PRINCIPAL'S STUDY LEAVE REPORT

I have divided the Report into the following components: school visits, conferences, reading and personal refreshment.

SCHOOL VISITS

St George's Montreal

I had arranged to visit St George's because the School had been working with the University of Virginia to implement a school wide pedagogical framework of differentiation. I spent two days in the School meeting with the director of the program, teachers, observing classes in both the Junior and Senior Schools and meeting with the Head.

I spent a considerable time with Nathalie Bosse who has the responsibility for leading the School towards a differentiated curriculum. I spoke with her about:

- the challenges and successes that she and the staff had experienced
- the work she had done prior to the introduction of the program
- the ongoing professional development in place to support staff implementing and assessing the effectiveness of the program.

Nathalie is determined and intentional. The School has the advantage of working directly through the University of Virginia and having a consultant from there working closely with them. Many of the teachers have been enrolled in Summer Schools at the University to learn about differentiation. Those I spoke to had found this a worthwhile experience and well worth giving up part of their summer break to attend.

Nathalie had also arranged for me to observe classes and to meet with staff members who are involved the program. Those I spoke to were leading the way and still finding it challenging. They are committed to the program because they know that is where the School is going and believe that it will deliver great results for the students. In the Junior School I had a delightful time. Differentiation had really taken root here and Hannah, who is responsible for the program in the Junior School, is an enthusiastic and talented educator

In my meeting with the Head, James Officer, I discussed: differentiation, co-education and explored the possibility of establishing a student exchange program.

Differentiation: he is totally committed to the program. He believes that it will deliver the best results for the development of the students. He has been fully supportive of Nathalie in implementing the changes. He believes her determination has been critical to the implementation thus far.

Co-education: James was one of a number of Heads of co-educational schools who commissioned an independent study through the University of McGill to research and test the claims made by the single sex schools (especially girls schools who claim better outcomes for their students). Overall the research demonstrated that in many

areas there were no disadvantages for girls in co-educational schools and that there were many positive outcomes for students from co-educational school.

Partnership: I explored whether we might build a sister school arrangement with St George's which might allow for student exchanges to occur. St George's is an English speaking school which is rare in Quebec, is not faith based, is smaller than St Luke's and the students don't wear uniforms. It would provide both our students and the students from St George's with a different experience. This is ongoing.

Oxford High School

This was a disappointing visit. I met with the Director of IT who had only been in place since the September before. The use of IT in the School was not well developed. The School is part of the Anglican Day Schools Trust so in many ways paralleled St Luke's in terms of there being multiple schools in the system. They have considerable less autonomy for the development of IT. The School gets outstanding results so there seemed little commitment to change. Computers were taught formally.

Uppingham

An excellent school visit. Here I met with the Head, Richard Harman, the Director of IT, an Australian, Christopher O'Mahoney, and other members of staff at lunch in one of the Boarding Houses. I explored with the Head whether it would be possible to develop an exchange program for students. This is not really possible with Uppingham as the timing of examinations in southern and northern hemispheres, as well as the timing of the school years would be awkward. It was further complicated by the difficulties of partnering a boarding school with a day school. However, it was good to explore these matters to clarify my thinking. He was also keen for me to meet with the senior women on his team as he felt it would be encouraging for them to meet a woman Head of a co-educational school however, this was too difficult to organise at short notice.

Christopher O' Mahoney gave me a great deal of time to talk about technology. Uppingham is well advanced in its use of technology. Matters for consideration and action:

- E mail addresses for all students
- Use of email for communication
- Email etiquette
- One on one laptops has been considered but a decision not to go that path taken
- Well developed strategic plan

One of the lasting impressions is of the rich history of these schools which are hundreds of years old. Lunch in the Boarding House under scored this as all students and teachers belong to a House which is the hub of the school experience.

St Edwards

This was a very good visit where I spent time with the Head, Andrew Thorton, and the Head of IT, Julian Baker. I spoke with the Head about co-educational challenges in the UK, his views on technology and its role in the curriculum, and possible exchange links. The Head has opened up email for all students and has in place a protocol around use with filters in place to ensure it is done properly. We discussed the notion of no filtering and open access at school. While acknowledging that students can get around any filters he has them in place to highlight that there are acceptable protocols which cover school use.

I was shown around the School by Carlos Posana and Rachel Morgan who were both in the Lower Sixth. They like the School and were very positive about their experiences.
In the meeting with Julian Baker, Head of IT, we spoke about the future of technology. Again they had not gone to a one on one laptop program but had a lot of computers accessible for students. He has given me a number of documents around the protocols of students emailing students and students emailing staff. The whole school uses email extensively.

The King's School Canterbury

This was an extended visit of three days. I was in the School during King's Week which is a Drama, Music and Art Festival which runs for the final week of school while students are continuing to attend classes.

I attended three concerts, one play, went on the Literary Tour (which showed the archives containing such items as DH Lawrence's handwritten manuscript of one of his novels, a letter from Lloyd George to Clemenceau about Foch's leadership of the Allied Forces in 1918), Matins in Canterbury Cathedral, a lunch hosted by the Head to welcome me as well as Martin as the Chair of the King's School Parramatta, and the Old King's Students' Lunch. I also observed a lesson using technology and spoke to staff about their experiences.

The visit to the Stowe School was cancelled as they had a confirmed case of Swine Flu.

CONFERENCES

5th World Environmental Education Congress (May 10-14)

The Congress was attended by over 2000 participants from around the world. Most of the participants were from the tertiary sector teaching Environmental Education courses. What was a surprise was to hear that there is an Australian Association of Environmental Educators who are organising the next Congress in Brisbane in 2011.

How did this Congress challenge my thinking?

- The issues here are complex but there are issues about justice and equity:
    1. If water is made into a commodity rather than a right for all people this will have implications for conflict in the future
    2. Environmental Education will be fundamental to existence: this will lead to the common good / water is part of the common good not a private sector activity
    3. The internet will be the place that will create the links internationally and lead to the development of solid policy: developed through consultation

- Practical Implications: this needs to sit within a Christian World which sees a policy developed which encompasses the SASC Draft Policy. The ethical and social justice issues need to be reflected in policy and practice.

- Things we should consider:
    1. The Schools' culture of consumption
    2. Acting today to shape tomorrow
    3. Preach by example, adopt good policy, have people to put it into place: how is this question impacting on the psychological health of the young people in the School?

4. Nature's classroom: being close to nature :the role of outdoor education Marine Science Class and links to the environment
5. Establishing a Green Team made up of teachers, students who with the Principal look at what might be done
6. Global Communities for Sustainability (Leadership for Young People)
7. Become a community that has sustainable consumption in the use of goods an services
8. Establishing measurable targets
9. Waste management: system thinking ie local Council's role
10. PD at the core of change
11. Develop a long range plan for the School which involves the whole school

- Practical things we could do now and in the future
  1. Green team to be the people who check all is turned off at the end of the day/ possible shape two students from each grade K-6
  2. becoming a school which by examples recycles
  3. composting Program
  4. Rain Collecting for watering/ toilets
  5. Paper recycling
  6. eliminating bottled water-harness the students for this
  7. Could we care for Stony Range?
  8. Network with other schools
  9. Linking with the community and the school
  10. Grow vegetables which could be used in the Canteen

- Important Links: www.schoolsofchange.ca.org prithinambiar@bigpond.com www.konsumkultur.de infor@ciceana.org.mx www.environmental-education.org www.weec2011.org

  At the Conference I met an Australian woman who is linking schools in Australia with India and doing global projects. This is being funded by the Department of Education and Training. I am hoping that St Luke's might be one of the first Independent Schools to be involved in this project.

Aspen Leadership Seminar (May 16-21)

This was an experience which will continue to be a learning one for me. The participants in the group came from a number of different backgrounds and brought a wide range of perspectives. This Seminar did not give a list of how to be a successful leader but the readings and discussion challenged the assumptions and framework that make up a person's worldview. This worldview as a leader impacts on actions, assumptions about change and how people are viewed. The Seminar dealt with big questions about the nature of man, freedom, society and notions of the common good and what makes a just society.

Grubb Institute Consultation (June 29)

I had the opportunity when I returned to London at the end of June to have a consultation with Colin Quine of the Grubb Institute. I had done a Grubb Conference in 2002 on Learning Organisations and I have been working with the learning from that Conference for some time. This was a most challenging and helpful session and I need a little more time to process the information and to test it.

International Principals' Conference Singapore

This was a very diverse conference:

- The Prime Minister of Singapore spoke about "teach less and learn more" and the new competencies that students will need ie adaptability and critical thinking with success being measured through a whole range of activities (dancing/ academic etc). He spoke about different tracks for teachers and the introduction of performance pay with a culture of appraisal being accepted by the profession. Singapore chose not to reduce class sizes and to concentrate on quality teachers and paying them more.

Quotations for the future:

- "The philosophy of the classroom in one generation becomes the philosophy of the next generation" Abraham Lincoln
- "Maintain your position with doubt" Bertram Russell
- "Slow down to go faster: teach with the end in mind" (independent learners/ engaged/ achieving)
- "Build on the best of the past for the desired future / amusing ourselves to death" Andy Hargraves
- "I haven't failed I've found 10,000 ways that didn't work" Edison
- "To accomplish great things we must not only act, but also dream, not only plan but also believe" Anatole France

Dexter Hutt: How do Leaders Lead?

- Meet the safety needs: teachers need to feel secure and to belong to the team and to a team making a difference
- Have a sense of personal worth
- Share the vision
- Test actions
- Develop pride in the School for teachers
- Holding staff to account without blame
- Give praise where it is due
- Have concern for staff
- Have high expectations of staff
- Grasp the human nettle: have the difficult conversations which are not comfortable but necessary for the health of the organisation and the students.
- Be optimistic "we can do this"
- Have a mind set for a rapidly changing world
- Remember the sigmoid curve and start a new strategy before the old one runs out of steam. What we have done is good but how can we make it better?
- 21st Century organisations need to be able to respond rapidly to change/ need shorter strategies.

Default setting: all organisations have these - they don't require energy but it must match the declared aim of the organisation

Andy Hargraves: The Fourth Way

The Delores Report identified: to know, to do, to live together and to be as the new learning for 21st Century. The other view of education is about equity/ human rights/ democracy and virtue.

The fourth way is about:
- prosperity but also inclusiveness
- looking beyond yourself
- schools connecting with each other
- communities connecting with each other

The six pillars of purpose:
1. an inspiring and inclusive vision
2. engagement of the public
3. greater professional accountability matched with increased parental responsibility
4. businesses linked to schools
5. students as partners in the change process
6. mindful learning and teaching

Three principles of Professionalism:
1. high quality teachers
2. unions and governments working together
3. developing targets for improvement

Michael Furdyck
His presentation is about giving young people engagement and a voice. His webpage www.*takingitglobal.com* and www.*thatsnotcool.com* are geared for young people. His presentation linked to the environmental emphasis of the Montreal Congress. The challenge of giving hope to the current generation of whom only 14% had hope when surveyed.

40 days to a smaller footprint by October

David Perkins
What's worth learning for a good life in a complex changing world? What we choose to teach the most important factor in answering this question. Need to look for the wriggle room where the curriculum is prescribed. So we are moving students to; "What I used to think: Now I think

Think of the relevance gap: enlightenment/ empowerment/ responsibility. What is taught a lot but matters not/ compared to What is not taught but matters a lot

Grace Padaca Governor of the Province of Isabela in the Philippines
This was a most inspirational story as she spoke about how her disability through polio as a child shaped who she is today. She spoke about:
- the role of education in her life: education made the difference as she had felt useless and was bullied at school
- had polio/ first woman governor in 150 years took on the family which had passed the position from generation to generation.
- She grabbed the positive thoughts and she read when she felt negative
- claim the right to the child's mind because having knowledge is empowering
- where does strength and courage come from? By having your actions and words align

READING

I spent the time in Oxford between school visits and reading. I have enjoyed the opportunity to read around differentiation as well as around dilemma theory which is essentially that there are issues which arise for school leaders which are difficult to resolve but in not resolving them the organisation is not able to move forward. This has been a helpful in considering how to shape the future at St Luke's.

I have also done some Christian Reading which has been personally refreshing.
I have started to write a reflection on my Church experiences on this trip. I attended:

- The English speaking service conducted by the Presbyterian Church in Montreal.
- An ecumenical Service in Ambleside conducted by the lay Baptist Minister for approximately 12 people
- A Communion Service in Monyash in Derbyshire with approximately 50 people
- St Andrews, North Oxford: a slightly charismatic Anglican Church where Michael Green preached the night we were there
- Margaret Marsh in Dorset with about 20 people
- Enmore Green in Dorset with about 20 people
- An English Speaking Service in Venice which has just the minister and the two of us
- Matins with the King's School Canterbury
- St Andrew's Cathedral in Singapore which had 600+ in church with great singing.

Highlights of the trip have been the networking with people from around the world in leadership position. This was particularly true of the Montreal Congress and the Aspen Seminar. Judith Poole who is the Head of Abbotsleigh was with me in Montreal and at the Aspen Seminar and we have committed to working together on the material from the Environmental Congress and as well as to continue to work through the Aspen material.

The School visits brought me into contact with fellow Heads and we were able to discuss concerns around the education, leading schools and bringing about change. The two IT Directors I spent time with provided an insight into their thinking about future directions and the link to St Luke's will be ongoing. Meeting with teachers and hearing their experiences about introducing change was helpful. I am particularly pleased to have met Nathalie Bosse at St George's and Jean Watson at the King's School Canterbury both of whom are passionate and outstanding educators.

There have been so many rich experiences and I feel that I will be drawing on them moving into the future. I am grateful for the Council's support for the leave and for actively urging me to take it. I am also grateful to the work done by my Executive Team over the Term. They have faced some challenges and kept me across matters. In particular I am grateful to Peter Downey who led the team in my absence.

Jann Robinson
Principal