**2017 NASDAP Study Tour Report: Andrew Murray**

**Inquiry Focus:**

What will an innovative learning environment look like at Sacred Heart Girls' College New Plymouth?

**Key questions:**

What is an innovative environment?

What readings should we consider before undertaking our inquiry?

To what extent do we need to consider staff relationships need as we enter this setting?

How can accomplish this goal?

What are some innovative models are for Year 7-13?

**Early Discussions:**

**What is an innovative environment?**

An innovative environment is one that is capable of evolving and adapting as educational practices evolve and change – thus remaining future focused. Ministry of Education. A learning environment includes the physical, social, and pedagogical context in which learning occurs.

**What readings should we consider before undertaking our inquiry?**

Supporting future-oriented learning and teaching: A New Zealand perspective

Report prepared for the Ministry of Education Rachel Bolstad and Jane Gilbert, with Sue McDowall, Ally Bull, Sally Boyd and Rosemary Hipkins New Zealand Council for Educational Research

Readings suggested by Mark Osborne: An article on leading meaningful change in schools from SET magazine

The CORE Education ILE White Paper by Mark Osborne

A few pages from Hattie's Visible Learning that looks specifically at eLearning. Some very useful studies referenced here, but also some quite dated ones in a fast-moving area.

**My Key Learnings:**

A clarification of the definition was very important.

Readings became a starting point. Led me to revisit many other works.

Began some thoughts around [Learner Agency](https://mountain2surf.wordpress.com/2017/03/12/trend-one-learner-agency/) and [Leading Change.](https://mountain2surf.wordpress.com/2017/03/25/trend-six-change-leadership/)

The richness of meaningful discussion cannot be underestimated.

Bay of Plenty serves great coffee and is a great place for a run.

**To what extent do we need to consider staff relationships need as we enter this setting?**

**Observations**

All schools talked of strong leadership, developing a culture of relational trust. I observed that students were at the centre. There was lots of comment and evidence of Learner Agency. Priority is ensuring learning is best for students across school. It takes time for autonomy and teams to work together.

There was motivation, strong personalities, strong of teachers, so no weak teams. Important to remember one negative voice can bring it all down but focus on the positive majority. It was clear that it did not work if there was no clear planning or strategy. I

Important note: Culture before strategy. Must involve time for reflection and honest review though.

One school made reference to Mind Frames by Hattie. Go back to the research.

This change requires a high trust environment. Being observed a communal environment was initially a concern for teachers, building self-confidence and trust important.

Lots of thought into timetable and co-construction with staff/PPTA collective.

**My Key Learnings**

Take time and create time.

Do not let the negative element dominate the inquiry and direction.

Build co-construction by all but especially by those middle leaders.

Create opportunities to build relational trust and confidence in each other.

**How can we accomplish this goal?**

**Observations**

SLT modelled the change. They were involved. Precision and clarity regarding the school goals that is communicated to the community.

Carefully planned staff Professional Development. His is a focus. Do not skimp on money.

The question do you buy into the vision. Are you on the waka?

Blended courses and focus on functional literacy to lay foundations beyond Level 1 and beyond school.

Restructure via clear PPTA process.

There is no magic bullet even if you are building a new school. It is again a process of taking time. It needs to be in the forefront of thinking in Annual Goals, Strategic Planning, and Department Discussions. It is important to create an environment and staff mind-set where future focussed thinking is unconscious.

I observed a focus on preparation for what comes after school, not on assessment.

Move away from externals at Level 1. Internals done in the first half of the year.

Focus on relationships and staff numbers, cutting costs elsewhere (although teacher work rooms in initial build seemed cramped and came second in relation to classroom space).

**My Key Learnings**

SLT must have clear vision that they model.

Stick to the vision.

Follow process.

Focus on relationships.

Learn from trailing. You need to dip your foot in the water.

**What are some innovative models both pedogical and from a logistic point of view are being executed from Year 7-13?**

**Observations**

Integration of inquiry process.

Multi-level classes just part of what we do. Multi-level classes at senior levels and flipped classroom common.

Educating and consulting parents is essential.

Science Maths Engineering combined in one course for seniors.

Real time online reporting has reduced report writing load freeing up time for planning.

All Language teaching via Te Kura.

Teams meet before and after school meetings once a fortnight to plan planning now has to be in shared time.

Some meetings fallen off the schedule, new ones just been added on to what exists.

Composite Year 7/8 and 9/10 multi-level classes, helped minimise the planning time needed. Assess when ready. Level 1 at Year 9. A focus on the curriculum level rather than Year level.

Semester system has eased/streamlined planning. Unsure of the effectiveness. Emphasis this was not for every school. Semester system means not as many Y12s and Y13s in Semester 2 freeing up planning time.

Real time reporting frees time up time.

**My Key Learnings**

SLT must have clear vision.

Consider meetings. [My reflection here.](https://mountain2surf.wordpress.com/2017/03/17/meetings-2/)

Reporting systems going live eases pressure.

**Next Steps:**

Examine my key learnings. Be authentic to our own Learning Environment.