



Sabbatical Report

Alan Liddle

Term 3 2018

Context

At the time of taking my sabbatical in Term 3 2018, I had been Principal of Te Puke High School for 11½ years. During this time, I have been involved in significant change at Te Puke High School, structurally and functionally. Over half the school has been redeveloped with many of our old and failing buildings being replaced with so called Modern or Innovative Learning Environments. This provided an opportunity for us to consider learning in a different way.

In addition to the physical changes, there have been considerable changes to the way learning occurs at our school:

- Since 2007, the Board of Trustees has invested significantly in modern technology as part of the school's philosophy to provide quality modern tools for our modern learners.
- In 2012, a new pastoral care system was introduced. Traditional form/tutor classes were replaced with Small Groups, which had the primary purpose to provide our students with the opportunity to develop meaningful relationships with other students and staff, as well as helping them to develop a strong sense of cultural identity.
- In 2015, a new junior curriculum was introduced for our Year 9 and 10 students, which involved cross curricular teams of teachers of the traditional 'core subjects' (English, Mathematics, Science, Social Studies, and PE and Health) working together to develop and deliver integrated cross curricular programmes of learning within broad 'Themes'. This new way of learning has been particularly challenging for staff and students. However, this approach is supported by research and provides our students with a much more 'brain friendly' authentic way for them to learn and connect their learning to their prior knowledge.
- In 2016, staff started to trial a new approach to our senior curriculum, integrating different subject area, which were traditionally isolated from each other, including Mathematics, Science and Technology. This led to a STEAM (Science, Technology, Engineering, Art and Mathematics) course being provided using specialist drone and virtual reality technologies.

Helping to lead these considerable changes has been exciting and challenging. By the time my sabbatical arrived, I was certainly ready to 'take a step back from the coalface'. I purposely did not want to engage in a major study or overseas travel to attend a conference. Instead, I chose to engage in what seemed like an eclectic mix of activities associated with education, some of which I've had to 'place on the back burner'.

Acknowledgements

I would like to acknowledge the following people/organisations for their support to enable me to take up the opportunity of a sabbatical.

Te Puke High School Board of Trustees

I want to thank the Board for approving my application for this sabbatical. Your support is greatly appreciated.

Senior Leadership Team

The SLT at Te Puke High School is a highly collaborative team made up of myself and three Deputy Principals (DP). I am grateful for the support of my DPs in the application and during my sabbatical.

Staff who 'Acted Up'

In addition, I wish to recognise a number of staff who 'acted up' in my absence. Firstly, to all my DPs, Simon, Lisa and Polly, your support for and dedication to our team is outstanding. Within the 'busyness' (and sometimes 'craziness' of our work), you remain focussed on our purpose for being in education. Secondly, to Simon and Lisa, thank you for willingly stepping into the position of Acting Principal. You both did a superb job during your 5-week stints and provided me with the time and space to engage in the activities associated with my sabbatical. Thirdly, I am grateful to the two Leaders of Learning, Matt and Sonia, who each took a 5-week turn to 'step up' as Acting Deputy Principal to cover to provide support for the SLT. It is a tribute to these people that they were able to learn-on-the-job some of the real work of a Senior Leader. Fourthly, I wish to acknowledge the Assistant Leaders of Learning, Ivan and Katherine for 'stepping into the shoes' of the position of Leader of Learning for their respective learning areas for the period of my sabbatical.

Sabbatical Assessment Committee

I wish to thank the sabbatical assessment committee for approving my application. Having been on the committee in the past, I can appreciate the commitment made by committee members to read, understand and assess the merits of each application.

Tina

Finally, I would like to make special mention of my wife, Tina, who has been by my side during the trials and tribulations of my Principalship. She has accepted the need for me to dedicate a good chunk of my life to my position as Principal of Te Puke High School. This sabbatical, gave me the opportunity to help out much more around our home and spend more time with my wife.

Overall of Activities

As mentioned above, I chose to engage in what seemed like an eclectic mix of activities associated with education, some of which I've had to 'place on the back burner'.

1. Engagement

I have been interested in the concept of engagement for some time and have done some readings and attended a workshop. My sabbatical gave me the opportunity to develop an understanding further of this concept and how it could be measured.

My thinking is to develop a survey that teachers can use in class to gather data on the students' engagement. This information can then be used to inform and improve teacher practice.

2. Review of Values 4 Learning Survey

In 2012, I developed a survey based on our school's core values. The survey was administered to our students and the results were shared with our Heads of House to devise appropriate pastoral care programmes for our students. The survey was pretty long and that was probably its downfall. With the recent review of the school's Guiding Principles (Vision, Mission and Core Values) I felt it was time for me to review the Values 4 Learning survey.

I developed a survey based on a statement for each of the expectations of behaviours associated with each Core Value. These statements are currently being reviewed by the Heads of House.

3. Attending the CNISPA (Central North Island Secondary Principals' Association) Conference

On the 16-17th August, I attended the CNISPA (Central North Island Secondary Principals' Association) conference. The central theme of the conference was Principal's Wellbeing. This gave me the opportunity to learn about some of the key findings from research and to reflect on my own wellbeing, having been in the position of Principal for 11½ years and having dealt with many difficult and stressful situations. Networking with other Principals helped to confirm that I was not alone and most Principals present were under a considerable degree of stress. It was revealed during the conference that 20% of Waikato secondary school Principals had left their jobs due to difficult circumstances with their boards.

It became abundantly clear to me that the ongoing stress related to this position would continue and I needed to make sure that I was looking after my wellbeing. My take away from the conference was a renewed determination to make sure that I engaged in regular exercise.

4. Attend the Digital Innovate Conference

On the 22nd August, I attended a one-day conference in Wellington. The focus of the conference was to provide educators with a variety of guest speakers who had demonstrated innovation in their work and lives. It was an interesting conference which gave me the opportunity to use some of the key messages to reflect on our school's approach to innovation within our learning programmes. I consider that the student-centred approach to integrated learning in our junior school provides our students with the opportunity to have greater agency of their opportunities to be innovative.

5. He Papa Tikanga Level 3

During my Sabbatical I began my tikanga study through Te Wānanga o Aotearoa. Starting this course during my sabbatical provided me with the opportunity to devote quality time to my studies. This course has helped me develop a better understanding of Te Reo Māori and Tikanga Māori.

6. Rest and Recreation

My sabbatical gave me the opportunity to do some projects around our house and section that had been outstanding for a long time. Completing these projects helped to provide me with the opportunity to engage in 'active relaxation'.

The rest of this report is dedicated to a detailed examination of sections 1 and 2.

1. Engagement

During my time as a teacher, Middle Manager (Head of Department and Dean), Senior Leader (Deputy Principal) and Principal, I have always had a fascination about the concept of *Engagement*.

My sabbatical gave me the opportunity to engage in a range of readings associated with the concept of *Engagement*. The following is a summary of the key points in relation to the concept of *Engagement*.

1.1 Engagement and Motivation

The terms engagement and motivation are sometimes used interchangeably. However, they can be distinguished, with motivation understood as the 'why' or reasoning behind a given behaviour, and engagement as the actual patterns of action and involvement a person displays in tasks and activities. These patterns of action are viewed as multidimensional and can be divided into three types.

1.2 Definition

Engagement is an ambiguous term in education; poorly defined and difficult to measure. It is a complex multifaceted process that includes the student's psychological investment in their own learning and their actions.

Engagement:

- links important contexts of a student's life; home, school, peers and community to outcomes.
- drives student learning and can predict their success at school and post-secondary school outcomes.

The internal nature of engagement has made it difficult to define and measure. As a result, it has been difficult for researchers to determine effective strategies to improve student engagement.

1.3 Foci of Student Engagement

Three distinct foci of student engagement are identified in the literature.

1.3.1 Individual student learning, including:

- student attention in learning.
- student interest in learning.
- student involvement in learning.
- student (active) participation in learning.
- 'student-centredness' – student involvement in the design, delivery and assessment of their learning.

1.3.2 Structure and process, including:

- 'representation as consultation', such as tokenistic student membership of committees or panels to obviate the need for formal consultation with students.

- students in an observer role on committees.
- students as representatives on committees ('delegate' role).
- students as full members of committees ('trustee' role).
- integrated and articulated student representation at course, department, faculty, school level.
- not ad hoc or piecemeal.

1.3.3 Identity, including:

- engagement towards individual student 'belonging'.
- identity attached to representation (module/course/discipline/institution/'student' role).
- engagement of groups such as 'non-traditional' students.

1.4 Types of Engagement

Researchers have identified three types of engagement.

1.4.1 Behavioural engagement, where students show they are ready and willing to learn.

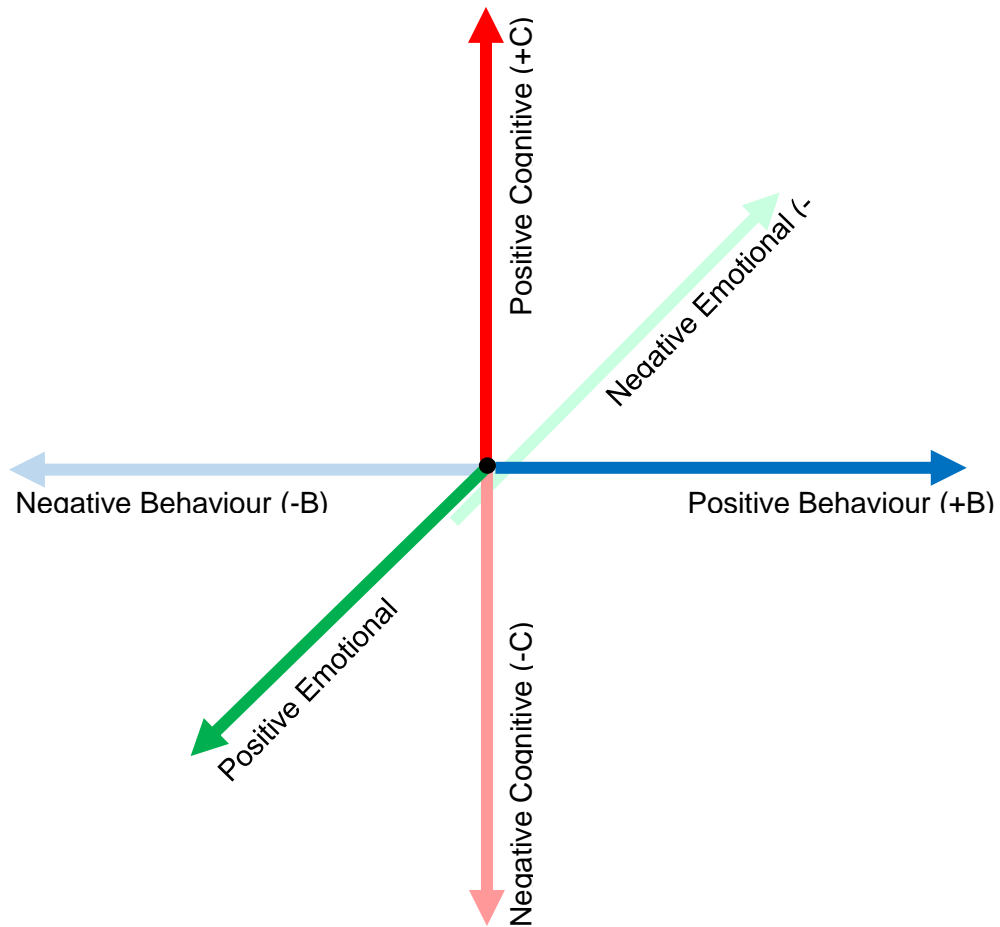
Students who are behaviourally engaged would typically comply with behavioural norms, such as attendance, involvement and participation in academic, social, or extracurricular activities.

1.4.2 Cognitive engagement, where students are engaged with the processes and progressions of their learning.

Students engaged cognitively are invested in their learning. They demonstrate personal investment, self-regulation, and striving for mastery. Students who are cognitively engaged relish challenge and go beyond the requirements of the task.

1.4.3 Emotional engagement, where students interact with teachers, peers, schoolwork, and the school. Students who engage emotionally would experience affective reactions such as interest, enjoyment, or a sense of belonging. They feel secure in their relationships with their teachers, classmates and the school. This can be particularly important for Māori and Pasifika students.

Each of these dimensions can have both a 'positive' and a 'negative' pole.



A student can engage positively along one or more dimensions while engaging negatively along the others, or visa versa.

	Positive Engagement	Non-Engagement	Negative Engagement
Behavioural	Attends class and participates with enthusiasm.	Skips class without excuse.	Is disruptive in class.
Cognitive	Meets or exceeds work requirements.	Minimal work is completed or is rushed to finish or finished late.	Work is not completed.
Emotional	Shows interest.	Shows apathy and boredom.	Shows rejection.

1.5 Factors influencing student engagement

A range of factors impact on how well students relate to and are engaged by what they are learning at school. These include the:

- nature of relationship with the teacher and other students in the class.
- perceived relevance of the learning material.
- level of knowledge and skills that students bring into each learning situation.
- intrinsic interest of the subject or activity to a particular student.
- extent to which there is variety in the teaching approaches.
- nature and extent of teacher feedback on students' progress.
- extent to which students are able to take responsibility for their own learning.

1.6 Context

Context is a very important prerequisite to enable or disable engagement and includes: student, family and school. A number of variables associated with these contexts can be changed.

Context	Risk	Prevention
Student	<ul style="list-style-type: none">• High rates of absences.• Behaviour problems.• Poor academic performance.• Being held back.• Working.	<ul style="list-style-type: none">• Complete class & homework.• Come to class prepared.• High locus of control.• Good self-concept.• Expectation to complete school.
Family	<ul style="list-style-type: none">• Low educational expectations.• Mobility.• Permissive parenting style.	<ul style="list-style-type: none">• Academic and motivational support for learning (e.g. help with homework and high expectations and talk about school work).• Parental monitoring.
School	<ul style="list-style-type: none">• Weak adult authority.• Large school size (>1000 students).• High student to teacher ratios.• Few caring relationships between staff and students.• Poor or uninteresting curricula.• Low expectations and high rates of truancy.	<ul style="list-style-type: none">• Orderly school environments.• Committed, caring teachers.• Fair discipline policies.

1.7 Student Engagement of 'At Risk' Students

A longitudinal study of 'at risk' students in the USA identified three groups, which differed significantly in terms of behaviours associated with engagement (e.g. attendance, working hard, paying attention in class, preparing for class/school, behaviour problems). Another study found that student engagement measured in the eighth grade was a good predictor of high school dropout and completion.

- **Resilient Completers**

'At risk' students who are higher achievers and on track to graduate.

- **Nonresilient Completers**

'At risk' students who were likely to graduate but with relatively poorer academic performance.

- **Noncompleters (dropouts)**

'At risk' students who drop out of school.

1.7.1 Check and Connect

Check and connect is a structured mentoring intervention to promote student success and engagement at school and with learning, through relationship building and systematic use of data to design personalized connect" interventions. The intervention is designed to promote student engagement through relationship building, problem solving, and persistence for marginalized students.

The intervention has four components:

- Mentor who works with students and families for a minimum of 2 years.
- Regular checks using data schools to focus on progress and areas for improvement, including attendance, attitude, behaviour and achievement
- Timely interventions, driven by data to re-establish and maintain the student's connection to school and learning and to enhance the student's social and academic competencies; and
- Partnership with families.

1.7.2 The Role of the Mentor

The programme is dependent on a mentor who is a significant adult to the student and committed to engage a long-term relationship with the student. Mentor's have a belief in their student's ability to change when standards of performance are matched with persistent support.

Mentors consider student perspectives and personal goals, and they use problem solving to maintain a focus on developing self-determined, self-directed, and self-regulated learners, avoiding dependence on the mentor.

Mentors fuel the student's motivation towards engagement in learning through:

- facilitating problem solving toward students' personal goals.

- giving regular, systematic, informed feedback in a nonjudgmental way.
- encouraging the student to self-observe, self-evaluate, and self-reflect on progress toward goals.
- emphasizing the importance of effort, persistence, and trying again to help the student self-regulate their motivation.
- making a long-term commitment, at least 2 years, to be a persistent source of support for the student and their family.

1.8 Assessing Student Engagement

1.8.1 Me and My School

The New Zealand Council for Educational Research (NZCER) has developed a standardised test, called *Me and My School*, to assess levels of student engagement and understand how students perceived their own engagement.

Question	Type of Engagement	Question Stem
1	+E	Most mornings I look forward to going to school.
2	+E	I am proud to be at this school.
3	+E	Most of the time being at school puts me in a good mood.
4	+B	I think it is important for me to behave well at school.
5	-E	School often feels like a waste of time to me.
6	+B	I respect other students' space and property at this school.
7	+E	I feel safe at school.
8	+E	People care about each other in this school.
9	+E/+B	I have a lot of respect for my teachers
10	+E	My family's culture is treated with respect by the teachers
11	+E	I am comfortable talking to the teachers at this school about problems.
12	+E	I care a lot about what my teachers think of me.
13	+E	Most of my teachers like me.
14	+E/+B	It is easy for me to talk about my schoolwork with most of my teachers.
15	+E	I feel my teachers help me learn.
16	+C	I feel like I am making progress at school.

17	+C	There is just the right amount of challenge for me at school.
18	+C	I pay attention in class.
19	+B/+C	I take school seriously.
20	-B/-C	I do as little work as possible; I just want to get by.
21	+C	I am interested in what I am learning at school.
22	+C	I look for ways to improve my school work.
23	-B/-C	When schoolwork is difficult I stop trying.
24	+C	I like learning new things in school.
25	+B/+C	I take care that my homework is done properly.
26	+C	I find it easy to concentrate on what I am doing in class.
27	+C	I take notice of the comments my teachers make about my work.
28	+C	At school I really care that I do my best work.
29	+C	My schoolwork helps in things I do outside of school.
30	-B	I think most of my classes are a waste of time.
31	-B	I often feel bored in class.
32	+E	My friends think school is important.
33	+C	I talk to other people about what I am learning at school.

Key

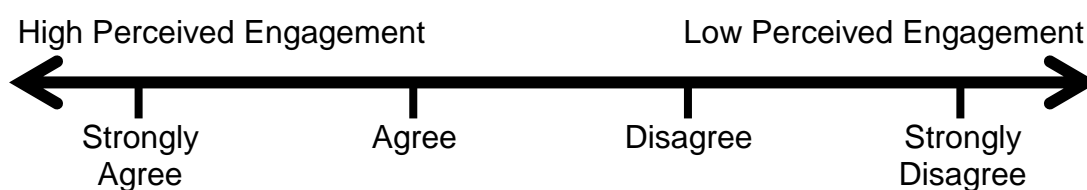
-B	Negative Behaviour	+B	Positive Behaviour
-C	Negative Cognitive	+C	Positive Cognitive
-E	Negative Emotional	+E	Positive Emotional

1.8.1.1 Analysis of the Type of Engagement of the Questions Used in the Me and My School Questionnaire

Type of Engagement	Number of Questions
Positive Behaviour (+B)	6
Negative Behaviour (-B)	4
Positive Cognitive (+C)	13
Negative Behaviour (-C)	2
Positive Emotional (+E)	13
Negative Behaviour (-E)	1

1.8.1.2 Scale for Measuring Student Engagement

Students are assessed on their level of engagement using the following classic Likert Scale in relation to the question stems:



1.8.1.3 Benefits and Costs of Me and My School

The benefits of using *Me and My School* as a tool to measure engagement of students at Te Puke High School, include:

- It is a readily available 'off the shelf' tool.
- The survey has been developed based on research into engagement.
- Enables national comparison.

Te Puke High School has a student roll of approximately 900 students.

	Approximate Number
Junior School (Year 9-10)	400
Senior School (Year 11-13)	500
Total	900

1.8.1.4 Cost of Me and My School

Cost to Administer Survey to Whole School Once a Year	\$1575
Cost to Administer Survey to Junior School Once a Year	\$825

Ideally, the survey would be administered twice a year to enable comparisons within a calendar year. This would enable changes to be detected of a cohort within a calendar year.

Cost to Administer Survey to Whole School Twice a Year	\$3150
Cost to Administer Survey to Junior School Twice a Year	\$1650

As a result, I perceive two disadvantages to using the Me and My School survey. Firstly, the cost of administering the survey is prohibitive. For this tool to be useful, it would need to be administered regularly (ideally twice a year) over a sustained period of time. This would result in a considerable financial cost to the school. Secondly, the generic nature of it makes it less context specific to a school. All schools have unique characteristics and Te Puke High School is no exception. Using the Me and My School survey will give us some general information about engagement of our students in relation to national data. However, it would not provide us with data related to our Core Values.

1.9 Values 4 Learning

1.9.1 Values 4 Learning Survey 2010-2012

In 2010, I developed a survey based on the school's Core Values (Respect, Responsibility, Relationships and Reaching Potential). The survey was administered through our Small Groups pastoral care system.

Respect	Strongly Disagree	Disagree	Agree	Strongly Agree
1. I feel good about who I am.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I take pride in myself.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I take pride in my school work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I value staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I feel valued by staff and students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6. I am proud to be a student of Te Puke High School.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. I listen politely to everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. I speak politely using "please" and "thank you" to everyone.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I value the diversity and differences other cultures bring to our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. I allow others to learn without interruption.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. I take care of school equipment and property.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Responsibility	Strongly Disagree	Disagree	Agree	Strongly Agree
12. I take my learning seriously.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Attending school is a high priority for me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. I feel that I am in charge of my learning and behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. I get to classes on time and attend regularly.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. I go to all classes ready to learn (i.e. with correct books, pens, pencils, PE gear, shoes for Tech and with the right attitude).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. I maintain a positive attitude towards my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. I listen to and follow instructions in class and engage in learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. I do my best to finish school work on time and meet deadlines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. I encourage others to be in charge of their learning and behaviour.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. I do my best to follow the Te Puke High School Core Values (the 4Rs = Respect, Responsibility, Relationships and Reaching Potential).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. I put my litter in the bin and encourage others to do the same.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships	Strongly Disagree	Disagree	Agree	Strongly Agree
23. I get on well with staff.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
24. I talk with my teachers when I don't understand what I'm learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. I try hard to develop good working relationships with my teachers to improve my learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. I feel that I can talk to staff if I have a problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. I get on well with a wide range of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
28. I feel I can talk to other students about what I'm learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. I feel that I could talk to other students if I have a personal problem.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. I feel safe at school and have a sense of belonging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. I encourage others to improve their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. I encourage other students to keep our school a safe, friendly and caring place.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. I can talk to my parents/caregivers about	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

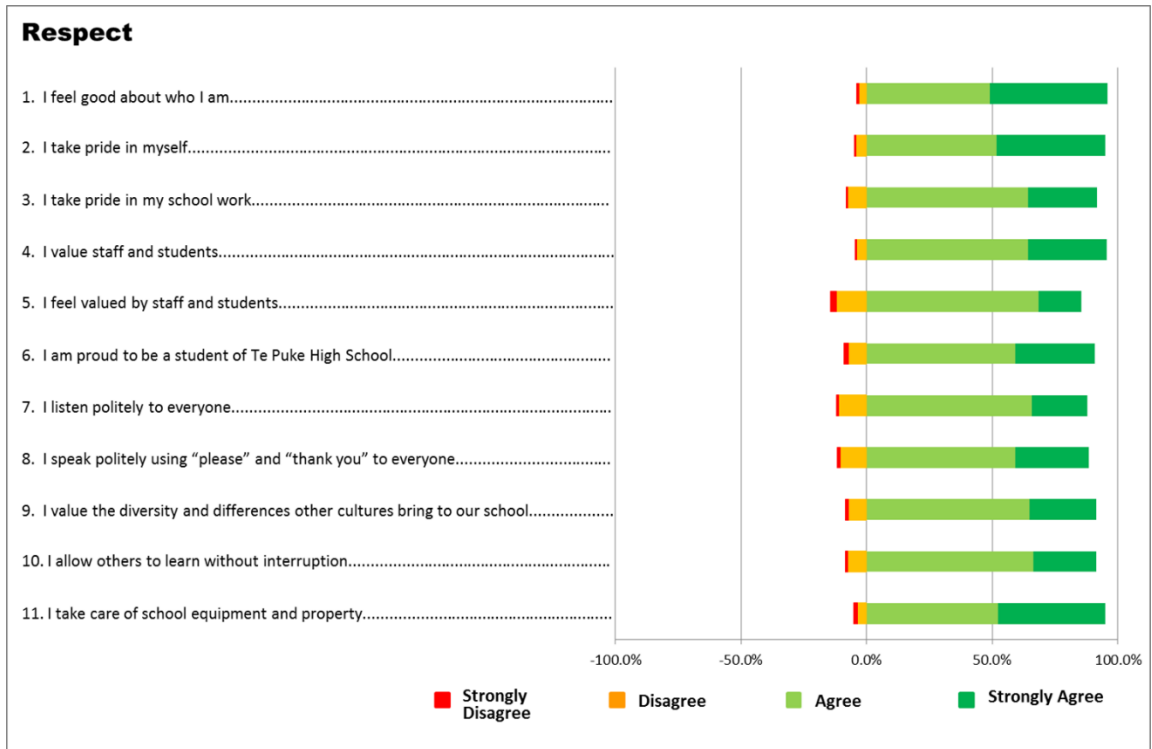
what I'm learning at school.				
Reaching Potential	Strongly Disagree	Disagree	Agree	Strongly Agree
34. My learning is important for a successful future.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. I am investigating what I may want to do when I leave school (i.e. further education or my career).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. I set goals of what I want to achieve at school and work hard to achieve my best.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. I persist when I have difficulty learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. I think about and put in place actions to improve the way I learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
39. I think about and put in place actions to improve the level of my achievement.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. I complete homework/study to the best of my ability and on time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. I participate in co-curricular Sports and/or Arts activities (e.g. Rugby, Netball, Hockey, Volleyball, Football, Basketball, Lip Synch, Production, Band, Kapa Haka...).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. I participate in a Service activity for the school (e.g. Environment Committee, Health Committee, organisation of events, anti-litter programme, Peer Mentoring, Peer Mediation, SADD, SAFE, Ambassadors, Form Class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rep, House Rep, Peer Support).				
43. I am proud of my achievements at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. I encourage others to do their best at school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

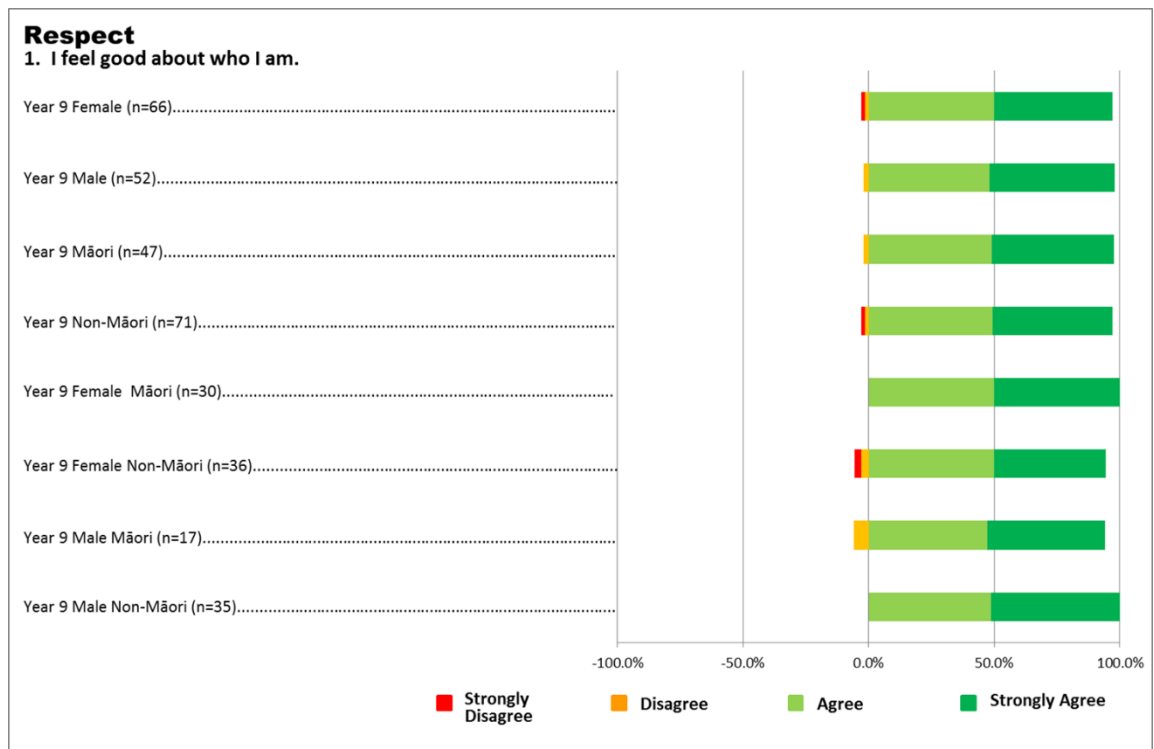
This survey was administered twice a year from 2010-2012 and produced a large amount of data, which was analysed at various levels from overall analysis to specific subgroups within a cohort to produce a lot of rich information.

1.9.2 Analysed Data

Example 1: Respect for all question stems for all Year 9-13 students



Example 2: Respect for question stem 1 for various Year 9 demographic groups



Despite the survey producing rich data which could be used at various levels (school level, Senior Leadership Team, Heads of House, and Small Groups), the number of questions made is cumbersome to administer. Consequently, after the third year of operation, its use was suspended until modifications could be made to the survey.

1.9.3 Review of the Guiding Principles 2017

In 2017, I facilitated a comprehensive review of the school's Guiding Principles with our various stakeholder; students, staff and parents/caregivers. As a result of this review, changes were made to the Vision, Mission and Core Values.

For each of the new revised Core Values (Respect, Responsibility, Relationships, Resilience and Realising Potential), five 'behavioural statements' were made:

Core Values / Nga Uaratanga				
Ma te mohio ka marama whaia kia mau.				
Respect	Responsibility	Relationships	Resilience	Realising Potential
Value learning	Be Willing & Ready to Learn	Positive Interactions	Be Determined	Aim High
Value People	Taking Ownership	Unconditional Inclusion	Persevere	Get Involved
Value Culture	Managing Self	Mutual Trust	Be Motivated	Work Hard
Value Property	Be Accountable	Collaboration	Kia Kaha	Be Positive
Value Manners	Be Punctual	Effective Teamwork	Push Yourself	Celebrate Success

1.9.4 Values 4 Learning Survey 2019

My sabbatical, along with subsequent time has given me the opportunity to reconsider the *Values 4 Learning* survey in light of my investigation into the concept of *Engagement* and the behavioural statements for each of the new Core Values.

I developed a draft question stem for each of the behavioural statements, then categorised each question stem in relation to the types of engagement; Behavioural, Cognitive and Emotional.

			Aspects of Engagement		
			Behavioural	Cognitive	Emotional
Respect	1. I value learning.	I think learning is important.			✓
	2. I value people.	I always treat other people with respect.	✓		
	3. I value culture.	I appreciate other people's culture.			✓
	4. I value property.	I am careful with school property.	✓		
	5. I value manners.	I speak politely to other people.	✓		
Responsibility	6. Be Willing & Ready to Learn	I go to class ready to learn.	✓	✓	
	7. Taking Ownership	I am able to work independently.	✓	✓	
	8. Managing Self	I work to the best of my ability.		✓	
	9. Be Accountable	I am a responsible student.	✓		✓
	10. Be Punctual	I arrive to class on time.	✓		

Relationships	11. Positive Interactions	I get on well with a wide range of people.			✓
	12. Unconditional Inclusion	I encourage other students to get involved in school activities.	✓		
	13. Mutual Trust	I trust others.			✓
	14. Collaboration	I work well with other people.	✓		
	15. Effective Teamwork	I enjoy working as part of a team.			✓
Relationships	16. Be Determined	I work hard to complete tasks.	✓		
	17. Persevere	I continue to work hard even when the task becomes difficult to do.	✓		
	18. Be Motivated	I am a motivated person.		✓	
	19. Kia Kaha	I 'stay strong' during difficult times.		✓	
	20. Push Yourself	I push myself to do my best.		✓	
Realising Potential	21. Aim High	I have goals that are challenging.		✓	
	22. Get Involved	I get involved in a range of school activities.	✓		
	23. Work Hard	I work hard to achieve my goals.	✓		
	24. Be Positive	I am a positive person.		✓	
	25. Celebrate Success	I feel good when I'm successful.			✓
Total			13	8	7

1.10 Next Steps

The next steps include:

- The draft question stems in the table above need to be peer reviewed by staff.
- A discussion is needed with Heads of House and Theme Team Leaders as to the most effective use of the data that will be gathered; pastoral care and/or academic mentoring.
- A survey needs to be developed using Google Forms.
- The survey needs to be pilot tested with a group of students.