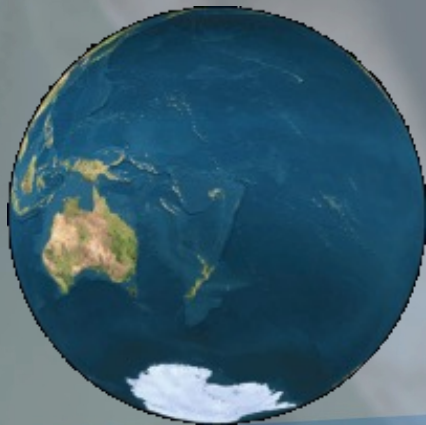


Change and School Culture

The relationships between change, relational trust and shared purpose.



Our Plan Today

- Some information about our school
- Why we needed to change
- What we changed
- Challenges
- Our response
- Things that worked
- Evidence

The Northern Health School Education Support for Learners with Chronic Illness



Health Schools NZ

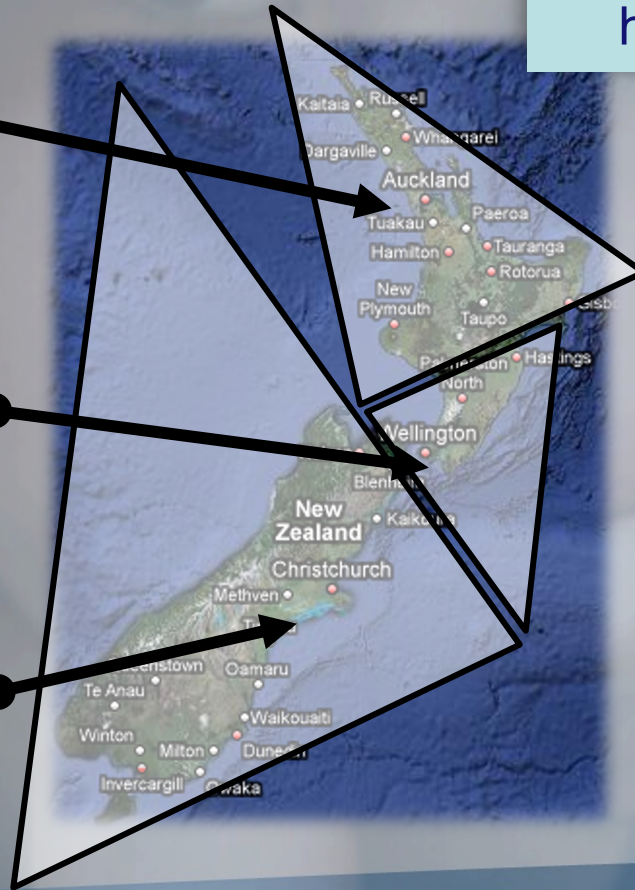
Our School

- 60% of half a million students in the population
- Roll up to 1500
- 2600 students a year.
- 70%-80% have a mental health diagnosis

and the Northern Health School based in Auckland.

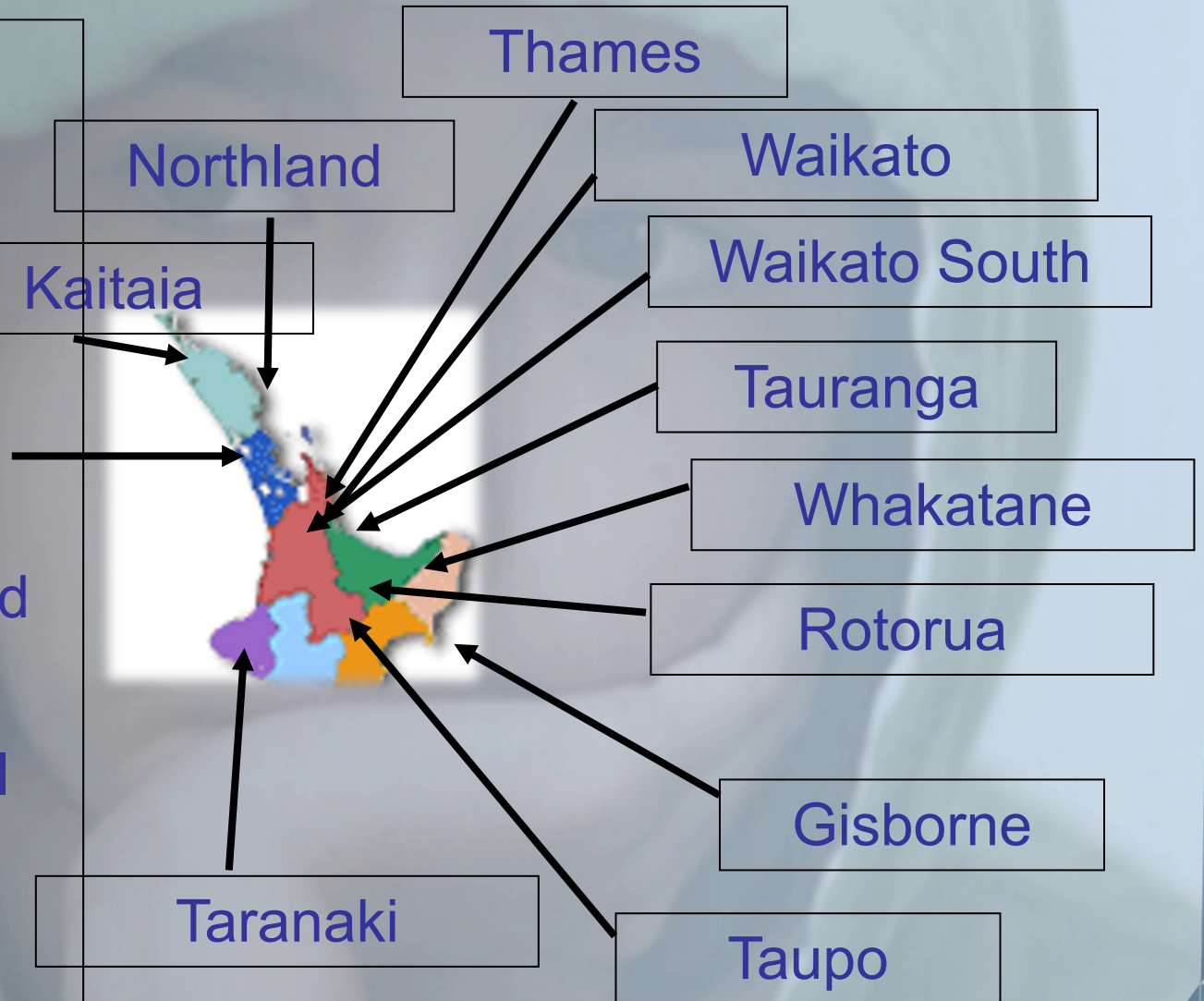
the Central Health School based in Wellington

There is the Southern Health School based in Christchurch,



School Team Locations

- Ahutoetoe
- Auckland North
- Wilson Centre
- Starship
- CFU
- Ronald McDonald House
- Auckland Central
- Auckland South
- Auckland West



Why we needed to change



Curriculum

- NZ curriculum, not driving student progress, OECD scores slipping
- Too much focus on achievement and coverage.
- Too much gap filling and remediation

Leadership

- Constant roll growth led to more teams and more leaders.
- Decision making became more challenging with 30 people
- Leaders without a school-wide view at the table.

What we changed



Curriculum

- Moved from focus on achievement to focus on progress and acceleration
- Implemented Learning Progressions Framework
- Planned to build collective teacher efficacy

Leadership

- Appointed curriculum leader to drive change
- Reviewed the current structure and possible alternatives

Challenges



Bryk and Schneider

- Multiple locations leaders affiliated to their own team, weaker ties to the school
- Large size of the school (300+ students)
- Dynamic school community
 - Students change frequently
 - Dynamic staffing changes in response to roll growth
- Other issues
- Limited learning data led to uninformed decisions
- Failure to recognise the importance of status / identity to some leaders
- Leaders' perceived uncertainty led to a fear of risk
- Effect of discussions on relational trust
- Deficit thinking

Our Response

- Outside expertise brought in to drive change
- Engaged leaders in building an enquiry mindset
- All leaders involved in this process
- Built feedback loops to hear all voices
- More face to face meetings and a focus on purpose
- Relationship building and whanaungatanga
- Agreed norms and protocols for working together
- Established a strategic leadership group to build capacity
 - use evidence
 - and think strategically
 - Drive change



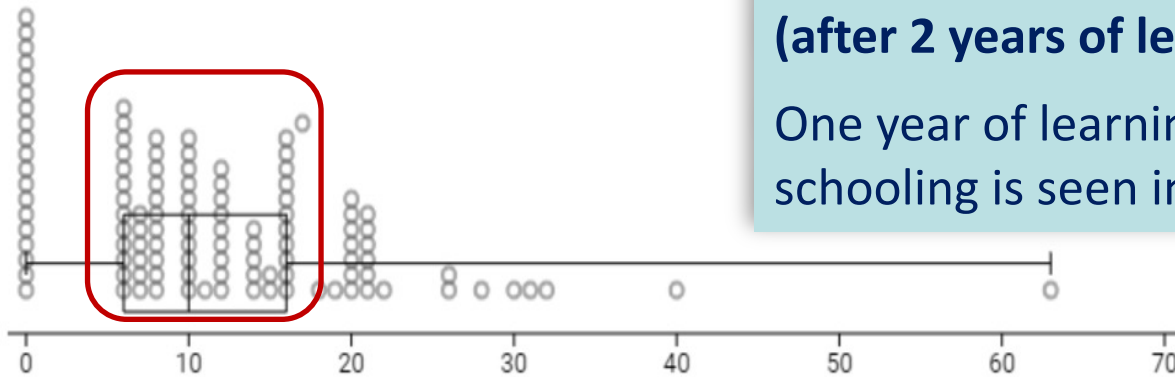
The things that worked

- Being led by an outside team
- Being open and vulnerable about what didn't work
- Reflecting on our own practice and asking others to do the same
- Defining our shared purpose
- Using a collaborative and research based approach
- Addressing relational trust head on
- Pushing to frame change in terms of student learning
- Focusing strategic discussions on evidence and student outcomes
- Shifting from deficits to strengths

Evidence

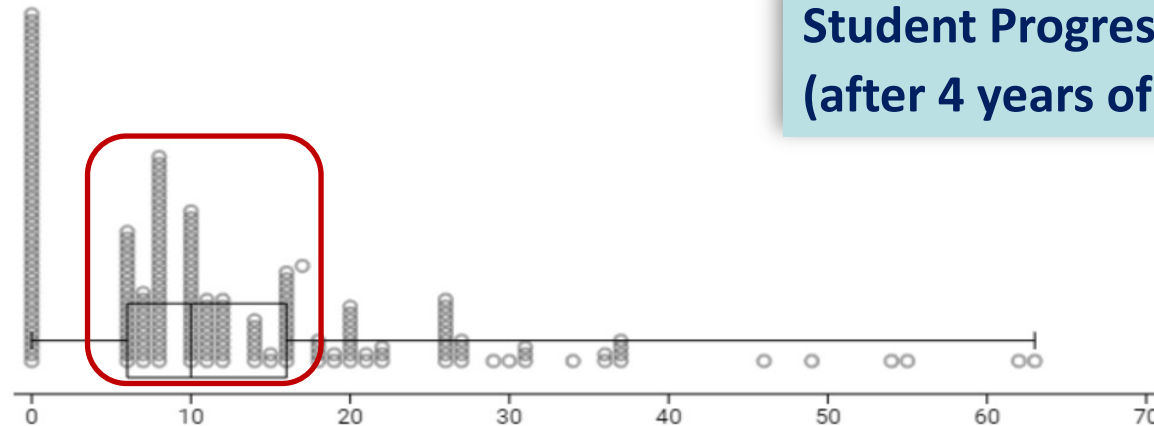
Student Progress Mathematics 2020 (after 2 years of learning):

One year of learning for one year of schooling is seen inside the red box



Progress

Student Progress Mathematics 2022 (after 4 years of learning):



Where are we at now?

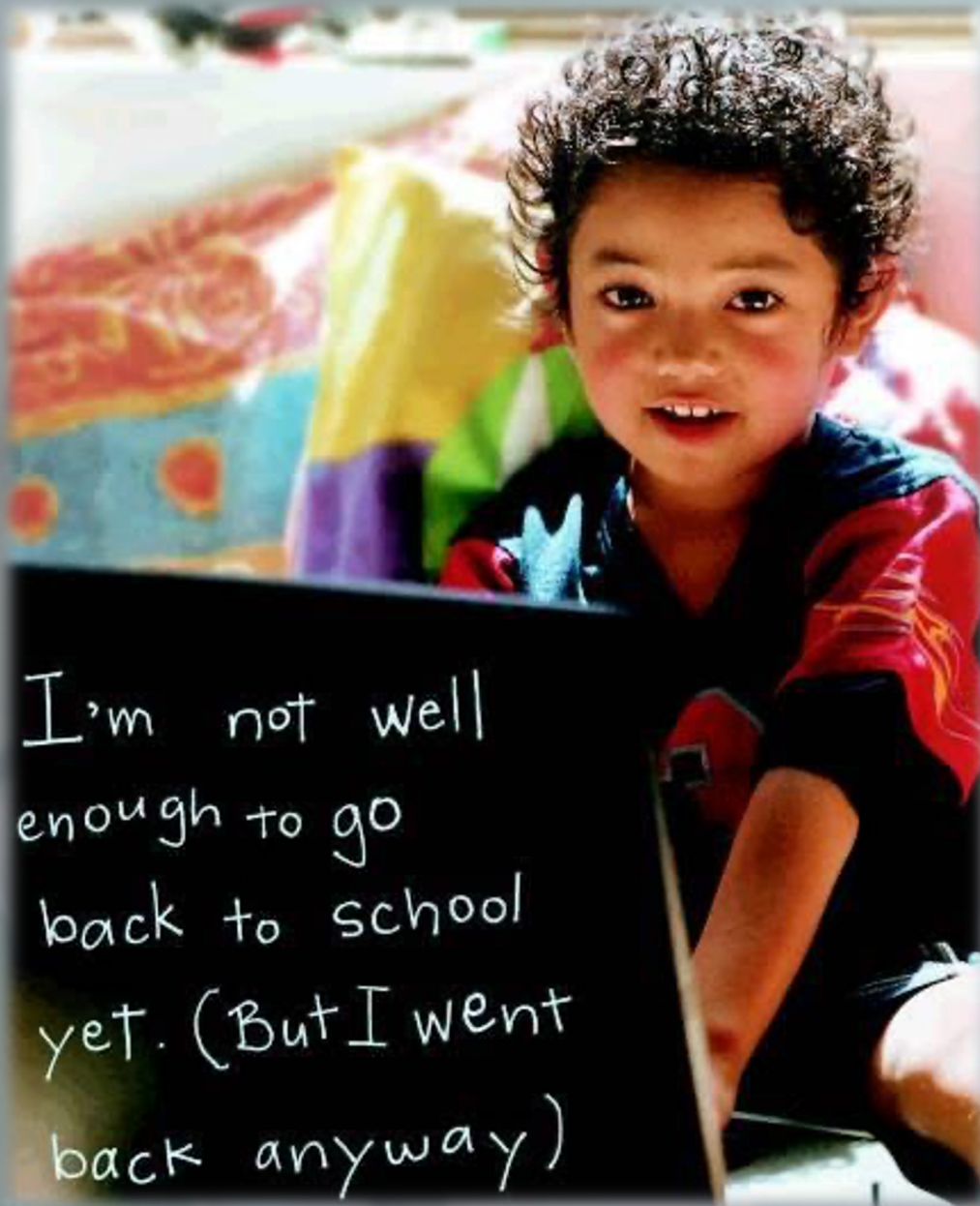


- Improving the quality of our data
- Improving our capacity for all leaders to use the data
- Using what we learn about progress to inform strategic direction
- To broaden our view of valued learner outcomes

Whakatauki:

Whāia te mātauranga hei orange mō koutou

Seek after learning for the sake of your well-being.



I'm not well
enough to go
back to school
yet. (But I went
back anyway)

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