

Principal's Message



Welcome to the October newsletter. I hope you are finding these newsletters informative and helpful. The third leadership strategy I would like to focus on for this newsletter is engaging the community. The college is looking to engage parents and the community in a more comprehensive way in developing successful learners. The Schooling Strategy: 'Making a Bigger Difference for all Students - Hangaia he huarahi hei whakarewa ake i ng taurira katoa' plays an important role in the college's development of this leadership strategy.

Research shows that almost all parents want to support their children in their learning as much as they can, and almost all can be assisted to support their children's development and learning.

Children learn best in safe, stable, loving environments where adults model positive relationships and take steps to ensure that children enjoy good health (including good nutrition and early response to health issues, particularly hearing loss). Children who suffer stressful, unpredictable, or violent environments are less likely to develop and achieve well.

Connections with wider family and community can be very supportive for parents and caregivers, as well as helping build children's sense of belonging and cultural identity. Such networks are especially helpful at times of family stress or when children are experiencing change.

Families play a variety of powerful roles in the learning and development of their children. As part of our work at the college we are developing strategies that support families to:

- learn about the types of everyday activities that best support children's learning
- access learning resources to support their children's learning
- develop their knowledge about how best to help their children develop skills, particularly in literacy and numeracy
- express high expectations of the college; seek information from teachers and the college about their children's learning, and how they can help; and share their knowledge of their children.

The Learning Communities Portfolio Director Heather Clark is fundamental to the achievement of this leadership strategy. We look forward to working in collaboration with parents to develop students as successful learners.

Brent Ingram
Principal

Best teaching practice - at the heart of the curriculum

There is never a lack of variety or shortage of opinions about what makes a good teacher. Young people and adults will often recall the qualities as well as the failings of their present and past teachers. Ask ten people what makes a good teacher and it's likely there will be ten quite different answers. While some responses might focus on the relationships teachers build with their students, others might describe a particular teaching technique or comment on classroom management; and so on. All these elements are aspects of teaching, but they are only parts of the complete picture of this demanding and complex profession. We have been carefully considering what are the key components of good teaching that will underpin our work at Hagley and form the basis of Hagley's best practice teaching model.

Being a creative teacher

Some might even suggest that teaching is an impossible job. On a daily basis, teachers are faced with how to work effectively at the same time in one classroom with 25 or more students, each with different strengths and learning needs. Teachers must draw on what they know about their students, about the curriculum and about good teaching practice. In addressing these demands, the art of effective teaching is to some extent intuitive. Expressed simply, good teachers are skilled at adapting and adjusting their teaching all the time. They continuously make spur of the moment decisions about the appropriate strategy for that moment in their classrooms throughout their teaching day. It is no surprise that teaching is such a stressful and demanding job.

All four key areas in Hagley's best practice model - knowing students, creating a supportive environment, using good teaching practices, understanding the curriculum – encourage teachers to be creative and responsive. We are placing significant emphasis on whole staff professional learning to develop understandings and skills in these four areas of effective practice. Creative teachers are aware of their students' learning needs as well as their potential and are creative in the way that they respond appropriately. These teachers have a well developed sensitivity that enables them to 'do the right thing' for the students in front of them. They are aware of the purposes for using selected strategies as they are teaching and are sensitive to the effectiveness of these strategies for their students.

Hagley's best practice teaching model

The development of a best practice teaching model is an important stage in our curriculum implementation process. The introduction of the New Zealand Curriculum has highlighted that best teaching practice is at the heart of effective curriculum implementation. While there is no formula that will guarantee learning for every student in every context, there is extensive evidence about the kinds of teaching approaches that consistently have a positive impact on student learning. The model we have developed brings together The New Zealand Curriculum with other key documents that describe teachers' professional work, including the Post Primary Teachers' Association's Professional Standards for Teachers, as well as New Zealand research into how teachers can effectively promote student learning.



Four core areas of the heart of effective practice

Hagley's best practice model acknowledges that every classroom will be different, taking into account the diversity of its students, the curriculum area and the teacher. However within any class at Hagley, an observer could expect to see how a teacher is addressing the four core areas that are at the heart of effective practice;

- The teacher knows their students;
- The teacher creates a supportive learning environment;
- The teacher uses good teaching practices;
- The teacher understands the New Zealand Curriculum.

At the risk of over-reaching the heart metaphor, these four areas could be seen as working together in the same way as the four chambers within the heart work to drive a healthy body.

Within each area, a range of possible indicators of good practice have been developed. To take the core area "the teacher demonstrates good teaching practices" as an example, the indicators are grouped under two key components: the teacher

uses teaching techniques competently; and the teacher engages in professional learning and reflective practice. Under the teaching techniques component, the indicators include:

The teacher:

- effectively monitors learning and is able to continually adapt and adjust their teaching.
- differentiates activities to enable student success.
- sets explicit learning intentions.
- structures and manages lessons effectively.
- uses clear instructional language.
- uses effective questioning /inquiry/discussion strategies.
- gives effective feedback to support and further learning.
- uses effective scaffolding / modelling.
- uses appropriate resources.

Under the professional learning component, the indicators include that the teacher applies professional learning gained from College wide or department professional learning programmes, as well as learning sourced from outside the school.

Flexibility is important

There is significant scope for teachers to customise our best practice model by adding or adapting indicators. Prior to a class observation, teachers are encouraged to talk with their observer about what the observer should look out for. The focus for an observation may be on a particular area. For example, if the focus is on the 'thinking' competency, the teacher might indicate to their observer that they are focusing on metacognition; in other words, how they are developing student awareness of the purpose of the learning strategies they're using, with the intention that students then independently apply these thinking skills for themselves.

Parents - do you have any accounting expertise?

If so then the Hagley Board of Trustees want you to be a representative on the board. For more information please call the College on 379 3090.



End of an Era; New Beginnings! Look out for Hagley's new 'After Three' Programme

In May 2009 the Government announced funding cuts to schools ending a long history of Government funded evening courses for adults in Secondary Schools throughout New Zealand.

Since this decision was announced schools, including Hagley, have been debating how to or whether to continue playing a key role in maintaining community access to schools and lifelong learning opportunities for adults.

While Hagley will be sadly marking the end of this era with a special occasion to honour the history and closure of the community education evening programme, the good news is that we are also looking forward to welcoming an exciting new initiative with the development of our new 'After Three' programme which will be launched in term one 2010.

Through the 'After Three' programme, Hagley will offer an innovative and diverse range of specialised learning opportunities for anyone eligible to enrol into secondary education, with a strong focus on opportunities that are appropriate for and relevant to adult students.

What is the 'After Three' Programme?

Hagley's 'After Three' programme will offer late afternoon, evening, and weekend courses. Courses will be aligned with Hagley's curriculum subject areas, and will offer assessment opportunities if the student wishes to gain an NZQA Record of Achievement.

There will be a wide range of courses offered from Performance Music to International Cookery. Most courses will run for the full year but offer a different module each term. If there are places available new students can be accepted at the beginning of each term throughout the year. This caters for those students who wish only to complete one term of a full year course, or those who wish to try a new subject each term.

How much will it cost?

Details regarding the fees for the 'After Three' Programme will be released closer to the launch date, but they are set to be impressively affordable.

Places on each course will be limited so make sure you register your details to ensure you receive an "After Three" Prospectus. You can do this by Phone 379 3090 or email: hy@hagley.school.nz

Staff Profile



Jennie Ring

Jennie Ring is a very good listener. She needs to be. Each year, Jennie interviews many of the new students enrolling at Hagley as well as current students re-enrolling. She also interviews all students for Hagley's rapidly expanding Catch Up College. Wearing her Careers Adviser's hat, Jennie then sees all Year 12 and 13 students during the year to make sure they are taking the right subjects and have the necessary information to make the next steps in their education or careers.

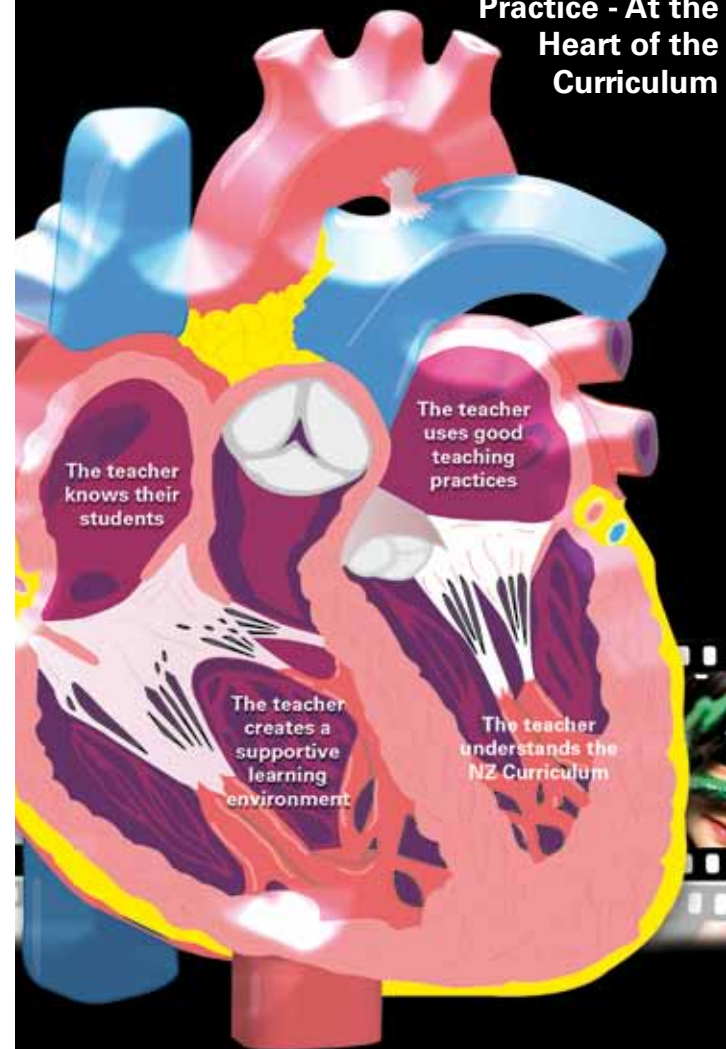
Jennie is Hagley's widely experienced Careers Adviser. She first moved into the careers area in the early 1980s in addition to teaching what was then known as Home Science, or Home Economics. She has set up careers programmes in two Auckland high schools as well as overseas in the Cook Islands and Fiji. Jennie has also trained as an ESOL teacher and taught in Singapore for seven years.

Jennie is part of the Hagley enrolment team which is an important first point of contact for many students when they arrive at Hagley. With nearly a 1,000 new enrolments into the College each year, the team has a major job on their hands.

Jennie is also the Programmes Coordinator for Hagley's Catch up College which has become an increasingly demanding role. For many years, Hagley has offered students the opportunity to complete the internal NCEA credits they require for University Entrance prior to the beginning of the university year. Since 2006, Catch Up College has grown by 50% each year with over 100 students enrolled in January and February. Approximately 40 students arrive at various times during the year to complete the credits they need, often for entry into the armed forces.

Hagley is the only school in the country to offer this sort of Catch Up programme. In early 2009, 25 students travelled from throughout New Zealand to complete the credits to gain entry to university. Through Catch Up College, Jennie has established close links particularly with University of Canterbury and also with Otago, Massey, Waikato and CPIT.

While many people may be slipping back into work at a leisurely pace in the new year, Jennie along with Kerry Keats and Jackie Ward are working frenetically from mid January with Catch Up College students. Each student's needs are different. After careful research to check the standards and credits required, Jennie then works with each Catch Up student and teachers across the College to set up individual programmes which often begin well before term 1 starts for everyone else. Jennie finds the Catch Up College work very positive and described most who enrol as dream students. They are extremely grateful for being able to complete the standards they need, often within a tight time frame. The students are highly motivated and appreciative of the efforts Hagley staff make on their behalf.



Refugee Programmes

Interview with Abdul Khadir Yusuf



This month, Hagley Community College will lose a valued team member from the Refugee Education Programmes. Abdul Khadir Yusuf has worked at Hagley as the Horn of Africa Liaison Officer since 2004. Abdul K will be moving to Nairobi, Kenya, for one year to complete research relating to his PhD International Relations. Humanitarian intervention failures in Somalia will be his key focus.

What have been the highs and lows of your time supporting refugee background students and communities at Hagley?

Working with students from different backgrounds is always going to be a challenge. Most of the students here do not have the education background in their country of origin and work hard to integrate in their classes. They achieve a lot in a short space of time. The most difficult subject for them is English as a language and as the foundation of all the other subjects.

Communities need to take hold of every opportunity to better educate themselves and their children. A school can only do so much and learning needs to be supported in the home. Access to resources such as computers, good quality texts and highly qualified teachers at the Multi-ethnic Homework Centre are vitally important in helping students make progress. Communities need to engage further with schools to ensure their children's learning is the best it can possibly be.

Having watched six of your own children progress through the education system here in NZ, what is the most important thing parents can do to support their kids?

The best thing that a parent can do is to be encouraging of all types of education. Education starts at home. Parents can prepare the ground with their children and give them the best chance to succeed. The only way for our communities to get ahead is via education. There are high expectations on kids from refugee backgrounds, as parents will always strive to give their children a better life.

What's the future for you after your research year in Kenya?

After I complete my PhD (to add to three degrees!), hopefully, I will go to Somalia and help to rebuild my war torn country. Somalia has suffered two decades of civil war and without an effective government, it lacks basic services for its people.

What is your advice for people working alongside refugee background communities?

Be prepared for the issues and problems faced by people, listen carefully and take advice. Co-operation always wins over confrontation. We are all going in the same direction focusing on the success of these students, so let us unite and work together and unify our efforts. I wish all the best to the team at Hagley.

9WL Film - Making media is a lifetime possibility!

Film is a subject where students construct. They learn to put several parts together in an assembly over several days of class time. They 'quality control' the projects they do. They discuss, schedule, film and then assess what they have recorded as they aim to improve the quality of their work and shoot again if need be. Any one film item might have image, sound, music and titles.

In the **Junior College** students are introduced to one or two opportunities. They are asked to try an idea with a director put in charge of cutting. What does the director want to put in the frame space? Who moves where? Where is a cut required to show another point of view? First ideas are often drama or TV skits or other ideas that require some movement where they all know the topic. Much of the filmmaking process is learnt from on the job experience and making mistakes.

In Term Three **9WL** worked hard at a range of ideas. Some of them became bold expansive titles like: **'Alice in Weedland'** and **'What's the Killing Spell'**. When groups discuss the highs and low points of a project they start to develop critical skills about composition, structure and framing. They might also develop resolve!



Cheshire cat Shannah Halewood and Alice Lincoln Hulbert get ready.

Did you Sign On?

Well done to Alice Adams and Nadia Pullan for organising a recent 'Sign On' at Hagley that saw over a hundred students pledge their support to a 40% emission reduction target by 2020. 'Sign On' is an official campaign being run by Greenpeace that aims to get New Zealanders to commit to a 40% emission reduction and a commitment from **Prime Minister John Key** to attend and sign on at the UN climate summit in Copenhagen. Climate Change became the focus recently with a visit by **Melissa Clark-Reynolds**. Melissa was one of only two New Zealanders chosen to train as Climate Change Ambassadors with former US presidential candidate Al Gore. Melissa gave a series of talks to the public, staff and students about the effect of climate change. A special thanks to **Mathematics HOD Anne Griffiths** for organising these informative sessions.



If you attended the Senior College Prizegiving last year **James Bonifacio** would be a name you would be familiar with. **James** was presented with the **Year 12 Academic Excellence Award** having topped all of his Year 12 subjects. In addition to his recent Science success **James** has also completed a series of exams from the **University of Canterbury Department of Mathematics and Statistics**. So far he has had the **results from three tests**

where he achieved **top marks**, currently sharing first place with a student from Christchurch Boys' High School. With a fourth test believed to have taken place already and another success in an Australian Mathematics Competition it seems there's no stopping James in his academic endeavours. **Congratulations James on yet another fantastic achievement!**

Strong Performances by Year 12 & 13 Drama Students

Two major productions were performed last term with the Year 12 production 'Shudder', a play by Pip Hall and the Year 13 play 'Secret Bridesmaid Business', an Australian play by Elizabeth Coleman.

'Shudder' is set in the inner-city streets of Wellington. The audience is given an insight into a range of eccentric townsfolk's lives. Through the use of chorus the play follows the colourful characters, learning of their innermost thoughts and desires. The cast focused on making sense of the poetic writing and the difficult style of the text. Seamlessly weaving the legend of Ruaumoko, Papatuanuku's unborn child, into the contemporary setting was also a huge challenge. The cast however pulled together incredibly to create a thought provoking and intense performance. A special note of dramatic excellence for **Dylan Neale**, and for our ever ready student-director, **Câdi Passe**.

The **'Secret Bridesmaid Business'** is centered around a bride getting ready for her big day then finds out her fiancé has had an affair with one of her friends! Should she still get married or not?

Students involved in the play had to cover all production aspects: acting, costuming, music and set. Their was a student director, **Sam Douglas**, who was responsible for creative decisions and rehearsals. Sam did a great job as did all the actors.

Congratulations to all these Students!

Actors Jamie Choat & Jamiee Hamblow as Lucy and Meg in 'Secret Bridesmaid Business'.



Winter Tournament

Every year at the end of August there is a tournament week that takes place between New Zealand secondary schools throughout the country. This year, the Hagley girls football and mixed hockey teams entered the local Christchurch satellite tournaments.

The girls football team spent the week at Avonhead Park with 20 teams from the South Island. The girls played admirably placing 13th overall.



One player in particular stood out. **Benazir Kumar** scored 12 goals during the tournament and received **MVP** for **Hagley** as **nominated by other Schools. She also managed to save every goal during a penalty shoot out!**

The team: Sam Sneesby, Julia O'Brien, Rebecca Cain, Renee Cain, Benazir Kumar, Emily Clarke, Rebeckah Hammond, Lily Twiss, Sarah Van Der Krogt, Deanna Dempsey, Sami Baker, Kayla

Carden, Lily Hermansphan, Amanda Brookland, Lekaye Hagos, Brennan Hunt.

Year 12 student Jess Brass also took part in the football tournament but in another way. **Jess** is training with **Mainland Football** to become a qualified **football referee. Jess** is the **youngest women referee in Christchurch if not New Zealand** and has the opportunity to travel the world and earn good money doing FIFA tournaments. **We wish her the best!**

The **mixed hockey team** played at Nunweek Park. They were the first team to have entered in Winter Tournament. With no mixed section, the team entered in the Senior Boys grade and played well, winning their final game. **Mick Allen received an award for fair play, Sylvia Main was selected for the girls tournament team and Francis Main received the overall Memorial Trophy for player of the tournament.**

The team: Francis Main, Sylvia Main, Chris Ellis, Aaron Naylor, Mick Allen, Lance Buckett, Zuri George, Finn Cresswell, Lucy van Arendonk, Kurtis Hewitt, Tony Delemare, Keiren Growcott.

Student Success!

Congratulations to James Bonifacio, Cameron McDougall, Andrew Ridden-Harper and Francis Main. These students were recently part of a group of six that successfully sat the **University of Canterbury Scholars in Science Round 1 Test.** The competition is held by the **College of Science at Canterbury University** on a yearly basis and offers lucrative prizes. These boys will now go on to Round 2 in the hope of winning the top prize of a Three Year Fees Scholarship to study at Canterbury University.

We wish you all the very best for the next stage of the competition and acknowledge the work you have put into your studies to achieve these results. Well Done!

NCEA Update

An update of results and external entries have now been sent out. If you haven't received yours then please contact NCEA Administrator Kerry Keats in the Enrolment Centre.

Please remember to provide the college with your up-to-date address for your admission slips and results.

Next at THE OPEN STAGE

The Laramie Project - 10 Years Later Tectonic Theater Project

Ten years later the Tectonic Theater Project have gone back to Laramie and an epilogue has been written from their findings. What has changed since October 12, 1998 when **Matthew Shepard** died having sustained injuries in an apparent hate crime that shocked America.



FREE ADMISSION - One Night Only
Date and Time: 13 October at 7.30pm

Valparaiso - Don DeLillo

Michael Majeski boards a plane bound for Valparaiso, Indiana but ends up in Valparaiso, Chile instead.

What was to be an ordinary business trip has turned into a major misadventure and Michael becomes a figure of some celebrity as he relives his experience in a series of intense and sometimes surreal interviews. It becomes gradually clear that there are problems with the story Michael tells, a certain touchy matter involving his wife and a dark spectacle in the making as he enters the interrogation chamber of the daytime talk show.

Date and Time: 30 October - 6 November at 7.30pm

For more information call 379 3090 or email:www.hagleytheatreco.co.nz

Coming Up in 2009

Wednesday	4 November	Yr 11 Graduating Ball
Wednesday	11 November	Senior College Prizegiving
Monday	17 November	NCEA Exams start

Did you know?

You can now pay your school fees over the internet.

Contact the Enrolment Centre on 0508HAGLEY for more details.

Re-enrolment for Years 10-13 and returning adults will take place in Term Four. For a prospectus please visit the Enrolment Centre.