Emerging into a Different Way of Becoming and Belonging:
A School's Journey in 'Living and Sustaining' Transformative Pedagogy:
A Case Study of a New Zealand Primary School

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Abstract
Every school has an organisational storyline that relates to people, objects, relationships and experiences. At a deeper level, a school's storyline might be retold in terms of its aspirational intentions and its achievements. Deeper still, a school's storyline can be told ideologically in terms of the shared understandings, shifting discourses, and the construction and re-construction of meaning related to the learning and teaching in the school.

Using an ideological framework that focuses on the development and consensus of shared understandings, this presentation will outline a collaborative research project involving an Australian university and a New Zealand primary school. In this project the school's storyline was tracked for five years, beginning in 2009 from the appointment of a new principal. The participants included the school governance body, school leadership, the staff and students.

The research findings reveal changes in a school's storyline during a time of transforming the learning and teaching in the school. The research illuminates the relational movements of stakeholders in re-purposing the learning and teaching so it is transformative for all learners. The school's learning priorities fully embrace an inclusive, strength-focused, creative and critical pedagogy. The school's learning priorities transform not only how and what the students learn, but also the school's culture, enabling a different way of 'becoming' and 'belonging' to emerge. As contributors to an unfolding story, leaders act as guardians of a particular storyline that provides a framework for living and sustaining a transformative pedagogy.

Keywords: transformative, inclusive, strength-focused, critical, creative, pedagogy

INTRODUCTION

This is a story of a school's journey over the last five years. Through shared understandings, shifting discourses, and the construction and re-construction of meaning, a learning and teaching culture purposefully evolved into a different way of 'becoming' and 'belonging'.

Flinders University in Adelaide, Australia, and a primary school in Auckland, New Zealand, conducted a collaborative research project on the school. The collaborative research project examined the emergence of a new way of being; a new ideology that became prominent over time (Giles, 2014). This paper examines more closely how, by transforming the learning and teaching, the culture of the school was also transformed. As the school moves into its next stages of 'becoming and belonging', the storytelling will continue. In this paper, I (Jane Cavanagh-Eyre, principal of Epsom Normal Primary School) tell the school's story in collaboration with my students, staff and community.

Professor David Giles, the researcher from Flinders University, introduced to the school community a shared storytelling approach. A school's storyline, he suggested, can be told ideologically in terms of the shared understandings, shifting discourses, and the construction and re-construction of meaning. The process of storytelling created ideological positions, which in turn shaped the learning culture of the school. Using an ideological framework that focuses on the development and consensus of shared understandings (Giles, 2014), this paper tracks the school's storyline over a five year period from the appointment of a new principal.

This collaborative research project focused on the deliberate repurposing of the school's strategic development and everyday practice towards a strengths-focused approach. The continuation of this research focuses more precisely on how the learning was transformed for students during periods of change.

LITERATURE REVIEW

Organisational storylines as ideological positions
In Giles' (2014) research on the primary school, the researcher discusses the notion of school leaders engendering shared understandings through on-going dialogue with the school community. They re-tell and re-craft a school's storyline. School leaders provide a lens on the school's life by acting as tellers of a particular organisational storyline (Giles & Cavanagh-Eyre, 2012). By deliberately articulating a school's storyline, future-oriented visions and endeavors gain greater clarity of meaning for the way learning is transformed for the students (Celik, 2010 cited in Giles, 2014).

Leading transformative learning and cultural change
There is a large body of research literature on educational leadership. Leithwood and Jantzi (2000) list various approaches to educational leadership including transformational, moral, participative, managerial and contingent leadership. Lingard, Hayes, Mills & Christie, (2003) add pedagogical leadership to this list. They argue that pedagogical leaders empower their staff to create programmes that actively achieve identified learning outcomes. They believe that the central purpose of leadership in schools is to maximise a student's academic and social outcomes via

improvements to teaching practices. Educational leaders need to work creatively with complexity, if schools are to meet the goal of providing the most equitable ways possible for all students to achieve (Lingard et al, 2003).

According to Schein (2004) successful leaders must be perpetual learners themselves. Educators need to be perceptive and capable of having deep insights into the realities of the world in which their students operate. Inviting teachers to challenge ideas and thinking so they can arrive at new insights will ultimately deepen their sense of practice (Senge, Kleiner, Roberts, Ross & Smith, 1994). Leading transformational pedagogical change requires educational leaders to challenge the 'existing way of being'. Freire (1975) argues that education should be a liberating process that exposes dehumanisation and unjust practices in the world. Barry (2005) also suggests that to be effective citizens, students require new skills and virtues so they can resist illegitimate power with courage (cited in Hayward, 2012). Teachers should be driven by a moral and visionary imperative that empowers students to become confident global citizens who can think critically so as to make a positive difference in the world (Giles & Cavanagh-Eyre, 2012).

When transforming learning for students it is vital that school leaders have a future-focused vision for student learning. In recent years educational writers and researchers, both nationally and internationally (Bishop & Berryman, 2005; and Palmer, 2000), have argued that the essence of teaching is encapsulated in the essence of relationships between teachers and students. Whilst strongly acknowledging the importance of such relationships, of equal significance is the need for school leaders to develop teachers capable of creatively designing innovative learning programmes that will inspire students and generate high levels of enquiry and engagement (Giles & Cavanagh-Eyre, 2012).

Inspirational teachers demonstrate a preparedness to cultivate creativity and innovation (Gibbs, 2006). In New Zealand there are fine examples of inspirational teachers and Gibbs (2006) asserts that we have much to learn from these teachers of the past. Sylvia Ashton-Warner and Elwyn Richardson, for example, attempted new ways of teaching. These inspirational teachers continually reflected on their practice and cultivated a sense of relational connectedness. They demonstrated a high level of self-efficacy and were prepared to be innovative and take risks, even if this meant taking on the establishment. According to Gibbs (2006), inspirational teachers have a strong sense of purpose, and show eagerness to deal with the unknown and the unpredictable. To sustain inspirational teaching throughout the duration of their teaching careers, teachers need to be capable of developing meaningful relationships with their students and be driven by creativity (Gibbs, 2006).

Over the last two decades there has been increasing international interest in educational strengths-focused approaches. Strength-focused approaches are underpinned by holistic and humanistic imperatives; learning is embodied, relational and meaningful (Giles, 2011). Strength-focused, emancipatory and holistic approaches not only empower learners but also challenge deficit theories of education (Freire, 2003; Hooks, 2003). As the learning is transformed for students so, too, the learning organisation evolves into new ways of operating. Educational organisations are now embracing Appreciative Inquiry (AI), which focuses on what is working well, and encourages generative thinking to create strategic revitalisation and change

(Bushe, 1999; Cooperrider, Sorenson, Whitney & Yaegar, 2000; Cooperrider & Srivastva, 1987; Elleven, 2007; Lopez & Louis, 2009, cited in Giles, 2014).

METHODOLOGY

The context for this research project was a public school in Auckland, New Zealand. This inner-city school engages with 46 ethnic groups and is governed by a Board of Trustees, which is elected by the parent community. The school also serves as a demonstration and practice school for student teachers from local universities. As a learning community the school is committed to working collaboratively with local, national and international universities to ensure that the learning programmes of the school reflect the most innovative and up-to-date developments in educational research and practice.

The research methodology was underpinned by a phenomenological, qualitative approach. This approach is concerned, first and foremost, with human experience (Denscombe, 2003). Elsewhere, Giles (2014) outlines that the collaborative research required the university researcher to conduct semi-structured interviews with trustees, school leaders and staff. To continue the storyline, I (the principal) reviewed and analysed relevant school documentation. The school governance body gave permission for the research and the Ethics Committee for the Faculty of Education, Law and Theology at Flinders University granted its ethical approval. Participants were given assurances relating to the confidentiality and anonymity of the data and its representations.

The semi-structured interviews produced school data across the following three phases of development:
- Phase One: Re-visioning the school's purpose;
- Phase Two: Re-aligning the school's purpose and deliberate philosophical exploration; and,
- Phase Three: The emergence of a new and alternative ideology.

Professor Giles interviewed participants on the deliberate decisions that followed a strategic planning day in 2009, through to the school's decision, in 2010, to give strategic priority to the implementation of strength-focused creative initiatives. When analyzing the data from the interviews, the researcher employed two approaches; a thematic analysis that identified emerging themes, and a hermeneutic analysis that considered the meanings within the text.

Further analysis of school documentation, including 'student voice' and information from parent consultations, provided insight into the process of embedding transformative learning experiences into the day-to-day learning programmes. In 2013 the Education Review Office, a government inspectorate/audit organisation, reviewed the school and its report provided further evidence and validation of how the school has and is continuing to was realise its vision.

FINDINGS

Research findings show the subtleties within a school's storyline during a time of transforming the learning and teaching in the school. The research focuses on the

relational movements of stakeholders in re-purposing the learning and teaching so that it is transformative for all learners. The research findings illustrate that over time the school was able to develop, embed and sustain:

- A transformational school vision;
- A transformational pedagogy; and,
- A transformational school culture.

A transformational school vision
Analysis of the school's documentation shows that a new school vision was shaped, embedded and embraced over a five-year period. The visionary aspirations and intentions outlined in the school's Curriculum Design Document were validated by the Education Review Office Report (2013).

At the beginning of the five-year period the school was operating without a stated vision. The school community worked together to formulate a new vision for the school. During Phase One, through in-depth consultation with the students, staff and community, the vision for the school was crafted as follows:

Students are:
- *Nurtured by community (inclusive)*
- *Inspired by optimism (teaching)*
- *Motivated by empowerment (learning)*
- *To be responsible global achievers (sustaining the world).*

In the first phase of the transformational journey, teaching staff were challenged to become 'inspirational teachers' supporting students to be optimistic about their lives now and in the future. Dialogue with staff about 'what makes an inspirational teacher' provided a platform for teachers to reflect on their own practice. In this phase staff discussed the ground-breaking and creative teachers of the past in New Zealand, namely Sylvia Ashton Warner, who taught Maori children to learn to read through composing and reading their own stories, and Elwyn Richardson, who developed experiential learning opportunities that enabled children to produce creative works.

The analysis of the school documentation demonstrates a refining of the emerging ideology over time. The new vision was reworded in the third phase of transformation to include the word 'creativity', using 'empower' in relation to students' strengths and a strengthened resolve of the school for the students to act as citizens of change now and in the future. The school community (including the students, board of trustees and staff) worked collaboratively to shape the new vision. The Education Review Office noted in its report that: *The board has recently reviewed and modified its vision and values in consultation with the school's community* (Education Review Office School Report, 2013, p.1*). The refined vision states that:

Students are:
- *Nurtured by community (inclusive)*
- *Inspired by creativity (teaching)*
- *Empowered by strengths (learning)*

- *To be responsible global citizens (thinking critically to make a positive difference)*

Moreover, the school's Curriculum Design Document (2012-201) provides the necessary elaboration for staff to fully understand school expectations in relation to vision (Curriculum Design Document (2012-2015). As example of this elaboration for the first line of the vision 'nurtured by community', the Curriculum Design Document states that *staff and students have a right to live and work within an inclusive and respectful school community and students' cultural heritage is to be valued and recognised* (Curriculum Design Document, 2012-2015, p.4). The Education Review Office also noted the realisation of the vision; … *there is a shared understanding of the approach by parents, teachers and students... Staff reflect the diversity of the school's community and capably support the high numbers of students who are English speakers of other languages* (Education Review Office School Report, August, 2013, p.1).

Inclusive learning programmes acknowledge the bi-cultural foundations of Aotearoa New Zealand. In particular, its founding document, the Treaty of Waitangi*,* and its now commonly accepted principles: Participation, Protection and Partnership. All students have the opportunity to acquire knowledge of te reo Maori (Maori language) and me ona tikanga (Maori culture practices). In 2013 the Education Review Office reported that at Epsom Normal Primary School, *Bicultural practices are valued within a culture of innovation, respect and care* (Education Review Office School Report, August, 2013, p.1).

In the second and third line of the vision 'inspired by creativity' (teaching) and 'empowered by strengths (learning) the Curriculum Design Document states that *all students have unique and often undiscovered strengths. The school curriculum is carefully planned to empower students to uncover their strengths and to become successful, creative self-motivated learners.* (Curriculum Design Document, 2012-2015, p.5). The Education Review Office further noted that; *Learning opportunities are relevant, authentic and are aligned to the school's curriculum planning. …Students' individual learning strengths are at the heart of school curriculum design. Extensive opportunities for student creativity are offered and collaborative learning is encouraged* (Education Review Office report, August, 2013, p.2).

In the fourth line of the vision 'to be responsible global citizens' (thinking critically to make a positive difference) the Curriculum Design Document states that *students can make a positive difference now and in the future. Students are encouraged to be globally responsible citizens of the world, who will proactively guard the world's resources so that future generations will benefit from the actions and decisions of today's learners* (Curriculum Design Document, 2012-2015, p.16). The emerging ideology led to social constructivist ideas and critical pedagogy (Giles, 2014).

A transformational pedagogy: The school's learning priorities
The research findings reveal how the school's vision was realised through the learning priorities. The four learning priorities determine what was and is taught and these priorities transform not only how and what the students learn, but also the school's culture, enabling a different way of 'becoming' and 'belonging' to emerge overtime.

In the first phase of the school's journey the learning priorities were 'enhancing potential', 'empowering learning' and 'enriching learning'. The learning priority 'enhancing potential' focused on developing student talent. Students were placed in Development of Talent (DOT) workshops for two days, enabling them to grow their talents. The DOT workshops were and still are a very successful initiative, and have become part of the school's tradition. At parent consultation week in 2010, one of the parents likened the anticipation of DOT Days to Christmas; children counted the days until they arrived. As the ideology shifted in Phase Two to a more strength-focused philosophy, the senior leadership team made a structural change to the timetable that enabled students to spend an hour a week exploring their strengths. Students' strengths were also recorded in the school database system and reflected in report writing to parents. By Phase Three, strength-focused learning was and still is well-embedded in the practices of the school.

A social critical constructivist philosophy emerged through on-going dialogue with the various stakeholders in Phase Two and Phase Three. Subsequently the new vision included 'inspired by creativity' (teaching) and 'to be responsible global citizens (thinking critically to make a positive difference). Teachers believed it was important that students needed to know how to be creative and how to be critical. Students emerged into a different way of 'becoming'. Creative and critical questions were formulated and published symbolically on large charts for each classroom. The questions are as follows:

Being Creative
What ideas can I generate?
What possibilities can I explore?
What ideas can I play with?
What new connections can I make?
In what new ways can I express my thinking?
(Curriculum Design Document, 2012-2015,p.16).

Being Critical
Where have these thoughts come from?
Is this the truth?
Is this inclusive of everybody?
Have you put yourself in somebody else's shoes?
Are these ideas making a positive difference?
(Curriculum Design Document, 2012-2015,p.16).

The school's learning priorities are now embedded in the implementation of the learning programmes. The Education Review Office School Report states: *Students respond positively to high quality creative and inquiry-based learning programmes where critical thinking, expression and invention are promoted* (Education Review Office report, August, 2013, p1).

A Transformational Pedagogy: The School's Curriculum
The over-arching learning theme for the school is 'Together we are strong'. The research findings show that this theme has been consistently implemented since 2010, when strength-focused pedagogy began to become one of the central learning priorities of the new ideology. The Maori Whakatauki (proverb) for the school is: *Kia*

ngatahi ai te tu, E pakari ai te tuara (Stand united, stand strong), which has also been actively promoted.

The curriculum design reflects the vision, values and learning priorities of the school. One creative initiative which became as essential component of the core curriculum – the 'I am's' – invites students to imagine themselves in various roles. The 'I am's' provide student opportunities in 'becoming' and create the context for the learning focus each term in all year levels of the school. Examples of the 'I am's' include; I am a researcher, I am a volunteer, I am an environmentalist, I am a historian, I am a geographer, I am a chemist, I am a physicist, I am an archaeologist. There is great excitement every year when the students, staff and community decide together on the 'I am's' for the following year. The students particularly enjoy the science-focused topics (Student Voice Documentation 2010-2013). Two other successful topic foci have come directly from the parent community: 'I am a polyglot' and 'I am a philosopher' (Parent Consultation Notes, 2010-2011). The 2013 Education Review Office School Report stated that: *The curriculum is broad, carefully designed, and effectively promotes and supports student learning. It is enacted through a philosophy of student-centered learning and includes input from the community'* (Education Review Office School Report, August, 2013, p.2).

As the 'I am's' evolved, other school-wide curriculum initiatives emerged. Each year all students study the 'artist of the year' and the 'composer of the year'. Recently a student voice group in the school sought consultation with other groups on whether all students together should study a 'writer of the year'. If all groups agree, the school will implement this new initiative in 2015.

Through the 'I am's' the over-arching theme *Together we are strong* and the Whakatauki influence school traditions and celebrations. The school follows a three-year cycle in the final term of the school year. 'I am a creative designer' involves students designing, gardening, cooking, and performing for ten weeks in preparation for a Garden Party attended by the community. The following year in the final term the topic is 'I am an artist'. Students complete numerous art works for an art exhibition. Parents, community members and local artists attend this event. The last topic to complete the cycle is; 'I am a performer'. All students study for ten weeks what it is to be an actor/dancer/singer and two school productions are performed. The school's curriculum design shapes, not only the lives of our learners, but also the wider community.

A transformational school culture: Researchers of influence
When considering the transformation of the learning programmes and the strategic direction for the school, both the school leaders and the trustees worked from Bolman and Deal's (2008) organisational cultural model. This model takes into account relational, structural, symbolic and political factors when positioning a new way of 'being' School leaders also used appreciative inquiry to promote organisational strengths aligned with the strength-focused pedagogy provided for the students.

As the school journey continues, different educational researchers are given prominence over-time and shape the thinking of the staff and trustees. Research findings show that focusing on strengths is a more effective way of learning than a conventional approach that patches up weaknesses. For one trustee the 'light came on'

for him around the philosophy. He described the experience as a profound shift in his thinking and an important lesson to remember, especially to focus on the positive and the powerful strengths of individuals (Giles, 2014). For staff, the work of American Professor Duncan-Andrade, a critical theorist, was pivotal in them developing quality critical literacy learning for students. Educational researchers (including Giles, Palmer, Bishop, Duncan-Andrade, Buckingham, Robinson, Renzulli and Gardner) guide the school's learning direction. The 2013 Education Review Office School Report reinforced that *the school operates in a research-based environment with professional and academic links to local and international universities* (Education Review Office report, August, 2013, p.1).

A transformational school culture: Growing teachers' strengths

At the school, teachers are expected to be innovative practitioners at the 'cutting edge' of educational research and practice (Curriculum Design Document 2013-2015). The senior leadership team developed a school research model to grow the strengths of their staff. Staff work in teams to conduct their own learning inquires and then present their findings at an annual in-house-conference, where visiting academics critique their work (Giles, 2014). Examples of these projects include: Intergenerational Literacy, Peer-tutoring, Embedding Critical Literacy, Developing Year 1 Students as Creative and Critical Learners, and Creating an Optimal Physical Learning Environment.

The Intergenerational Literacy Impact Research Project involved a parent who could not speak English. She attended her child's writing lesson with the teacher each day. By the end of the year the child's learning had accelerated and the parent became a confident speaker and writer of English (Giles, 2014). A significant research finding was that these impact research projects have impacted on student achievement results. The 2013 Education Review Office reported that: *Senior leaders have a deep knowledge of the teaching capabilities of the staff. Teachers are supported to research areas of educational interest that impact on student learning. Evidence of the positive outcomes of these projects is visible in students' achievement results (*Education Review Office School Report, August, 2013, p.2).

Giles' (2014) research and analysis of school documentation, demonstrates that school leaders and trustees carefully selected 'significant others' to support the school to sustain transformative pedagogy for its students. With the exception of conferences that staff attended, professional development was either delivered by the school's internal experts or by a very small number of external consultants. Over the last five years for example, Gaye Byers, an external writing consultant, supported teachers to become writers so they in turn could effectively teach their students to become writers, while Tony Burkin from Interlead Consultants mentored leaders and emergent leaders in a way of 'leading'.

DISCUSSION

Living and sustaining a transformational pedagogy

The findings presented in this paper explore the ideological processes of a school's journey in 'becoming' and 'belonging'. The storyline of a deliberate and sustained focus approach to learning within a school always involves the interrelationships and experiences of the participants (Celik, 2010b). The on-going dialogue of all the

participants in this particular storyline has provided the necessary framework for the school to live and sustain a transformative pedagogy (Giles, 2014). As the pedagogy was transformed for the learner, a transformative school culture also evolved and continues to evolve daily, into a different way of 'becoming' and 'belonging'.

The school's philosophy in this research project is founded on a critical humanistic tradition of education that promotes the holistic development of the child. Initially the agenda for change focused on an inclusive, strength-focused and creative pedagogy. As the school's journey continued, social constructivist ideas and critical pedagogy evolved. The on-going discourse about what students should learn and how they should learn resulted in staff sharing a common language. As the participants dialogued throughout the journey it not only reinforced the school's philosophy and vision, and developed a shared language, but also enabled an emergence of 'a philosophy in action'. *The school's educational approach is best understood as a philosophical stance and daily practices by the teacher shapes how the learner engages in the teaching and learning process* (Lopez & Louis, 2009, p. 1).

Bringing together over forty different ethnic student groups and their families to learn together in an inclusive learning environment required the school leaders to provide clarity of meaning about what students learn and how students learn. Staff designed a school curriculum where the 'I am's' provide students with opportunities to develop a greater level of 'agency'. The 'I am's' acknowledge the importance of the 'unique self'. The school's learning environment reinforces how vital it is for every student to learn about who he or she is; that they have their own life-stories and their own unique strengths. With the knowledge of themselves as learners they can contribute their strengths to the group, and together the group becomes stronger. Parker Palmer (1998) an educational visionary who advocates strongly for the learner to know the essence of who he/she is, argues that when I choose integrity I become more whole, I become more real and I acknowledge the whole of who I am.

In order for an organisation to meet its creative goals, Robinson (2001) believes it is important to identify the creative strengths of individual staff, provide an environment that is conducive for creative thinking and harness creative endeavours that are aligned to the core objectives of the organisation. Peter Senge (1990) supports a generative process in a learning organisation to enhance and extend an organization's creativity. An organisation's ability to stimulate creativity and innovation on the part of its teachers is becoming increasingly important, as the environment that our young people are coming from is forever changing (Stoll & Seashore Louis, 2007). The research demonstrates that school leaders were and are supportive of generative pursuits of staff if their initiatives are aligned to the school vision. The impact inquiry research projects create opportunities for staff to participate in a generative process where their creative endeavours have a direct impact on student learning. Participating in the process of on-going research inquiries enables staff to incorporate an ideology that fosters sustainable practices (Meighan, Harber, & Siraj-Blatchford, 2007).

When considering the transformation of the learning programmes and the strategic direction for the school, both the school leaders and the trustees utilised existing organisatonal models to assist the progression of the school's new ideology. Both Bolman and Deal's (2008) organisational cultural model and the appreciative inquiry model provided the school leaders and the trustees with a way of working

collaboratively to revitalise the strategic direction of the school (Bushe et al, cited in Giles 2014).

The shared wisdom of 'significant others' supported the school on its journey of transforming learning for students. Dialoguing with selected academics from local, national and international universities provided rigorous debate with the school and enabled staff to develop a reflective yet deliberate approach aimed at progressing a change agenda. The collaborative research with Flinders University reinforced that the school leaders are guardians of the school's storyline. The experience of re-telling the school's storylines provided the school leaders with on-going renewal and reflection. Careful selection of significant others, namely the external consultants, supported school staff to self-review school practices and processes, and purposefully plan the next steps of the school's journey. As 'significant belongers' the collective wisdom of the trustees and the parents also guided the day-to-day decisions staff were making about curriculum design and programmes of learning.

It is evident in the shifting language of the school and in the document analysis that all involved in this transformation of the school were challenged by the ideological shifts either at a personal or professional level. But through their on-going dialogue, it is clearly demonstrated in the findings that all participants shared one critical goal: 'learning needs to be transformational for all learners'.

The most creative periods in the lives of organisations are often in the early stages of development. People are excited about the possibilities and have greater opportunities to be creative before the organisation itself has settled into fixed institutional structures and routines (Robinson, 2001). The greatest challenge for an organisation is to sustain this level of creativity. Currently senior leaders, together with staff and trustees, are in purposeful dialogue creating the next steps in the journey of the school.

CONCLUSION

Leaders need to be highly creative in analysing and challenging cultural assumptions and, most importantly, have an ability to involve others and elicit their participation (Schein, 2004). As schools are never static, school leaders are advised to stay attuned to the nature of the dominant and emerging ideologies within a school (Giles, 2014). As contributors to an unfolding story, educational leaders act as guardians of the school's particular storyline, providing a framework for living and sustaining a transformative pedagogy.

Educational leaders need to continue to reconstruct a school's storyline and work strategically for the moral imperative of growing and developing every learner at the forefront of the schooling experience (Fullan, 2011). Through these endeavours a school's learning priorities will transform not only how and what the students learn, but also the school's culture into a different way of 'becoming' and 'belonging'. Finally, Giles states; *Being a leader in education is not for the faint-hearted as the practical wisdom, strategic thinking and planning, tenacity and courage to sustain an ideological course for a greater public good is dramatic as much as it is subtle* (Giles, 2014, p.17).

With thanks

The school wishes to continue to work with Dr. David Giles of Flinders University in the next phase of the school's journey. His involvement in researching the journey of the school has had a significant impact on the way this school's story has unfolded to new ways of 'becoming and belonging'. Thank-you David.

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