

Sabbatical Report

2018 and Beyond – Delivery of Curriculum & Structural Change

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Term 2, 2017

This Sabbatical Report outlines an inquiry process undertaken at Tauranga Boys' College into delivering a curriculum to meet the needs of leavers in 2022. Then, the structural changes necessary to deliver this curriculum to drive a change in pedagogy. It varies from my proposed topic "*Research Models of Curriculum Delivery used to Enhance Engagement and Improve Academic Achievement of Priority Learners in Boys' Schools*", although the outcome of the inquiry is ultimately to achieve the same goal of enhancing engagement and improving academic achievement in a large boys' school with a significant number of priority learners.

The report is not intended to be a formal investigation or academic research but rather outline a number of steps in an inquiry cycle detailing what one school has done that has been informed and supported through the opportunity for the principal to take sabbatical leave, enabling time for reflection and consolidation of thinking, whilst also affirming the direction of the college.

I am appreciative to have received this principal's sabbatical awarded by the Ministry of Education as part of the Teacher Study Award Scheme.

I wish to acknowledge and thank the Tauranga Boys' College Board of Trustees in supporting my sabbatical and acknowledge my Senior Leadership Team colleagues who covered my responsibilities in Term 2, 2017, to enable me to undertake this sabbatical.

Context for Sabbatical

Tauranga Boys' College has made significant progress over recent years. This progress has been recognised by the Education Review Office [ERO] with a review cycle set at four to five years. As a decile 6 state, single-sex boys' school, we are achieving at a high level but the biggest challenge is to raise the level of engagement and achievement of our priority learners. Significant progress has been made as evidenced by our data – NCEA achievement, retention, engagement etc, but this remains our biggest challenge. A number of strategies have been embraced including He Kakano, Kia eke Panuku and more recently, joining the Tauranga Peninsular Community of Learning to close the gap whilst also providing different methods of curriculum delivery in a relatively traditional model. Programmes include trialling Integrated Studies classes in Years 9, 10 and 11. These classes have evolved out of our involvement in the Sport in Education Project, of which we were a part of for four years. This was a funded partnership between Sport New Zealand and the New Zealand Secondary Schools' Sports Council. As part of this involvement we trialled an Integrated Studies approach with an emphasis on contextual learning and the use of engaging sports contexts in the Junior School, targeting low-band junior classes, traditionally with issues of low academic success composed of priority learners. We have also delivered the curriculum through an inquiry approach with specific Year 9 and Year 10 classes, BYOD classes in the Junior School and vocational classes in the Senior School. All of these methods of curriculum delivery are designed to support our vision of being "Best for Boys" by providing curriculum delivery tailored to meet the needs of boys.

Whilst remaining mindful of the needs of our priority learners, an increasing priority is a focus on meeting the needs of all our boys, to ensure they have the competencies, knowledge and skills to meet the challenges of the future world.

The challenge for Tauranga Boys' College is to evolve a curriculum and model of delivery to develop and equip our leavers with the foundational knowledge and skills, the qualities of good men and competencies to succeed and contribute in the future world. The challenge for Tauranga Boys' College has been to implement this change within a model that has been relatively successful by traditional measures of achievement and engagement, cognisant of the research and data, the process, the limiting factors and the resistance to change within various sectors including students, parents, teachers and the wider community.

The Process of Inquiry and Learning Experience "Curriculum Think Tank"

A significant influence on my thinking was the opportunity to attend a "Curriculum Think Tank" hosted by the MOE in Wellington in March 2016. The purpose of the "Think Tank" was to better understand the responses to the challenges and opportunities for teachers and leaders in implementing and achieving the outcomes of the NZ Curriculum.

Jane Gilbert AUT <https://drive.google.com/file/d/0B9CbCuM0dzV5b2FLR2ZmQ0NjVm8/view?usp=sharing>

Jane challenged us to think deeply about leading for educative purpose. This enabled discussion about clarifying purpose and the need to reflect on the intent of the curriculum/purposes of education.

Rose Hipkins <https://drive.google.com/file/d/0B9CbCuM0dzV5cE1oVERIMHZJeiQ/view?usp=sharing>

Rose examined the role of the capabilities collectively in helping to achieve the educative purpose, challenging us to think systematically when sifting through the stuff of the curriculum to get at the things that contribute most to this purpose.

Lisa Rodgers, Deputy Secretary of MOE
<https://drive.google.com/open?id=0B9CbCuM0dzV5Z0JpNjJVV1RYSk0>

Lisa provided an analysis of the broad evidence which drove our approach to improvement and our prioritisation of investment in areas that make the most difference. The message that "quality teaching and leading matters" was central to the analysis, and that we need a curriculum that focuses on progress in order to raise attainment because non-achievement is costly.

The major themes that arose were:

Pu rp os e	<p>The need for a nationally shared understanding of the educative purpose and intent of the curriculum</p> <ul style="list-style-type: none"> • The challenge of designing and integrating curriculum at the school level (the gap between design and implementation) to meet the educative purpose/s • Clarity about progress and what constitutes success
Im ple me nta tio n	<p>Developing the dispositions for collaboration</p> <p>The skills and knowledge needed by principals and others needed to design curriculum</p> <p>Valuing the key competencies as capabilities for learning and life</p> <p>Teacher capability - supporting the cognitive development/dispositions required to teach this</p>

Faculty Consultation:

We then began a process of faculty consultation using a framework of 16 skills required by students for the 21st Century - source "New Vision for Education, Unlocking the Potential of Technology". this consultation asked how we would improve the educational experiences and outcomes for our students under a number of headings:

- Assessment / NCEA
- Timetable model(s)
- e-Learning
- Accelerated Learning
- Inquiry Learning
- Integrated Learning
- Teaching spaces
- Academies
- Essential Learning Areas
- Key competencies
- Curriculum design/delivery
- Co-curricular programmes
- Departments / Subject Areas / Faculties - structure (silos)
- Professional Learning

This consultation was developed from the starter questions:

- What do we think students think success is at TBC?
- What do you think parents see success as?
- What do you see success as?
- How does the wider curriculum cater for this?
- What are we doing well?
- What could we do as department/faculty to cater for this?
- What are the enablers?

This process focused on the

"WHAT" - the tools we can use for delivery

"HOW" - the data from consultation at community, student and staff level, the Educational research about boys, pastoral and academic data

"WHY" - the reason to make a change in the delivery of the curriculum

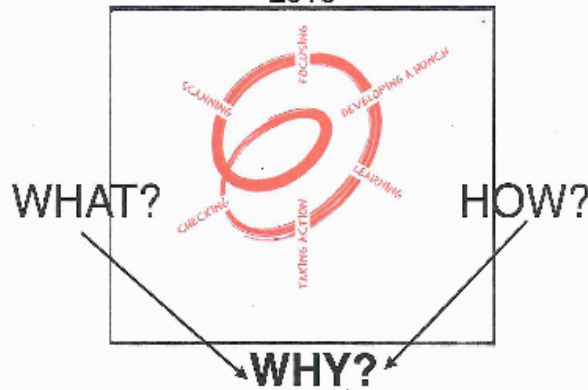
TOOLS

- * Curriculum
- * Timetable
- * Assessment
- * Acceleration
- * Banding
- * Faculty Structure
- * Pedagogy - CR & RP
- * Form / Houses

- * Inquiry Programme
- * Integrated Studies
- * Aronui / Academy
- * BYOD
- * High Performance
- * Pacifika

INQUIRY PROCESS

"2018"

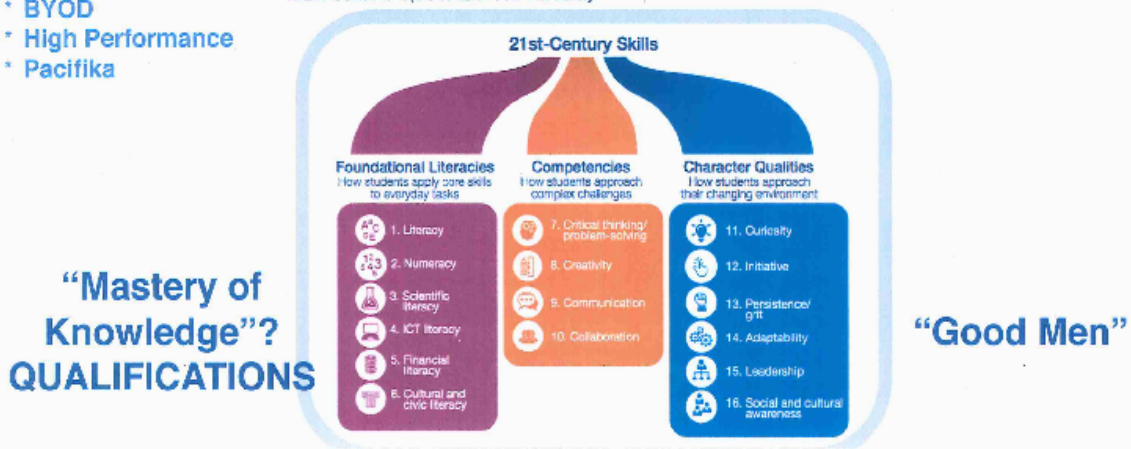


DATA

Community Consultation
 Student Survey
 Staff Survey
 Pastoral Data
 Academic
 Ed. Research - Boys

- * Diversity
- * Scale
- * Resources

Exhibit 2: Students require 16 skills for the 21st century



Underpinning the question of "Why" we need to equip our students with the skills to thrive in the 21st Century is the need to ensure there is mastery of knowledge and to equip our boys with transferable qualifications to enable them to access tertiary education or the workforce, as well as growing boys into "Good Men" who will be contributing citizens to New Zealand Society. Faculty members participated enthusiastically in this process of consultation, with responses considered and professional, ultimately informing the process of transformation within the College.

Reference material used to further inform this inquiry was from Ken Kay one of the world's leading thinkers on 21st Century Schools. He has published some of his thinking around 21st Century Skills replacing the 16 used in the New Vision Model previously referenced with what he called the 4 C's - Critical Thinking, Communication, Collaboration and Creativity. He outlined seven steps as a framework to how to become a 21st Century School - Adopt your Vision - Create Community Consensus around the 4 C's - Align your system to the 4 C/s - Use the 4 C's to build professional capacity - embed the 4 C's in curriculum and assessment - use the 4 C's to support teachers - Improve and innovate - create a 4 C's organisation. Link: <http://www.edutopia.org/blog/21st-century-leadership-overview-ken-kay>

Emerging Themes & Responses

A number of themes emerged from this process of inquiry.

1. Assessment continued to drive the delivery of the curriculum in the senior school. The teaching and learning programme was focused on the need to ensure students achieved NCEA. This created significant workload issues for both teachers and students and limited the curriculum delivered as it was tailored to enable the student to achieve success in the assessment without the opportunity to explore and deliver a wider curriculum.
2. Over-Assessment: Most students had access to far more achievement standard or unit standard credits than they required to pass the certificate, leading to students self-selecting and a focus on quantity rather than quality of the certificate - a lack of focus on excellence grades.
3. Options for Level 1 NCEA of 5 subjects too limiting, narrowed future option choice too early and meant students left behind 'passion' subjects.
4. Limitation of our current timetable and lack of value / credibility of a three period option T3 for both students and staff.
5. Lack of a structure to enable cross-curricular collaboration across learning areas especially in the junior school.
6. A need for consistency in bell times to align with our research on the importance of consistency and structure for boys.
7. The value of greater exposure of our students in the junior school to a breadth of subjects across academic, vocational and creative domains to experience 'tasters' to stimulate interest, grow skills which may lead to further consolidation in their senior years and ultimately future career pathways.

Timetable Review

One of the significant themes to emerge from our process of inquiry was the limitations of the current timetable. So we began a process of timetable review. The College has operated a weekly timetable of 28 periods with seniors having 5 option lines of 5 periods and a three period option. The junior school - Year 9, 5 core subjects of 4 periods each and two option lines of 4 periods each, two per term, whilst Year 10 had a similar timetable with two option lines for half the year. Monday and Friday were 5 periods whilst Tuesday Wednesday and Thursday 6 period days.

A lengthy process of review occurred with numerous models investigated. This review was led by the Senior Leadership Team, members of which represented the major curriculum areas of the college. After considerable deliberation, a proposed 30 period model was viewed as the most suitable to meet the needs of the greatest number of students at the college, in response to the themes. This proposal was then presented to the teaching staff to seek support for a change or retention of the status quo. This change was supported by 70% of the teaching staff, so will be trialled in 2018 with assurances that it will be reviewed for 2019. In order to create opportunity to collaborate and provide for deeper learning, double periods have been incorporated in each option line. This is to enable time for a greater focus on collaboration across the learning areas and change the delivery of learning from the traditional single period model. Students will now have a longer period of time for research and inquiry into areas of interest whilst those in practical subjects, greater scope for experiments or to work on projects.

Assessment Review

Alongside this has been a deliberate move to address the issue of over-assessment, especially in the senior school in NCEA. Senior courses have now been limited to 20 credit maximum, unless given allowance on a case-by-case basis by the Academic Advisory Group (Heads of Faculty) and Senior Leaders. Senior students will now have the opportunity to study 6 subjects and the opportunity for acceleration across the full range of subjects; timetabled classes for university papers and scholarship courses on a semester basis; access to vocational and life-skill courses to prepare them for transition to tertiary study; including the opportunity for independent study and achievement support as well as opportunity for community service within their timetable.

I acknowledge the work of Rob Gilbert - Deputy Principal in facilitating this inquiry and review and the willingness of the Senior Leadership team, Faculty Leaders and teachers of the college to engage and contribute to this process.

Sabbatical: Term 2

It was on this platform that I began sabbatical leave in Term 2. There had been a significant inquiry across the staff about the delivery of curriculum, an agreement on the competencies our boys needed to approach complex challenges in the future and the importance on these, and an acceptance of a structural change to our timetable in order to grow these competencies. Over Term 2 applications for courses in 2018 were submitted under the new timetable structure with a requirement to reduce assessment, an opportunity for a semester approach possible, and an ability to tailor courses aimed to grow the competencies needed. Whilst in the junior school courses were developed to maintain exposure to the wider curriculum, addressing "essential learning areas" and giving students increased time and exposure to option subjects.

I travelled to China visiting Hong Kong, Xian and Shanghai. Schools I visited there were very traditional and regimented in their approach to curriculum delivery. A significant emphasis was placed on an assessment driven model with the qualification rather than the development of competencies the main driver. Rote learning in large classes of compliant pupils was the status quo. The students were thirsty to absorb the knowledge transmitted by the teacher. Parents of students who were considering sending their sons to Tauranga Boys' College as international students were more intent on ensuring the qualification system their son would access was robust, more than know about how their son would develop the competencies to succeed in the 21st Century. Clearly evident throughout my travels in China was the growing need to address some of the problems of the current century; over-population, pollution, climate change, dependence on fossil fuel, providing food for the world's growing populations. Issues that will only be solved through creative and innovative approaches and solutions from today's young people. From what I observed, there was limited scope for the development of competencies of innovation and flexibility or the opportunity to develop resilience through the experience of risk-taking, adaption to failure or success within the delivery of the curriculum.

"East Asian countries only measure a far narrower range of traditional performance than in a future-skills framework involving project-based learning" NZ Herald 27/9/2017

Travel in Eastern Europe further reinforced my thinking on the importance of developing a curriculum to grow competencies. The majority of the young people I had the opportunity to interact with were not optimistic about the future of their countries, with a number who were able, and had the skills, planning to leave, with Ireland a favoured destination. A number were sceptical about the democratic process with the remnants of the communist regime evident, not only in the buildings and infrastructure, but also in the government. Being a tour guide was seen as a desirable and sought-after career path.

Then to Baltimore, to the International Boys' Schools Coalition Annual Conference –

"Beyond Innovation - Creativity / Discovery / Engagement"

The opportunity to attend this conference provided further affirmation of the direction the college is moving in. The IBSC is a coalition of several hundred boys' schools from over 15 countries that strive to understand boys' learning and development through research and strive to improve practice and outcomes for boys around the world.

Speakers of particular relevance for this paper were: Wes Moore - an African American Rhodes Scholar, who emphasised the importance of inclusion with innovation and empathy not sympathy. He stressed the need to ensure equity of access with innovation in order to avoid creating an underclass. This is particularly relevant to Tauranga Boys' College as we embark on a BYOD Programme in Year 9 in 2018, to ensure all our boys have access to a device and the internet both at school and at home. He also emphasised the importance of rituals for boys and the retention of these to mark milestones as we support boys through adolescence.

Author, Andrew Reiner, spoke about the importance of vocabulary of emotional honesty for boys. He emphasised the value of male role models who showed emotion and the essential work of giving our boys the vocabulary to express their emotions. Vocabulary developed through growing curiosity, listening skills, developing empathy and emotional intelligence.

Phil Cummings of the Centre for Innovation, Research, Creativity and Leadership in Education outlined a competency framework for 21st Century boys' schools. CIRCLE has partnered with the Association of Boys' Schools of New Zealand to undertake research in this area across 37 New Zealand boys' schools in the latter half of 2017. This research should be valuable in providing a measure of the progress Tauranga Boys' College is making in delivering the competencies identified as important to our boys and in growing boys into good men. <https://drive.google.com/open?id=0B9CbCuM0dzV5dXILbEN1ZV9MMUE>

Jack Pannell and John Snowdy - Baltimore Collegiate Schools for Boys' outlined a model they used to deliver education to African American boys in Baltimore. They outlined similar goals to Tauranga Boys' College, preparing boys for college and to be the next generation of leaders of the community with a focus on the class of 2023.

Joe Ehrmann presented on Healthy Masculinity, aimed at education based athletics that are co-curricular, character-based and led by transformational coaching. He emphasised the need to redefine masculinity to be relationship centred - love and be loved, cause-orientated - make the world a better place, and the importance of moral character. Joe's presentation was relevant to our vision at Tauranga Boys' College to grow "good men".

Sam Johnston and Gary Kern of St George's School in British Columbia presented on realigning senior school structures for 21st Century learning. They had undertaken a similar inquiry at St George's to that undertaken at Tauranga Boys' College.

<https://drive.google.com/open?id=0B9CbCuM0dzV5b0dBTkhhemFPV3M>
link to slides St George's

Alec Ross - author of "The Industries of the Future", a senior advisor for four years on innovation to the US Secretary of State, spoke on "Innovation, Education and the Industries of the Future". He outlined the digital-led globalisation and Networking trends that will affect our young people: the need to develop digital literacy, growth of artificial intelligence and robotics, processing power in the Cloud, technology substituting white collar workers, as well as labouring tasks including data analysis, driverless cars. In response to these trends he outlined the skills and attributes today's young people need:

- cross-cultural fluency, the more passport stamps the better prepared for the future
- digitally literate - the importance of knowing technical languages, the alphabet of the future, and foundation of future lives
- inter-disciplinary learning / analytical skills - that which makes us human will be the most important, i.e. emotional intelligence, behavioural psychology, the merging of sciences, technology and humanities "Not the strongest or the most intelligent but the most adaptable".

2018 Focus for Tauranga Boys' College

The NZ Herald published an article 27/9/2017 headed "NZ Education 'top in world' for future skills says British Report http://www.nzherald.co.nz/business/news/article.cfm?c_id=3&objectid=11926730

This report ranks New Zealand as top in the world in "educating for the future" on six key skills identified as needed to flourish: interdisciplinary Skills: Creative and Analytical Skills: Entrepreneurial Skills: Leadership Skills: Digital and Technical Skills and Global Awareness and Civic Education.

It highlights the importance of the inquiry process undertaken at Tauranga Boys' College and the direction we are heading, focussing on competencies.

The index highlights a widespread need for holistic education techniques such as project-based learning, where students grapple with a subject often of their own choosing, in great depth and with reference to several academic disciplines.

Tauranga Boys' College needs to embrace the opportunities provided through the structural changes made to address the themes that emerged from our inquiry. Firstly, reduce the emphasis on assessment as it has occurred traditionally to focus on quality not quantity and value learning for learning's sake. To grow the ability to assess the competencies not to rank students, but to enhance the further development of these competencies in individuals and collaboratively.

Business NZ Chief Executive, Kirk Hope, in relation to the report detailed above says *"We'd probably argue that there is too much emphasis on assessment and in particular on certain types of assessment, and not enough assessment of some of the key drivers of the workforce such as critical thinking, problem solving and collaboration"*.

Teachers need to be up-skilled to enable them to focus on the development of these competencies as they deliver the programme of teaching and learning.

Secondly, we need to embrace the opportunity for collaboration across learning areas. The provision of a double period in each option line is aimed at enabling a change in pedagogy, an opportunity for students to spend more time developing the competencies and knowledge in the specific learning areas then across all the learning areas. One focus of the professional learning programme at the College will be on enabling and providing structures in the junior school for this collaboration across learning areas, informed by our past experiences and learning from integrated studies, cross curricular programmes and our Year 9 and Year 10 Inquiry Class.

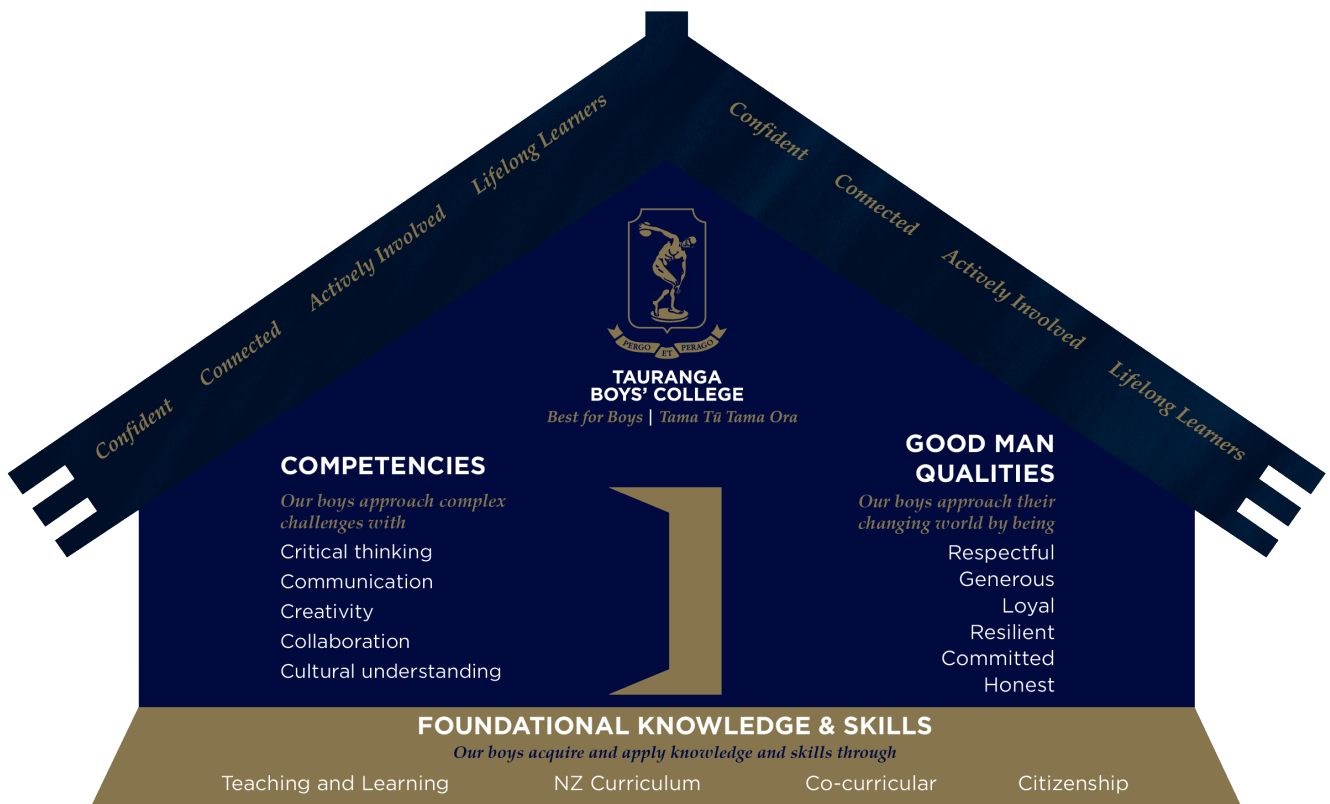
Thirdly, we need to continue our focus on growing boys into good men, understand their needs and prepare them to be contributing citizens, equipped with the qualities needed to make New Zealand a desirable place to live and a model to the world.

Summary:

The opportunity for sabbatical leave provided me with the time to reflect on the journey we have undertaken at Tauranga Boys' College, affirming the direction we are taking, reinforcing the importance of this change. 2018 is a continuation of a journey to ensure we equip our leavers of 2022 with the skills and competencies to ensure they thrive in the future world.

The diagram following is a pictorial representation of our vision developed as a result of our inquiry that will guide our delivery of curriculum at Tauranga Boys' College

VISION FOR OUR BOYS



Whilst in Baltimore a huge highlight was watching Emirates Team NZ with old boys, Peter Burling, helmsman, Andy Kensington, structural engineer, and Greg Horton, director, win the America's Cup. This win epitomised the strength of the New Zealand education system and emphasised the need to continue to grow the competencies, to collaborate, develop team-work and innovation.

Ian Taylor, CEO of Animation Research Ltd was quoted in the Herald under the headline "*No 8 Wire Mentality led to Triumph at Bermuda*" "*and the final lesson ... They gave the helm to a 26 year old. In New Zealand we must create a platform in our schools and in society that will enable our young people to take on the world. As Peter Burling and his crew have shown, these young people are up for the challenge. They are our future and we need to throw the ball out as far as we can - and be confident they will pick it up*". http://www.nzherald.co.nz/sport/news/article.cfm?c_id=4&objectid=11888912

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