

Woolf Fisher Fellowship Award 2019

Billie-Jean Potaka Ayton

Educational Tour Report

Monday 24 June 2019 - Sunday 7 August 2019



Key Learning Areas

I selected/requested visits to educational organisations based on some of the strategic focus areas that we are working towards at Kaiti School. The key learning areas were: Social Educational Investment in low socio economic communities, Culturally relevant and responsive curriculum, Bi lingual education, Whakapapa/genealogy identity, language and culture, Digital technologies, Sustainability, School property/infrastructure and Innovative learning spaces and environments. Through this itinerary I hope to gain an understanding of Education systems in other parts of the world and the current day challenges and issues schools and educational organisations face and their innovative solutions to such issues.

Aloha Punahou

Hawaii - Honolulu

27 June 2019



We were hosted by Jonathan Koshiba - Director of Extended Learning. Punahou is a independent private college preparatory day school founded in 1841 by Protestant missionaries on lands given them by Hawaii chiefs. It is the largest independent school on a single campus in the United States with a school roll of 4000 students. We were lucky enough to have a tour of the campus. The property is largely funded by alumni who gift funds for specific building projects. The junior school was rebuilt and sponsored by the owner of EBAY who was an ex student. Because the students remain at the school for their primary through to secondary education, they become strongly connected to the school. The school is named after a Spring in the middle of the school called Punahou. During our visit we saw several learning programmes in action through the summer extended learning programme. At secondary level, 70% of the roll returns to complete credits for the following year. The school is well resourced with the facilities you would find at a University in NZ. The curriculum is based around the values and personalised for every child. The class environments are conducive to self discovery and exploration. Other areas of the curriculum are Performing arts, Global education, Hawaiian Studies, PE and Outdoor education, Design thinking, Social Emotional and



Ethical Learning and Social Responsibility and service as well as Reading, Writing and Maths. I was particularly interested in learning more about how indigenous culture influences the curriculum. Students are exposed to the Hawaiian culture through 'ōlelo (language), mele (songs) and protocols. The Hawaiian culture is also celebrated through the performing arts and through social responsibility and placed based learning where students participate in activities that connect them to the land and develop a sense of belonging.

Hawaii - Kamehameha School

28 June 2019

About Kamehameha Schools



Kamehameha Schools is a private charitable educational trust endowed by the will of Hawaiian Princess Bernice Pauahi Bishop (1831-1884), the great granddaughter and the last direct descendant of King Kamehameha I. During her lifetime, Princess Pauahi witnessed the rapid decline of the Hawaiian population. The princess knew that Education would be the key to the survival of her people so in an enduring act of aloha, she left her people 375,000 acres of ancestral land. Today her endowment supports an education system that serves thousands of Hawaiian learners.

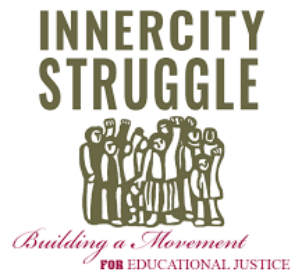
The 600 acre Kapālama Campus on the island of O'ahu is the oldest and largest of all campuses. From its Kapālama hillside location, it overlooks the city of Honolulu. The school has 3750 students currently enrolled and are encouraged to model the values that Pauahi embodied: such as mālama (caring), kuleana (responsibility), na'au pono (deep sense of justice) and kahiau (generosity from the heart).

We met with Lono 'ikuwa who was the Director of Hawaiian Culture Based Education. The schools vision for the next 5 years is to ensure that all aspects of their curriculum are strongly to Hawaiian culture and Identity. They plan to cultivate a strong Native Hawaiian identity and to install confidence and resilience in their learners to make positive action for the wellbeing of the iahui. (people)

The change to a bilingual Education across the campus is also reflected in their learning environments as well with the development of several out door learning spaces that will support the teaching of Hawaiian traditions.



Inner City Struggle



03 July 2019 Los Angeles

Inner City Struggle is multi-issue organization to build stronger schools, grow community civic engagement, and prevent housing displacement for a stronger and more powerful Eastside. At InnerCity Struggle, we met with Daniela Hernandez and a team of dedicated community activators along with two high school teachers that work in local schools. The organisation recently moved into their brand new facilities. Some of the ongoing issues for families and children who live in this community were housing, overpopulation and overcrowding in schools, lack of resourcing in schools, the invasion of inner city as it expands out into the suburbs and immigrant status. The day we met, families in the community were very frightened about raids of homes threatened to take place by the government to find non documented residents.



Inner City Struggle have been involved in a number of student led movements for better learning conditions in schools and also for families living in East LA. The movements have been largely influenced by movements of self determination from the 1960s onwards and the reclaiming of cultural traditions and identity. The Chicano Moratorium and the 1968 Walk outs by East LA students from their schools have resulted in the resilience of the community to respond actively to discrimination and racism. Recently teachers in East LA went on strike for over a week to achieve positive working conditions and improved remuneration.

"Historically, the indigenous peoples of this land village was located where central LA is now. When the city of LA was founded, the Tongva people were relocated to the east side of the river where are currently visited today. A larger immigrant community exists in East LA, made up of Mexicans, Central and South Americans.

Harvard University

Boston, Massachusetts

Leadership - an Evolving Vision

7-13 July 2019



What an amazing experience it was to spend 7 days learning at Harvard - Boston. Some of the key take homes have been the opportunity to be educated at a world renown learning institution with world class lecturers such as Sir Howard Gardener and Professor Joseph Blatt; The gobal connections made with other leading principals from around the world; the growth of the inner self and the extending of ones ability to lead; Major learning topics were: Strategy in Action, the connection between Leadership, Strategy and Performance, Developing Expert Learners, Cultural Leadership for Transforming School Organisations, Supporting Immigrant learners and creating immigrant friendly spaces, Universal Design for Learning, Supporting Beginning Teachers and managing a change culture. Learning was in large group and small group tutorial sessions. We had an inspiring day of adventure learning just out of Boston at Project Adventure. Pushing ourselves beyond what we thought we were capable of made the day a very memorable one.

The Brotherhood Sister Sol - New York City

17 July 2019

Our whanau were fortunate to visit Harlem NYC and talk with Khary Lazzaire White of Brotherhood Sister Sol. This organisation has for 20 years used a multi layered support approach to guide, education and love the students and members with the vision of growing self discipline and form order in their lives.

Purpose of Visit: This organisation has had phenomenal results with the students that it has worked with with high retention rates for secondary school schooling, high pass rates and low pregnancy rates in teen members. During our visit, we visited the site of the new building for Brother/Sister Sol which will be a story educational facility for the community. What I have learnt from this organisation and Inner City Struggle in East LA is that social programming in our own Kaiti School requires a strategic plan that is connected to our school vision and plans and the needs of our own community to drive action but also gain financial input from the wider community to support plans and programmes.

Harlem New York City



SingaporeAmerican School

22 July 2019 Campus Tour

Contact: Simone Baldwin - Furnware Singapore



Singapore American School is a large private International school with the roll of 4000 students known for its culture of excellence, extraordinary care and personalised learning experience. SAS nurtures a passion for and deep commitment to deep intellectual and personal exploration. The purpose of the visit was to tour the extensive Campus and look at property, technology and furniture design. The furniture throughout the school is provided by Furnware, a New Zealand - Napier Based School Furniture Company. The school is very well resourced and this summer while teachers and students were on summer break, several rooms were being upgraded and refurnished with NZ furniture. Security is high throughout the school. On arrival we went through two security checkpoints to get to the reception area. All families must go through the check points each morning when entering the school and provide ID verification as well. Technology is part of the students everyday but does not take over pencil and pen. Technology is a tool that is used when appropriate.



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Sydney, Australia

30 July 2019 Saint Christopher's School



Learn, Innovate, Love

Growing and becoming exceptional, resilient learners

Saint Christopher's is a Catholic School in Panania Sydney. The purpose of the visit was to look at school property and how technology plays a part in learning programmes at the school. Great to see that technology is a tool and does not dominate the classroom programmes. The school has been involved in a major rebuild moving from single to double story buildings. Single cell classrooms remain with the flexibility of opening up to double classrooms if needed. The classrooms open onto a central internal learning space that is used as a break out and gathering place for larger groups. During our visit we also talked about day to day running of the school, personnel and human resource management, collaboration with other schools in the community and how the school supports indigenous culture in their curriculum. The challenges that Jamie face are very similar to the day to day issues we face as leaders in NZ Schools.



Hoxton Park Public School

Hoxton Park Public School has serviced the educational needs of a largely rural community for more than 125 years, and in the last 10 years moved sites due to city expansion. Our focus for the visit was to check out their digital technology programme. The school has one hub and one teacher that teaches digital technology. They are very well resourced gaining the support of business sector to sponsor the purchasing of resources for the students. I was particularly interested in what they have purchased and how they have stored these resources to ensure they are secure and maintained for longevity. The Australian curriculum is very similar to the NZ Curriculum and it did feel a lot like home being in these Australian schools. We did ask about how indigenous culture is infused into curriculum. This is an area that the school is currently developing with their community.



Thank you

On behalf of the whanau, thank you to the Woolf Fisher Trust for providing our family with this amazing opportunity. I may never know who recommended me for this opportunity, but I do wish to thank that person/organisation as well. Of the many principals I met at Harvard



and around the world, all of them could not believe my good fortune at being awarded the Woolf Fisher Fellowship.

What an amazing journey it has been. Not only have we visited educational institutions around the world, but managed to sample some of the great tourist attractions in each country together as a family. It is been a memorable trip that our family will always remember and talk about fondly. For Kaiti School, I bring back a new found appreciation for the outstanding work that we do for our students along with 5-6 key strategic focus areas that we will be moving forward with in the next 12 months and a highly refined focus for providing a world class education for our Kaiti School Students.

Nga mihi Aroha
Billie-Jean Potaka Ayton
Principal
Kaiti School

Harvard University Boston



Honolulu, Waikiki. Hawaii



Times Square New York



London Eye



Star Wars - Disneyland