SABBATICAL REPORT

TERM THREE 2009

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ACKNOWLEDGEMENTS

I acknowledge the support of both the Ministry of Education and the Boards of Trustees of Nga Tawa Diocesan School for making this sabbatical a reality. My experience was far more that I ever hoped that it could be when I initially made my plans. In retrospect, the combination of a leadership course, school visits and time to reflect and relax in the weeks that followed has proved to be a life changing opportunity and the perfect balance between professional and personal exploration. Not only have I been able to fully reflect on my professional practice, I have gained a deep appreciation of school leadership as a discipline and its importance globally.

I have also had the opportunity to experience Nga Tawa Diocesan School from the outside, which has been invaluable for many reasons. Always committed to excellence and innovation in education, after eight years I wanted to rub shoulders with world leaders in the field of education at Harvard and return to push boundaries of possibility further. I am feeling refreshed and genuinely excited about the future, in all aspects of my leadership.

Finally, I acknowledge and thank Tony Booker, who willingly stepped up as Acting Principal in my absence, Lesley Carter and Nick Leney for being an effective leadership team and, thereby, giving me peace of mind to take my sabbatical.

PURPOSE

The purpose of my sabbatical was two fold: firstly, to attend the Harvard University, Graduate School of Education, Leadership: An Evolving Vision (L.E.V.); an intensive leadership course for experienced Principals and, secondly, to visit three Queensland Academies focussed on digital pedagogy, using web 2.0 technologies in all aspects of teaching and learning.

I applied for L.E.V to be challenged personally and professionally. I also knew the many benefits of attending the course would be assimilated into practice, given weeks of reflection following my experience. Many Principals undertake valuable professional development and, when immediately faced with daily responsibilities, can find the full value of their experience is eroded, or that they don't get to apply everything. Timing is key!

PART ONE

LEADERSHIP: THE EVOLVING VISION (L.E.V) July 2009

HARVARD UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Applications exceed places for this Institute, so I was very pleased to be offered the opportunity to attend L.E.V. I arrived in Cambridge, Massachusetts with huge expectations of refining my leadership skills and revitalizing my vision of educational excellence and I was soon joined by 130 experienced principals and 20 group facilitators with the same aim.

Prior to the course, we had been promised tools and strategies enabling us to become more adaptive and responsive to constantly changing school environments. We also received pre-institute materials that included required readings for the first few days of the Institute. At registration, the remainder of assigned readings were handed out and we were expected to complete these prior to specified days. Readings underpinned specific institute themes, from both perspectives of researchers and practitioners.

L.E.V Institute outcomes were for us to:

1. Manage schools entrepreneurially, expanding public and private networks
2. Discover new techniques and technologies for implementing sustainable change
3. Learn strategies for leading instruction in an era of public accountability
4. Examine effective leadership practices in the context of organizational change
5. Use interim assessments to improve teaching and learning
6. Respond to the expectations of a wide variety of stakeholders
7. Explore learning based on the latest mind, brain and education research

Daily introductions were provided by Katherine (Kaye) Merseth, Senior Lecturer on Education; Director, Teacher Education Program, HGSE. Kaye had a very dry sense of humour, however she also made it very clear that the Institute was very different from a conference and that we would be challenged and expected to be present for *everything*. There certainly would not be any cutting class!

There were two speakers each day and key aspects of their presentations have been captured and included in this report. I have also taken the liberty of including key quotes from each speaker. Some were powerful 'one liners' and others added a humorous dimension, which I appreciated.

Emerging Technologies and Transformative Education

Presenter: Chris Dede

Timothy E. Wirth Professor in Learning Technologies, Harvard Graduate School of Education (HGSE)

Required Readings:

Dede, C.(2007) Reinventing the role of information and communication technologies in Education in L.Smolin, K. Lawless and N.Burbules (Eds), "Information and Communication Technologies: Considerations of Current Practice for Teachers and Teacher Educators" (NSSE Yearbook 2007 (102:2)) pp11-38 Malden, M.A: Blackwell Publishing

Dede, C (in press) A Seismic Shift in Epistemology. EDUCAUSE Review, vol. 43, no 3 (May/June 2008).

Recommended Preparation:

Browse the Harvard River City MUVE website

(http://muve.gse.harvard.edu/rivercityproject/) and the HARP Augmented Reality website (http://isites.harvard.edu/icb/icb.do?keyword=harp).

Professor Dede began with the statement: Technology is a powerful and rapidly developing tool and a significant feature of 21st century learning. While he said it has huge potential, he was quick to add that the implication for educators, however, is that technology is changing the knowledge and skills society wants from its graduates. Technology changes the methods of learning and the characteristics of its learners. Often what students do outside the classroom is far more 21st century than what is happening inside classrooms.

"Disengagement is a challenge for educators and requires urgent transformation at all levels of education".

In a recommended text: "The World is Flat", Thomas C. Friedman hypothesises about a future world where many tasks currently undertaken by people could be managed by computers except for two distinct skills: *Expert decision making* and *complex communications*.

Professor Dede then outlined what he called "digital life characteristics"

- information instantly available
- distance and time do not matter
- multi-tasking is how people work
- machines have intelligence

- powerful tools for creative work taken for granted
- options are abundant
- multimedia interactive entertainment is omnipresent
- change is constant and rapid

Professor Dede then listed simple ICT to complex ICT *in ascending order:*

Sharing
Social book marking (most simple)
Photo / video sharing
Social networking
Writers' workshops and fan fiction
Thinking
Blogs
Podcasts
Online discussion forums
Co creating
Wikis / collaborative file creation
Mash ups / collective media creation
Collaborative social change communities (most complex)

<u>Independence versus life skills</u>

Students are very independent outside the classroom however, while some are good at maximising test taking at school and pass assessments, they are not made ready for life by schools. This raises a key question for educators. How do we tap into students core skills while they are with us? Curricular expectations can bypass students' value as people if we are not careful.

Many schools are made increasingly aware of a second generation of web technology, referred to as Web 2.0. Web 2.0 "knowledge" is constructed by negotiating a consensus articulation across various points of view, so how do we help students understand the differences between facts, opinion and values – and appreciate the inter-relationships among them to create meaning?

"We teach what's easy but not always what's good to know".

Many students believe that truth comes out of argument, not evidence. Anyone can contribute to Wiki and make any claim. Thankfully however, a number of highly articulate and knowledgeable users provide good arguments and quality discussions, meaning online information improves.

Regarding "laptop schools" and their increasing popularity - Professor Dede views laptop technology that same way as he viewed his teenagers learning to drive: Technology is a scary and potentially dangerous thing but fundamental.

A discussion followed about augmented realities and MUVEs (multi user virtual environments) as education tools. Professor Dede believes there are real benefits for education and gave us an example from the Virtual Performance Assessment Project. He contrasted this with what he called '21st century packaging' of 20th century thinking. For example, power points and smart boards used in a limited way in classroom without interactions by students and technically creative challenges to really engage students. Too much of this goes on in schools and Principals must ensure staff are using emerging technologies effectively! Professor Dede's parting comment:

"Teachers must unlearn what they have learned to be effective in 21st century classrooms".

Adaptive Leadership

Presenter: Irma Tyler-Wood

Managing Partner and Founding Member, ThoughtBridge

Required reading:

Tyler-Wood, Irma (2001) "The Paradoxes of Change: A Significant Challenge", Ki Thoughtbridge, pp1-6.

Irma wanted to challenge every Principal in the room; to push us into thinking deeply about our personal leadership styles. Her company Ki Thoughtbridge was formed to make leaders excellent. She used the Tiger Woods example, when he was working on his golf swing. Tiger allegedly said you've got to…

"Unlearn what you know and be prepared to get worse before getting better".

This quote linked well with the previous speaker. Leaders and teachers need to change because technology has changed. Leaders know what works and we can use technology as a tool to enhance our influence in a 21st century leadership frame: Irma Tyler-Wood then took us through a 21st century leadership frame: Our *skills* are people skills; our *authority* is invitation and interdependence; our *method* is cooperation; our *strategy* is discerning purpose; our *focus* is finding meaning; our *value* is what we know; our *structure* is circular; our *metaphor* is organic.

"The effective leader gives power to talented staff".

One of the most important tasks of school leaders is being an instructional leader. They must model good teaching and use their influence to get maximum performance out of their staff. Leadership is complex: leaders require an integrated

approach to their practice - an *inner dimension* where they have the capacity to engage in deep inner exploration and reflections and an *outer dimension* and the capacity to act competently in achieving results.

"When you're dreaming, you're growing".

Irma Tyler Wood then turned to the importance of *courage* in any leader's portfolio. Results come from the climate or culture established in schools. This is determined by leadership. The trust and relationships we build affects our success as a leader. This is directly affected by our emotional intelligence-the ability to manage ourselves first and others second.

Emotional intelligence = climate = performance. One of the most important skills of an effective leader is the ability to negotiate, to influence and persuade. Assumptions lead to goals which lead to strategies and then to actions. However, Irma Tyler-Wood warns that leaders need to 'walk the talk'.

"You can't lead where you won't go".

Leaders need to be negotiators too and the best negotiators listen and ask questions. Leaders need to improve relationships between parties, so that there is increased trust and more effective outcomes. Effective communication and good relationships will make any school more successful than seniority or 'stripes on shoulders'. People will not follow authority but they do work effectively and will be guided by leaders who are fair and who empower staff.

Project Adventure, Moraine Farm, Rockport, Massachusetts

On the second day of the Institute we travelled an hour north of Cambridge to the Project Adventure facility at Moraine Farm. Team building activities were followed by a number of experiential workshops and high elements activities, designed to free us from our self limiting beliefs.

In every activity, participants discovered new modes of leadership, decision making, creative problem solving and further developed critical skills, needed for creating and sustaining strong leadership teams. I got a lot out of the day, mainly because I have always had a fear of heights and was quite stunned to discover that most of this was in my head and easily bypassed, when I climbed a forty foot tree and traversed a thin telephone pole to an equally tall tree! Of course we were all harnessed and not putting ourselves at risk. In my group of 12, 10 completed the high elements activity with only two not able to complete the exercise. In the past, I would have been one of those two!

Improving the technical core: What's a leader to do?

Presenter : Richard Elmore

Gregory R. Anrig Professor of Educational Leadership, HGSE

Required Readings:

Elmore, R., et al. (2004) "When Accountability Knocks Will Anyone Answer?" In *School Reform From The Inside Out: Policy, Practice and Performance,* Cambridge: Harvard Education Press pp 133-199.

City, Elizabeth, Elmore, Richard, Sarah Fiarman, Teitel, Lee. Chapter 1"The Instructional Core" in Instructional Rounds (Harvard Education press, April 2009, pp 21-38.

I found this presentation one of the most powerful while on the Institute. Doctor Elmore introduced his topic by describing what he found were the many shortfalls of education as an *occupation* when compared with the medical *profession*. He gave several examples where doctors are bound by a very stringent code of practice. However, due to the nature of education, teachers in classrooms largely act in isolation and as private practitioners.

Doctor Elmore has spent many years supervising post graduate students. However, from the political perspective, he feels strongly that education needs a code of practice before it can qualify as a profession and be taken seriously by other professions. A profession requires shared expertise and a common culture. The hallmark of a profession is that you subscribe to a common body of knowledge and you are held accountable for this. Doctor Elmore peppered his argument with many colourful analogies. This one from the aviation industry illustrates inconsistencies possible in education.

"Imagine a plane coming into Logon Airport, Boston. The pilot says ladies and gentleman….I'm feeling creative today and we will be landing without the flaps….this may mean we will take a little longer to hit the tarmac….but don't worry as we've got plenty of room….I've always wanted to try this one"!

In reality, the above scenario would not happen as flaps must be used. If any pilot tried to pull something off like this, it would result in a career limiting disciplinary response. Teachers however are essentially independent in their classrooms and this poses a dilemma for school leaders.

While many teachers are effective, others are not. In order for education to become a profession, we need to break through the culture of the solo practitioner and get all

teachers and school leaders to subscribe to a body of knowledge and be held accountable for their work. Inconsistencies not only affect the professionalism of education, they affect the quality of teaching and learning and outcomes in some schools.

Doctor Elmore believes that we have become so attached to assessment and test scores that summative measures have taken precedence. As summative assessment is 'after the fact', he warns assessment must not distract our attention from learning. We were all asked the following question:

"State three ways you could describe the level and type of learning in your school WITHOUT using test scores".

Assessing the level of learning could be more effectively managed by leaders undertaking 'learning walks' of five minutes in classrooms, on a regular basis. A culture of the Principal freely walking into classrooms is a must and it was evident from the other 130 Principals in attendance that this was happening in only half the schools. While some leaders were active in this regard, others described visits to classrooms as 'occasional'. So how do you build a learning environment?

Observations you might make are:

1. Is the teacher a facilitator or directive /didactic?
2. What are the students actually doing?
3. How engaged are they in what they are doing?
4. What are the specific learning outcomes (S.L.O.s)?
5. Do the S.L.O.s match the task in hand?

=EVIDENCE OF LEARNING

Questions of students that might be asked are:

1. How engaged are you in your learning?
2. What are you working on at this moment?
3. How will this task help you?
4. Have you learned anything else here today?

=EVIDENCE OF LEARNING

"The challenge for 21st century school leaders is to move their schools from individual practice in classrooms to collective practice and planning that maximises school wide engagement in learning".

BEST LEARNING ENVIRONMENTS

-favour collective over individual practice

-use groups and shared resources for diversity of perspective

-pay explicit attention to the knowledge and skill requirements of teaching

-have norms of candour

-commit to psychological safety

-separate the person from the practice

-focus on evidence not experience

-are bound to their school's values and mission

WHAT OR **WHO** HAS THE GREATEST IMPACT ON LEARNING?

Doctor Elmore told us that in the USA, a 2005 random sample of 16,000 junior high and high independent and state schools were surveyed, to determine factors (out of a range of factors) that had the biggest impact on student learning in reading and math. Factors included socio economic status, school type, situation and individual classroom teachers. The results were *outstanding*:

-Impact of type of school: 12% reading, 10.3% math

-Impact of student's background: 28% reading, 19% math

-Impact of classroom teacher: 60% reading, 52.72% math

INSTRUCTIONAL CORE

Content

Task

Teachers Students

First principle: Increases in student learning incur only as a consequence of improvements in the level of content, teacher's knowledge and skill and student engagement

Second principle: Change one element of the instructional core and you must change the other two

Third principle : If you can't see it in the core, it's not there.

However, most importantly:

Fourth principle: Task predicts performance

BEST TIP FOR CLASSROOM OBSERVATIONS

*"Stay in the descriptive voice. The measure of learning is what the students are actually **doing** and can describe understanding, not what you have been told to expect by their classroom teacher".*

Remember: the teacher's description on the board is an aspiration and put there for your visit. The task is no greater than what you observe. Never forget…

"Task predicts performance".

INFLECTION POINTS

Doctor Elmore then described the moments in any subject when what the students are studying actually 'sticks' and they 'get it'. If they do not move past these points they will be lost forever. Mastery and coaching are absolutes in good teaching.

One of the reasons Finland has the number one results in PISA tests (15 year old OECD students) in the developed world is that *every afternoon* students who fail to understand a concept, in any subject during the day, are tutored in small groups or as individuals. There is plenty of research to suggest that deeper learning will occur if content and skills are written down or the exercise repeated at least once within 24 hours.

TASK VERSUS CONTENT

Low Content High

Task

High

"It is possible to have high level tasks with low level content, but many schools have low level tasks with high level content. Beware because task predicts performance"!

COGNITIVE STRATEGIES

Students need high level cognitive strategies to deal with new information

INSTRUCTIONAL LEADERS

It is absolutely vital that teachers commit to high level tasks and to ensuring every student is learning. This involves frequent 'on the spot' checks to assess where students are at and mixing teaching strategies to cater for all learning styles. Leaders must be aware of what is happening in classrooms and there is no other way of doing this but to walk through frequently and to develop a culture of frequent visits to classrooms. Leaders set expected outcomes and if they not seeing these, they have to crucial conversations with their staff and faculty leaders.

"The best thing a leader can say to a teacher where there has been little or no evidence of learning is "The next time I am in your classroom I'd like to see……" "

Look for authentic learning, not just assessment data. If you don't see evidence of learning and the teacher says that is their 'style' or that it is their classroom, or that they are *their students* or that they have had years of experience and they know what they are doing, you need to sit down with them. Firstly, students are not *theirs,* secondly, classrooms are not for private practice and, finally, that they are not self employed!

Case discussion: Aligning resources to improve student achievement: San Diego Schools

Presenter: *James Honin*

Senior Lecturer on Education, HGSE

Required reading:

CASE STUDY: Aligning Resources Improve Student Achievement: San Diego City Schools. Product #:PEL003

We were taken through the case study method and Professor Honin used an example from the San Diego schools' district where funding was scarce and a number of issues were facing school leaders and a new Superintendent to the area. We investigated the various tensions that exist when money is scarce and we investigated the relationship between resources and results.

Key questions raised:

1. How does money work for you in your school?
2. How do you know you are getting the best from your investment?
3. How do you deal with declining resources?
4. How do you link resources to plans?
5. How do you connect resources to results?

"The impact of your decisions will live long beyond your tenure."

LEAVING A LEGACY

Effective leaders leave a legacy of achievement and values and resources

1. Leaders' *diligence is central* to performance
2. Leaders *do the right things* (for the public good). Managers do things right.
3. Leaders must *always be thinking a new*. This requires a willingness to change for new solutions.

SYSTEMIC SUCCESS

The San Diego case study highlights a number of systemic issues for school leaders. All schools need a strategic approach to planning and they should include systemic planning that best fits the needs of the school. Once there is a plan, it is important not to make quick and radical changes from the plan. If something isn't working you can ask what is working and fix it by small incremental adjustments.

Systemic planning pays consideration to:

1. School's mission, vision and values
2. Use of available resources: human, financial, government, temporal.

Reflection:

"Why do we do what we do and how do we measure it?"

Effective use of during the year assessments

Presenter: Kim Marshall

Leadership Coach, New Leaders for New Schools

Optional reading:

"Interim Assessments: A User's Guide" *Phi Delta Kappan,* September 2008.

Kim Marshall is well known in educational leadership through his Marshall Memo. Kim began with the question 'What strategies should be used to assist ineffective teachers to improve and why is this so important? Answer: because students with low achievement are those who are most disproportionately affected by ineffective teachers. Therefore, up skilling the less effective teachers is vital. How do we go about this? Answer: coaching and mentoring individual teachers within their school environments is the best method of increasing their performance in the classroom.

"Good teachers are always checking for understanding in their classrooms."

They shift the conversation to results and utilise many on the spot assessments involving the students. They look for facial expressions as a signal.

ON THE SPOT CHECKS

On the spot student checks are very effective when they involve their peers. 'Turn to you neighbour' is a good way to get students talking about the task they have just been working on and for co construction. On the spot checks add 50% value to assimilating teacher content. The greater the overlay and checking for understanding, the greater the learning will be.

BEWARE OF THE 'C.O.P.W.A.K.T.A' technique

This ploy is used by many teachers to make life simple. It stands for **c**all on the people who already know the answer. Kim described a school leader following a class around and noticed the same students were answering questions in every classroom, irrespective of the subject. He believes C.O.P.W.A.K.T.A is common in many classrooms, for three reasons:

1. It is easier for the teacher
2. It saves students who don't know what the answer is from having to face embarrassment, and
3. It saves the lazy or the disengaged student from fully participating.

Regardless of the scenario it is not an ideal situation and potentially very harmful for those students falling further and further behind.

INTERIM ASSESSMENTS

Teachers should always use interim and on the spot checks as they complement each other. Interim assessments give students practice in a more formal assessment situation and they provide cumulative feedback for students. They can feel involved and track their progress. Interim assessments also assist to students to reach the required cognitive level.

The Ararind Eye Hospital, Madurai, India

Presenter: Kasturi Rongan

Professor at the Harvard University School of Business

Required Reading:

Case Study: Rangan, Kash "The Aravind Eye Hospital, Madurai, India: In Service for Sight", Harvard Business School Press (1993).

What do we know in the management sector that we can apply to the social sector and to education? We considered the case study of the eye hospital in India and what had made it so successful. We looked at a number of factors including mission, training, funding, process and human resources. The whole organisation has an approach based on excellence in every dimension.

"Everyone associated with Ararind Hospital had the same passion and commitment to make it a success. They worked well beyond the hours they were asked to work. Everyone did. Nobody complained".

SYSTEMIC EXCELLENCE

Systemic excellence was the key to Ararind's success. It was low cost and high efficiency. It was to Cataracts what McDonalds is to hamburgers. Because it was the best eye hospital in the world junior doctors from around the world went to work there for nothing to learn on the job. The best equipment manufacturers were also keen to supply the hospital.

ORGANISATIONAL VALUES

The values and mission of any organisation must be hardwired. They are the heart of social enterprise. Ararind's mission was for excellence, total commitment and responsibility to its clients, whether the third who were fee paying or two thirds of patients from poor districts. Their strategy was highly connected on many levels:

1. Excellent *training*
2. Excellent *equipment*
3. Excellent *protocols* and processes
4. Excellent *client care*

MISSION

"A mission can be like a distant star. However, employees need something to hang onto and to commit to on a personal level".

Including ourselves in the improvement equation: engaging our immunity to change

Presenter: Robert Kegan

William and Miriam Meehan Professor in Adult Learning and Professional Development, HGSE

Required Reading:

Dennis Sparks, Inner Conflicts, Inner Strengths, National Staff Development Council, 2002, pp 66-71

Robert Kegan really got us looking at our leadership styles and where we could improve our practice. It was more about us and inner growth than looking into school protocols and staff development. Robert Kegan is highly regarded in his specialist area of adult education and his workshop was well placed in terms of the timing of the course. Apart from Day Two at Project Adventure, we had previously spent most of the time in 'outer sphere' development.

SELF IMPROVEMENT

All participants worked in pairs with the person sitting next to them, with Robert facilitating the stages of inner exploration over a three hour workshop. The five stages were Warm up; My improvement goal; Doing and not doing; Hidden commitments 'having us' and Big assumptions. The nature of the work was very personal and there is more to work on when we return to our respective schools.

I will be taking my SMT through the exercise to get them thinking about their practice and how we can approach this as a team.

"To be different, we need to leave the bedrooms of our habits of mind."

Very capable adults are often anxious all of the time. They develop immunity to a number of issues. To grow professionally and psychologically we need to outstrip our immune system. We have to see better how we have put ourselves in a position that affirms ourselves and keeps us in our comfort zone.

BIG ASSUMPTIONS

Assumptions give the world a shape that we have grown used to and attached to. Talented people can form assumptions but keep flying the plane of leadership assumptions without crashing. Assumptions can be made at any age, eg:

1. A four year old boy was asked by his parents what he wanted for his fifth birthday. "Tampax" he responded to the surprise of his parents. When ask why, he quickly said "because with Tampax you can go horseback riding and swimming!"

2. An Australian tourist to the USA had rented a car and went shopping in a mall. When she returned after a few hours, she was tired and opened the right front door of the car and threw her bags on the left hand seat. The tourist sat in the car and, as she went to start the car, she noticed that someone had stolen the steering wheel! She had heard that the US had a high crime rate, but this was ridiculous!

Brain Scams: Myths and Knowledge about the Brain and Learning

Kurt Fischer

Director, Mind, Brain and Education Program; Professor of Education, HGSE

Required Readings:

Dawson, T.L. and Stein, Z. (2008) "Cycles of Research and Application in Science Education: Learning Pathways for Energy Concepts", *Mind, Brain and Education* 2: pp 89-102

Fischer, K.W. and Rose, L.T. (2001) "Webs of Skill: How Students Learn", *Educational Leadership* 59(3), pp 6-12

Fischer, K. W., Daniel, D.B., Immordino-Yang, M.H., Stern, E., Battro, A., and Koizumi, H (2007). "Why Mind, Brain and Education? Why Now?" *Mind, Brain and Education* 1(1) pp1-2.

Kurt Fischer opened with the statement: the brain is the most complex object in the world. He continued to stress, however, that there had been many myths circulating

about the brain and brain related issues. Furthermore, research has shown that when the word 'brain' is used in advertising a product or service, a greater number of people will be attracted to that product or service. Some illegitimate claims from neuroscience include:

1. Brains can be filled up
2. Boys and girls have fundamentally different brains
3. Knowledge can be pumped into somebody's brain

"Everyone uses all of their brain and not just one half or the other. There is no fixed rule for left brain / right brain abilities. People do behave in limited or biased ways but not because they are using only part of their brain".

Research has proved that people who have had their left or right hemisphere removed, due to epileptic seizures, have usually resumed full health and brain activity within one year. When the brain resumes full functioning this is called *brain plasticity*.

Emotion and intelligence are related psychologically and neuro-biologically. Humans are the most emotional species. Chimpanzees and apes are more emotional than other animals, as they have great intelligence. They share a fear of the 'irrational' like humans do, however they do not have the added capacity to regulate their emotions.

GROWING INTELLECT WITH EXERCISE AND THINKING

It is possible to grow intellect with regular exercise and focussed thinking. When we are working on day to day tasks, we are working at a *moderate* level. However, we lift our intellectual capacity when working with a mentor or coach. When we are working while distracted, or thinking about something else, we are working at a lower level. Students benefit from stimulus and the more active the task the greater the learning. Listening and copying information in Science is not as exciting for students as 'discovering the wonders of Science' in an active way. The more active the task, the greater the learning will be. Kurt has written many highly regarded books that relate brain research to education.

Beyond Benevolence: A New Take on Inclusive Education

Presenters: Norman Kunc and Emma Van der Klift

Consultants, Axis Consultation

Required Reading:

Kunc, Norman. "The Need to Belong: Rediscovering Maslow's Hierarchy of Needs."Broadreach (1992). Axis Consultation and Training Ltd. 27 May 2008 (www.normemma.com/armaslow.htm).

Inclusion is a controversial issue. The vast majority of educators agree with the idea of inclusion but this is not easily achieved. The question really is why do so many schools vary so much in their ability to deal with inclusion?

Inclusion isn't about supporting disabled students in separate, sterile environments. But how do we create an educational environment where disabled students can do their best work? All people- disabled or otherwise – do their best work when they feel valued and that they belong. Like able bodied students, disabled students need classrooms where they feel valued, respected and engaged in their work. They do their best work when they feel they belong.

MASLOW'S HIERARCHY OF NEEDS

Self Actualisation

Self Esteem

Achievement and Mastery, Recognition and Respect

Belonging

Love, Friends, Family, Spouse, Lover

Safety

Security, Stability, Freedom from Fear

Physiological

Food, Water, Shelter, Warmth

Developing the sense of belonging for disabled students is better than having a separate project for the disabled. It is possible to achieve inclusion with limited physical resources.

TWO QUESTIONS FOR SCHOOL LEADERS

1. Do you and your school faculty believe that building a sense of belonging will enhance inclusion?
2. Do the policies and practices in your school foster a sense of belonging there?

Human beings have a deep primal desire to connect to others. The lack of connection prevents us from reaching our potential. If this need is met, we will fulfil our potential.

So how do we meet the need to belong? There should be a number of complimentary initiatives that strengthen vertical and horizontal networks.

"No matter how good a swimming coach you are, you can't teach someone to swim in the car park of the swimming pool." Norman Kunc

Students with disabilities must be educated in the same classrooms as their peers. It may be a real challenge for administrators, but it is an essential ingredient in their success as learners and will ultimately serve their needs.

'For one who has lived with inclusive education for a while, it simply becomes part of the furniture, part of the language, part of the culture – and life without it becomes unthinkable. We shall never look back'. Jeff Cohen, Principal of Herzlian High School, Capetown, South Africa.

There are a number of schools in the USA who have gone out of their way to accommodate students with disabilities and they have found their environments were made richer for the experience. Rather that this being the exception, we must make it the norm. We must make this common practice for the benefit of all of the school community. Not only this, we must put belonging and caring for our students before student achievement and awards as Maslow has said.

HOW DO WE BUIILD AN INCLUSIVE COMMUNITY?

Our hard line approach has done nothing towards managing aggression in schools and there is much we could learn from hostage negotiators. The Safe Schools

Initiative of 2003 was introduced on the heels of the Columbine High incident. However high school administrators are not feeling any more comfortable when dealing with extreme behaviour.

FBI hostage negotiators have provided training and advice for a number of schools and their approach seems to be working:

DO

- Act quickly to promote safety
- Slow things down
- Ask open ended questions
- Actively listen
- Validate feelings
- Promote positive self image and expectations
- Help the person to save face
- Encourage ventilation of feelings
- Listen deeply and intently

DON'T

- Confront or give an ultimatum
- Impose deadlines
- Threaten
- Say no
- Judge or give advice
- Ask why
- Fake empathy

"Challenging students respond to involvement in their recovery plan and behaviour management plan." Emma Van der Klift

Listening to students with poor behaviour helps to form a relationship with them. Deep down they need to know that you care.

"Always be likeable and sincere."

A good question to ask is: What can we do to support you to make this better? We need to give students an internal locus of control for their self management and recovery.

The Why, What and How of School, Family and Community Partnerships

Presenter: Karen Mapp

Lecturer on Education, HGSE

Required Readings:

Henderson, A.T., Mapp, K.L., Johnson, V.R. Davies, D. (2007) "Introduction: Why Bother To Read This Book?"*Beyond The Bake Sale: The Essential Guide to Family-School Partnerships.* The New Press. New York, pp1-11.

Henderson, A.T., Mapp, K.L.,Johnson, V.R. Davies, D. (2007)"What is Family-School Partnership Supposed To Look Like?"*Beyond The Bake Sale: The Essential Guide to Family-School Partnerships.* The New York Press. New York, pp14-25.

Henderson, A.T., Mapp, K.L.,Johnson, V.R. Davies, D. (2007) "Ready, Set, Go!" *Beyond The Bake Sale: The Essential Guide to Family-School Partnerships.* The New York Press. New York, pp28-46.

Many school leaders underestimate the positive impact their parents could have on their schools, if only they involved them more often. Research of black, hispanic and ethic college students in the US shows that their parents were cited as an important factor in their motivation for higher education.

Research shows that family engagement is an important component of student success. Karen Mapp has spent many years researching the relationship between parents and schools and her research shows a 'dis-connect' between the two. However the tide is turning. So what has changed?

KEY ASPECTS SUPPORT INSTRUCTIONAL CORE

President Obama wants to usher in a new whole community and family approach to education so that everyone has a stake in the process. The Harvard Graduate School of Education joined forces with the Harvard Business School to work strategically on family engagement with schools. They analysed which initiatives were fundamental to achieving this and found five key aspects support the Instructional Core and families play a big role in these:

Stakeholders ---- Resources--– Systems----- Structure ---- Culture

All five must be in alignment for the school to function successfully and for all students to be in an ultimate learning environment.

In Ann Henderson's research "The Impact of School, Family and Community on Student Achievement", it was quite evident that there was a positive and convincing relationship between family involvement and benefits for students, including improved academic outcomes.

Good home /school partnerships mean students:

- earn higher grades and test scores
- enrol in higher education
- are promoted more and earn more credits
- adapt better to school and attend more regularly
- have better social skills and behaviour
- graduate and move on to higher education

A number of hand outs illustrated the various stages schools may be at with their parent partnerships. See under appendices.

Karen Mapp has conducted research into core beliefs held by parents of lower socioeconomic families to determine their motivation, as it relates to education. Core beliefs essential to building partnerships between families and schools:

1. All parents have dreams for their children
2. All parents have the capacity to support their children's learning
3. Parents and school, staff should be equal partners
4. The responsibility for building partnerships between the school and home rests primarily with school staff, especially school leaders

Effective family / school partnerships. Three things you must always focus on:

Relationships
Relationships
Relationships

Schools who have reached an advanced stage with their family relationships, do the following:

1. Make home visits to every family
2. Connect family activities to what students are doing at school
3. Have a clear, transparent process for resolving issues
4. Teachers and parents research issues together
5. Families are consulted and are actively involved in decision making

"When families are involved in their school, they stick around and their loyalty is high".

The joining process involves welcoming, honouring and connecting:

Welcoming-families are made to feel welcome, comfortable and part of the school community*; honouring*-family members are respected, validated and affirmed for any type of involvement or contribution they make; *connecting*- school staff and families put children at the centre and connect on education issues of common interest designed to improve educational opportunities.

"Family engagement is like the baking powder in the cake. Flour is the teaching and learning. Without parent support, students will not rise to reach their absolute potential. It doesn't seem like a lot is added, but it makes all the difference".

What can we all do in our schools to make them welcoming and inclusive of parents, families and the wider community? Parents can be a powerful resource and they are there, ready to be developed.

Going Home and 'Taking Charge'

Presenter: Jerome Murphy

Required Readings:

Case Study: HAMMOND COMMUNITY COLLEGE

Murphy, J (2007) "Embracing The Enemy: Moving Beyond the Pain of Leadership". In Paul D. Houston, Alan M Blankstein, Robery W. Cole (Eds.) *Out of the Box Leadership*. Corwin Press, pp133-153.

Murphy, J (2007) The Unheroic Side of Leadership. *The Jossey-Bass Reader on Educational Leadership* San Francisco, CA: John Wiley and Sons, pp 51-61.

Jentz and Murphy "Embracing Confusion: What Leaders Do When They Don't Know What To Do", Murphy, "Embracing The Enemy: Moving Beyond the Pain of Leadership".

(Additional materials were distributed during the session)

"Leadership is the most observed and least understood phenomenon on earth". Jerome Murphy

In a group session we covered the following aspects of this case:

DIAGNOSIS

- Do Lopez did not have much to lose so she could take risks
- The Community College was in bad shape
- Dr Lopez had no knowledge of the potential closure until after she accepted the position
- It could be an opportunity or an ambush

STRENGTHS AND WEAKNESSES

- Lack of rigour in courses
- Community dis-connect with the Community College
- Dr Lopez was given a year to turn it around
- The College once has enjoyed a good reputation

- Dr Lopez had a good relationship with the Chancellor
- One of the Board member's children was at another Community College
- Dr Lopez was a Math and Science specialist
- Dr Lopez had high standards
- An Industrial Park was right next door
- Dr Lopez had high standards

GOALS

- Short term goal- survival
- Long term goals – to improve programmes, achievement and therefore the Community College's reputation

STRATEGIES AND ACTIONS

- Hired Mrs Garcia who was young, talented and who was her friend and a supporter
- Eliminated basic Math and Life skills and persuaded deadwood staff to retire
- Turned Math results around
- Got achievement scores up
- Got the community involved in the College
- Encouraged the industrial park to get on board
- Increased applications and admissions
- Changes the look of the school by borrowing high tech equipment

The Hammond Community College case illustrates six tasks of effective leadership:

- Identifying PURPOSE
- Facilitating STRATEGIC DEVELOPMENT
- Tackling ADAPTIVE CHALLENGES
- Mobilising POLITICAL SUPPORT
- Building ORGANISATIONAL CAPABILITY
- Orchestrating DAILY OPERATIONS

"The leader's role is full of Oh no! moments. You need a strategy to deal with the unexpected and expect it".

Authority changes relationships between people. You should identify 'informants' who are staff you trust to gather regular feedback about issues. Subscribe to 'walk around management' and be visible.

Harvard L.E.V Impressions

"A child is guided by love and inspired by knowledge". Lou Salza

I was in 'Group 12' and Lou Salza was our leader /facilitator. He was excellent and I felt privileged to be working with him. Lou had a wonderful sense of humour and was able to get the best out of everyone in our group. Participants travelled from Virginia (x2), Washington (x2), Texas (x2), Austria, New York (x2), Illinois, Australia and New Zealand. Having the opportunity to connect with other leaders from a range of schools was invaluable. We bonded well and plan to keep in regular contact in future.

The Harvard University, Graduate School of Education L.E.V successfully balances lectures; interactive workshops; group reflections and analysis in both indoor and outdoor contexts with regular social interaction and local sightseeing. The eight days passed very quickly and left us feeling excited and inspired by new and challenging information, punctuated by reflection.

I am still finding new insights in my materials and notes and the past few weeks of reflection, while on sabbatical, has only served to further enhance the experience. I thoroughly recommend this course and am happy to be contacted to discuss it further.

PART TWO

Web 2.0 environments in three Queensland Academies

RATIONALE FOR VISITING THESE ACADEMIES

We are in a pivotal time for reinventing the role of information and communications technologies (ICT) in teaching and learning. More specifically, emerging tools, applications, media and infrastructures are reshaping three aspects of education simultaneously:

- The knowledge and skills society wants from graduates of education are shifting as a result of the evolution of a global, knowledge based economy and a 'flat' world
- Methods of research, teaching and learning are expanding as new, interactive support innovative pedagogies (Dede, in press –a)
- Characteristics of students are changing as usage of technology outside academic settings shapes learning styles, strengths and preferences (Dede, 2005).

(Chris Dede is the Timothy E. Wirth Professor in Learning Technologies at Harvard's Graduate School of Education. His fields of scholarship include emerging technologies, policy and leadership)

I first became aware of the Queensland Academies when highlighted in a recent International Baccalaureate magazine, featuring Web 2.0 technologies in classrooms. In April of this year, I also met two senior staff from the Queensland Academy of Creative Industries (QACI), while attending an International Baccalaureate Conference in Adelaide. I was subsequently invited to visit all three academies and willingly embraced this opportunity.

INTRODUCTION

In 2004, Queensland state education standards were falling behind achievement rates of other Australian states, second only to Northern Territories. There was increasing slippage of Queensland (state educated) high school graduates, from the first two years of university courses. In addressing this issue, Queensland State Government moved to establish three 'cutting edge' academies catering for students gifted in any of the following: creative arts, science, mathematics, health sciences and/or technology.

In January 2007, two academies opened. Queensland Academy for Creative Industries in Kelvin Grove and Queensland Academy for Science, Mathematics and Technology located in Toowong were the first to welcome students. A year later, the Queensland Academy for Health Sciences, in Southport on the Gold Coast, opened its doors.

Queensland State Government not only had a vision, they had $40 million to spend on the land and buildings for each of the three academies.

INTERNATIONAL BACCALAUREATE CHOSEN

Education Queensland (EQ) chose the International Baccalaureate Diploma Programme as the curriculum and qualification underpinning QACI and the other two academies. This was another bold move by the Queensland State Government and the idea came directly from Queensland's Premier. However there was a clear agenda: the Queensland Academies are expected to pave the way for Web 2.0 technology in all Queensland classrooms.

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1. Queensland Academy for Creative Industries

Queensland Academy for Creative Industries (QACI) is a state school for high performing students in Years 10 to 12. Previously, gifted students would probably have entered independent schools, provided their parents could afford the fees.

PURPOSE BUILT CAMPUS

The completed seven storey building that accommodates QACI, is adjacent to the Queensland University of Technology (QUT). The location for this 21st century, school was by design and not by chance, as QACI has a unique partnership with QUT. I was met by Principal, John Jose and joined him on a tour of QACI.

PRINCIPAL SELECTED

John had had experience establishing a school but later moved to become the Principal of a rural government school, in an underprivileged environment. While he was there, John received an invitation by phone from the Queensland State Government, to lead the (then) planned QACI from the blueprint.

STAFF INPUT INTO PLANNING

QACI began in another rented building across the road from where it is today. This meant that many staff had input into their space within the complex and ensured it would cater for

their particular teaching disciplines. Greater ownership was achieved and QACI offers impressive learning spaces. It certainly measured up to its aim of being a world-class, learning environment for creatively talented students and their families. QACI education features an emphasis on digital pedagogy, creativity, enterprise and innovation.

KEY FEATURES

QACI is located in the heart of the Kelvin Grove Urban Village Precinct. Key features of this new facility include: community/commercial/public interface; general entrance areas; universal spaces; student research centre; specialised visual art and media rooms and specialised theatre spaces. Queensland's government spent 40 million on this development and it is a fantastic alternative to single or two storey school buildings.

DIGITAL PEDAGOGY

All students had to have an Apple Mac Book. Most, if not all, resources were online and students relied on very little paper and were able to access their curriculum requirements 24 hours a day, seven days a week. Students communicated with teachers via email or on blogs and information was regularly shared between groups within classes. Teaching spaces were open, flexible, well lit and spacious and possible to see through glass walls into three classes at once.

QACI students are certainly part of the 21st century. I witnessed their interaction and high-level skills in creative endeavour and communication technologies. Students appreciate that these skills are essential to producing new knowledge and products in future. QACI students are challenged by cutting-edge research, real student leadership and inquiry. They are constantly encouraged to developing the skills required of innovative knowledge workers of the future.

CHALLENGE FOR STAFF

The International Baccalaureate as a qualification was new to most staff at QACI and it has roved to be a huge learning curve for most of them. Staff at all three academies sited workload issues as an ongoing concern, especially considering annual intakes are increasing to a maximum roll of 450 in each school (150 students in each year level).

STAFF SUPPORT BEST LEARNING OUTCOMES

Apart from IB professional development and any curriculum issues that presents for staff, QACI offers a challenging environment integrating the conceptualisation of knowledge, both developmentally and sequentially, facilitated by online learning. By engaging in professional development and collegial reflection, QACI staff show commitment to supporting all students, in achieving the best learning outcomes for their appropriate goals and talents.

EXCELLENCE PROMOTED IN EVERY DIMENSION

QACI staff nurture students while encouraging them to push the boundaries of excellence in the arts and social cohesion. They firmly believe arts-rich learning environments deliver higher results in arts education and across the curriculum generally. Principal, John Jose believes that schools must be drawn into the wider arts and cultural community and into creative industries and vice versa. The challenge for QACI is to identify and foster the necessary conditions for future dynamic arts and education partnerships in Queensland.

STUDENT ADVOCACY AND SELF RESPONSIBILITY

Student advocacy was high at QACI and I would eventually experience it as a cultural norm at all three academies. Students had input into planning their school day and a high trust environment was embraced. At QACI, this extended to all aspects of school, including 24/7 access for students in Year 12 to all resources and equipment in the building. Swipe card access and varying levels of security for students of differing year levels was also a feature.

WEB 2.0 IN ACTION

QACI's cutting edge technology facilitates learning and provides staff and students with the best possible opportunity to lead the education market. The environment is hard-wired throughout with wireless capabilities. QACI teaching spaces are all linked internally and receive and export large amounts of data externally. Usage of technology varies from formal space (fixed) to informal space usage (portable).

QACI GRADUATES

QACI graduates want to become global influencers; learning inspired; entrepreneurial and enterprising; ideas architects and life designers. The IB philosophy underpins everything at QACI including the expectation that students will be ethically and socially responsive citizens. Creative industries use creativity for commercial outcomes and the creation of flexible careers that meld creative skills with the requirements of business and industry.

GRADUATE DESTINATIONS

There are many destinations in which QACI graduates can hone their skills, including film, television and entertainment software; writing, publishing and print media; music composition and production; architecture, visual arts and design; advertising, graphic design and marketing and performing arts. QACI demands creativity in all aspects of life – social, economic, aesthetic, technological and cultural. I saw QACI as a place where imagination was valued. Students were expected to respect different cultural practices and values and celebrate them in productive ways. It was a vibrant and impressive school.

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2. Queensland Academy of Science Maths and Technology

SCIENCE FOCUS

The Queensland Academy for Science, Mathematics and Technology (QASMT) is the equivalent of the QACI except with a science focussed-curriculum. The school was built on a site in a suburb in Brisbane previously occupied by the Toowong High School. The high school had been suffering a declining roll and it seemed the ideal site to accommodate the QSMT. The school currently has a roll of 240 students but is also capped at 450 for the school and 150 at each of the three year levels. Principal Stephen Loggie was approached to establish the QSMT in the same way that John Jose was called by the Queensland Government. Both Stephen and John had previously had experience establishing a school.

DIGITAL FACILITIES

Like QACI, QASMT offers the latest ICT infrastructure and architecturally designed learning spaces: university-standard science laboratories; a wireless campus which enables computer network access from all student work and recreation areas; extensive recreational and sporting facilities including a modern gymnasium; a modern library; a contemporary refectory; a 300 seat lecture theatre; classrooms with the latest IT infrastructure and state of the art music, design and technology facilities.

LEARNING GROUPS ESTABLISHED

The relationship of the students and teachers at QASMT was based on intellectual challenge and interdependent enquiry. QASMT staff encourage students to develop learning groups to accelerate their learning. The school day begins at 8.20am with step up (our equivalent is form time) where students spend 20 minutes being mentored and catching up with their step up (form) teacher.

ACTIVE ENGAGEMENT IN LEARNING

QASMT staff work at the forefront of science in a variety of disciplines. They invite their QASMT students to challenge them through lively debate, which leads students to new understandings. Knowledge is co constructed throug debate, analysis and critical thinking. Scientific research, utilising cutting-edge facilities and technologies, allows students to excel.

STUDENT ADVOCACY

QASMT students have formed a decision-making body that meets regularly to discuss issues and develop initiatives that will make QASMT more successful in achieving its mission. Students demonstrate maturity to developing and maintaining peer relationships.

Due to opportunities offered, QASMT students are often on campus outside the hours of a traditional school day. Some facilities are open from 7:30am (gym and the library) and the refectory opens at 7:30am for those who arrive too early to have had breakfast. In addition, voluntary tutoring is offered after school in most subject areas. The library closes at 5:00pm daily.

PARTNERSHIP WITH QUEENSLAND UNIVERSITY

A focus on the creation of new interfaces between QASMT and Queensland University of Technology exists. QASMT is mindful of a government expectation to challenge and inspire Queensland's best and brightest science, mathematics and technology students. The QASMT offers an experience that is positioned between traditional senior secondary schooling and university. Student voices are also critical to the decision-making process at QASMT.

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3. Queensland Academy of Health Sciences

HEALTH AND MEDICINE

Health and medicine are two of the growth industries of the 21st century. The Queensland Academy for Health Sciences (QAHS) provides students with opportunities to focus on the health sciences with the wider curriculum allowing students to undertake subjects across humanities, social sciences and science.

PRINCIPAL SELECTED

Leanne Nixon is the Principal of QAHS and like John Jose and Stephen Loggie, Leanne had experience establishing a school from a blueprint. Once again the budget was close to $40 million. The campus is on a fairly tight site adjacent to Griffith University, in Southport on the Gold Coast. The land was owned by Griffith and sold back to Queensland Education. QAHS was a mixture of two storey administration, student services and classrooms blocks, technology and science laboratories, a refectory, auditorium and gymnasium.

FLEXIBLE TEACHING SPACES, FIXTURES AND FITTINGS

I was very impressed with the architecture and the furniture at QAHS. Classrooms were divided by clear glass walls and there were a number of round tables for up to eight students to sit in groups within classrooms. Some classrooms were set up with the teacher at the centre of the room. Very few classrooms were set out in the traditional way, with the teacher at the front of the room.

DIGITAL PEDAGOGY

All classes used digital pedagogy (the term ICT was deliberately dropped at the beginning if this year). The *e learning* environment at QAHS involved the exclusive use of student tablets (the same as the QSMT) with the teacher leading instruction on his or her tablet, projected onto a smart board or whiteboard, so that students could follow every step. In return, every student working on their tablet could have their work checked by the teacher as they progressed through the lesson. Their teacher would often drop into their work online.

GRADUATE DESTINATIONS

The QAHS caters for students with a positive work ethic as well as a keen interest in sciences and other subjects related to the medical and health industries. Students will have opportunities in diverse areas and may pursue a career in fields as:

- Various clinical professions, e.g. medicine, dentistry, physiotherapy, optometry, audiology, pharmacy, psychology, nutrition and dietetics.
- Biotechnology, e.g. biostatistician, clinical research associate, venture capital project officer
- Law and marketing, e.g. patent attorney dealing with intellectual property on scientific research; science journalist, public relations officer
- Public health, e.g. health promotion, public health research, environmental health
- Medical technician, e.g. forensics, microbiology
- Education, e.g. university lecturer, secondary science teacher
- Medical research, exercise science

PARTNERSHIP WITH GRIFFITH UNIVERSITY

Griffith University's involvement in the delivery of extension activities offers QAHS students a range of enriching opportunities. These include exposure to either mainstream or tailored, undergraduate coursework and research that will enable them to develop study, research and enquiry skills, to reflect on global perspectives.

Graduates can choose the university where they wish to pursue studies. The QAHS internationally recognised International Baccalaureate Diploma should give students the opportunity of moving on to the world's major universities.

SMART CLASSROOMS

Having seen all three academies, I was impressed with what had been achieved in just over three years. I was very interested to see what could be achieved with 40 million, 'carte blanche' and a clear vision for developing three distinct learning environments for gifted students. I was not disappointed, however I did wonder whether staff trained in the IB would stay at the Academies after employment

agreements had been honoured, or whether they would seek promotions through the IB network worldwide. While the Queensland government's initiative for raising standards appeared to working in its infancy, the Academies' success and their impact on wider Queensland state education, in terms of raising standards, can only be assessed after a few more years.

CHALLENGE FOR EXISTING SCHOOLS

While many schools are well on the way to becoming fully wireless and lap top schools, they simply can't pull everything down and start again, despite the temptation to do so. Schools like Nga Tawa Diocesan School, steeped in over a century of tradition, must future proof many buildings that were created fifty plus years ago, while retaining their historical capital. Some urban schools have done this very successfully, integrating modern flexible spaces between older buildings.

I have certainly come away from the Queensland Academies visits with a wish list and a clearer, more confident path forward. I believe we should also replace the definition 'ICT' with *Digital Pedgogy* at Nga Tawa. All schools must link emerging technologies with greater learning outcomes. However, our digital challenge remains in ensuring staff are willing and able to utilise these tools and technologies.

ACKNOWLEDGMENTS

I especially thank Glenda Hobdell, from QACI, for organising these visits. I am also indebted to the three Principals: John Jose, Stephen Loggie and Leanne Nixon, for sharing their valuable time with me. They must feel enormously proud of their achievements to date and have some confidence knowing they are positioned well to meet the objectives established by the Queensland State Government in 2004.

Roz Mexted

PRINCIPAL

NGA TAWA DIOCESAN SCHOOL, September 2009