



AUGUST 2018

SECONDARY SCHOOL PRINCIPALS' SABBATICAL REPORT

RAISING THE ACHIEVEMENT OF BOYS / MANAGING CHANGE



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FOREWORD

TYPE OF SCHOOL

Awatapu College is a state, co-educational secondary school catering for students from Years 9-13.

SCHOOL MISSION STATEMENT

Awatapu College challenges students to achieve excellence, develop a sense of self-worth, and become motivated and responsible citizens.

Whai mana, whai oranga.

DESCRIPTION OF THE SCHOOL AND ITS COMMUNITY

Awatapu College was opened in 1976. It is a decile 4 co-educational secondary school. The 2018 roll is approximately 800 students including around 45 students attached to a special needs unit. There are also 40 FTE international fee-paying students. Approximately 30% of the students are Māori. There are 51 FTE teaching staff, and around 60 support staff at any one time.

The College is located in the Riverdale area of Palmerston North, alongside the Manawatu River on land with close links to the Rangitane people. The College is currently experiencing roll growth at some levels in response to the positive culture that exists in the school and its reputation for the strong support given to students to assist them to achieve to their potential.

At Awatapu College, the buildings and facilities provide an attractive, well-equipped working environment which includes a computerised library, gymnasium, auditorium, computer suites, a text and information management facility, music suite, two purpose-built technology rooms, a special needs unit and performing arts and other specialist facilities such as science laboratories and rooms for Art, Food and Textiles Technology, Graphics, Wood and Metal Technology.

THE AWATAPU COLLEGE COMMUNITY

The majority of students who attend Awatapu College live in the Westend, Riverdale, Awapuni and Highbury areas, however, the school also draws students from other parts of the city and wider Manawatu area.

The core community includes the Board of Trustees, staff, students, parents, caregivers, the Parent/Teacher Association, and the Awatapu College Educational Trust. The wider community includes past students, employers, tertiary institutions and a large number of others who have contact with the school.

The school community is active in supporting the College and the education of its students. The school community expects the College to encourage and develop:

- academic achievement
- standards of excellence in all aspects of school life
- the sporting, cultural and recreational interests and abilities of all students
- close links between school, parents, whanau and community
- self-discipline and respect for the rights of others
- a sense of security and belonging in all students
- the growth of self-esteem by providing opportunities for all students to achieve success and by recognising their achievements.

SCHOOL ACHIEVEMENT STATEMENT

The Awatapu College Board of Trustees, through the wide range of programmes and opportunities offered at the College, will assist students to:

- gain high standards of achievement in both curricular and co-curricular activities.
- realise their full potential as individuals.
- develop the values needed to become full members of New Zealand society.
- develop the knowledge, understanding and skills needed to participate successfully in a modern, ever-changing world.
- receive a broad education through a balanced curriculum covering essential learning areas with high levels of competency in languages, mathematics, science, technology, social sciences, the arts and health and physical well-being (as described in The New Zealand Curriculum Framework 1993).

In addition, the Awatapu College Board of Trustees will acknowledge its obligations under the Treaty of Waitangi by:

- developing policies and practices that reflect New Zealand's cultural diversity and the unique position of the Māori culture.
- taking all reasonable steps to provide instruction in tikanga Māori and te reo Māori for full-time students whose parents ask for it.

VISION STATEMENT 2013 - 2019

By 2019 Awatapu College will have a strong reputation for academic excellence. It will be known as a Centre of Excellence in several areas, including the Visual Arts, Technology, and Pre

Employment Vocational Education. There will be a range of subjects ensuring that the College continues to provide for a diverse student population.

It will also ensure that personalised learning is the cornerstone of programme delivery to our students. Robust collection and analysis of data on student achievement will ensure that all programmes are responsive to students' learning needs. Maori students will achieve at the same level or better than non Maori.

The reputation for academic excellence will be matched by the quality of discipline in the College. The discipline system will ensure the College is known for the good behaviour of its students who understand the firm boundaries that ensure a safe environment is maintained for all. Students' respect for the rights of others will enable them to make good choices in their behaviour. The overall standard of excellence at the core of our reputation will attract increased enrolments, with the College being the Co-ed school of choice in Palmerston North.

In order to achieve academic excellence the College will be a stimulating environment with inspiring teachers. This means that the College will be a Learning Community for all with professional development well-resourced to ensure our teachers remain at the forefront of innovative practice. The College will have a reputation as leading the field in twenty first century education, especially in the use of Information and Communication Technologies to support teaching and learning.

In Sport, our students will distinguish themselves with high honours. Our Sports Enhancement Programme will ensure we are a Centre of Excellence where talented students will achieve national representation in their chosen sport. In the Performing Arts our students will enjoy a reputation for quality productions and outstanding achievement in music and drama.

ACKNOWLEDGEMENTS

MOE / Teach NZ

Thank you to the Ministry of Education and Teach NZ for granting the sabbatical. The work undertaken while on sabbatical will be invaluable to the success of our students. Likewise, the ability to take refreshment leave is much appreciated.

BOT

I would like to thank the Awatapu College Board of Trustees, in particular the Board Chair, Mr Jeremy Neild, for supporting this sabbatical. The BOTs support of this sabbatical, both philosophical and financial, is greatly appreciated.

SMT / Staff

I would like to thank the staff of Awatapu College for their ongoing support of our students; their dedication to our students, both inside and outside the classroom, is a large part of the reason we are so successful.

I would like to especially thank those who assisted in senior roles while I was absent. Namely, Ms Jane Horton (Acting Principal), Mr Nick Reid (Acting Deputy Principal), Mr Peter Howarth (Acting Deputy Principal), and Mr Hector Hatch (Acting Assistant Principal).

OTHER SCHOOLS

I would like to thank the Principals and staff of the following schools for sharing their ideas with me. Hawera High School / Stratford High School / Inglewood High School / New Plymouth Boys (Taranaki), William Colenso College / Te Aute College (Hawkes Bay), and Tararua College.

EDUCATION REVIEW OFFICE

The Education Review Office, in July 2008, released its report titled “Boys education: Good practice in secondary schools”. A number of their suggested self-review questions were used when talking with secondary schools and their staff.

EXECUTIVE SUMMARY

The purpose of my sabbatical was to investigate how to support and improve outcomes for boys, in particular for those who identify as Maori and/or Pasifika.

Awatapu College has seen tremendous increases in our NCEA pass rates over the last four years. This is something that I'm very proud of. That said, the pass rate for boys, particularly Maori boys has not kept pace with that of other groups. While we have very strong pastoral care systems, recognised by Education NZ, I want to look at what more we could do to raise male achievement, including endorsements of NCEA.

In order to achieve this goal, I want to visit similar schools in the Lower North Island to see what they are doing to raise male achievement. I would like to visit and speak with some of my colleagues who have studied this topic in previous sabbaticals, or while leading their schools, to see how their findings have been implemented and how they have improved results for males.

I will also spend some time conducting some professional reading and possibly meeting with an educational consultant to discuss what he has found from conducting Principals appraisals over the last three years.

If possible I would also like to attend an international conference focusing on Educational Leadership, one of the aspects being covered is indigenous approaches and strategies of leading a globalized school which I believe would assist in improving outcomes (for all students including boys) at Awatapu College.

PURPOSE OF SABBATICAL

KEY FOCUS QUESTIONS

1. What programmes / innovations have been introduced to improve the learning outcomes of boys, in particular, Maori and Pasifika boys?
2. What programmes / innovations have been introduced to increase the number of boys (including Maori / PI) receiving NCEA endorsements?
3. What other innovations have led to an improvement in student outcomes?
4. How have changes been implemented, embedded and sustained?

PROGRAMME OUTLINE

As an Honorary Teaching Fellow at Massey University I want to spend some time in week 1 completing some professional reading at Massey University Library (Palmerston North). In particular, what does the current international and national literature suggest as strategies to raise the achievement of boys in secondary schools.

Reading list would include, but not limited to:

- "Boys' underachievement and the management of teacher accountability"; Katherine Hodgetts
- "Reaching Boys: An International Study of Effective Teaching Practices"; Michael Reichert & Richard Hawley
- "Boys and girls learn differently!: a guide for teachers and parents"; Michael Gurian
- "Reaching boys, teaching boys: strategies that work and why"; Michael Reichert
- "The problem with boys' education: beyond the backlash"; edited by Wayne Martino, Michael Kehler, and Marcus B. Weaver-Hightower.

I wish to visit the schools mentioned as I have heard / read they have good programmes in place for boys. Also they are schools of a similar nature to Awatapu College. The focus of the visits would be around the key questions listed earlier in this application. While I am sure to learn from these visits I am also sure that those spoken to can learn from our experiences at Awatapu College.

When visiting schools I will meet with Principals and/or staff and use the key questions as the basis for an interview. The aim will be to get a first-hand, in-depth, insight into strategies and innovations, as well as the positive outcomes achieved for their students.

Once all of this information about successful innovations / strategies / programmes has been gathered it will form my sabbatical report and a plan for Awatapu College.

I am also hoping to attend an international conference focusing on leadership. For any of the strategies to work it will require leadership. Part of the focus of the conference is on indigenous issues and approaches. Given that the pass rates and endorsements for Maori and Pasifika are behind that of their European counterparts it would be great to hear about the latest international trends and strategies.

I intend to spend five weeks of the sabbatical for refreshment leave and time to reflect on what's next for me and my College. After 20 years leading learning (as a Head of Department, Deputy Principal, and Principal) I feel this refreshment leave is necessary in order to continue to be at the forefront of leading learning.

CASE STUDIES

Hawera High School / Stratford High School / New Plymouth Boys / Inglewood High (Taranaki), William Colenso College / Te Aute College (Hawkes Bay).

TIME COMMITMENTS

Term Four 2017 / Term One 2018

Organise meetings with Principals / Senior Managers / Staff at the schools listed.

Term Two 2018

Week 1 (Monday April 30).

Professional reading / writing notes / formulating further questions for school visits.

Week 2 (Monday May 7).

School visits / educational consultant visit. I intend to visit the Principals and Senior Management teams in Taranaki and Hawkes Bay.

Week 3 (Monday May 14).

Reflection and start formulating report / plan for Awatapu College. May also involve some further reading and follow up conversations with other Principals. Preparation for International Conference. (If I don't attend the conference I would spread the visits over two weeks and may include secondary schools in Wellington).

Week 4 (Monday May 21) - refreshment leave

Week 5 (Monday May 28) - refreshment leave

Week 6 (Monday June 4)

Attend Conference in San Francisco -

<https://www.waset.org/conference/2018/06/san-francisco/ICEL/program?forceTentative=1>

Week 7 (Monday June 11)

Start compiling Principals' Sabbatical Report and plan for Awatapu College

Week 8 (Monday June 18) - refreshment leave

Week 9 (Monday June 25) - refreshment leave

Week 10 (Monday July 2) - refreshment leave

Term Three 2018

Submit Principals' Sabbatical Report and report for the Awatapu College BOT

BENEFITS OF THE SABBATICAL

BENEFITS FOR AWATAPU COLLEGE

As mentioned previously the achievement of boys (in particular Maori / Pasifika) at Awatapu College has not kept pace with the increases we see across the college as a whole. This issue is reflected in our Charter, Annual Plan, and Strategic Plan.

The resulting Principals' Sabbatical Report would detail different innovations / strategies / ideas that have contributed specifically to enhancing boys learning needs. It will also set out how schools have ensured the strategies were embedded with teaching staff.

What is discovered will be used by Awatapu College, my management team, and myself to help raise the achievement levels of the boys under our care. The Board of Trustees will look to include the ideas / strategies in their Annual Plan and future Strategic Plan(s).

THE WIDER COMMUNITY.

If we see an increase in achievement levels of boys at the College this has to have positive side-effects for the wider community; both short term and long term. In order to assist in sharing the findings I will present to the wider Manawatu Secondary Principals Group and possibly the Great Wellington Secondary School Principals group.

THE NATIONAL PRIORITIES.

There are inequalities in the outcomes for boys; and in particular Maori and Pasifika students. This sabbatical will allow us to look at what we can do for this priority group at Awatapu College.

BENEFITS FOR PRINCIPALS DEVELOPMENT

On a personal level I need time to see what other schools are doing and look at possible changes at Awatapu College so boys can enjoy the same success as their female counterparts.

REPORTING INTENTION

A written report would identify findings from visits to a range of secondary schools in the lower North Island and identify initiatives / strategies / ideas that could be introduced at Awatapu College that would enhance the diverse learning needs of students, in particular, Maori and Pasifika male students.

A plan of how the changes could be implemented would also be mentioned in the report.

A presentation of the findings and recommendations would be made to the Board of Trustees, Senior Management Team and other relevant groups within the College such as House Leaders and Heads of Departments.

The findings could also form part of a school wide Professional Discussion Group (PDG) as a way to gain support and feedback as part of the change process.

Findings could also be communicated to other Principals through Principal Association meetings.

A written report of my findings will be submitted for publication online.

Boys' Education: Good practice in Secondary Schools. Education Review Office, 2008.

Teachers need to be knowledgeable about the difference in the preferred learning styles and behaviour of boys and girls. p7.

Quality of student-teacher relationships was critical. p25.

An aspect that was considered important was the teacher's ability to develop connections with boys based on life outside the classroom. p25.

Sense of humor essential. p26.

Important to personalise learning and differentiate programmes. p27.

Boys have a lower boredom threshold than girls. p27.

10% gap between boys and girls at Level One, Two, and Three. p34.

Annual Report on NCEA and New Zealand Scholarship Data and Statistics 2016. NZQA 2017.

Attainment rates for both genders have increased overall from 2012 to 2016 across all three NCEA levels. P18

Endorsements. Merit L1 very similar to 2012 – 2016, but, males behind females. Exc L1 2012 – 2016; M10.4% - 13.4%, F19.4% – 25.8%. So gap growing for boys @ L1 Exc. P46

Similar pattern with L2 & L3 Exc. L2; M8.7% - 11.1%, F14.8% - 20.6%. L3; M6.9% - 11.2%, F6.9% - 17.4%. P46.

Reichert, M. C. Unlocking Boys' Potential. Online via the Association for Supervision and Curriculum Development (ASCD).

Boys may have been the original beneficiaries of school...but it would be a stretch to claim that schools have been designed with boys needs in mind.

...schools have sought to engage with more "boy friendly" subject matter, kinesthetic opportunities, technology, and so forth – on the basis of dubious science and to no avail.

Boys set lower aspirations for themselves than girls do.

Most boys care deeply about being successful and simply long for instructors...capable of connecting personally with them and believing in them.

When boys encounter a problem in their relationships with teachers or coaches...they are much more likely than girls to misbehave. At the least, they check out, at worst, they become noisier problems.

Boys are less resilient in relationships than their female classmates.

Strategies.

- Demonstrate a mastery of subject matter
- Maintain high standards
- Respond to a student's personal interest or talent
- Share a common interest with a student
- Acknowledge a common characteristic with a student
- Accommodate a measure of opposition
- Be willing to reveal a vulnerability

Unless teachers can reflect on their relational pedagogy & persist in their efforts to reach resistant boys, they are more likely to disconnect from them, pointing to "laziness", families lack of support, etc...

Gurian, M. & Stevens, K. 10 Essential strategies for teaching boys effectively. Online via ASCD.

Strategies suggested:

1. increase use of graphics, pictures, storyboards
2. project based learning
3. competitive learning opportunities
4. include skills training in time management / homework
5. give at least 50% choice in reading materials
6. ensure teachers move around the room
7. allow students to move around the room
8. have male mentors / role models
9. boys only grouping in classes (not separate classes)
10. counsellors to provide skills building for "sensitive boys"

Hawley, R. & Reichert, M. Successfully teaching boys: Findings from a new international study. Online via ASCD.

Successful lessons fell into the following eight general categories, each of which expresses a dominant feature of the lessons reported.

1. they produced a product
2. they were structured as a game
3. they required vigorous motor activity
4. they required boys to assume a role / responsibility for promoting the learning of others
5. they required a combination of teamwork and competition
6. they were focused on boys' personal realization
7. they produced dramatic novelties and surprises

Nearly every lesson had multiple elements

If boys are not engaged the effective teacher will not accept these responses and will adjust context, manner of presentation, or relational style.

Gurian, M. & Stevens, K. With boys and girls in mind. Online via ASCD.

The more words a teacher uses, the more likely boys are to “zone out”. Keep instructions less than one minute.

Chadwell, D. Single-gender classes can respond to the needs of boys and girls. Online via ASCD.

Thinking boys and girls learn differently isn't justification for offering single-gender classes. Rather, gender differences are a further reason for [effective] teachers to embrace differentiated instruction within co-ed as well as single-sex schools.

List instructions in bullet point format.

King, K. & Gurian, M. With boys in mind / teaching to the minds of boys. Online via ASCD.

Increase experiential / kinesthetic learning.

Use non-verbal planning tools to bridge the gap between what they know and what they can put down in writing.

Let boys choose topics.

Help them with their h/work.

Use single gender groupings within classes.

Ensure authentic, meaningful, real life connections.

Taylor, D. & Lorimer, M. Helping boys succeed. Online via ASCD.

Offer more use of technology.

Use multiple literacy strategies.

Model male adults reading.

Give as much choice as possible in lessons / units of work.

More action oriented activities, let them move around more.

Accept restless behaviour as long as they are “on task”.

1st step is to draw attention to the differences.

Moses, R. & Hassall, S. Why boys' schools are best: Research from the “Association of Boys' Schools” in New Zealand. 2014.

Eight strategies and approaches which make the difference in boys' schools.

1. consistent focus on academic achievement as the key goal
2. strong, consistent emphasis on effective staff professional development, focused on the learning needs of boys
3. high engagement with and involvement of, parents and wider community in all aspects of school life
4. dedication to a strong co-curricular programme
5. provision of robust pastoral support structure
6. clarity of, and belief in, the central vision
7. deliberate, focused crafting of the culture of the school
8. recognition of the significance of the spiritual, values base of educating the whole man

Wyatt, S. L. Sabbatical Leave Report, 2010.

Dr. Newkirk - reading on the internet is not a worthwhile exercise. To assist boys consider encouraging boys to draw with writing.

Strong pastoral care systems needed.

Another cornerstone is recognition - both as individuals and as a member of the group. Opportunities can include good citizenship, community contribution and other forms of non-academic achievement.

Social awareness - they need to be taught / shown how to see the "big picture".

Boys expressed a desire to feel motivated. Issues identified - complacency, top-down motivation, need to break down tasks, need to provide opportunities for risk taking, motivated through competition, fear of failure.

Boys describe forming strong attachments to teachers who engage in constructive levels of self-disclosure within the classroom.

Learn better when standing or moving.

Boys will learn when the teacher:

- gets them engaged
- teaches them the skills of learning
- uses cooperative groups (well supervised)
- provides room for movement / action

The Kelston Boys' High School teaching manual (2011) provides some further ideas:

- use examples they are familiar with
- change the lesson every 10 minutes
- set high expectations
- parental aspirations have a strong effect

Types of effective leaders

- Instructional, focus on creating a learning environment free from disruption, a system of clear teaching objectives and high expectations for teachers / students.
- Transformational, engage with staff in ways to inspire them to new levels of energy / commitment / moral purpose, work collaboratively.
- Pedagogical leadership, the leadership emphasis is on establishing clear educational goals, planning curriculum and evaluating teachers and teaching.

Suggestion that instructional and pedagogical leadership approaches more powerful than transformational leadership.

Feedback - the most effective forms of feedback are in the form of video, audio or computer. Needs to relate to the learning goals. Needs to be acted upon by students.

O'Grady, M. Sabbatical Leave Report, 2015.

Staff need to acknowledge their are differences between how boys and girls learn.

Gender of teacher largely irrelevant.

Need to feel safe to take risks in class.

Boys have a deep sense of fairness (rules) in teachers conduct / classroom management.

Milestones / check points work well. If running catch up type classes it works best if formally requested to attend and parents informed.

Provide academic role models.

Chamberlain, M. Sabbatical Leave Report, 2011.

Relationships key:

- greet students every lesson
- acknowledge out of class interests
- modifying lessons and methods in the classroom
- monitoring their progress

Rogers, B. Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support (4ed). Sage, London, 2015.

One of the most basic aspects of effective (and competent) teaching is that the teachers explains the purpose and relevance of what they are teaching and the particular learning expectations and outcomes that flow from them. They do this every lesson; every activity. p134.

Reeves, D. B. Leading change in your school: How to conquer myths, build commitment, and get results. ASCD, USA, 2009.

Four implementation strategies:

1. create short-term wins. p90.
2. recognise effective practices simply and clearly throughout the year. p92.
3. make the case for change compelling, and associate it with moral imperatives rather than compliance with external authority. p93.
4. emphasize effectiveness, not popularity. p92.

Moving from short-term to long-term:

1. early, frequent and decisive intervention. p95.
2. personal connection with struggling students. p96.
3. parent connections. p96.
4. 1 to 1 assistance (could be parents, caregivers, peers, staff). p96.
5. managing students choices with decisive curriculum interventions. p97.
6. in-school assistance. p97.
7. reforming grading systems. p97.

Fullan, M. The six secrets of change: What the best leaders do to help their organisations survive and thrive. Jossey-Boss, San Francisco, 2008.

The six secrets:

1. love your employees
2. connect peers with purpose
3. capacity building prevails
4. learning is the work
5. transparency rules
6. systems learn. p11.

Transparency is not measuring and reporting on everything under the sun. It is not attempting to use the measurement tail to wag the performance dog. p93.

Measurement should be guides to help direct behavior. p94.

Irwin, M. Educating boys. Harper Collins, Auckland, 2009.

Multiple intelligences, De Bono, and learning styles offer teachers opportunities to vary their teaching approach. p57.

Top 5 strategies identified from surveys:

1. practical, hands-on, interactive approaches
2. relevant tasks, examples and practice
3. using diagrams, models, templates
4. working cooperatively
5. clear expectations and explanations. p61.

Boys don't learn from teachers who impart knowledge by lots of talking. p67.

Not a single boy referred to the gender of the teacher....they admire good teachers. p80.

Boys see relationships as key. p81.

Also like clear explanations, be given individual attention, use of humour, allowing student contributions, enthusiasm, knowledgeable teachers, firm / fair / consistent discipline. p82.

Need to see relevance. p106.

Let them express their ideas visually / kinaesthetically / orally. p106.

Get their feedback. p137.

Provide role models. p193.

Expect more from our boys - challenge deficit thinking. p224.

Cleveland, K. P. Teaching boys who struggle in school: Strategies that turn underachievers into successful learners. ASCD, USA, 2011.

Identified six pathways to re-engagement:

1. Support - trusting relationships, non threatening learning environments. p59
2. Guidance - clear expectations, feedback, positive reinforcement. p59.

Give clear directions:

- a. change state
- b. explain relevance
- c. be crystal clear

- d. engage multiple modalities
 - e. check for understanding
 - f. announce duration
 - g. pair verbal commands with auditory stop/start signals
 - h. provide backup
 - i. give fair warning
 - j. acknowledge effort. p105.
3. Reinforce - communication and collaboration. p59. Link to real world examples. p134. Effective use of cooperative learning. p148.
 4. Adjust - zones of physical comfort, increase physical movement, increase social interaction. p59.
 5. Ignite - active learning. p59. Involves the use of mind not just memory. p175. Active learning principles: p176.
 - a. active involvement
 - b. compelling situations
 - c. direct experience
 - d. enjoyable setting
 - e. frequent feedback
 - f. informal learning
 - g. patterns and connections
 - h. reflection
 6. Empower - engaging literacy-building activities. p59. Try to provide positive male role models. p193. Look to provide reading material of high personal interest. p200.

The following are notes from the WASET conference and/or WASET papers.

Kadhi, N.E. & Bunagan, M. M. “An analysis of institutional audits: Basis for Teaching, Learning and Assessment Framework and Principles”, in, World Academy of Science, Engineering and Technology. International Journal of Education and Pedagogical Sciences. Vol II, No1, 2017, Pp145-152.

Use outcomes to sustain or continuously improve outcomes. p145.

Used well it can be a motivation to self-success. p145.

Up-to-date technology and equipment which supports teaching and learning activities should be provided. p147.

Utilize the results of assessments for continuous improvements. p148.

Focus on professional growth to ensure quality teaching. p150.

Teachers need to understand the value of portfolios. p150.

Tizzi, L. “Biculturalism and Educational Success: the case of the social justice high school in Chicago, Illinois”, in, World Academy of Science, Engineering and Technology. International Journal of Education and Pedagogical Sciences. Vol II, No1, 2017, Pp175-178.

Known as SOJO. p175

Involved parents in its construction / set up. p176

The school is also committed to developing authentic and meaningful relationships between families and communities. p176.

Teachers are expected to be able to prepare engaging and significant lessons, to help students not only in the schools, but also at the social and emotional level. p177.

Five essential components: p177.

1. effective leaders
2. collaborative teachers
3. involved families
4. supportive environment
5. ambitious instruction

Brito, F. “Transformational leadership and learning management systems implementation: Leadership practices in instructional design for online learning”, in, World Academy of Science, Engineering and Technology. International Journal of Education and Pedagogical Sciences. Vol II, No7, 2017, Pp1738-1746.

To be considered truly online the course must be presented at least 50% online delivery. p1738.

The process through which innovation was different among members of a social system was segmented into five components. pp171-1742.

1. knowledge - exposed to idea / made aware
2. persuasion - opinion developed
3. decision - accept or reject idea
4. implementation - incorporates idea into own practice
5. confirmation - idea embedded in practice

Two theories looked at; Transformational v Transactional.

Transformational - works well when focused / aligned to opinion, attitude, and perception. Need to inspire the attitude to change. Use transformational with democratic leadership. p1742.

Successful change - needs time available, ensure justification offered, ensure resources available, ensure regular meetings / check-ins. pp1743-1744.

Mancini, M.P. & Ribiere, V. “Knowledge sharing behaviour and cognitive dissonance: The influence of assertive conflict management strategy (aCMS) and team psychological safety (TPS)”, in, World Academy of Science, Engineering and Technology. International Journal of Education and Pedagogical Sciences. Vol XII, No1, 2018, P170-176.

Assertive Conflict Management Strategies have a positive influence in knowledge sharing behaviours. p170.

Five most common CMS are manifested through five related behaviours.

1. avoiding
2. accommodating
3. compromising
4. controlling
5. collaborating

Bouniaev, M. "Development of active learning calculus course for biomedical program", in, World Academy of Science, Engineering and Technology. International Journal of Education and Pedagogical Sciences. Vol II, No2, 2018, P248-261.

The efficacy of assessment depends on three factors.

1. motive - students needs it
2. means - students are willing and able to use it
3. applicability - students receive it in time to use it. p256.

Mansor, Z. D., Mun, C. P., Farhana, B. S. N, Tarmizi, W. A. N. W. M. "Influence of transformational leadership style on employee engagement among generation Y", in, World Academy of Science, Engineering and Technology. International Journal of Education and Pedagogical Sciences. Vol II, No1, 2017, Pp161-165.

Transformational leadership (TL) is one of the key factors to increase employee engagement. p161.

The leader plays an important role in founding and promoting the culture of work engagement. p161.

When employees have high insights of justice in their organizations they are more likely to feel appreciated. p162.

Gen Y is committed, loyal, and wishes to be involved and included. p162.

Gen Y is also however lazy and plays with their own technical tools. p161.

Styles of leadership and decision making:

- Autocratic - reserves the right to make decisions, does not refer to staff.
- Democratic - offers clear direction, allows staff input.
- Laissez-Faire - "hand off" style, delivers minimal information.
- Transactional - use bureaucracy, policy, power, authority to control employees.
- Transformational - encourages employees to go beyond their self-interests. p162.

Dimensions of Transformational Leadership:

- idealised influence
- inspirational motivation, states a vision
- intellectual stimulation, emphasise awareness of problem / issue, encourages staff to try new things.
- individualised consideration, 1 to 1 encouragement / support. pp162-163

Characteristics

- honesty - high moral standards
- open minded
- self-determination
- risk taker
- strong role model

Motivation is very important in any organisation as it stimulates energy for people to continue engaging and committing to a job.

Lin, Tsai-Hsiu. "Determination of the content of teachers presentism through web based delphi method", in, World Academy of Science, Engineering and Technology. International Journal of Education and Pedagogical Sciences. Vol XII, No2, 2018, Pp253-257.

It (can) take much longer to educate a person than to grow a tree. p253.

Classroom teachers make hundreds of decision daily. p253.

For Lortie "presentism" was an endemic feature of teaching resulting from organisation of teaching work and the way teachers derive their rewards from it. p254.

Three sub features of endemic presentism:

- classroom interaction - focus on students immediate performance and reaction
- individual students - focus on individual student reaction
- practical knowledge - hope to quickly gain practical knowledge. p254.

Two sub features of adaptive presentism:

- volunteer participation - teachers proactively respond to requests from outside school
- outside pressure - respond passively to outside requests. p254.

Sub features of addictive presentism:

- short-term strategies - teachers pay attention to new ideas, but, neglect stability / accuracy
- educated aim - accept new ideas without questions, adhere to reform, enthusiastically implement new ideas. p255.

Ni, L. B., Rabe, Z., Nassan, N. A. "Teachers leadership dimension in history learning", in, World Academy of Science, Engineering and Technology. International Journal of Education and Pedagogical Sciences. Vol XII, No1, 2018, Pp11-15.

Systemic change is any change that occurs in a part of an organisational system that affects the whole organisation, and consequently, will bring new changes to the organisation. p11.

The difference in achievement of pupils in the school as also influenced by the significant differences in the teachers who contributed to the excellence of the school. p11.

They [teachers] need to understand the behaviour and desires of their students. They also need to understand the classroom is a system and be able to find solutions and analyze information. p12.

Meaningful learning is always associated with the quality of the role of teacher leadership. p12.

The success of teachers as leaders will be evident in their ability to make changes in the classroom through collaboration with students towards achievement of teaching and learning goals. p12.

If a teacher is a successful teacher leader they will:

- have a clear vision
- lead and be flexible
- be transparent
- be an exemplary role model
- prioritizing the interest / welfare of the students.
- involve the students
- require the participation of the students on teacher teaching
- emphasise the goals of each task
- be sensitive to body language / facial expressions. pp12-13.

FEEDBACK FROM SCHOOLS' VISITED

Firstly, thank you to all of those schools and staff I met with. Secondly, as with any school in NZ the staff spoken to showed a genuine interest in achieving equitable outcomes for all students. Below is a summary of the common ideas that came through during my visits.

As part of this sabbatical I visited and/or spoke with senior staff at Hawera High School, Stratford High School, Inglewood High School, New Plymouth Boys High School, Tararua College, Tawa College, Te Aute College, and William Colenso College.

What strategies are being employed and/or implemented to help raise the achievement of boys?

- Mentoring systems. Different system exists. Some are conducted by form teachers, some are via Deans, and others are staff who are available and/or under code. Regardless of the methods all agreed it was an important factor. Some involved all senior students, including Year 11s. A few schools used an outside mentor funded through their operations grant. Many received ARoNA monies but all agreed it wasn't enough to cover a "full time" mentor.
- The focus on mentoring was not only on "credit gathering" but also on being a system to encourage students to be the best person they can.
- Ensure home included in the conversation about achievement. This varied from home visits, phone calls, and whanau meetings.
- Some schools employed a Maori and /or Pasifika dean. Funded through MOE Staffing and Management Units.
- Some had identified their COL is one way to try and address the issue of equity, however, no concrete ideas exist at present.
- Focus on reading, writing, and numeracy. Boys often lack in these basic skills. Work through COLs to try and address these issues over time.
- Undertaken Cultural Counts PD
- Lists visible in staff room so all staff can see how boys at risk are progressing. This includes their aspirations / goals (Y13).
- Presentations to staff. These have varied from outside experts to current staff.
- Timetable changes to assist in subject choice. This included ideas such as whole day study days (Y12 and Y13). These were often supervised studies. This allowed for GTW type programmes to run without disrupting the rest of their timetable. Another idea was using a semester approach for those who remain at school during GTW programmes.
- Ensure flexibility in the timetable. Acknowledgement that this is dependent on staffing available.
- Making use of programme such as GTW, STAR, and Trade Academies.
- Making use of academic role models for males. That said there was an agreement that the focus should not just be on University Entrance as the majority DO NOT go to University.
- The vast majority of schools spoken to did not agree with separate classes for boys. The one school that had run a boys only class did not feel it made a significant difference to outcomes. Another school had run an English class for Maori Male students and felt this had been successful in helping get their literacy credits.
- Agreement that not all boys enjoy "competition". At times this competition can have a demotivating impact on the class; really depends on the cohort.

How have these ideas been implemented, embedded and sustained?

- Issue discussed by all. This included student voice - so was student driven - students placed at the centre of decision making.
- Make everyone accountable for results. This means placing more responsibility with Deans and/or HODs. This was helpful as often HODs / Deans' have the most day-to-day information.
- Link the expectation(s) to appraisal. This includes HODs and Unit Holders. Ensure support is also offered - so not just a one-way street.

ACHIEVEMENT DATA (PARTICIPATION BASED)

Table One: Endorsements 2013 – 2017 – Awatapu College v National (Boys / Maori Boys / Pasifika Boys)

			AC Boys	AC Maori Boys	AC PI Boys	Nat Boys	Nat Maori Boys	Nat PI Boys
2013	L1	Exc	-	-	-	11.1	4.1	2.9
		Mer	34.4	8.3	-	32.2	18.2	17.6
	L2	Exc	3.3	-	-	9.4	2.6	2.6
		Mer	10.0	-	-	22.3	10.1	11.7
	L3	Exc	-	-	-	9.3	3.6	2.4
		Mer	17.6	20.0	-	25.6	12.7	8.9
			AC Boys	AC Maori Boys	AC PI Boys	Nat Boys	Nat Maori Boys	Nat PI Boys
2014	L1	Exc	8.7	-	-	12.4	4.3	3.4
		Mer	13.0	4.3	-	32.0	18.3	19.9
	L2	Exc	-	-	-	9.9	4.0	2.4
		Mer	25.8	11.1	-	22.9	10.9	10.9
	L3	Exc	-	-	-	11.1	4.5	2.6
		Mer	25.0	-	-	33.3	13.3	13.8
			AC Boys	AC Maori Boys	AC PI Boys	Nat Boys	Nat Maori Boys	Nat PI Boys
2015	L1	Exc	-	-	-	12.8	4.6	3.5
		Mer	12.0	-	-	31.6	18.7	20.3
	L2	Exc	9.5	-	-	10.7	3.8	2.7
		Mer	9.5	4.3	-	22.6	10.2	10.3
	L3	Exc	-	-	-	11.2	5.6	2.5
		Mer	5.0	25.0	-	25.2	14.9	10.8

			AC Boys	AC Maori Boys	AC PI Boys	Nat Boys	Nat Maori Boys	Nat PI Boys
2016	L1	Exc	19.4	-	-	13.7	4.4	5.4
		Mer	19.4	18.2	-	31.8	18.8	20.1
	L2	Exc	-	-	-	11.7	4.0	3.3
		Mer	4.5	-	-	23.0	11.3	10.8
	L3	Exc	-	-	-	12.0	5.2	3.3
		Mer	30.0	33.3	-	26.2	12.0	11.0
			AC Boys	AC Maori Boys	AC PI Boys	Nat Boys	Nat Maori Boys	Nat PI Boys
2017	L1	Exc	9.5	0	33.3	13.2	5.9	3.8
		Mer	21.4	25.0	33.3	30.5	22.3	22.4
	L2	Exc	8.5	0	-	11.2	4.8	3.9
		Mer	12.8	6.7	-	22.1	13.8	12.3
	L3	Exc	-	-	-	11.7	5.7	3.3
		Mer	-	-	-	23.2	14.3	11.3

Table Two: NCEA Pass Rates 2013 – 2017 – Awatapu College v National Coed

		AC Girls	AC Boys	Nat Coed Boys	AC Maori Boys	Nat Maori Boys	AC PI Boys	Nat PI Boys
2013	L1	94.2	84.5	77.2	66.7	63.8	66.7	67.4
	L2	96.8	92.2	80.5	100.0	72.0	100	70.5
	L3	87.8	66.7	72.3	55.6	62.0	100	58.3
	UE	73.2	64.4	62.8	55.6	44.6	100	38.8
		AC Girls	AC Boys	Nat Coed Boys	AC Maori Boys	Nat Maori Boys	AC PI Boys	Nat PI Boys
2014	L1	95.0	86.0	79.1	85.2	68.8	100	68.1
	L2	98.5	95.9	84.0	90.0	76.9	100	76.7
	L3	95.2	70.0	72.6	50.0	61.2	75.0	61.3
	UE	66.7	33.3	50.7	-	28.2	-	29.1

		AC Girls	AC Boys	Nat Coed Boys	AC Maori Boys	Nat Maori Boys	AC PI Boys	Nat PI Boys
2015	L1	87.9	91.7	80.6	90.0	70.0	100	74.2
	L2	97.0	96.2	84.3	100.0	78.6	-	76.6
	L3	79.1	81.8	76.3	80.0	68.3	100	64.8
	UE	48.8	48.5	53.5	40.0	33.6	-	28.2
		AC Girls	AC Boys	Nat Coed Boys	AC Maori Boys	Nat Maori Boys	AC PI Boys	Nat PI Boys
2016	L1	88.3	84.9	82.2	78.6	73.3	100	73.1
	L2	98.2	92.0	86.0	92.9	81.1	66.7	80.5
	L3	91.9	94.1	77.1	75.0	68.4	-	68.0
	UE	42.1	52.9	52.2	25.0	31.1	-	29.1
		AC Girls	AC Boys	Nat Coed Boys	AC Maori Boys	Nat Maori Boys	AC PI Boys	Nat PI Boys
2017	L1	91.5	87.5	81.4	85.7	74.3	100	75.5
	L2	97.0	95.9	86.7	88.2	84.1	100	82.3
	L3	85.7	85.7	78.8	87.5	72.6	-	71.1
	UE	55.0	28.6	52.4	0	35.7	-	30.5

NEXT STEPS

Plan for Awatapu College.

The findings in the report will be shared with the Board of Trustees at our next meeting and are likely to influence our next strategic plan. Likewise, the findings will be shared with the Senior Management Team, and staff, in an appropriate setting.

It is worth noting that much of what was suggested by other schools is already part of the practise at Awatapu College. It was nice to see we are on the right track! That said, in order to improve results for learners there are some areas we can focus on.

As a Management team we will exploring the issue in more detail using the following questions to guide our discussion.

1. how well do we draw attention to the teaching and learning issues affecting different groups of students?
2. what messages do we give to boys about being a successful student and/or young man?
3. what processes do teachers at your school use to make sure that students understand the point of each lesson?

As a staff we will be focusing on the following reflective questions

1. how do we make your classroom activities relevant and engaging for diverse groups of boys?
2. to what extent do we help boys choose a course / programme that is relevant and achievable?
3. how do we set high expectations for boys about striving to reach their potential?

As a College we need to make greater use of student voice. In particular, what are male students are telling us; either through their actions, inactions, results, or comments.

In order to ensure focussed lessons we need to take an “Assess To Learn” approach (making use of recent PD focused on SOLO taxonomy, Write That Essay, Differentiated Learning, and Cooperative Learning etc). This means ensuring that objectives are very clear with students. This will be the main area of focus in the short to medium term.

The Professional Learning Groups (PDGs) will look more closely at the POD lesson approach. This means that each lesson should contain an element of Play, working with Others, and Downtime. It should be noted that Downtime is not the same as “free time”.