptations are fingertips away. It is learning how to be happy and grateful for what you have and take responsibility for your own wellbeing whenever possible. It is about developing a set of values that will carry you in the good and the bad times, because we will all experience our fair share of both. It is about developing trust in your future self.

It is your resilience in conquering adversity that truly prepares you for life. You shouldn't be worried about the fact that you will face great adversities. You should be worried because you may be setting yourself up to fail at overcoming them. Here's the real reason I sometimes lose hours of sleep worrying about you: Some of you are failing the main event of school. You are quitting. You may not think you are quitting, but you are because quitting wears many masks.

For some, you quit by throwing the day away and not even trying to write a sentence or a fraction because you think it doesn't matter or you think there's no point. But it does. What you write is not the main event. The fact that you do not take charge of your own fear and doubt in order to write when you are challenged means that that you are learning to avoid challenges.

Some of you quit by skipping class or being late to your free education and think it doesn't matter, it does matter. Being punctual to fit the mould of the classroom is not the main event of showing up or because the teacher said so. The main event is delaying your temptation and

investing in your own intelligence — understanding that great people make sacrifices for a greater good.

I see some of you quit by choosing not to take opportunities to work harder and just to improve from where you are now, regardless of your starting point. The main event is not getting a number or test score or grade to tell you that you are worthy. Of course you are worthy. In simplistic terms the main event maybe defined as pulling your crap together and making hard choices and sacrifices when things are challenging. It is about positive thinking. It is about recognising that we get to choose our attitude each and every day in each and every moment.

What you need to see is that every time you take the easy way out, you are building a habit of quitting. Our society cares nothing for quitters. You either develop grit or you become the dirt. You either take resistance on, and grow stronger, or you blow in the wind and disappear. If you are sick of starting over, then stop giving up when something gets tough in the first place.

So as long as you are in my life, I am not going to let quitting be easy for you. I am going to challenge you, confront you, push you, and coach you. You can whine and moan. And the next day, guess what? I will be here waiting — smiling and patient — to give you a fresh start. Because you are worth it.

So, do yourself a favour: Step up. No more excuses. No more justifications. No blaming. No quitting. Just pick your head up. Seize the moment and just do this, and what does just do this mean at Rutherford, it means striving for personal excellence and never comparing yourself to the best that others can be but only the best that you can be. It's about investing in yourself to be the be the best version of you, that you can be.

## **2 Methodology**

Investigate what schools are doing around wellbeing, positive behaviours for learning and within established structured tutor groups programmes. How do we as educators return to a place where we can have an increased emphasis on essential skills and competencies that are not credit or solely achievement driven, it is about being clear that we need to educate all students for their futures and not our past? This includes a decreased emphasis on mass credit accumulation and random pieces of Lego that together may build nothing coherent but can get you NCEA Level 2 or 3 etc. For some this is the priority as they feel the pressure of league tables above the moral imperative of educating students for their futures , the real why in all this, not so you can publish NCEA results which is only a small part of what we do.

## **3 Findings and Implications**

Trust and respect are reciprocal in successful learning partnerships. A significant caring adult who works in partnership with a student and their whanau is a critical influence. The challenge remains with those that are not easy to reach which is really the crux of why this research was important to me. For any intervention to be successful it needs to be well understood, why are we doing this and why now. How do we ensure that it is seen as important mahi, a burning platform? We need to spend time explaining why and regularly return to explaining why. We should not get in too much of a hurry to jump to solutioning the how and the what.

It is about creating a genuine belief that as a school we can improve further on what we do to enhance student learning outcomes from where we are now (growth mindset). It is about teachers inquiring into how they can adapt or change their practice, and believe that they are putting their time and effort into the right areas.

## **4 Discussion**

The following questions I believe need to be answered as part of the process of developing a shared school vision of what the prepared leaver or young adult expected capabilities are? In other words, what does striving for personal excellence look like as a skill set.

What does it mean to do the right thing when no one is watching? (Integrity)

What does it mean to work independently against deadlines and meet them with a clear focus on personal excellence? (Responsibility)

How will we create opportunities for collaboration and shared responsibility and contribution from all? (integrity)

How will we create opportunities for increased leadership opportunities for all? (excellence)

How do students learn and develop emotional and moral intelligence? Respect for others and self.

How do we facilitate students learning to develop resilience and build effective relationships that support the above? (striving for personal excellence.)

How do we ensure that students attain the necessary essential skills to be as life ready as we can prepare them to be?

These skills and associated values and aspirations are centuries old. The difference is in the 21<sup>st</sup> century everyone must have the access to developing these skills and dispositions.

Resilience and accepting triumph and disaster as learning posts have always been valuable capabilities. We strive to be better than before, today and everyday whatever the result or outcome that just occurred. The following is a great clip to watch to emphasise, the difference between achieving and learning and wanting to be better than before and what winning really means. This is what I believe winning and success really looks like.

<https://www.youtube.com/watch?v=wIrdZ9PWahc>

We are all learners in our places of work and life and need to be adept at developing our own personal curriculum and finding our own teachers and mentors to guide the effort we are making. Teaching requires a learner but learning does not require a teacher and if learners only learn to rely on teachers, learning will be stunted. For example, when Pokemon Go was released, online communities sprang up quickly to exchange information and to share information about the most sought after creatures. No one waited for a course or workshop. A similar scenario describes kids who learn minecraft primarily through YouTube videos and gaming communities. No documentation or manual was released; players learn literally everything about the game on their own or from other players.

I believe that there is a united belief that there is a need to develop a disposition toward inquiry, to keep people in the conversation for longer to create the foundation for deep learning. This leads to engagement and a motivation and to seek personal excellence. We need to see ourselves in some situations as perpetual beginners and develop relentless curiosity. To develop persistence and resilience in the face of feedback i.e. game over and start again is expected. From this the good news is that in some form we do not need to develop student learning dispositions or capabilities around inquiry but that we need to strengthen dispositions they already possess.

Explicit instruction, i.e. the sort of teaching that dominates schools and parenting can be limiting. When young people think they are being taught they are more likely to just reproduce what the adult or teacher does instead of thinking it through for themselves and creating brain messages that are their own. In this way they become passengers in the journey, what is really needed is for them to be part of the navigation and do more of the driving.

The key to making this a successful school wide programme is that it needs to be linked very clearly to why we do what we do and then make explicit links to school wide goals. This creates a deeper understanding; from there we have a platform to work with. This will need to be supported by a clear focus linked to staff professional learning with clear links also to appraisal. For strategic objectives to be successful we need to have teachers learning from teachers within schools. This links to the successful principle that we use the group to inspire the group. This is achieved by partnering with colleagues through inquiries, PLG's both to challenge or affirm your thinking. What we need to identify for staff, students and whanau is something that requires the smallest effort or change in approach that will create the largest durable and sustainable effect on outcomes.

If change is to be effective then as leaders we need to name it, table it, model it and monitor it. This means that that at all times as well as being able to walk the talk we are able to talk the walk. This creates the ability to constantly link back to why it is you are doing what it is you are doing. Data and feedback helps provides the vehicle for this, but what creates the biggest difference is the human factor, putting people as individuals and their needs at the core, that's our why? If we are serious about change and how it contributes to our why, then it comes down to the who. When identifying the who, it is not enough just to get the right people on the bus, we also need to get the right people in the right seats on that bus.

When we achieve this I believe that it becomes much easier for the daily actions of the Principal and SLT and through all levels of a school system to achieve synergy We have identified the main thing (our why) so let's get busy teaching and educating students for their futures not our past.

#### **4.1 What is important now?**

CHARACTER COUNTS (The value of your human capital)

The value of developing Global Thinking Dispositions

- A disposition to inquire about the world, seeking information beyond familiar environments.
- A disposition to understand multiple perspectives- others and our own. For example, considering cultural contexts, resisting stereotypes and valuing shared human dignity
- A disposition toward respectful dialogue, this include listening generously and sharing courageously and to do no harm.
- A disposition toward responsible action, create opportunities to improve conditions and situations through words, behaviours and actions.

These 4 statements encompass what we value at Rutherford and what we aspie to attain.

#### **4.2 What do we say we value at Rutherford at the moment?**

Our current MISSION STATEMENT is that;

Rutherford College is a community where striving for personal excellence is the focus. Students needs are put at the centre of a personalised learning system in which learning is made meaningful for all students. A high expectations culture exists and high standards of academic, sporting, cultural, and social achievement are attained.

What does a citizen who graduates from Rutherford College need in their kete and does our current mission statement still accurately reflect this? What do we want? How do we get better informed? Is our current mission statement fit for purpose? I believe it needs a reframe or a redo. Our vision statement needs to encapsulate our desired end state (future perfect) so that our aspiration and inspiration stay connected. This is important as it helps to create a laser like focus on what's important now and for the future and more importantly why it's

important. Along the journey we need to develop stories that can be shared as narratives to explain the why in clear detail and give meaning to the statements of intent.

### **4.3 Action plan**

Develop a graduate profile. Survey recent past students and current year 13's about what we did well to set them up for happiness and success? This ensures we know what to keep doing? What could we have done better to set up students for University, Apprenticeships, the workforce and the job of life after school generally.

We need to find ways to thicken good culture that currently exists and create systems that make these influences and actions more widespread. What systems or processes need support to build better connections and synergy? The clearer the vision or the why around this question the easier it will be to prioritise and communicate its importance. The better understood this becomes the thicker the culture and the greater chance of success.

What is Important, why is it Important? And keep linking back to this.

### **4.4 How do we get traction during a change in management?**

Identify where we are now, imagine future perfect and get the coach ready, remembering to get the right people in the right seats on the bus. This will help support inspiration meeting motivation. If influencers can't see the why and are not willing to give healthy doses of discretionary effort in the right direction, then in reality they shouldn't be on board the leading bus. So in our values based community, who are our outliers? Who are the key movers and supporters and how do we provide them with increased inspiration and influence?

How do we make connections with what we currently have? The answer may lie in breathing renewed relevance and life into PB4L and ATOM and the role of the Tutor Teacher as the significant adult for the 5-year journey of our rangatahi. How do we coach them to be better in these roles so that we are better placed to coach each other and can then coach our rangatahi?

In the UK a coach is a vehicle, but in NZ we see a coach as a person. A coach, whether viewed as a vehicle or a person transports people from A to B. Can we accurately represent where A is for each of our students (the now) and do we have a clear goal of where B needs

to be (future perfect)? How many decide to jump on the coach and be transported with us. The better the coach and the more influence they have, the greater the uptake of people getting alongside the coach and being willing to take the journey. Coaching is Influencing Behaviour. As educators influencing behaviour is our job.

We want to create systems and processes to embed improved positive behaviours for a citizen of the 21<sup>st</sup> century.

So what are we going to hold the line on and recognise that these are must do's or must have's? Surely we start with consistency, the consistency of understanding and application from our adults before we can expect an increase in uptake from our rangatahi. We identify those we will entrust into coaching roles early in the piece. Our mind-set as leaders must be that "You will never change what you are willing to tolerate". Identify future perfect, identify what we do well now, acknowledge the gaps and set about the change required to move from good to great.

A culture of shared expectations is a joint responsibility. We all teach difficult students, or students who have difficult moments. The greater the consistency in the school, the higher the happiness and the wellbeing quotient will be. This requires teachers to be warm and demanding or kind and courageous in equal measure.

Feedback is a balanced conversation. We need to be careful of breeding praise junkies or people who just do things to be affirmed. Feedback needs to include realism and quality critique. Avoiding challenging conversations is a negative transaction and is egocentric in nature.

#### **4.5 "Managers put out fires (Drucker) vs "Leaders light fires" (Coleman)**

To light fires we need to win the hearts and minds of people to do the required mahi in the right areas. How much OPIWA exists in schools and business, Outstanding Performance in the Wrong Areas. We should start by identifying those things we need to stop doing, with this done we can then create the time, energy and willingness to focus on what we need to start doing. One way this can be achieved is by an increased shared understanding of why this is an OPIWA and sharing this repeatedly. How do we get an increase in shared understanding? It is best driven through middle leadership, our coaches and being clear and explicit about what's important around here. If it's clear and explicit then it must be important now for

everybody? Our job as senior leaders must be to coach the coaches for them to get better at coaching the next wave of influencers.

#### **4.6 Chris Bradbeer – If Collaboration is the Answer. What is the Question?**

“Collaboration is a process through which parties who see different aspects of a problem area can constructively explore their differences and search for solutions that go beyond their own limited vision of what is possible.”

“The emphasis is on **INQUIRY** or a perceived problem or challenge and bringing people together to work collectively and achieving something in a way they are unable to do on their own.? At Rutherford we have the capacity within Curriculum Leaders, Pastoral Team, PLG’s and alongside the SLT. It is about leaving what we know at the door in favour of inquiring into what might work better i.e Future Perfect.

“Starting with a shared problem provides a great reason to work together in the first place.” What does future perfect look like compared to what the current looks like. This is achieved through a stock take of the current, to check our thinking and determine are we working on the right things.

What we know and believe is that it’s not only about the qualification but more importantly about the question posed by Joel Westheimer - What Kind of Citizens Do We Need? “Development of the necessary competencies, values and essential skills will generate a thirst for the appropriate qualification for each individual. Democracies make special demands on their citizens.” At Rutherford we must prepare young people to meet those demands. “How can we help young people acquire the essential knowledge, dispositions and skills for effective citizenship to flourish? (The Must Haves) We then must add as many should and could haves as possible and that’s where student voice is at its most relevant.

#### **4.7 Curriculum as Proxy**

When you ask teachers/students or parents what the ideal school looks like, the places they imagine are quite different from what exists. They see education through what they know, not what it should or could be, and often the focus is on the must do’ and can’t do’s and too often has been judged by NCEA statistics.

### 4.7.1 Shaping Society in Schools

As leaders we need to be brave with what we do. I think about schools not as vehicles for the transmission of knowledge but also as places where young people learn about the society in which they grow up and how they might engage in that society productively. It's all about learning how to be, in a modern society. This will still mean understanding what has been valued in the past, and understanding the rituals and tikanga of where you are now, and how we got there, and why these things are still important. Everybody brings with them, their own cultural capital and this needs to be valued, and so too does the culture of the environment you are now part of. We need to be aware of where these viewpoints might conflict and intervene with our why, identify gaps and then educate with how and what.

I would like to believe that most educators believe that schools serve as an inevitable influence on young peoples' views of the world and collectively we are powerful tool to shape and influence our society for the better and are not here solely to dispense a qualification. Learning v Achievement. (I believe that league tables have created an imbalance between what students require and what we feel we have to do to keep up with some who are overly driven by league tables, some of who are tempted to massage results?)

“Educating citizens requires that schools take seriously the need to nurture two essential elements unique to democratic life: asking challenging questions and considering varied perspectives.” We cannot make it about percentage pass rates.

We must empower students to ask those questions respectfully, we must expose students to different world views and then look to conceptualise instruction in a local Rutherford context. Some of these questions will undoubtedly challenge tradition. We must decide which traditions or norms we will hold the line on. If people know why it's important the line will not be fuzzy but clear and well understood. Which ones are challengeable and who decides and how, is the challenge, this is where leadership navigates the stormy waters.

How Resilience Works? Diane L Coutu

“Confronted with life's hardships, some people snap, and others snap back.”

Are we talking about optimism? It's more about meeting with triumph and disaster and an ability to treat those two imposters just the same. “The development of resilience is one of the

great puzzles of human nature. Why do some people and some companies, buckle under pressure? And what makes others bend, and ultimately bounce back?"

Resilience is something that grows out of experience and is developed through challenge. It requires adversity. Resilient people have a shield, which includes several factors including a sense of humour.

I believe that resilient people possess three characteristics:

a staunch acceptance of reality; it is what it is.

a deep belief often supported by strongly held values that life is meaningful; and

an uncanny ability to improve or adjust with agility. (striving for personal excellence and intention to be the best version of yourself that you have the potential to be). A willingness to apply discretionary effort.

A staunch acceptance of reality is the guts of what makes for happy and successful people with the emphasis firmly on the happiness as the foundation for wellbeing and success. A common belief about resilience is that it stems from optimism. That's true, but only if such optimism doesn't distort your sense of reality. "More than education, more than experiences, more than training a person's level of resilience will determine who succeeds and who fails." A core characteristic of resilience is the ability to form attachments (build relationships) to others. This is where working with others as a competency is so important. It is important to have a sense of responsibility and or belonging to something greater than yourself.

This cool almost pessimistic sense of reality for the challenge is helpful. "Facing reality, really facing it, is gruelling work. Indeed, it can be unpleasant and often emotionally wrenching but ignoring it has longer term ramifications."

When we truly stare down reality, we prepare ourselves to act in ways that allow us to endure and survive extraordinary hardship, doing this builds confidence in our future self when once again adversity presents itself at our door.

Secondly we must learn to strive to make meaning of difficult times. We all know people who under duress, throw up their hands and cry, "how can this be happening to me?" Such people see themselves as victims and living through hardship carries no lesson for them. Resilient people devise constructs about the hardship to create some sort of meaning for

themselves and others. They look at the controllables' and take action and they do so one positive step at a time.

Resilient people build bridges from present day hardships to a fuller better constructed future. Finding meaning in your current environment is an important aspect firstly of building a character and then secondly building a strength of character.

Successful organisations and people possess strong value systems. Strong values infuse an environment with meaning because they offer ways to interpret and shape events. Value systems at resilient organisations change very little over the years and are critical in times of trouble to navigate a way forward. At Rutherford we will lean heavily on our values foundation, as we take on this important and exciting mahi.

At Rutherford we share a common set of values that provide a core for our most important decisions. Our strategy may change but the core values and mission, our why should and will not.

Now what? How do we at Rutherford take our existing values base and increase the relevance and connectivity to the competencies that will increasingly develop thoughtful, hard-working, resilient and caring members of a community. We have a number of building blocks in place but at the moment it can at times feel like a number of stray pieces of Lego that are in place, but there is no coherence to the structure we see in our minds eye of how it could operate optimally. Coherence is the future perfect we seek.

## **4.8 Ritualised Ingenuity**

The third building block toward resilience is to make do with whatever is at hand. French anthropologist Claude Levi-Strauss called this skill bricolage. The origins of the word are literally meaning "bouncing back". An agility or willingness to adapt to the conditions. When people are put under pressure they regress to their most habituated way of responding. Fight or flight, or someone else will do that, or its someone else's job.

What we want to see develop is that over time self-responsibility becomes a natural reflex, a way of facing and understanding the world. "Resilient people face reality with staunchness and make meaning out of hardship, instead of crying out in despair. They improvise solutions from thin air. Others do not. This is the nature of resilience and we will never completely understand it." There is debate over whether values and competencies are caught or taught. I

believe that we must teach them explicitly and watch them observe as they start to catch hold. How do we also foster challenge that fosters resiliency and a growth mind-set?

We need to teach students what Rocky Balboa introduced to the world when faced with adversity. It really is all about;

ONE STEP AT A TIME

ONE PUNCH AT A TIME

ONE ROUND AT A TIME

There are two good strategies to get yourself going when things are looking a bit thorny;

The first is to remind yourself that no matter how helpless you feel, no matter what challenges you face you have control over the little things in your life. Keep moving forward one positive step at a time.

When you feel stuck in a rut by obstacles like apathy, low energy or indecision, if you take one small step you can rev that idling engine. So, inspire yourself by being pro-active in completing smaller tasks to the best of your ability.

The second thing to do if you have lost your mojo is to “Just Start It”.

If you simply begin a task, motivation kicks in within 10 seconds. 10 seconds is all it takes to shift from I don’t want to do it, or I can’t do it, to “I’m already doing it, so I might as well continue.”

So, we start small, but we get started and before you know it, we will have some energy and power. An agility or willingness to adapt to the conditions and just get started. Learning these habits of mind are learning what will work for life. From this starting point we get people willing to contribute discretionary effort, once this occurs, we get a clear sense of this being the right way forward, motivation and inspiration have collided.

We need to reinforce to our students to, “Trust your future self by”: Planning, preparing and taking the next step from where you are now.

At Rutherford we reinforce regularly that success comes in small repeated deliberate steps, and that there are two primary conditions in life: to accept conditions as they exist or accept

the responsibility for changing them. It also helps to know what things can be changed, what you can control, and what you can't.

That central and continuous narrative of what's important now has been streamlined into the following 3 2019 priority school wide goals;

## **5 The How**

### **5.1 ATOM**

Achieving to our Maximum (ATOM) is the philosophy that underpins students establishing positive learning behaviours. This includes setting learning goals and then striving for personal excellence with staff and whanau support.

Achieving to Our Maximum includes making our students life ready and starts with building authentic relationships.

Staff will encourage students to set academic, sporting cultural and social learning goals and then track their progress towards attaining these goals. Parent/Student/Teacher Conferences will empower all three partners to be part of the educational journey for our ahkonga.

### **5.2 PB4L**

The reinforcement of a shared understanding through a common language that creates consistency of what's important now at Rutherford. PB4L is based on 4 cornerstone values of respect, responsibility, integrity and excellence.

### **5.3 Cultural Responsiveness**

Mahi tahi, working hard to get to know each student. Living the one size fits one mantra. A strategy for developing robust and authentic relationships practices and processes to engage with all Rutherford students, families and whanau, so that individual cultural capital is recognised and valued.

As a result, the following two key interventions have been included and linked to each of ATOM, PB4L and Cultural Responsiveness goals;

Development of a year group specific tutor group program that is increasingly about social connection and learning behaviours and wellbeing.

Proper interrogation of the Wellbeing in school's survey through the Wellbeing PLG group to help determine the next steps.

As leaders we will need to be the courageous grasper of nettles, willing to confront areas of unacceptable performance on the basis of moral purpose.

I believe we can develop a Year 9 -13 Citizenship Programme where we discuss how character counts? It would also include the history at Rutherford and what we believe it is important that our graduates, know and understand about this place. We need to develop confident, kind citizens who have the skills and the courage to take their place in the world that awaits them. So what next;

Further clarity and consistency to be developed around our values base to support learning behaviours being well understood.

How, firstly by determining what levels of consistency around understanding and application already exist?

Develop a way for our rangatahi to think, speak and be and still leave plenty of room for individuals to be who they are within this context.

Establish what does a valid and connected curriculum look like, sound like and feel like for our community?

Staff and students need to increasingly embrace a willingness to be kind, thoughtful and to think of others sometimes before themselves. Manaakitanga - He aroha whakato, he aroha ka puta mai. If kindness is sown, then kindness is what you shall receive.

## **6 Conclusion**

For me this research and the early work completed within the Springboard Trust PLD has resulted in a clarity of understanding of the need to focus on a limited number of clearly articulated, set of priorities that are revisited regularly.

I believe this is reflected in the following whakatoki; Kei hopu tou ringa kite aka taepaengarikia mauki te aki matua. Cling to the main vine, not the loose one. If we do this, we can maintain the critical connection between effort towards the right outcomes and this will help tap into increased discretionary effort and a growth mindset across the school and wider community.

This has started with a priority for the 2019 annual plan the implementation in 2020 of a 5-year tutor group programme. At the core of this citizenship model will be social and connection skills, positive behaviours for learning and therefore positive behaviours for life linked to our 4 core values. It will need and will therefore include, a focus on wellbeing and hauora across the staff and student communities. In 2019 there are 11 staff being lead in a PLG by the principal investigating why it important, and what future perfect looks and sounds like. Once this is done the wider school will need to be involved in starting the process to solution the how and the what.

## **Bibliography**

Carnegie, D. (1988). *How to Win Friends & Influence People*. New York: Simon and Schuster.

Collins, J. (2009). *Good to Great*. New York, NY: Collins.

Dweck, C. (2012). *Mindset - the New Psychology of Success*. Kennett Square, PA: Soundview Executive Book Summaries.

Syed, M. (2010). *Bounce: The Myth of Talent and the Power of Practice*. Great Britain: Fourth Estate.

Sinek, S . (2009). *Start With Why*. Penguin Books Limited