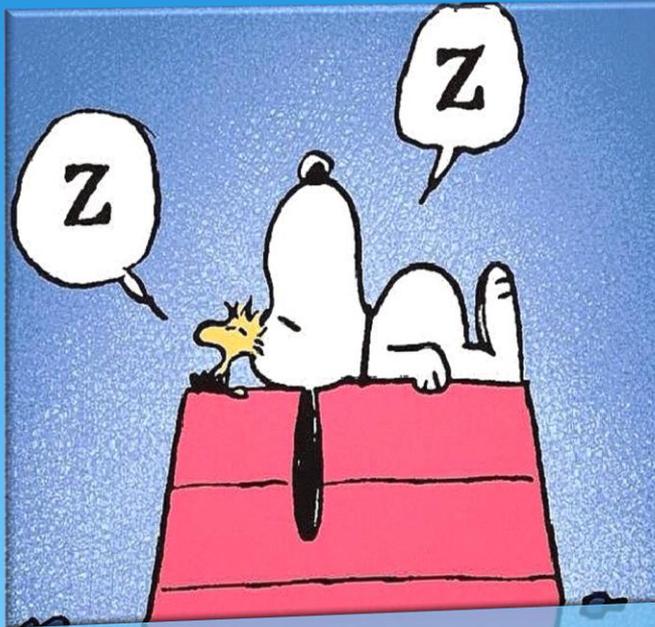


Becoming Change Agents



**From Increasing
Capacity to
Capitalising on
Capacity**

“Learn from yesterday, live for today, look to tomorrow, rest this afternoon.” C. M. Schulz

Transformation – A Story



In the beginning

Three wildly diverse clusters!

Multiple and varying beliefs about what RTLB actually are and what they are supposed to be doing?

A large scattered group of mainly bewildered teachers

50+ disbelieving school communities

"The past is a foreign country; they do things differently there. "

L.P. Hartley The Go-Between



The first stage on arrival at a new place is the process of looking back and reflecting on the journey



12 Years of RTLB practice

Worthwhile and valuable repository of experience

Didn't want to let that go

Provided a place to begin

The cluster is located within Tāmaki Makaurau on the foothills of the eastern rim of the ancient Waitakere volcano



Te Kawerau a Maki and Ngati Whatua both claim mana whenua status in the Waitakere Ranges.

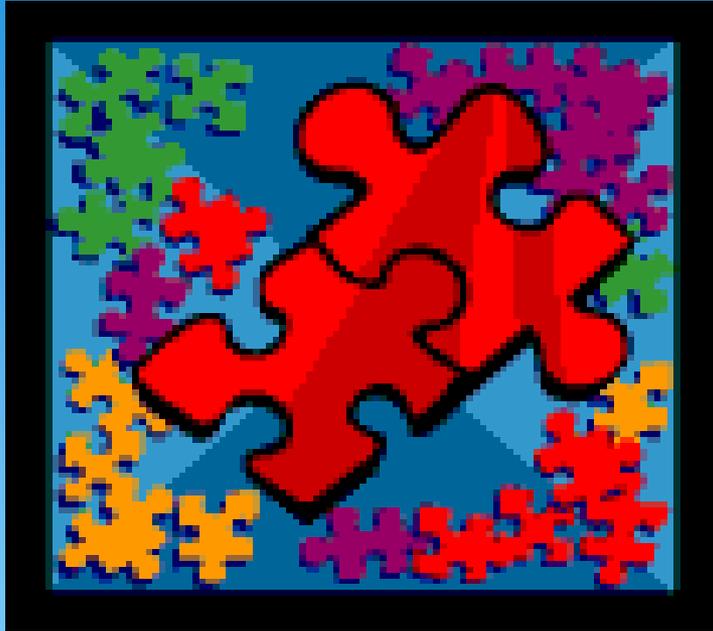
Waitakere Today



The cluster is set in a rich diverse multi cultural community.

The area has some of the richest communities and some of the poorest in Aotearoa

Although this is one of the busiest areas for the Police, CYFs and the ministries of Social Development, Corrections and Justice it is also incredibly dynamic and exciting.



Our task to provide:

**Effective teaching and practice that
responds to the context**

- **Develop knowledge of effective teaching**
- **Growing a commitment to inclusive education**
- **Sharing a vision of achievement for all**
- **Working collaboratively alongside others to provide practical support and advice**
- **Guided by the principles of RTLB practice**
- **Following the sequence of RTLB practice**
- **Keeping students' needs and achievement at the centre of service provision**

Current Situation After Survey & Needs Analysis

Later in the year confirmed by Appraisal

- * **3 Diverse Clusters, Captured RTLB in schools and classrooms**
- * **Some schools with no service for years including TKKM**
- * **Wide spread school dissatisfaction with the service**
- * **Resistance to Change v Willingness to embrace change**
- * **RTLB operating a variety of models**
- * **RTLB some with little knowledge of NZC or changes to pedagogical thinking over last 20 years**
- * **Poor service to secondary schools**

RTL B POINT of DIFFERENCE

EVIDENCE BASED PRACTICE

TIKA

* RESEARCH

Literature that is culturally grounded, relevant, authentic and realistic

AROHA

WHANAU

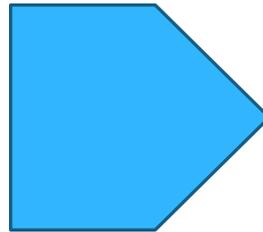
* Interactions and consultations with the whānau that are interactive, respectful and compassionate

PONO

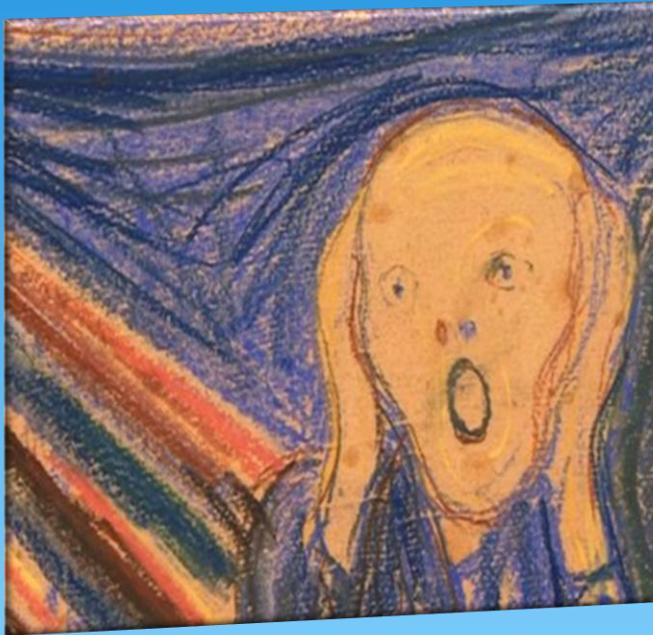
PRACTITIONER KNOWLEDGE & SKILL

* Actions that are reasoned, just and fair

- * RTL B are Teachers
- * Task is to lift the achievement of ALL Students
- * MĀORI
- * PASIFIKA
- * STUDENTS WITH IDENTIFIED NEEDS



My response – very briefly!



Fall back on what I know –

My own learning journey, people who have walked out of the pages into my thinking, actions and life

Covey, Fullan, Hargreaves, Handy, Hirschman, Robinson, etc., etc. My own varied experiences not only in teaching.

My Cluster Principal and BoT

My RTLB colleagues, my many cluster contacts over 15 years and my family

My colleagues in local ministry and agencies

A skilled surgeon who fixed me fast

Building Community

- * **Leading and challenging the status quo includes the willingness and ability to question common practices, take risks, explore innovations and not let rules slow down action.**

Our Response

- Management Team = LSP, Cluster manager, Practice Leaders and RTLB worked to realise
- * RTLB Practice Groups Meet weekly case sharing, problem solving, links to research etc.
- * Systems established to support RTLB practice
- * Liaison Roles established
- * PLs advanced leadership training with peers in WAPA leadership programme
- * High quality PD with Vision Education to build skill and knowledge with NZC and Assessment
- * High commitment to IYT, HLN, ART, Gateway, Check and Connect
- * Valuing the support of our CAG improving relationships with our MoE local colleagues
- * Appraisal that charges RTLB with becoming responsible, responsive reflective practitioners, based on Tataiako, NZTC criteria
- * Twice a term all RTLB meet for PD and celebrations
- * Supporting university study



Establish foundations and directions

Complete Needs Analysis – pay attention to voice

Draw map for the journey

Who will be the crew on the journey?

Measure the distances between the foundations and direction, analysis of need and RTLB capacity

The difference indicates the goals and sets the course for our future



Developing a solutions based problem solving approach using a collaborative inclusive model

Local Learning Opportunities

Inclusion: the 'in' thing at Ranui (Ed Gazette Jan 2013)

Kairaranga Emma Dobson, Janet Gifford Bryan 2014

In the Here and Now

- * **What we are now doing:**
- * **Building on capacity – ongoing**
- * **Strengthening Relationships - ongoing**
- * **Supporting and Consolidating Practice - ongoing**
- * **At the same we are now beginning to capitalise on strengths**
- * **More RTLB setting new goals, seeking new horizons**
- * **We are developing emergent leadership – all are becoming leaders**



For the Future

We have had a rocky journey at times and will have in the future.

There are many things that remain to be done better and many things we need to address

We have much to celebrate

Leadership Seven Competencies For all Team Members

- 1 **Challenges the Status Quo**
- 2 **Builds Trust through clear communications and expectations**
- 3 **Creates (shares) a commonly owned plan for success**
- 4 **Focuses on team over self**
- 5 **Has a sense of urgency for sustainable results**
- 6 **Commits to continuous improvement for self**
- 7 **Builds external networks and partnerships**

Lyle Kirtman (2013) in Fullan (2014)