



Principal's Sabbatical Report

Richard Thornton

Manurewa High School

Sabbatical Plan

1. Establish a sister school partnership with
Vivekananda Mission School in Kolkata India
 2. Research the “Pathfinder” work experience
initiative in the UK
 3. Attend 2 Professional Development
conferences
 - a) ‘Thinking Skills’ conference in Sweden
 - b) ASCD – ‘Differentiation’ conference in
Salt Lake City
- R & R activity in Europe and the USA

1. Establish a sister school partnership with Vivekananda Mission School



This was achieved successfully and in 2008 we will commence the first of the planned activities. I visited the Mission School and also the “Community” (Slum) school in Kolkata. The CEO of the school community organisation, Mr Chandra, does an amazing job of meeting the learning and social needs of his community.



Initially Manurewa High School will established a video conferencing learning link and eventually we hope to have teacher exchanges and student visits.

Visit reflections:

1. Accommodation for staff is comfortable
2. Security / Safety not an issue during the day
3. Food and hygiene matters would be a challenge with students
4. Mainstream Mission school students were highly motivated
5. Community school students were delightful
6. Costs of visiting were very reasonable
7. Leadership was very visionary and inspiring
8. ICT skills a strength and growing – students very skilled



2. Research the “Pathfinder” work experience initiative in the UK



Pathfinder is a Government funded work experience / pre-apprenticeship initiative aimed at increasing the trade based skills within the UK. By 2013 schools will be required to deliver the core subjects within 60% of the week and the work experience activity within the remaining 40%.

We intend to start a similar model at Manurewa High School , linking to the initiatives of Gateway and STAR.

Strategy:

- a) Work experienced based activity – warehouse off-site, focusing on trade / home handyman skills: painting, plumbing, electrical.
- b) Focus on Year 11 and 12 pre Gateway students
- c) Linked to service providers MIT and others
- d) Target of being commercially self sufficient

We currently have a very successful HAC (Hospitality and Catering) programme with a full commercial kitchen, an Elementary Construction course and a strong engineering programme. This will complement our current activities well.



3. Attend 2 Professional Development conferences



*The Staff presentation slideshow on the key points of
the conferences:*



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India

- 3rd World experience
 - Sister School
 - Community school
- Video Conferencing link
 - Visits



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UK Pathfinder

- Skills based workshop
 - Pre-Gateway
 - Off-site
 - Year 11



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School Visits

- Use of IT
- Class sizes
- Use of Intranet
- Value what we have



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Conference #1: Sweden

“Thinking skills”

“We need a new way of thinking to solve the problems caused by the old way of thinking”

Albert Einstein

The future is not to be discovered but to be created.



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Forced Revolution

FROM:	TO:
Life organised	In charge of own destiny
Conserve	Adapt renew
Things / self	Ideas/Knowledge Relationships/networks
Teaching	Learning
What is good for the organisation?	What is the organisation good for?
Work long	Work smart
Managing	Leading / Inspiring



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Forced revolution in Learning

FROM:	TO:
Fear	Wonder
Knowing	Learning
Criticise	Understanding
Fragment	Inter-connect
Individual	Together
Absorbing	Sharing
Bits and pieces	Systems/wholes



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Thinking MUST change

- *Climate change*
- *Oil dependency*
- *Social issues*
- *Values*
- *Problem solving*



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Develop Skilful Thinkers

Thinking tools:

- ***Blooms Taxonomy***
- ***Costa's habits of mind***
- ***De Bono's 6 hats***
- ***Hyerle's thinking maps***



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Conference #2

Differentiating Instruction

– to meet the individual learning needs of students and to be more effective as a teacher.

- Know, Understand and Do (KUD)



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The 10 Non-negotiables

Teacher / student connections.	Positive learning environment.
A sense of community in the classroom	Curriculum focused on student understanding for all students.
Persistent assessment to inform teaching and learning.	Respectful tasks for each student.
Flexible grouping.	Attention to student readiness, interest and profile.
Modification of content, product, effect and learning environment to address student need.	Teaching up



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Learning occurs best in an environment that contains positive interpersonal relationships and interactions, comfort and order, and in which the learner feels appreciated, acknowledged, respected and validated.

Lambert and McCombs 1998



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Conference #2 Effective Teaching

What are the key aspects of an effective teacher?

Clear communicator	Content knowledge
Qualified / Pedagogy	Experience
Intellectual curiosity	Caring / understanding
Fair / Respectful	Social / Enthusiastic
Motivated / Positive	Organised



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Effective Teaching cont.

Responsive	High Expectations
Meaningful feedback	Assessments meet student needs
Recognise complexity	Serving conscientiously
Positive relationships	A good listener
Not afraid to make a mistake	Demonstrates learning
Happy in the job	



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Engaged Learning

Internal Motivation	Competition is as important as co-operation
Value Learning	From bossing to leading
Consequence is NOT a four letter word	Positive relationships
Competence	Collaboration



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**Creating a
Learning community
through effective teaching and
engaged learning in a safe and
supportive environment
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Where to from here - 2008?

Brainstorming has started...

Staff PD slot – early finish on 1 day

Develop leaders – encourage learning

Encourage staff teaching methods

Small steps

Incremental change

Start the journey

In-line with new curriculum