**NASDAP STUDY TOUR REPORT – MARCH 2017 – TARADALE HIGH SCHOOL**

My focusing question was around how our Senior Leadership Team can successfully lead the change to make learning more personalised, integrated, relevant and successful for students at Taradale High School.

To put this question into context, Taradale High School has just opened a new Science block which is an innovative learning environment. We have been a BYOD school for several years, but 2017 is the first year that every student has a device in every class. Our Curriculum Leaders are also in discussions about our curriculum, timetable and the over-assessment of students, and we are currently trialling a cross curricular project with Year 9. The process of change leadership will be pivotal in successfully navigating these factors.

**The first session with Mark Osborne** (and his papers on Leading Change Management and Innovative Learning Environments) highlighted:

* the importance of establishing common agreement around what is great teaching and learning, with the Senior Leadership Team, Curriculum Leaders, staff, students and the community
* the importance of acknowledging that a fundamental change in the way we teach is a significant, adaptive change which will be highly challenging for many staff
* the importance of providing research around the benefits of a more personalised, student driven learning process, based on authentic projects/learning
* the importance of supporting staff through the process by presenting a clear purpose, providing PLD on the skills required, reinforcement and role-modelling
* the value of technology in this type of teaching environment, where students are better able to work independently at the appropriate level, and the need to provide information and support for using this technology
* the need for “rich” use of devices, including using them collaboratively and cooperatively where possible but individually for reviewing, revising and drilling skills
* maximising the use of devices to improve writing, capitalising on students’ willingness to edit, rearrange, improve, and to act on feedback
* maximising the benefits of working in cross-curricular teams rather than in subject silos, even in the areas of the school which are still single cell classrooms
* maximising the main reported benefits of an ILE which are: the chance to see other practitioners in action and learning from/supporting them, and the opportunity to move away from desks in rows and teacher directed learning and to have greater flexibility for grouping students and working with them
* the importance of creating diverse groups and distributing the leadership
* ensuring the process provides time to plan, reflect, refine

**At Hauraki Plains College, key observations included:**

* their change management strategies prior to introducing Collaborative Hubs in 2017 eg Jane Gilbert working with the Senior Leadership Team, early introduction of cross-curricular concepts with staff, and provision of lots of discussion time
* providing clarity around school wide goals – eg when the focus changed to staff working in cross-curricular, collaborative groups
* the realisation that a cross-curricular, collaborative teaching approach can still happen in a single cell environment, which is what Hauraki Plains predominantly has – it is more about the approach and mindset than the physical space
* the focus on rich cross curricular themes to make learning more connected, relevant and authentic for students eg How clean is our water? Mining, Mineral and Matter, Ecology and Sustainability and Energy Production and Saving
* the decision to divide each junior cohort into two large mixed ability groups, but with Extension students in one hub and Supported students in the other, providing flexibility with grouping and teaching
* emphasis in first two weeks on skills and fundamentals
* the importance of formative assessment and data analysis to track progress horizontally and vertically and having a dedicated data person to undertake this role and to share the data with staff
* Senior school programs focusing on context, with the assessment standards falling out of this
* Senior school operating in semesters where the aim is to have 14 internal credits from each course by the end of T2 and then second semester to prepare for externals OR choose a different subject

**At Papamoa College, key take-outs were:**

* because the school was a new build ILE, staff who applied for jobs, knew what they were signing up for, so the change leadership process was different and focused more on educating the community
* they initially ran staff wide PLD on working in an ILE, inquiry learning, managing behaviour etc
* a big shift from teaching the students to learning with them
* they needed to educate and reassure parents – Papamoa have an open door policy, so parents can drop in any time
* they focus on authentic learning, with staff working in collaborative groups that plan, support, team teach, celebrate, and work together in learning commons
* they use e-asTTle and PAT to monitor progress and report to parents
* they have developed their own inquiry model - highly scaffolded in Yr 7 and student led by Yr 10
* they have a focus on citizenship at Years 11 – 13 (compulsory)
* they consider their students to be much more independent learners by Level 3 - better able to cope with university, work, and life in general

**Key take-outs from Te Puke High School:**

* the tipping point for change occurred three years ago when Year 9 students were disengaged having come from a more stimulating environment of learning
* preparing for change included visiting Albany Senior High, Albany Junior, Mission Heights and Alfriston - influenced most by Albany Senior High who did some PLD with TP staff
* they have undergone recent significant building redevelopment which now reflects an ILE - so school is part new, part old
* in 2016, they introduced an integrated curriculum with core teachers teaching a group of 70 students for English, Maths, Science, Humanities – they teach in themed areas with an inquiry focus. Also have Spins, or options and foci areas driven by staff with a focus on fun learning eg drones, travel writer, virtual reality technology
* the biggest challenge was shifting staff from traditional teaching subjects to teaching an integrated curriculum in teams
* Leaders of Learning (HODs) have responsibility for pods – they thought carefully about teams of staff and themes of work eg Who am I? Who are we? Problem solving? etc
* they have three theme leaders for Yr 9 with three mixed ability classes in each team
* they teach blocks of skills and core knowledge for Maths, Social Science, Science and English
* they have an integrated class of students with learning needs (not behavioural) who stay together for Yr 9 and 10 and for options, and work with two teachers plus TAs
* they operate three 100 minute periods each day. Theme teams decide on break up of time. Non contacts are timetabled.
* looking ahead to seniors for 2018, they are currently discussing the philosophy of learning in senior school and are trialling some team teaching with Science, Maths and Engineering, where they decide contexts for learning and then assessment falls out of that - students can opt for the level they think they are ready to be assessed at
* Te Puke have strong NCEA results - they have a 16+ academic mentoring system - students take five subjects at Yr 13
* they have a major emphasis on Careers - four full time teachers of career education plus two support staff
* they hold very few staff meetings - have tried to remove administrivia - to maximise team planning time, because most staff are part of several teams
* the first three days each year are TO and staff are in theme teams with data from intermediates - spend the time getting to know their learners. Have 8 Leaders of Learning plus careers
* all teaching spaces are theme teams so lots of movement of staff from year to year
* SLT model the collaborative work space with Alan in the middle. Find it very efficient
* report in junior school on Key Competencies and Curriculum Levels - reports about to be live
* students keep portfolios of learning and they hold three way interviews with students, whanau, and the significant adult at school- looking to students to comment on progress/next steps

**Key take-outs from Paeroa College:**

* the mandate for change came from their poor NCEA results and a need to better engage students
* the SLT considered what they could achieve if teachers and students could influence time, space and pedagogy
* they introduced horizontal teaching teams in 2016 which are responsible for learning and pastoral care. Learning leader of Years 9, 10,11 and 12/13 covering English, Science, Social Studies and Maths - has resulted in a big turnaround in NCEA results. Four staff in each team – three on at each time – PE, arts and tech are run separately. Accountability lies in the middle of each team
* they used the collective agreement to run a total re-organisation of the school - needs BOT support - consultation. From this HODs roles were disbanded to learning advisors on one MU. Deans also disbanded but didn't have units so easier to do
* they absolutely put faces to the data ie photos of all students in the staffroom with NCEA results and junior data written on photos – could ASSAY app do this for us? Collective accountability for students.
* to learn about working in an ILE, staff need to experience it!
* Community engagement - held meetings at the local marae - all Year 9s and 10s have a night on the marae – they are involved in community projects, and they also invited community into the school. Principal hugely involved in community
* learning teams are carefully selected and the process was helped by new appointments – teams decide meeting times
* Paeroa have no pre-requisites for courses
* 50% Maori - have to engage students or school will lose them to low paid work opportunities
* Have a 100 minute, two 50s and then another 100 minute period each day
* first three weeks, Year 9 looked at "Who am I?" "Who are we?" and then in Yr 10, move on to leadership
* they have a major focus on numeracy and literacy with levels clearly displayed. Use the reading program “Rev up reading”
* Yr 9 and 10 are doing passion projects on Fridays
* In senior school, two teachers work with two classes. Semesters for Yr 11, whole year for 12 and 13
* Intense course information with students - Semester A courses don't have externals. Semester B prepares kids for externals.
* All Year 11s take an academic tutoring class where three teachers take them for functional literacy and numeracy. What do they need in the real world - one teacher taking literacy, one numeracy, and one project based - and kids rotate.
* Seniors have a single day of academies - authentic project work. Academies include Gateway, Hauora, Business, Product Design, Fabric, Outdoor Ed, etc and students choose one project for one semester (15 weeks) These are Yr 11-13 mixed groups
* Vocational pathways are important and valued
* they only have 14 credits per subject so all students need to pass or teacher finds an alternative. Eg ITO standards.

**OBSERVATIONS INTO ACTION – WHERE TO NEXT FOR TARADALE HIGH SCHOOL?**

* Establish with Senior Leadership Team and then Curriculum Leaders/Deans, a common view of what great teaching and learning looks like and then share this with staff, students and the community for comment ie authentic, personalised, relevant, integrated learning, from which assessment can be drawn
* To assist with this, SLT will visit a range of schools and formulate a clear purpose and process to share with staff, students and the community:
	+ Botany Downs (Microsoft school using personalised, student centred learning, focused on building learning power)
	+ Albany Senior High School (Innovative Learning Environment, cross-curricular and cross-level collaboration, Impact Projects)
	+ Ormiston Senior High School (personalised learning, learning advisors, learning commons, presentation rooms and tutorial rooms)
	+ Hobsonville Point (Learning projects and learning hubs linked with NCEA/student mentoring)
* Consider curriculum, assessment and timetable together with the overall purpose of teaching and learning in mind
* Continue with our cross curricular trial – need to share this with staff and if deemed positive, aim to extend the model in 2018
* Consider inviting staff to opt in/choose team for 2018 to work together
* As an introduction and preparation, suspend the junior timetable for 5 days during exam week and again at the end of 2017 to trial cross curricular project work at Years 9 and 10

As well as the excellent learning the school visits provided, the opportunity to spend three and a half days with 12 other school leaders discussing all aspects of school life and leadership, was invaluable. Thankyou for the opportunity.

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