



# **ADVISER TO SCHOOLS - MARLBOROUGH**

**A Newsletter for all Primary Teachers and Support Staff**  
**July 2009**



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## Term 2 Highlights

- It is always a privilege to be supporting Marlborough schools in a variety of ways. Working with kids in classrooms is always the highlight and I was invited to work in several junior classrooms last term supporting teachers. The impact of picking up the pace and raising expectations led to some exciting outcomes. The following question is a good one to reflect on - *How do I demonstrate that I have high expectations on a daily basis for all my children?*
- Cathee and Claire from Springlands led a very practical day looking at inquiry learning and with 30 staff from 16 schools attending, it was a very large Small Schools day! The generous sharing of resources was appreciated.
- We had 32 staff from 14 schools attend our *Introduction to Glasser* workshop with Lisa Moffat. It was a wonderful personal and professional development opportunity and we look forward to day two.

## Welcome

### ***New Principals***

This term we welcome Werner van Aswegen (Kaikoura High School) who has been appointed as principal and also Dave Turnbull (Marlborough Boys' College) who is acting principal for the rest of the year. I know your colleagues will make contact to welcome you in your new role. The MPA is a wonderful support network for both new and experienced principals.

### ***New Staff***

Welcome to any teachers and support staff new to Marlborough or returning to teaching. If I can support you in any way please don't hesitate to make contact.

### ***Farewell***

We farewell John Rodgers (Marlborough Boys' College) and Brian Allison (Kaikoura High School) and thank them for their huge contribution to education in Marlborough and wish them all the very best for the future.

## Conference Snippets

I attended the *Teachers Make a Difference* conference in Christchurch and have shared some key messages.

### **NZC Principles**

A key concern from the conference was that very little attention has been given to the principles and that in terms of importance the principles have been underdone. The whole curriculum is important but as the principles are the foundations of curriculum decision making they should underpin all school decision making. Reflect on what importance the NZC principles have been given in your school?

**Dr Vanessa Andreotti** from UC challenged us to think about the changes in society and the implications for education and our practice in relation to the NZC.

So why do we need change in education and in our practice?

- Changes in society leads to changes in profiles of learners
- Need to change education to make it more relevant for learners and changing societies
- Changing ways of 'doing' or 'thinking' are not enough: need to change ways of 'knowing' and 'relating'.
- Do we view knowledge as a noun or knowledge as a verb? She used the metaphor of knowledge as content (milk) versus knowledge as a process (weaving).

#### **KNOWLEDGE IS A NOUN**

exists 'out there' and can be discovered  
is a collection of facts  
develops to be stored accumulated  
is passive

**VS.**

#### **KNOWLEDGE IS A VERB**

is socially constructed  
is a collection of inter-related ideas  
develops to be replaced  
does things



Knowledge as content - (milk)  
*Industrial 20<sup>th</sup> Century*



Knowledge as process - (weaving)  
*Post Industrial 21<sup>st</sup> Century - (Jane Gilbert 2005)*

If we are to have young people who will be confident, connected, actively involved lifelong learners she shared two lenses through which we can view knowledge. Which lens do you choose? Is it the blue or the yellow?

Society is something to be fixed into one normative order, which creates the desire for certainty, consensus and harmony (one lens)

Answers are right or wrong independent of context

Consensus (elimination of difference) is the only desirable outcome of conversations and clashes of perspectives (conflict) need to be 'resolved'

Identities are fixed and based on cumulative (innate or learned) attributes related to culture, nationality or ethnicity

Language describes reality objectively and the right meaning of words is defined by good dictionaries

Disciplines are 'natural' compartmentalisation of knowledge (with fixed boundaries) which are ranked according to their worth

Learning is the transmission or 'construction' of 'already known' knowledge

Teacher education is about preparing students to reproduce existing 'best practices'

Society is complex, multiple and always changing: ideas of what is real and ideal are constructed by different communities (multiple lenses)

Answers are always partial, provisional and context dependent

Consensus is desirable in certain contexts, not in others: the capacity to live with and learn from dissensus is a 'key competency' which requires seeing conflict as an opportunity for learning

Identities are socially 'constructed' and context dependent, and therefore multiple and open to reconstruction and negotiation (fluid)

Language creates our 'realities' and the meaning of words are constructed in context.

Discipline boundaries are not fixed and represent 'communities of practice' with specific ways of knowing

Learning is the 'negotiation' of meaning and the 'creation' of knowledge (weaving different threads together for a specific purpose)

Teacher education is about preparing students to respond to the changing needs of diverse learners and societies (for 'next practices')

## Key Competencies Website

The new key competencies website is designed to support teachers and curriculum leaders by providing guidance, discussion tools, school stories and examples. As well as addressing what they are and why they matter it looks at what key competencies could look like in leading, teaching and learning. It targets all educators in our schools so I encourage you to explore this new website and sign up to receive a monthly email update. <http://keycompetencies.tki.org.nz>

The discussion on if the key competencies should be assessed continues in many schools. If they are so context dependent my personal view is that it would be impossible to develop rubrics that are universal in terms of deciding if you are novice or advanced. There are ideas suggested on the KC website but I urge you to ensure that whatever you adopt for your school that it must be manageable!

*Documentation for monitoring key competencies is not about recording indicators, criteria, marks, grades or rubrics. (KC Website)*

# Appreciative Inquiry

Appreciative Inquiry is a model for achieving organisational change. It means a shift from focusing on what **doesn't work**, deficits or obstacles to focusing on what already **does work** and taking forward the best from the past. It works on the assumption that whatever you want more of already exists in all organisations.

By focusing on what is working well in your school and amplifying what is working rather than focusing on the problems you are having leads to positive change. People have more confidence and comfort to move into the future (the unknown) when they can carry forward parts of the past (the known). Very simply an assumption of appreciative inquiry is that when you do more of what works, the stuff that doesn't work goes away!

Traditional Old Process	Appreciative Inquiry
<p><b><i>What problems are you having?</i></b></p> <ul style="list-style-type: none"> <li>○ Define the problem</li> <li>○ Fix what is broken</li> <li>○ Focus on decay</li> </ul>	<p><b><i>What is working well around here?</i></b></p> <ul style="list-style-type: none"> <li>○ Search for solutions that already exist</li> <li>○ Amplify what is working</li> <li>○ Focus on strengths</li> </ul> <p style="text-align: right;"><i>Joe Hall and Sue Hammond</i></p>

## A Simplified Appreciative Inquiry Framework:

Think of a challenging child in your career.

- **What seems to be really happening when things were going well for this child?**

Think of a high point ... when things were going really well. What things were happening for you and that child? What were you doing?

- **What do you need to do more of to have that happen more often and have more 'magic moments' for a child?** What structures, systems, rituals could support the dream of things going well and that magic happening more often?

- **Create the plan!**

Which ideas do we want to implement?

What smallest changes could make the biggest impact?

What possibilities exist that we haven't thought of?

What should be the ideal? What solutions would lead to a win-win?

Just do more of what works!

## Questions to Ponder On

- At your school how do you focus on excellence in your class, teams and school? How do you inquire about it, build on it and show it?
- Do you know what works? How do you know? What do you do about it?
- As a school where do you spend most of your energy and focus?
- When your class is buzzing, what is it you are doing? What things are happening?
- For the child seen as underachieving or a behaviour issue in your class/school, ask when things are going well for that child what things are in place and happening?
- What best parts of your teaching and relationships would you like to carry forward even more?
- What is making a difference to the quality of life in your classroom /school? How do you know this?
- When your family and personal relationships are at their best what is happening? What are you doing, what is your behaviour, where is your focus?
- When you are at your best what is happening in your life? What are you doing?

For all of the above... discover what it is that works well and do more of it!

***'The best way to predict the future is to create it.'* Peter Druker**

We know that what we focus on becomes our reality so in your school, family, relationships what are you going to focus on?

## Time Tips – Be, Do, Have... a term 3 challenge!

On a recent Glasser course Lisa Moffat shared this snippet from Christine Kane's blog on how to make a resolution that will work and change your life! I have adapted the ideas to create a challenge for you all for term three. Click on [Read Christine's Blog](#) if you would like to find out more.

### ***A Better Way to Start Your Term - Why Resolutions Don't Work***

The reason most resolutions don't work is that they address only one level of your life. The DO level. It's the DO-HAVE-BE model. 'I will DO this thing.' (lose weight) 'So I can HAVE this other thing' (self-esteem) and 'I can BE this thing' (more confident.) The average New Year's Resolution doesn't address the core of the issue – the BE level.

The best order for creating positive changes in your life is the BE-DO-HAVE model. Often we attempt to live our lives backwards. We try to **have** more things in order to **do** more of what we want so that we will **be** happy. The way it really works is in reverse. You must first **be** who you really are and then **do** what you need to do in order to **have** what you want in life.

The more we define ourselves and our lives by what we are doing –working, parenting, being a partner and domestic goddess the more we open ourselves up to despair and failure!

### **Be – Do – Have: A Challenge for Term 3**

Who are you going to BE this term? Create your own Be Sheet. Scrawl on it positive descriptive words on the sheet of who you want to be. Maybe a glass of wine will help the process! Many people know immediately which words resonate with them. For others, a little contemplation is required. I've compiled a list of possible words below to get you started.

Balance energy time peace spontaneous focus inspire structure positive constructive power family love supportive health freedom friendship fun creative release adventure order slow discover home fearless now trust forgiveness courage action let go connection change faith wealth integrity kindness risk nurture confidence relationships exploration humour gentle pamper

- Do you see the words you chose for yourself reflected in your lifestyle right now?
- Are you living who you are and who you want to be?

### **What word to choose?**

As you read through them, see if one word stands out for you. It is tempting to choose four or five, believing that you can do it all. One is ideal. It gives you focus. Then, hold that word in your mind throughout the term, and let your word guide you to take action. It will be your touchstone and remind you of living your life at the **BE** level. It doesn't mean that you don't take action. Now you can create big changes in your life because you focus on one word. If you master that one word, you can choose another one in term 4. Good luck!

### **Example:**

Let's say you are one of the many people who would normally choose "Get Organized." You look around to see clutter and chaos all over your life. You're tired of the chaos. So you think I need to get organized. That should be my resolution for term 3. You sit with your clutter. You spend a few days pondering words that will inspire you. You realize in an "Ah-Ha!" moment that you tend to cling to lots of things. You're scared to let go. So you choose the word "Release" because it inspires you in a bigger way than "Get organized."

So, every time you approach your clutter you remind yourself of that word. "Release," you say softly. You start to let the clutter go. Eventually, you realize that you're still holding on to lots more than just physical clutter. You realize that you hold onto resentment at old relationships. "Release," you remind yourself. You realize that holding on is affecting your diet and health. "Release" applies to some of the extra weight you've gained as well. Throughout the year, you can see clearly how much you hold on. "Release" is your touchstone. It becomes your guiding force, not your harsh standard.

# Professional Development Opportunities

## **Notification of REAP courses**

Due to limited space, below is a reminder and a very brief outline of professional development opportunities REAP is offering this term. Some courses are targeted for specific professional groups but all courses are open to all interested colleagues. **For all courses, more details, individual flyers and registration forms will be emailed out to all schools as appropriate throughout the term.**

I send out all information about professional development courses I have organised by email. These usually include attachments for you to download for more information and registration forms. To ensure all teachers and support staff get this information, if your school is experiencing any serious computer problems please contact Jo or Janice (Ph: 5787848) so we know to fax information to you instead.



## **PD Opportunities This Term for All Interested Staff**

- **Teaching Reading Comprehension- Introduction Workshop Day 1- Dr Alison Davis**  
Monday 3 August – 9.00am-3.15pm – Elim Centre  
Registrations officially close on 27 July and we have over 140 from 26 schools attending. For catering purposes we would need to know urgently if any other schools wish to attend. Please note that the second workshop is planned for **Monday 12<sup>th</sup> October** and I urge you to book your relievers now.
- **ESOL Support Group**  
12 August -4-5pm – Witherlea  
Contact Libby for more information [teacher.rm2@witherlea.school.nz](mailto:teacher.rm2@witherlea.school.nz)
- **Workshop for all Marlborough Teachers -Mark Treadwell –Implementing the NZC Whatever: School v2.0**  
Implementing the New Zealand Curriculum Framework introduces competencies and values into the teaching programmes and both these areas have previously only ever been taught implicitly. The problem with implicit teaching practices is that usually only the top 5-10 percent of learners actually understand these ideas and usually via the ad-hoc process of learning by trial and error. What we have to do now is teach these capacities explicitly. In this session Mark will unpack the **competencies** and the **values** in a manner which will provide some guidance on how they are able to be taught realistically, considering the timeframe we are operating within and understanding the practical limitations we have to work with. It is also important that we develop a sense of balance between community responsibility in the areas of competency and values and how educators can work with community to ensure a balanced, partnership approach.

Date: Wednesday 26th August -The Elim Centre  
Time: 3.45pm – 5.00pm  
Cost: \$35



## **Marlborough Teachers in Leadership Association**

- **MTLA Initiative - For Middle and Aspiring Leaders -Mark Treadwell Whatever Next!**  
Assisting in the implementation of the New Zealand Curriculum Framework is a significant task and requires a philosophical framework to act as a foundation for the required learning as well as allow educators to manage the implementation process successfully. This framework needs to be both practical and visionary and in the process present a learning platform for our young people which adequately prepare them for the world in which they, and us, now inhabit. Mark will present an overview of the **key competencies** and the **learning areas** and how these can be customised to meet local requirements while at the same time ensuring that we have a degree of consistency from school to school about which concepts we will encourage understanding around.

Date: Wednesday 26th August - The Elim Centre  
Time: 1.00pm – 3.00pm  
Cost: \$60 (Includes lunch from 12.00-1:00pm and afternoon tea)

- **Introduction to Glasser- The Road Trip - Day 2- Lisa Moffat**

23 Sept– 9.15am -2.45pm – St Mary’s Parish Centre – Cost \$40

**This workshop is for middle leaders and principals.**

As this course is already fully booked this workshop is only for those lucky enough to have attended the first workshop last term. Hopefully we will hold another workshop in 2010.

- **MTLA Social Networking Sessions**

It is a chance for you to meet with colleagues, build support networks and relax. These are planned for early each term on a Thursday afternoon at Chequers. We are a very friendly group so if you are in a leadership role you will be made very welcome.

**Dates for your diary:**

Term 3 Week 3: Social Networking Meeting Thursday 6 August: 4:30-6pm @ Chequers

Term 4 Week 3: Social Networking Meeting Thursday 29 October: 4:30-6pm @ Chequers

Term 4 Week 7: MTLA End of Year Dinner Thursday 26 November- Dinner at Bacchus @ 6pm



## **Marlborough Small Schools Cluster Days**

The Small Schools group consists of all U1 and U2 schools and meets during terms 1-3 for PD and networking opportunities. If you have experienced a declining roll and are now classified as a U2 school please let me know so I can add you to our email list. **All initiatives planned for this group are always open to any other interested principals especially our U3 colleagues and all staff.**

- **Small Schools Cluster Day - Kaikoura Meeting**

Thursday 13 August

Due to circumstances beyond my control the details of this day have yet to be confirmed. I hope to have a flyer out to schools by the end of week 2. I apologise for any inconvenience this delay has caused.



## **Marlborough Support Staff Group**

Each term I organise a PD and social networking session for our support staff. The attendance at these sessions has been excellent so a big thank you to all schools for releasing their support staff for these days as I appreciate this puts an extra load on teaching staff.

- **Think Tank Meeting -PD Planning for 2010 -Meeting for all support staff**

Monday 24<sup>th</sup> August - REAP House – 3.30pm-4.30pm

This will be a very informal meeting to plan professional development and social networking opportunities for 2010. It would be great to see as many of you at this brief meeting as possible to look at how best we can meet your needs.

- **Marlborough Support Staff Social Networking Sessions**

The purpose of these meetings is to give you all an excuse to relax and catch up with your colleagues. A reminder email shall be sent out nearer the time.

**Dates for your diary:**

Term 3 Week 8: Social Networking Meeting- Thursday 10 September 4.30-6.00pm @ Chequers

Term 4 Week 8: Social Networking Meeting- Thursday 3 December 4.30-6.00pm @ Chequers

## **Professional Development Calendar for 2010**

To enable schools to plan ahead our Professional Development Calendar for 2010 will be sent out to schools early in term 4. To ensure I meet your needs I shall be sending out a one minute survey to find out what curriculum areas schools are focusing on in 2010 and invite you to add to a wish list of possible presenters or themes you would like to see offered in Marlborough.

I am letting you know in advance confirmed dates for two workshops for parents early next year. To ensure all parents have the opportunity to attend I would be very grateful if you could avoid programming a school event involving parents for this date. On Thursday 4 March 2010 we have Nigel Latta presenting an afternoon session for parents of primary aged children and an evening session for parents of teenagers. Nigel is also the keynote speaker for the MPA conference in August next year and will be presenting workshops for staff and middle management on the day before the conference.

In February Yolanda Soryl is also booked to run Phonics Training workshops and I am hoping to have Joseph Driessen to present on the topic *Seven Ways to Improve Boys' Education at Your School*.

## Marlborough Schools List

- ***Updated Marlborough schools list attached***

I have attached an updated contact list for Marlborough schools. Every term I shall send an updated list out with this newsletter so please check carefully and let Janice or Jo know if there are any changes that need to be made to your contact details.

- ***REAP Marlborough Online***

A reminder that our new website [www.reapmarlborough.co.nz](http://www.reapmarlborough.co.nz) is now up and running. This website will have information about all areas of REAP Marlborough, current community education courses available and newsletters. It will be updated each term.

## REAP Loan Library Resources

### ***REAP Loan Library Resource Room***

We keep promising but I assure you a catalogue of resources will soon be emailed out to schools!!! As there has been huge support for our Glasser courses I plan to develop a Glasser section in our resource library for schools to borrow from. If you have any other resources you would like to see purchased please let me know. You may keep resources for up to a term to enable you to return them during the holidays. We have limited resources so thank you for ensuring they are returned each term for others to borrow.

### ***To Give Away***

Flat bed scanner, A3 printer, overhead projector, shelving, video camera, digital camera and computer equipment. First in first served!

## Quote

***100 years from now it will not matter what sort of house you lived in, what your bank account was like or the type of car you drove. What will matter is that the world may be different because you were important in the life of a child.***

A reminder that I have reduced my hours so to ensure you get dates that work for you I encourage you to make contact in advance. I look forward to working with you and wish you a happy and healthy term three.

Nicky

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