



Developing International Capabilities: Otago Girls' High School Global Leadership Programme



Report on Principals' Sabbatical
Linda Miller July 2015

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1. Executive Summary

This report outlines the development of the Global Leadership Programme (GLP) at Otago Girls' High School and reflects the work undertaken by the Principal of OGHS, Linda Miller, through a Ministry of Education funded Principal's Sabbatical taken in Term 2 of 2015. The report provides an overview of the rationale behind the programme, the context in which this programme has been developed and an explanation of the framework proposed.

A brief summary of some of the key documents and ideas that drive schools' current and future curriculum is provided. These include the New Zealand Curriculum (Ministry of Education, 2007), Supporting future oriented teaching and learning (Bolstad, 2012; Bolstad, 2012), International Capabilities (Ministry of Education, 2014) and the Careers Education Benchmarks – Secondary (Careers New Zealand, 2014). These documents provide direction for Otago Girls' High School as it seeks to provide an education that will both meet the school's vision and prepare its students to be effective Global Citizens. Also included is reference to Stephen Covey's 7 habits (S R Covey, 2014) which have been used as a leadership framework for the programme.

The Global Leadership Programme has been designed to fit the unique culture of the school. The history, current curriculum, Positive Behaviour for Learning initiative and international programme are outlined in order to provide local context for the GLP.

The framework of the programme has been designed to allow students to develop international capabilities. An overview of the programme, from the vision through to its individual elements is provided.

2. The Context:

2.1 The National and International Context

An increasingly common catch-cry in political, economic, social and educational circles in recent years is that of internationalisation. As the world in which we live becomes increasingly globalised¹ and internationalised² the imperative to ensure our young people develop the skills and attitudes necessary to become competent and confident global citizens becomes stronger. To this end there have been a number of documents circulating in New Zealand educational circles that relate specifically to the importance of programmes of learning in New Zealand schools being future focussed in their outlook. Some of these documents and their relevance to the Otago Girls' High School Global Leadership Programme, that is the focus of this report, are outlined below.

2.1.1 The New Zealand Curriculum

At the heart of the conversation on education for the future in New Zealand schools lies the New Zealand Curriculum (NZC) (Ministry of Education, 2007). Through the vision, principles, values and key competencies, this innovative document, which guides the development of individual school curricula, includes a number of specific references to 'future focus'. The Vision of this document is for young people to be positive in their own identity, able to relate well to others, international citizens, contributors to the well-being of New Zealand and informed decision makers. Future Focus is one of the eight Principles of the NZC and encourages students to explore issues such as "sustainability, citizenship, enterprise, and globalisation" (Ministry of Education, 2007, p. 9). The Values (excellence, innovation, inquiry and curiosity, diversity, equity, community and participation, ecological sustainability, integrity and respect) are expected to be encouraged, modelled and explored and through students' learning experiences it is expected that they will learn about, express and explore their own values and those of others.

2.1.2 Future oriented teaching and learning

The concept of future learning has, in turn, been at the heart of the concept of "21st century learning", a much adopted phrase that can be considered "as an emerging cluster of new ideas, beliefs, knowledge, theories and practices" (Bolstad, 2012, p. 1). In the foreword to *Supporting future-oriented learning & teaching – a New Zealand perspective*, the current Minister of Education, Hekia Parata, outlines the importance of ensuring New Zealand's education system provides young people with the 'knowledge skills and values to be successful in a world that is increasingly complex, fluid and uncertain" (Bolstad, 2012, p. iii). Within this report Bolstad et al outline six principles that are seen as being at the heart of 21st century learning. These are explored in relation to the GLP in section 3.5 of this report.

2.1.3 International Capabilities

¹ "Globalization refers to global economic integration of many formerly national economies into one global economy, mainly by free trade and free capital mobility, but also by easy or uncontrolled migration. It is the effective erasure of national boundaries for economic purposes." (Daly, 1999)

² "Internationalization refers to the increasing importance of international trade, international relations, treaties, alliances, etc. Inter-national, of course, means between or among nations. The basic unit remains the nation..." (Daly, 1999)

Bolstad, Hipkins and Stevens (2013) describe international capabilities as the “knowledge, skills, attitudes and values that enable people to live, work, and learn across international and intercultural contexts.” (pg ix). These capabilities are seen as “how the *New Zealand Curriculum Key Competencies* look when young people apply them in intercultural and international contexts” (Ministry of Education, 2014, p. 1). As such, international capabilities must become an essential component of the curriculum delivered in schools throughout New Zealand.

2.1.4 Career Education Benchmarks - Secondary

The Career Education Benchmarks – Secondary provide a framework of effective practice in relation to career education provision. They aim to support young people to “transition successfully from school to further learning and work” (Careers New Zealand, 2014, p. 6) by providing schools with a self-review tool against which they can evaluate their own career education provision. The benchmarks contain four key dimensions for effective practice with ‘Student Career Management Competencies’, the outcomes dimension of the framework, at the centre. This dimension “identifies the attributes that school leavers should have developed to enable them to successfully transition from school into further learning or work and to successfully manage their lives” (Careers New Zealand, 2014, p. 8). Again there is close alignment with the Key Competencies of the NZC through four sub-categories of the Student Career Management dimension; Developing self-awareness, Exploring opportunities, Deciding and acting and Transitions.

2.1.5 Seven Habits of Highly Effective People

Further exploration of leadership themes and self-awareness led to the work of Stephen Covey (of 7 Habits of Highly Effective People fame) and his team as outlined in the book *The Leader in Me: How Schools Around the World Are Inspiring Greatness, One Child at a Time* (S R Covey, 2014). The framework used provides a structure for the development of leadership attributes in a manner that closely aligns with the Positive Behaviour for Learning: School Wide (PB4L:SW) approach used at Otago Girls’ High School, the Key Competencies of the NZC and the Career Education Benchmarks.

The documents outlined above have helped inform the development of a conceptual and operational framework for a programme of learning that will encourage the development of international capabilities among the students of Otago Girls’ High School. The following section outlines the context that already exists at Otago Girls’ High School in terms of the way the New Zealand Curriculum, and in particular the notion of future focus, has been implemented

2.2 The local context

2.2.1 History

Otago Girls’ High School is the oldest state girls’ school in the Southern Hemisphere. Founded in 1871, it has a long history of academic success and many famous women have graced its corridors. Among them are a number of New Zealand’s ‘firsts’ for women; first female medical school graduate, Emily Siedeberg; first female registered doctor, Margaret Cruickshank; first female lawyer, Ethel Benjamin; and first female Olympic Gold Medalist, Yvette Williams.

Over the nearly 150 years since its inception Otago Girls’ has stayed true to its traditions and academic focus and our ex-girls have continued to be trailblazers in careers that span the globe. As the school progresses into the 21st century the imperative to be future focused in the education

provided for girls becomes greater, as does the need for students to be “confident, resilient, independent and responsible young women” (OGHS PB4L vision).

The curriculum we deliver at OGHS must support this vision. The following information outlines characteristics of our current educational delivery at Otago Girls’.

2.2.2 Curriculum

Characteristics of both the formal and informal curriculum we currently offer our students include:

- a comprehensive languages programme - all Year 9 students take a language which is chosen from te reo Māori, French, German, Spanish, Latin, Japanese and Mandarin, with many continuing with their language through to Year 13;
- global content in subjects such as Social Studies, Geography, Business Studies and History
- incorporating Asian contexts into subjects such as mathematics, food technology, health and physical education.
- a strong tradition of community service;
- Positive Behaviour for Learning approach;
- participation in a wide range of education outside the classroom activities including annual international trips and exchanges; and
- involvement in events and competitions such as the Model United Nations and Social Enterprise Competition.

2.2.3 Positive Behaviour for Learning: School Wide (PB4L:SW)

PB4L:SW is a framework used by schools to develop initiatives that “support students to improve their behaviour, resilience and wellbeing. These initiatives help to create more positive home and school environments and deter bullying. By removing barriers to engagement, we improve students’ chances to achieve at school and beyond” (Ministry of Education, 2013). The Positive Behaviour for Learning: School Wide (PB4L:SW) initiative was first introduced to staff of the school in late 2012. After receiving over 90% support for its introduction, work began in 2013 with the establishment of a lead group, consultation with the community, identification of our vision and core values and the development of an associated teaching matrix. Introduced to the students at the beginning of 2014 the success of the initiative has exceeded all expectations. The focus on our core values of Respect (kia whakaute), Positivity (kia hihiri) and Integrity (kia pono) and our Shelly Card reward system have seen discipline issues drop significantly and the general tone of the school improve. The tone is often commented on by visitors to the school and a recent visit by the Ministry of Education PB4L:SW facilitator showed that the school was ready to progress to Tier 2 of the programme despite having been in the programme for such a short time.

2.2.4 International Programme

Otago Girls’ High School has a strong and well established international programme. There are currently 35 international students who come from countries including Japan, China, Hong Kong, Taiwan, Thailand, and Germany. These students play an important role in the school in terms of adding to our cultural diversity as well as much needed income. They are also an important and underutilised resource in the school.

In 2012 the school was successful in applying for funding through the Asia New Zealand Foundation to assist teachers in incorporating more Asian content into their programmes of learning and to

purchase library resources and flags to raise awareness of the role of Asia in the future economic, political and environmental landscape in which New Zealand operates. This has helped internationalise our curriculum.

Otago Girls' also has a number of students who are already participating in very high level international forums. In 2014 we had a student attend the United Nations Youth Assembly in The Hague, another attended the Millenium Science Camp in Finland, another was on a scholarship to attend school at Kunei Girls' School in Tokyo and two more won scholarships for a cultural exchange to Thailand. A group of 13 girls travelled to Japan on a language trip, 16 went to Thailand and Laos on a World Challenge expedition and this year our choir is traveling to Shanghai with a further group of 20 students travelling to France for three weeks.

The development of the Global Leadership Programme at Otago Girls' High School has been a response to the imperatives resulting from the local, national and international context in which we operate. It also stems from a desire to ensure students from Otago Girls' High School are at the leading edge as global citizens.

3. Developing the GLP framework

3.1 Introduction:

The idea of a Global Leadership Programme came about after discussions around finding a way of improving the experience of both domestic and international fee-paying students attending Otago Girls' High School. The interactions between our domestic and international students mirror the findings of the literature review commissioned by the Ministry of Education on the impact of international students on domestic students and host institutions (Ward, 2001). The key finding of this literature review is as follows:

“Although studies converge in the finding that the incidence of intercultural interactions is low, greater contact is expected and desired by international students. However, despite the findings that domestic students hold relatively favourable perceptions of international students, most investigations have concluded that domestic students are disinterested in initiating contact with their international peers. Significant intercultural interaction is unlikely to occur spontaneously to any large extent, and it is almost certain that interventionist strategies would need to be introduced to promote more and better intercultural activities.” (Ward, 2001, pp. 2-3)

What started as an idea to incentivise greater interaction between domestic and international students became even more exciting once it was realised that this outcome could be simply one component of a much broader programme that could promote and recognise the development of international capabilities among all students; domestic and international alike. This led to thinking about the many students of Otago Girls' High School who have achieved extraordinary successes at the local, national and international level in projects that have global relevance. While these successes have been recognised individually, we had no means by which to capture the totality of these achievements in a way that reflected the global leadership skills, or international capabilities, the individual students had developed and utilised and the potential they had as global citizens. It was from these considerations that the idea of an award scheme that focused on the progressive development of global leadership skills grew.

3.2 The role of the TeachNZ Principals' Sabbatical programme:

The TeachNZ/Ministry of Education Principals' Sabbatical programme provided time to enable a review of literature, the opportunity to meet with individuals and organisations relevant to the project – both in New Zealand and off-shore, and most importantly, the opportunity to develop the ideas more fully and to scope the programme in preparation for its implementation at Otago Girls' High School in 2015. A summary of the individuals and organisations met with during the sabbatical can be found in Appendix I.

3.3 The role of reflection in leadership

While carrying out research into suitable leadership frameworks to utilise for the programme, the importance of self-reflection arose time after time. (Senge, 2006) talks about the importance of reflection in becoming a learning organisation and leadership models and descriptions of characteristics abound with the importance of being reflective. It is through reflection that students are able to take time to think about what they have been doing and to make the connections with other aspects of their lives. It is also how they learn and grow as the insights gained from reflection are hopefully applied to the next situation to which they are relevant. One of the requirements of the programme will be to get students reflecting on how the activity or learning they have completed relates to the aims of the GLP and which of the leadership habits they have utilised in completing the task. Through this requirement, the aim is that students will more readily identify and seek out the connections that exist, enriching and amplifying their learning and their leadership potential.

3.4 GLP Framework

3.4.1 Name and Rationale

The programme has been named the Global Leadership Programme to encapsulate the dual concepts of internationalisation and leadership. The vision and aims are outlined below. Reviews of relevant literature and examination of the OGHS context provided insights into a broader range of reasons for implementing this programme. These include:

- The need to prepare students for a world that is more 'interconnected and multicultural' (Blazer, 2006). This requires students being supported and empowered to become: more internationally capable, more self-aware, life-long learners and global citizens³;
- The desire to increase the level of cultural interaction between domestic and international students at Otago Girls' High School;
- Providing opportunities for students to learn that they can make a difference in the world;
- The desire to acknowledge students' international capabilities through an award that is seen as adding value to their educational journey;
- The desire to develop in young people the leadership skills that will be required for them and for others in the future; and
- The desire to ensure that students can function capably anywhere in the world.

³ Noddings (2005) defines global citizenship as the process that is concerned with "worldwide economic and social justice, the eradication of global poverty, the improvement of the health of our physical world, the preservation of well-loved places, the achievement of balance in diversity and unity, and the well-being of all earth's inhabitants" (Astiz, 2007).

The programme is to be voluntary, to be motivating for students and will bring together both curricular and co-curricular learning in ways that encourage the students to reflect on the relevance of their learning in all curriculum areas in relation to the aims of the Global Leadership Programme. The programme will provide a framework in which students will personalise their learning journey, choosing contexts and opportunities that are of interest and value to them. The programme puts the students at the centre of their own learning and has the potential to allow students to better help shape the learning they will undertake in their classes by providing a framework around which they can make connections between different areas of their learning as well as reflect on their learning. While the programme is open to students of all abilities, it has the potential to extend our Gifted and Talented students.

3.4.2 Vision

The vision for the programme evolved as the result of the readings and discussions conducted by the author.

“Students from Otago Girls’ will develop and have acknowledged skills, attitudes and values that will enable them to participate and lead in the global community.”

3.4.3 Aims

To this end three aims have been developed:

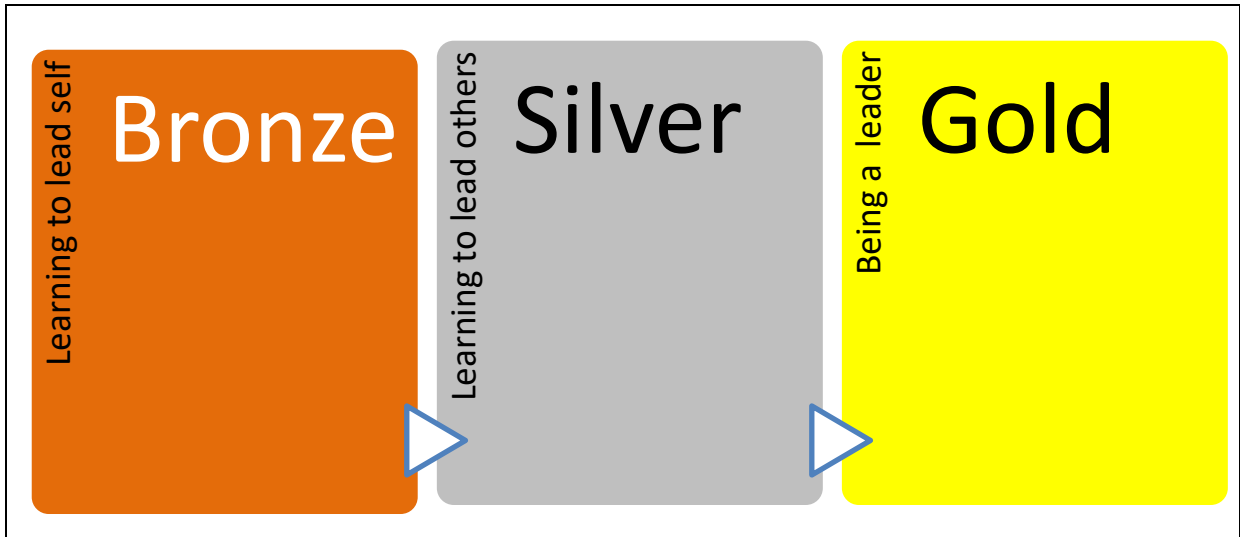
That the programme will enable students to:

- *Develop global awareness*
- *Build global networks*
- *Contribute to the solution of global problems.*

3.4.4 Programme Progression

Following the model set by the Duke of Edinburgh’s Hillary Award, the outcomes of the programme are progressive with three levels to the scheme; Bronze, Silver and Gold. This is to ensure students see the programme as achievable by providing milestones along their learning journey, and also to enable a different focus at each level, reflecting the developmental progression of the programme. The focus at Bronze level will be on each student developing self-awareness and becoming a “leader of self” (S R Covey, 2014). Developing self-awareness includes an understanding and appreciation of their own cultural background and values - a concept fundamental to the development of the student career management capabilities of the Career Benchmarks (Careers New Zealand, 2014) and encourages participation. The Silver level will focus on developing leadership skills and acting at a local level, while the Gold level will focus on the application of those leadership skills within a global setting.

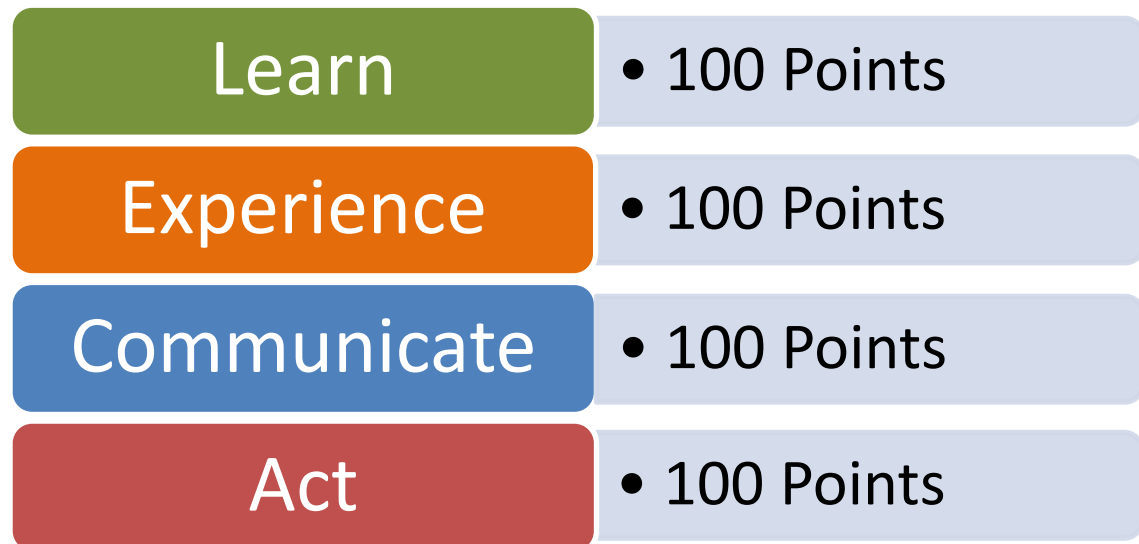
Figure 1: Levels of the OGHS Global Leadership Programme



3.4.5 Components of the Global Leadership Programme

At all levels of the award there will be four components: Learn, Experience, Communicate, Act. Students will be required to collect evidence of their engagement with each of these components with a point system used to determine sufficiency. At each level of the programme students will be required to gain 400 points, with at least 100 in each of the four components. Examples of activities and their approximate point allocation can be found in Appendix III.

Figure 2: Components of the OGHs Global Leadership Programme



Students will gain points by completing an activity relating to one or more of the components and then by reflecting on it. The written reflection requires the student to reflect on how the activity has contributed to the achievement of one of the three aims of the programme and how they have used one or more of Covey's 7 habits to carry out this activity, thus reflecting the dual nature of the award. Further discussion of the four components is found in 3.6 of this document.

3.4.6 Speaker series and workshops

During the investigation phase of the sabbatical the author visited Victoria University to speak to Amber Walters, Manager of the Victoria International Leadership Programme. This programme operates at undergraduate level and is a “ free, self-paced, extracurricular programme aimed at enhancing degree study and making participants more globally aware”. (Victoria University, n.d.) Two elements of their programme have been adapted for the OGHS GLP. These are the speaker series and the seminars. The OGHS Speaker Series will involve inviting guests to OGHS who can speak on topics relating to the three aims of the programme.

3.5 Principles of a 21st century education system

In the report to the Ministry of Education; *Supporting future-oriented learning & teaching – a New Zealand Perspective*, Bolstad et al suggest six emerging principles that sit at the heart of the re-bundling of “learning and teaching to better reflect the context and demands of the 21st century world” (Bolstad, 2012, p. 3). The way the Global Leadership Programme links to each of these principals is outlined below.

3.5.1 Personalisation

The first principle is *personalisation*. Part of the aim of this programme is to get students actively engaged in their own learning; looking for and finding connections between different aspects of their learning, setting and achieving their own learning goals, and reflecting on what they have learned. There is potential for students to negotiate topics studied with their teachers so that both curriculum content and GLP aims can be met. Students will be able to personalise their learning within the structure of the programme; following areas of interest and hopefully identifying and developing their area of passion. The emphasis on reflection on all evidence submitted is designed to develop greater self-awareness (ref to Careers Benchmarks), furthering the aims of the programme and the leadership habits.

3.5.2 New views of equity, diversity and inclusivity

The second principle relates to *new views of equity, diversity and inclusivity*. The GLP’s focus on ‘experience’ as one of the four components encourages students to learn more about the diversity of cultures and backgrounds that exists in our communities – from local to global. Greater interaction between students from different cultural backgrounds will be encouraged by incentivising student participation in programmes such as the hosting of international visitors, the buddy system for international students, and our kiwi-sister programme. Using the recently developed draft Sustainable Development Goals put out by the United Nations (which will replace the Millennium Development Goals) students will choose international organisations and projects to involve themselves with as part of the ‘Act’ component, which will further develop their understanding of equity, diversity and inclusivity.

3.5.3 Using knowledge to develop learning capacity

‘A curriculum that uses knowledge to develop learning capacity’ is the third principle. This refers to the conception of knowledge as ‘more like a verb than a noun’ (Bolstad, 2012, p. 4). At the gold level of the award students will be required to undertake an extended international exchange or

significant project. Given the complexity of these learning opportunities students will be required to create and use new knowledge to “solve problems and find solutions to challenges as they arise on a ‘just in time’ basis” (Bolstad, 2012).

3.5.4 Rethinking learners’ and teachers’ roles

By encouraging students to collect evidence for their GLP awards through curriculum related work and assignments, it is envisaged that students and teachers will work together to build knowledge that will fulfil the requirements of both the subject specific learning and the GLP. Looking at their learning through a global lens will hopefully enable students to see the connections that exist between learning in different contexts. By negotiating their work with teachers to meet multiple outcomes, students will hopefully gain more control of their learning and pursue topics that they perceive as authentic and meaningful. Teachers and students have the opportunity to learn alongside each other as students investigate projects and ideas outside the teachers’ realms of experience.

3.5.5 A culture of continuous learning for teachers and educational leaders

This is a challenging principle to achieve but one that Otago Girls’ High School is addressing through the use of Professional Learning Groups. The use of a ‘teaching as inquiry model’ (Ministry of Education, 2007) and teacher reflection as two key components of the professional development cycle at OGHS mirror the focus on self-awareness and problem solving in the GLP. Through this focus teachers will be better equipped to support students with their own inquiries.

3.5.6 New kinds of partnerships and relationships

The final principle relates to the relationship of the school with its community: *New kinds of partnerships and relationships: Schools no longer siloed from the community.* A key part of the sabbatical project has been engaging with local, national and international organisations with which students can connect as part of the GLP. These organisations can provide authentic contexts in which students can engage in knowledge-generating activities. The Red Cross, UNICEF and UNHCR are just three of the international organisations that support this programme. By involving local and international organisations and individuals in the speaker and seminar series that will form part of this project the community will be supporting the programme, and by extension the school and the learning needs of students.

3.6 The four components and their links to the new educational paradigm

It is envisaged that the impact of this programme will be far more wide-reaching than just an award scheme. Once fully developed it has the potential to achieve all of the principles of a 21st century education system and could provide the link between the ‘old’ and the ‘new’ educational paradigms (Bolstad, 2012). The four components of the GLP need to be considered in light of both paradigms.

The concept of **learn** within the GLP incorporates definitions from both the old and the new educational paradigms. While the ‘learn’ component errs towards the comparatively simplistic definition of learning as adding “new concepts (or knowledge) to one’s existing repertoire” (Bolstad, 2012, p. 15), the learning that will occur through the totality of the GLP will be much more holistic.

The 'learn' component will require students to learn about aspects such as their own culture and background, another language, world events, global systems, historic figures and community organisations. The aim here is to provide students with knowledge to think *with* (Bolstad, 2012, p. 15). General expectations around the conceptual depth of learning and literacy levels required will reflect that of NCEA with Bronze being equivalent to NCEA Level 1 or Level 6 of the NZC, Silver to NCEA Level 2 or Level 7 of NZC and Gold to NCEA Level 3 or Level 8 of the NZC.

Continuing with the findings about learning in Bolstad et al's work, the programme as a whole will incorporate the concept of learning from the perspective of the 'new paradigm'. The programme will strengthen the learning opportunities that exist as students are required to participate in experiences, develop in-depth knowledge in some areas, be actively engaged in their learning and personalise their learning by taking charge of what they are doing and the pace at which they do it. The programme will provide structure for students through the progressive nature of the three levels and the requirements of the four components. Support will be available to help students navigate their way through the programme. Interaction will occur between the students taking part, the students and their teachers and the students and the organisations with which they will work. These interactions will provide opportunities for students to try out and test their ideas with others thereby enabling the learners to feel part of the learning context and that they are acknowledged and valued by their co-learners. Learning will be carried out in a wide variety of settings including on marae, in the classroom, at home, in the community, at friends, in the playground.

The aim of the '**Experience**' component is for students to develop understanding of their own lives and that of others by experiencing cultures, environments and circumstances that differ from their own. The purpose here is to build understanding, tolerance and self-awareness as students operate in settings that will set them outside their comfort zones. As students progress through the levels of the award it is expected that the experiences will see them move further from their home environment and for periods of greater duration.

The **communicate** component requires students to use a range of communication skills to communicate about matters of global significance or to interact with groups or individuals from a different cultural background to their own. These skills must include, but are not limited to, written, oral and digital means. The quality of work required for this component will be guided by NCEA and NZC. (See Learn component above).

For the final component, **Act**, it is expected that students will take part in actions that contribute in some way to the solution of global problems. Such actions could include participating in the democratic process (eg voting for the student representative of the Board of Trustees), taking part in community service projects or organising an activity in which students from different cultures can participate.

For all four components, students will be required to provide evidence of their participation and learning. Evidence will vary depending on the nature of the learning completed but all evidence must be accompanied by a written self-reflection outlining the how the student sees the evidence contributing to the aims of the GLP, and how they used one or more of the 7 Habits.

It is very likely that some of the learning that students engage in will result in evidence that relates to more than one of these components. Students will be required to submit a separate reflection for each component.

Points will be awarded for the evidence presented. Guidelines for the allocation of points will be provided to students with point values generally reflecting the time commitment involved in each

completed task. There will be the opportunity for negotiation. A summary of points can be found in Appendix III.

4. Developing Leadership and Communication Skills

4.1 Leadership

There are two ways in which students' leadership skills will be developed. One is through the constant reflections against Covey's Habits, which will encourage students to consider which of the habits has been most relevant to the tasks they have been undertaking and will, over time, hopefully lead them to exercise the habits routinely. In doing so they will become more and more effective as individuals and gain the respect of those with whom they work. The second way is through the developmental approach inherent in the programme with Bronze focussed on Learning to Lead Self, Silver on Learning to Lead Others and Gold on Being a Leader. It is anticipated that senior students working on Silver and Gold Awards will role model what it is to be a good leader to others.

4.2 Communication Skills

Many of the tasks students complete and use in the programme will require the communication of information in written, oral or visual form. Through the specific Communicate aspect of the award, students will be encouraged to use a range of communication techniques in order to develop their skills in each. As students move into the Silver and Gold Awards it is anticipated that they themselves will present to their fellow students, refining their skills further. Having a speaker series will also expose students to speakers across a range of topics and industries with varying abilities to convey information clearly and in an interesting way.

5. Implementation

The aim is to introduce the programme to students in 2015. It is uncertain what the level of interest will be or how exactly the implementation will take place. It is anticipated that while the framework is now in place there will be much iteration as we see how it all unfolds. The aim for 2016 is to have 20 students participating and it is hoped that at least 5 Bronze Awards will be made.

Presentations will be made to students, staff, Board of Trustees and parent groups, to share information about the programme and to elicit support for it. In future it would be great to see the programme rolled out to other schools. In the meantime the challenge will be to find ways of running the programme in addition to already extremely busy workloads of all involved.

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APPENDIX I

List of Meetings held during the sabbatical

Individual	Role	Org.*	Location	Outcome
Richard Kyle	Bus. Dev. Mngr	ENZ	Wellington	Networking suggestions
Marie-Louise Siddle	Snr Policy Analyst,	MOE, Int Div	Wellington	Suggestions of helpful tools
Shaun O'Connor Jeff Johnston	Schools co-ordr Education Director	Asia:NZ	Wellington	Discussion of ideas.
Amber Walters	Manager, Victoria International Leadership Programme	Victoria University	Wellington	Sharing of programme ideas.
Jacqui Southey	Child Rights Ed Advisor, Youth Partic Prog Mngr	UNICEF	NZ	Introduction to personnel in New York and Geneva. Links with local branches
Jens Matthes	Chief, Child Rights Advocacy & Education	UNICEF	New York	Outline of possible links between UNICEF and OGHS
Scott Hirshfeld	Director of Educ U.S. Fund for UNICEF	UNICEF	New York	Outline of programmes available in USA schools.
Angelica Montillot	Coordinator, Visitors' Centre Division of External Relations	UNHCR	Geneva	Demonstrated and outlined educational programmes. Established link with ex-student Jennifer Pagonis.
Jennifer Pagonis	Chief of Strategic Communications	UNHCR	Geneva	Link between OGHS and UNHCR established.
Jill Mackechnie	Chief of Section	UNHCR	Geneva	Outlined work and education programmes.
Dorine Da Re- Van der Wal		WHO	Geneva	Promised contact with communications office.
Sachi Tomokawa	Research assistant	WHO	Geneva	Outlined programmes
Julian Fleet	Snr Adviser Office of the Secretary General	IFRC	Geneva	Set up all meetings with UN staff. Provided overview of UN organisational structure and internal politics.
William Babumba	Senior Officer, Learning and Research Dept	IFRC	Geneva	Provided information on education programmes students can link into.
Rob Lynam	Senior Officer, Learning and Research Department	IOMBA	Geneva	Has made learning modules available for students through online forum.
Priya Desai	Education officer	ILO	Geneva	Outline of education programmes.
Julianne Drews	People Dev Officer, Organizational Development, HRM	UNAids	Geneva	Outline of education programmes
Jan Beagle	Dep Exec Director	UNAids	Geneva	Networking opportunity

***Abbreviations:**

ENZ: Education New Zealand

MOE: Ministry of Education

VILP: Victoria University International Leadership Programme

UNICEF: United Nations International Children's Emergency Fund

UNHCR: United Nations High Commissioner for Refugees

WHO: World Health Organisation

IFRC: International Federation of Red Cross and Red Crescent

IOMBA: International Organisation Masters of Business Administration

ILO: International Labour Organisation

UNAids: United Nations Aids

APPENDIX II

GLP Brochure (see separate PDF)

APPENDIX III

Points table (see separate PDF)