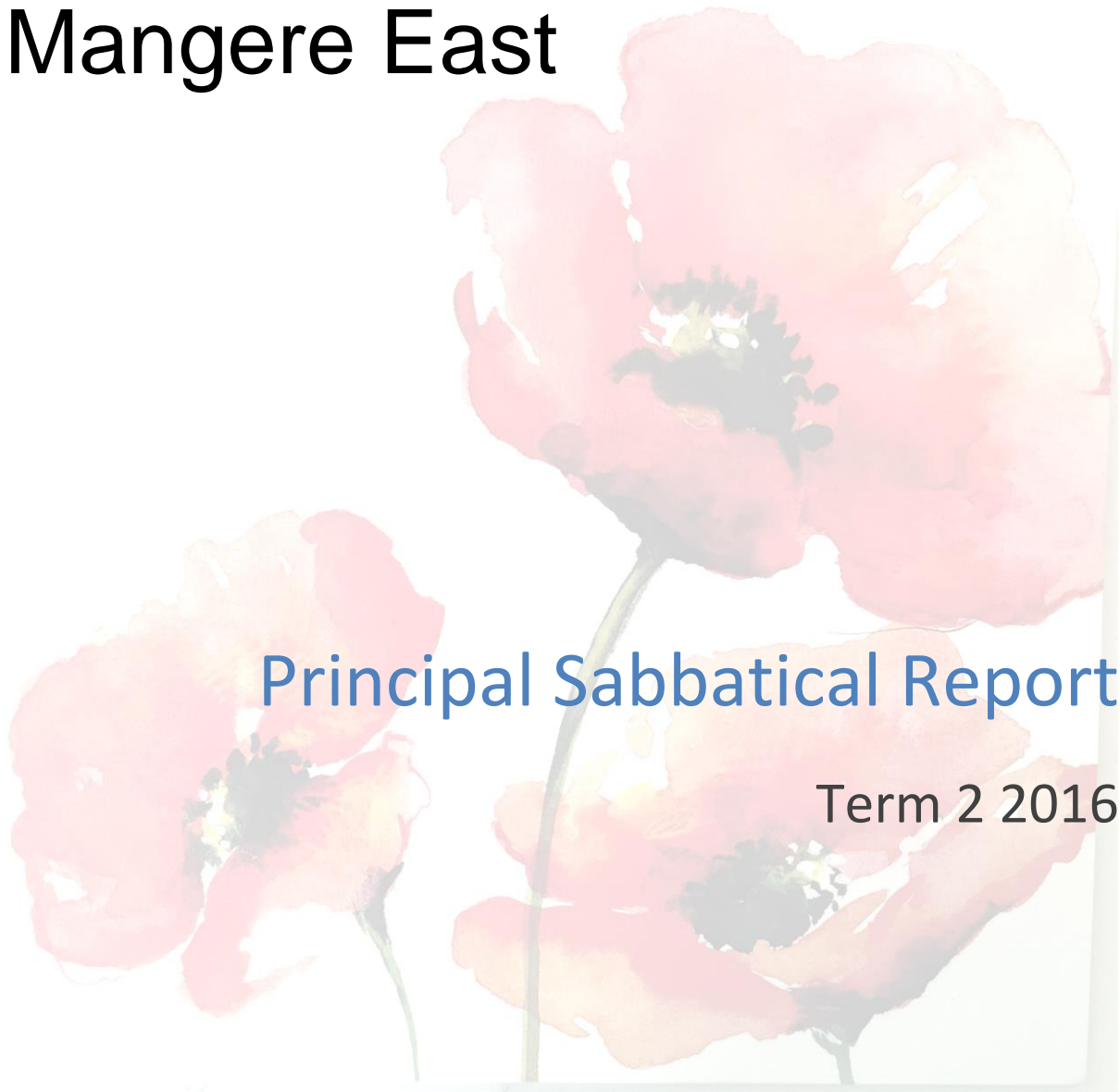


Kingsford Primary School Mangere East



Principal Sabbatical Report

Term 2 2016

Rex Buckley

Report from Sabbatical Term 2 2016 – Rex Buckley

“I have walked that long road to freedom. I have tried not to falter; I have made missteps along the way. But I have discovered the secret that after climbing a great hill, one only finds that there are many more hills to climb. I have taken a moment here to rest, to steal a view of the glorious vista that surrounds me, to look back on the distance I have come. But I can only rest for a moment, for with freedom come responsibilities, and I dare not linger, for my long walk is not ended.”

— [Nelson Mandela](#)

I would like to acknowledge all who made the sabbatical possible:

*NZEI and the Ministry of Education for realising that sabbaticals have a value.

* The Kingsford Board of Trustees for supporting my application.
Kingsford Primary School Board of Trustees have supported me and allowed me to have opportunities for PLD. They have allowed me to have wings; they have allowed me to dream and to try; they challenge and expect.

*Mary Fleming, Kingsford’s Deputy Principal for managing the school magnificently during my absence

*The staff at Kingsford School – they have had to withstand change and challenge

*The Local Papatoetoe Principals’ cluster for their support and encouragement and who gave of their time to allow me to visit their schools and to view their practice.

*Kedgley Intermediate and Aorere College

*The Principals of Beachlands School and Shelly Park

It has given me the opportunity to investigate and research inclusive practice for diverse learners in more depth that would not have been possible when running a school.

This quest was sparked after the last ERO review when it was documented that further development was to be the use of eLearning in the classroom. Children to become lifelong learners in the 21st century.

The Purpose of the sabbatical was primarily

1. To investigate the next steps of eLearning in Kingsford Primary School's journey.

To make sure that Kingsford is to the forefront of eLearning.

The challenge to work on, given when ERO visited in 2014

“To develop e – learning in all classroom programmes.’

2. The use of N 4 Learning portal to enhance children's learning
3. To investigate and note hardware used and how it was being used in the curriculum
4. To explore how effective eLearning schools are successfully using digital devices in the classroom programmes

Purpose for Sabbatical

If eLearning is the way of the future I need

- To make sure that Kingsford is to the forefront of eLearning
- To further enhance the eLearning/digital learning of our Maori and Pacifica students.

Enquiry and questioning

- To begin with ‘What is eLearning’?
Refer TKI – The e-learning Planning Framework
-a tool to help schools and teachers measure their e-learning capability (very thorough)
 - *The use of electronic technology to deliver, support and enhance teaching and learning*
 - *The use of new multimedia technologies and the Internet to improve the quality of learning by facilitating access to resources and services*
- *If someone is learning in a way that uses information and communication technologies , they are doing eLearning*
- *21st Century Learning*
 - *Generally used to refer to certain core collaboration, digital literacy, critical thinking and problem solving to help students thrive in today's world.*

Kingsford's Story (journey)

- Much development and progress has been made over the last 2 decades.
- In the beginning Apple computers were bought at sale and were standalone machines. The school did not have a network however an email address and limited internet was set up by dial up modem.
- A small network was set up in senior area with the help of volunteer labour.
- After a visit to Australia and with the help of SEMO, an underground network was set up around the whole school with the opportune breaking down of the heating system.
- Staff collectively decided that as a PC platform was used by most teachers at home; hardware was cheaper; PC platform was what we should work with at Kingsford
- Hardware leased and changed every three years.
- With the help of a trust; interactive Boards have been purchased for each classroom
- Much time and effort spent on upkeep and upskilling of staff. All staff appointed had to have a willingness to learn and keep up with instruction

The following were the kinds of questions and enquiry

- What should/could eLearning look like at Kingsford?
- What does eLearning look like elsewhere
- To look for current research discussing and supporting E Learning.
- To investigate barriers to E learning that schools found implementing programmes
- The purchase of, installation and upkeep and how they overcame these?
- To Investigate how schools are using tablets/iPad to engage Maori /Pacific students throughout the curriculum
- To Investigate how eLearning can support and motivate reluctant and underachieving students particularly in numeracy and literacy
- To investigate Home/School partnership in schools
- To investigation relationships and coordination transitioning between schools in this case from Kingsford to Kedgley Intermediate and Aorere College.

Activities

- Professional Readings and professional learning
- Boys Learning – cultural influence – priority learners
- Visits to schools in Papatoetoe Area and wider – Discussions re practice and viewing with principals and the teacher drivers
- Viewing hardware and software
- Attending Australian and New Zealand Principals' conference in Auckland, June 2016
- Transition discussion Kedgley and Aorere – role of CoL.



Actions and Findings – food for thought.

- ✚ This sabbatical gave me a chance to look at other schools and to put into perspective where Kingsford School is at. Much time and money has been invested in this area over the years. It is easy to hear what other schools are doing but to actually go and see for yourself is really important. As Principals, we do not have the time to do this.
- ✚ Technology and its use is changing rapidly, schools have their different ways of dealing with this: outright purchasing, leasing or BYOD. Schools also talk about the Equity of opportunity. What platform we use or whether we use tablets, I pads etc. is up to the school involved.
- ✚ All schools have been “Snapped” so it is much easier to use hardware in the classroom or nearby. A level of trust has to be developed with the use of the internet.
- ✚ N4 L a filtering system.
- ✚ There is a cost to software used and the way it is monitored if used as a program. May not be good for every school because of the ongoing cost.
- ✚ Teachers must have a good general knowledge of the equipment that they are using and how to keep it running efficiently.
- ✚ It is vital that teachers make good use of hardware and software available. Teachers must keep themselves abreast of their learning, its use to motivate and to how it may help children in their work.
- ✚ Regular PLD must be given. Teachers need to know how to work with children but they do not need to be the expert. However they need to be able to demonstrate 21st century skills in a 21st century classroom.
- ✚ Jenny Poskit’s article in the NZ Herald was timely and gave food for thought. I was unable to find the full article and where it was published. There is a place for “old fashioned learning” alongside the use of technology. On the flip side, we use what we can to engage children in their learning.

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- ✚ Is there such a thing as a paperless world?
 - ✚ We must work with our transitioning schools to make sure what we use in our schools is useful and that the transition is seamless.
Making sure that we are using the same hardware etc. Have similar philosophies (COL)
 - ✚ The upkeep of systems could be streamlined and the setting up of technological help through CoL. Professionals and companies often do not understand the school setting, the pedagogy. Not always is new Hardware needed. – often what we have needs only to be maintained to keep it up to date.
 - ✚ Use of Google docs; google mail. Upskilling in this area.
 - ✚ Use of Home/school partnership for children to share their learning.

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The Internet –

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Books –

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(Spoke at principals' Conference in Auckland)