



Secondary Senior Leader Sabbatical Term 3 2018

Investigate how Wairarapa College could become a more Culturally Responsive school where Māori students enjoy and achieve educational success as Māori



Pam Redpath

Deputy Principal

A thriving, student-centred learning environment, educating students for their future.'

'Te puāwaitanga o te manu e kai ana i te matāuranga.'

Focus of the sabbatical

Investigate how Wairarapa College could become a more Culturally Responsive school where Māori students enjoy and achieve educational success as Māori. To improve my knowledge, skills and expertise in Māori Culture by enrolling in a course in Tikanga Māori at Te Wānanga o Aotearoa in 2019.

I took this opportunity to rejuvenate, refresh and reflect by spending five weeks in Europe with my husband, Ross walking the Camino in Spain and Mont Blanc circuit through France, Switzerland and Italy.

Author, school, period of time sabbatical covers

My name is Pam Redpath and I am Deputy Principal at Wairarapa College. I was selected for the Senior Leader Sabbatical in 2018 of which I took the ten weeks in term three.

Acknowledgements

I would like to acknowledge the Board of Trustees and Shelley Power – Principal of Wairarapa College for their encouragement and support to apply and then accept the sabbatical. I would also like to acknowledge the number of staff who stepped up to cover my areas of responsibility.

Executive summary

Rationale / Purpose

My report is on the Professional Learning and Development (PLD) program outline for 2019 that links with our Strategic direction. From investigating the historical evidence in a range of forums, there is clear data to demonstrate that there is a gap in equity and excellence for many of our Māori students. The PLD program is intended to use this benchmark data to affect change to improve Māori academic outcomes.

Background information

The Strategic and Annual Goals for 2019 include:

1. A modern Wairarapa College Curriculum that has a deepened and shared understanding of culturally responsive practice
2. Supported and meaningful pathways through and beyond school
3. Māori achieve success as Māori
4. A culture of inquiry

Within each of these goals are areas that include: ***expected outcomes*** - what it will look like, ***strategies*** – how we will do it, ***targets*** – how far we will get and ***measures*** – how will we know.

In 2017 to term one of 2018, I developed a PLD programme. The external providers were in place and they built strong relationships with our teaching staff and were developing positive culturally responsive momentum with many groups at Wairarapa College.

When I submitted the plan early in term one 2018, for the remainder of 2018, it was declined with no opportunity to resubmit. This meant that as a school we were not able to access any external providers to continue the work, which was disappointing. We continued as best we could for the remainder of 2018. Mid 2018, I submitted our PLD application for 2019. I applied for 800 hours and was successful in gaining 400 hours. From working with the MOE, we have clear structures in place to identify what we are wanting to achieve, how we will do it, how far we will get and how will we know.

Planned activities

The PLD plan outlines how to further develop our Cultural Responsiveness at Wairarapa College. Early in 2019, there will be an initial meeting to identify where we are at and the next steps to take. This will be from working with our various PLD teams (SLT, Middle Leaders, Culturally Responsive, Teaching as Inquiry, eLearning, Kairarahi Akorangi). This meeting will include members in THE HUB, including Senior Leadership, external providers and our four within school teachers who are leaders of these teams.

We will review, reflect and act from the following evidence to build a co – constructed framework for the PLD programme in 2019:

- Academic results Year 9 – 13
- Attendance patterns
- Pastoral patterns
- Me and My School (student voice)
- Rongohia te Hau (student, staff, whānau / caregivers voice)
- Leavers / retention data
- Stand down and Suspension data

During the term there will be regular meetings to ensure all PLD teams are working under the Culturally Responsive umbrella. There will be two x two-hour PLD workshops with each of these teams and the external provider. Each team comprises of around 8 – 20 staff members, so as a school the PLD budget has made allowances for these staff members to be involved in PLD during school time. They will be scheduled ‘back to back’ so we can use one reliever for numerous staff, over the course of the day.

At the end of each term, THE HUB will meet to review, reflect and act on progress made in term one, in readiness for term two. This will include a MOE representative to ensure we are developing accurate documentation of progress made to support our milestone reports and our next application for 2020.

Full report

Culturally Responsive and Relational Pedagogy School

Māori enjoying and achieving success as Māori

Guiding Principles / Vision

Wairarapa College Strategic Plan / Vision – *A thriving, student-centred learning environment, educating students for their future.* ‘Te puāwaitanga o te manu e kai ana i te mataūranga.’

Ka Hikitia / Tatāiako / Poutama Pounamu (Kia Eke Panuku) will help steer the way

Review and reflect on where we are at and what could be different

Include an evidence-based inquiry to effectively inform our decision making

Bring alive the Principles of Culturally Responsive and Relational Pedagogical (CR & RP) School within the classroom and school community

Professional Learning and Development application for 2019 brief

The Professional Learning and Development (PLD) program will align with the Strategic goals of Wairarapa College. This programme will encompass the Culturally Responsive Pedagogy philosophy through all the PLD strands.

Outlined below is a snapshot of what we are trying to achieve. This excerpt was included in the MOE PLD application that was submitted mid 2018 for 2019 PLD hours, of which we gained 400 for 2019.

To support our leadership of Culturally Responsive Pedagogy and to embed these practices across the school. We are working across different departments to identify best practice and to foster these. We have developed strategic learning teams related to Culturally Responsive and Relational Pedagogy practices, Teaching as Inquiry, Kaiarahi Akoronga, Digital Fluency and building Middle Leadership.

1. Academic achievement improved in 2017 in direct result of school wide Achievement Plans focussing on at risk groups, Māori and male students. Our NCEA results for Māori and male students improved at NCEA Level 1 & 2. Our current need is to embed these practices for sustainability and to address achievement issues through improved use of data for tracking and identifying key actions that have real impact on achievement and retention.

2. To continue to build teacher skills and knowledge in Kaiarahi Akoronga. The skills of facilitating good academic mentoring conversations using evidence to inform actions that will

have an impact on student outcomes and develop effective learning partnerships. It is to build teacher capability to analyse, interpret and respond to a wide range of evidence.

3. To continue to develop cross curricular approach to student agency and engagement using effective pedagogy supported by a digital learning environment.

4. As part of the update from the longitudinal process from the ERO review, several areas have been identified and have become part of our PLD planning for 2019 - 2020. This includes: Acceleration in Year 9 & 10 in particular literacy and mathematics (progress over time) Leaver qualifications for all - to improve our retention and qualifications gained. Equity and Excellence - in school equity to become a focus. Māori can compare with national but comparing with NZ European at Wairarapa College is more important. Improved use of data, asTTLe Reading, Writing and Maths PAT that we use. We need to shift to use it to show progress, especially those below expectation. To identify the key elements that will have the greatest impact to improve student outcomes. We are currently improving our ability to source evidence, but there is variability in the conversations about why it happens and where to next.

Levers of Change

The areas outlined below are levers for change at Wairarapa College. These were opportunities to reflect on the future direction and culture of the school.

These included:

1. Ministry of Education - Educational Infrastructure Service – Project Brief Template.
As part of a rebuild and refurbishment of Wairarapa College, the school was required to develop a Project Brief prior to beginning any building plan. It enabled the school to think about where we wanted the future learning environment at Wairarapa College to look like, and how the buildings would support this.
2. The changes incurred over the last three years have given opportunities to review, reflect and act differently. These have included a period with a Commissioner, a change in Principal and a new Board of Trustees.
3. The shift from applying for Professional Learning and Development through ‘programs of work’ which were centrally funded and administered across communities and within school. These included Positive Behaviour for Learning and Kia Eke Panuku. These required school wide commitments with milestone expectations and evidence collection to determine shifts in student learning or behaviour.

This changed to the latest model of Ministry of Education PLD funding model where an application is completed, and your success is determined by the MOE. The funding has several milestone reporting requirements to show whether the PLD is having an impact on student learning, what evidence can demonstrate this and next steps.

To ensure that we had a core focus of being a Culturally Responsive School and to make sure we were not using different language that will have staff thinking that it was another new initiative, we looked at aligning the School Vision statement, Poutama Pounamu (Kia Eke Panuku) Culturally Responsive Contexts for learning, the New Zealand Curriculum – Effective Pedagogy and the Principles of the NZC, Wairarapa College Strategic Plan vision and the MOE Project Brief ideals into a one page document. This is outlined below. Note the key on the left

Culturally Responsive and Relational Pedagogy

Relationships Power is shared Culture Counts Shared Sense Making Evidence is used to make decisions
Māori students achieving and enjoying educational success as Māori (kaupapa)

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Thriving	Student Centred	Future focussed
Relationships of care - inclusion	Bringing who you are to the learning – Cultural diversity	Positive outcomes
Accelerating for success (Knowing Names, Numbers Needs)	Power Sharing – Choice / Agency	Feedback / Feedforward – Assess for Learning
Academic Mentoring	Community Engagement	Using language – literacies of learning
High Expectations	Collaboration Coherence	Learning to Learn
Supportive Learning Environment	Flexible curriculum / timetable – Meets students' needs	Flexible – Pathways and readiness for future
Sufficient opportunities for Learning	Relevance	Future focus
Key: Culturally Responsive Contexts for Learning PLD as an enabler Principles of NZC NZC Effective Pedagogy	Facilitating sharing Learning	Encouraging reflective thought and action – Teaching as Inquiry
	Making Connections to prior learning	Relevance
	Co-Construction	

Curriculum /Pedagogy

What would thriving look like:

Student engagement, self-regulating motivated, purposeful learners,

How would we achieve it?

Communication, collaboration, critical thinking, creativity, authentic, inquiry learning experiences with assessment choices. *NZC Values and KC*, Academic mentoring, Curriculum levels – responsive reporting, global, local and school connections to learning

What would student centred look like?

Personalised learning, learning choices meeting student needs, relevant to their knowledge and prior experiences. CR & RP

How would we achieve it?

Staff / student / Whānau PLD, growth mindset of staff, flexible timetable, curriculum levels, pastoral linked to house groups, targeted resourcing = BYOD / IT development, double periods, project-based learning / thematic learning, e-Learning, sports academy, data tracking

What would future focused look like?

Responsive to change from employment context through curriculum offered and how it is taught. High success rate, engagement, flexible and relevant opportunities.

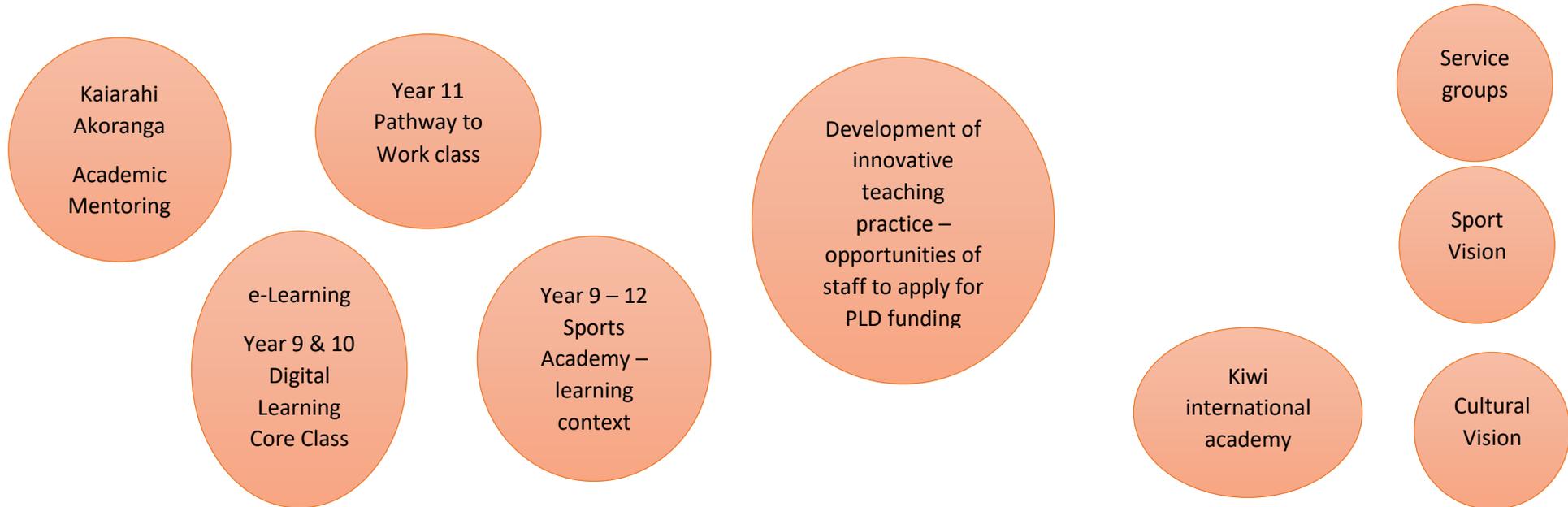
How would we achieve it?

Academic mentoring = career/vocational pathway planning, Vocational Education and Training Academy, remove gate keeping to subject selection, module development. Growth mindset of all.

Background

During 2017, around 30 staff travelled in teams to a range of schools around the country in the North and South Island. Each team presented back to the staff followed by department conversations, collectively we determined some new areas of learning. One was Kairarahi Akoranga (AKO) – Academic Mentoring. During 2018, we have met regularly with our AKO group with a focus on learning. A Year 9 Digital Learning Core Class, Year 11 Pathway to Work (begin in 2019), consolidation of the Sports Academy curriculum class and the opportunity for staff to apply for PLD funding to develop innovative teaching practice.

These small change steps have opened up the doors to many learning professional conversations. They have also been embraced by our parent community.



PLD programme for Wairarapa College ideals:

To always bring alive the intent of the Strategic Plan, using evidence to inform progress and impact.

To ensure that we had a core focus of being a Culturally Responsive School and to ensure we are not using different language that will have staff thinking that it was another new initiative. We looked at aligning the School Vision statement, Poutama Pounamu (Kia Eke Panuku) Culturally Responsive Contexts for learning, the New Zealand Curriculum – Effective Pedagogy and the Principles of the NZC, Wairarapa College Strategic Plan and the MOE Project Brief ideals into a one page document. (above)

There is a move away from teaching whole staff PLD to the development of key groups of staff with PLD external providers specialised learning and development. It is important that the intent is for sustainable change.

The PLD groups include:

- a) **Culturally Responsive and Relational Pedagogy Strategic Change Leadership Team.** (CR & RP SCLT) I have built a team of 20 staff across all departments. For 2019, we have the services of an external PLD provider to build the Kia Eke Panuku capacity now under the leadership of Mere Berryman and her team from Waikato University called Poutama Pounamu - <https://poutamapounamu.org.nz/>

- b) **Leadership** - Building the capacity for change leadership with the Senior Leadership team and Middle Leaders. <https://poutamapounamu.org.nz/assets/resources/site/brochure-leadership-for-web-MM.pdf>

One of the resources used is Taitaiako – Cultural Competencies for Teachers, Poutama Pounamu – AKO Critical Contexts for Change.

<https://poutamapounamu.org.nz/assets/resources/site/PP-A5-leaflet-Ako-Critical-Contexts-for-Change.pdf>

Education Council Leadership Strategy:

https://educationcouncil.org.nz/sites/default/files/Leadership_Strategy.pdf

Education Council Educational Leadership Capability Framework:

https://educationcouncil.org.nz/sites/default/files/Leadership_Capability_Framework.pdf

- c) **Teaching as Inquiry (TAI) / Appraisal** - In 2019 staff will continue to each have a TAI and is integral to their Appraisal documentation. A school wide focus is linked to raising achievement – in particular Māori students.

As part of appraisal this year, as a Culturally Responsive School we will focus on Deliberate Professional Acts - <https://poutamapounamu.org.nz/assets/resources/site/PP-DLE-Adaptive-Expertise.pdf>

This will include Mahi Tahi that has a strong focus on Māori succeeding as Māori.

<https://poutamapounamu.org.nz/assets/resources/site/A3-Mahi-Tahi-for-stickers-MM.pdf>

Our key areas for 2019 will be using the evidence from Rongohia te Hau.

<https://poutamapounamu.org.nz/assets/resources/site/Voices7-1.Rongohia-te-Hau.pdf>

This includes voice from staff, students and whānau or the whole school, also taking a snapshot of time observing in a classroom where they are placed on a 1-5 continuum of being Culturally Responsive. We now have three years of Rongohia te Hau evidence which we are using to give next step direction. Shadow Coaching will be a key component to shift culturally responsiveness at Wairarapa College.

<https://poutamapounamu.org.nz/assets/resources/site/Voices7-8.Observations-to-Shadow-Coaching.pdf>

- d) **Kairarahi Akorangi (AKO)** The importance of building strong relationships to affect change. We have a team of staff who will review, reflect and act on our inaugural year in 2018 and have put plans in place for 2019. It has made a significance difference to student engagement.

<https://poutamapounamu.org.nz/assets/resources/site/PP-DLE-Cultural-Relationships.pdf>

- e) **eLearning** – In 2018 we offered a Digital Learning Core Class (DLCC) for Year 9 students. This includes: English, Maths, Science, Social Studies and Health and Physical Education. In 2019 it will include a Year 9 and 10 DLCC. The intent is to build the pedagogy using a device as the tool. In 2018, I have used an external provider to work with the team on pedagogy and a Microsoft 365 expert to give skill support. We have had great innovative success from the five teachers who have been in this group. It has enabled many departmental learning conversations to take place.

<https://poutamapounamu.org.nz/assets/resources/site/brochure-evidence-for-web-MM.pdf>

OVERVIEW

Vision – The school aspires to be culturally responsive and student centred. This requires that teaching and learning and the curriculum are focussed on student needs and flexible to allow for differing programmes. This involves co-construction of learning outcomes, encouraging student agency, acknowledging students and enabling them to bring who they are to their learning, empowerment, differentiation, collaboration, engagement, respect and success. We also aspire to be future focused and prepare students to have the knowledge and capabilities to succeed.

How

Developing change leadership

Developing future focussed teaching practice

Through the following groups:

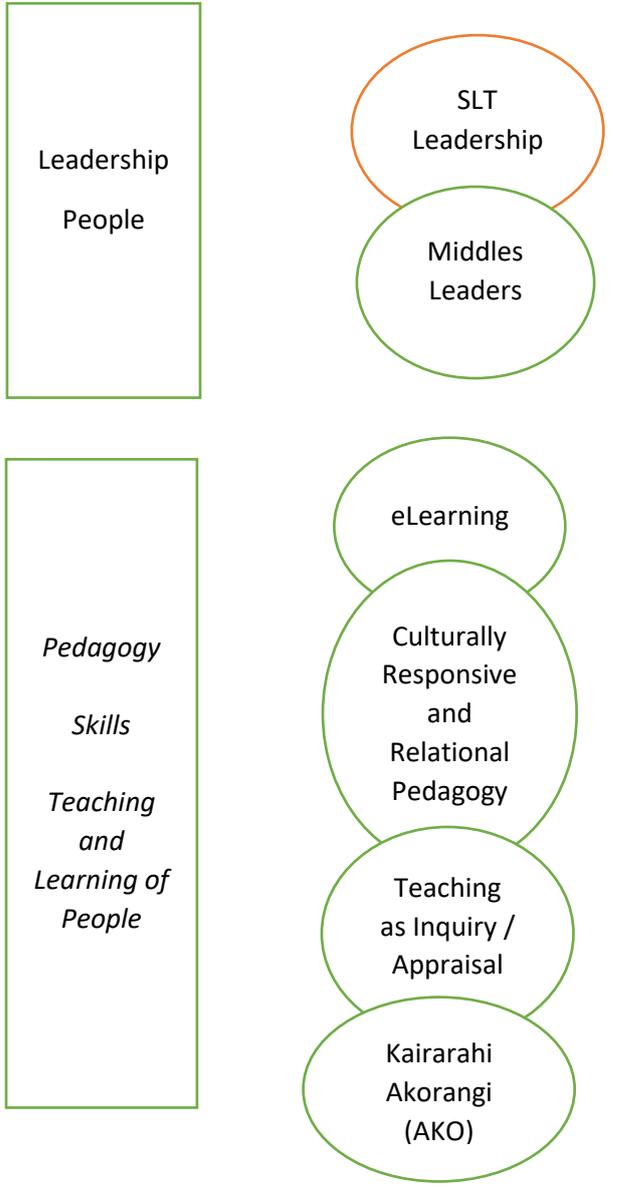
Leadership, Culturally Responsive, eLearning, Kaiaraha Akoranga, Teaching as Inquiry

Spiral of inquiry

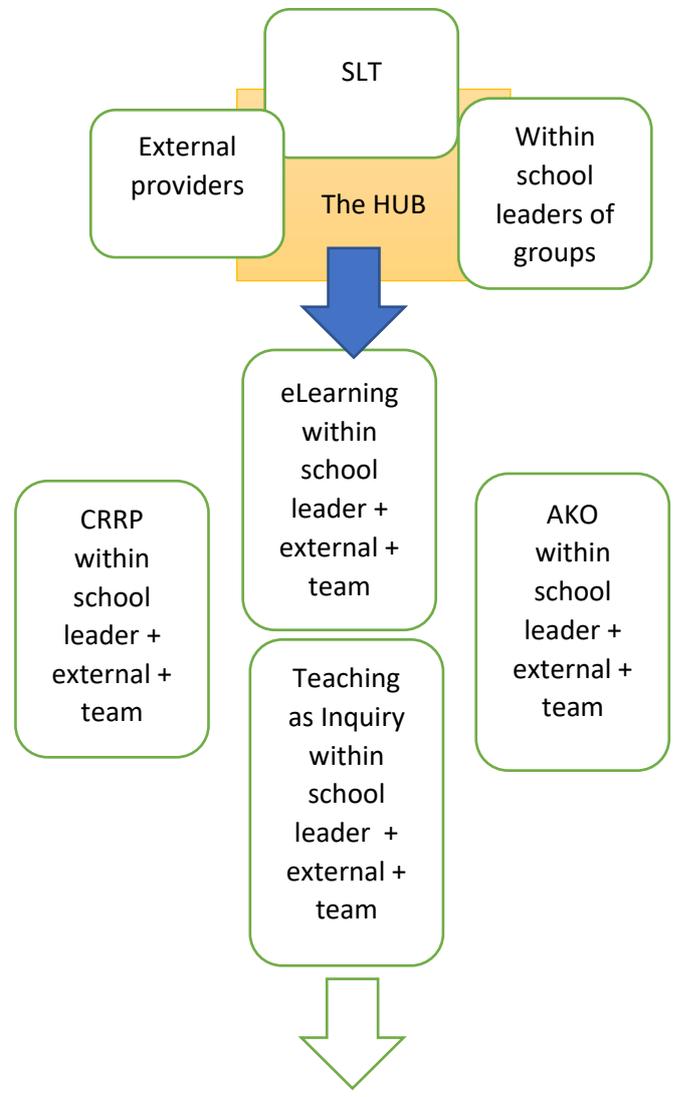


PLD Overview model

PLD focus areas



Structure



Core levers of Change

Sharing with all staff

Model of delivery

PLD time
Learning circles

For 2019, I have developed a team of three external professional learning providers. For the areas of shift outlined above, each of them will work with a Wairarapa College Senior Leader plus as a Kāhui Ako school, we have been allocated four within school curriculum leaders, and a team of staff within each group. The brief for each team will be built from THE HUB.

This group titled THE HUB, will build a Culturally Responsive consistency across all areas. We will meet at the beginning of each team and set in place goals and directions, then review at the end of each term to determine impact from evidence developed over this time. There will be a clear framework for this.

Potential implications

There are possibilities that there will be complexities with managing the teams and keeping the Culturally Responsive theme consistent. To mitigate this problem, I have developed the concept of THE HUB to frequently meet and to ensure there is dove tailing of all PLD areas, I have scheduled in time to meet as a group to co-construct what this will look like and use evidence to inform direction.

There are possibilities that there will be some engagement resistance from some staff. This will be dealt with by having private conversations if required or the external provider works with this person independently.

Tracking and managing the external provider schedule of hours and matching this with the needs of the school for good timing and readiness of our teaching staff.

The possible problem of maintaining clear vision to all staff through their work and the need to apply it into classroom teaching and to build a spiral of inquiry sustainability.

As we will use 400 hours in 2019, there will be a major implication if we are unable to continue into 2020. We will need to ensure our tracking and monitoring of the PLD plan is robust and comprehensive in the documentation of the conversations and impacts on learning outcomes.

Conclusions

The organization of the PLD program at Wairarapa College has needed a great deal of thought and planning to get to this stage. We already have in place a number of key components to be able to make a good start. I have appointed three external providers and have organized dates and times for 2019 to engage with our school. Wairarapa College has appointed four within school leaders of various teams. We have staff members attached to these teams as areas of interest for them. This will be open to new members early in 2019. There has been a great deal of thinking about our PLD intent for 2019 with opportunities for adjustments as we work through this plan over the year.

It is an exciting PLD plan which I am confident will make a shift in our ability to all have a deepened and shared understanding of culturally responsive practice at Wairarapa College.

References

<https://poutamapounamu.org.nz/>

Culture Counts – Russell Bishop 2003 Zed Books

Tataiako – Education Council

Culture Speaks – Cultural relationships & Classroom Learning Russell Bishop and Mere Berryman. Huia Publishers – www.huia.co.nz

The Nature of Learning – Using Research to Inspire Practice. OECD Centre for Educational Research and Innovation. www.oecd.org/publishing

Creating Dynamic Schools through Mentoring, Coaching and Collaboration. Judy Carr, Nancy Herman and Douglas Harris.

Leading from the Middle – Educational Leadership for Middle and Senior Leaders – MOE

Leading in a Culture of Change – Michael Fullan

Improving Student Learning – One Teacher at a Time. Jane Pollock

ERO resources:

School Leadership that Works

Educationally Powerful Connections with Parents and Whānau

Effective School Evaluation

Internal Evaluation: Good Practice