

# **Sabbatical Report to the Ministry of Education**

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In August 2004 I attended a five day professional development programme at the Principals' Development Planning Centre (PDPC) in Wellington. An outcome of this programme was the development of a personal development plan that had two main elements:

## **Programme Outline:**

The PDPC programme included the development of a personal plan to deal with areas of perceived weakness and areas identified during the programme. Items from this plan are listed below and would form the basis of time spent on professional development during the sabbatical.

The purpose of the sabbatical therefore was not to engage on a topic of research as such but was to:

### **A. Pedagogical Leadership**

Objective: To improve understandings of the relationship between pedagogy and student learning

#### **Evaluate**

- Assess own pedagogical knowledge
- Assess own knowledge of NZC
- Identify gaps

#### **Research:**

- Do readings on NZC and pedagogy
- Research Leadspace
- Research centres of best practice

#### **Actions:**

- Clarify own viewpoints
- Develop personal library
- Commit to regular time for pedagogical readings – continue to develop knowledge base
- Develop good understandings of current thinking re best practice
- Present views on best practice at staff meetings
- Devote time at each staff meeting to discuss pedagogical issues

#### **Reading List:**

“**Purposeful Data Analysis**”, Dr Mei Kuin Lai University of Auckland. Presentation to Secondary Principal's Meeting 16 August 2005

**“Evidence to Action Legislation for ongoing improvement “**, Tim McMahon, Project Manager, Schools Planning and Reporting Project, Ministry of Education. Paper presented at National Assessment Regional Seminars, April 2000.

**“Using Best Evidence Synthesis to Assist in Making a difference for Diverse Learners”**, Adrienne Alton-Lee.

**“Making a Bigger Difference for all Students”**. Schooling Strategy 2005 – 2010. Ministry of Education 2004.

### **Readings in The Theory of Multiple Intelligences**

**“Māori Students in Mainstream Schools”**, ERO 2003

**“How to Teach Better – Good Pedagogy is Good Learning”**, David Hopkins, 2003

**“Good Teaching Practice”**, Prof John Hattie, University of Auckland

**“Impact of Teaching and Schools on Variance in Outcomes”**, Ministry of Education 2005

**“Inside the Black Box”** Assessment Reform Group

**“Testing, Motivation and Learning”**, Assessment Reform Group

**“A Self-Review of Maori Education”**, Otago Region School Trustees Association

**“Effective Learning in Schools”** C Bowring-Carr, J West-Burnham

**“Maori Pedagogies- A View From the Literature”**, CER

**“Maori Education and Parents”** Sheridan McKinley

**“Cooperative Learning in New Zealand Schools”**, D Brown and C Thomson

**“Tools For Teaching and Learning in the Integrated Classroom”**, Carolyn Coil

**“The Differentiated Classroom”**, Carol Tomlinson

**“Gifted Students in Secondary Schools”**, M Gross, B MacLeod, M Pretorius

## **B. Performance Management**

Objective: To gain commitment to school-wide excellence in teaching through effective teacher appraisal.

### **Evaluate current situation:**

- analyse existing appraisal reports
- feedback from subject heads
- ERO report
- Review current practice

### **Performance Management:**

In the process of evaluating the school's appraisal system, I was drawn to the wider context of Performance Management and how effective were our systems and procedures towards fulfilling the school's role of being a good employer. Influencing factors were:

- a) The need to achieve a more effective appraisal system (ERO report 2004)
- b) The need to provide effective induction for provisionally registered teachers (ERO report 2004)
- c) The increasing need to employ teaching and support staff – and in the case of teaching staff that many were from overseas.
- d) The need to improve recruitment and induction procedures as a means of better teacher retention and support for beginning teachers
- e) The need to establish clear role for the newly created Specialist Classroom Teacher position.
- f) To ensure staff were aware of key employment conditions, including issues surrounding competency, discipline, and award provisions.
- g) A realisation that effective appraisal can only occur in an environment where employees understand what is expected of them and have been equipped and prepared for the role that they are to fulfil in the organisation. Employee satisfaction that they are valued is equally important.

It was my contention that in an organisation as large as Pukekohe High School with 140 employees needed more robust and understood mechanisms for personnel management than those that currently existed. Equally, a great deal of time and expense went into the recruitment of new staff, many from overseas, and there were instances when the school did not adequately provide for these new employees.

Policy development in the area of performance management was lacking and specific situations at the school during 2005 revealed these shortcomings. These situations were:

- An issue of staff discipline
- An issue of teacher competency
- Lack of clarity over teacher entitlements during call-back days
- An overseas teacher, recruited at some cost, returned home claiming the non-delivery of expectations

### **Sources of Information:**

**“Human Resource Issues in Education: A Literature Review”** Michael Fullan and Blair Mascal, Prepared for the New Zealand Ministry of Education

**“Duties of The Teacher”** Michael Scriven, University of Auckland

**“Feedback for Enhanced Performance”**, An Interlead workshop  
**“Making The Right Appointment”**, EdSol  
**“Getting It Right”**, EdSol  
**“Principal’s Guide To Teacher Recruitment”** TeachNZ, Ministry of Education  
**“Effective Performance Appraisal”**, Carol Cardno and Eileen Piggot-Irvine  
**“Teachers Wanted – Attracting and Retaining Good Teachers”**, ASCD  
**“Appraisal and Target Setting”**, David Trethowan  
**“Towards Full Registration”**, New Zealand Teachers Council  
**“Education Law – Legal Guide For Secondary Principals in New Zealand”**, SPANZ  
**“NZPPTA Secondary Principals’ Council Handbook”**  
**“Appraising Teachers”**, EdSol  
**“Human Resources”**, NZSTA 2004

### **Policy Development – Personnel Management**

This policy was developed to underpin the school’s personnel management system that shall include policies and/or procedures for:

- a) The recruitment, selection, appointment and induction of staff
- b) Fulfilling the requirements of collective and individual employment contracts relating to workplace conditions including: allowances and reimbursements, leave, health and safety, hours of work,
- c) Meeting statutory requirements for registration, police vetting and good employer requirements
- d) The appraisal of staff
- e) Career development and succession planning
- f) The professional development of staff
- g) Remuneration management
- h) The discipline and dismissal of staff
- i) Complaints procedures

Based on the policy, a manual for personnel management was developed for trial and implementing during 2006.