

# **Course Director's Report: New Secondary AP DP programme**

**Written by: Colleen Douglas**

**Title: Course Director**

**Dates: 14-18 May 2018**

**Venue: West Plaza Hotel Wellington**

## **Planning Committee**

This course was planned by the director, based on the successful programme run by Geoff Childs, with assistance from TRCC -Laura initially and then Eseta. The evaluation from the 2017 course informed the programme.

## **TRCC Committee and Staff Involvement**

The TRCC staff were very helpful in the planning initially with suggestions of possible presenters and then with costing, venue, catering and all the logistics. Great organisation behind the scenes beforehand and having Eseta on site during the course was particularly helpful when you are a sole director with no planning team behind you.

I appreciated the TRCC committee member, Danielle Sanders (Kelburn Normal), being there at the start and at the conference dinner and show her extra support that night was appreciated especially when Eseta was delayed because she was picking up the Auckland presenters.

## **Course Objectives**

The course focused on supporting new senior leaders with the knowledge (both theoretical and practical) and skills needed to be an effective leader using shared expertise within and outside the group.

The course was organised so there was a key leadership theme each day:

Day 1: Being a leader and growing leaders

Day 2: Leading the learning of priority learners

Day 3: Leading the people-hard stuff with staff

Day 4: Leading students

Day 5: Maintaining the leadership -health and well being

## **An assessment of how effective you think the course was in meeting the course objectives**

The plan ensured there were no more than two outside presenters per day to allow topics to be covered in more depth. Having a key theme for each day allowed participants to have a focus and connect ideas around the topic

Participants' evaluation comparing pre-course and post-course data about their current knowledge and skills of the course topics collectively showed:

- those answering needs development or developing reduced from 76% to 3%
- those answering good or above increased from 24% to 97% with
- those answering very good or above increasing from 0% to 66%

### **Plans given in proposal of how course will meet MoE focus on improving outcomes for Māori, Pasifika and students with special needs and how this played out at the actual course**

One of the days had a specific focus on Māori and Pasifika learners. Lynette Bradnam (Ngati Kahungunu) worked with participants on including a Māori world view in the schools' charters and strategic plans and also incorporating iwi education plans /connection wherever possible in this visioning and planning.

The second session of the day looked at *Realising Pasifika Potential* with Dinah Malaulau. She challenged the participants to consider how they were working with Pasifika students, their families and community to be culturally responsive and to ensure they achieved their aspirations.

#### **The perception data relating to Māori students**

In the pre and post course evaluation, the results were as follows:

How would you rate your ability to meet the learning needs and aspirations of Māori students in your school?

- those answering needs development or developing reduced from 48% to 10%
- those answering good or above increased from 52% to 89%
- with those answering very good or excellent increasing from 7% to 37%

For the question: How would you rate your ability to engage effectively with parents/whānau and community of Māori students in your school to support learner education?

- those answering needs development or developing reduced from 58% to 14%
- those answering good or above increased from 41% to 86%
- with those answering very good or excellent increasing from 3% to 38%

The last question pertaining to Māori was

How would you rate your ability to ensure your school meets its obligations under the Treaty of Waitangi no matter how many Māori students you have in the school?

The responses from before and after the course were:

- those answering needs development or developing reduced from 48% to 14%

- those answering good or above increased from 51% to 86%
- with those answering very good or excellent increasing from 10% to 48%

### **The perception data related to Pasifika students**

There were two questions asked about Pasifika priority learners:

1. How would you rate your ability to meet the learning needs and aspirations of Pasifika students in your school?
  - those answering needs development or developing reduced from 58% to 17%
  - those answering good or above increased from 41% to 83%
  - with those answering very good or excellent increasing from 10% to 38%
2. How would you rate your ability to engage effectively with parents, family/whānau and community of Pasifika students in your school to support learners' education?
  - those answering needs development or developing reduced from 62% to 20%
  - those answering good or above increased from 37% to 79%
  - with those answering very good or excellent increasing from 3% to 34%

This showed a significant shift in perception of their ability.

### **Data gathered against the MoE Criteria chosen and any shift that occurred or didn't, reflecting on why / why not, where to from here**

Throughout all of the questions in the evaluation there was a 38% median decrease from needs development or developing with a high of 73% decrease (75% to 3% for overall course topics) to a low of 17% decrease (24% to 7% current self-review and reflective practice)

There was a 37% median increase in those answering good or above with a high of 81% increase (15% to 96% current knowledge and understanding of the theory and practice of leadership) and a low of 18% increase (76% to 94% current self-review and reflective practice)

In those responding in the very good or excellent category, there was a median increase of 38% with a high of 66% (0%-66% overall course topics) to a low of 28% (10% to 38% Pasifika students).

These results are very encouraging as in the very good or excellent category was a median of 55% that is more than half the group gained this. There was a high of 73% (current self-review and reflection) and a low (34% Pasifika parents.)

From this data we can conclude that the outcome of the course was that a significant number of the participants reached a high level of perceived ability and significant improvement.

## **General Comments on the programme**

### **Facilities**

The **venue** was ideal with a large main work space and a break out room available when needed. There was parking on site available for the presenters. The accommodation was very comfortable and the service from staff exceptional. Having lunch in the restaurant gave a break from the conference room and the meals catered well for all tastes. Good wifi and presentation resources (essential) and excellent technical support with AV gear.

### **Mihi Whakatau**

Having Denis Pyatt as a speaker on the first day was valuable. He had been part of the course for several years and organised the manuhiri speaker for the mihi whakatau and spoke on behalf of the tangata whenua .

### **Structure and timing**

The **structure** of the five themes worked well and for 2019 some minor changes in resizing of the sessions and ensuring the reflection time with critical friends is preserved. When you have 29 people from across the country who have mostly never met before it is important to provide frameworks for them to get to work with different people.

**Session times** On the first day people had made an early start and so the day was shortened to finish at 4.30pm. 5pm was too late a finish on some days. The 30 min morning tea and afternoon tea and one hour lunch break enabled conversations.

### **Evenings**

Participants had the opportunity to have **dinner** in site or go out in groups to a local restaurant. We had a system where they meet in the lobby at 6 if they wanted company for dinner. The hotel location was ideal with the eateries on Willis St/Victoria St, the Waterfront, Cuba St and Courtney Place a short walk away . This set up worked well. Next time, maybe we could include map of restaurants and what is on at Art Galleries and Museums in the conference pack.

### **Free time and conference dinner**

The **free time** from 3-5pm on Wednesday was appreciated as it allowed participants to do some retailing, enjoy the Wellington cityscape, go to Te Papa or catch up with friends and family.

The **dinner and show** at Circa Theatre and Restaurant was very successful. Circa is a 5-10 minute walk from the west Plaza hotel. The dinner choices were pre ordered and the food was high quality. The caterers were very accommodating and easy to work with. The show ***Still Life with Chickens*** was very enjoyable and thought provoking and explored Pasifika experiences in New Zealand. For a number of participants, it was an experience they would not usually have, and it provided a conversation piece over the coming days.

## Resources

TRCC environmentally **bags** were appreciated. Eseta organised these and she and Daniele put the contents in them. The contents included a journal for the participants reflections and notes, some post its and a chocolate fish.

**Presenter gifts** of olive oil for the presenters worked well as did having a participant do the thanks.

**Session resources.** Eseta sent these to participants as soon as they became available All presenters shared as much of their session as possible

## Presenters – an abstract of each presentation

### Day 1 Being a Leader and Growing Leadership

**Denis Pyatt. Previous Principal of Papanui and Horowhenua Colleges and FTP mentor**  
**Principalship enjoying the ride**

Denis discussed what the realities, challenges and rewards of principalship and what effective leadership looks like. He had explored 6 key dilemmas: establishing credibility, dealing with staff relationships, when things are turbulent, managing the size of the job, leading despite the tsunami of management tasks and boundaries of responsibility, He tied the ideas to key theorists.

**Dr Brenda Service Programme leader, Masters in Secondary Leadership, Victoria University. Being a leader**

Brenda led the group through some exercises to explore their personal values and theories. She asked them to complete a timeline exercise before the course and was very impressed with the depth of thinking that people had given that. As part of this session, Brenda introduced the idea of a critical friend and described how they would use that relationship within the programme

After that session Brenda and Colleen divided the group into those who has been promoted to their position from within the school and those who had been appointed from another school/position. We discussed the advantages and challenges and shared strategies .

### Day 2 Leading the learning of priority learners

**Lynette Bradnam Director Te Paerahi Empowering Māori learners**

Lynette asked participants to bring their charters and iwi education plans if they could access them. She led them through examining their charter and strategic plan for evidence of a Māori world view and partnership and worked with them to create a vision and action plan for Māori achieving in their school using the iwi education plan/connection where possible. They explored the research. *An educational context needs to be created where to be Māori is to be normal; where Māori cultural identities are valued, valid and legitimate; in*

*other words where Māori children can be themselves.*

(Bishop and Glynn, 1999)

**Dinah Ostler- Malaulau Teacher Otaki College** Engaging Pasifika Students

Dinah's session was to consider how to cater for Pasifika students and their fono in a culturally responsive way in order for them to achieve their aspirations. She introduced her background and unpacked the key message of the ERO and MOE documents around priority learners. She outlined the findings of her Master's thesis on Pasifika learners.

**Market place** Priority learners and curriculum/pedagogy

Participants were invited to suggest topics for discussion or share resources in a market place process.

**Day 3 Leading the people- Hard stuff with staff**

**Colleen Douglas Director, Colleen Douglas Education,** Hard conversations

This session introduced the Jennifer Abrams approach to hard to have conversations. Participants examined the barriers to having such conversations and learnt and applied to a situation they face using the outcome map and conversation framework Jennifer promotes.

**Derek Morris PPTA Field officer** Industrial Issues with teachers

Derek outlined the role of DPs and APs in Discipline and Competence Issues with staff. The participants discussed common employment/industrial situations and the best way to handle them.

**Day 4: Leading students**

**Youth Law Manawa Pomare and Sarah Boyd.** You and the Law

Manawa and Sarah outlined the legal rights of students and teachers as they deal with issues such as theft, search, drugs, uniform, assault etc. This session combined well Manawa's legal background and Sarah of working with youth in challenging situations.

**Margaret Ross. Director, Help Behave** Interviewing difficult adolescents

Margaret's session was about what makes interviewing adolescents difficult and introduced some simple techniques to ensure a positive outcome. These techniques included how the flow (Csíkszentmihályi) works for students and how to conduct a motivational interview.

**Market place** Pastoral

Many of the topics the participants wanted to discuss had been covered so the session was shortened.

**Day 5: Maintaining the leadership - focus on health and well being**

**Kathryn Berkett Director, Engage Training** Teacher/leader well being

This session unpacked the neuroscience of Self-Care. This was essential information for anyone who feels that their job or home life activates their stress response maybe a little too often (and who doesn't in this day and age?!). The session included information around factors of adolescent brain development that increase the likelihood of activating the stress-response (for everyone involved!). Understanding these factors might not help eradicate them, but understanding them helps us all deal with the situation in a more proactive way. They talked about what actually happens for us when we get stressed. This workshop explained the activations that occur in our brain and our body. When we enter stress, a phenomenal level of activation occurs that alters the function of our physiological systems, as well as our neurological systems. This means our body changes and so does our brain. When we go into stress, our ability to think and focus is affected. We can also become tired, sick, more prone to infections. This can all be due to experiencing stress. This workshop was packed full of fascinating information for Self-Care, but also for ensuring we can help our family members and colleagues stay well.

### **Reflection, planning, critical friend time**

Participants were asked to journal around 3 questions: What, So What, Now What and to construct an action plan or to do list for when they went back to school. They wrote their personal reflections on their learning and shared with a critical friend. Evaluations were completed during this time

### **Poroporoaki**

Certificate presentation and farewells from the participants, course director and Eseta

## **A summary of your reflections on presenters, what they offered and how they were received**

### **General course comments**

What was valuable:

- *Interaction with colleagues and the opportunity to discuss the information and ideas the presenters shared.*
- *Knowledge that I can take away and out into practice immediately. There was a great balance between theory and skills that can be applied to our jobs.*
- *Outstanding depth and teaching. Great interactive presentations*
- *The aspects of the sessions that looked at seeking the underlying needs people have which drive their behaviours.*
- *The time to get to know others in the same position as me and spend time forming friendships and professional relationships.*
- *Being connected with readings/research relating to the topics covered so I can keep learning in those areas.*
- *Quality and engaging presentations opportunities to reflect, opportunity to meet like minded people in similar roles and build connections with these people.*
- *Each of the presenters were well targeted and specific for the needs of my role as DP*

- *Every day I learned new and valuable information about being a leader.*

### **Specific session comments**

Presenters were given a brief their session was to be interactive.

**Day 1 Denis Pyatt** Four people mentioned that Denis's session was a highlight. Participants were very positive about his presentation although it needs to be tailored for Senior leaders rather than principals.

**Brenda Service** Brenda was impressed that the group took the homework (timeline) seriously and had spent a lot of time thinking and completing it. Her session's emphasis was on who they are as a leader and their values. One person felt Brenda's session was not productive.

**Critical friend/reflection.** This needs to be preserved and maybe built in during each day.

### **Day 2**

**Lynette Bradnam** made material accessible with an emphasis on strategic planning and integration of iwi education plans.

**Dinah Malaulau** covered a wide range of topics-maybe too many. If she presents again I will ask her to simplify her ppt slides.

Five participants mentioned these sessions were a highlight

*Having a day targeted at Pasifika and Māori interests was great. Both presenters allowed me to reflect on my practice, take away new ideas and therefore further enhance my skills.*

They appreciated the time Lynette spent on whanaungatanga and this should be incorporated into the first day

**Market place1 priority learners and pedagogy/curriculum.** This, by its nature, is fairly unstructured. Not sure if I would do this again (it had been done apparently successfully in previous courses) but would need to find a way for participants to share practice and resources. Maybe speed dating.

### **Day 3**

**Colleen Douglas** Presenting on hard conversations established some personal credibility for the Director. 12 people mentioned this session as one of the most valuable.

**Derek Morris.** Dealing with incompetent or misbehaving staff is always difficult and Derek gave the collective perspective and some case studies for discussion

*Derek from PPTA was surprisingly good and wasn't too extreme with PPTA views*

### **Day 4**

**Youth Law Manawa Pomare and Sarah Boyd** These two are the national Youth Law team from Auckland. They had variety in their session and the Kahoot quiz worked well-

participants were planning to use it with their staff. The two presenters had different strengths. 10 participants specifically mentioned their session as valuable  
*There was a good mix of theory and more personalised information that will be relevant in my role for when I am in tricky situations.*

**Margaret Ross** has a high energy, humorous presenting style which engaged the participants. 14 participants specifically mentioned how useful Margaret's session was. Some would have like more time with her.

**Market place 2 pastoral** Didn't work well as many topics had been covered.

## **Day 5**

**Kathryn Berkett** was great value and participants would have like more time with her. 13 participants specifically mentioned how valuable her session was. Sh helped participants with some difficult issues they are dealing with Participants requested to work longer through morning tea time.

### **Reflection, critical friend time**

Challenge to get balance reflection time, sharing horizontal learning time and vertical learning with presenters.

The key to the success of a course is the quality of the presenter. The course director went to some lengths to ensure that the presenters were proven good facilitators, well regarded for their content knowledge and with national sector credibility.

## **• Suggestions e.g. implications and recommendations for future courses.**

Nine participants suggested to keep the course as is.

*I'd like everyone on our SMT to have the opportunity to come to this course. I really like the variety and structure and our treat, theatre and dinner, and sharing times.*

## **Content and delivery of sessions**

- Set up course norms at the start -confidentiality, participation etc
- Some sessions could have been longer eg Kathryn
- *Fewer sessions with more high impact/value speakers*
- Maximum of two speakers a day
- No MOE and ERO - lottery who you get and not needed
- Debrief time on Day 5 important.
- Culturally responsive sessions offered at two different levels beginners and advanced
- I really liked the breakdown of the themes for each day Keep to that ideas It would be good to have a little bit on the future of learning in the 21<sup>st</sup> Century

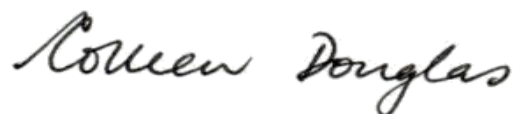
## **Administration**

- Earlier end time, shorter breaks

- Bigger fonts on the badges
- Get presentations beforehand and put on stick for each person
- Having the course held in a central location is great
- Possibility of videoing presentations and giving to participants to look at and reinforce later
- Participants given journals for their reflection these were well used

### **Conclusion**

It was a responsibility to take over the directorship of a long running and successful course taken by Geoff Childs, an experienced facilitator. I was pleased with the result. Participants were satisfied with their learning opportunities and the organisation. The key is forward planning, being discerning who is a presenter, structure and clear organisation and communication with TRCC.

A handwritten signature in cursive script that reads "Colleen Douglas".

Colleen Douglas  
Course director  
18 July 2018