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EDITORIAL

Liz Hawes EDITOR



KICKING BACK IN the lounge area of an airport hotel, I observed an infant child. He was safely strapped into his highchair, his little legs barely visible beneath the tray. His parents sat nearby in lounge chairs sipping an evening wine and nibbling nuts. None of this would be especially remarkable but for the device the wee boy had in his hand. ‘Look out!’ I warned my travelling companion, ‘you could wear that shortly!’

The device was an iPhone which in the tiny fingers of this not-yet-two-year-old was XOS size. My friend and I took bets on how long it would take before the phone smashed its way to the floor.

We watched and watched and waited some more. The phone continued to capture the attention of our infant subject, as he worked his tiny fingers about the blue-light screen, immersed in the mysteries of his digital world. Yes, *his* digital world, because not a single human being conversed or interacted with him for the next 35 minutes.

We’ve witnessed similar examples before. We’ve seen Mum, Dad and the kids out for dinner – each with their iPhone, iPad or chrome book. We’ve watched as they hook into their respective social media or game console, failing from then on to share a single word with each other.

We’ve also seen the images of the twenty-somethings on their big OE, backs to the Grand Canyon, Taj Mahal and Egyptian Pyramids facebooking their friends pictures of the burger they ate for breakfast.

Digital technology is inescapable. The question is does it add to the quality of our lives? Does it make us more curious or more interesting? Does it make us more human, more humorous . . . or better conversationalists?

Principals tell us that more and more youngsters are arriving at school without the necessary prerequisites to undertake formal learning. One of these prerequisites is the ability to play. Another is the ability to converse.

It is now becoming usual to establish ‘reception classes’ for these ‘humanly underdeveloped’ digital natives, where they learn how to interact with each other, share and play together and where they learn the very basic skills of communication and initiating conversation. As one Palmerston North principal said, ‘My school is in the middle of an affluent community and more and more children are starting school ill-equipped for learning to read or write. The children have the best of everything a privileged home can offer but they don’t have the most basic of conversation skills.’ She located this problem firmly at the feet of digital technology. ‘These children are immersed in their iPads

from such an early age and for so many hours a day they have no time to experiment with language. It’s easy for parents to ignore them when they are not being disruptive or seeking attention,’ she said, ‘and the games they are playing draw them in and hold their attention for a very long time.’

Reception classes may give children the pre-learning skills they need to begin formal learning but by intermediate age a whole new network of issues emerges. A Hawke’s Bay principal recently told me ‘It’s the social media which cannot be controlled, and it can be so destructive,’ he said. He showed me some Instagram messages posted by year 7 and 8 students – an echo of the ‘chain letters’ that circulated 50 years ago, only more sinister in tone: ‘Repost this message or you will die at 4am.’ He said it was not unusual to read hurtful or nasty messages and these could be sent 24/7.

There is no doubt in the minds of many principals that social media is having a detrimental effect on the mental health of young people. The frequency of engaging with social media can lead to isolation and unhappiness. And the compulsive way in which young people

feel they must respond to messages means they are disrupting their natural sleep patterns. Couple this with teenagers comparing themselves to the photoshopped, airbrushed perfect Instagram shots of peers and it’s not long before their self-esteem is scuttling off to wallow in the detritus on the forest floor of self-doubt. Anxiety is now presenting in greater numbers of young people than any world war produced.

Our digital personas are becoming as far removed from reality as processed bacon bits are from pork chops.

Recent research published in *ScienceDirect*, December 2018, highlights some of the dangerous effects of digital technology on young people.

1. More hours of screen time are associated with lower well-being in ages 2 to 17
2. High users show less curiosity, self-control and emotional stability
3. Twice as many high (vs. low) users of screens had an anxiety or depression diagnosis
4. Non-users and low users did not differ in well-being
5. These associations with well-being were larger for adolescents than for children

And we haven’t yet begun to consider the effects of that bright blue-light on the tiny developing brain of the less than two-year-old wee boy in his highchair.

Our **DIGITAL PERSONAS**
are becoming as far
REMOVED FROM REALITY
as processed **BACON BITS**
are from **PORK CHOPS.**

PRESIDENT'S PEN

Ko Tainui te waka
Ko Ngāti Raukawa ki Wharepūhanga te iwi

Whetu Cormick NATIONAL PRESIDENT, NEW ZEALAND PRINCIPALS' FEDERATION



THERE WAS A collective depressive sigh from teaching professionals when the Digital Technologies Curriculum was announced by then Minister for Education, Nikki Kaye in 2017. It's not that we don't agree young people need to understand digital technologies. It's not that we don't agree that future work will be heavily influenced by digital technologies. It's that here we have another curriculum area to teach and understand and where is the on-going professional learning and development for teachers and principals? Do we have sufficient capability across our teaching staff to even start learning this new curriculum topic?

What we do know is that the Digital Technologies curriculum is not about how to use devices. It's about the design and creation of digital solutions. There are two main areas. The first is computational thinking and then designing digital solutions. We were told the new curriculum content would be implemented by schools in years 1–10 by January 2020. Integration of this new curriculum across other areas of the curriculum would be considered great practice.

When examining the content and expectations carefully, it soon became clear that we do not have a teaching workforce ready to deliver the content. To illustrate, here is one expectation:

They [students] can independently decompose a computational problem into an algorithm that they use to create a program incorporating inputs, outputs, sequence, selection and iteration.

Many of our teachers and indeed many principals still struggle with the operational aspects of devices. Trying to *decompose a computational problem into an algorithm* is definitely a step too far.

Given that teachers and principals are already stretched for time and given the ever-increasing demands they face it is not surprising that few have made any progress towards being ready to deliver this curriculum by 2020.

The Ministry has developed different levels of PLD according to the sophistication of the teachers' knowledge and understanding. But even if teachers did have ample time to devote to digital technology learning it is unlikely that they will progress from the lowest level to being competent to deliver the whole curriculum in time to meet the implementation deadline.

A recent study by ERO showed that 95 per cent of a sample of schools were aware that the Digital Technology Curriculum existed, and those schools with a dedicated staff member or champion in digital technology were well informed about the content.

The Technology Online Website was found to be the most useful for information. About one third of principals reported they found it easy to identify PLD needs of staff but 39 per cent

had not even asked yet. Locating content information was also difficult for 35 per cent and 14 per cent had not even tried.

Those who had located information reported that the language used is very dense and difficult to engage with. About 64 per cent were actively engaged leaving one third who have not yet done anything. Those engaged had mostly opted for digital fluency PLD, which is not very sophisticated.

As always there were those who found the Ministry PLD application process unnecessarily difficult and frustrating and others reported they had been turned down. A smaller percentage had accessed PLD from external providers and found their services easy to access and better tailored to the needs of the teachers.

In the end only 7 per cent reported that they had a good understanding and enough knowledge and skills to start



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implementation in 2020. When it came to understanding links between the NZC and Digital Technologies curriculum only 8 per cent said they saw the connections. Those schools with a champion in digital technologies had higher levels of readiness. Most of these were secondary not primary schools.

The capability of teachers and the time available to pursue training and development were by far the two biggest barriers to making progress.

The progress has been very slow to date and the ERO report concluded that most schools will not be ready to implement the digital technologies curriculum by 2020. More time and resources are required.

I am not surprised by these latest findings of ERO. It is not all that long since a different study by NZARE found that the greatest use of technology in schools was practising skills, researching on the internet and creating documents or power point presentations. These activities are a long way from what is being expected of teachers and principals through delivering the Digital Technologies curriculum.

Until the difficulties around sourcing information and accessing Ministry PLD are resolved it is not likely that there will be any more progress towards implementing the Digital Technologies curriculum, no matter how relevant we may think it is.

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HOW DO YOU ENGAGE STUDENT VOICE

JENNIFER CHARTERIS AND DIANNE SMARDON

UNIVERSITY OF NEW ENGLAND, ARMIDALE, NSW, AUSTRALIA

STUDENT VOICE IS key in supporting youth engagement in schools where young people participate, lead and learn. In this article we share key discourses that we found were operating in Aotearoa schools (Charteris & Smardon, 2019a; Charteris & Smardon, 2019b) and we frame questions that could assist you and your colleagues to think about your approach to student participation and the nature of this voice.

What do we mean by voice?

As you are aware, students have unique perspectives and can contribute to teaching and learning matters and school governance. They can be part of conversations that actively shape their own education. Student voice involves “students contributing to decision making processes and collectively influencing outcomes by putting forward their views, concerns and ideas, and actively participating in their schools, communities and the education system” (Victorian Student Representative Council, 2016, p. 4).

A typology of voice in Aotearoa schools

Despite all of the literature that highlights the value of democratic participation in schooling, in our research we found a strong focus on the use of student voice predominantly for systemic improvement. We suggest that this focus reflects the following 3 institutionally focused discourses (Table 1):

Table 1: Managerial Student Voice Discourses

Student Voice Discourse	Definition
Governmentality	– a means of organisational surveillance providing a vehicle for monitoring the effectiveness of teaching in schools.
Accountability	– where practitioners furnish visible evidence for school and public accountability purposes. They strive to meet corporate goals that are systematically determined elsewhere.
Institutional transformation and reform	– a primary focus on the transformation of schooling settings to raise student achievement (overlaps both accountability and governmentality discourses)

There are also 3 strong learner-oriented discourses (Table 2):

Table 2: Learner Oriented Student Voice Discourses

Student Voice Discourse	Definition
Learner agency	– where students are able to make decisions and take action.
Personalising learning	– where curriculum, teaching and learning activities are tailored to students’ needs and interests.
Radical collegiality	– where students are action-oriented individuals, tell their own stories, and have influence in education.
Decolonising voice	– students contribute to a decolonising project where race privilege is critiqued and unravelled.

(Charteris & Smardon, 2019a/ Charteris & Smardon, 2019b)

How can students contribute in your school?

It is fitting that we turn to a resource developed by students to think about how voice work can be authentic, meaningful and empowering for learners. Students can contribute to the development of teaching practices. They can offer input in conversations about curriculum, planning, and assessment. Students have a role in school leadership and share their experiences through ‘Teach the Teacher’ initiatives. They can contribute to approaches taken to building school pride.

We developed the following resource for implementing student voice in schools from a set of initiatives created by The Victorian Student Representative Council (VicSRC). Here are some questions you can explore with your students and colleagues. These are a prompt to help you to think about how you can include student voice and participation in your ongoing work. Much of it originally pertained to the work and inclusion of student representative councils. To make the reach broader, it has been reframed here to also encompass students in general.

Co-developing quality teaching

- How can you engage students’ input into which teaching approaches are most effective and how assessment practice can be improved?
- How can you develop a ‘Teach the Teacher’ approach so that there is the construction of a student-led space that can enable students and teachers to talk about how the school can develop teaching practice?
- How can you develop a programme where you regularly elicit student feedback on curriculum content, processes, pedagogy and assessment?
- How can you implement collaborative classroom/learning observations where students and teachers, discuss classroom practice?
- How can students contribute to discussions about criteria for curriculum planning and assessment, ways of collecting feedback and other data, and the meaning of results?

VOICE IN YOUR SCHOOL?



Jennifer Charteris



Dianne Smardon

Involving students in curriculum planning and assessment

- How can you establish a Student Action Team to investigate responses to data collected e.g. meaning and implications of Student Survey data?
- How can you gather students' views and priorities in curriculum planning and assessment?
- How can you encourage students' involvement in curriculum review structures and processes?
- How can you develop a programme where you regularly elicit student feedback on curriculum content, processes, pedagogy and assessment?
- How can you support a team of students to formally evaluate specific practices as a curricula or co-curricular initiative?

Including students in school leadership

- Are the Student Representative Council seen as part of the

school's leadership team, and are they included in leadership discussions?

- How can you challenge students by regularly asking them to consider a broad range of important issues facing the school and make recommendations?
- How can you support students to run 'Teach the Teacher' approaches which focus on building trust, respect and relationships?
- How can you foster student leaders at each level of the school, including allocation of resources for training and succession planning?
- Are there specific positions that involve targeted teaching staff support for student voice and participation?
- How can you support student representatives in their leadership at each level of the school, including allocation of resources for training and succession planning so that they are competent and effective in their role as student leaders?

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Empowering students and building school pride

- How can you engage students in discussions about the role students can and should have within the school, and how this can happen?
- How can you support 'Teach the Teacher' approaches through which students define and highlight aspects of the school that engender pride, and aspects that need improving?
- How can you involve students in producing student-led media (including social media representation) about the school?
- How can you support a group of students to produce the school newsletter on behalf of the school?

Setting expectations and promoting inclusion with students

- How can you engage students in discussions about expectations, behaviour, mutual respect—and their roles in this area?
- How can you support student-led student forums around topics of expectations, including reasons for behaviour, respect etc?
- How can you allocate time and resources to train and support student representatives to intervene around issues of positive behaviour?
- How can you support 'Teach the Teacher' initiatives that examine the setting of expectations and behaviour guidelines?
- How can you establish Student Action Teams to investigate issues of inclusion and exclusion, and of expectations?
- How can you challenge and invite students not otherwise engaged, to lead roles of investigation and recommendation?

Student voice work can be a means to solicit student compliance or encourage students to engage meaningfully with teachers, leaders and the school community. There can be creative approaches that locate students as knowledgeable experts with deep understandings in specific areas. Close scrutiny is required to see how these discourses are taken up in schools. Is the voice approach in your school a move to promote student agency through voice or really just the machinations of governmentality, and/or accountability and/or institutional transformation and reform?

If you are interested in our student voice papers, please contact Jennifer and request the papers through Researchgate: https://www.researchgate.net/profile/Jennifer_Charteris
You can also email her directly: jcharte@une.edu.au.

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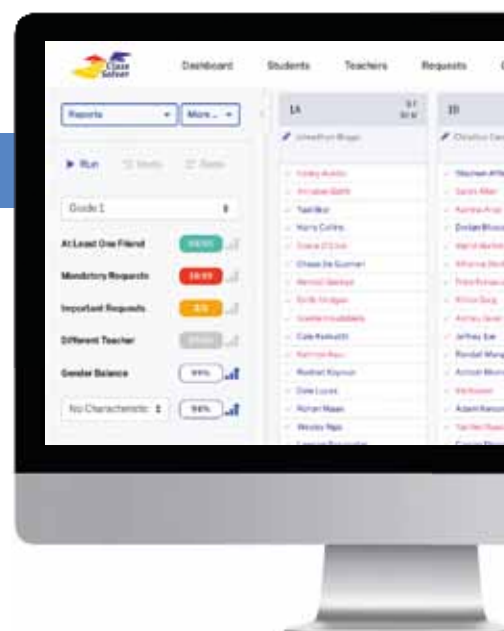
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LEADING EFFECTIVE GOAL PURSUIT IN SCHOOLS—MAKING THE RIGHT TWEAKS

DR LINDA BENDIKSON, DR FRAUKE MEYER AND DR DEIDRE LE FEVRE

EVERY YEAR SCHOOLS submit a copy of their annual plan to the Ministry. For many this means little more than changing the date on the front. In fact, we can say from many years' working with schools and in the Ministry of Education, some even forget to do that! So, some leaders do not work on their plans, but rather, see them as an act of compliance. Could these plans be more useful?

There is no convincing evidence that suggests written plans can immensely support schools' improvement processes. However, there is quite a lot of evidence from general management studies (Mintzberg, 2009) that clarity of direction and the continual adaption of strategies in response to data on progress towards a few clear targets, does help. This requires an analysis of what is working and why, and what is not, before committing to a few key targets and most importantly, a few agreed key strategies (i.e., a plan). Mintzberg (2009) carried out longitudinal studies on organisations and found that not many made big shifts in strategy; rather they tended to tweak and continue to craft their approach incrementally. This also seems to be true of effective schools; they tweak what works, address what doesn't, and take the next step in getting a better result each year; they are systematic.

We have been working closely with three schools over a two-year period to map and support their actions and successes in goal pursuit. Some of what we have learnt from our study about goal setting and improvement processes in schools is no surprise and well supported by research (Locke & Latham, 1990), for example, the advantage of reducing your goal focus to one or two key targets at a time. Other findings may be more surprising for schools or at least raise some questions as to the effectiveness of their own planning and implementation practices. Below we outline six key findings that might help others to get the shifts in achievement that they hope for.

One or two very clear targets in areas of high need are more effective than multiple targets. While certainly not overloaded with goals and targets, the schools we are working with are refining their focus more and more, though they are already much clearer in their focus than many schools. For example, do high schools really need to target all levels of NCEA plus UE? Or do they need to *maintain* the good progress they have made in the past in some areas and *truly focus* on their next major area of need? With primary schools, do they really need to have a target for reading, writing and maths – or just one area of high need, and then learn and generalise from that? We would argue, the latter.



AGGS at work

We realise this is a tension when schools do not want to 'drop the ball' in an area they have had some success in, but we think it is important to be clear to staff about the next area of challenge that they are working on and not overload them. In our view, you should clearly target the priority area of achievement for your school and concentrate on getting a big shift in that whilst maintaining practices that have already proved effective in other areas. If you try to 'target' too many things, all you do is drown your staff with meetings and 'initiatives' (Hargreaves, 2008). A tight improvement focus will involve refining core pedagogical and organisational practices that will impact all areas of the curriculum if done well.

Middle leaders need to agree with the target areas and be committed to them. This implies they must be involved in setting the targets and strategizing about what needs to change to reach them at an early stage. The schools we are working with have successfully made this a priority and are getting the pay-off as middle leaders see themselves as having a stake in the successful pursuit of the goals. More typically, however, middle leaders seem to be 'told' or 'sold' the targets, but how deeply they 'buy-in' may be another matter. Given middle leaders are the ones who need to engage teachers with the strategies for improvement to their teachers, we feel their level of involvement in target setting, problem solving around the target area, and strategy development may need to be re-thought by senior leaders in many schools. Middle leaders need to be a real part of both identifying the problem and the solutions if they are to effectively lead their teams in the improvement effort.

The importance of the middle leadership role needs to be emphasised and overtly supported by providing professional

development on how to run meetings, how to analyse data, how to talk about data, how to support teachers – and so on. The challenge for all schools is that these leaders are extremely busy already, so finding a way to give them the time and support they need to learn leadership skills and to practise them can be quite a challenge. Without their commitment, the best of efforts will fail. The leaders we have worked with have made developing middle leadership a strategic priority.

Agreeing on a few powerful strategies that teachers and leaders can apply to improve outcomes is critical.

Like targets, there need to be very few, but clearly agreed, strategies put in place that focus on specific classroom and leadership practices. For example, all teachers may be working on providing high quality feedback, a strategy that is known to be very effective to increase student achievement (Hattie, 2009). There may also be a focus on developing middle leaders who are the key drivers of the improvement strategy. Two ‘strategies for improvement’ such as these may well be enough. In this case, one strategy (developing the middle leaders’ meeting skills)



Mangere College at work

helps promote the other (developing quality teaching). The key is to not have multiple interventions operating so that people are overwhelmed, but to have a few well thought out new strategies that build coherence and refine what is done at the level of teaching and leadership. This clarity about what the teachers and leaders need to do is becoming clearer and more refined as time goes on in the schools we are working with.

Refine business-as-usual practices

In addition, leaders found they needed to refine organisational structures and practices to get improvement. This involved reviewing and refining roles and responsibilities on the structural level and as a result, in people’s job descriptions, so they were clear on the focus of their role. Furthermore, if necessary, leaders changed meeting

structures so the right people were meeting and had a dedicated time to discuss progress on targets and make the required tweaks in strategies to get better outcomes. Development of effective meeting practices can increase focus and accountability. In these schools, we saw much of the improvement being driven by strategic changes in ‘business-as-usual’ processes such as use of meeting time (by ‘doing the work in the meetings’ – not talking about the work) or by changing the work of team leaders or senior leaders. This was often achieved by tweaking procedures and expectations, as opposed to large scale changes in the way the school operated.

Interim results need to be closely monitored during the year if there are to be no bad surprises at the end of the year.

It is not the creation of targets and strategies that cause schools to succeed, but rather the focus on them and the feeling of accountability for them. Probably the most important improvement strategy is tight monitoring of, and reacting to, the data (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). Everyone needs to be focusing on progress and responding to the data by tightening procedures or changing improvement strategies during the year. This is often done well in industry; they watch sales targets closely throughout the year and respond appropriately. In schools, however, this checking for effectiveness during the year is the most challenging part of the inquiry, learning and action cycle (Timperley, Kaser, & Halbert, 2014). Close tracking of the interim results relating to the target is typically not done well, but in the schools we have been working with, this has been critical to their success. To do this well, we found:

- someone needs to be in charge of tracking the data on each target
- departmental or syndicate meetings need to be strongly focused on reviewing the data, and problem solving and supporting each other to get these results.

If the data does not come in regularly, it is too late to address

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a need for a student or group of students. Not surprisingly our major finding is that target achievement is closely related to the tightness of the monitoring term-by-term and the collective accountability for those results: the senior leaders with their team leaders, team leaders with their teachers, and teachers with their students. Schools with collective responsibility get results because their joined-up focus helps to create a better-coordinated effort and a more coherent environment (Lee & Smith, 1996; Robinson, Bendikson, McNaughton, Wilson, & Zhu, 2017).

Principals and senior leaders also need to learn and change.

Finally, but not unimportantly, we found that the principals themselves and other senior leaders had to commit to personal changes to build trust with and commitment in others. Sometimes, this can be challenging but their role in improvement is pivotal. They must be prepared to put the time into planning, implementing and actively leading this work. They must also be prepared to change the way they do their job in response to data that they are not happy about. We thank the principals we work with for their openness to our critique and support.

So, does planning make a difference? We think so, but only if it involves deeply analysing what has worked and what has not, and then making the necessary 'tweaks' to gain improvement in a closely targeted area and co-ordinating cross-team ownership of results. Ultimately, a good plan is a very simple one. It reflects strategic thinking, not a wish to comply (with plan-writing requirements) and is only as good as the focus, effort and commitment of the leaders to get improvement.

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BBP at work

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THE SECRET OF AN AWARD WINNER'S SUCCESS

STAR STUDENT YANG FAN YUN is the winner of the 2019 Prime Minister's Award, which is given to the highest achiever among the previous year's top scholarship students in the country. After studying the Cambridge Assessment International Education curriculum for the final four years at his high school, Yang completed the NZQA 2018 Scholarship examinations and achieved five Outstanding Scholarships in Biology, Chemistry, Earth and Space Science, Economics, and Statistics.

He was also awarded Scholarships in Agricultural and Horticultural Science, Calculus, English, Geography, and Health and Physical Education. This incredible achievement followed Yang gaining the Top in the World A Level Geography award at the Cambridge's Outstanding Learner Awards Ceremony in February this year.

Yang was a School Prefect, Academic Captain, Peer Support Leader at Macleans College in Buckland's Beach and was named school Dux in 2018. He was a cellist in the school Symphony Orchestra, sang in the boys' choir and was key member of the school and Auckland region debating teams.

Yang is now preparing for a move to California and the prestigious Stanford University, where he plans to pursue medical study towards his goal of promoting equal access to affordable healthcare through policymaking.

In his own words, "I'm currently studying at the University of Auckland before going to Stanford in September, where I'm going to study Economics, Human Biology and Public Policy.

"In Year 10 I chose to study the Cambridge International programme because I thought it was the best curriculum for me. I was able to study some subjects a year early. Cambridge helps with flexibility in learning and allows you to explore subjects more broadly and in much greater depth. It's much more exam-focused, and because your marks come mainly at the end of the year, you can spend your year learning with a more flexible approach rather than frequent testing and assessments. I wanted that sort of learning style as it provided a more consistent and cohesive approach to learning.

"Because I could do some subjects early, in my final year with Cambridge International I was able to explore the areas I really love, like biology and economics, in much more detail because I had more



time. I was fortunate enough to be able to represent New Zealand in the Biology Olympiad Team that went to Tanzania and Malawi, and I won the New Zealand Economics Competition and was selected to represent New Zealand in the International Economics Olympiad in Moscow, where I won a gold medal.

"Because Cambridge International qualifications are internationally recognised and valued, I think it made for an easy comparison between other international applicants and myself for schools like Stanford. Educational models are going to vary, but Cambridge International allowed me to self-study different subjects outside of what we were doing at school. If you have a thirst for knowledge, you can bring it into your academics.

"I was fortunate to be accepted to quite a few universities around the world, but I chose Stanford for a couple of reasons. It offers the sort of liberal arts education that lets you explore different subjects, and I want to pursue my interest in biology, chemistry, math, economics and engineering. Its location in Silicon Valley places it at the forefront of innovation and entrepreneurship, and I very much look up to people like Bill and Melinda Gates, who with the Gates Foundation have found a way to use their money to benefit society.

"Wanting to help people live better lives comes into my desire to make medicine more affordable.

My mum and my grandfather have always encouraged me to be a good person and to give back to give back to society. It's a mix of my love for economics, biology and the life sciences – knowing how to make things cost-effective and being at the cutting edge of medical research. That's what I want to do."





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NZPF CONFERENCE 2019: RENAISS

LIZ HAWES EDITOR

PHOTOS BY IAN CHADDERTON PHOTOLIFE

THE THICK GREY skies blanketing Bastion Point wept a soft shower as the six coaches carrying this year's conference delegates ascended the distinguished hill. On reaching the summit, principals spilled from the packed buses to be welcomed onto the history-rich Ōrākei marae. The marae takes in spectacular views of the Waitemata Harbour, in the middle of which Rangitoto Island stretches in quiescent pose, concealing all signs of its ferocious volcanic history.

Principals travelled from across the country to stand on the lands of Ngāti Whātua, to feel the anguish and hear the stories of

The Ngāti Whātua orators explained that some of the Bastion Point land was acquired for defence purposes. It was understood that it would be returned when no longer required. Instead, the Crown resolved to sell it as expensive real estate, having evicted the iwi residents and relocated them to nearby state houses. That was the turning point for Ngāti Whātua, who undertook an extraordinary 506-day occupation of Bastion Point from 1977-78. It was one of the most famed protest actions in New Zealand's history and led to the iwi's Waitangi Tribunal claim, which was settled ten years later. This action paved the way for



Entering the marae



Sealed with a hongi



Ngāti Whātua welcome the manuhiri (delegates)

colonial exploitation, contempt of iwi and of land confiscation. Bastion Point overlooks the bustling city of Auckland, established in October 1840, as the country's capital city. It was the Ngāti Whātua Chief, Āpihai Te Kawau, who gifted 3,000 acres of his peoples' land to develop the city. In return, he believed that the iwi's remaining lands would be protected. Within a few short years of this generous bequest, only one small pocket of land was still in iwi hands. The rest had been confiscated. These stories drew tears from some – as if in deference to the soft shower that sprinkled the land on their arrival.

many more iwi to air their grievances and settle their claims.

Attending the conference powhiri were NZPF guests, The Secretary for Education, Iona Holsted, President of the International Confederation of Principals (ICP), Alta van Heerden from South Africa and several leaders from the Australian contingent. Nobody left Ōrākei marae unaffected or uneducated about these remarkable historical events.

The Ngāti Whātua stories reverberated throughout the conference. Following the powhiri, delegates were addressed by musician, activist, documentary and film maker and long-time advocate of revitalising te reo and Tikanga Māori, **Moana Maniapoto**.

Maniapoto, leader of the band, *Moana and the Tribe* had a novel approach to explaining the coming of the Pākehā to Aotearoa. Imagine, she said, you have a lovely place to live in and these visitors turn up. You welcome them, then more and more arrive until there's more of them than you! Next thing, you find you have been driven to the basement and the visitors have taken over the house and the land. You're now left to wallow in the grot – in the back shed of your own house!

It was an apt analogy which resonated with the audience. It set the scene to illustrate why Māori are at the bottom of the pile in housing, health, education, welfare and crime statistics, 'whilst the *squattocracy* are given benefits that are denied the colonised.'

Moving quickly to the present she described her ten-year old daughter as a refugee. 'We make a 75-kilometre trip for her to go to a school where she can speak her own language,' said Maniapoto. Although there



Telling the stories of Ngāti Whātua



Moana Maniapoto entertained and provoked the delegates in equal measure

SANCE – NOT REFORMATION

are two perfectly good schools close by, neither of them can accommodate Māori speaking children, she said. Unafraid to provoke her audience, she suggested that all principals needed a warrant of fitness in te reo!

For herself, growing up as a musician, she said she wanted to be Black. 'Māori were invisible,' she said. 'I connected with Afro-Americans and ecumenical singing groups!' she also connected to activists like Syd Jackson and Deidre Nehua. Her growing awareness that past injustices should be righted and Māori's place restored have driven much of her music and activism in recent times.

The Ngāti Whātua stories of land confiscation prompted one of her own. Of Ngati Raukawa descent, she said while her people were at church it was invaded by colonists and the 300 worshippers were shot at. The church was set on fire and the Raukawa people found themselves at war. 'They were shooting against an army with the latest sophisticated weapons, yet they held them for four days. In the end, only seven survived.' 'Their only sin was that they refused to sell their land,' she said.

Her family came from a proud line of Chiefs going back 700 years. That mana has been diminished now, she said sadly, with the grandson of one of those Chief's currently in prison. 'That's how much fortunes have changed for Māori,' she said, 'and it's not getting better.' She referred to the lack of Māori in powerful positions saying, 'We don't just need a seat at the table, we need to tip that table and change the menu too.'

She explained that while Pākehā hold all the power, Māori are 'kept in their place.' She called this, institutional racism saying, 'The way to change was to transform society.' Part of that was telling our stories, she said, including colonial history. She questioned who designs the PLD for teachers and who decides the measures of learning success. She suggested the Ministry might let Māori set the agenda so tamariki can then grow as Māori. 'In the Arctic, they are using the Kohanga Reo model to recover the Sami language,' she said. 'Here in New Zealand, we need to make every day a Waitangi Day, then we can fly together!'

NZPF President, Whetu Cormick

NZPF President, Whetu Cormick, also drew on the Ngāti Whātua stories as a springboard for his opening speech to the conference. He emphasised the way in which colonisers were 'dismissive of Māori language, values and culture,' and



ICP President, Alta van Heerden from South Africa, NZPF President, Whetu Cormick and Secretary for Education, Iona Holstead were special guests at the conference powhiri

congratulated the people of Ngati Whatua Ōrakei for showing such outstanding leadership and 'navigating a pathway for others to follow'.

'Colonisation made Māori second-class citizens – to be exploited; their culture and language were disrespected and expectations of their capabilities and potential were undervalued,' he said.

Cormick told the story of his own Māori mother who grew up at a time during which assimilation had become the dominant practice and all things Māori were suppressed. Fortunately for her, te reo and Tikanga Māori continued to be practised in the home and the family maintained strong connections to iwi, hapu and their marae.

'That ability to treasure and advance our cultural knowledge and our taonga, to live our tikanga and value everything that is spiritually, intellectually and environmentally precious to us as Māori, enabled my family to operate in two worlds – not assimilate one into the other, but to walk two separate parallel pathways,' he said.

'Those Tamariki Māori who feel strong in their Māori ancestry and are confident amongst te reo speakers and tikanga, are succeeding. They are proud to identify as Māori. Tamariki in our full immersion Kura are having

very high success rates. It is the other 96 per cent in mainstream schools that are struggling. We know that until we grow the number of tamariki who are fluent at least to level one te reo, the success rate for Tamariki Māori will not change,' he said.

Cormick stressed the importance of returning power and agency to Māori and re-visioning schools as bicultural environments where a Māori world view is both valued and



NZPF President Whetu Cormick gives his views on how to change school culture to allow Tamariki Māori to succeed



MC Glenn Capelli kept the sessions moving seamlessly throughout the conference



Minister of Education Hon Chris Hipkins was generous in taking time to answer questions from the delegates



NZPF Kaumatua opens the conference with a Karakia



Dr Karen Edge gave an insightful address about the affects of generational characteristics on implementing change

validated. Only then, he said, will our Tamariki Māori experience success as they are capable.

He had high praise for the Te Hurihanganui initiative, recently launched by Associate Minister for Education, Kelvin Davis. Te Hurihanganui supports educational achievement for Māori learners by addressing cultural bias and racism in the education system. It is a blueprint for transformative system shift.

‘It will help us understand how teaching and learning are culturally situated activities; that parents and whānau are partners in their children’s education; and how important it is to include resources that reflect Te Ao Māori perspectives,’ said Cormick.

He then moved his focus to leadership of schools in Aotearoa New Zealand, saying that without strong and sustainable school leadership we cannot achieve the aspirations we have set for Tamariki Māori. He called on the Minister of Education to address the issues affecting school leadership including high stress levels, excessive workloads, underfunding and insufficient specialist, advisory and learning support for highly challenged students. The status of the profession has slumped, he said, and until we address these critical issues, we cannot expect our deputy and assistant principals to step up into principalship.

This was Cormick’s last conference as President of the Federation and he was generous in his accolades for the membership who had supported him and invited him to address their events in the regions throughout his tenure; the NZPF executive members who had advised and guided him in his



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work; the Ministers who had listened and responded positively to suggestions for change and improvement; the Ministry staff who had welcomed his advocacy for school leadership; and his family who had never faltered in their support throughout. He also acknowledged his international colleagues and the opportunities he has had to participate in several international forums. All of these relationships are of huge importance, he said, and will continue into the next phase of his career.

Minister of Education, Hon Chris Hipkins

The Minister opened his address acknowledging the conference theme of renaissance as renewal and rejuvenation; of new beginnings and dawning of new ideas.

In describing his Government’s approach, he said ‘Conversations are intertwined in all we do.’ He explained the importance of keeping up with societal changes and above all, ‘mutual trust is the secret,’ he said. Developing strong relationships between the Government, the sector and schools would be key because ‘No one can achieve for our country on their own.’

Refreshingly, he called for a partnership with the teaching profession which extended deeper than renewing the collective agreement every three years. ‘We are not about tweaking the edges but taking the long-term view. We’ve listened and committed to co-design a better system in collaboration with you,’ he said, ‘and that will take time.’

Internationally, he noted, the OECD talks us up. ‘We are our own worst critics,’ he said, ‘and that can affect our morale.’ He told his audience that when his Government was elected in 2017 they decided to put wellbeing at the heart of everything. ‘Budgets are more than numbers,’ he said.

He explained that many parents reported meeting the cost of school donations was a barrier, so his Government would forego donations. They also removed fees for NCEA exams, ‘... to relieve that financial pressure on parents, and put the ‘free’ back in ‘free education.’

In response to President Whetu Cormick’s comments he said the Government recognises that success is associated with emotional, social and cultural wellbeing hence the Government’s support of \$44 million for Te Hurihanganui. He also acknowledged the growth in learning support needs and to assist, his Government has injected 600 Learning Support Coordinators for schools. Beyond these two initiatives he noted

that the Government's 2019 Budget also included new money for mental health, and additional funds for reducing poverty and domestic violence.

The Budget also recognised that school property required an immediate injection to address the ageing school stock as well as population growth. 'We allocated the biggest ever property funding increase of \$1.2 billion in a single Budget,' said Minister Hipkins. 'This allows us to take a strategic approach to manage growth out to 2030 and give certainty to schools,' he said.

The workforce strategy and the Auckland regional growth plan were also big Budget items because 'We want to overcome the boom and bust cycle and grow our own teachers and that takes time,' said the Minister. Meanwhile staffing help was provided through recruiting teachers from abroad, increasing the number of Teach NZ scholarships and funding 800 beginning teachers.

The Minister addressed questions from delegates, except those concerning the collective bargaining issues. Answers included:

1. There are now changes to simplify the way you apply for PLD
2. Compliance is being reduced
3. Appraisal will no longer be about audits and compliance
4. We have listened to your comments on the *Tomorrow's Schools* Review and changes will reflect your comments
5. Better pay and conditions for Teacher Aides
6. Government has money for [special needs] specialists but not the personnel so working with Minister of Health, David Clark, to develop a joint approach
7. Minister explained that the rules for schools accepting \$150 per student in lieu of donations are not yet settled and he will consider EOTC. He assured principals that school camps



The delegates are further entertained by the excellently led action songs of the local KapaHaka group

would be exempted

8. Pleased to see agreement on leadership strategy with Leadership College coming and leadership advisors will continue to be funded
9. More money to be applied to school practicum support for those undertaking ITE. Need better selection process for ITE and guaranteed placement for the first two years after graduation

Dr Karen Edge

A reader in educational leadership at UCL Institute of Education and Pro-Vice Provost (International) at University College,

continued on page 21

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By contrast a disfluent reader's visual navigation of text is awkward and laboured. Their attention is diverted away from the critical step of information processing. These students typically avoid reading whenever possible, missing opportunities to engage with text and ideas that would help them to develop as readers and learners.

30% of readers with good comprehension exhibit similar inefficient reading characteristics. These students have developed time-consuming personal strategies to compensate for the inefficiencies. They are often identified as slow readers and may need more time to complete exams.

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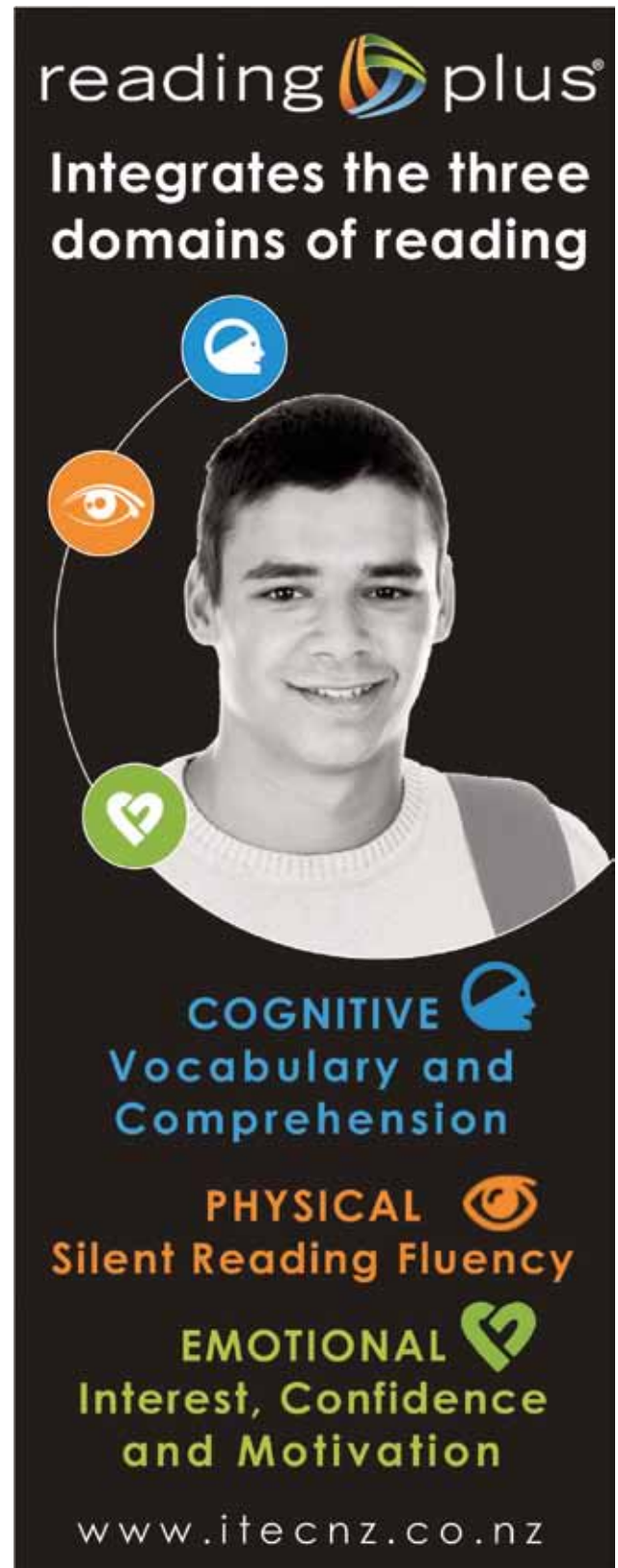
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Dr. P. David Pearson,
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London, UK, Dr Karen Edge shared her research on Baby Boomer, Generation X and Generation Y school leaders from London, New York City and Toronto.

Her personable approach warmed the audience as she quickly drew them in with her delightfully humorous stories, cleverly linked to important aspects of leadership theory.

Edge focussed her address on her latest research. She distinguished the three different age-groupings of leaders explaining that leaders from the same generation do have some characteristics in common. These characteristics influence the way in which they approach teaching and leadership.

She described the chronological order of the generations as Boomers (born 1945–1965), Generation X (1965–1980) and Generation Y (1980–2000).

Her research team located these three generations in the wider context of the influence that generational behaviour and attitudes have on school-level improvements in teaching and learning.

Generation Y she described as optimistic, confident, social, street-smart and motivated by a sense of civic duty. Their peers are part of a diverse cohort and they expect to be teaching with a similarly diverse workforce. They are self-directed, tech savvy, well-networked and committed to their school. They are ambitious, they seek out PLD opportunities and are on the lookout to take on further responsibilities. They can be intimidated by colleagues and like structure, personalised learning and mentoring. Large-group collaboration is their preference under strong supportive leaders.

Generation X, she said, are comfortable with people from different backgrounds and are global-minded. They are self-reliant and have an informal approach to relationships. Task oriented, time and place is not important to them although they value work-life balance. They are adaptable, creative and unintimidated by authority. Weaknesses can include being low on people skills and harbouring cynicism.

Boomers are optimistic, personable and relationship oriented. They are team players and want to please colleagues. They can be workaholics getting involved in any cross-school initiatives. Weaknesses include avoiding conflict and being sensitive to feedback. They can also be reluctant to challenge peers. They are strong on process and weary of accountability structures that are driven by outcomes. They are also prone to think their way is the only way.

These three approaches are clearly very different. Dr Edge wasted no time in demonstrating how the generational differences can work against principals leading change in their schools. If 'my way is the highway (Boomers)', teachers favouring collaborative decision making (Generation X) will quickly disengage. It could be a short distance between a well-managed, high performing school, and 'Fawlty Towers', simply by applying the expectations of one generation to another. She gave examples of how unintended resistance and conflict can occur, because the leader has failed to take account of the differences in approach and attitude.

She pointed out that once you understand the differences, it is possible to use the strengths of each to build an even stronger school culture. She referred to the notion of 'generational awareness' to describe how leaders can acquire another strategy for understanding how teachers and leaders approach their work, how they see collaboration and what work-life balance means to each of them.

She suggested that all principals might think about the following three questions:



The girls' vocals impressed with their sophistication and style

- Are there generational patterns at play within your school?
- Do you make the most of generational patterns to bring about school-level change and improvement?
- Do you need (or have) a different skill and strategy set to recruit, retain, motivate and support colleagues from each generation?

Exploring these questions, she said, will assist principals to adapt better when dealing with staff of different generational types. She concluded with an invitation to principals to contact her at: k.edge@ucl.ac.uk for more information on this issue or with observations from their own experiences.

Professor Yong Zhao

Professor Yong Zhao opened his address saying that 'Over the past few decades, education has been led astray.' Bureaucracy, he said has greatly increased while teaching has been mechanised and trivialised. Determined to pour all the bad news out at once, he then attacked education policies imposed by governments saying, we have too many policies and they are destroying education because they destroy the humanity of it. If this wasn't enough for the opening minutes he then provoked his audience saying that globally, education has in many ways been a failure.



Keynote Speaker Professor Yong Zhao begins his compelling address to show the delegates the importance of celebrating diversity and individualism

He asked the audience to consider what we have been counting as a measure of success and followed that question with 'Are we getting along better as human beings? Has it [the teaching and the learning and the testing] taught us to be more human?' I don't think we are doing very well, he said.

We've worked so hard and invested so much to lift our PISA scores and our international rankings in literacy and numeracy, but we are not getting better as a human race.

He then made a surprising statement saying, 'Donald Trump is a necessary evil because he reminds us how bad we can get!' He added BREXIT into the mix explaining that these two have split



our societies but, 'We put them there – our education systems put them there!'

The problem with the standardised systems, he said, is that we have a 'standard' that every child should look like. Children are different, he said, and that's the challenge. We want the same product out of the school but the input (the children) are all different. We want all children to learn the same thing at the same time. Unfortunately, he said, this standardised regime continues in many countries of the world, when what is really required are competencies like critical thinking, communication, collaboration and creativity or entrepreneurship.

We have pretended to be scientific in creating statistical predictions and we end up with 'facts' like 'If you have a red car you are more likely to be pulled over by a traffic policeman.' 'What



The NZPF executive committee gathers behind Vice President, Perry Rush, who acknowledges President Whetu Cormick's last conference and three years' service to the Federation

we forget is that no child is a statistical probability.'

The mistake, Zhao said, is that we think we can predict the future from the past and that is incorrect. He applied the analogy of a bird saying, 'You can throw a dead bird and predict its trajectory accurately. Then try that experiment with a live bird! We have kids who are live birds and cannot be forced into a trajectory,' he said.

Not every child wants to play the game and some play the game but don't believe in it or think it is worth playing. When children don't meet our expectations or don't move fast enough, we invent 'achievement gaps,' said Zhao, but we have failed to turn all kids into homogenous machines. For the industrial age, homogeneity was useful because the workforce was all about the same factory jobs and assembly lines. We needed workers with the same set of skills. What is required now, is that our children be more human than mechanical, he said.

Importantly we must focus on humanity and human nature, he said, and welcome the differences, not treat them as deficits according to some arbitrary standard. We are genetically and cognitively different and have multiple intelligences. We also come from different environments.

Take music for example, he said. You need the natural talent and the environment and musical experience to develop your talent. If you are born into a musical family, you will be ensconced in music and get the necessary experience and opportunities. If you have no access to music, you won't have that opportunity to develop your talent.

Valuing children's talents is critical to their success, he said. Schools are discriminating against those who are not talented in reading writing and maths because these are the subjects that schools value, not the knowledge areas that all children might value.

Children also have different motivators and interests which might include power, knowledge or physical movement. As a society we place value on certain practices and attributes too and this can help or hinder the developing child. Some cultures, he said, do not admire curious people because they want to know too much. Having a sense of vengeance may be great to have on a sports field but not so useful for a truck driver.

Classes of people have different sets of values too. Schools value reading writing and maths, being extroverted and conscientious. These are also the values of the middle classes who also value those who will follow orders and arrive at work on time. Our school curricula tend to be dominated therefore by one class of our society. In this way we promote those who fit the school values. He used an analogy to describe this state saying that



The conference stands to honour president Whetu Cormick with a waiata

schools take the divided garden approach, where everything is neatly sectioned into clearly defined parameters of containment. What we need to do is to think of school as a natural reserve, he said, where everyone is vulnerable, where all talents are valued, where everyone is useful in their own right and everyone contributes to a sustainable ecosystem.

To demonstrate how a singular talent can be undervalued he used the story of Rudolph the red-nosed reindeer. In the republic of reindeer, he said, the standard is that all noses are black. Rudolph would be sent to remediation to fix his deficit because he is out of line with the standard nose. But Santa Claus used him to guide his sled making redness valuable.

In preparing our children for the future, schools must consider the changes in life- style and importance of uniqueness. 'We have shifted from the factory age to the age of abundance,' he said. Technology now produces so many more things and so we find ourselves with leisure and disposable income. We don't have to spend all our income on survivables. We have choice and are susceptible to aesthetics. For example, we have dozens of different choices of hair shampoo, he said. 'I could not buy shampoo in the USA because I did not know what of the 70 different sorts of hair I had,' he quipped.

To be great, he said, you need talent, time and teaching. We cannot be great at everything and that is where collaboration comes in. You outsource your weakness to someone else for whom it is a strength. We complement each other with our skills and knowledge and are interdependent. Your value is realised through others shining.

Machines, on the other hand, he said, cannot identify problems to solve, they just solve them. And how do you know if a problem is worth solving? You ask is it ethical, moral and will solving it create value for other people?

The future is about personalised education for all children. Children will be co-owners of their environment, of their banks and of their grocery stores. They will not be passive recipients of learning, but active participants in what to learn.

New Zealand, he said, is well placed because it has moved away from the Global Education Reform Movement, but we are not 'out of the garden and into the nature reserve just yet,' he said. In concluding, he encouraged all principals in the room to nevertheless keep moving in that direction.

Dr Keri Milne-Ihimaera

Like her predecessors Moana Maniapoto and Whetu Cormick, Dr Milne-Ihimaera drew on the Bastion Point experience to launch her conference address. She referred to the power of the collective to overcome racism and bias and to empower the next generation of Tamariki Māori. Like Yong Zhao, she challenged the audience to consider what it means to succeed, in this case, as Māori.

The main thrust of her address however was based on her own Doctoral thesis which explored the story of racial bias in Ministry practices as applied to Moerewa school in Northland New Zealand.

'It is a cautionary story,' said Milne-Ihimaera, 'which pits a small Māori community against the might and power of the Ministry. But first, she acknowledged the courage and bravery of Ngāti Whatua for their land occupation which resulted in the return of Bastion Point to their people.'

She then shared the story of her own upbringing. Dr Milne-Ihimaera said she was influenced by very strong women throughout her life, who made her aware that society did not always accept Māori or respect their Tikanga practices. Indeed, she noted that it was not unusual to experience mocking behaviour during the Karanga when welcoming a group onto the marae. Even more disturbing was to realise that within the school system, Māori kids were not expected to succeed. Later, activities like Kapa Haka were introduced, as an add on, rather than as valued activities, central to Māori kids' learning. As a teacher and later principal herself, she became aware that the biggest Ministry battles were about why we can't do something not how we can. Response to initiatives that might enhance the learning and success of Tamariki Māori were largely ignored or subverted. For her own immediate family, there is no time to lose. In our own whānau bubble, she said, mainstream won't fit. We will not engage in that system any longer, she said. We cannot wait any longer. Today, her own mokopuna are fluent Te Reo speakers and comfortable in their understanding of their own cultural identities.

Her own story as Principal of Moerewa Primary School however, was of a different kind. 'I learned the mana of the struggle,' she told her audience, 'and had to walk my talk.'

In the face of closures of Northland schools, Moerewa stood firm and stayed open. 'It was a great community,' said Keri, 'a supportive community.' Certainly there was poverty and aside from the local Freezing Works there was little to employ the people.

What Dr Milne-Ihimaera could not have imagined was that her school would become a target for Ministry intervention, for no apparent reason. She was leading the very best education for her largely Māori population of young people.

Statutory interventions were not unusual in Northland. Between 2012 and 2017, there were more interventions in the North than any other area of the country. Coincidentally, there

is a greater proportion of Māori in this region too.

The school had been through four principals in as many years before Milne-Ihimaera was appointed to lead the school. She built it up and engaged the community and ERO reports were clear about the excellent progress being made. The young people of Moerewa felt strong affiliation to their school and when it came to secondary school, they and their parents were reluctant to send them away to High School. In response, Milne-Ihimaera set up a satellite class affiliated to an appropriate secondary school in Auckland, so that her senior students could remain at Moerewa to continue their education.

The now thriving student population and local community were therefore stunned when the NCEA results of the satellite class came under scrutiny and the school was placed under statutory



Dr Keri Milne-Ihimaera delivered a powerful message on how racism can break a school and its community

intervention. It is usual for the NZQA to moderate about 10 per cent of a school's NCEA results, but in the case of Moerewa it was 80 per cent. The process was drawn out as students waited patiently for their results. The level of scrutiny was previously unheard of.

As the audit process continued into the following year, students were left not knowing whether they had qualified for the next level or not. They were in limbo. When the NZQA investigation eventually concluded, the results were made public before the school or students were informed. Many of the students had their qualifications taken away and the satellite class was closed down.

These results were appealed and ultimately the school was vindicated. So how do we explain the intervention and excessive audit in the first place?

Dr Milne-Ihimaera is quite clear on the answer. It comes down to racism. As one student expressed during the process, '... if you do anything different that they don't like, this is what happens. Colour has a lot to do with it, it's colonisation again.'

The students were forced to leave Moerewa and attend a different secondary school to continue their studies. The hurt, the disappointment and the frustration was devastating for them. They had been publicly humiliated but they had a principal who would stand up and say 'enough is enough.' By now she had the support not only of her local community but of the entire Northland region. They understood her battle and were right alongside her to give her the strength to fight it.

The Ministry would not be easily persuaded however and left the Commissioner in the school for the next two years.

The Moerewa story is emblematic of the struggle that continues throughout Aotearoa New Zealand to this day. Until embedded racism is addressed and understood for what it is; until Te Reo is normalised as a language with equal status; and until we are all educated in the history of the colonisation of our country, little will change.

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LIZ MILLAR AND ERNIE BUUTVELD ACCEPT LIFE MEMBERSHIP AWARDS

LIZ HAWES EDITOR

LIZ MILLAR WAS nominated for the NZPF Life Membership award by her Wellington Regional Principals' Association. This is what they said in their supporting dissertation:

'As a principal in the region, Liz had played a central role for Wellington educators. At the same time, she made a considerable contribution to the wider New Zealand education landscape. She has been described, among other things, as a trusted, strategic, focussed principal and an absolute credit to the teaching profession.

She always demonstrated a wide-ranging understanding of Ministry structures and processes and kept abreast of the latest educational research and best practice. Her sharp intelligence ensured she could easily grasp the latest initiatives and would willingly share this knowledge with others.

Liz represented the nation's principals in a more formal way, for eight years, as a member of the NZPF executive committee. She was highly regarded by the membership and was considered an immensely valued participant on the national executive. She regularly led debate on professional matters, curriculum, leadership and PLD. With her boundless energy and enthusiasm, Liz still found time to organise two NZPF conferences. She brought with her a group of Wellington principals whom she organised into a most effective and successful conference team. The conferences won wide acclaim for their programmes which combined international and local experts of political and educational relevancy and status. Liz always showed an uncanny knack of sensing exactly what the membership was looking for professionally, and she delivered for them.

She served as principal in several Wellington schools and in 2005 took time out to become the Director of the Principal Leadership Centre. In this role, she continued to encourage principals to adopt the philosophy of 'Quality leadership through



Liz Millar and Ernie Buutveld, Life Membership recipients 2019

continuous evaluation, reflection and improvement.' Liz was a champion for this approach, which was achieved through clusters of principals and teachers sharing their reflections on each other's practice. This practice was linked to improved learning outcomes for children. Liz went on to become the Regional Director for Te Ariki Professional Development Project, which resulted from this work. The work was conducted in partnership with the late Dr David Stewart. Liz later became a Regional Director for the Project.

In 2008 she made the decision to take up her final principalship at Ngaio School. Her service to the children of Ngaio concluded in 2017. Whilst leading the school, she invested her time, effort and energy into building a strong community of learners and a strong, capable team of teachers. At her farewell, speaker after speaker lined up to express their appreciation describing her as passionate, experienced, dedicated, compassionate, a role model and a superb leader. They wanted to thank her not only for providing an outstanding education for the children of Ngaio School but for the contribution she made to the wider educational community.

Liz is no stranger to being honoured for her exceptional work on behalf of principals in New Zealand and was granted the NZPF Service with Distinction Award in 2013 for school leadership development across New Zealand.

Liz retired from the profession in 2017 with the best wishes and admiration of the many colleagues who knew her and those who knew of her. She was the 'trusted' go to person, the person sought out to provide critique and analysis, the leader who inspired and empowered, the leader who laughed but most of all, the leader who put students at the heart of everything she did.

President Whetu Cormick presented Liz with her award endorsing all the comments made by her Wellington colleagues.



Former school principals Liz Millar and Ernie Buutveld are congratulated on their NZPF Life Membership awards by President Whetu Cormick

Ernie Buutveld

The Marlborough Principals' Association nominated Ernie Buutveld for the NZPF award of Life Membership and had this to say in their supporting dissertation:

'An expansive thinker who applied creativity to every discussion, Ernie Buutveld was well known for his reflective style and cool head. He led Havelock Primary School in Marlborough for twenty-five years and his teachers remember him fondly, especially for the professional conversations and critique of practice which helped them establish meaning and purpose for what they were doing in their classrooms. Ernie encouraged continuous improvement not only for the children in his school, but for the teaching staff too. He also looked for alternative ways to support cognitively impaired youngsters and travelled to Europe to study the Reuven Feuerstein philosophy which held that intelligence is modifiable, not fixed.

This accumulated knowledge was generously shared with colleagues and Ernie also concerned himself with the growing volume of students in schools, presenting behavioural challenges. A devotee of inclusion, he challenged himself and others to develop an approach for schools to help teachers manage children with behavioural challenges more effectively. He engaged the Ministry in his discussions, out of which emerged the very popular Positive Behaviour for Learning programme (PB4L). This programme has, over the years, benefitted thousands of teachers and young people.

By 2002 it was time for Ernie to step up and serve his colleagues at a national level through being elected to the NZPF national executive. In 2009, he took over leadership of the organisation as President. He could not have chosen a more difficult time,

with the Government having just introduced national standards. Ernie recognised that the plan behind the new policy was economic not educational and that there was no crisis in education as the Government attested. He recognised that the standards were not designed to improve children's learning but to be a measure for school performance.

The challenge was not in thinking through the policy and seeing its connections to the Global Education Reform Movement, it was how to communicate these ideas to the public.

NZPF did not, at the time, enjoy strong media relations or expertise, so Ernie faced an up-hill battle to gain any media traction. In the end, the best advice he could offer his colleagues was to resist and slow down the process as much as possible, whilst continuing to embrace a broad curriculum. Many did exactly that and the profession never did fully embrace the policy. Moreover, they did their best to keep on delivering a rich and broad curriculum.

Ernie's reflective and inclusive leadership style and willingness to share his knowledge for the good of others, gained him immense respect and affection. He served his colleagues both locally and nationally with pride and generosity.

President Whetu Cormick acknowledged Ernie's service to his principal colleagues noting the extreme challenges he faced as NZPF President when national standards were mandated in 2009. It was a time when we needed a reflective thinker like Ernie, he said, a cool head who would steer us safely through the worst storm since Tomorrow's Schools. He wished Ernie well in his new role coaching and mentoring principals in the South Island.



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ARLENE WHITE EDUCATION PAYROLL CHIEF EXECUTIVE

EDPAY IS BEING built in stages, with adjustments made to its features as feedback from the trial schools comes in. For the past few months, 26 schools have been involved in the trial and have been able to use EdPay to add new employees, update employee contact and financial details, and terminate contracts. They still have access to the current payroll service and can use either service or both as they prefer. A further 174 schools were added to the trial in July.

The crown entity Education Payroll is developing EdPay. It was created in 2014 and charged with stabilising Novopay and developing an improved and automated payroll service.

Chief Executive Arlene White says EdPay is being designed with the advice and support of users.

‘Before anybody started designing code, we asked focus groups of school payroll administrators and Principals what they wanted from the new service. We are still speaking with customers every day and telling our build team about what schools want.’

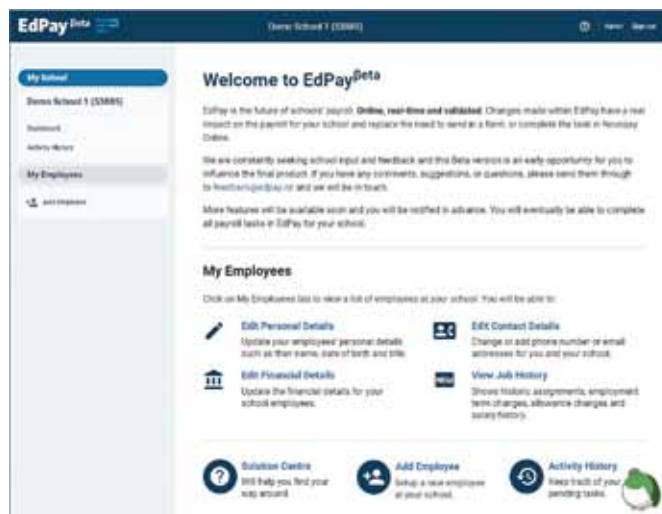
Education Payroll’s dedicated payroll advisers are the main conduit for the trial schools to give their feedback.

‘Schools just get on the phone and tell their payroll adviser what’s working and what could be better. One example was the idea of adding a drop down box to the employee feature. Schools said adding the drop down would help reduce the chance of the system not accepting the answer. It a way to validate information on the spot.’

‘We’ve also recently added a new help tool called Eddy the Kereru. If you hover your mouse over the boxes on the EdPay screen, Eddy will sit quietly in the corner offering helpful tips and suggestions.’

‘Eddy actually evolved from users’ thinking as well. They said they wanted EdPay training to be in the service itself. No one was too keen on a huge training manual. Our goal has been to make EdPay intuitive enough that people don’t need any formal training at all, and so far schools are telling us it is.’

Over the rest of 2019, Education Payroll has scheduled multiple technical production releases to add new features into EdPay.



‘We’re running a full blown modern agile IT development process, which means breaking the work up into small packets and producing them in stages. That gives us a whole lot of short deadlines, but I have been crystal clear with the team. No matter what the deadline is, nothing goes out to schools until it is right. The last thing I want is to risk school’s time and energy with a payroll service that’s not fit for their needs.’

“... I have been crystal clear with the team. No matter what the deadline is, nothing

goes out to schools until it is right.” Education Payroll Chief Executive Arlene White

EdPay trial schools log in to the service in a similar way to the Novopay log-in process. New users are sent an email with a link and login details. From then on they get access to new features as soon they are added.

‘We’ve been adding in a lot of the unglamorous structural improvements over the past months, so users won’t have seen a lot of changes for a while, but we’ve been busy building the foundations for the fun stuff that’s coming soon.’

Arlene says there’s no concrete date planned for when all schools can have access to EdPay.

‘I’d like to be able to offer access to EdPay to all schools that want it in 2019, but I’ll be listening to the views of our 200 trial schools before making that offer. We’re yet to decide whether to give schools access in groups, or perhaps to focus first on those that have told us they’re keen.’

‘We had a great opportunity to show off EdPay at this year’s School Business Managers’ conference at Te Papa in July, and from that there’s already a long list of schools who’d like to start using it. Any schools that would like to start using EdPay can let their dedicated payroll adviser know.’

Education Payroll will be attending several education sector conferences over the coming months and giving demonstrations of EdPay. You can keep an eye on these opportunities via our web site www.educationpayroll.co.nz.





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*Seep, Benjamin., Glosemeyer, Robin., Hulce, Emily., Linn, Matt. Aytar, Pamela. (2009) Classroom Acoustics – A Resource for Creating Learning Environments with Desirable Learning Conditions. Retrieved from <http://files.eric.ed.gov/fulltext/ED451697.pdf>

SCHOOL LINES

Cutting the Mustard – or Swallowing the Custard? *Wrong Systems? Wrong People?*

Lester Flockton lester.flockton@gmail.com



ANNOUNCING THE TOMORROW'S Schools reforms back in 1988, David Lange, Prime Minister and Minister of Education, famously quipped “Good people. Bad system.” when referring to the administration of education as it was prior to *Tomorrow's Schools*. But the system back then wasn't all bad, just as it isn't today, yet we most certainly have some wrong systems within our present system, and we clearly have some of the wrong people working those systems.

The tinkering and numerous changes under the bonnet of *Tomorrow's Schools* since Lange's reforms, have in many respects corrupted and undermined the precepts of a self-managing school system. These changes are the result of successive Ministers of Education intent on stamping their mark on things, sometimes with encouragement from their bosses and officials. And now parts of the system are under a review, but we might question whether the right parts have been properly targeted and made the subject of much needed reform. Arguably, those parts of the system centre on the Ministry of Education itself and the Education Review Office. We might also agree that the *Tomorrow's Schools* reviewers' recommendations with respect to these parts are something of a befuddlement.

The fickle-de-dee ideas of getting rid of regional Ministry offices and replacing them with district hubs (a-la District Education Boards) and getting rid of ERO and replacing school-level oversight with euphemistically titled hub “advisers” simply don't cut the mustard. Failure to critically examine and think through the implications and consequences of such ill-conceived ideas would be tantamount to swallowing the custard, lumps and all. If you believe in the fundamental tenets of the self-managing school, then you would be a victim of naivety to also believe that the reviewers' proposals would preserve, strengthen and uphold these tenets.

Brian Picot, chair of the committee whose report provided the basis for *Tomorrow's Schools*, described the education bureaucracy as it was then as **centralised, cumbersome and expensive**. A key response of the reforms was therefore to whittle it down to a staff of around 850, with two purposes: devolution of control to the local school and its community, and redistribution of the cost savings back to schools within an equity-based formula. The Ministry's main functions were to be largely focused on policy advice, fiscal and property management. Thirty years on and the Ministry's current staffing today sits at around a whopping 2900, which doesn't include consultants, contractors and others handsomely rewarded for helping to do its work. It is again **centralised, cumbersome and expensive** and has taken control and initiative away from schools in some key areas that should more properly be their responsibility.

The Ministry of Education is an essential part of the system,

including its district offices, but parts of the system of the Ministry are unhelpful, ill-qualified to understand the complexities of schools, inefficient, and too often obstructive to the self-managing school. There are too many in there who wrongly consider themselves as “knowing what is best” for schools, “being in charge” of schools, and clinging to a preoccupation with the generation of a lot of spurious data and incomplete interpretations of “evidence”. A brave *Tomorrow's Schools* review would have dealt to the very considerable issues that envelope this part of the system, the way it is constituted, staffed, and the scope of its role. It is currently spending and controlling over \$136 million a year on curriculum support and professional development. Let's begin by passing all of that over to individual schools – and not via Ministry “providers” and dictates. Trust the schools!

Most schools would accept a fair, balanced and sensible form of external review and accountability as the quid quo pro for the discretionary scope offered by self-management. But from the outset the Education Review Office has failed far too many schools in terms of being fair, balanced and sensible. Fortunately, it has moved away from its negative barking, chastising, “naming and shaming” and lighting fires to warm the media. But in recent years it has become increasingly aligned with the Ministry's narrow agendas rather than exercising a richer appreciation of what schools could and should be striving towards. During a school's recent review, for example, a couple of the reviewers told the principal and Board that they had observed many excellent practices and programmes, but these were outside of the prescriptive scope of the review and therefore didn't qualify to be included in the report. Their scope was substantially defined by literacy and numeracy data and their central office dictates.

Every school would do well to have critical friends who help them validate and strengthen their own performance reviews, and that is precisely what the role of external reviewers should be – critical **friends** rather than critical **fiends**. The State is entitled to set reasonable expectations of schools in ways that recognise all schools are not of a piece, and it does so via the NEGS and NAGS National Administration Guidelines (which are to be dispensed with in 2023 thanks to one Ms Parata). These guidelines are consistent with self-management in that they give schools permission to make localised interpretations. NAG 1, for example, says the school should provide all students with opportunities to achieve success in all areas of *The New Zealand Curriculum*. That is, to provide balanced, well rounded learning opportunities. But the ERO has been side-stepping evaluations of this requirement by fixating on the Ministry's narrow, myopic priorities. It is failing to administer fair, balanced and sensible reviews. It, like the Ministry, is also failing to understand that narrowly focused dogma simply doesn't work.

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Inflexible centralised dictates on what and how ERO reviews should be administered is, however, only part of the problem. The other part that we hear over and over is the manner, attitude, inflexibility, and dubious qualifications of far too many reviewers and the inconsistency of their judgements from school to school and place to place. This has gone on for too long but trying to fix the problem by getting rid of external reviews of schools by a Government agency seems to be a seriously misdirected idea. It is the way the agency operates and the way it is staffed that are the real issues.

Arguably, an external review agency should have one overarching function: to support and validate the school's own reviews relative to the NAGs and to prepare *with* the school a joint report every three years. Moreover, the qualification of reviewers should be reconfigured. Ideally, a track record of successful school leadership in a range of settings, preferably to the level of principal of a mid-to-large school, along with verifiable personality characteristics of being a personable, fair minded, flexible thinking, sensible and a suitably qualified professional. Importantly, the review agency could be completely restructured and re-styled to become a very appealing career pathway for many school principals.

Well, the above is yet another perspective on how things are and how things could be. Openly deliberating and reaching decisions on a range of perspectives and models is the essence of robust review, but that is not how it has been done with the *Tomorrow's Schools* Review (wrong system?). As of writing we hear that its committee (some wrong people?) has changed some of its ideas. Let's hope that they cut the mustard and remove the indigestible lumps from the custard.

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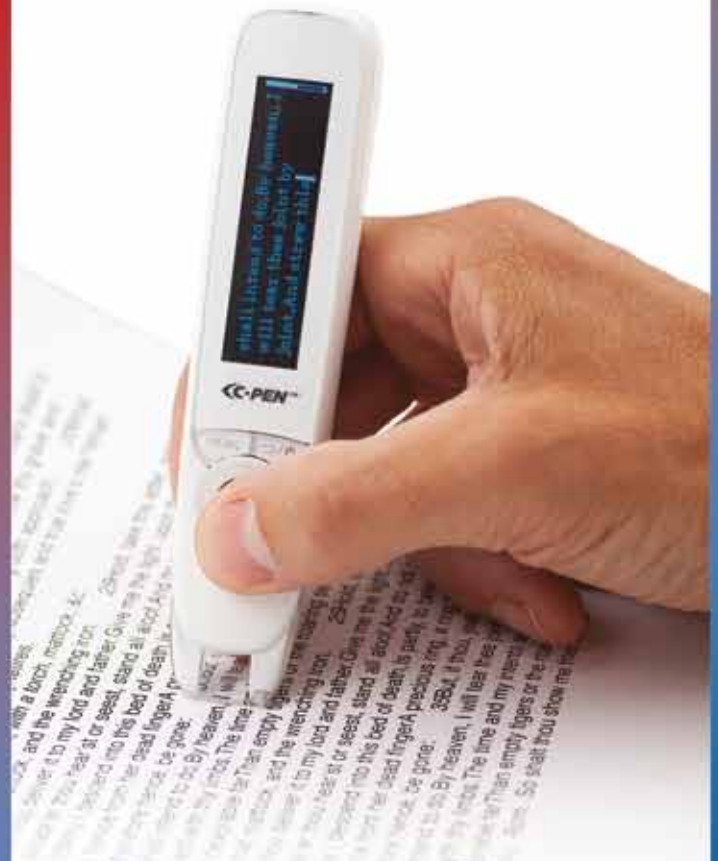
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VULNERABILITY AS A LEADERSHIP TRAIT . . .

HELEN KINSEY-WIGHTMAN

MY PRINCIPAL HAS been on sabbatical this term . . . Obviously when she opted for Term two she wasn't to know that the PPTA/NZEI would take strike action, her PA would retire and we would be advertising 2 science teaching positions. Fair to say, that by the end of term I felt as though I had done 10 rounds with Joseph Parker and my partner was fairly sure I had been abducted by aliens and replaced by Miss Trunchbull. A week into the holidays I am feeling human again and am beginning to contemplate the move back to my own office – taking the (pretty much untouched) 'to do' list I wrote when I moved out a term ago!

As always though, stepping into a different leadership role brings new learning and the opportunity to try out different approaches. On the 'not yet achieved list' was the goal to get out into classrooms more – to be fair to myself this may have been more realistic if I had not continued to teach my own Y9 class. On the 'achieved list' was my goal to grow a positive, supported leadership environment in the midst of all the busy-ness.

As we started Term 2 our senior leadership team was composed of: an Acting Principal (yours truly); an Acting DP a term away from beginning a 2 term study leave to complete her thesis; an AP studying part time for her Masters; a new AP one term into her role which she also combines with an Across School Teaching role in the CoL; an HoD stepping into an Acting AP role and a brand new Principal's PA. We were definitely a team characterised by a drive for life long learning – that said, for all of us the learning curve was fairly steep!

As the term started, I watched Brené Brown's hour-long Netflix presentation on vulnerability – if you haven't seen it you should. In the past I had always joked about my leadership philosophy being, 'Fake it till you make it . . .' which is one way to tackle new learning. However, bravery is also one of my core values and role modelling bravery to the staff and students around me demands baring my vulnerability rather than creating the pretence that I am the fount of all knowledge.

So in my approach to leading a team where we were all engaged in new learning, I decided to address the learning we all had ahead of us, to embrace the vulnerability, and to share my goal for the term with the team and ask them to help.

A few years ago, as my remote country school pupil population began to dwindle, I became a sole charge principal. In order to upskill myself, I participated in the Incredible Years programme. One of the strategies that the programme teaches is the power of attention, coaching and praise. Put simply, what you pay attention to will grow, therefore if you only notice and highlight the negatives they will increase, so praising the positives works better. I believe that this applies to teenage and adult behaviour too – although there is a requirement for a more sophisticated approach to delivering the praise. In general I have found that announcements in staff briefing along the lines of, 'Can we all say well done to Mary for showing lovely manners to other

teachers this week?' may not be sufficiently sophisticated.

My goal was around promoting distributed leadership. I put an agenda item on to our SLT meeting agenda and asked the team to actively look for staff and student leadership around the school. I then invented my own private 'Feel Good Friday' when I spent time every Friday sending emails, ringing parents or tracking staff and students down to say well done specifically for showing leadership. Where other team members had seen the leadership in action, I made sure I credited them with noticing, rather than making it all about me. It helped me to end the week on a positive and the team felt that deliberately looking for leadership made our team feel like a positive place to be and helped us to be more appreciative of



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the things others do around the school.

My final act of vulnerability has been to survey the staff, parent community and students to give me feedback on my leadership. Whilst – as I would hope – there is much feedback to reflect on, I also got much encouragement to show that the things I focussed on have been noticed.

From a student, in answer to ‘What does Ms. Kinsey-Wightman think is important?’ ‘That we value the school values and that we think about positive things that have happened during the week. What we can do to keep a positive attitude while at school, and to think about the good things that someone has done for us or we have done for somebody.’

From a teacher in answer to, ‘What do you see as my greatest leadership strengths?’ ‘Listening, approachability, positive attitude, the fact that you know you do not know everything and recognise that other people are sources of information and support . . .’

To end in Brené’s words, ‘Vulnerability is the birthplace of innovation, creativity and change.’ So who amongst us doesn’t need to embrace it?



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“28 January 2019 – Surveys of teachers and principals who quit the profession last year show they left mainly due to a lack of work/life balance and burnout from high workload. The survey respondents included 169 primary and 201 secondary teachers and principals.”*

Media Release - NZEI Te Riu Roa

Stress and pressure are not the same things

Workplace stress is the result of not managing workplace pressure, which if left unchecked, can become burnout.

Stressors at school may be caused by parents; resourcing and budgeting constraints; tight deadlines; student poverty and neglect; non-routine learners; Ministry of Education demands; building and property; an Education Review Office visit; interpersonal conflict with or between colleagues; a dysfunctional team department or faculty; Kāhui Ako commitments; staff shortages and absences; acclimatisation to new flexible innovative learning spaces; new professional learning and development initiatives; a newly

established Board of Trustees or problematic Board, and preparing for a challenging performance conversation with a colleague.

Research reveals only 9% of the population will remain stress free when confronted with these sorts of workplace stressors. 91% of the population will experience degrees of confusion, feelings of being overwhelmed, and stress.

An increasing body of evidence shows turning workplace pressure into stress is a choice and it's entirely preventable.

Research (2017) shows those who manage workplace adversity without becoming stressed have developed a range of crucial meta-cognitive competencies enabling them to fend off multiple workplace threats. They understand how they choose to respond when confronted with potential stressors, they know the triggers they are especially sensitive to, and they subsequently make better choices and decisions at critical moments.

Over the last three-years we have explored workplace pressure, stress and burnout looking at research from the fields of human

and organisational psychology and applied those findings within the workplace contexts of teachers and school leaders. We have deliberately avoided 'bottom of the cliff' fixes designed to minimise the impact of stress. As a systems-thinking organisation we have explored how to help teachers avoid the mistake of turning work pressure into stress in the first place.

Prevention always beats a cure. Resilience is not about enduring. Workplace commitment is not 'workaholism'. Exhaustion should not be 'normalised'. Generosity is not being a doormat.

What happened when teachers at Waimairi School in Christchurch were supported in this way?

“I loved how you made me think, challenged my thinking and made me question every decision I make.”

--Danielle Donehue, Teacher - years 5/6

“Tony, you have raised my self-awareness. I don't own others actions or behaviours... I no longer feel I need to 'fix' things.”

--Gregg Smith, Teacher - years 4/3

“It is the first time I have done PD where it has been all about me. Thank you Tony, what a gift you have given me... my life back.” --Sue Howard, Teacher - years 5/6

“Tony, the professional learning you provided has been so powerful and profound for our pilot group that we are seeking ways for you to work with our teachers who have not yet had the opportunity.” --Mike Anderson, Principal



We look forward to the opportunity to support you, your leadership team or teachers in this developing area of interest. Contact Tony at t.burkin@interlead.co.nz or call **021 729 008**.

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