

**Sabbatical Report**  
**Hegarty, Wayne**  
**Marlborough Boys' College**  
**July 2015**

**Title**

Self-Review with a classroom practice focus - to investigate how to support staff in a teaching and learning capacity through in school review process.

**Author**

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- Michael Heath –Acting Principal
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- Jeremy Marshall (Marlborough Community of Schools planning)
- Rod McCloy (Rotoiti Lodge strategic planning)
- Jill Pickering and Ray Russell (International)
- Chris Grage (Self review)

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Linda Tame who provided templates in 2012 that were adapted and used as part of our Faculty Self Review processes.

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Individuals from a variety of schools and other educational institutions that I met informally during my sabbatical that so willingly commented on processes in their schools.

**Executive Summary**

Based on visits to schools in New Zealand and England and analysis of literature associated with Kia Eke Panuku and School Wide Positive Behaviour for Learning it is my recommendation that:

1. Faculty reviews with greater focus on teaching and learning would strengthen the MBC self-review process.
2. A common agreed template for classroom observations used across all faculties should be developed and would provide a greater consistency of approach.
3. A Principal walk-through template should complement the classroom observation template.

## **Purpose**

The purpose of the professional learning was to investigate how both Faculty Review Processes and my role in them can better support staff in a teaching and learning capacity. The sabbatical also allowed me to recharge batteries and plan for the next stage of progress at Marlborough Boys' College.

I investigated different models of faculty/department and classroom review in a variety of school settings. I also analysed programmes designed to support teaching and learning most specifically Kia Eke Panuku and PB4L. My goal was to end up with a template relevant to the MBC setting of how to review/support teachers to provide lessons that support current pedagogical best practice for learners in general and priority groups including Maori in particular.

## **Rationale and Background information:**

### **Issues important to the school**

I began as Principal at Marlborough Boys' College in 2010. Marlborough Boys' at that time had 2 Statutory Managers, a debt of \$1.8 million with a subsequent loan from the MOE of \$1.3m and student achievement below that of similar decile schools. Staff, students and the community have worked together to "turn the school around." In 2012 the loan was repaid and initiatives put in place at the school has seen student achievement rise significantly. For example, in NCEA level 1 participation pass rates have improved from 60% in 2009 to 82% in 2014. Supporting higher ability students to achieve to their potential has been a focus of annual plans since 2011 and our more academic students have been achieving at a significantly higher level than they were in the past. The 2014 level 1 result was especially pleasing with 49% of the cohort who achieved NCEA doing so with excellence or merit, up from 11% in 2009. Scholarship Passes rose from 3 in 2013 to 11 in 2014 with 4 being Outstanding Scholarships. In 2014 a Marlborough Boys' College student gained the best Scholarship result in New Zealand in Chemistry and another the second best Scholarship result in Technology.

The increased achievements have resulted from increased expectations on all stakeholders, MOE and community funded projects and from staff commitment to professional learning opportunities that have arisen from these. The board were very clear in my appointment process that raised academic achievement was expected. The school has accepted professional learning opportunities offered and there is no doubt improvements in teaching and learning and self-review have supported this rise in student achievement. For maintenance of our improved grades/ongoing rises in student achievement at Marlborough Boys' College the interacting focus of teaching and learning and self-review will be critical. Our staff has been exposed to the "how" to support teaching and learning of students in general and Maori in particular. Transferring this to practices in the classroom and ensuring this practice is happening is a critical next step in continuing to improve student outcomes.

Faculty Review at MBC currently incorporate the following dimensions:

- a) Annual Report to the BOT
- b) Post report meeting of Head of Faculty with individual BOT members and either the Principal or DP with curriculum oversight.
- c) Emergent Reviews that arise out of a) or b)
- d) Faculty Self-Review template—undertaken by all faculties in 2012. Voluntary use after this.
- e) HoF appraisal process.

Apart from unstructured classroom visits by the principal review of teaching and learning is devolved to line managers in the faculties unless staff are provisionally registered or involved in specific projects such as Kia Eke Panuku where specific classroom observations and feedback will complement those done within faculties.

## **Activities undertaken (Methodology)**

During the sabbatical period I looked at how different schools in New Zealand and in England support teaching and learning and reflected on how Kia Eke Panuku and PB4L initiatives being undertaken at MBC to support effective practice in individual classrooms could be incorporated into a school-wide MBC model of classroom observations whether part of or independent of Faculty reviews.

## **Findings – school visits**

In all schools observations of teaching practice was undertaken and the principal/headmaster or a delegated senior/line manager was assigned to the task. Whether the principal/headmaster was involved was dictated by the nature and size of the school.

Departmental or faculty review appeared to vary both in emphasis and complexity. Who facilitated the reviews also varied. Some schools employed outside facilitators to support this process. Others used school staff. Schools with complex departmental/faculty review had principals whose passion for the process was very clear.

## **Findings – incorporating Kia Eke Panuku concepts**

The goal of Kia Eke Panuku is to create classrooms and lessons that embody culturally responsive and relational pedagogy. Indicators of a culturally responsive and relational pedagogy are said to reflect discursive teaching practice and include:

- Making classrooms welcoming to students from different cultures particularly Maori
- Creating lessons that allow students to bring their own cultural identity, prior knowledge or values to learning
- Allowing students to have a greater amount of say in how they learn and where possible what they do in class in order to learn
- Lessons that become co-constructed with teachers and students learning from others.

Each staff member is observed and supported to reflect on lessons using the Kia Eke Panuku observation tool.

The tool is designed for a 20 minute visit and then subsequent feedback/shadow coaching. The session begins with a 5 minute overview where the lesson context and nature of the physical classroom environment is analysed. This includes desk layout, and wall displays. There are then 5, 3 minute observations of teacher and student behaviours. The observer record “in camera” what they hear the teacher and individual students say. In each 3 minute period where the teacher is located in the class is recorded. So too is whether the teachers comments are directed to the whole class, individuals or groups. At the end of the 20 minute session the observer will ask one or two Maori students in the class for their perception of the degree of learning for them and the amount of work they think they completed.

The feedback/shadow coaching to staff centres on what was observed and whether this reflects traditional or discursive practice and the degree to which identified relationship indices are evident. Statements made by staff/students would be said to be traditional practice if they incorporated instruction, monitoring or feeding back or feeding forward on behaviour. Statements made by staff/students would be said to be discursive if they incorporated elements of the Effective Teaching Profile specifically Ako (strategies that promote effective teaching interaction and relationships with their students), co-construction of activities and a focus on feed-back and /or feed-forward on academic matters. Finally the nature of the relationship between teacher and students and among students is analysed based again on the 5, 3 minute “in-camera” episodes.

## **Findings – incorporating PB4L concepts**

PB4L focuses on creating the behavioural patterns that support learning. At tier 1 common school values and reward / punishment systems are clarified. The MBC derived values use the synonym RIPP and include

- **Respect**
- **Involvement**
- **Pride**
- **Responsibility**

To enable students to be the Best They Can Be.

The values provide focus points on which a behaviour and consequence (rewards and punishment) system is based.

Tier 1 strategies are designed to support the 80-90% of students that function well when they have clear direction. Tier 2 strategies are designed to consolidate tier 1 ones and provide options for the 5-10% of students for whom extra support is required. MBC is a tier 2 PB4L school and has programmes in place to support students who struggle most of the time or in response to specific incidents (e.g. dad has walked out).

Positive Behaviour Support in Classroom Settings focuses on three factors that can prevent or address behaviour issues. The first, Ecological factors look at the role of the classroom setting such as furniture layout, scheduling of activities and having these known to students and providing opportunities for, and the climate for, positive socialisation. The second factor, the Classroom Behaviour System highlight the need to define and teach behaviour and the reinforcement of this through a reward/consequence system. The third factor, Curriculum and Instruction looks at whether materials and instruction are altered or adapted – I would call this differentiated.

## **Reflection**

### **What could be included in an observation template?**

Kia Eke Panuku and PB4L arise from differing contexts but both build on best teaching and learning practice theory. The Kia Eke Panuku observation tool and the PB4L literature, I believe, provide some valuable potential insights that could be incorporated into walk-through type visits by SLT or part of an intensive in-depth faculty review.

### **Combined Kia Eku Panuku and PB4L insights:**

There is some obvious synergy between the two. For example the Effective Teaching Profile element Ngā whakapiringatanga (teachers are able to create a secure, well-managed learning environment) has obvious synergy with PB4L concepts.

In both the nature of the physical classroom environment is analysed. This looks at desk layout and wall displays

- furniture layout – is the layout conducive to non-traditional modes of teaching and learning - group work activities
- Wall displays show evidence of:
  - Maori iconography – would Maori would feel comfortable in this setting?
  - Classroom rules expectations posted.

**How can classroom visits whether part of a faculty review or not compliment the work being done in Kia Eku Panuku?**

- The Kia Eke Panuku visits are not done at the start or the end of the period – observations at these times would complement the Kia Eke Panuku process allowing a focus on best practice start and plenary best practice options.

#### **Potential Principal observation process:**

- 5 minute overview analysing the nature of the physical classroom environment, lesson context and evidence of scheduling of activities (lesson outcome visible) and differentiation of activities.
- One 5 minute observations of teacher and student behaviours based on Kia Eke Panuku template and behavioural praise ratios.
- If SLT walk-through ask students 5 and 20 on the roll for their perception of the degree of learning for them and the amount of work they think they completed.
- If part of in-depth Faculty review ask one of staff identified top 1/3<sup>rd</sup>, middle 3<sup>rd</sup>, bottom 3<sup>rd</sup> for their perception of the degree of learning for them and the amount of work they think they completed.

### **Conclusion**

The sabbatical I have undertaken has allowed time for reflection and re-energising. I look forward to working with staff in a focus on teaching and learning in the post sabbatical period.

### **Sharing of templates**

I am happy to share any of the templates described in this report. My contact details are wayneh@mbc.school.nz

Wayne Hegarty  
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26 June, 2015

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