

2015

Mairehau High School

Harry Romana



Sustaining Success

[2015 SECONDARY PRINCIPALS' SABBATICAL REPORT]

"For all students to value themselves and others; to know they can excel and to reach their full potential."

Contents

Foreword	3
Acknowledgements	5
Education Review Office (ERO)	5
Executive Summary	6
Key Question.....	6
Principals’ and Senior Leaders Motivation	6
Challenges faced by School Leadership	6
The role of the Principal or Senior Leader in School Leadership	7
Māori Student Success.....	8
How does a Principal know? (Evidence)	8
Opportunities to dialogue	8
Respectful engagement.....	9
Critical factors which promote Māori student achievement and learning.....	9
Methodology	10
Purpose of the sabbatical	10
Key focus question.....	11
Other Questions.....	11
Initial scoping	11
What is He Kākano?.....	12
Educational focus	12
Theoretical base	12
Programme Outline	14
Preparation, reading and research	14
Case studies	14
Case study schools.....	14
Time Commitments of Sabbatical Activity	15
2014 Initial Timeline	15
2015 Time commitments of activities	15
Sabbatical details	15
Proposed and Current Plan- Case study schools.....	16
Benefits of the Sabbatical	17
Links to issues important to Mairehau High School.....	17
Links to personal professional development for the Principal	17
Links to current secondary sector priorities	18
Limitations	18
Reporting Intention	18
Professional Readings	18
Case studies	19
Case study 1- Mark Bell- Deputy Principal Mairehau High School.....	19
Case study 2- Ann Brokenshire- Principal Hillmorton High School	21
Case study 3- Phil Holstein- Burnside High School.....	23
Case study 4- Nadia Rose- Associate Principal James Hargest College	24
Case study 5- Linda Dalzell-Assistant Principal & Jacqueline Russell-Specialist Classroom Teacher Southland Boys High School	28
Case study 6- Betty Whyte- Acting Principal Queen Charlotte College	31
Case study 7- Daniel Wilson- Principal Nayland College	34



Foreword

Tēnā koutou katoa (Greetings to all)

Ko te take o tenei kaupapa i whakaūkia i runga i ngā wawata kia tū tangata te ākongā, kia tupu hei ākongā mātau, hei ākongā pakari, hei ākongā whakawhitihiti kōrero i roto i te ao hurihuri, e whai oranga ai tōna hinengaro, tōna tinana, tōna wairua, me tōna pūmau hoki ki tōna tuakiri, ki tōna tūrangawaewae.

(Translation: The purpose of this proposal is founded on the aspiration to develop successful learners, who will grow as competent and confident learners, effective communicators in the changing world, healthy of mind, body and soul and secure in their identity, and sense of belonging.)

Kei nga tauira o te kura tuarua o Mairehau, ngā pūkenga, ngā mōhiotanga hoki e whai wāhi atu ai ia ki te hāpai i te ao whānui.

(Translation: Students of Mairehau High School will have the skills and knowledge to participate in and contribute to society and the wider world.)

Mairehau High School is a smaller community co-educational high school serving northeast Christchurch. It provides a full academic programme, additional specialist support for students with learning needs and physically challenged students, and opportunities for students to participate in a range of sporting, cultural & service activities.

The school's philosophy emphasises teaching students how to learn and to relate to others. The school encourages students to be independent, life-long learners, to respect others, and to always reach their potential.

Clear expectations of student behaviour are embodied in 'The Mairehau Way', the school's values system that enhance the partnership between learning and well-being. A coherent system of expectations and support structures underlines the choices and consequences ethos that keeps all students safe, focused and productive during their school day.

Teachers are expected to examine continually their professional practice, and to add new teaching techniques and strategies to their knowledge, to meet the learning needs of all students. The school supports a comprehensive in-house teacher professional development programme that places students at the centre of the school's efforts.

The school is a co-education high school established in 1961 to serve the northeast sector of Christchurch. The school's name Mairehau is that of the district named after the daughter of Marshland's landowner and benefactor, Arthur Gravenor Rhodes.

In Māori, Mairehau is a shrub prized for the fragrance of its flowers, the fragrance of the Māori mist maiden.

The motto, 'Mairehia i te matauranga' means 'be fragrant with wisdom'.

The crest outline is a symbolic canoe prow denoting hallowed ground. In its upper part is a symbolic Mairehau flower and the mere of leadership below it. The scrolls symbolise a continuing heritage and the white line the living soul of people. The school colours are red, white, and black as these were the only colours available to Māori craftsmen.



To Julie, my wife, my inspiration

Thank you for believing in me



Acknowledgements

I would like to thank the Ministry of Education and TeachNZ for providing the opportunity for me to take a Principal's sabbatical leave in Term 3, 2015.

I am indebted to the Board of Trustees of Mairehau High School for their ongoing support, encouragement and their enthusiastic endorsement of my sabbatical leave. I acknowledge my Board-chair Roger Welsh for his leadership, support and making time to meet with me weekly to discuss school issues over many years.

My thanks to the Senior Leadership team of Mairehau High School: Deputy Principal Mark Bell, Assistant Principal Rebecca Swanson, and Acting Assistant Principal Helen Matthews, all ensured the smooth running of the school during my sabbatical absence. I also thank the staff of Mairehau High School for your commitment, dedication and care of our students.

I acknowledge Paora Howe (from the He Kākano team) - for providing me with advice and guidance on the development and implementation of my sabbatical focus.

To the Principal's and Senior Leaders of: Hillmorton High School (Ann Brokenshire), Mairehau High School (Mark Bell), Burnside High School (Phil Holstein), Queen Charlotte College (Tom Parsons, Betty Whyte), Nayland College (Daniel Wilson), Southland Boys High School (Ian Baldwin, Linda Dalzell, Jacqueline Russell), James Hargest College (Andrew Wood, Nadia Rose).

Each Principal/ or Senior Leader provided me with a case study in the context of their schools and quality time to dialogue my sabbatical focus.

Education Review Office (ERO)

The school's commitment to providing effective strategic leadership and 21st-century vision and facilities is evident in Mairehau High School's Education Review Office (ERO) confirmed report of December 2012.

The ERO report confirms its highly skilled teaching staff and supportive pastoral systems; the ERO report acknowledges the school's welcoming and inclusive school climate, the quality of school leadership, and the consistently high levels of student engagement with and success at, learning.

Other points highlighted in the complimentary ERO report include the quality of teaching, the strength and quality of self-review and improvement processes in the school and the belief that all these successes and practices are fully sustainable as the school moves toward the future.

Mairehau High School espouses the values of self and mutual respect and encourages excellence in all endeavours.

The school provides genuine opportunities for its students to excel academically, in leadership, in community service, in a sporting activity or the arts, and is hugely influential within the Mairehau High School community.

The school has a caring and nurturing environment with outstanding staff. Mairehau High School believes in self and mutual respect and doing one's best. It is the role of schools to provide opportunities and have confident students willing and able to undertake new challenges.

Further details about the school may be found on our website www.mairehau.school.nz.



Executive Summary

This executive summary focusses on my key sabbatical questions and provides an overview of findings from 7 case study schools.

Key Question

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

Principals’ and Senior Leaders Motivation

A Principal and Senior Leader must have a deep, committed, passion for making a positive difference to young people. All Principals’ and Senior Leaders value the need to build productive and positive relationships with students, staff, parents’ and community. Principals’ and Senior Leaders spoke about the need to grow people to enable students to succeed in academic, sporting, leadership, service and cultural success.

The school environment allows Principals’ and Senior Leaders to foster the success of pupils and staff. Most Principals’ and Senior Leaders prefer that credit and acknowledgement of success be attributed to others. It is the role of the Principal and Senior Leaders to grow leadership potential and success in their schools. Schools need to identify and foster student and staff leadership opportunities.

Principals’ and Senior Leaders spoke about a great deal of satisfaction that their role brings, and leadership requires skill and capability set to move people positively for the betterment of all.

Each Principal and Senior Leader was able to articulate their philosophy of education and all Principals’ and Senior Leaders had a clear, positive vision for their students, staff and school. In my view, all Principals’ and Senior Leaders had a real sense of self and identity. Knowing your values and beliefs is essential to the vision and future of any successful school. These values and beliefs are keys to ensuring that sound judgements and decisions are being made for the school.

Challenges faced by School Leadership

All Principals’ and Senior Leaders, face a range of challenges from many areas of Education. All Principals’ and Senior Leaders have an excellent understanding of other cultures, and it seemed that all Principals’ were empathetic to the needs of their students. An understanding and empathy of another culture in comparison to one’s self-identity is essential to ensuring improved outcomes for pupils in the Principals’ leadership role. For Māori student success to occur in a school; the Principal must lead, develop, implement, and support school processes to improve outcomes for Māori and, therefore, improved outcomes for all. The Principal must have a deeply committed passion, expectation, and belief that real successes will occur for all students in their school.

Principals’ and Senior Leaders spoke about three specific challenging areas in their role as a leader, and the difficult areas deal with people:

Challenge A: Students- disengaged students who fall through the education cracks. These students are disengaged with their learning and reflect ongoing social issues in the community. Some of these students have high anxiety levels, are well known to the police, take illicit substances and alcohol, and some are sexually active from an early age.

Challenge B: Staff- Principals’ and Senior Leaders report that staff with confidential personal issues has an impact on the well-being of their school. The recent earthquakes in Christchurch have caused higher anxiety levels amongst Christchurch teaching and administration staff. Christchurch educators have the task of coping with the typical challenges of the school day, and in the background of their personal lives, they also have to deal with accommodation, relocation, and repair to housing issues.



The other challenging staff issue that takes much of a Principal time is teacher competence/ school mergers and dealing with employment related matters. Dealing with teacher competence is time-consuming and stressful. The processes and legal issues to successfully address employment concerns have a negative impact on school resourcing and staff morale.

External- Pressure from external school auditing agencies such as MOE, ERO and NZQA to ensure compliance and school improvement are identified challenges for Principals'.

Challenge C: Community- Engaging Māori parents in a child's learning is a challenge for most schools. All schools had strategies of Hui or meetings during the year for the Māori parents, and all schools acknowledge the significant value of engaging Māori parents. However, schools found the success of engagement and contribution by Māori parents was variable. Most schools had entered into productive relationships with local iwi or Runanga.

The role of the Principal or Senior Leader in School Leadership

Principals' and Senior Leaders were able to articulate their style of leadership and how their values and beliefs impact on decisions and judgments in the school environment. In my view, "Leadership is not just about skill and capability, leadership is about responsibility".

All Principals' identified knowledge of, and relationship with people is essential to the role of leadership. Knowing your students and staff and building leadership capacity in schools is critical to ensuring school improvement and success for learners. People want to feel valued; it is important that all have a real sense of identity. A Principal needs to treat others with respect, kindness and dignity. A Principal must be empathetic and understanding about other cultures and also be prepared to implement goals and actions that foster responsive activities within the school community.

Principals' and Senior Leaders understand leadership paradigms. Effective leadership in a school begins with the strategic direction provided by Principals' and senior leaders. Principals' and Senior Leaders identify and use opportunities to provide for emerging and aspirational leaders within the school. Leadership capacity building is both desirable and necessary for improved student and staff outcomes.

Leadership opportunity school-wide needs to be considered in all respects. Leadership in all its forms needs to be considered and valued. Principals' and Senior Leaders spoke about: transformational leadership, pedagogical leadership, servant and aspirational leadership. Non-teaching staff are also highly valued, and opportunities for professional growth and leadership for non-teaching staff are offered by the school when appropriate. All people in the school organisation have a stake in realising strategic goals and actions. Staff collegiality and professional development of teachers are critical to Māori student success.

Celebrating achievements and the work of leaders within any school in recent years can be sourced in the considerable national and international research on current trends and best practice in secondary education. All schools in this report celebrated and acknowledge student success through various avenues, for example, assemblies, newsletters, newspapers, community notice boards.



Māori Student Success

For Māori student to be successful in learning Principals' and Senior Leaders acknowledge the need to be strategic and Boards' must set academic and achievement goals that meet the individual needs of Māori students.

Principals' and Senior Leaders talked about the need or desire to change the culture of their school by reframing personal and professional beliefs, goals, and actions. All Principals' and Senior Leaders were able to identify key strategies that ensure the success of Māori in a secondary school environment. These strategies include and are not limited to:

- Administrators spoke about setting goals and actions that support improvement for Māori learners
- Align strategic planning documents with school operational plans to increase knowledge Māori identity, language and culture
- Boards, Principals and Senior Leaders need to develop and establish school values and vision which support Māori cultural responsiveness
- Develop and implement linkages to staff professional learning and the school appraisal process
- Develop and implement a culture of expectation in your school
- Developing leadership relationships by providing opportunities for roles and responsibilities for staff
- Leadership school-wide needing to model cultural responsive respectful actions in the school environment and community
- Principals' and senior leaders in a school need to be explicitly clear about sharing their personal values and vision on Māori achievement in their schools
- Provide and deliver cultural responsive learning opportunities in the school environment
- Provide opportunities to support Māori students' language, culture, identity and sense of well-being.
- Reflect and, if necessary, reframe school's policies, processes and structures
- Role model, mentor and walk the talk
- Share knowledge
- Strengthen relationships with the school's Māori community
- There needs to be full ownership of goals and measures by all staff in the school environment

How does a Principal know? (Evidence)

Principals' and Senior Leaders also shared the importance of gathering, collating, analysing, and evaluating data such as Māori student presence, engagement and achievement data is important to ensure ongoing school progress to support Māori student outcomes:

- Build positive relationships with Māori students, whānau, hapū and iwi
- Dialogue, set and align goals at all levels of the school; Board, Principal, Senior Leadership, middle leadership, teachers and support staff.
- Schools must be explicit about setting objectives and actions for Māori students at all levels. Establish school processes to monitor and report on student progress.
- Provide opportunities for student, teacher and community voice
- Regular monitoring and report on the progress of Māori students to the Principal, Board and community

Opportunities to dialogue

Principals' and Senior Leaders discussed their view of the need to foster regular opportunities to co-construct school process such as:

- Engaging in shared honest dialogue at all leadership levels
- Developing processes that feedback/ forward by considering recommendations that ensure ongoing progress
- Collaborating and sharing knowledge and information with as many decision-makers and leaders as possible to ensure the creation of shared widespread ownership of school goals and actions which support Māori student achievement



Respectful engagement

Principals' and Senior Leaders acknowledge that parental, whānau and community involvement makes a real difference for Māori students. All Principals' and Senior Leaders value the need to build and sustain an active relationship with others, and all Principals' spoke about their values that respect the dignity and mana of students, staff, and Māori communities. Principals' and Senior Leaders identified key engagement strategies which enhance their relationship with Māori such as:

- Building positive relationships with students and whānau
- Collaborating within and beyond the school
- Developing and implementing strategies in a school to ensure Māori success as Māori
- Empathising and communicating actively with Māori communities
- Acknowledging a cultural sense of identity
- Encouraging relationships building
- Providing reflection of students, staff and whānau voice
- Identifying career and pathways for Māori success and achievement with students and whānau
- Providing culturally responsive pedagogy

Critical factors which promote Māori student achievement and learning

The content of the executive summary gives an overview of important key factors that I have identified to improve Māori student engagement, success, and achievement in a South Island secondary school environment.

- *Motivation and Passion*- A Principal and Senior Leader must have a deep, committed, motivation passion for making a positive difference to young people.
- *Identity*- Principals' and Senior Leaders must have a clear sense of their identity to appreciate and support the identity of another culture
- *Challenges*- Principals' and Senior Leaders must have the skills and capabilities to lead, manage, and address a range of diverse school challenges.
- *Leadership*- Principals' and Senior Leaders must provide professional learning and leadership opportunities for staff to build capability within the school.
- *Strategy*- Principals' and Senior Leaders must have a 'big picture' strategic overview of the school. It is critical to developing and implementing explicit goals, targets, and actions that support improved outcomes for Māori students.
- *Systems*- Principals' and Senior Leaders must develop and implement coherent school alignment systems and processes to monitor, track, evaluate, and report on school progress and student achievement.
- *Evidence*- Schools must have transparent processes of collecting, collating, analysing and evaluating meaningful data which informs and promotes Māori student success
- *Dialogue*- Principals' and Senior Leaders must encourage and engage in honest, constructive reflective dialogue practices which support Māori student achievement.
- *Respectful engagement*- Principals' and Senior Leaders must understand the critical value of developing respectful engagement opportunities with parents, whānau, and community.

Another key factor to promote Māori student achievement and learning

In my view, another important key factor critical to the achievement of Māori students is "ownership and buy-in" by every staff member of the school community. Schools in my view are still struggling with coming to terms with changing the values and beliefs of some teachers to promote actively and engage in strategies that explicitly raise achievement for Māori. It is left to a few teachers to lead, co-ordinate and guide the rest of the teaching staff to promote school improvement for Māori students.

In the context of this report, there are some leaders and teachers doing lots of things most of the time. Often the Te Reo Māori teacher becomes the advocate, counsellor and cultural expert of the school for events Māori. I would like to think that all take responsibility for raising student achievement and particularly Māori student achievement all of the time. Teachers must in their curriculum areas develop, plan and implement clear strategies that engage the Māori learner in learning. By doing so, the teacher would create an expectation of success and improvement for all Māori students in their curriculum areas and school environment.



Methodology

Purpose of the sabbatical

Fundamentally, the purpose of this proposed sabbatical in terms of my professional learning is to develop and implement strategies which improve positive educational outcomes for students and staff of Mairehau High School by:

- enhancing my professional knowledge of learning
- promoting Mairehau High School as a Learning organisation of excellence
- clarifying what is most important to Mairehau High School and mastering the skills to achieve it
- reflecting on internal mental models of the world to see how they shape my actions
- promoting a collectively desired future and team vision to which staff feel a personal connection
- supporting reflections in action as a team (The team collective intelligence in working to be skilled together should provide me with the ability to learn to understand better interdependency and change and thereby enabling me to deal more effectively with the forces that shape the consequences of my actions in the context of the Educational environment)
- giving me an opportunity to refresh, relax and to spend time on self and whanau
- providing me a time to look after my sense of well- being
- providing me an opportunity to implement a course of self-study and, therefore, self-awareness on issues of importance relevant to my professional leadership
- making me a better professional leader as Principal

The professional learning I intend to undertake will include a study and research of 7 schools sustaining best practices. The focus of the study is raising and maintaining Māori student success in the context of South Island Secondary Schools. The project will concentrate on examining South Island Secondary Schools involved in the “He Kākano” professional development project to raise Māori student achievement and success. The study will include reading, research, and case studies.

The project intends to examine best practices that sustain improvements to Māori student success and achievement in He Kākano South Island Secondary School environments.



Key focus question

The key question for study and research:

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

The notion of sustaining success is in itself an important idea in secondary schools, and I believe a basis for a real research question. For example, imagine how much I could get out of asking just one question of my Principal colleagues: 'Given your experience as a school leader in the He Kākano programme, how have you tackled the issue of sustainable change?'

From this one question and subsequent follow-up questions, I am likely to get a rich vein of responses that I could thematise and synthesise from different school leaders. I can share key learning opportunities with others. During interviews with colleagues, I would continue to question e.g. what evidence do you have to support that?

I trust that my questions will provide opportunities to explore and lead into different strategies and ideas that schools are implementing, depending on how well schools can embed the key principles of He Kākano (or not) to raise Māori student achievement.

Other Questions

This sabbatical proposal will also consider the following issues to support the previously stated fundamental question, as an initial focus for discussion with case study Schools. The questions are not in any particular order of priority. However, they represent a scope of ideas in which to develop and implement positive school outcomes for Mairehau High School.

1. How do Schools set academic and achievement goals that meet the individual learning needs of Māori students?
2. How critical are staff collegiality and professional development to Māori student success?
3. What types of parental, whanau and community involvement make a real difference for Māori students?
4. What are the key factors that promote Māori student engagement in learning?

Initial scoping

The initial scoping for the study will include a visit in 2014 to discuss and seek advice, guidance and support with members of the “He Kākano” project team, Principal colleagues and Senior Professional Learning Development advisors from the Ministry of Education.

He Kākano- Paora Howe (Professional Operations Manager)

Principal Colleagues- Warwick Maguire, Peggy Burrows, Sue Hume

Ministry of Education- Murray Atkin



The following paragraphs are taken from the “He Kākano” website and provide an overview for readers who may not be aware of the He Kākano context:

What is He Kākano?

He Kākano is a strategic school-based professional development programme with an explicit focus on improving culturally responsive leadership and teacher practices to ensure Māori learners enjoy educational success as Māori. The strategic intent of the project is to improve the emotional, social, cultural, and academic outcomes of Māori children in mainstream schools. The aim of this project is also to support school leaders of up to 100 secondary schools to sustain and enhance the social and cultural conditions necessary to bring about change for Māori students. The project team recognises the will to meet the needs of Māori learners. The programme aims to work with school leaders to find the way to effect change that is culturally and contextually responsive.

Some reports over the last few decades have highlighted the failure of our education system to lift achievement levels among Māori children. He Kākano offers a practical approach to addressing these challenges. With the support of the Ministry of Education, educational leaders, teachers and communities for change, the He Kākano programme supports Principals’ to create school-based solutions where the desire for Principals to change is embraced.

Educational focus

Māori-medium education institutions have a collective vision, a kaupapa that provides guidelines for what constitutes excellence in Māori education, that connects with ‘Māori aspirations, politically, socially, economically and spiritually (Smith, 1992, p.23). English medium institutions with a multicultural student base including Māori can embrace such a philosophy or agenda for achieving excellence in language and culture that make up the world of Māori children. Such a kaupapa is essential for the development of education relations and interactions that will promote educational achievement and reduce disparities. The educational focus of Māori students in mainstream secondary school classrooms is the primary thrust of this professional development project. If we want to make a difference to the worrying statistics of disparity, then we need to concentrate on this group, because it is only by focusing on solutions that we will resolve this issue. Addressing the gaps is one of the most pressing educational priorities of today.

Theoretical base

The theoretical foundation of the project is based on that identified in "Scaling up education reform - addressing the politics of disparity" (Bishop, O’Sullivan, and Berryman 2010) that proposes that effective, sustainable, educational reform sees leaders and teachers implementing seven elements of change in a supportive manner. These seven factors include: goal setting; developing a pedagogy of relations that creates culturally appropriate and responsive classroom learning contexts; institutional reform that is responsive to classroom changes; a distributed leadership pattern that supports pedagogic leadership spread to include whānau, iwi and hapū aspirations, preferences and practices; evidence-based decision making; and ownership by all concerned with the goals of improving Māori student success.



The model is mapped onto the findings from the leadership BES (Robinson et al., 2009) and the likes of Ka Hikitia, the Secondary Principals' and Senior Leaders Standards, the New Zealand Curriculum Framework, and the NEGS and NAGs, to deliver the professional development programme.

Leaders at various levels in each school will be supported to implement the elements of this model in ways that are appropriate to these roles and responsibilities. How each school will respond will be unique to each school, allowing the self-determination of each set of school leaders to meet the challenges of reducing educational disparities in their way.



Programme Outline

The proposed programme outline will include reading, research, interview, analysis, evaluation, and reporting. The report to be written will be titled “Sustaining Success”. A Principals’ viewpoint on researching best practices to implement and sustain improvements to Māori student success and achievement in a South Island Secondary School environment.

The programme will attempt to give me the skills and capabilities to address the initial questions raised, purpose statement, and build on the current success of Mairehau High School. In my view, there is a lot of educational and professional learning to cover in a short period.

There are three distinct elements of the programme outline:

- 1 Preparation, reading and research
- 2 Case studies- visits to South Island Secondary Schools
- 3 Analysis, evaluation and reporting

Preparation, reading and research

Organisation of cases studies: contacting schools, advising schools of research, gaining any current information from schools.

Reading and researching articles, books, and texts on topic

A range of selected readings will form the basis of this self-study course and research¹.

Case studies

The case study schools for this application will focus on South Island Secondary Schools², which participated in the “He Kākano” professional development to raise Māori student achievement (2010- 2013).

In 2014, I sorted advice and guidance from the Ministry of Education Professional Development Lead team, other Principals’ and the He Kākano team on which South Island He Kākano schools they would recommend considering as case studies for my research.

The case studies will involve a dialogue with school leaders focussing on Māori student success, achievement, and use of data to inform and sustain the practice.

Case study schools

The case study schools will be selected from the “He Kākano” Secondary Schools from Canterbury, Nelson, and Southland. The advice provided to me, by the He Kākano team advises researching a manageable number of case study schools. I plan to investigate seven case study schools.

I have focussed on 3 case study schools in Canterbury, 2 case study schools in Nelson and 2 case study schools in Southland.

The Principals’ of each of these schools are supportive of my proposed research and are prepared to host me during my sabbatical.

¹ Refer to He Kakano Resource Bank

² Refer to South Island He Kākano list



Time Commitments of Sabbatical Activity

2014 Initial Timeline

May 2014	Board Approval to apply for 2015 Sabbatical
May 2014	Initial scope of He Kākano Schools
May- July 2014	Visit the He Kākano/ MOE teams to scope the project
June 2014	Proposal due to Ministry of Education
Aug 2014	Notification of successful proposal
Sep- Dec 2014	Organise reading and resources
Sep- Dec 2014	Contact case study schools to formalise visits

2015 Time commitments of activities

Sabbatical details

Wk	DATE	MILESTONE
		Week 1-Term two breaks: Refreshment
		Week 2- Term 2 break: Refreshment
1	20-Jul	Sabbatical start: Refreshment
2	27-Jul	Refreshment
3	3-Aug	Preparation, reading, research, critical thinking and reflective time
4	10-Aug	Case studies- visits to schools
5	17-Aug	Preparation, reading, research, critical thinking and reflective time, collation of findings, and initial writing of report
6	24-Aug	Case studies- visits to schools
7	31-Aug	Preparation, reading, research, critical thinking and reflective time, collation of findings, initial writing of report
8	7-Sep	Case studies- visits to schools
9	14-Sep	Write up of Final Report, and prepare presentation of final report for the Board
10	21-Sep	Sabbatical end: Refreshment-
		Week 1- Term 3 break: Refreshment
		Week 2- Term 3 break: Refreshment

Case Studies

Allow time for preparation, travel, interview, analysis, evaluation and writing up of final report.

Visit South Island He Kākano Secondary Schools.

Allow one week for tidying up any loose ends and ensuring completion of the final report



Proposed and Current Plan- Case study schools

I believe that it is important to include Mairehau High School as a case study school, which will enable me to present and report on comparative data. For me to be objective, an open frame of reference will need to be used as a tool to collate, analyse, and evaluate data gathered. I have advice and guidance from MOE and the He Kākano team in developing a template for this purpose.

I decided to focus on seven case study schools: Burnside HS, Hillmorton HS, Mairehau HS, Queen Charlotte College, Nayland College, James Hargest HS, and Southland Boys HS.

This plan that focusses on only seven schools will provide more time to: prepare, read, research, travel, critically think, reflect, collate findings, and write the final report.

The following table advises of my intended proposed case study schools that I trust I may visit for my research. There may be a variation to a case study school due to timing, advice and guidance, and availability of school leaders during the sabbatical period.

Canterbury	Principal	Nelson/ West Coast	Principal/ Senior Leader	Southland/ Otago	Principal/ Senior Leader
Burnside HS	Phil Holstein (Principal)	Queen Charlotte College	Tom Parsons (Principal) Betty Whyte (Acting Principal)	James Hargest College	Andrew Wood (Principal) Nadia Rose (Acting Principal)
Hillmorton HS	Anne Brokenshire (Principal)	Nayland College	Daniel Wilson (Principal)	Southland Boys High School	Ian Baldwin (Principal) Linda Dalzell (Assistant Principal) Jacqueline Russell (Specialist Classroom Teacher)
Mairehau HS	Mark Bell (Acting Principal)				



Benefits of the Sabbatical

Links to issues important to Mairehau High School

The proposed research aligns with the goals and actions of the Mairehau High Schools 2014 & 2015 Charter and 2014 & 2015 Annual Plan. There is an alignment of this proposal to the Mairehau High Schools strategy to raise the achievement of our priority learners i.e. Mairehau High Schools "Building on Success" strategy to increase the achievement of Māori students.

The proposal also supports the Ministry of Education 2013- 2017 Achievement Strategy. In 2014, Mairehau High School became an active participant in the MOE 2013- 2017 Achievement Strategy. This proposal aligns with the school's presence, engagement and achievement goals, and action that support and aligns to national strategies.

Links to personal, professional development for the Principal

I know that genuine personal learning is occurring when I can do things that I couldn't do before. Having an opportunity to develop new skills and capabilities by completing a sabbatical based on this proposal will deepen my confidence that, in fact, real learning has occurred for me.

If successful with my application, the opportunity to undertake a course of self- study to benefit Mairehau High School students, staff, and community in a professional area of interest in my view is of tremendous value to self. I would be most appreciative of this opportunity. Often Principals' give so much to others without reward or acknowledgement. Principals' often walk on the lonely path of decision; others judge us, on the action of an event rather than the moral values and beliefs that we hold.

Principals' are asked to make the natural conscious decision to appease others, an easy way out, yet we must stand firm on the principles that we hold. We are charged to guide our nation's youth, to uphold our legal and justice systems and to support the freedoms that are symbolized each year on ANZAC day by our fallen brave. Others, in particular, staff, require an accurate solution to their problem. Staff view support as agreement with their point of view, this is often not the case. Only another Principal understands the path of decision we have taken.

Over the time of the sabbatical and no doubt through my career, the new skills and capabilities that I develop through this opportunity to learn will create awareness and sensibility of how to handle a particular situation. I would like to think that I will have a better understanding of why things happen and how to deal with them. More importantly, I trust that I can build a deep awareness of collective team thought that transforms my experiences of what is possible in genuine dialogue.

I have a real interest in the research proposal that I have chosen for my sabbatical. I believe that the learning that will occur will enhance and build my professional knowledge as a Principal. This knowledge will help to make sustained positive learning changes for Mairehau High School. I also believe that my findings will prove useful to other educators.

The issue of sustaining and building on the success of a programme such as raising Māori student achievement by implementing best practice interventions is an important concept for all schools.

I trust that I will become a better principal and leader as a direct outcome of my sabbatical.



Links to current secondary sector priorities

The proposal for this sabbatical is to research the sustainability of successful interventions to raise Māori student achievement and directly aligns to the current secondary sector and national priorities.

Quality Schools, Quality Teachers, and Quality Community Engagement all link to secondary priorities. The Ministry of Education focuses on student presence, engagement, and achievement link to Mairehau High School and national priorities.

The Mairehau High School Charter directly aligns to the government priorities to improve student success through:

1. 2013- 17 Achievement strategy- Youth Guarantee- achievement, vocational pathways, and links to business
2. Building on Success plan- cultural inclusiveness by professional learning development (PLD)- Māori and Pasifika, Gifted & Talented, special education
3. Positive Behaviour for Learning (PB4L)- Student engagement

Raising Māori student achievement is a Mairehau High School and national priority. Developing strategies that genuinely support teachers to engage and sustain positive outcomes for Māori students is a Mairehau High School focus.

Limitations

This report is limited to only 7 South Island Secondary Schools, each of these schools were involved in the three-year 'He Kākano' strategy funded by He Kākano through Ministry of Education Resourcing. This report was deliberately based on productive interview meetings held in each of the schools with either the Principal/ or Senior Leader of the school. Time constraints and leadership workloads prevented interviews with middle leaders in the school.

Reporting Intention

The findings of my report will be reported to the Mairehau High School Board of Trustees, and other educational, professional organisation that may benefit from my study and research proposal. I will send a copy of my sabbatical report to all case study schools, Ministry of Education, and TeachNZ.

Professional Readings

A range of professional texts will be chosen as a course of professional study. The readings and case studies will form the basis of the final report.

A selection of professional readings will be taken from the resource bank compiled by the He Kākano team and located on the He Kākano website. The resource bank is focussed on supporting 'Culturally Responsive Leadership' and references relevant articles, research, and readings that may support the intent of my sabbatical proposal.



Case studies

Key Question

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

Case study 1- Mark Bell- Deputy Principal Mairehau High School

Introduction

Mark Bell is the Deputy Principal of Mairehau High School; his role includes the alignment of strategic drivers that ensure school improvement and student success. He is motivated by a deep discerning passion for students. Mark has been an educator for 30 plus years; he often talks about the last five years of his career at Mairehau High School as his most professionally satisfying. Teaching comes naturally for Mark.

Mark spoke about his challenges in his career and his regrets. Mark feels a sense of loss with students ‘falling through the cracks’ i.e. students who are disengaged with their learning. He is proud to be working in an institution like Mairehau High School, as he understands that his school is working well to close the gap, reduce loss, failure, and regret. On balance, Mark provided an example of 2 former disengaged students returning successfully to Mairehau High School and starting out on a favorable pathway.

Mark is clear on supporting students to achieve in Mairehau High School. This brings him a sense of self- worth and pride in his profession.

Leadership

Leadership is a major factor in supporting and sustaining Māori student success. Mark describes himself as an enabling leader; he says, “Leaders should enable others to improve”- a good example of this leadership style is embedded in the Mairehau High School Senior Lead Team. This leadership team encourages staff to lead in his school. Best leaders have natural humility and being an active listener is a key to engaging the support of personnel. Sometimes, listening is the only thing that is needed by staff. Mark’s leadership is based on the premise of trust, honesty and professional respect for someone else opinion. All members of the administration feel a sense of moral purpose which ensures school improve and student success. The school’s moral purpose or mission statement is imperative to the fabric, policies, and guidelines of all strategic and operational imperatives in Mairehau High School.

The following passage is taken from elements of the Education Review Office (ERO) confirmed the report.

Education Review Office (ERO)

Refer to the school’s ERO comments at the beginning of this report.

Vision

Strategic leadership is a key to student improvement and success of a school. Mairehau High School has a clear strategic direction. There are a very clear sense and understanding of the alignment process. The importance of the school mission statement “For all students to value themselves and others, to know they can excel, and to reach their full potential” All structures, processes, documents and reports are aligned with the Mairehau High School mission statement. The school has clear alignment processes from our national government priorities, school charter, annual planning, Learning Team evaluation documents, and self- review processes. The mission statement is the moral purpose of Mairehau High School; it is the founding statement that drives the school.



Māori success

The application of achievement goals and self- review processes to ensure the sustainability of school improvement initiatives.

Māori success is multidimensional in Mairehau High School. This school has been involved in specific key initiatives that support school improvement for Māori students. Mairehau High School Senior and Middle leadership teams have a sound knowledge of New Zealand and world education research such as Russell Bishops 'Kotahitanga', the He Kākano strategy, UCOL – Māori student potential strategy and the current School Achievement Function strategy. All strategies are aligned to the Ministry of Education's "Ka Hikitea" report to improve Māori student outcomes. Mairehau High School staff and leaders have attended national and regional hui to support Māori student achievement through the He Kākano strategy.

Mairehau High School works closely with outside contractors to support Māori achievement, for example, social service providers-Te Ora Hau, 24/7 and staying real. There is a real understanding by stakeholders in identifying who our whanau are; profiling students who support teachers and the delivery of curriculum. Teachers are adapting their learning programmes to meet the needs of students. The profiling aligns to designated school focus teams. These focus teams are responsible for developing future school improvement strategies: achievement focus team, building on success, environment, and digital strategies teams.

School self- review

School self- review is an important component of understanding who we are, what we are doing and where we want to. The school has strengthened their self- review processes in recent years.

Mairehau High School's self- review strategy will be made up of the following self-review processes.

Each self-review process is different in implementation.

- 1 The analysis and reporting of NCEA information and Year 9 and ten student achievement information each year, as part of Mairehau High School, to our Board.
- 2 The achievement of Mairehau High School Charter vision and goals.
- 3 Curriculum review – Learning Team reviews each year.
- 4 The performance of Board and Mairehau High School targets established each year as part of strategic or annual planning - an annual review.
5. Regular policy and procedures review over a three-year cycle.
- 6 Spontaneous review (addressing immediate needs) when necessary.
- 7 External review, including ERO, reviews.
- 8 The review of the Quality of Teaching
- 9 The review of the Quality of Leadership

Mairehau High School's processes provide teachers and leaders with an understanding of meeting national imperatives for our students either meeting or exceeding expectations.

Alignment strategies

In 2014, Mairehau High School developed a key alignment document which provides Learning Team Leaders and an evaluative tool to report on the progress of their Learning Team against the Board's strategic goals and Annual plan. This document is a one-stop shop evaluative tool for middle leaders of the school. Leaders just refer to this evaluative tool as the 'Blue doc.'

Learning Team leaders are expected to develop SMART (Specific, measurable, achievable, relevant and time focussed) goals aligned to the principle Board strategic objectives and the school's annual goals. Co- construction meetings are held at the beginning of the year, midyear, and end of the year between Learning Team Leaders and the Senior Leadership Team. This year, an equivalent 'Pink doc' has been implemented to evaluate and report on the progress of the Guidance Network Team (GNT). Members of GNT include Year Level Deans, the Academic Dean, the Curriculum Dean, and the Guidance Counsellor.

Mark refers to the Board as the 'keepers of the people'. The trustees are experienced and ask challenging and difficult questions to the leadership team. In



Case study 2- Ann Brokenshire- Principal Hillmorton High School

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

Introduction

Ann Brokenshire is the Principal of Hillmorton High School; she has been an educator for 30 plus years. Ann advised that she would complete 20 years as an educator in teaching, senior leadership, and Principal roles in Hillmorton High School during 2015. Congratulations Ann.

Professional development

Ann views the “He Kakano” intervention as a professional learning opportunity that supports the school’s “Te kauhua” Māori success programme in Hillmorton High School. The Te kauhua programme has run for five years in Hillmorton High School.

The focus for Te kauhua was directed towards middle leaders where HOD’s met in professional learning groups with a Principal and a Māori staff member to have input into the intervention. This was followed by a trip to the North Island to visit some of the ‘Kotahitanga schools’. Over the 5 year period of ‘Te kauhua,’ the school identified essential elements for the focus to improve Māori student achievement in the context of Hillmorton High School. The ‘He Kākano’ allowed more willing staff to have an immersion of Māori learning and understanding. This intervention helped to spread the knowledge of Māori context.

Change management is about giving your staff what they want to learn and allowing staff to trial the PD. Ann said that her staff say that “the Chromebooks have changed the way they teach”. This is a form of transformational pedagogy. Some of her most experienced teachers are using Chromebooks in the classroom.

Māori student achievement

Ann referenced her latest sabbatical as a focus for Hillmorton High School learning. Her sabbatical included the collation and evaluation of Māori student voice. The data collected was sourced both externally and internally. She found that Māori students in the South Island were saying the same things that the ‘Kotahitanga’ research found. This information was relevant to teaching staff of Hillmorton High School as their own students were now saying the same things as other Māori students in North Island schools. Hence, excuses and barriers by teachers, such as North Island research being different from South Island secondary school data are no longer relevant. “This was our kids saying it, and what were our children saying,” said Ann. Relationships are the key.

The school has been interviewing Māori students and asking questions about what would make a difference to student learning.

Ann commented on a student who was asked the question “What is the most important thing for you as a Māori student to learn?” the student replied relationships.

Ann also said that staff are using the student interview information to self- reflect on practice. Hillmorton High School team are now assessing ‘how they are relating to Māori students?’

What did Hillmorton High School do to strengthen relationships between teachers and Māori students?

There has been a lot of work in the school to create vertical tutor groups and whanau houses in Hillmorton High School. Students stay in their tutor groups for 5 years. Hillmorton High School has worked very hard on pedagogy and encouraged staff to take it slowly at the beginning. Most staff have their own ‘mihi’, so the start of the year is about giving themselves to the kids. For many staff, the concept of giving ones-self is a change, and sometimes challenging for staff. The old idea of “don’t smile before Easter, is a former critical concept. The beginning of year focus is for the students to get to know their teacher and teachers to take a genuine interest in pupils. The range and development of pedagogy to improve relationship and learning was taken from the ‘teacher profile’.

The leadership team set academic goals for Māori. It is important to raise the aspiration of Māori, and this is done at Hillmorton High School through cultural awareness and making the culture visible in the school.



Māori signage is very visible about Hillmorton High School, and Ann ensured that the signage was only incorporated when Te Reo Māori wording was available. The school's mission statement: "Creating better futures" was not developed into signage until the school had the "Te Reo Māori" equivalent.

What are 3 key strategies which ensure the success of Māori students at Hillmorton High School?

- Relationships
- Knowledge about the student (who)
- Developing a culture of expectation i.e. is the school welcoming? is there signage? , and does the school examine a range of viewpoints? For example, does the school have a powhiri at the beginning of the year?

Strategic planning

Ann spoke about the aspirational Hillmorton High School strategic plan to improve school outcomes created before she became Principal. The school came up with a mission, not a vision statement (taken from the NZ curriculum), and a motto (personal best nothing less). The Hillmorton High School students came up with 'Whaia te iti Kahurangi'.

Hillmorton High School has developed 4 key values based on Māori values: whanaungatanga, whakaiti, mana, and ako. Every time the school strategic plan was reviewed the school continued to adopt core identified Māori values. Everybody uses the Māori values, along with the English mission of 'Creating better futures'.

Hillmorton High School has developed a set of postcards which espouse their values and are regularly sent home to students. Learning areas are developing and delivering Māori content and Māori context to support improved outcomes. Every teacher has a register of the list of Māori priority learners.

The following was taken from Ann's Principal sabbatical leave report

"MĀORI STUDENTS ACHIEVING SUCCESS AS MĀORI

Whānau of our Māori students has made it clear that they want their children to achieve at school – academically, socially, and emotionally. Identity is central to this. On analysing our Māori student voice, it is clear that 'identity' is an issue for some of our Māori students and particularly for some of those who have lighter skin colour. The term 'white Māori' is used by some in our 2008/2009 student voice data. Some of these students want both their Māori heritage and their NZ European heritage acknowledged and celebrated. Our Māori students recognised and appreciated the efforts that many teachers, department, and the school are making to ensure that Māori culture is not only visible but also acknowledged as being important and valid."



Case study 3- Phil Holstein- Burnside High School

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

Introduction

Phil Holstein is the Principal of Burnside High School; he has been an educator for 30 plus years. Working with young people inspires him in his role, their talents and abilities students bring, and the positive outlook of students, and then concern for others. Phil talks about providing guidance for students, and he has a deep passion for sports. Sports and coaching provide a vehicle to grow good young people, student academic success, sports, and coaching has always appealed to Phil. A school environment allows Phil to be motivated, and he likes to see students achieving, growing, and progressing. Phil bases his leadership style on the model of servant leadership. This type of leadership is inherent in Phil and is part of who he is. If Phil can help in some way, he would. Phil does not want or seek credit or acknowledgement and values that others are acknowledged ahead of him, and that others grow as people. This brings Phil a great deal of satisfaction.

Passion and commitment

Phil enjoys and is passionate about being involved with schools and young people. In order to lead schools, Phil describes the need to manage people: students, staff, and parent community. Leadership requires a skill set to move people for the betterment of all.

Leadership

The highs and lows of leadership could occur very quickly within your typical working day. In a leadership role, there are elements of your time where something has gone really well, or a student success has been reported, or staff members are working in a positive way. This can easily be undone with the lows of dealing with negative issues. The highs and lows of leadership can happen in a 5 minute period. These periods of highs and lows occur regularly. This is to be expected as there are many interactions with people in a school environment. Phil prefers to look at the particular situation and not dwell too much on the negative. Phil acknowledges that there are negatives which need to be addressed. Phil is experienced in dealing with periods of lows. Enjoy the highs when they are there. Phil describes the calibre of the ERO report Riccarton High School received in 2014 as being a professional highlight for him, and to recognise that his former school has a 5-year ERO reporting cycle. There are many school highs such as student and staff success, initiatives and projects. This can be measured by student engagement i.e. students wanting to be at school and making differences in their own lives. Phil sees success everywhere and every day. The weak points are also about people: personal issues that staff and students deal with, staff not changing or considering other options. We cannot change everything but we can make school a positive learning experience, there are factors outside of the school which affect student outcomes.

Leadership is about knowing that there are people with more skill and capabilities than yourself and allowing these people to lead. It is important to find good people and grow their leadership potential so that all will benefit. One thing that Phil understands about leadership is that people want to feel valued. It is important that everyone has a sense of identity, and that everyone is respected for who he or she are. A leader needs to treat all with respect, kindness, and dignity.

Connections with identity

Having a closer relationship with one own sense of identity is important in sustaining Māori student achievement and sustainability. Phil is working on the challenge for all staff being committed to improving Māori student outcomes.

Goals and actions

Phil sees He Kākano as a trigger to support outcomes for Māori students of Burnside High School. The raising of Māori student outcomes has been identified, and improvements are ongoing. The school has identified clear, explicit goals, actions, and strategies to ensure improvements for Māori. There are strategic, purposeful and goal orientated plans to support school improve for Māori. Māori student achievement is in every aspect of teaching and learning at Burnside High School. Strategies to support Māori achievement are in school documentation, statements and self-review. There are linkages to appraisal processes, and there are expectations in each annual faculty planning to report on Māori student progress.



Case study 4- Nadia Rose- Associate Principal James Hargest College

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

Introduction

Nadia is proud born and bred Southlander; she attended Southland Girls High School as a student and has a teaching background in Physical Education (15 yrs.). Later in her career, Nadia moved into the schools pastoral network team, as a Dean. Nadia studied Massey University papers and was appointed and trained as the James Hargest College Guidance Counsellor (6 yrs.). She later moved into administration and leadership roles being appointed as an Assistant Principal and later Deputy Principal of James Hargest College.

Merger Process

Nadia spoke about the education re-structure of James Hargest College, which occurred through the Ministry of Education's review merger processes. This merger process involved 3 schools merging into one school. During the merger period, Nadia was appointed to her current position of Associate Principal. She is an experienced staff member providing 40 years of service to James Hargest College and community, congratulations Nadia.

Nadia has witnessed great school transitional and school cultural changes during her years as a staff member of James Hargest College; she saw the school roll at the start of her teaching career on the current senior school campus at 1200 students. The school roll dropped to 800 students, and now the roll has been rebuilt to 1500 students on the James Hargest College senior campus site.

Nadia shared that the merger process consumed a lot of time for school leaders. She said in her viewpoint “the merger process was a system low for her”. School leaders needed to lead and address merger issues on top of the usual demands of focussing on teaching and learning. This meant that the leadership team required more confidence in their teachers to deliver quality teaching and learning programmes during the merger period and also cope with the stress of staffing merger issues at the same time. Other lows that Nadia spoke about included the disengagement of individual students. These are students that have lost their way in the education system, and an inability to help or save these students. Social and family issues outside of the school environment led to the disengagement of these pupils.

Leadership

Leadership is a critical factor, and has many different roles: having time to think about all the different facets of school: How is your school running? What are the issues and priorities that need to be addressed? Are all essential elements of school leadership?

The culture of the school is paramount and has an impact on the ebbs and flow of a school. The culture of the school allows leaders to lead change and identify where change is necessary; school culture also allows leaders to exert an influence which ensures traction. The senior leadership team are leaders among leaders.

How do you know that the sort of things that you want as a leader is actually happening in school?

Nadia response to this question included:

- Listen to the kids?
- If you are concerned about what kids are saying, what are you trying to hide?
- James Hargest College collects, collates and evaluates a lot of student voice data
 - The school is tracking student's voice
 - Teachers are gathering and comparing student voice to inform practise.
- Ask what the kids are thinking
- The leadership team regularly visits classrooms.
 - Visiting classrooms is part of the leadership culture of the school
- Being open and transparent to potential parents. The school is happy to show people around the school
- There is a positive feeling about the school
- The child feels comfortable in the school



Motivation

Nadia is motivated by kids; it is important that she is working with kids all the time e.g. supervising the road crossing at the end of the school day, talking with students about learning, and interacting and working with students regularly.

Nadia is a systems person; she is always thinking in her head 'how things are going to work'. She wants students to grow and leave school as confident, connected, lifelong learners, "this is the piece in the curriculum document that hits her heart". In my view, Nadia wants to ensure that students are provided with skills and capabilities to set themselves up as worthwhile decent citizens of the world. Nadia said "as long as they have their wings out and are ready to fly".

The High in the school

Educational highs for Nadia include; seeing the majority of James Hargest kids getting on with people, being educated and loving life. Other 'highs' include the provision of opportunities in James Hargest College that are now available to students and witnessing these James Hargest kids take up these opportunities e.g. overseas school trips, sporting success, academic success and service success.

When asked if you meet a James Hargest student for the first time 'What skills, qualities, abilities and capabilities would you like a James Hargest to have?

Nadia replied she would like a student to be "literate, numerate and most of all personable and confident" a student who is comfortable in their own identity.

Quality of teaching

In Nadia's view, the most important job that a principal does is to employ people. We must have quality teachers and quality teaching happening in our classrooms. Curriculum Departments in James Hargest College are a team, we all want the best teachers or the best we can get, and sometimes we get the best we thought we may be getting.

The school relies on the department team to help and support teachers to ensure quality teaching is occurring in the classroom. James Hargest College tracks all teachers through the academic appraisal system and conversations with HODs. It is important to support teachers, grow teachers, and use professional development to improve teaching practice.

How does the school know about the quality of teaching in the classroom?

James Hargest College implements a comprehensive system of reporting to the Board on the achievement of kids; the progress and achievement reports are written by HODs. There are robust reporting processes embedded in Years 7/8 and Y11- 13. The school recognises the need to strengthen Y9- 10 reporting processes.

There is regular evaluation of achievement data; HODs use a common reporting template to report on the performance of students to the Board. HOD's report on the performance and progress of pupils to the Principal and leadership team and another general report are reported to the Board. The Principal will be responsible for following up on identified teaching and learning issues in a learning area with the HOD during the year.

In Nadia's viewpoint, the report to the Board by HOD's is balanced and robust. The leadership team have a comprehensive knowledge of Departmental issues and what needs to be addressed and sorted by each team.

The school's leadership will challenge HOD's on any identified issue which are not reported. There is an expectation from the schools leadership team that reporting by HOD's on student progress and achievement is unpacked and evaluated. The leadership team ensures that all Departments must report on the school's priority learners.

All HOD's are expected to report to the Board annually. Other forms of reporting include

- Student voice
- What the school wants our kids to look like when they leave
- Reports to MOE
- Asking parents
- Relating back to the confident, connected, life-long learners
- The school identifying descriptors to ensure reporting to students, school and community
- The reporting must be about what our community wants



Sustainability of Māori success

What are you doing about Māori student achievement? And what does it look like in your school?

He Kākano helped HOD's to unpack data; HOD's are now able to analyse and evaluate Māori learners. The lessons learnt from He Kākano were used by the senior leadership team, and HOD's to improve teaching and learning practises. The He Kākano support team asked hard questions to middle leaders e.g. what was the data saying? Unpack the data further.

There are a few teachers in the school who do not believe that there is an issue with regards to the achievement of Māori students; however the number of teachers with this view has significantly decreased.

Unpacking data allows HOD's to evaluate critically their teaching and learning programmes. Part of unpacking data is about 'honesty' and being self-reflective.

Nadia shared with me her own personal reflection of her experiences as a primary student in Invercargill about how Māori learners were treated, i.e. she implied that Māori students were poorly treated in Invercargill schools during her time as a student. Nadia struggled with her own conscience as she felt that she was part of the system which treated Māori poorly. Nadia had grown up in a family that associated or worked with a diverse group of people. Nadia's close family members have long term friendships with people from other ethnic and cultural groups. Nadia shared that she was not proud of how her initial cultural expectation and experiences which had impacted on other minority groups such as Māori. She thought; "If this low cultural expectation had an effect on her, it must have affected others including teachers."

The data regarding Māori student achievement in James Hargest College has been collated, and specific issues have been identified by the school. The Principal has made the analysis and evaluation of meaningful information regarding all learners, and in particular what the data was saying about Māori achievement explicit to all staff in his annual state of the nation address at the beginning of the school year.

The school is aware of Māori student achievement in comparison with historical data and other groups within the school. The Principal is explicit about next steps and what needs to be worked on by all teachers in the school. There are consistent messages given by the Principal on a regular basis to all staff.

James Hargest College has identified 6 coaches (3 each in the junior and senior school). Resourcing these coaches and providing time for coaches to support programmes is a challenge for the school. Coaches are aligned to members of the senior leadership team, and there is an expectation that middle leaders lead by example and take up the support opportunities provided by these coaches. Coaches are working with teachers about their practices in the classroom, and how these teachers can be culturally responsible and responsive to Māori learners.

All HODs are required to set goals and targets which are aligned to the James Hargest College annual plan. The Principal is responsible for the review of all departmental objectives, targets, and actions. The departmental goals are reported to the leadership team and board, and may form the basis for goals and actions in the following school year. In Nadia's viewpoint, the Principal is excellent at setting strategic school objectives and ensuring that all departments are feeding into the school's annual goals and actions.

Sustaining Māori teachers of Te Reo has been a challenge for James Hargest College; the school has employed a former head student of the James Hargest College. This particular Māori teacher has returned to his cultural roots. He has developed Te Reo and Kapa Haka programmes within the school. There are 3 very strong Māori teachers identified on the school's junior campus. These Māori teachers make an enormous positive difference in the cultural and expectation of the school.

The school has implemented a vertical whanau class to support Māori students. The Te Reo teacher and a Careers support staff worker are providing support, advice, and guidance to students in the whanau class. There is a high expectation of Māori student achievement and commitment to students in this whanau class. In order for a student to be a member of the whanau class, a student must either learn Te Reo Māori and/ or be a member of the school's Kapa Haka group. The Kapa Haka group has grown in student numbers, and an early morning fun fitness class is also being run. This fitness class allows a student to feel good about them.



There has been a significant cultural shift by James Hargest College students over recent years i.e. in the past students use to laugh at a Haka performance, today there is a healthy, respectful acceptance of the Haka performance by students of the school. The Haka is now learnt by many students of James Hargest College.

Māori student's voice

During Māori language week, Māori students conducted a survey of their peers with the intent to find out about kids, attitudes of things Māori. Māori students were responsible for the development, implementation, and evaluation of this survey. These Māori students identified whom they would survey, and what they wanted to know, this was a very robust process which is currently being typed up by the school for evaluation.

Nadia said, "Māori students are telling the school that they are feeling much better about themselves and their school."

Primary focus

There are two major focusses in the school

1. e- learning- the school has stopped talking about BYOD, and focussed more on e-learning and where this fits in the classroom
2. Cultural responsive pedagogy

The school is saying to all teachers that the two major schools focus are the same thing. Processes and information have been developed to ensure that the two major focusses of the school are seamless.

Community Engagement

Community engagement is the most challenging aspect of engaging Māori parents in the school. Various Hui and community events are held by James Hargest College to involve the community in learning. The Principal has reported to the local Runanga on how Māori students are achieving at James Hargest College: he reports on improvements made, what needs to be worked on, and what is being done.

The Principal's report to the Runanga is an informal report to the local Māori community group. There are clear realisation continuity and sustainability are important factors to ensure the success of Māori and all students of James Hargest College.



Case study 5- Linda Dalzell-Assistant Principal & Jacqueline Russell-Specialist Classroom Teacher- Southland Boys High School

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

Introduction

Jacqueline is a Social Scientist and has a strong empathy for raising the conscience of others to ensure positive outcomes for Māori students. She has an excellent understanding of what the ‘Treaty of Waitangi’ has done, and what it hasn’t done to make a difference for students. She has a desire in her role to do something about improving the intent of the Treaty in her school and the wider community; she says ‘this is her primary function and job’.

Linda supports Jacqueline’s view; she said that the thinking for schools is about ‘how you can get kids to learn’ in a way that follows the intent of the new curriculum. Linda has a good understanding of the recent trial evaluative indicators written by the Education Review Office (ERO) and what these signs mean in regards to teaching and your job. In her view, the ERO indicators say more than the delivery of learning, the key ingredient to success for students is about building productive relationships with people. All leaders and teachers need to have an understanding of what our obligations are within this framework of relationships, and what positive relationships can bring to the school and community.

Linda and Jacqueline shared with me their passion and commitment to making a difference for all students of Southland Boys High School and their particular roles in raising levels of Māori achievement in a single sexed secondary school environment.

Both teachers have had a range of teaching opportunities and education experiences during their teaching careers. Linda and Jacqueline are very committed to Southland and Invercargill schools. Linda has also worked in the primary school sector.

Barriers to supporting change

Linda and Jacqueline shared some of the highs and lows of their career. People, in particular, teachers, have entered education for different reasons. Jacqueline provided an example of when she attended a local Professional Development (PD) course, where only 2 out of 17 participants did a ‘Mihi’. Jacqueline viewed this PD as a low, given the curriculum area of people associated with the course. She believed that people, in particular, teachers have a responsibility to make New Zealand a better place and model dimensions of Māori etiquette at every opportunity. In her view, some people do not view or see that ‘Mihi’ or other Māori protocol as important.

Linda describes that a low for her is the ‘slowness of change’ in the school. However, a real high for Linda is the traction that change is now occurring in the school. The work that is happening to bring about improvement for Māori students is being discussed by leaders and more importantly by teachers in the staff room. In Linda’s viewpoint, the change required to improve outcomes for Māori students is more than compliance i.e. differentiation of learning and/or appraisal processes. It’s about making a positive difference for students of Southland Boys High School.

Linda also provided a positive example of one of her maths teachers, who reflected and has made a deliberate change to her teaching practice to improve student outcomes.

Both Linda and Jacqueline talked about their challenges of implementing change in a Boys school: being female, not Māori and given the task of implementing strategies to raise achievement for a minority group in the school i.e. Māori Boys provides all of these factors present its own challenges.

However both teachers have an unyielding desire, passion, and commitment to overcome barriers to making changes which improve Māori student outcomes.

He Kākano strategy

The lessons learnt from the He Kākano strategy provided the school with guidance about: asking challenging questions, walking into a hard space, and being honest and reflective about current school practices in regards to raising Māori student achievement.

The hard part is that it is ‘more than about me’ Jacqueline said, and not everyone takes the equal moral obligation to addressing Māori student issues. Every teacher is on a different continuum and has a different point of view in terms of their own knowledge and understanding of addressing Māori student issues.

Linda and Jacqueline agree that moral and honest teacher obligations are difficult to change in regards to improved outcomes for Māori students. They said ‘It’s not just about what happens at the chalk-face, it’s about changing the whole history, and it’s about making it okay to be bi-cultural’.



Honest self- reflection of what is actually happening in the classroom is challenging to address with teachers you are associated and working with, some teachers you like as a person, and yet you may struggle with as a professional.

Linda spoke about an interesting experience with one of her teachers. This teacher asked 'Why should he be treating Māori students different for any other student, as he treats all of his students the same'. Linda asked this teacher 'how is that working for you? Really well was the teacher's response, excellently said, Linda. How is it working? she replied' Linda described that there were a stunned silence and long pause? More importantly, there was a realisation by this teacher that he may need to make some shifts in his teaching practice.

Leadership

Linda and Jacqueline agree that the Principal is very supportive in his role to progress improvement for Māori student learners. Their view does not necessarily extend to all leaders in the school. Their school has identified clear issues that need to be addressed. Some teachers want specific guidance and will say 'just tell us what to do, and we will do it'. It is not always that simple Linda said.

Leadership is about making systems work, but more important for Linda it is about the spirit and intent of the system to drive positive change. This is not about functional management leadership, but more about how people can work in a school environment.

Some of the school's middle leaders are the biggest resistors to change. It is important to influence middle leaders to change so that middle leaders can influence classroom teachers to change. The school is currently developing structural change processes which will support middle leaders to change. This work is being led and driven by the Principal and occupies a lot of time in planning, development, and implementation.

Linda is a 'persistent and quiet leader' and she has high expectations of herself to get the job done. The dynamics and relationships within a team are essential to bring about sustainable change within Southland Boys High School.

The Principal provides the moral obligation, purpose, and passion for ensuring positive outcomes for all students. Linda and Jacqueline describe the Principals relentless passion and commitment to improving outcomes for every student at Southland Boys High School. Changing a person's values and beliefs is hard work, and it is not necessarily because people are unwilling. The tension at a Boys schools or any school is about managing students with dysfunctional backgrounds, and providing a safe learning environment for all pupils.

Strategies to improve outcomes

The Southland Boys High School Board has an explicit goal to ensure improved results and to raise achievement for Māori students through the school's charter.

The school has been developing strategies focussed on improving 'Tikinga', teaching practice, and community links with whanau and iwi.

Linda and Jacqueline are clear about the schools responsibility to ensure that all teachers are developing and implementing teaching and learning programmes which support and address the strategies above to improve outcomes for Māori students.

Key strategies to promote school change included: Senior and middle leaders reporting to the Board and Principal, providing targeted training for teachers, clearly identifying and selecting staff to implement change, providing staffing support for middle leaders, developing a position in the school for a person to take responsibility for Tikanga. The implementation of these strategies in Southland Boys High School provides a start of a journey to influence and enhance the culture of the school.

All middle leaders are required to report at the beginning and end of the year on their faculties' progress towards meeting school goals, targets and actions to the Board and Principal. The school identified reporting goals or targets by middle leaders to the Board needs to be strengthened. The Ministry of Education has also provided support to the school to enhance practices and processes in faculty teams. Faculties with Southland Boys High School are on a continuum where there is a variation to required shifts being needed to improve outcomes.

Identity

Māori student identity is vital to student wellbeing and progress within the school. Some Māori students do not have an awareness of their own cultural identity, and what does this mean in a Boys school? Who do these particular Māori students model their behaviours on? What does it mean to be a Māori student at Southland Boys High School and succeed as a Māori? These are questions to be addressed by the school and community.

An interesting dynamic within the school is the number of former students or 'Old Boys' of the school who have returned to teach at Southland Boys High School. These teachers have a historical viewpoint on what the school was, compared to what the school is today.



The evaluation of first He Kākano survey data was taken to a middle leaders meeting, this data identified gaps in student knowledge for middle leaders. The assessment of meaningful data provided awareness for middle leaders about the actual concrete achievements of Māori students in Southland Boys High School.

The important question for middle leaders is 'what do we do about this' and this particular question provides next steps for teachers of Southland Boys High School.

Professional learning programmes such as He Kākano and Kia eke Pānuku provide schools with a frame of reference to identify and support Māori student needs within a school environment. It is important for all schools to be culturally aware and culturally responsive to the needs of all students and in particular to the needs of Māori students.



Case study 6- Betty Whyte- Acting Principal

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

Introduction

Betty came from a farming background and attended Massey University completing a degree in Zoology. She attended teachers college in Auckland and was appointed to Mangakino (west coast of Taupo) as a first-year teacher. Betty shared that her teaching position at Mangakino was fascinating and provided plenty of life and cultural experiences for her. Mangakino School had a forestry community and was steeped in Māori culture. Betty witnessed poverty in Mangakino; she said this area provided ‘a unique experience for her’.

Betty moved with her husband to the West Coast where she taught for 10 years at Inangahua Junction School. She was appointed to Queen Charlotte College as an assistant science teacher. Betty advised that she has filled nearly every teaching and leadership role in Queen Charlotte College including Head of Department, Assistant Principal, Curriculum Leader, Acting Head of Department (various departments English, Technology, Mathematics), and Acting Principal. She has an extensive and diverse range of skills and capabilities. Betty has been a staff member of Queen Charlotte College for 21 years. I congratulate Betty on her service to Queen Charlotte College and community. Betty by preference prefers to work in small New Zealand schools.

Motivation

Betty is motivated by student success and improved outcomes for all pupils. She is a reflective person who wants to improve outcomes for all learners. It is important to her that she can support a positive change in students.

Betty talked about some of her educational highs which included: being able to speak with former students about their experiences of school e.g. ‘Do you remember when you talked about needing certain skills when you go out into the world?’ meeting former students who are in positions of responsibility, and acknowledging students who have really done well to achieve their positions. Queen Charlotte College continues to produce pupils in a whole range of careers including doctors, lawyers, teachers, Olympic champions, etc. The school has made it possible for students to achieve in a diverse range of vocational pathways.

The lows for Betty are about the disengagement of students from their learning. These students have limited or no engagement with family, whanau, community and school. The disengaged students refuse to attend classes and have poor relationships with some teachers. Unfortunately, some of these students believe that they have no future or career pathway. Betty is empathetic and very concerned for these very young disenfranchised students of Queen Charlotte College.

What keeps you going?

Sometimes it is the fact that identified disengaged students attend Queen Charlotte. The school is able to provide for these students a safe, supportive learning environment. Betty said ‘at least we have a basket (the school) to hold these students’. If schools can find the right spark and re-engage these students, or find out ‘what can we do to get these students back into learning?’ then we can make a positive difference for these pupils. Re-engagement, of disengaged students into learning, is a challenge for Queen Charlotte College.

Leadership

Betty’s leadership style is about providing opportunities for others to lead, and what she wants to do is develop people for leadership roles. If Betty identifies someone with a skill, then she would support this person to utilise their experience for the benefit of the school. Betty views that leadership need not necessarily be invested in her, but to be invested in others around her, and she works hard to get the very best out of every team member.

Student engagement

This is the dimension of the school that provides the most concerns for Betty. Queen Charlotte College has only a few students disengaged from their learning. However, these students take up a lot of leadership, administration, and teacher time. It is important for leaders that the school continues to focus on all pupils and ensure the provision of positive outcomes for better students. The school works very hard to reduce the number of stand-downs and suspension. However, continuous poor student behaviour takes a toll of teachers. The school has expectations of behaviour and must provide a solution to for extremely unacceptable behaviour.



There is a high correlation between presence; engagement and achievement of intermittent attendees are poor engagers who struggle with learning.

Queen Charlotte College is working with the local primary school through an intervention called 'Community of Learning' to identify recent detection trends on student progress. This response may provide opportunities for the school to determine the family trends and issues which in turn could lead to developing early intervention support strategies.

Key National Priorities

Queen Charlotte is a PB4L school and, therefore, is aligned to one of our government critical national priority. There is an explicit focus by Queen Charlotte College not to compartmentalise interventions within the school; the schools vision is 'Success and 'Māori Success'. All leaders and teachers must feed into this one vision. The best of all interventions are part of everything that Queen Charlotte College does; nothing is in isolation. Every initiative must support pedagogy and provide a clear focus to the schools vision of 'Success'. It is important for the school that everything links to the one school vision.

He Kākano

The lesson learnt from the "He Kākano" strategy provided leaders within the school leadership opportunities e.g. the former Deputy Principal has been appointed as the principal of Kaitaia High School. The Queen Charlotte College leadership team worked very closely on "He Kākano" and viewed this strategy as imperative for the school. The school has now moved into Kia eke Pānuku which focusses on classroom pedagogy and practice. Queen Charlotte College already has a commitment, understanding, and knowledge that school improvement will occur being part of interventions such as He Kākano and Kia eke Pānuku. There is plenty of buy-in by staff members.

The leadership was clear and explicit that Māori professional learning is a core driver for the school; however, the teachers needed to be led by leaders into the interventions.

How do you know that sound learning is taking place in the school?

Betty identified the following notions in her understanding of 'How do we know?'

- There is an intuitive understanding by the leadership team
- We feel we are
- The school is always doing things and trying to improve.

A clear vision and way forward for the school means that the leadership team requires explicit knowledge of classroom practice. Betty was clear that this is the challenge for the school. In order for Queen Charlotte College to move forward a robust system of ensuring that the expectations of the Board, Principal and leadership needs to be developed and implemented.

The Board has set specific goals and targets; every department provides a report to the Board with an expectation of reporting on achievement, and particularly Māori achievement. Queen Charlotte College has a wonderfully supportive Board. The Principal and Betty provide independent advice and guidance to the Board on the strategic operations of the school.

Betty explained that in her role as a Deputy Principal she had an excellent overview of achievement progress in departments. The achievement reports from departments became more condensed for the Principal and Board.

Betty said that middle leaders are superb at using meaningful data to redesign the curriculum to support student learning and achievement. The schools HOD's are very honest, self- reflective and prepared to make changes. This part of the school is working very well.

Voice

There are opportunities for to ensure that students have a voice. Teachers are required to collect and collate student voice information each term. There is a variety of methods to collect the data including surveys (written and online), conversations, and observations. The voice of the community is a challenge for the school; there are many opportunities for the community to feed their view into the school. A Māori committee has been set up, and members of this committee are aware of community issues, concerns, and aspirations.



Using evidential information

The staff use student voice information to identify issues, change and improve teaching and learning practice; often staff would be harder on themselves than what students are.

The feedback from the Kia eke Pānuku surveys informed the school that Māori students felt very positive, happy and safe in Queen Charlotte College. The school wants to do more for Māori students to ensure success.

Change in Professional Development has moved from external sources to being strongly developed and implemented internally within the school via learning groups. Evidential data has been evaluated by the school (Kia eke Pānuku observations). Which informs and support teachers on particular identified Professional Development.

The changes that are/ have occurred included:

- Classroom observations formalised
- Setting up of small groups
- There is a positive change in teacher perception on the value of Professional Development in school
- SLT in and out of classrooms regularly
- Leadership moving out of the office and finding out what is happening the school
- The leadership team is moving the school to 100 minute periods in 2016; this is to ensure a change in pedagogy by teachers and to support the concept of modern learning practices in a secondary school environment. There is an expectation that shared collaborative learning will taking place across the curriculum. Reporting on student progress over a 100 minute period is under consideration.



Case study 7- Daniel Wilson- Principal

“What best practice processes are in place, which ensure the sustainability of Māori student success in a South Island Secondary School environment?”

Introduction

Daniel is a first-time Principal; he started at Nayland College at the beginning of 2015. Prior to his appointment, he was the Associate Principal at Manurewa High School, South Auckland. Daniel was a foundation staff member of Alfriston College teaching performing arts, and before Alfriston Daniel taught at a London High School. He began his teaching career as a Music teacher at Manurewa High School.

Daniel experienced the Kotahitanga project at Alfriston College. He advised that Manurewa High School had missed out on the Kotahitanga intervention due to the government pulling the funding. Manurewa High School entered the He Kākano programme. Hence, Daniel has a context about the He Kākano project in regards to Nayland College.

Daniel reports that Manurewa High School has a 70% Māori/ Pasifika roll and is a decile one school. Nayland College is a decile 6 School, with about 15% Māori/ Pasifika students. There are only 12 Pasifika students enrolled in Nayland College.

Daniel understands that the context of schools is different, but the principles of support and intervention are the same for Manurewa High School and Nayland College.

He Kākano

Daniel views the He Kākano intervention as a “lightweight version of the Kotahitanga project”. In his opinion, the He Kākano project never actually addressed what was going on in the classroom and only scratched the surface at a leadership level. He saw the whole school operational aspects of He Kākano as positive e.g. signage in the school, normalising things Māori e.g. waiata and haka. In Daniel’s opinion, He Kākano never fundamentally addressed ‘what was going on in the classroom to raise Māori achievement, the classroom is where we can make the most impact’.

Daniel has experienced other schools receiving government funding to support co-construction or another support mechanism inside the classroom, and this funding resource was making a massive difference. In Daniel’s view “He Kākano had little or no impact on classroom results inside the classroom. However, it certainly had an impact on Māori being accepted in the school”. The Me and My school survey showed substantial improvements in Māori being accepted as Māori, in the 3 years that Manurewa High School was involved.

Daniel would also challenge the impact of He Kākano in Nayland College. Daniel said “there is a whole school Haka, a house system with European names, very little Māori signage about the place, and only one Māori teacher at Nayland College. The delivery and style of teaching in some Nayland College classrooms is very traditional in his view.

Motivation and importance

Daniel is driven by student success; he wants to see every student who attends Nayland College do well and for the school to provide a pathway to success for all pupils. He wants to see every student have control of their destiny that is the big picture. This is what drives him, this is what gets him through the door, and this is what excites him. He shared that in his short time as Principal he has dealt with some significant challenges. With student success, there is a positive change in the community, and he likes seeing change, progress, and vision.

Daniel’s focus at Nayland College this year is about creating the systems and structures to make some of the things that he is passionate about happen. He is going back to grassroots to ensure all the systems are in place to build the foundation for school and student improvement.

Daniel has had many highs, he is a musician, so he has had many successes with performance i.e. teaching students with limited knowledge of playing musical instruments achieving at high-performance levels.

Daniel was heavily involved in a University of Auckland programme called Starpath (also part of eke Pānuku). This intervention was a data-driven process, the evaluation and analysis of the data identified gaps in learning and what the focus needed to be. The next step was about developing home/ school partnerships at a very personal level and concentrating on goals and actions to support the student.



Chanel Ngahure joined us; she is the Te Reo Māori teacher of Nayland College. Chanel is of Waikato, Taranaki, Ngati Kahungunu descent she grew up in Palmerston North and has been teaching for 10 years.

Improving learning

One of the big drivers for this year is focussed on the school's Academic mentoring programme and strengthening the home-school partnership. The school organised a 25-minute meeting with 90% of the parents and a significant adult in the school, the form tutor. In this meeting, goals for the year, long-term plans, and specific strategies on how the home-school partnership could assist the student in learning.

Chanel was able to meet with about 85% of her parents, and she met with parents of students who are part of Nayland College whanau class. This whanau class was set up a few years ago and has a particular focus and context to support Māori students to engage in their learning. The school identified a need for a Māori male role model and had appointed a person from the local marae to support and mentor some of the schools males Māori students. This mentor is described as a 'big guy with a big heart who really cares about the students'.

Chanel is working with contributing schools to support teaching and learning programmes in Nayland College and to build Te Reo Māori numbers. There is an emphasis on build relationships before students enrol in Nayland College.

Strategic goals and systems

The Board has set explicit goals and actions to raise levels of achievement. The school originally had 9 strategic goals in 2014 which have now been refined to 3:

1. To ensure at least 85% of all students leave school with a minimum of NCEA Level 2 or equivalent qualification
2. To develop a school climate that safeguards the physical and emotional wellbeing of pupils and engages them in learning
3. To develop and maintain programmes and an ethos that reflects New Zealand's cultural diversity and, in particular, the unique position of Māori as Tangata Whenua

Daniel has decided to reframe the implementation of the PB4L strategy. In his view, he identified that key indicators of PB4L such as respect had a different meaning for each staff member. The underlying principles of PB4L weren't currently being implemented by every staff member in the school. Nayland College has gone right back to: What are the school's core values? What do we stand for as a school, what is this school all about? What are the schools same expectations, the reframe of PB4L is work in progress?

The schools appraisal system has also been reframed by Daniel. The first compliance based appraisal process has been replaced with the Teacher inquiry approach. Every teacher is required to write and presents and action research project based on the schools goals and measures or targeted groups e.g. Improving Māori student outcomes. Every teacher belongs to a cross-curricula learning group, and their action research project is reported to other members of their learning group. Teachers also have an appraiser that they will meet with on a regular basis.

Daniel is part of the professional development and appraisal processes and models the same actions, requirements and expectations of his teachers.

In Daniel's view, the departmental goals and actions from what he observed were not explicitly aligned with the school's objectives and actions. There was a misalignment of goals between departments and school, there didn't seem to be a definite structure, every departmental had variability in terms of reporting achievement outcomes.

How do you know expectations of the school are being met?

Daniel is aware that strengthening his and his leadership teams knowledge about ensuring that the goals, targets and actions of the school are being implemented through the school are important. He has already aligned all learning areas to particular members of his leadership team. Each member of his leadership team must complete a formal lesson observation on each member of their learning area, at least once per year. Leadership team members have been conducting informal snapshots of classroom lessons, through the inquiry learning model, at least, one formal observation is done.

For Daniel, the lesson observations are also about the pedagogy of Modern Learning Practices (MLP) and the transparency of classroom teaching. The Student Achievement Function (SAF) group is working on evaluative capability, the school at the moment is identifying what students are 'at risk' and what tracking, and monitoring processes are in place to support students.



The school has good school tracking and monitoring processes. The data that is now in place filters to form teachers, fortnightly reports are sent home by the school, about student learning and achievement.

School achievement is also about the alignment of school-wide learning goals to learning area goals through to the goals of individual students. HOD's are essentially ticking off what has been done through the year and reporting outcomes at the end of the year in one document.