

## Principal's Message



I am currently in the process of completing the college's annual performance report for the Board of Trustees and our community. This is a very challenging but rewarding task as 14 key educational portfolios are brought together to describe and measure the influence they have had on student success and achievement throughout the college.

Already in the process of writing this report it has become very clear that Hagley brings about significant improvement to student achievement with results that are quite stunning. NZQA data (achievement as a % of our total roll) shows that Hagley students are behind the 'eight ball' in Year 11 and often have many specific and additional learning skills to gain. Their achievement in NCEA Level 1 is improving but it is still significantly below the National mean. So what is stunning about these results? It is the change that happens next that is stunning. By the time Hagley students are engaging in the top qualification NCEA Level 3+ they are achieving at a rate far above the National mean and more importantly above the National mean for Decile 10 schools throughout NZ. The 'value added' to students learning and achievement is of a very high order.

This has not happened by accident.

The college has given a high priority to the professional development of staff around 'best practice' within teaching and learning and to the effective implementation of the new New Zealand curriculum. One of the strands of this professional development is the importance of literacy in developing students to be successful learners.

Literacy demands explode for students at secondary school. If we were to step into a secondary student's shoes in a typical school day as they go from class to class and have to deal with various reading and writing tasks in Science, Maths, Technology, English, PE, Art and so on, we would observe that every time a student changes subjects, the literacy demands change for them as well. Students are faced with a diverse and different set of reading and writing challenges in each course they take. As a College we've recognised it's vital that teachers engage with this issue. Our emphasis in 2010 is that teachers are aiming to explicitly teach the literacy skills required for the reading and writing tasks in their specific subjects alongside teaching their curriculum area. It's a further step in Hagley's commitment to fully implementing the New Zealand Curriculum.

The annual performance report will be presented to the new Hagley Board of Trustees at the May 2010 meeting.

Regards

Brent Ingram - Principal

## Reading and writing – the demands are often different in each subject

The 2010 College focus on understanding texts was introduced by Australian Literacy expert Stephen Graham who ran a successful workshop for all Hagley staff in February. Stephen described how when students appear to be struggling with a reading task, the teacher can often direct their attention to the wrong area by focusing on explaining more about the content rather than on how to understand the text - or text type - the students are dealing with. Stephen shared several examples where a teacher can misconstrue why students were having difficulty. When faced with students in a Science class struggling to understand a text on volcanoes, the teacher might focus their efforts towards the content only. It was "let's talk some more about volcanoes," rather than on what type of text are we reading here? How is it organised? How are we going to read about volcanoes?"

### Understanding text types as a step to understanding content

Being explicit with students about the text type they're dealing with is a key part of teaching. That might mean during a lesson the teacher might show students how the text type students have in front of them 'works', how it's structured and its main language features. It's often a matter of looking at the whole text first. Understanding the layout is an early step even before beginning reading: what can students work out from the main heading and the opening paragraph? How many sections are there in whole text? What the subheadings reveal?

### Talking text types when teaching writing

Unpacking the reading demands is a vital way into helping students understand what is required when writing too. It's also important that students understand the purpose of their writing: are they explaining a process, arguing a point, or judging the importance of an idea? A bland instruction to simply "write an essay" isn't good enough. Instead, teachers are working with students on understanding the specific characteristics of the text types they're using.

Stephen Graham introduced teachers to nine main text types: reports, recounts, narratives, procedures, explanations, expositions, responses descriptions and discussions. At senior level, some of the text types students deal with are 'blends' of two or more text types. In a Technology report for example, students might begin by using one text type to give an explanation of the process they have followed in a design project, then write using a second text type, a response, where they judge

the effectiveness of their designs. Both the explanation and the response have their own literacy demands each of which need to be explicitly taught. The writing required to gain merit and excellence NCEA grades is often characterised by text type blends, where the quality of the writing in each text type can be the difference between an 'achieved' and a higher grade.

### Being explicit about "this is the way this goes together"

By revisiting and using these sorts of reading and writing skills over the course of the year within a subject, students gradually pick up the skills needed to independently read and write in various texts for themselves. Over several lessons the goal is that teachers are talking with students about "this is the way this text works; here's its purpose; you're using this particular text type; you're writing these sort of sentence structures." Building on this sort of prior learning means that students don't see each writing task as a new and untried experience.

### What Hagley teachers are working on

Since Stephen Graham's workshop, teachers have been looking at what understanding and using texts means for their own curriculum area. Many began by examining the types of reading and writing required in their subject and how they have previously approached such tasks with students. In some cases, teachers started with a task where students have previously struggled, like writing a report for an NCEA standard. They are developing resources to help students read or write using a particular text type. Some teachers have started with the final writing 'product' and then worked backwards, by looking in detail at the language features that feature and then using those understandings to drive the teaching.



In the Classroom: Vickie Taylor and students.

## Year 11 English

### 7 Ages of Man Poems

Awakening to the light, unable to speak  
Looked after by another. Older now  
Going to school driven by a parent.  
In a cold car.  
The sun is rising and shining right in my eyes.  
The inside of the car is cold to touch,  
Smooth silver small handles as I open the door  
And step out to the cold concrete.  
Left in a strange place.  
Soon it becomes like a home making new friends.  
Leaving to a new school. Harder work more pressure  
Expected to be the best at everything you do.  
Looked at for guidance like the older man  
Who sits in the rocking chair on the front porch.  
Driving yourself to the place you'll probably  
Be working for the rest of your life, is so similar  
Car, traffic, work, home  
Retiring getting old lots of children to spoil  
And love. Being sent to your new home  
Lots of other people like you unable to speak  
Looked after by another, feels like your living your life twice.  
Then it comes black, sadness and nothing  
Death.

### Francine Jones

All the worlds a movie  
And all the people are actors  
They all have a shining debut  
And a fiery downfall.  
In his time, one actor may play many characters,  
Their series is seven ages.  
First, there is the infant,  
Unaware of the watchful audience  
Judging like the executioner.  
Then, the school child.  
Most actors play this part far too long  
And the audience says "Who are they kidding?"  
Next a trademark,  
Everyone knows who they are  
And now they must act the expected roles.

They can then make a name for themselves.  
Or retire, to live their own life.  
This leads them to adulthood  
Where they understand consequence  
They have something to protect  
And like a wounded tiger, they defend  
Until they are old and senile  
When everyone laughs at their incapability.  
Then they die, people miss them  
And then they are forgotten.

### Grace Jones

All the world's a cinema,  
And all the men and women merely players.  
They have their checkpoints and game overs.  
One dude in his life plays many a character,  
His list being seven in total. Starting with the baby,  
Screaming and puking in the father's arms.  
Then the stubborn school boy with his backpack  
And tired morning face, moving at a pace like tetris level 1  
Unwilling to school. Then the lover  
Sighing like we've just lost the footy, along to a woeful rock ballad  
Dedicated to his stripper's eye brow. Then a soldier  
Full of strange oaths and bearded like a fake Santa on Xmas.  
Envious of other's honour and quick to punch at the weak,  
Seeking short lived attention from the ladies,  
Even at the barrel of a laser strike gun. And then the old fart  
With a fat round belly in an expensive pin striped suit.  
Contact lenses with severe eyes and hair of an ex-buzz cut,  
Bursting with wise words and modern happenings.  
And so the final stage has its curtain call, shifting  
Into the slender and foolish old man  
Contacts lost beneath the walking frame he holds,  
Breeches from 'back in the day' well saved  
From an ever expanding world. For his withered body  
And deep Rambo voice, morphing again to juvenile stutters.  
Smoke and mirrors is his past. The final scene of all  
Which closes this strange eventful history  
Ends with a second shot at childhood and exhaustion of life.  
No dentures, no lenses, no taste, no nothing.

### Alex Beale

## Staff Profile

### Peter Gibson



Peter Gibson trained at Art School in Christchurch then lived in Auckland before moving overseas. In London, Peter held a range of diverse positions as an artist, a manager for a fine arts publisher and as a performance workshop presenter at Watford College of Art and Design. One job he remembers with affection was working for Image Bank. In pre-internet days, designers would select and buy photographs from top photographers to use for high end publishing such as album covers and leading magazines.

When Peter returned to New Zealand in the mid 1980s he did not want to teach, but an opportunity at Hagley changed that. Hagley was not a typical secondary school: in Peter's words, it was "a revelation." After joining the Hagley staff in 1986, he set up sculpture and photography programmes. Peter's reputation led to his role as a Bursary Examiner [the major Year 13 qualification prior to Level 3 NCEA]. Over time Hagley gained a national profile in these two areas.

Peter has observed a major shift in approach to how Art is taught. He is just as intensively involved in teaching as a creative process as he has ever been. Working with new technologies in Art has made a difference, but the big shift is in working collaboratively with students. Previously the focus had been on the teacher as the expert and the students as the novices. Peter described the way he used to structure his lessons, where the teacher's role was to direct the lesson and to impart knowledge. However, using digital technologies has caused a major shift. The teacher is no longer the expert. "I'm dealing with young people who have grown up in this technological environment. Collaboration is the contemporary pedagogy and used well, technology allows collaboration to happen."

The College's focus on helping students understand and use texts has a particular focus for Peter about reading and thinking using visual language. Art students are often lateral thinkers. They can be highly articulate, but when it comes to writing they often clam up. This has meant redesigning NCEA activities so that students can communicate their ideas in a variety of ways. An alternative to written analysis Peter is keen to develop recording students' comments verbally using podcasts so that they can talk about their work and show their thinking in this way.

Peter attributes working with Hagley Art teacher Gavin Hewitt as a major influence in his shift to collaborative practice. The emphasis in class is on working alongside students and having creative dialogues with them. For Peter, it is these conversations that matter. It is through the process of students generating ideas, looking back at their work and thinking reflectively that things fall into shape and learning happens.

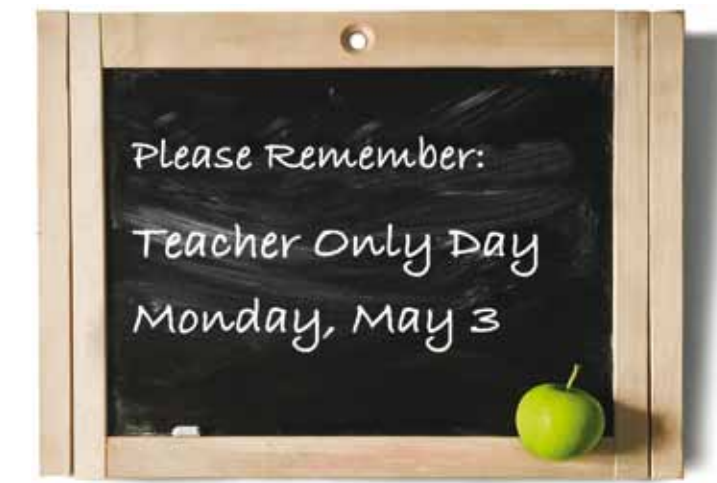
## NCEA Update

NCEA information for 2010 was recently sent out, if you did not receive yours then please contact me.

### External Exams

Many subjects have standards assessed externally in an examination at the end of the year. The period for external exams in 2010 will be from 11 November to 1 December. The exams cannot be rescheduled as they are nationally held events.

**Kerry Keats** - Administrative Support & NCEA Administrator



If you have moved or are moving address throughout the year please notify the Enrolment Centre.

Coming Up in 2010		
Monday	3 May	Teacher Only Day (After Three Classes run as usual)
Thursday	13 May	Junior Open Night, 6-8pm, Hagley Student Centre Cafe

**PARKING AT HAGLEY IS UNDER PRESSURE**

There is only a limited number of car parks available for students and staff. If this is creating an issue for you, how about biking, walking or taking the bus?

# Hagley Junior Graduating College Open Night

Thursday, 13 May, 6-8pm,  
Hagley Student Centre Cafe

## Top three things Juniors like most about Hagley

- Mufti
- Calling teachers by their first name
- The learning environment



To find out more contact **0508HAGLEY**

## Summer Sport Term 1 2010

We had a great first term of sport with both senior and junior students getting involved. 21 teams represented Hagley in a variety of sports including futsal, archery, indoor netball, croquet and volleyball.

Six volleyball teams competed against other schools in Canterbury. **Congratulations to the junior girls team who made the semi final.**

Croquet was introduced to Wednesday sport. **The Hagley croquet team** consisted of **Jess Brass, Finn Cresswell, Tony Delamere, Amy Stewart** and **Luke Cooke** all of whom were first time players. After a very successful term **Finn Cresswell** and **Jess Brass** were **placed first in the secondary schools doubles.**

The **girls junior indoor football team placed second** in their competition after a narrow loss in the final. **Congratulations to Renee Cain who won the award for 'Most Valuable Player.'**

A number of students represented Hagley at the **Canterbury championships for athletics and swimming** held at QEII.

**Georgia Medder, Francine Jones, Henry Meller-Maddever, Alex Field** and **Dylan Roberts** all took part in the swimming championships. **Dylan Roberts** was **placed 1st in the AWD 25m freestyle** and **2nd in the AWD 50m freestyle.** **Alex Field** competed in the finals for the **50m breaststroke.**

**21 Hagley students** competed in the Athletics Championships - a huge increase in participants from last year. **Betheley Scott placed first in both the AWD 100m and 400m dash.** **Meg Weston placed first in both the AWD 200m and 100m dash.** **Well done to all of the athletes!**

All in all, it was a successful term for Hagley sport. A big thank you to all the staff that helped out and to the students for representing Hagley so well.



## Winter Sport Sign Up

Sign up for Term 2 & 3 kicks off in the first week of term. Tuesday Lunchtime is the sign up for archery and basketball and Friday lunchtime will be the sign up for all other sports.

### Sports on offer:

- Archery
- Basketball
- Badminton
- Cycling
- Football (Outdoor)
- Hockey (11 Aside)
- Netball (Outdoor)
- Table Tennis
- Ten Pin Bowling
- Dodgeball

All disciplines will be played on Wednesday after school except senior competitive basketball.



## International Welcome Dinner

On Wednesday, March 10 the Principal and international staff held a 'Welcome Evening' at the Cafe for all the international students their host families and agents.

The 'Welcome Evening' was an informal way for everyone to meet one another to enjoy good conversation and great food. Each term the International department will organise a paid event for International students including such activities as trips to Hanmer and Akaroa.



## Refugee Programmes

Term 1 saw the start of a new suite of courses aimed at reaching out to refugee background learners across the city. The Social Empowerment courses (delivered in partnership with PEETO) are for men and women aged 18+. They are designed to compliment the ongoing work of the Multi Ethnic Study Centre which runs on a Tuesday and Wednesday evenings between 5.00pm-7.30pm.

The programmes have attracted over 80 enrolments and many of those participants have children that attend the Study Centre. This strengthens the model of 'family literacy' encouraged by the college to reach out to all members of families. This is further supported by the provision of basic childcare for 2-4 year olds, so parents and care givers can access classes. The youngest participant in the programme is 2 and the oldest is 68!

The classes are supported by eight bi-lingual cross cultural workers from four communities. Their role is essential to classroom delivery through translation of the tutors' instructions and discussions. Their role also extends beyond Hagley to ensure refugee background communities are aware of opportunities to participate and upskill.

Learners sit a basic test at the beginning of term to identify their current language level. The women's programme has three classes at beginners, elementary and pre Intermediate levels. The men's programme mixes learners of all abilities.

The programmes include, computing, home maintenance, sewing, cooking and living and working in NZ. Participants use the courses to develop new skills to support their families during the sometimes difficult process of settling into a new life in New Zealand. The funding of the programme draws together Partnership Health Canterbury, TEC Adult and Community Education and the Ministry of Social Development. The funding is for one year only.



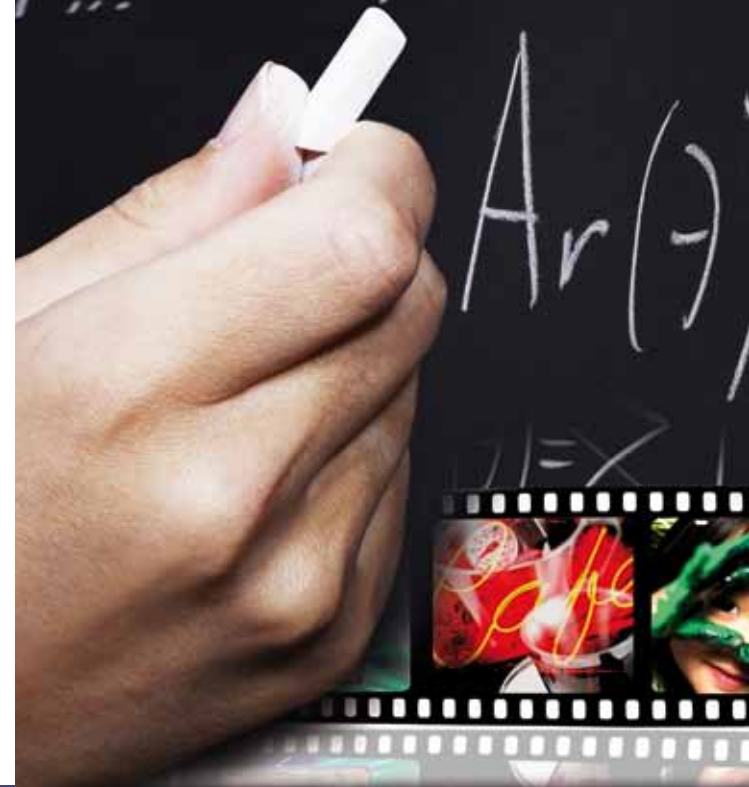
Front: Student Bhim Subba, Back: Bi-lingual Cross Cultural Worker Ganga Monger and our youngest participant get ready for a busy night of learning!

# News@Hagley

May 2010

## As easy as ABC?

Meeting the reading and writing challenges of secondary school



 Hagley Community College  
TE PUNA WAI O WAIPAPA

510 Hagley Avenue PO Box 3084 Christchurch 8140 New Zealand  
Telephone (64 3) 379 3090 Facsimile (64 3) 379 3134  
Email: info@hagley.school.nz Website: www.hagley.school.nz