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Published by the Communications
Office for the Saint Kentigern
Trust Board and the Saint Kentigern
Old Collegians' Association.

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www.saintkentigern.com



From the Chairman of the Trust Board

A Strong Future: Built on Traditional Values

In May, we were very pleased to welcome three new Trust Board members who will bring further valuable expertise and commitment to Saint Kentigern. Following on from the three new members who joined us in December, these new appointments reflect growth and renewal as we plan for the future.

A commitment to the future has been at the heart of the decision that the Trust Board announced to the community on May 10, regarding the master plan for our two Primary Schools and Preschool. This decision puts us in a highly favourable position to provide for current and future generations of students. It ensures we make the best use of the considerable resources we have at our campuses. Importantly, it allows Saint Kentigern to build a strong future, while staying firmly grounded in the values that have always defined who we are.

You can see a full background document, including a map, on the master plan on the Saint Kentigern website (<https://www.saintkentigern.com/future/building-projects/engagement/>), while a summary of key elements is listed on this page. The Trust Board listened to and responded to a call for wider input and the final master plan reflects an intensive and highly valuable period of engagement and discussion with our community.

Building on community input and the ongoing work of our planning and management teams, the master plan defines new locations for our new Girls' School and Preschool. A modern new Girls' School will be established above and to the left of the Gate 5 entrance on Shore Road where it will have its own 'front door' and distinct presence.

A purpose-built Preschool will be located where the existing tennis courts are at the Shore Road campus to the left of the Roselle driveway, with new tennis courts to be created to the west of Roselle House and Lawn. These locations allow us to enhance the distinct character and identity of each Saint Kentigern Primary School.

In all, we will be investing some \$70 million at the Shore Road campus, building new and specialist facilities. The Boys' School will gain new classrooms, recreational spaces and the significant refurbishment of existing facilities. We will be establishing purpose-built new facilities for the Girls' School and Preschool. We are excited about creating an even more positive environment to support educational excellence.

We will be updating you on the master plan for the Pakuranga campus later in the year as work at that campus is ongoing.

We look forward to continuing close engagement with our community. Discussions in reviewing and finalising the master plan have represented a wide range of views and included a special commitment from members of school reference groups. Collectively, these discussions have also confirmed the strength of Saint Kentigern values. As a community, our commitment to our current and future students remains central to everything we do. That this commitment is so widely shared puts Saint Kentigern in a very strong position for the future.

Fides Servanda Est

Dr John Kernohan
Chairman of the Trust Board



The Primary Schools and Preschool Master Plan at a glance

The Saint Kentigern Trust Board is committed to an environment that supports Saint Kentigern values and creates an exceptional educational experience.

The master plan for the Primary Schools and Preschool will involve an investment of some \$70 million at the Shore Road campus, while reflecting the Trust Board's commitment to the unique and special character of each of the Primary Schools, the Saint Kentigern ethos and single-gender primary education.

This plan provides for:

- **A new, purpose-built 19 classroom Girls' School**, with a new learning commons, library and recreational areas located above and to the left of the Gate 5 entrance on Shore Road, where it will have its own 'front door,' surrounding recreational areas and distinct presence
- **New purpose-built facilities at the Boys' School**, including the construction of 10 new classrooms, new recreational spaces and refurbishment of the current Senior School classrooms for Years 4 – 6 Middle School students
- **A new specialist Arts, Science and Technology block** that will be available to both Primary Schools on a separate timetabled basis
- **A new purpose-built Preschool** located where the existing tennis courts are at the Shore Road campus, with new tennis courts to be created to the west of Roselle House and Lawn

Each Primary School will continue to have its own Principal, staff and teaching curriculum.

Planning will now begin on Phase 1 building developments and all aspects of related management; construction is currently anticipated to take place through 2020 – 2021 with all new facilities completed and ready for occupation in 2022.

We welcome a further three new members to Saint Kentigern Trust Board

As part of our ongoing strategy of reviewing our governance, planning and refreshing our Trust Board, we are delighted to announce the appointment of a further three new Trust Board members. All are current parents who bring valuable skills and experience and are already contributing to the life of Saint Kentigern. We give them a very warm welcome.



Mrs Kim McGregor

Kim joins the Trust Board with a boy and a girl currently attending our Middle College, one of whom was a foundation pupil at the age of three. She has also long been actively engaged as a parent at both the Girls' and Boys' Schools and brings expertise as a trained teacher and leader in education and business. Kim has held senior sales and management roles in the field of ITC in education and more recently has been appointed a director of several large international property development businesses. She is soon to become a chartered member of the Institute of Directors. Kim and her family are very active in her church.



Dr Kevin Morris

Kevin joins the Trust Board as an Old Collegian and a parent at the Boys' School, having also been Head Prefect at the College in 1985. After studying at the University of Otago, he began his career in independent schools in England and New Zealand, when he was also on the teaching staff at the College and Bruce House. He has worked for corporations and universities in Boston and New York for many years and completed a doctorate in education from Boston University. He returned to New Zealand in 2003 and is the Director of Learning and Teaching in the Office of the Vice-Chancellor at The University of Auckland.



Mr Yong Tiong

Currently a parent of a boy and a girl at our two primary schools, Yong brings a commitment to Saint Kentigern through his children, along with valued business expertise. Born in Malaysia, Yong and his family identify themselves as Kiwis and see Auckland as their home. Holding a Masters in Finance and Economics from Monash University (Melbourne), Yong is a director on several boards. He has experience in New Zealand and overseas in areas including forestry and property development. Yong has a close association with his local Presbyterian Church.

Farewell Vivienne and David



Dr David McCulloch



Dr Vivienne Adair

At this time, we also farewell two most dedicated and long serving Trust Board members, Mr David McCulloch, a foundation pupil of our Boys' School, who has been a member since 1999 and Dr Vivienne Adair, a former parent and current grandparent who joined the Trust Board in 2000. Saint Kentigern is very grateful for their valued contributions over many years.

From the Head of Saint Kentigern

Why is there a crisis in quality teacher supply?

Whilst Saint Kentigern is currently in the fortunate position of attracting some of the brightest and best teachers across all subjects, filling teaching roles, especially in the sciences and mathematics, has become increasingly difficult for many schools across the country. Why is there a crisis in quality teacher supply? The most common explanation is simple – in relative terms, teachers' salaries have not kept pace with the cost of living – especially in Auckland. Teacher salaries can no longer compete in the market for good quality graduates and this could prove a concern to Saint Kentigern in the future.

However, I believe there is another reason why so few are drawn to the profession. It is that the job of teaching has become extremely challenging and the demands and expectations are huge. Most people who choose to be teachers, do so because they want to do the best by their students, but because of the complexity of what 'good teaching' now looks like, it is beginning to turn people away from the role.

It is understandable that our rapidly changing world has made it harder for us, as educators, to be certain about exactly what it is we should be teaching our students, how we should teach them and how best to assess it. For parents who look on from the 'sidelines,' it is sometimes even harder to grasp. They would like the comfort of having their child's experience at school look somewhat familiar to their own, yet today's parents also know that when they started school, there was no Google or YouTube, Amazon was just a river and Twitter a sound. 'Back then' few communicated digitally through email, Facebook, WhatsApp, Skype or the other current plethora of digital communication tools, and a cell phone looked like a brick. Their own parents did not have to contend with a child's addiction to 'League of Legends' or Instagram or the obsessive checking of phones at all hours of the day and night, and the insecurities and worries that can bring. We all, as parents and teachers, are not

completely sure what effect this barrage of 'media' is doing to our children's brains or where it is all going to lead.

All this change can fill many of us with anxiety and it is not slowing down. Elia Zwingli wrote in 1999 that: 'Goods move. People move. Ideas move. And cultures change. The difference now is the speed and scope of these changes. It took television thirteen years to acquire fifty million users; the internet took only five.' Now 30 years later, there are well over three billion people connected online. The world has changed, and it is continuing to change rapidly, especially in the field of technology. How do we as schools and as teachers deal with all this? We simply must.

Our job is to educate children for their future. While most of us understand how machinery replaced manual labour, we are now witnessing a remarkable shift in the way that routine cognitive work is being done. A lot of what requires standardised brain power is being out-sourced to low wage economies or is being done by a computer. Many analysts believe that over ten million jobs have been lost to technology in the last ten years. The pace of this job redesign is growing exponentially. A recent Price Waterhouse Coopers report predicts that in the next 15 years, 10 million jobs in the U.K. alone will be lost to automation. Carl Benedikt Frey, an automation specialist at the Oxford Martin School, says: 'Retail is one industry in which employment is likely to vanish, as it has done in manufacturing, mining and agriculture.' In 2017, an exhaustive report he co-authored showed that 80% of jobs in 'transportation, warehousing and logistics' are now susceptible to automation. Author Daniel Pink writes about the 3 A's: 'Automation, Asia and Abundance' and how they are totally changing the world economy. We have all undoubtedly seen images from Amazon's and Alibaba's giant warehouses, once busy with humanity, now being remotely operated by computerised programs. In the face of this, he stresses the need for us to develop both the logical and creative sides of our brain.

For us as educators, even in the age of mass production and the 'digitalisation of labour,' there is a core body of knowledge that will always be the basic building blocks for a person who is to make their way in the world. Andres Schleicher who runs the OECD's highly influential global league tables, PISA, points out that in the top performing education systems, the curriculum is not mile-wide and inch-deep, but tends to be rigorous, with a few things taught well and in great depth. He illustrates this with the simple statement: 'Multiplication tables – if you don't learn them you will struggle for all your schooling.' In that sense, education has not changed in the last thirty years. Students must learn facts and concepts and they need these to be embedded. Teachers have to teach all these things well just like they always did.

'The role of the teacher has become incredibly challenging. The level of expertise that a great teacher needs over and above their subject matter is profound. The high-quality teachers that I observe here at Saint Kentigern operate at the very highest professional level of any occupation. They are absolutely masterful and without doubt, Saint Kentigern's greatest asset.'

But Harvard Professor Tony Wagner argues that is not enough. For Wagner and many leading 'future thinkers,' the challenge for the teacher is that they need to be much, much more than the 'sage on a stage' delivering the facts that students memorise and recall in a three-hour examination. 'We need to use content to teach core competencies.'

He defines these as:

- Critical thinking and problem solving
- Collaboration across networks and leading by influence
- Agility and adaptability
- Initiative and entrepreneurialism
- Effective oral and written communication
- Accessing and analysing information
- Curiosity and imagination

Our challenge then as educators is to be both 'old fashioned teachers' and 'new fashioned' ones simultaneously. We need to do twice the job that we used to do.

The technology revolution also means that young people are now connected to a world in which they have an endless supply of digital information and entertainment at their fingertips and are interrupted by a constant barrage of social media alerts. As a result, the challenge for educators is that students can become disengaged from the standard, traditional teaching approach. We have to use the technologies that excite them to personalised learning and allow students, as they are ready, to explore their passions and interests. We have to compete for their attention with addictive and hypnotising on-line entertainment, and because of the instant gratification of this entertainment, we now have to deliberately teach and reinforce resilience, focus and concentration.

In the past, teachers used to 'teach a class' but it has now long been recognised that good teaching practice aims to develop each individual's particular talents within the class to allow each student to make their unique contribution to the world they will live in. We have to look at what young people are naturally good at and let them be great at it - to amplify individual talent not stifle it. We must treat diversity as a blessing and a learning tool.

Author and New York Times columnist Thomas Friedman argues that today, more people than ever are able to collaborate and compete for increasingly different kinds of work from diverse corners

of the world. He says that the 'flattening of the world' means we are now connecting all the knowledge centres on the planet together into a single global network which has the possibility of ushering in an amazing era of prosperity and innovation. Our teachers now need to educate their students to work with this global perspective, and in and through a global network, we must grow their cultural intelligence and interpersonal skills.

The idea of education being a finite period of one's life has passed. We now teach our students how to become continuous life-long learners. As Edward Gordon in 2010 Meltdown says 'You've got to keep going back to school.' Alvin Tofler, who wrote 'Future Shock,' says that people have to 'Learn, unlearn and learn again.' We must explicitly teach our students how to have a growth mindset. Where once we used fear of failure as a great motivator, we now need to teach them that failure is an important part of personal development. Where once we just assumed that students could learn, now we must explicitly teach them 'How to learn and how they learn best.'

And finally, because of the stress brought about by rapid change and the future unknowns, the most important thing about teaching has never changed; it's only become even more important - the development of the special relationship of trust and understanding between the teacher and their student. Teachers still know that at the core of all they do is caring for a student. For teachers, the words of Dr Seuss will always ring true, 'Unless someone like you cares a whole awful lot. Nothing is going to get better - it's not.'

The role of the teacher has become incredibly challenging. The level of expertise that a great teacher needs over and above their subject matter is profound. The high-quality teachers that I observe here at Saint Kentigern operate at the very highest professional level of any occupation. They are absolutely masterful and without doubt, Saint Kentigern's greatest asset.

Is this challenge to do the almost impossible putting our graduates off pursuing a teaching a career? Or is because they feel that society does not recognise and appreciate what great teachers actually do? Our hope is that our students go on to follow their dreams and for some, that will lie in teaching.

Fides Servanda Est

David Hodge
Head of Saint Kentigern