

***Knowledge in our Hands*****Iain Taylor NZPF President**

Together we have collective autonomy – knowledge shared with other colleagues. We have a rich and broad curriculum so as teachers “Find what turns their (students) learning lights on”.

**Hon. Hekia Parata NZ Minister of Education**

Despite our differences, we all want the same thing – The brightest possible future for our children. Small things make a difference like, saying the names of our students correctly.

**Dennis Yarrington APPA President**

Early and sustained intervention in primary years is critical for future success.

**Taster Talks****What works for Māori, works for All – Te Ringakaha Tia Ward**

Coming from a place where culture was not acknowledged makes people feel not valued. Culture and identity is tied to education.

**Don't Worry – Be Happy: Teaching Resilience in Primary (and Secondary) School – Celia McCarthy**

1: 6 New Zealand Adults have a mental disorder which is due to a lack of resilience. A positive resilience programme has been formed that promotes optimism for the future. This programme builds mindfulness, gratitude and character strengths.

**Kaua e Mate Wheke Mate Ururoa – Die like a hammerhead shark – Andre Nicholson & Liz Woods**

Language, Culture and Identity are the key. Engage with the Tanga te Whenua.

So what's changed?

- Self understanding: Culture; Language and Identity
- Recognise education is important to you and your family
- Feel respected by teachers and peers
- Feel sense of belonging; understand your unique place
- Know your strengths and knowledge are valued.

**Beyond Tolerance: Celebrating and Respecting Diversity Through the Development of Deep Mutual Understanding – Mary Wilson**

The importance of sharing stories. Having shared vision.

Questions to ponder

How can we connect with this community? What do you need from us? How can home learning and school learning best enrich each other? How can a school perform as a positive caring community?

Listen (turn off Mr Fixit) – Ask inquiry questions (we want the best outcomes for)

Never assume you know the needs of a family or a community.

Listen carefully to their stories and understandings will emerge.

Spend 5 weeks on each school value.

## **Building Resilient Children; Walking the Talk – Sarah Tillott (Taster and Taster follow-up)**

The effects of early adversity

- A National survey of child and adolescent mental health and well-being revealed that 40% of children and adolescents aged 4 to 17 years were found to have poor mental health problems.
- Poor learning, disengagement, decreased school attendance, poor academic achievement and a higher incidence and prevalence of school drop out.
- Poor self esteem and poor self image and increased risk of suicide (PSA2013)
- Primary school victims are most likely to carry into adulthood with a 1 in 4 chance of criminal activity linked with long term psychological and physiological trauma (PSA 2013)

Through the resilience programme using stories and puppets, students are given the necessary skills needed to be resilient and live healthy successful lives. Teachers can trial new ways to pick teams so that no one feels rejected.

### **Mini-Keynote**

#### **Learning for Prosperous Futures; Student Agency with teachers and parents joined at the hip – Brian Annan and Mary Wooton**

Brian Annan and Mary Wooton are consultants to the company [Infinity: Where learning never ends](#)

It is not student agency without their students deciding to drive their own learning with teachers, family, friends and on their own. Students draw their learning maps (even 5 year olds can do this). They are asked to draw a home map and a school map. These maps answer the following questions: What have you learnt? Who helped you learn? What are the tools for learning? What excites you about your learning? For older students they are also asked to look at their learning maps and are asked “What do I want to change in my learning? (One student said “More face to face and quiet discussions”.

Bring the students into the secret. If you are promoting student agency, Do the students know?

Research on Agency and Control by Rajal, Kumpulainen, Rainio, Hilppo and Lipponen in their article [Dealing with the Contradiction of agency and control during dialogic teaching](#) (2016) was discussed.

The outcomes of student agency allows students to be more confident, connected and successful learners.

#### **Schools that Deliver – John Edwards (Cognitive design researcher) and Bill Martin (School Practitioner)**

What’s going on in students’ heads when the teacher is teaching? Have perception checks which allow students to talk to each other, to socially conceptualise what has been said. Learning involves recognizing the consequences of one’s actions. Learning involves generational roles and responsibilities.

Learning – EVERY VOICE IS HEARD

Question: How do you ensure that VOICES are heard and respected in your school?

The life cycle of Groups – Forming (agree to do something together); Storming (The struggle to break free from current reality); Norming (emergent consensus); and Performing (the enjoyment of doing your work).

The learning Pit – where there is confusion and frustration (have the courage to go into the learning pit and teach this to students. How do you design for storms and learning pits? Keep a focus on the future and where do we want to get to? And How can we help them to get there?

Have the energy and passion to move where you want to go.

Improvement and Growth is part of leadership.

### **Keynote Presentation 1: Inquiry & Innovation, Curiosity & Teamwork – Strong Outcomes For ALL – Linda Kaser and Judy Halbert (British Columbia)**



In this talk Linda and Judy shared how much they valued working with educators and researchers. They asked the following question:

Do we have common goals? If so, can we work together to move further than if we worked alone.

Kat'ila – *Finding stillness amidst our business and need to know.*

Cwelelep – *Being in a place of dissonance uncertainty in anticipation of new learning.*

Question: *Is our work heartfelt?*

Goals for Education:



1. Every learner crossing the stage with dignity, purpose and options.
2. All learners leaving our schools more curious than when they arrive (The Hungry Mind by Susan Engel, 2015).
3. All learners with an understanding of respect for an indigenous world view.

Informed Frameworks – Coherence – Do we have and use shared evidence?

#### The Spiral of Inquiry

1. Scanning What's going on for our learners?
2. Focussing Where are we going to put our attention?
3. Developing a hunch What leading to this situation? How are WE contributing to it?
4. New Professional Learning
5. Taking Action
6. Checking How will we check?

Key Questions for scanning and checking: Can you name 2 adults in this learning setting who believe you will be a success in life? Where are You going with your learning? What are you learning? And Why is this important? How is it going? And Where to next?

#### The 7 Principles of Learning

1. Learners at the centre
2. Social nature of learning
3. Emotions are integral to learning
4. Recognising individual differences
5. Stretching all students
6. Assessment for learning
7. Building horizontal connections

Assessment for learning is a bridge. Learning involves patience and time. Learning requires exploration of one's identity. Persistence is so important. Are we willing to persist no matter what? Learning has purpose, passion and persistence and as teachers we need to make it real. Linda and Judy left us with a question about Teamwork: Are we willing to work together?

### **Keynote Presentation 2: Rigour, Ritual, Repetition and Rhetoric; How to understand and Lead your Culture to Inspire your People to meet any Challenge – Michael Henderson**

Culture as a verb rather than a noun.

A social contract for safety – 4 oxen and a lion – Together we are strong, alone we are weak.

Fact – Every 15 days the world loses a Language. Culture can die through not paying attention.

Educate organisations about culture. There are three layers to culture – Belong, Behave, and Believe.

### **Keynote Presentation 3: Transformational Change from the Stronger Smarter Within – Dr Chris Sarra [www.strongersmarter.com.au](http://www.strongersmarter.com.au)**

Doing things WITH people not TO them. To see what a school is like, look for the hidden curriculum, the messages that are sent – verbal and non-verbal. Dr Chris spoke of the toxic stench of low expectations. E.g. If a child is running around with a snotty nose then tell them to get a tissue – don't accept poor health.

He emphasized that Identity needs to be acknowledged and embraced. Let our schools resonate all of whom we are. This entails embracing positive community leadership.

High Expectations is interwoven with RELATIONSHIP. We co-create solutions to complex challenges.

As leaders we need to know the difference between cultural sensitivity and collusion with low expectations. Ensure our professional rhetoric matches our day to day reality. The standard we ignore is the standard we condone.

Question: When challenged or offered feedback do you respond with defensiveness or opportunity?

### **Keynote Presentation 4**

#### **Performance through People – Jamie Fitzgerald**

This was an inspirational talk about how to achieve your best performance in an extremely demanding environment as a team. He had clear goals: Getting home safe; Getting home as friends and Getting home successfully (in that order). Questions: What are we aiming for? How will we get there? How will we work together? How will we measure it? What have we learnt? Sharing stories with other people achievements and then asking, What will this look like for us? Sometimes when you are making the least progress you're actually making the most.

Final Thoughts:

- People see the world through **different lenses**. That's a good thing.
- Shaping **conversations**. Growing **mindsets**. Inspiring performance.
- Embed **purpose**, **progress** and **insights** into our everyday.
- What we **focus** on, becomes our **reality**.

### **Keynote Presentation 5: Bending Perceptions – Cam Calkoen**

This was a humorous and inspirational presentation. Having high expectations for students no matter what. Believe in yourself and have an attitude that you can do anything. Acceptance and inclusion.

Thank you APPA for funding my First Trans-Tasman Conference. I have gained so much from attending it. I look forward to attending many more. Ann McKeown Principal St Joseph's Orakei