

Principal's Message



As the Principal of Hagley Community College I have a passion and a commitment to creating learning opportunities for students that will make a difference to their lives. To do this I am striving to continually improve and enervise the College. In practice, this means that I am focusing on eight leadership strategies to make a real difference to improving the College and make it worthy of its reputation for being creative, innovative and cutting edge, with a learning environment that is transformational for students' lives. Over the next eight newsletters I will introduce each of these strategies.

The first of these strategies is for the College to have a strong focus on teaching and learning based on the New Zealand Curriculum, which will be implemented in 2010. Our vision for authentic school improvement is of students engaged in compelling learning situations, created by skilful teachers in a school setting designed to promote learning for both of them. The new curriculum is at the heart of this vision. To create a learning environment which fosters high levels of student achievement, we have placed a significant emphasis on developing teachers' understandings about best practice in teaching, learning and assessment.

A comprehensive 2009 Education Review Office (ERO) report on how to most effectively manage professional learning in secondary schools endorses the processes we are using. Improving what happens in the classroom is the dominant rationale for staff professional learning at Hagley. We have implemented effective staff wide development, particularly focused on building deep understandings about the curriculum as well as the effective teaching skills required for successful curriculum implementation. There has been ongoing development and support of professional learning networks across the whole staff. We have combined whole staff meetings with work within departments and strengthened Heads of Departments' roles as leaders of learning. Hagley has been fortunate in that it can call on the expertise of many of its staff to lead this process. This style of 'in house' leadership is regarded favourably by ERO.

In focusing on teaching and learning, we are confident that we have implemented effective planning procedures and that there is a shared staff culture evolving about learning and development, with useful collaboration among teachers occurring on several levels. We also plan to develop our monitoring and evaluation of teacher's learning and development, so that each teacher's appraisal will include individual comment on the impact and effect of Hagley's professional learning programme.


Brent Ingram
Principal

The new curriculum: how students learn determines what they learn

Why do we need a new curriculum?

The previous curriculum was implemented in 1992. Since it was launched, there has been no slowing of the pace of change and development. Technologies are more sophisticated and the demands of the workplace are more complex. The curriculum must respond to these changes. This new curriculum challenges schools to examine not just what students are taught but how they are taught. Learning in a subject area is much less about content and much more about developing transferable skills or competencies that students can apply and use in study, work and most importantly that are relevant to lifelong learning.

The new curriculum - what is it?

Our curriculum sets out what we want students to know and to be able to do through their primary and secondary schooling. It starts with a vision of students as lifelong learners who are confident and creative, connected, and actively involved. It includes a clear set of principles on which to base curriculum decision making. It sets out values that are to be encouraged, modelled, and explored. It defines five key competencies [thinking; using language, symbols and texts; managing self; relating to others; participating and contributing] that are critical to sustained learning and effective participation in society and underline the emphasis on lifelong learning. The curriculum also sets out what each of the seven learning areas is about.

What are schools required to do?

At all year levels, we must implement the principles, values and key competencies in the new curriculum. This is the area that the Hagley staff have been looking at closely over the last two years.

Up to Year 10:

All schools must offer curriculum based programmes in the seven learning areas of English, the Arts, Health and Physical Education, Mathematics and Statistics, Science, Social Sciences and Technology.

Years 11 - 13

In the Senior College, the curriculum offers schools maximum flexibility in developing learning programmes to suit its students. Hagley already offers a wide and diverse range of subjects at senior level. Hagley teachers in all learning areas have been carefully considering their courses in the light of the new curriculum. At senior level, a major aspect to implementing the curriculum involves working effectively with qualifications and designing programmes which treat learning and assessment in an integrated way.

NCEA is also changing

Because the standards used for much NCEA assessment are based on the curriculum, a major programme is also underway to re-write these standards so that they align with the new curriculum. One of the biggest changes is that all unit and achievement standards have been reviewed and replaced by a single set of standards in each subject. This has improved

standards design and created a more coherent matrix, or range of standards.

Making the right choices

The curriculum offers choice. It sets the framework and then schools decide from there. There is no recipe. The process about giving effect to the new curriculum is about making it work for us and our students. At the centre of making the most of the curriculum is working on effective teaching that is tailored to meet the needs of our students.

How we go about implementation is critical

We are aware of the risks in undertaking a professional learning programme for all teachers on the curriculum: doing too much at once and only covering things once over lightly will only lead to unsuccessful implementation. What we focus on must be part of sustainable practice. As a school we set up expectations about what we regard as important – about what we value – not so much by what we introduce, but by what we are willing to maintain, follow through on and sustain.

The art of teaching

At Hagley we have focused long term on developing teaching skills as fundamental to our process for implementing the new curriculum effectively. The old curriculum didn't advocate a focus on pedagogy - the art of teaching - as an integral part of the document. This new curriculum does.

Effective pedagogy is central to implementation. How students learn determines what they learn. Because this curriculum calls for a participatory view of learning, we have been looking closely at improving how we teach. The more we can do to understand effective pedagogy, the better. Our approach has been to include all Hagley staff in this process. Becoming a more effective teacher is just as relevant and important whether teachers are in their second or thirty second year of teaching.

Our professional learning programme for all teachers has focused in particular on the following kinds of teaching which have a positive impact on student learning:

- **Creating a supportive learning environment** where teachers get to know and understand their students and their learning needs, which is a real strength of how we work at Hagley.
- **Encouraging reflective thought and action.** - See 'Hagley - a thinking school' below.
- **Enhancing the relevance of new learning.** At Hagley we recognise that students become involved when they start with ideas familiar to them and then move from there onto new learning.
- **Make connections to prior learning.** You won't hear Hagley teachers saying "I've already taught them that once. That means they must know it." Revisiting skills and understandings many times and in new contexts is the way that teachers build and consolidate students' learning.
- **Providing sufficient opportunities to learn**, as seen in the Senior College where student learning and readiness

for NCEA assessment - not an assessment calendar - drive the process. We place emphasis on personalised and differentiated learning by building in assessment opportunities when students are ready, rather than using a 'one size fits all' approach where everyone must jump through the same assessment hoops at the same time.

Hagley - a thinking school

"Remember when your teacher told you to think harder - and you were already thinking as hard as you could - they should have said "think differently" or "what other strategy could you use?" [Hipkins, 'Building on current teaching for thinking initiatives', quoting teacher comment from www.cmp.ac.nz.] Developing thinking skills has been central to our work in 2009. Instead of saying "think harder", Hagley teachers have been studying a range of thinking strategies and using them with their classes.

Why we have taken a 'thinking' approach?

Thinking is a core component in all critical areas of the curriculum:

- Working to implement a vision [lifelong learners: active users and creators of knowledge]
- Embodying principles [learning to learn]
- Encouraging the development of values [inquiry: creative and critical thinking]
- Developing competencies [eg: thinking]
- Effective pedagogies [encouraging reflective thought and action]

What are we doing at Hagley?

Departments have a key role in involving all teaching staff and making curriculum implementation part of long term sustainable practice. As well as full staff meetings with keynotes focused on thinking and other curriculum aspects, Heads of Department have taken on a major role. As heads of learning areas, HODs are leaders of learning with significant influence on how students are taught within their departments. Several HODs have used professional growth allocations to work directly with teachers in their departments as they engage with the new curriculum. These allocations, which have been made available for the first time in 2009, recognise that strong professional leadership across the College is vital for curriculum implementation. HOD meetings have been used to introduce resources and strategies for developing teaching as well thinking skills, with follow up department meetings for examining and using these ideas with classes.

Our time and expertise

At Hagley, curriculum implementation is not some sort of superficial or meaningless exercise in swapping over old curriculum headings for some new ones in school documentation. We recognise that the curriculum is fundamental to our core business of raising student achievement. The two most important resources a school has to work with are its time and its own expertise. We have committed significant staff time to a long term professional learning about the curriculum.

Staff Profiles



Wendy Lahy-Neary

Wendy joined the Hagley staff six years ago through what can perhaps best be described as an unusual decision making process.

While living in the United Kingdom and thinking of a shift, Wendy and her husband Jonathan stuck a pin in a map to determine which part of the world they might consider. Faced with a decision between New Zealand and Australia, they chose New Zealand on

the grounds that it would "have more culture," an impression that will no doubt be challenged by Hagley's Australian teachers. The decision making process over where to settle continued during the next eight months as they toured the country in a caravan. While others might chose Christchurch due to more conventional reasons, for Wendy it was the fabulous views over the city from the Victoria Park dog exercise area which confirmed that this was the city where she wanted to live.

Wendy's taste for the unconventional is also evident in the unique off road experience she and Jonathan have developed at McLeans Island on the outskirts of Christchurch. They are involved in 'Tanks For Everything' where visitors can drive real military vehicles ranging from a jeep to a 52-tonne main battle tank.

Wendy came to Hagley through a chance discussion about relief teaching with Deputy Principal Ros Jackson who suggested that she "pop in for a chat." This "chat" led to fulltime work, then over subsequent years to holding responsibility for drama as well as becoming Year 11 Dean and running the Year 11 Graduating College.

Wendy's secret for operating a successful drama programme is simple - attitude. Wendy tells her students at the beginning of the year that this is the best drama department in the city. "I believe it and I tell my students they need to believe it too. Once they buy in to that attitude, they attend and they're committed." While Hagley has thriving drama and dance programmes, Wendy would like to see the greater integration of performance arts through combined performances involving different disciplines.



Sarah Denny

Sarah joined Hagley at the beginning of 2009 as the Head of ESOL [English for Speakers of Other Languages]. Sarah has lived and worked in a number of countries where English is not spoken as the first language, as well as lecturing at university and being HOD ESOL of an inner city high school.

For the previous five years, Sarah has been working as a literacy and ESOL advisor with particular emphasis on designing curriculum and assessment to meet the needs of individual and diverse learners. She has a background in teaching a wide range of learning areas and strives to develop programmes that places the students' well-being at the centre of their learning. She has worked with teachers throughout Canterbury on implementing the new curriculum, with a focus on enabling students to develop their key competencies and become life-long learners.

It is her passion both to see all students' potential realised and for Hagley's inclusive practices that celebrate diversity to be maximised both within the College and in the wider community. She is excited to be working at Hagley because of the priority placed on providing an extensive range of equitable and rigorous pathways to support school achievement and/or transition into a career or the workplace.

Sarah is keen to see the scope of the ESOL programmes expand. Offering ESOL courses which target transition into the workplace or a trade qualification is one possibility.

In 2010, students will be able to study English for workplace communication and professional employment. Students will gain a range of NCEA Level 1 credits across a range of learning areas, as well as employment related areas. The focus will be on helping students become familiar with New Zealand workplace culture, together with building practical skills such as interview techniques, designing curricula vitae, approaching organisations, and linking to appropriate networks. The course will move beyond the core language skills of a classroom syllabus to intensive coaching in Business English. It is hoped that this, and other courses, will be able to take place in day and evening timeslots to extend the range of programmes Hagley offers to meet the needs of migrants and refugees who are new to New Zealand.

NCEA Update

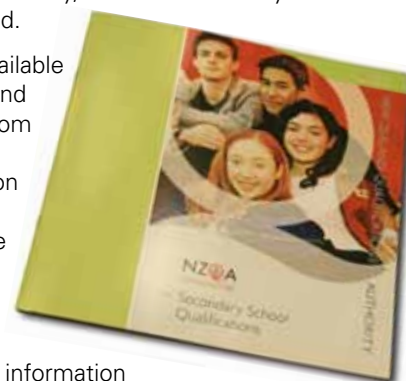
Attn All Senior Students!!

During the school holidays you will have received a copy of the NZQA 2009 standards for each subject you are participating in, together with details on how to check them and make the payment for your 2009 entries. The standards are to be checked with your subject teachers to ensure your entries are correct. If there are any amendments to be made please contact NCEA Administrator Kerry Keats by 21 August.

Please arrange to pay the NZQA Fee, which is generally \$75, before 11 September to ensure you do not incur an additional late fee of \$50! The NZQA fee is due for both internal and/or external entries. If the fee is not paid none of this year's credits will be transferred to your Record of Achievement for future employers or tertiary organisations to verify, or count towards your NCEA Certificates being awarded.

Financial Assistance is available to help towards this fee and full details are available from the Enrolment Centre. Please note any application for financial assistance application forms must be returned by 21 August in order to be processed.

If you have any queries or have not received your information please contact NCEA Administrator Kerry Keats in the Enrolment Centre.



Coming Up in 2009		
Year 11/ Senior College Prospectus	Out mid August	Get a head start on your subject choices for 2010.

Weekend Skiing with Hagley

Information available in Enrolment Centre.

Did you know?

You can now pay your school fees over the internet.

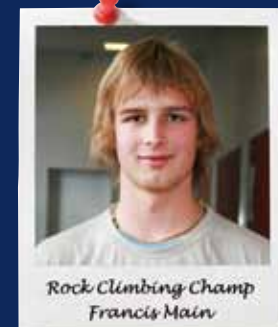
Contact the Enrolment Centre on 0508HAGLEY for more details.

Remember to keep the school informed if your address has changed.

Sporting Success!

15 teams compete weekly against other schools from around Christchurch. The winter competition continues into Term Three so to all those that are a part of Hagley sports teams, keep turning up to trainings and playing hard at your games. Your commitment is vital!

We have had a couple of other notable achievements this term in rock climbing, gymnastics and badminton.



Rock Climbing Champ
Francis Main

We had a team of Hagley students enter the Canterbury Secondary Schools Rock-Climbing Champs. The team performed exceptionally well, placing second overall while **Francis Main** came 1st in his respective section - an outstanding achievement. Students involved were **Francis Main (Y13), Emily Fraser (Y12), Laura Cross (Y11), and Mick Allen (Y13).**

Kieran Growcott (Y11) placed second in the recent Canterbury Trampoline Championships. **Kieran** is a highly promising young gymnast who is being closely monitored by New Zealand gymnastics officials and is part of the SPARCS Future Champions Programme. Well done **Kieran**, we look forward to watching your success!

On Sunday 21st June our Senior Boys Badminton Team took part in the Canterbury Badminton Champs. The boys ended up placing 5th which was a great effort. They all played very well and represented Hagley well. Members of the team were **Adi Survana, Azim Rosli, Zuri George, James McKay, and Jarden Huirama.**



William Heinz Hagley's Sports Assistant for four years, has had some sporting success of his own recently. **Will** is an all round sportsman being involved in tennis, golf, touch rugby, volleyball, cricket, surfing and even dominating the Burnham Army Camp Krypton Factor Course.

However **Will's** passion lies in his rugby in which he has recently been named in the Canterbury Men's Air New Zealand Cup Squad for 2009. **Will** has dedicated many hours to training to get to this level. He has not only worked fulltime here at Hagley but has spent five nights per week training with the CRFU Academy over the past three years as well. **Will** is a wonderful role model to our sporting students and has spent a lot of time getting to know them and sharing in their interests, talents and success over the years. Now it is our turn to say congratulations to Canterbury's newest half back and we wish him all the best with his fulltime training and games over the season. We look forward to watching him carve up on television very soon.

Over the past few years Hagley Community College has taken a number of students over to Collegio Jao in Brazil to compete in sporting events. Three years ago it was the girls football team, last year it was the boys futsal team and in April this year it was Brazil's turn to fire up on our fields.

Hagley hosted 12 students from Collegio Integrado Jao, their coach Fenelon Zava Varjao and manager Stephannie Mello das Neves to play futsal against us and other schools throughout the South Island.

Hagley played extremely well beating Wakatipu 5-2. They then beat Logan Park High's Year 11s but lost to the Year 13s. The afternoon competition consisted of two pools. In Pool A was Cashmere, Jao Green and last year's Hagley team that travelled to Brazil. Pool B was Hagley 09, Hagley AllStars (a mixture of players) and Jao Black. We organised the draw so that we could have a final with one team from each country. The **Hagley 08 team won by 4 - 2** in a very physical game. Congratulations goes to the following ESOL boys: **Asheber Derege, Saroj Gilal, Ahmede Yousef, Yirga Woldegabriel, Kosal Ouk, Diako Mohamedi, Adam Mohamed.**

A big thank you goes out to the Brazilian team and staff and last but not least Dave Hazelwood from the Hagley PE department for making this a great success!

Congratulations to Year 12 Hospitality students on their efforts and skills demonstrated in "Run your own restaurant" class.

Students included *Taryn Metcalf, Monique Thornton, Alice Shine, Jamie-Lee Shuker, Jessica Giles, Jackson Muir, Sophia Rule, Laura Marks, Martin Robertson, Zac Reriti, Stephanie Austin, Ruby Wade, Becky Johnson, Flora Chun, Livvy Devereux and Toby Walker.*

Christchurch Philosophy Day

On June 12th, 58 secondary schools met at the Department of Philosophy, University of Canterbury for a day of student driven Philosophical discussion.

Students discussed a range of fascinating, philosophical questions in a "free-flowing" forum setting. Some questions were: Does the world need God? Do animals have rights? Will computers ever be conscious? Is science the best way to find out about the world?

Below: Hagley students in philosophical discussion.



Hagley Theatre Company is delighted to present an extended season of Ranjit Bolt's exciting adaptation of "Lysistrata" by Aristophanes.

Set in a Greek munitions factory during World War II, this updated version of the Greek classic reflects a society that is becoming more and more disillusioned at the senseless damage of war.

Taking matters into their own hands the women launch a plan to end the bloodshed, using a natural but novel idea that certainly has a major effect on their fighting menfolk.

**Friday August 7th - 14th, 7.30pm
4 Matinee performances - Tuesday 11 - Friday 14, 12.45pm
Book on line - www.hagleytheatreco.co.nz or phone 364 5155**

Refugee Programmes

HCC Refugee Education Programmes, the ESOL Department and Lincoln University joined forces recently to assist in the development and assessment of language learning software.

Michael Trengrove from Lincoln University approached Hagley with a unique challenge. Along with a team of computer whizzes and an industry mentor, he had entered a United Nations and Microsoft sponsored competition to develop easy to use programmes to assist with learning in developing countries.

Next he needed some willing participants to test it out! Students from the beginners adolescent class rose to the occasion by passing on their opinions as they navigated their way around the touch sensitive computer and tablet based screens.

The feedback was positive, particularly as it clearly guided students to use correct stroke patterns to form letters and words. Students then designed their own interface and advised on the look and feel of the software. Students were filmed using the technology so their views could be both studied and documented for future use.

Michael's team won the competition and has since headed off to Cairo to present the idea to United Nations representatives in the hope of rolling out the technology in the near future. "Hagley's input gave us a great steer on how we could improve the product for the benefit of future learners all over the world. The students were brilliant to work with and certainly passed on their thoughts and opinions without too much difficulty. Some of their responses and reactions will be seen by top officials and the software industry from countries all over the world. We hope to continue the project and work with the students upon our return from Cairo"

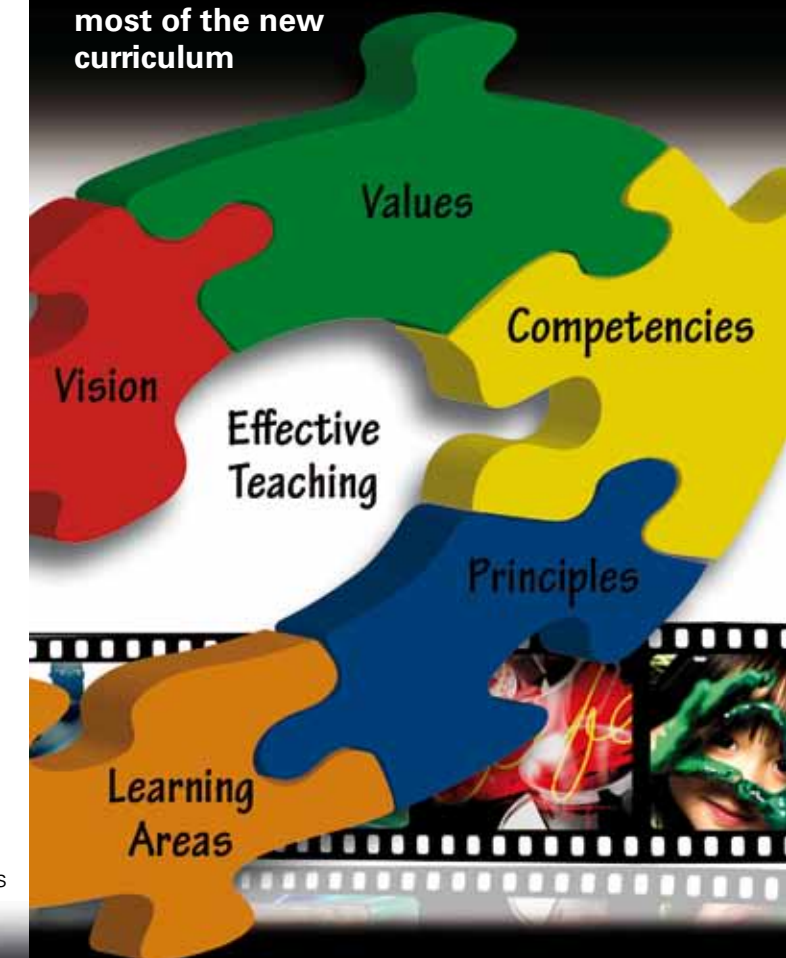
Students enjoyed the experience, especially using the palm held devices and designing their own programmes. Head of ESOL Sarah Denny said "It was great seeing students engaging with the technology. We are excited by new developments in language learning and want to be at the cutting edge by engaging in projects with tertiary institutions"



News@Hagley

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Making the most of the new curriculum



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