

Term 2 2016

PUBLISHED AND BROADCAST MESSAGES MAKE SCHOOL GOALS WORK

Sabbatical Report

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SABBATICAL PROPOSAL AND INQUIRY FOCUS

Professional Learning Activity

How do schools bring the 'achievement of success' goal into the classroom particularly to enable Māori students to experience success?

Examples of particular strategies can be shared with people at Rosehill College and other schools.

Purpose

To find some examples of how leaders foster commitment to school goals and promote ways of learning (such as culturally-effective and relational pedagogy) that help students succeed.

Possible Benefits of the Sabbatical

Through sharing with staff,
Strategic Change Leadership Team,
regional and national school leaders,
the benefits can be:

1. Re-strategised leadership and teaching, focussed by active school goals, will make students (particularly Māori) feel connected to the school and raise achievement.
2. An active culture of common purpose and collaboration.
3. A climate where there is the belief that everyone has a role to play in school-wide goals.

Conclusions

1. With differing cultures and priorities, we are all working on (and never sharing) the same thing; to improve the educational experience for individuals.
2. People respond to a clearly-messaged school goal as opposed to a 'vacuum.' Each school is different in what it regards as the key priority for action; it doesn't seem to matter what it is as long as it is something.
3. The hardest 'change goal' is, through messages, trying to connect goals to pedagogy. The easiest and obvious 'change goal' is structural.
4. Schools determine which core foundation of learning needs bolstering first for progress to be made:
 - a. The behaviour and social skills of students.
 - b. The basic literacies and academic skills of students.
 - c. Relationships of teacher-student, teacher-teacher, school-whānau.Some try to do them all while others focus on one.
5. Teachers are given many well-researched messages about making a difference; those messages are very rarely passed onto students.
6. Some schools rely on the continuation, through 'osmosis', of the existing culture of achievement; in which case teachers, students and whānau determine their own level of participation and contribution to that culture.
7. Some schools re-define and refine the culture of learning and achievement through clearly-stated focused priorities. Here teachers, students and whānau understand the purpose and expectations of school goals and enact them.
8. The schools where there is real progress are those that have defined messages and plans which are understood, broadcast/publicised and expected.

DEFINITION: Messages are those statements, which people can recite when asked, about what the school wants you to do or to become?

ACTION: The number of messages about school goals and amount of action on them depends on the individual teacher.

INFORMATION from six North Island Schools: (roll and decile)

1486 decile 4, 1233 decile 5, 1186 decile 10,

1065 decile 5, 767 decile 3, 291 decile 2

Listed in order of frequency

Messages **to Teachers** about Achievement:

Respond to data: You are expected to evaluate provided data from the 'data guru' and take some personal action to meet the targeted goals e.g. reflect school goals/values in lessons, give feedback, target 'at risk' students, share strategies and resources.

Mentor: Have conversations with students in form time about pride and achieving to the highest level.

Change practices: Empower students, varying the learning opportunities and not repeating what has always been done.

Reflect: Key questions for developing your pedagogy: How do students learn? How do we teach best? What is reasonable to expect from our students? What is reasonable to expect from ourselves as teachers?

Have a mission: The school's mission is to help produce "fine young men;" interpreted individually as: raise the achievement of Māori, improve attainment, develop lifelong learners, develop successful citizens, make students aware of their responsibilities and rights, be willing to give more than to take, develop young people holistically.

Superior academic success, from the school's history, is possible.

Teachers will foster and promote excellence in academic, sporting, cultural and social opportunities.

Students should live their learning.

Messages to Students about Achievement:

Always attend: “If you’re not in class you’re not going to pass.” Achieve highly and stay at school. Being at school protects you from a ‘dead-end’ life.

Accrue: There are specific academic goals for students to target which are publicized and recognized in awards. Accrue credits. Gain Level 2.

It’s always worked: Follow a traditional/historical academic curriculum. Mathematics and Sciences are key subjects to achieve in, particularly for Māori.

Be a good citizen: Work out which values (co-operation, self-control, time management, pride, independent learning, creativity, sport) should be added to your ‘toolbox’ of skills to become a fully-functioning member of society and a good citizen.

Know more and think more deeply in lessons which is the teaching and learning of how to

Higher socio-economic families provide the messages about high achievement through “pure” traditional subjects and self-motivation because the school doesn’t celebrate academic success.

Messages to Students about Behaviour:

“Develop social skills: they ‘run’ the same as academic skills,” are foundations for any achievement and are of benefit to the community: perseverance, courage, loyalty, showing respect, behaving with pride in school’s traditions and interacting with your community.

Effort: “Try hard and do your best.” Stay on task.

Messages to Teachers about Relationships:

Know your students: Know the learner's style, strengths, weaknesses and future actions from any data and personal level conversations.

Mentor: Use the restorative practices / mentoring structure and process of conversations to form the structure and process for conversations with students and colleagues around academic progress and development and pedagogy.

Shadow-coach with a peer to trial ideas and target improved achievement.

Use Te Reo in all classrooms.

Messages to Students about Relationships:

Live Values: Respect, Integrity, Co-operation, Honesty

Be tolerant: Be inclusive; do not bully.

Be co-operative and collegial.

Role model: A Y13 student's role is to inspire others, be aspirational, role-model excellent dress and behaviour, and aim for / be recognised for high achievement.

ACTIONS CONNECTED TO THE MESSAGES

Timetable Structured to: Improve Literacies, Accelerate, Individualise

6hrs English, 6hrs Maths, 4hrs Science. Two classes at Year 9 and one at Year 10 target gaps in learning. The selected teachers meet regularly to plan achievement, and respond to students' reflection forms. A small support team can withdraw individuals for tuition.

1 study period per week to set goals and work on career pathway. Seniors in 7 subjects and encouragement to do more.

Period 1 is 100 minutes allowing subjects to more fully develop skills and knowledge.

Supervised silent study periods for Year 13 students (formal uniform).

Smaller schools enable much more ease of collegiality when developing individuals.

Curriculum Adaptation

Move from a 'one size fits all' curriculum to more targeted initiatives to address the variety of needs: semesterisation, individual programmes of standards within subjects, Māori boys classes for leadership and achievement as Māori, video conferencing, senior tutorials for students with less than 6 subjects.

The ‘front end’ of the NZC is used as the basis for junior units of work.

Sets of rubrics developed from student voice, visible learning, professional learning.

Learning progressions developed to create literacy, Māori identity and digital learning.

Subjects have learning progressions and students receive weekly printouts of their progress.

Whakairo – culturally-influenced subject. Tu Tane – Yr10 PE Health Programme focusing on ceremony. Tu Whānau – reading together programme. ‘Write That Essay’

Wananga for Māori students bringing a cultural context to academic learning.

History teaches local history, led by iwi; speeches/mihi/whaikorero focus on ‘my taonga.’

Individual learning pathways. Aim to develop greater connection and engagement with students (starting with ‘at risk’ students first) through firstly their own inquiry into their culture and values which becomes the basis for individual programmes.

Curriculum review to reduce the amount of assessment to enable deeper learning and protecting students from burnout.

Programmed Mentoring

Year 12 students mentor those junior students whose progress books indicate they are not achieving sufficient graduation credits.

Careers Dept interview Yrs 10,11,12 students re subject choice based on skills and enjoyment to determine individual timetables, and advise each Yr 13 student. No student leaves school without career plans, possible work experience, cv.

At-risk students targeted. Priority learners identified, credits estimated per student, Term 4 catch-up programme.

Shadow-coaching for teachers whose class shift is below the average sub-level shift.

Staff mentors for students not achieving to potential across subjects; given negotiated time for mentoring conversations.

Improving Teaching Practice

Lesson observations done by senior leaders, SCT, RTLB team.

Walk-through observation (Kia Eke Panuku) improves practice.

Connecting school goals with the teachers is the purpose of the professional learning programme.

Validate each teacher's passions, fit them to the school goals, make them attainable is the job of a curriculum leader.

SLT weekly review school goals at a separate meeting and teacher pedagogy concerns are actioned at that time.

Inquiry

Conduct a teaching inquiry, using the Effective Teaching Profile, responding to students' needs, using literacy strategies, reviewing goals and progress, critically reflecting on Māori achievement, responding to test data.

Review pathways / schedules. Refine work experience scheme. Investigate possibilities such as timetable re-structure / cross-curricular learning.

Action research/inquiry in some subjects related to individual Māori students.

Organised discussion about school values considering diversity of achievement, raising Māori achievement, targeting 'endorsed' achievement, re-directing the curriculum to meet the students' needs, literacy and boys' education.

School culture of investigation

Teachers new to teaching or new to the school more evidently connect school goals to personal practice.

Re-iteration of the purpose of ‘what we’re doing’ leads teachers to see how their actions and professional learning is connected to the school-wide purpose. This is the mahi tahi.

Everyone accepts the expectations of the school goals and contributes in their own way.

Connection to Whānau

Community Liaison person works with the community and those who don’t attend regularly.

Selected families are invited for discussion with the Principal at targeted feedback evenings.

Ngai Tatou – enabling students’ potential stems from working with whānau and the community – providing academic information, student achievement meetings, whānau nights, parents as academic/sporting/cultural coaches.

Deans broker a strategy with teachers and whānau of ‘at risk’ students.

Students show their projects at class’ lunch which whānau are invited to.