



New Zealand

# PRINCIPAL

NGĀ TUMUAKI O AOTEAROA

September 2022  
Volume 37, Number 3



## NZPF MOOT 2022



Unteach  
Racism

How Riverdale School  
Celebrated Matariki

C-Pen working  
with dyslexics

**Experts in delivering amazing play experiences to  
Kiwi kids for more than 30 years**



**Support local with our  
New Zealand designed  
and manufactured  
playgrounds.**

- Park Supplies & Playgrounds design and manufacture playgrounds right here in New Zealand and have been doing so for more than 30 years.
- We customise to your specific needs rather than importing componentry from overseas and you have the reassurance that our equipment is robust and made for New Zealand conditions.

**Our playgrounds are  
designed to meet the  
needs of your students at  
your school.**

- Park Supplies & Playgrounds provide imaginative and fun playground solutions to aid in development, fitness and learning.
- We value input from your staff and students and will involve you in the design process to ensure your playground needs and dreams are realised.



Contact Park Supplies & Playgrounds today to begin your new playground journey  
**09 527 4666**



**EDITOR**

Liz Hawes  
Executive Officer  
PO Box 25380  
Wellington 6146  
Ph: 04 471 2338  
Email: Liz.Hawes@nzpf.ac.nz

**MAGAZINE PROOF-READER**  
Helen Kinsey-Wightman

**EDITORIAL BOARD**

Cherie Taylor-Patel, NZPF President  
Geoff Lovegrove, Retired Principal, Feilding  
Liz Hawes, Editor

**ADVERTISING**

For all advertising enquiries contact:

**Cervin Media Ltd**

PO Box 68450, Victoria St West, Auckland 1142  
Ph: 09 360 8700 or Fax: 09 360 8701

**NOTE**

The articles in *New Zealand Principal* do not necessarily reflect the policy of the New Zealand Principals' Federation. Readers are welcome to use or reprint material if proper acknowledgement is made.

**SUBSCRIPTION**

Distributed free to all schools in New Zealand.

For individual subscribers,  
send \$40 per year to:

New Zealand Principals' Federation  
National Office, PO Box 25380,  
Wellington 6146

*New Zealand Principal* is published by Cervin Media Ltd on behalf of the New Zealand Principals' Federation and is issued four times annually. For all enquiries regarding editorial contributions, please contact the editor.

ISSN 0112-403X (Print)  
ISSN 1179-4372 (Online)

**PHOTOS FOR THE MAGAZINE:**

If you have any photos showing 'New Zealand Schools at Work', particularly any good shots of pupils, teachers or leadership staff, they would be welcome.

The appropriate permission is required before we can print any photos.

**TECHNICAL DETAILS:**

Good-quality original photos can be scanned, and digital photos must be of sufficient resolution for high-quality publishing. (Images should be at least 120 mm (wide) at 300 dpi). Please contact Cervin Media Ltd for further details. Phone: 09 360 8700 or email: education@cervinmedia.co.nz

# CONTENTS

SEPTEMBER 2022

- 2** EDITORIAL  
Liz Hawes, Editor
- 3** PRESIDENT'S PEN  
Cherie Taylor-Patel
- 7** HOW RIVERDALE SCHOOL CELEBRATED MATARIKI  
Liz Hawes, Editor
- 13** UNTEACH RACISM  
Rose-Anne London, Teaching Council of Aotearoa New Zealand
- 18** NZPF MOOT 2022  
Liz Hawes, Editor
- 27** 'BEING DYSLEXIC' – BOOK REVIEW  
Geoff Lovegrove
- 29** C-PEN WORKING WITH DYSLEXICS  
Alastair Milner, Karen Blundell, RTLB
- 33** FALLING ON YOUR FEET  
Martin Thrupp
- 35** OPINION – 'FORMING, STORMING, NORMING . . .'  
Helen Kinsey-Wightman



No one is too young to enjoy the hāngī

You can now access the current and past issues of NZ Principal magazine online

You can search by magazine issue, article name or author

visit [www.nzprincipal.co.nz](http://www.nzprincipal.co.nz)



# EDITORIAL

Liz Hawes EDITOR



**TERM THREE HAS** just begun. Principals are worried about staff shortages and sickness. They say teachers and students were at breaking point before the end of term two and could do with some respite this term, but that's unlikely. Winter illness will get worse and there are no relievers.

Richard Dykes, principal of Nelson College, told Radio New Zealand's Morning Report, '... staffing and ongoing disruption to learning will be the biggest challenges as schools reopen.'

He then added, 'That disruption is becoming cumulative and what I'm hearing from schools from my region, but also further afield around the South Island and New Zealand, is that they fear we've got students who are already saying, "look, given the amount of disruption... that's it. I'm signing out"', he said.

Dykes went on to say that in term 2, schools had been averaging about 20 per cent of staff absent on any given day and teachers had been having to give up free periods to cover classes.

'If we pick up from there and carry on at that same rate there's a real concern among principals that the impact on our staff is going to be significant,' said Dykes.

Dykes called on the Government to announce measures to help students pass NCEA this year and relieve pressure for teachers and students. He also called on Government to dial back wide-ranging changes to the system including an overhaul of the NCEA qualification.

Dykes isn't the only principal calling for a halt to the change programme. Regional principals attending the NZPF 'Moot' last month (see full report p. 18 of this issue) were similarly calling for a 'slow down' on the curriculum refresh, the literacy and numeracy strategy, the attendance strategy, ERO's new school engagement model, Te Mahau restructure and professional growth cycles.

Principals were quite clear that these system changes would not be getting the attention they deserved right now. Across the country, in primary and intermediate schools, the relief teacher shortage was biting deep. Many principals and deputy principals were taking their turn in classrooms and others were rostering students to study at home to prevent whole school closure. Schools are in survival mode. They are desperate for the Government to recruit more teachers from abroad.

Whilst Rome is burning, the New Zealand Initiative (formerly the Round Table) has tuned its fiddle to pound out an old favourite. The song became popular in the 2010s and is called 'One in Five is Failing'. Yes, one in five Kiwi kids is failing in reading writing and

maths. The 2020s version is very similar only this time it targets NCEA students, declaring one third are failing numeracy and reading standards and two-thirds are failing writing.

## ONE THIRD of Kiwi students fail Education Ministry's **NEW NUMERACY AND READING STANDARD.**

In the 2010s the Government's response was national standards, and we know how disastrous they were. Despite a new Government in 2017 abandoning the ill-advised policy, it is fair to say our young people are right now not producing results that would give the nation high confidence for the future.

We may have to troll back a decade or two to find the real source of our young

people's unsatisfactory performance today. With the 1980s came *Tomorrow's Schools*. The policy had its flaws but also strengths and few principals would wish to relinquish the self-management structure or community connections it brought with it.

Over time, a new policy of inclusiveness was introduced and welcomed as a humane approach to give every child, irrespective of their abilities or disabilities, the right to an education at their local school. The downside was that the policy did not come with supports or with the appropriate expertise – the psychologists, the trauma therapists, the counsellors, and the high-level behavioural experts and speech therapists required for these young people to be successful. Nor have schools had access to alternative pathways, short-term or long-term, which are necessary to avoid another alternative pathway – suspension or exclusion.

A new national curriculum was welcomed to the stage and heralded as the most innovative in the world. Curriculum was flying, until its wings were clipped. First to fall were the curriculum advisors, who were subject experts and critical to the success of teaching in our schools. Curriculum leadership in the Ministry was next to wane. Our Teacher Training Colleges closed and with them the practise-based training that had made our teachers such highly regarded practitioners. Then fell professional learning and development (PLD) which has never recovered. PLD is fragmented, elusive, inequitable and any PLD provided by the Ministry or Teaching Council is having minimal if any impact. The stunning new curriculum never stood a chance without implementation support. It's still waiting, fifteen years later.

And now, this. A pandemic, a fragile workforce, still no support and now, no relievers. Hardly the time to give schools another literacy/numeracy bashing. But if we want to keep teachers and make teaching an attractive career, it might be time we started supporting and developing those teachers and principals we have got.

# PRESIDENT'S PEN

## The Post-Covid Challenge – Curriculum and Change Leadership

Cherie Taylor-Patel NATIONAL PRESIDENT, NEW ZEALAND PRINCIPALS' FEDERATION



**FOR MĀORI, CAPE** Reinga is the most spiritually significant place in New Zealand. An ancient pohūtūkawa tree and a lonely lighthouse mark this special place.

From the lighthouse, on a clear day, you can see the break point where the Pacific Ocean and the Tasman Sea meet. Like all opposing forces they clash, merge, tussle, gain momentum, find a way forward and move on.

In a world that has changed forever with the arrival of the COVID pandemic, we too face opposing forces. As we move forward, we need to celebrate our developing expertise in COVID logistics, our flexibility in managing constant change and our adaptability, collegiality and commitment to our tamariki and their learning. COVID has exposed equity gaps and systemic structures that do not serve all students well. In this chaos, a new paradigm of educational well-being and success will emerge to challenge traditional definitions of educational success.

### The 'Well-being Education Success Targets' Concept:

In 2019 the New Zealand government developed the concept of a 'Wellbeing Budget', where economic reporting was expanded from reporting on fiscal and economic indicators only, to embracing social and environmental indicators. The 2019 Wellbeing Budget was a bold experiment in not only shifting understandings of progress but also embracing a new way of designing policies.

The New Zealand public education system was established in 1877. Today, 145 years on, reading, writing and mathematics are still considered key measures of a successful student, school and nation. While they are important measures, like the government's fiscal budget, the concept of success in education needs stretching. Success in a test of literacy or numeracy does not make for a confident child, a successful life, a happy society or a healthy nation. If measures of success included dimensions such as wellbeing, identity, agency and aspirations, interwoven with Te Ao Māori, education would look very different.

One of the dilemmas of traditional measures of achievement is that they have never encapsulated the whole child as a learner, or learning as a life-long activity. Defaulting to what is easy to measure has devalued the things that matter most – values like manaakitanga, integrity, compassion, curiosity, adaptability, kotahitanga, whanaungatanga and service.

Traditional assessment has influenced peoples' views about

what they are and are not good at, about their ability to learn and their sense of worth. Subjects outside literacy and numeracy have not had the same status; nor have dimensions such as a student's practical skills, their ability to relate to others, their cultural knowledge or their resilience. A system that does not value the whole person and all skills and talents equitably, perpetuates the belief that success is dependent on academic skills alone.

In the 'National Standard' years we heard over and over that one in five students were failing. What we did not hear was that, in New Zealand, our achievement results were significantly

influenced by socio-economic factors. While a possible

Today, 145 years on, **READING, WRITING AND MATHEMATICS** are still considered key measures of a **SUCCESSFUL STUDENT, school and nation.**

### PLD Provider



Is your school ready to progress its improvement journey?  
Do you want to work with PLD Facilitators who are informed by research and innovative practice?

Te Kete Hono is proud to be supporting schools in the following areas:

- Graduate Profiles & Local Curriculum
- Learner Agency & Engagement
- Designing Rich Learning Opportunities
- Weaving Assessment into Teaching & Learning
- Developing Progressions for curriculum subjects and learner capabilities
- Designing improvement dashboards and longitudinal data collection strategies

Contact Te Kete Hono NOW to find out how we can support you.

[www.tkh.nz/home](http://www.tkh.nz/home)

[admin@tkh.nz](mailto:admin@tkh.nz)



20 per cent of students were failing and in need of additional support, government budgets have only ever funded additional support for 8 per cent of those students.

### What to move to? – ‘The Well-being Education Success Concept’

Possible targets could encompass students’

- Sense of self – their culture, their language and identity, as it links to a Te Ao Māori World view.
- Achievement in literacy and mathematics across many subject areas, using an array of measures to monitor progress and to define success.
- Friendships, social connectedness and the quality of relationships they build – with their class, their school, their community and globally.
- Equitable access to learning support to achieve ‘personal bests’ with access to resources such as devices and specialists as and when needed.
- Assessment routines that are not timebound, and are used to determine ‘next steps’.
- Socio-emotional resilience – their mental health and wellbeing – what they know about wellbeing and what they do to enhance it.

The Te Ao Māori world view embraces concepts such as manaakitanga, whanaungatanga and kotahitanga, which are examples of the values we aspire to live by. Post pandemic, to grow, live and work we need to have good relationships with others, social connectedness, resilience and understanding of what wellbeing education success could be, individually and collectively.

In our education system, we need to ensure students learn through their strengths and that they have the support they need to be successful in learning. Because of the disruption of COVID, we need to ensure assessment is used to inform students about progress they have made and to identify next steps in their learning. At a systems level, we need data to inform change in policy design and implementation. We then need a ‘Well-being Budget’ to invest in this generation of students, whose learning has been disrupted by a global pandemic, so their holistic needs can be met.

To develop a new paradigm and indicators for success in learning that are culturally imbued, broad, inclusive and supportive of all learners is our opportunity.

Every day two great bodies of water at the top of Aotearoa clash, tussle, merge and move forward. To reset our education system priorities to make ‘well-being education success’ a reality will require us to do the same.

## Education services is NZ’s largest and most popular school accounting provider.



### Our clients choose us for many reasons – but a few that come up regularly are;

- 1) Our people – we work with you and come to your site. We partner you with a school accounting professional.
- 2) Our flexibility – any software you choose – xero, MYOB or our free software – and our reports are school specific – not some business model that is not fit for purpose.
- 3) Reduce risk of fraud and misappropriation (and time spent at the school) by using our creditor payment service.

**Come and find out why over 740 of your colleagues use Education Services Limited – and have real peace of mind.**



**For a no obligation free demo and quote contact  
Pete on 027 243 5785 or  
e: [pete@educationservices.co.nz](mailto:pete@educationservices.co.nz)**

# SMARTGRASS

The grass is always greener



*Create beautiful, safe and easy-care spaces for students to relax, play and learn outside.*

Hundreds of New Zealand education providers are throwing away their "KEEP OFF THE GRASS" signs in favour of weather-proof, durable artificial grass that students of all ages love.

SmartGrass™ is a new type of artificial grass that makes it easy to upgrade the outdoor spaces at your school. Fantastic options for landscaping grasses, playground and multisport surfaces, all backed up by a market leading 10 year full replacement warranty.

SmartGrass is 100% New Zealand owned and operated. Plus, board members love the sustainability of our artificial grass – unlike others, SmartGrass Education Series is 100% recyclable.

**To create an outstanding outdoor space for students to relax, play and learn at your school, get in touch with SmartGrass today.**

📞 0800 887 369

📍 [smartgrass.co.nz](https://www.smartgrass.co.nz)



# The smarter, electronic way to manage access control



Traditionally limited to just a few exterior openings, access control is now not only possible but increasingly critical throughout the interior of schools. Extending access control to interior and classroom doors allows you to implement application-specific lockdown strategies to prevent blind lockouts, improve key control and reduce rekeying costs, and enhance school security, creating a better learning environment. Aperio® wireless technology combines the convenience of wireless with the real-time communication of online access control, making it ideal for schools.

- **Cost reduction** – Wireless technology, removes the need for costly wired solutions, and the need to rekey
- **Access control centre** – Set up custom access rights, with real time security access, and the ability to audit card and door access
- **Improve lockdown capability** – Supports global lockdown, allowing you to select the best option based on the situation at hand
- **Futureproof system** – Easily scalable with the ability to manage multiple door types, and able to be fitted to existing hardware



## Key to Success

More durable, more secure and more efficient than conventional locking systems

**ASSA ABLOY**

[www.assaabloy.com/nz](http://www.assaabloy.com/nz)

Experience a safer and more open world

# NGA MIHI O MATARIKI, TE TAU HAU MĀORI – HAPPY MATARIKI, THE MĀORI NEW YEAR

Liz Hawes EDITOR

A time for celebration, growth and renewal. That's how Matariki is described in Aotearoa New Zealand. Matariki is the Māori name for the group of stars also known in European culture as Pleiades, or the seven sisters. In our southern skies, the star cluster appears in mid-winter, and marks the rise of the Māori New Year.

MĀORI HAVE LONG celebrated Matariki as a time to reflect on the past, celebrate the present and plan the future. This year, for the first time, Aotearoa New Zealand celebrated Matariki with an official public holiday.

According to Dr Rangi Matamua, author of *Matariki, the Star of the Year*, and expert in Māori navigation and astronomy, Matariki is an abbreviation of 'Nga Mata o te Ariki' which means 'the eyes of the God'. It refers to the legend of Tāwhirimātea, God of the winds and weather. When Ranginui, the sky father and Papatūānuku, the earth mother, were separated by Tāne, Tāwhirimātea was so upset, he tore out his eyes, crushed them and stuck them on the sky. They became 'the eyes of the God', or the Matariki stars.

Dr Matamua questions the concept of Matariki as seven stars and argues that in Greek tradition the constellation has nine stars, as is the case in Māori tradition. Each star, he explains, has a name and there is a story behind each.

Matariki is mother of the other stars in the constellation; Pōhutukawa connects Matariki to the dead and carries the dead



Conservation is a high priority at Riverdale School. Principal Deb Peck shows how the Kowhai tree is saved when the new deck was built



Riverdale School entrance



across the year; Tupuānuku is related to food that grows in the ground and Tupuārangi links to food from above your head such as fruit and birds; Waitī is connected to freshwater food and Waitā to saltwater food; Waipunarangi refers to rain and Ururangi to the winds; Hiwaiterangi/Hiwa is the youngest star to whom you direct your wishes for the future. The Matariki constellation could be described as the cycles of a complete ecosystem.



The school's senior students are proud of their efforts, in developing the woodland area for the Matariki planting ceremony



It takes an even bigger team to peel the kumera and the pumpkin

Thinking about the Matariki cluster in this way, gives a strong sense of what celebrating Matariki might involve.

At Riverdale School in Palmerston North, principal Deb Peck cleverly linked the Matariki celebrations with the New Zealand Histories curriculum, the school's science curriculum and Mātauranga Māori, or Māori knowledge, which is passed down from Māori ancestors.

'Term one was devoted to the New Zealand Histories curriculum, through which our tamariki learned about Māori migration. We chose New Zealand stars as the focus for navigation and understanding how Māori found their way to Aotearoa New Zealand,' she said.

'We encourage our tamariki at Riverdale, to be critical thinkers and to question the world around them,' says Deb. 'Our science curriculum has been under review for the past two years as we have looked at better ways to support our tamariki to think like



Meals are lined up ready for cooking in the hāngī

scientists and include a Mātauranga Māori perspective in what they are learning,' she said.

Tamariki at Riverdale School have been learning what it means to be kaitiaki or guardians of the environment, through the science curriculum. 'Matariki was a perfect time to share this learning with whānau,' she said.

Planning the Matariki celebrations was a yearlong project, explained Deb. 'First, the school's Māori Focus group was consulted. We have our Amorangi (our wise advisor), Pa Jack Paki, our Te Ao Māori teacher, Tash Whitta, our Science Teacher, Janine McIntyre, and our Hāngi Team, led by our learning support assistant, Karina Hill,' she explained.

There were several threads to weave together. These included what tamariki have learned through the Science curriculum, mātauranga Māori and what tamariki have learned from a Te Ao Māori perspective and world view, including kaitiakitanga,



Janine McIntyre (Science) and Tash Whitta (Te Ao Māori) were two members of the senior team leading the Matariki project



Developing the new Matariki woodland area



Principal Deb Peck plants a tree in honour of Matariki



The hāngī has been set

what Matariki means for us in Aotearoa New Zealand and what actions we might take to celebrate Matariki.

Through their environmental science studies, tamariki had been learning what it is to be guardians (kaitiaki) of the land. They learned through the mātauranga Māori perspective that it is important to give back to Papatūānuku (the earth). Matariki is the perfect time to plant (give back to the land) because it marks the beginning of a new lunar cycle on the planting calendar.

They have also learned about introduced predators that threaten the native insect and birdlife and have been involved in the trapping of pests at school for some time. 'This is all part of our tamariki learning how to help our birdlife and insects to flourish, how the insects attract the birdlife in this inter-dependent ecosystem and how to give back to the land,' explained Deb.



Principal Deb Peck takes a quiet stroll through the newly planted Matariki nature space

'We were very fortunate to receive a "Treemendous" grant from the Mazda foundation,' said Deb. 'Not only did we have an expert "bug man" come to speak to the children, but also a shark scientist,' she said. 'In addition to the science experts addressing our tamariki, the school was donated 200 native trees, shrubs and flaxes and \$1,000 to develop a new nature space to plant them.'



A Family of the school complete their planting for Matariki

'We were so grateful,' said Deb. 'This fitted perfectly with our Matariki plans. Almost immediately the children were building "bug hotels" and bird feeders, and now we had to identify where to create the nature space to plant our natives.'

It didn't take long. Senior school tamariki, under the guidance of whānau and teachers, dug out the shape of a path, through what would become the new woodland area. 'This hands-on experience was such good learning,' said Deb. 'It didn't stop at building the path, they prepared the planting area too,' she said. 'They were putting into action, what they



Dad and his kids finish planting their natives to give back to Papatūānuku



A child's sculpture inspired by the Matariki stars



A young Riverdale school scientist is ready to hand out the information on Matariki



As dark descends, the planting continues



At dawn, the fire is lit to heat the hāngī stones



And now it is time to lift the hāngī

had learned in their environmental science about nurturing and feeding the soil so the plants would grow. This learning was layered with their mātauranga Māori knowledge about new beginnings, giving back to Papatūānuku, when to plant and how to prepare for planting,' she said.

The actual Matariki celebrations began with a ceremony at dawn, to observe the rise of the Matariki star cluster. The hāngī team clicked into gear, the hāngī pit was dug and the fire lit to heat the cooking stones. 'Our whole school staff was invited to participate and observe the steam rising from Papatūānuku, symbolising our offering to the Matariki stars and sky gods – the Atua,' explained Deb.

While the stones were heating up, it was time to prepare the food for the hāngī. This was a massive undertaking, with many school children helping out. 'They peeled kumara by the boxful, peeled pumpkins and made breadcrumbs for the stuffing,' said Deb. 'Importantly they were part of the whole process of preparing what would become dinner for the whole school community,' she explained.

With the school's covered porches all draped in starry lights, and with the hāngī meals cooking, it was time to plant the natives. 'We had enough plants for every family to plant a specimen in

our new woodland,' said Deb. 'It was such a privilege for us all to know that each of our families was contributing in such a positive way to the future of our school. These natives will still be growing here well after we have all gone,' she said, 'but we will know that we have contributed something special for the next generation. We are all leaving behind a little bit of ourselves.'

Lifting the hāngī was the next highlight and after a moving speech from Deb herself, telling the story of Matariki, acknowledging the fantastic collaborative effort of her guiding team, school whānau, her teaching team and totally engaged tamariki, it was time to bless the food for the final sharing of the night.

Matariki was a learning experience for everyone. It was a showcase of how you can bring traditional science, enrich

it with a mātauranga Māori world view and give it depth, colour and narrative to generate a broader understanding all round. It was a family day and a school day, bringing the two entities together for a common cause, a true partnership. It was a collaboration, a sharing of tasks, of conversations and of enlightenment for all.

Riverdale school community had marked this historic occasion – the first official public celebration of Matariki in Aotearoa New Zealand – in magnificent style.



As the sun goes down, Principal, Deb Peck, explains to her school community what Matariki is all about



Enjoying the hāngī meal together



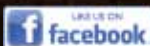
The hāngī team's work is over – now it's tasting time

# CUSHIONFALL

## PLAYGROUND SURFACING



Ph: (09) 299 3999 Mob: 0275 299 399  
info@reharvest.co.nz www.reharvest.co.nz  
41A Hunua Road, Papakura, Auckland 2110



The only 5-Star rated  
Playground Surfacing  
in New Zealand

- ★ **SAFE:** Cushionfall® playground mulch is specially treated so it's free from nails and splinters. Many cheaper or imported products aren't nail-free or splinter-free.
- ★ **LONG-LASTING:** tests have proven that Cushionfall® playground mulch actually becomes more effective over time. After 5 years it will be in better condition than ever!
- ★ **QUICK-DRAINING:** the children can start playing as soon as it stops raining.
- ★ **WIND-PROOF:** Cushionfall® playground wood chips are shaped in such a way so that they're not disturbed or blown around by the wind.
- ★ **COLOURFUL:** available in 8 non-toxic, UV-resistant colours, Cushionfall® playground mulch makes playtime fun!



  
**Reharvest®**

# SCHOOL BUDGETING – 2023 AND BEYOND

## Started thinking about the School 2023 budget?

Three years into the pandemic, uncertainty is still presenting challenges for most school boards. With the impact of COVID-19-related costs on school finances and the increased level of absent students, school leaders have a lot to consider.

With this in mind, the budget plays a pivotal role in delivering financial confidence during these uncertain times. A well-prepared budget can also identify opportunities, facilitate instant decision-making, and provide certainty when making staffing decisions.

With equity funding changes and pay equity for non-teaching support staff coming in 2023, starting the budget process early will be critical for making those important decisions prior to the summer holidays.

Given the funding changes, particularly for schools with lower equity funding indexes, and continuing COVID-related impacts, many schools will need guidance to help them quantify the impact on the budget for 2023 and beyond. The funding implications around student absences and students being home schooled, also need to be considered.

While most schools are fortunate to have experienced leadership teams and boards, most leaders are not accountants and nor are schools' businesses. A school's focus needs to be on outcomes; budgets are important to facilitate the ability of the leadership team to deliver those outcomes.

## Looking further ahead

Budgets should not just be viewed within the context of the next 12 months, but should also factor in the School's longer-term strategic goals. Boards need to work through what they want to achieve over the next 5 to 10 years, not just the next couple; while assessing what is most important to the school community.

This ensures that not only the students of today benefit from those sound financial decisions but also the future generations that follow.

## Utilising Xero

A reliable budget is only as good as the information it is based upon. By utilising a combination of Xero and the likes of Google Sheets or MS Excel, a budget can easily be adapted to changing environments, identify core issues and provide key insight. Xero provides accurate, understandable, and timely financial information. Budgets can then quickly be utilised for forecasting as well.

## Who can help?

At Accounting For Schools, we take care to understand a school's specific circumstances, to allow us to provide maximum assistance around the annual budget. Schools can rest assured that all financial aspects are covered, while also having access to one of our education accounting experts.

At Accounting For Schools, we have developed budget templates and inclusive calculators to ensure risk areas such as staffing usage and teacher aides are accurately budgeted. This allows us to identify key financial issues being faced by a school, and provide reliable recommendations.

At Accounting For Schools, we take great pride in providing exceptional accounting services to many schools throughout New Zealand. We let Xero do the day-to-day work and are therefore able to provide value-add solutions to schools. We can provide solutions to assist with periodic management reports, asset replacement programmes, manage the annual accounts process, payroll, and many more, with the solutions suited to the individual needs of the school.

Although it's impossible to predict the future, robust budgets provide valuable insight that allows schools to react quickly to opportunities or challenges. If you would like to have a no-obligation chat about how Accounting For Schools can help your school, contact Ben Dufloy or Allison Henderson today; contact details are listed below.

See us at the upcoming  
NZPF Conference 2022!  
Stand 91

xero PLATINUM PARTNER

Time Saving Processes

Control of School Finances

Future Planning and Forecasting

Unparalleled Support

**AFS** Accounting For Schools  
afsl.nz 0800-ASK-AFS  
0800 275 237

# UNTEACH RACISM – HOW IT CAN HELP YOUR PRACTICE

Rose-Anne London SENIOR ADVISOR, TEACHING COUNCIL | MATATŪ AOTEAROA



## What is Unteach Racism?

The first iteration of Unteach Racism was released in May 2021 with an aim to help teachers, identify, confront, and dismantle racism in education. The Teaching Council | Matatū Aotearoa partnered with the Human Rights Commission's Give Nothing to Racism campaign to create conversations around racism in Aotearoa New Zealand. Teachers have a unique opportunity to shape the hearts and minds of children and young people, so Unteach Racism has been designed specifically for you.

## How does it work?

Unteach Racism recognises racism is learned and therefore can be unlearned. Unteach Racism aligns to commitments in *Our Code, Our Standards* | *Ngā Tikanga Matatika, Ngā Paerewa* and presents a professional learning opportunity through:

- Unteach App — made up of eight key modules that sit across the concepts of identifying and confronting racism.

- A website — kaiako can access the app from the website as well as key resources to use during professional learning.
- Quarterly newsletters — including guest narrative, tips and updates on when new resources become available.
- Toolkit — including downloadable posters and social media graphics to support you and your colleagues to Join the Movement.

## Modules currently available

There are eight modules currently available, covering identifying and confronting racism.

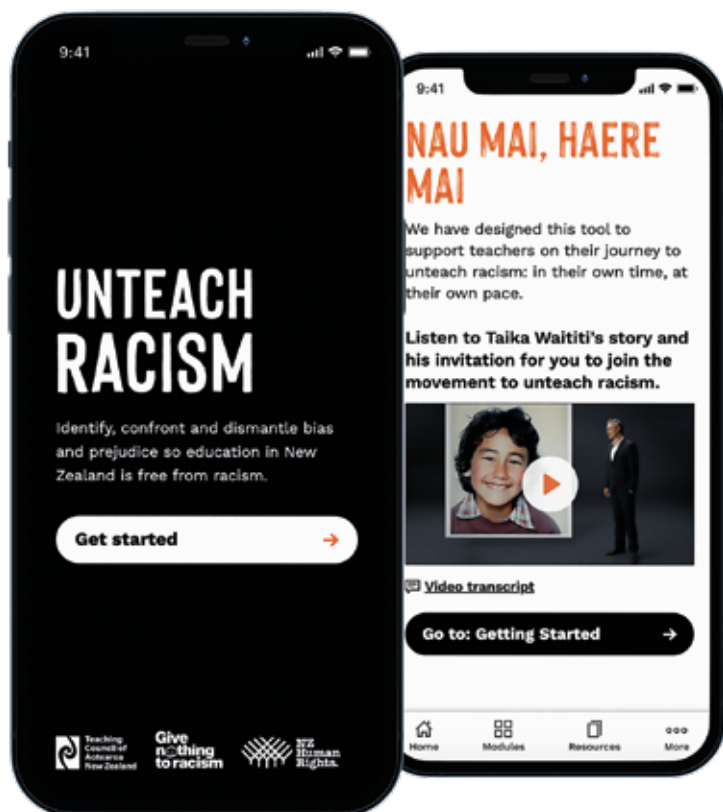
One example is Module 2, which is themed around low self-belief. This module guides kaiako through understanding intrapersonal racism and learner experiences of this. It guides kaiako through an activity ranking learner quotes, such as:

'I'm really good at maths but my teacher just thinks I'm stupid so never gave me any time 'cept to get me 'n trouble. But if you're Pākehā it's all good.'

Leading kaiako to then consider a 'where to next' with this understanding of interpersonal racism and low self-belief.

## Examples of kaiako practice

Here are some examples of practice where kaiako attempt to counter the negative perceptions of learners' race. Consider these examples and the prompting questions below.



Example one	Example two
As a junior school we are a culturally diverse team and our students come from all over the world. We had recently been thinking about restocking our reading room and purchasing some new readers. As we were looking through the older ones we realised how mono-cultural many of the texts were. We wondered if our students, who had been taught to read using them had even thought of themselves as being part of the story, part of the world of reading and writing. Our focus shifted from purchasing books simply to fill gaps in the levels to filling minds. We all make more conscious decisions about the texts we read, the stories we share and how we ensure our readers feel they too can be the hero or heroine in their own life story.	Our school only has a few Pacific Island students but we try to ensure that they are provided with the same opportunities for cultural connections as our bigger neighbours. We took a group of senior boys to Auckland to attend Polyfest, the boys noted that many of the schools had formal uniforms specifically for the Pacific Island boys. On their return to school, we supported our Pacific Island students to make a formal application to the board of trustees to change the uniform code at our school to include a formal lavalava (ie faitanga, sulu, tupenu) this means that when our boys have to represent the school at Pacific events they not only demonstrate respect for their school, but also respect to the expectations from their community. Our boys wear their uniform with pride.



Prompts for considering these examples further:

In what ways are these kaiako supporting, or challenging stereotypes?

In what ways might these environments be reminding learners of positive and/or negative perceptions of their race that exist in society?

### Where to from here?

Every institution, organisation, community, and individual is confronted with racism. It is up to us whether we feed it, or we starve it. It might feel scary or uncomfortable at times, but it is more important than ever to forge ahead. Self-reflection and frank, open conversations grounded in *Our Code | Ngā Tikanga Matatika* is the first step. Unteach Racism has more to come; for now, here are some suggestions on how you can join the movement:

- Visit [unteachracism.nz/foursteps](https://unteachracism.nz/foursteps) and start your journey.
- Sign up to the Unteach Racism Newsletter.



We would love to hear how you have used the app or resources personally, or with your colleagues.

Please tell us by emailing [Letstalk@teachingcouncil.nz](mailto:Letstalk@teachingcouncil.nz)

Ka rere manu ki uta, ka rere manu ki tai, ka rere tāwhangawhanga, ka tieke tī, ka tieke tā.

‘The bird takes flight inland, then takes flight to the shore.

A flight that measures and plans from, and to different points.’

### ABOUT THE AUTHOR

Rose-Anne London started her early childhood education experience as a part time holiday job in Papaioea. This led to a love of teaching and a career including professional leader roles across services throughout Kāpiti and Whanganui-a-Tara. Currently residing in Whanganui-a-Tara, she is a Senior Advisor in the Teacher Capability and Collaboration team at the Teaching Council | Matatū Aotearoa.

Get a grip!

Avoid slips on paths and decks with Resene Non-Skid Deck & Path. Available in range of colours perfect for high foot traffic areas.

Bring out the best in your school with Resene School Services!

For more information visit: [resene.co.nz/schoolservices](https://resene.co.nz/schoolservices)

**Resene**  
the paint the professionals use

ADVERTORIAL

## BRING OUT THE VERY BEST IN YOUR SCHOOL. SAVE TIME AND MONEY WITH OUR FREE RESENE SCHOOL SERVICES.

We make painting and decorating projects easier for you.

School life is busy enough creating the best learning environments, let alone managing a painting project. Not only can we help you to protect your building assets, but we can also help you create a vibrant school environment.

Resene School Services are designed to help you manage your school painting and decorating projects, and save you time and money, while minimising disruption to your school. Our services are free, so you can use us as much as you need, without worrying about the cost. We have assisted thousands of schools with their painting and decorating projects. Let us help you with yours.

We are the leaders in providing professional advice, high quality products and superb colours – three vital ingredients in any successful coating project. Whether your project is large or small, we can help you and your school team with your painting and decorating projects. It's your choice how much assistance you would like us to provide.

### Everything you need in one place

To get started on your next painting and decorating project, contact us today at [schoolservices@resene.co.nz](mailto:schoolservices@resene.co.nz)



# Investing In Psychological Capital



When professionals use well-being as a reason for not producing high quality work, and when leaders feel guilty asking people to do the jobs for which they are being paid, well-being as a concept is misunderstood and likely being abused.

As an employer you are not responsible for others' well-being – whether it's their social, spiritual, economic, intellectual, emotional, psychological, physical, environmental, or societal well-being. In the workplace, **occupational well-being** (or being well at work) we believe is also primarily the responsibility of the individual - but your people can need a bit of help too.

Investing in your peoples' Psychological Capital is a well-researched and powerful framework supporting & challenging educators to look after their occupational well-being. In New Zealand educational settings, educators whose occupational well-being is healthy have not fallen prey to a range of micro-stressors, which when aggregated, diminish their ability to be well at work considerably.

Micro-stressors include parent-teacher meetings; overseeing teacher-aides & learning assistants; enmeshed relationships with parents & whānau (within which teachers can become personal advisors, emergency responders, confidantes, counsellors, coaches, mentors, nannies & social workers); and new & inexperienced teachers needing support with the mental and emotional sides of teaching, not just narrow support around their teaching & learning.

In school settings some of the highest frequency micro-stressors occur at the adult to adult interface and it's those professionals who skilfully and confidently manage the adult sides of their roles who fortify their occupational well-being. Everyone benefits because they find more joy in their roles and because they possess higher levels of self-efficacy, hope, resilience & optimism (psychologists refer to these 4 elements as psychological capital), they are psychologically, psychosomatically and emotionally more well at work.

We have programmes specifically designed for educators in mainstream schools, specialist schools and for RTLB.

## Online Pedagogical Strengthening Tool



### SLEUTH™ is a developmental tool.

*It allows teachers to identify their pedagogical strengths and weaknesses and provides solutions to implement and track progress to improve the identified pedagogical areas.*

*If you would like to know more about SLEUTH™ please contact either Tony / Andrew or any of the team as they will be more than happy to provide further details..*



**Tony Burkin**  
021 729 008  
t.burkin@Interlead.co.nz



**Andrew Ormsby**  
+64 3 420 2800 ext1  
a.ormsby@interlead.co.nz

[www.interlead.co.nz](http://www.interlead.co.nz)



# Te whakamana i ngā kaiwhakaako mō tētahi Aotearoa tautika.

## Empowering educators for an equitable Aotearoa.

We believe in an equitable future where all learners in Aotearoa have learning success, regardless of who they are, where they live, or the challenges they face. Our mahi is shaped by our commitment to equity. It comes from our belief in the transformative effects of equitable access to learning opportunities.

If your kaupapa is about supporting learning success for all, talk to us.

We work alongside you in ways that are:

Tiriti-honouring | Inclusive | Responsive | Collaborative | Innovative

Visit the CORE stand at the New Zealand Principals' Federation Conference in Ōtautahi 14-16 September 2022 – we'd love to kōrero with you!



# Te panoni i te ako mā enei wheako tuihono.

## Transform teaching and learning with these online experiences.

uLearn22 is a two-day online conference with a focus on challenging educational inequity. This year's kaupapa is about shaping the future of learning through a range of innovative presentations. Delegates receive a wealth of tools and resources to navigate the journey to equity and beyond.

### Kaihautū | Keynote speakers



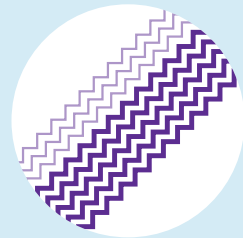
Valerie Hannon



Salā Paftimai Dr Fa'asaulala  
Tagaoilelagi-Leota



Dr Keri Milne-Ihimaera



Kiringāua Cassidy

**Book your spot by 2 September to get the earlybird rate.** There's also a discounted rate for groups of five or more from the same learning space.

[core-ed.org/uLearn22](https://core-ed.org/uLearn22)

CORE **uLearn22**

Extend your learning environment to reach people and places that are not normally accessible to tamariki. CORE's online field trips, delivered by our LEARNZ team, are free for everyone and co-designed with partners and iwi providing a rich and authentic learning experience.

### Sign up for upcoming trips:

**Tsunami: lessons from Rēkohu (the Chathams)**  
(live webinars 7&8 September 2022)

**Taonga tuku iho: keeping our heritage alive**  
(live webinar 24 October 2022)



[learnz.org.nz](https://learnz.org.nz)

LEARNZ

# NZPF 'MOOT' 2022 – MY VOICE, YOU

Liz Hawes EDITOR

Every year, NZPF hosts about one hundred regional association presidents in Wellington. They come from all over the country to participate in the annual 'Moot'.

THE 'MOOT' IS not typical. It is not a formally adjudicated debate, where two teams of three debaters each present the for and against arguments of a stated hypothesis. The NZPF 'Moot' is a misnomer for 'healthy discussion' and 'seeking a regional perspective on educational topics of current interest'. So entrenched is the event and its title, that in NZPF terms, the 'Moot' must remain 'Moot', no matter how un-Moot it is.

This year's 'Moot' was as lively and enlightening as ever. The programme follows a pattern. The NZPF President speaks, the Minister(s) speak(s) and the Presidents of both Te Akatea and NZ Pasifika Principals' Association speak. This year we also heard from the President of the Australian Primary Principals' Association. In election year, there may be a panel of education spokespeople from each of the parties contesting the election. This panel always creates excitement, but no matter how popular, it will have to wait till next year. The rest of the day is devoted to the regional presidents,

capturing their questions, commentary, feedback, and solutions to current issues.

NZPF Kaumatua, Hatarei Temo, opened the 2022 'Moot' setting the tone for a respectful, open and participatory day.

He then handed over to MC. Denise Torrey, principal of Somerfield school in Christchurch, and former president of NZPF.

Torrey described her own voice as being that of an advocate for principals at local, regional and national level. The ultimate voice, she said, is the voice that can make a difference.

IN ELECTION YEAR,  
there may be a PANEL  
OF EDUCATION  
SPOKESPEOPLE from  
each of the PARTIES  
CONTESTING the election.

NZPF President Cherie Taylor-Patel Sets the Scene for a Post-

COVID Education Revamp

Having welcomed everyone, Taylor-Patel said there were many to thank and much to acknowledge. She began by thanking the regional presidents themselves, for travelling to Wellington to participate in the 'Moot' and for their leadership and support



NZPF Kaumatua, Hatarei Temo, opens the 2022 Moot

of principals in the regions throughout the last two and a half years of the COVID pandemic. Having acknowledged her national executive, she then outlined the four major areas of interest the executive is tackling this year. These, she said, include principal leadership, the NZ Curriculum refresh, inclusive education, and policy. She also welcomed and thanked the speakers who would follow her, for their commitment to the 'Moot', and for sharing their thoughts, plans and time with us.

'But the real focus



# R VOICE, OUR VOICE

of today is you,' she said to the regional presidents. 'It is about listening to you and looking ahead, beyond COVID, and together shaping a new structure for education.'

She put a few questions of her own out for consideration, such as, 'What in the education system is broken? What should we fix or throw out? What new systems would we like to see introduced? What values do we want embedded at every level of the system? Equity? Quality? Sustainability? Do current structures such as Kahui Ako and PLD deliver on these values?' It was a set of thought-provoking questions, designed to stimulate debate, which was, of course, the whole point of the day.

She declared that, 'This is an education watershed moment. COVID has revealed much, she said, the good and the not so good. We have a rare opportunity to find solutions to problems that are uniquely ours.'

Taylor-Patel made it crystal clear that the solutions to these problems must also be uniquely ours. For example, she said, 'Too often we look overseas for solutions. Well one thing for sure, the OECD won't help us lift the achievement of our Māori and Pacific Island tamariki by addressing their cultural identity, language and cultural practices,' she said. She urged her audience to back our own home-grown researchers to find our own unique way



NZPF President, Cherie Taylor-Patel warmly welcomes all the regional presidents

forward.

The Aotearoa New Zealand Histories curriculum won her praises, as a helpful addition to the curriculum, which includes the Tangata Whenua point of view and '... can help diffuse racism that has undermined Tangata Whenua for so long.' This is one example of a home-grown initiative that is uniquely ours and has created endless interest across the motu. Educators have embraced the opportunity to learn more about our own country's history through the eyes of our own people, rather than learning colonial history through the accounts of the colonisers.

She also emphasized the importance of relationship building. The stronger the relationships between student and teacher, home and school, the more likely it was that young people will engage with learning and enjoy it.

In acknowledging positives to emerge from the pandemic, she said, relationships were winners.

'Teachers and leaders had an opportunity to connect directly with students and their families. Through zoom meetings we entered the kitchens, lounge rooms and back yards of our children's homes. We lived snippets of their home life with them,' she said. She suggested that teachers and leaders could now build on these relationships and make them stronger.

The Ministry of Education also got a positive mention for the way in which Ministry staff worked alongside schools throughout the health crisis. This was well appreciated by principals and teachers, she said, and was a shift in attitude which principals hoped to capitalize on in the future.



MC Denise Torrey addresses the Moot participants

COVID, she said, also presented an opportunity for creativity to flourish, as schools moved from in-school to at-home and then to hybrid learning. These changes allowed teachers to take advantage of the different learning contexts children were in. Instead of using the classroom environment to create learning opportunities, teachers would use

home life activities instead. These included baking, painting, woodwork, gardening and many more family home activities. Rather than seeing these new learning environments as a challenge or a threat, many teachers viewed them as authentic, liberating and inspiring.

Taylor-Patel provided myriad examples of the current education context to stir the thinking and viewpoints of her audience. In her closing remarks, she challenged her audience to share their ideas with those at their immediate tables, with the group as a whole and publicly through contributing to the NZPF manifesto. Today she said was about ‘my voice, your voice and our voice.’

### Te Akatea President, Bruce Jepsen reminded us how Equity looks for Māori

Jepsen delivered a powerful reminder of just how far, as a nation and as an educational sector, we are from achieving equity for Māori. Drawing on the findings of the ‘He Puapua’ report, he showed his audience pictorially just how massive the gap is.

It was helpful that he positioned his view in the context of ‘He Puapua’, noting that the purpose of the report was to



President of Te Akatea Māori Principals' Association brought a strong message to the Moot

‘create a plan to realise the UN declaration on the rights of Indigenous peoples here in New Zealand.’ He described those rights as recognition of ‘... indigenous people to self-determination, to maintain their own languages and cultures, to protect their natural and cultural heritage and manage their own affairs.’

Jepsen made the most of his platform to hammer home his message. The theme of today’s Moot, he said, infers equity between two parties and

the coming together of perspectives – ‘My Voice, Your Voice, Our Voice.’ That, he said, is what the tupuna of tangata whenua envisaged when they signed Te Tiriti o Waitangi with the British Crown in 1840. As his voice climbed to crescendo, he said emphatically, ‘That is what was meant by the three Articles of the Treaty. Kāwangatanga: the right of the British to govern; Rangatiratanga: the right of hapū to retain sovereignty; and Ōritetanga: the guarantee that Māori would have the same rights as others. Two hundred years later, he lamented, these promises have never been realised for tangata whenua.’

He made it clear that the days of platitudes and pleasantries had to end. Māori voices are marginalised, he said and that has been Māori reality for too long. ‘The concept of “our voices” is not a lived reality for Māori,’ he said. He encouraged those present to honour the Treaty and give greater voice to Māori.

His presence at Moot added energy and focus and his messages were both powerful and practical.

### Hon Jan Tinetti, Associate Minister of Education gives an Update on her Portfolio

The Minister was effusive in her praise of school principals and their outstanding leadership throughout the pandemic. She expressed her appreciation of their innovation and sheer hard work as the country moved through lockdowns, to home learning and hybrid learning.

She referred to the country-wide kōrero about schooling expectations that began in 2018 and resulted in the *Tomorrow’s Schools* Review recommendations.

‘People wanted an education system that valued the identity, language and culture of every child; recognised the connections between learner wellbeing, inclusion, equity and achievement; and wanted a Ministry that was less bureaucratic and more responsive to their needs and the needs of local students and their communities.’

Budget 2022, she said, has further



The regional presidents listen intently to each other’s views

advanced these aspirations and provided an additional \$1.66 billion and capital investment of \$185 million over four years. It has also noted that school leaders need more localised support, to build leadership capability, to address school management issues and provide high level leadership-based expertise on an equitable basis.

### Budgeted items include:

1. The new Equity Index, representing a 50 per cent increase in annual equity funding, replacing the current school decile system. Real learning needs will be targeted although some schools with fewer student learning needs may find an overall reduction in funding over time. All schools will retain their current funding, at least until the end of 2023.
2. The restructure of the Ministry and establishing of Te Mahau, to strengthen the regional presence and better respond to educators, ākonga and whānau.
3. Refresh of the New Zealand Curriculum and Te Marautanga o Aotearoa curriculum.
4. Introduction of New Zealand Histories.
5. Establishment of the curriculum centre and supporting advisors.



Hon Jan Tinetti, Associate Minister of Education, had a long list of education funding initiatives to share with participants

curriculum.

The curriculum will be guided by what ākonga should Understand, Know and Do as they progress.

‘Curriculum levels will be replaced by phases of learning in a progression framework and will give clarity on what ākonga should learn at each phase,’ she said. Achievement Objectives will be replaced by a smaller number of progress statements.

There will also be newly designed ‘Records of Learning’ to better understand each learner’s progress. These will be collaboratively generated by ākonga, whānau and teachers and be ready for implementation in 2024.

The redesign of Te Mātauranga o Aotearoa, to be an authentically indigenous curriculum embedded in te reo is well underway and will be ready for use by 2025.

The mathematics and literacy strategies have also been released for the English and Māori curriculum and will build on the ‘Curriculum Refresh’ and records of learning. They will provide support for teachers to develop their confidence and there will be greater emphasis on these subjects in Initial Teacher Education courses.

Whilst Minister Tinetti rightly identified the Curriculum as a big winner in this year’s Budget round, she saved education’s biggest problems to last. These are the dangerously declining attendance rates and student wellbeing.

### Leadership Advisors and Regional Response Fund

Leadership Advisory roles will be established across the regions in 2023, through the Budget 2022 injection of \$22 million. The advisors will provide coaching and mentoring, help build leader networks and enable the sharing of skills, knowledge and practice. This funding is in addition to the \$23.4 million over four years allocated in the 2021 Budget for the frontline advisory positions. The positions will be determined in conjunction with the sector who will also determine the level of flexibility required.

A regional response fund of \$40 million over four years will deliver responsive support and services for example, to disengaged youth, to ensure they have the support they need to stay in school.

Curriculum receives the biggest boost in years. Throughout terms two and three there are webinars to support leaders and teachers with the new curriculum content. Curriculum leads will work with schools and teachers to support them with implementation from next year.

The ‘Refresh’ is to ensure every child experiences success in learning, the Treaty is honoured and the curriculum is inclusive. There will be a strong focus on wellbeing, identity, language and culture. It will be fully implemented by the end of 2025 and teachers will be supported throughout with a new Online Curriculum Hub with resources spanning the entire national

### Attendance

The decline in attendance, the Minister told us, is not new and has been deteriorating since 2015. COVID has made it worse. She told her audience that she has just this week (9 June 2022) announced the Government’s Attendance and Engagement Strategy. The strategy is intended to address the drop in those attending regularly and the increase in chronic absences. The strategy does not place all responsibility on schools. She was clear that this strategy required the cooperation of parents, teachers, Ministers, government agencies, students and communities.

‘. . . it’s not enough just to get kids to school. Rather, it’s even more important to ensure they want to stay,’ she said. A first step, she suggested, is ensuring that our tamariki feel they belong at school and that school is a safe place to be. That is the responsibility of schools.

The approach of the attendance strategy is to support local solutions working with regional Ministry teams. Schools will be asked to give feedback on their notifications to caregivers of unexplained absences, reminding parents of their legal obligations to ensure their children’s learning.

\$88 million has been targeted to the strategy. About \$40 million of that is for the regional response fund. \$18.9 million will boost PB4L, there will be more intensive support for Māori and Pacific Island learners at risk of disengaging and \$6 million will go to

the attendance service to increase support to schools.

Minister Tinetti acknowledged that the decades long decline in attendance will take time to turn around. That is why the approach is many pronged because there is no single contributing factor.

### Student Wellbeing

Closely related to attendance is student wellbeing. Behavioural issues and trauma have been on the rise for many years. COVID has also made these problems worse. The 'Counsellors in Schools' programme, through an investment of \$44 million, is helping about 25,000 learners in 164 primary, intermediate and small area and secondary schools.

In this year's Budget, a further \$90 million has been applied to expanding Mana Ake, which provides wellbeing and positive mental health support to around 10,500 year 1-8 learners in Canterbury and Kaikoura. This will now be expanded to Northland, Counties Manukau, Bay of Plenty, Lakes and West Coast District Health Board regions. This will result in 195,000 students benefitting from the programme.

The Government is also supporting free period products in schools which expects to both improve wellbeing, promote positive gender norms and increase attendance of girls.

The **Highest Needs Review** to ensure tamariki receive the supports they need, when they need it and for as long as they need it was a further aspect of student wellbeing identified. Minister Tinetti explained that the review had completed its consultation phase and from the extensive feedback, she expected recommendations in October.

The final aspects of wellbeing were identified as the '**Physical Restraint**' guidelines and **Relationships and Sexuality Education**. These have concerned principals for some years. After extensive consultation, the 'Physical Restraint' guidelines are about to be re-constructed and re-issued. This time, they will come with a \$6 million training Budget for teachers and others who will be responsible for restraint in schools.

**Relationships and Sexuality Education (RSE)** including resources on consent, digital safety and healthy relationships are now clear, easy to use, bicultural and inclusive.

All these initiatives are designed '... so that students will be happy and confident and thus learn better. They will foster a sense of inclusion and trust, break down barriers to learning, encourage school attendance and bring our students and communities close to appreciating difference and diversity,' she said.

Minister Tinetti then 'swapped hats' stepping into the role of

her Associate Minister and Deputy Prime Minister, Hon Kelvin Davis, who has responsibility for Māori Education and was unable to attend. The message from Minister Davis is all about growth in Māori medium and Kaupapa Māori pathways. The aim is for 30 per cent of Māori learners to be participating in Māori medium and Kaupapa Māori schools and ECE by 2040 and to grow the Kaupapa Māori workforce in tertiary education.

If that is achieved, we would have 60,000 more Māori learners in Māori medium and Kaupapa Māori education 3,500 kaiako fluent in te reo Māori and 250 more Kura.

### Changes to Planning and Reporting

The final change ahead, she said, was a change to the way schools plan and report. No longer will annual charters be required. They will become three yearly strategic plans. Annual plans will continue to be submitted.

Finally, there was time for a few questions from the floor.

Question:

Can Mana Ake be moved from (the Ministry of) Health to (the Ministry of) Education?

Answer:

Minister Tinetti equivocated on this question expressing her understanding of frustrations yet applauding that Health and Education were engaging with each other. There was no clear commitment except to continue the conversation.

Question:

When we talk of equity of funding, could we please scrap Kahui Ako, which has not made a difference to children's achievement? And could we put the Kahui Ako funding into parity with secondary schools instead?

Answer:

Kahui Ako work is moving forward through the *Accord* and

we are looking more broadly at the concept of collaboration. Budget 2022 is funding Kahui Ako for 2022 only. I am expecting recommendations on what alternative collaborations might look like.

I will be taking questions of parity between primary and secondary funding to my officials.

Question:

When can I get an LSC (Learning Support Coordinator)? It's not fair that some have them and some don't.

Answer:

The next stage of funding more LSCs is a Budget bid. We must keep the pressure on and make sure everyone understands how critical this role is. I will be advocating for the next tranche of LSCs. I know the difference they make in schools.



Hon Aupito William Sio, Associate Minister of Education, is pleased that we have plans like Tāpasa, to support the educational success of Pacific Island students, who are a fast growing group in Aotearoa New Zealand

Labour is committed to the roll out of LSCs.

Question:

Why would teachers want to be a principal in a small school when Kahui Ako funding makes this undesirable?

Answer:

I am committed to ensuring a pathway for principals. There is much work yet to do on relativity between leadership roles. This issue has already been raised.

There was a lot to cover in a short time, after which the Minister rushed back to join her campaigns team in Tauranga. A 'Moot' and a by-election campaign in the same week was a big ask, but Minister Tinetti handled it all with dignity and composure.

### Hon Aupito William Sio, Associate Minister of Education

Just as Minister Tinetti acknowledged the impressive collegial work of principals throughout the pandemic, so also did Minister Sio. He used a Samoan proverb 'E le tu fa'amauga se tagata' which translates as, 'Nobody stands alone like an island, it is important that we work together as a team.'

'This Government could not have done it [got through the pandemic] without your leadership and support,' he said.

As previous speakers, Minister Sio raised the issue of equity in education, and how to support all our students irrespective of their diverse needs.

COVID, he said, had sharpened our attention on the inequities in education and for Pacific Island students the challenges were complex. 'The Government wants to give you the tools to get every student, especially our Pacific students, across the line,' he said.

Many Pacific students, he told his audience, are weighed down with the high aspirations of their parents and grandparents who want better educational results

for their children – more than 60 per cent of Pacific Island students are born in Aotearoa NZ, he said.

The Pacific Island population of young people in Aotearoa NZ, is fast growing. '... in six years, the number of Pacific learners in the NZ education system, will exceed the total population of

Wellington,' said Minister Sio.

It is therefore critical that these young people are successful in their education, he said. Educational success is growing but '... there is more work to do, especially in the cultural capital and cultural intelligence space,' he said.

He acknowledged that COVID had been tough for some Pacific families. '... some learners are having to leave school early to support their families and provide income and some just never return,' he said.

The costs of attending school – donations, transport, uniforms, language acquisition and literacy rates, along with systemic racism, discrimination and bullying, create further barriers for Pacific learners.

Minister Sio noted several Government actions that will impact on some of these issues including the school donation replacement scheme, the introduction of the Equity Index, the Ka Ora Ka Ako healthy school lunches programme, the Developing Mathematics Communities of Inquiry programme, funding to improve the cultural capability of teachers of Pacific learners and more bilingual resources.

Minister Sio was also full of praise for the Pacific Education Action Plan which has a direct influence on lifting success rates for Pacific young people. It confronts systemic discrimination and racism, promotes the support of bilingual and immersion education, encourages working closely with Pacific communities, helps educators to be culturally competent, partners with families and shows ways to grow and retain Pacific educators.

Minister Sio told the regional principals that Pacific learners learn best when their languages, cultural capital, cultural intelligence and identity are respected, supported and celebrated in their school communities. He concluded his address with a Samoan proverb: E afua mai mauga fa'amanuiga a le nu'u –

from the mountains flow the blessings unto the village.

### Fa'atili Iosua Esera – The New Zealand Pasifika Principals' Association (NZPPA)

Esera echoed many of Minister Sio's messages in his address,



Fa'atili Iosua Esera – The New Zealand Pasifika Principals' Association (NZPPA) reminded participants that Pacific Island students' identity and culture was key to educational success



All eyes are on the speaker at this table of regional presidents

but for those unfamiliar with the intentions of the NZPPA, he outlined the guiding principles and key objectives. It was no surprise that Te Tiriti o Waitangi would be honoured first, that Pacific learners are at the heart of all decisions and the organization advocates for and supports its members.

One of the leading objectives, Esera told his audience, was to be the voice for Pacific principals, to increase the number of Pacific principals and support them. ‘This would give us the greatest chance of seeing more Pacific students achieve success,’ he said.

He also pointed to the school leadership PLD programme ‘Tautai o Le Moana’ which challenges principals to do things differently for Pasifika learners and links well with Tapasā, the cultural competencies framework for teachers of Pacific learners.

He noted how much he was looking forward to bringing the Pacific voice to the ‘Moot’ debate.

### Malcolm Elliot – President of the Australian Primary Principals’ Association (APPA) – Bringing a Futuristic Perspective

Our Australian colleagues always seem much nearer when we are enduring common adversity. COVID is of course one such

crisis that has drawn us closer together. Another is the struggle of our indigenous peoples.

From his zoom screen in Brisbane, Elliot was quick to acknowledge the powerful message that Bruce Jepsen of Te Akatea had earlier delivered. ‘We are part of the problem,’ he announced. Elliot was referring to the colonists on both sides of the Tasman, who must take their share of responsibility for the inequities suffered by our respective



Malcolm Elliot, President of the Australian Primary Principals’ Association joins the Moot by zoom from Brisbane

indigenous communities.

He also acknowledged the principals in the room saying he heartily respected them all. ‘You are out there leading schools amidst local and global crises, including climate change,’ he said.



**COMPASS**  
PLAYGROUND DESIGN & CONSTRUCTION LIMITED

**Natural Playscapes & Living Landscapes for your School**

- Design and build •
- Create outdoor classrooms •
- Emphasise aesthetic spaces •

**Contact**  
Tim Anderson  
MEd Dip Tchg (ECE)

Phone: 0272 409 818  
email: [tim@compassplaygrounds.co.nz](mailto:tim@compassplaygrounds.co.nz)

Visit [www.compassplaygrounds.co.nz](http://www.compassplaygrounds.co.nz) or Call Tim on 0272 409 818

Australia was also feeling the effects of climate change, he said, with floods and fires and we all face rising sea levels and rising temperatures.

Looking futuristically, he said 'We are in the zone of driverless cars now. That is where Artificial Intelligence (AI) has taken us. We are there now. We are nervous,' he said, about futuristic technologies. There are emotional challenges to face when we confront change. COVID has shown us glaring inequities and offered different ways of learning. As leaders of learning in our schools, we now must ask 'What might learning look like in the future?'

There are of course options and Elliot put these to his colleagues from Aotearoa New Zealand. 'Will we re-boot, reframe, replace or revert?' he asked.

'Whichever options we choose,' he said, 'relationships built on trust will always remain at the centre.'

Elliot quickly put a couple more suggestions forward, listing equity and fairness as constants. He said he envisaged future learning embedded in joy, heartfulness and fun, rather than just being centred around technological advancements.

His final message of the day was about assessment. 'Let's move away from a set of tests and explore alternative ways of assessing and reporting more holistically,' he said. He drew his audience to think about the purpose of education. He said education has purpose for the individual, for society, for our democracy and for our economic prosperity.

Let's give our young people voice, he said, and listen also to their families and to the profession, then we will have a successful future together. Let's also highlight democratic processes, especially in the light of current world events. 'Our children need to grow up knowing they are democratically empowered,' he said.

'The future is already with us and we must embrace it,' he said, 'However, let's also look back at past traditions and practices and ensure that we have heart and joy at the forefront of the future.'

Elliot's message resonated with the regional presidents who embraced the holistic approach presented. It was another example of the neighbouring countries sharing common understandings.

### Converting Their Voice to Our Voice

Having listened carefully to each of the speakers and taken on board the different issues raised by each, the final task for participants was to voice their own views about the health or otherwise of our education system. In groups, attendees were invited to discuss and list the top priorities requiring attention.

Although never likely to succeed, there was common agreement that education decisions should be taken out of the political arena so that the sector could achieve stability and long term planning, rather than being the three-year football for political parties to play with.

Themes of equity and alternative methods of funding were common for all issues raised. It was surprising just how much agreement there was about those top issues.

#### Equitable and consistent allocation and delivery of learning

**support resourcing** was very high on everyone's list. This issue was closely related to addressing behavioural issues, which also ranked as one of the most pressing challenges schools face.

#### Issues raised include:

- Access to experts, specialists and trained teacher aides.
- Young people who are suffering trauma, anxiety, family violence and are acting up in class, are also disrupting other students and taking teachers' attention away from their core job of teaching.
- Some schools say the levels of disruptive behaviour are unmanageable and are threatening the school's ability to deliver quality education for all students.
- Most agree that two and a half years of COVID has contributed to a spike in the number of students presenting with poor mental and emotional health. Many more students are failing to self regulate.
- There was general agreement that having counsellors in schools is beneficial, but there is an equity issue. Many schools have no access to counsellors.
- It was recognised that many more counsellors were needed. The preferred option was to have existing teachers undertake specialised training to become school counsellors.



NZPF's Te Akatea representative records the contributions of a group of regional presidents

**Staffing** was another pressing issue for most groups. Issues raised include:

- COVID is affecting staffing levels.
- Relievers are hard to find, especially in rural areas, and principals in many cases are having to cover the classes of teachers away sick. This means other leadership duties are shelved or completed outside of normal working hours.
- Recent teaching graduates are also affected. Because of COVID, they have limited classroom experience with many completing practicum work online and thus needing higher levels of support from schools.
- Good quality teachers are hard to find.
- Experienced principals are retiring early from burn out.
- Ensure all schools receive at least the same staffing levels for 2023 irrespective of roll declines.

Reduce student: staff ratios

## Funding

In the current climate, school budgets are running thin on many levels, especially staffing budgets. There was general consensus that all schools need more direct funding.

Issues raised include:

- Fund Teacher Aides centrally, not through the operations grant.
- Fund every school a learning support coordinator or SENCo.
- Simplify funding, by eliminating individual pockets of funding and paying the money to the schools directly and equitably. Problems are local, so trust the schools to apply the money to local solutions.
- Parity of funding with secondary schools.
- Lift the level of overall funding.
- Fund more Teacher Only Days.
- Scrap funding to Kahui Ako which are inequitable and can lead to teachers in leadership roles paid more than principals.
- How will replacing the decile system with the Equity Index affect decisions already based on schools decile, such as the donations scheme?

## Principal Wellbeing

There was a general feeling that the pressures on principal wellbeing were not well understood. Acknowledgements of principal workloads tend to relate to COVID times, whereas principals were already overworked and stressed before COVID.

Issues raised include:

- Burnout and work overload and high turnover of principals in rural areas.
- Limit changes, too much happening at once including Curriculum refresh, ERO's new model, Mathematics and Literacy strategy, NCEA changes, Professional growth Cycles and Te Mahau.
- Commit to a different structure of pay for principals in rural schools to retain and attract experienced principals.
- Principal release time and equitable PLD.
- Keep principal voice involved in all changes.
- Principals' sabbatical every five years as of right.
- Secondment of principals to advisory roles to provide further leadership pathways.

The lack of property planning for roll growth creates stress for principals. NZPF thanks the regional presidents for their frank and clear advice on what needs to change, what doesn't need to change and what additional support is required for a healthy functioning education system in the future.

The issues raised will all be considered before the NZPF political manifesto is scripted for the 2023 election campaign.



We're taking bookings now for FREE teacher professional development so you can teach your students Water Skills for Life.

Water Skills for Life is the national standard for aquatic education for children in years 1-8. If your school has a pool, then our educators are available to deliver onsite teacher workshops and poolside support.

Book with Karen Dalldorf on [karen@swimming.org.nz](mailto:karen@swimming.org.nz) or ring 021 649 998.



[waterskills.org.nz](http://waterskills.org.nz)



# 'ON BEING DYSLEXIC'

## Book Review

Sarah Platt AUTHOR (NEW ZEALAND)

Geoff Lovegrove REVIEWER



This is a remarkable story of courage and success against the odds. Teachers need to read this. They will learn from it, and many will change their approaches to children who struggle with their learning.

IT BECAME CLEAR to Whanganui born author Sarah Platt, at a very early age, that she could not read or write as well as her peers and siblings. While Sarah did have developing literacy skills, the teaching approach of caring parents and teachers simply did not do it for Sarah. She struggled with deciphering the symbols that make up words and sentences, and her writing proved nearly impossible for others to decipher.

We all know that it takes only one teacher to make a significant difference in a child's life, and Sarah was fortunate to have one of those during her primary school years. He recognised her ability in the arts, and encouraged her to express herself through her pictures and her artistry.

Sarah's struggle continued through her Intermediate and Secondary years. She always wanted to be a teacher, but those most basic of subjects, *Reading* and *Writing* held her back at every point. She did manage to pass the critical external exams, and was amazed to be accepted for Teachers' College. The struggle did not end there, but her tenacity got her through, with here even gaining a scholarship in her second year. Sarah became a highly successful, innovative teacher, drawing on her personal life experiences to develop programmes for all pupils, especially

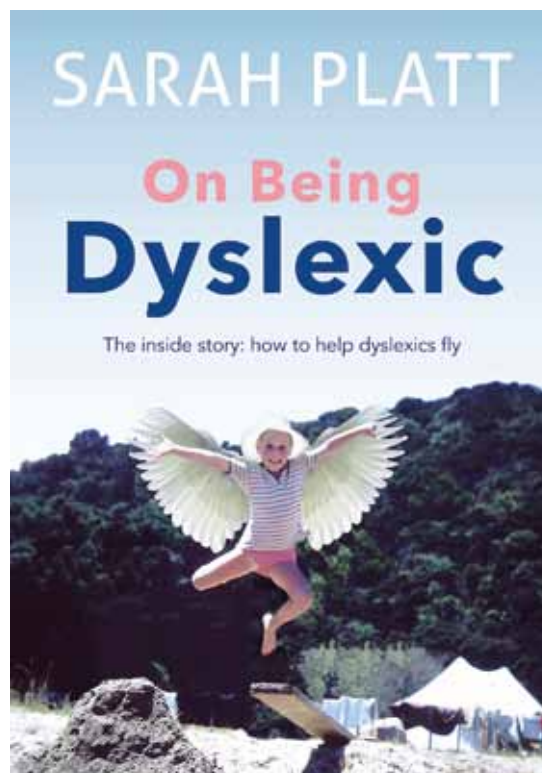
those with learning challenges.

The author has a refreshing honesty and humour in her writing style. She has developed the necessary skills to tell a story that needs to be heard. Even as an adult, there are so many challenges when your dyslexia gets in the way of something seemingly simple to others – like feeding a parking meter!

*Note to Principals:* This should be essential reading for all teachers, Early Childhood, Primary and Secondary. There are heartening stories within this book of the daily struggles faced by a young person whose teachers and classmates 'just thought she was dumb'.

While enjoying success as a teacher, Sarah also nurtured a lifelong wish to develop her skills as an artist. Her art works are now well known and respected throughout New Zealand, and she has achieved remarkable success in the business world.

An easy read, and an ideal book to include on every staffroom bookshelf.



Available from the author: <https://sarahplatt.co.nz/on-being-dyslexic>

New Zealand  
**PRINCIPAL** MAGAZINE  
NGĀ TUMUAKI O AOTIAROA

You can now access the current and past issues of NZ Principal magazine online

You can search by magazine issue, article name or author



visit [www.nzprincipal.co.nz](http://www.nzprincipal.co.nz)

# READERPEN™

## Giving words a meaning



## A game changer for those living with dyslexia

The ReaderPen is a convenient portable tool designed to support reading and literacy – empowering students to work independently.

Using the pen is super easy – simply scan your text and it will automatically be read aloud using a natural speaking voice.

If you come across a word you're unsure of, the built-in dictionary will give you definitions and examples to better build vocabulary.



Scan for more information



Text to Speech



Definitions



Voice Recorder



Discreet

## Free Trials Available

Please contact us to find out more about our 10 day trials.

Making positive differences to enhance lives



0800 864 382  
atinfo@dtsl.co.nz  
atstore.co.nz | assistive.co.nz

# TE WHIRI KŌKŌ RTL B C-PEN READERPEN TRIAL



Alastair Milner & Karen Blundell RTL B, TE WHIRI KŌKŌ CLUSTER

**Abstract:** Many primary and secondary schools in New Zealand are searching for cost-effective dyslexia intervention resources to address the needs of students who are at risk of failure in their learning.

IN 2019 AND 2020, Te Whiri Kōkō Resource Teachers: Learning and Behaviour (RTL B) Cluster trialled the impact C-Pen ReaderPen technology had in addressing literacy barriers that some students face, particularly those exhibiting dyslexic characteristics.

Data was collected using a range of pre and post-literacy assessments, participant surveys and through conversations with the participants during the trial period.

The findings established that the C-Pen ReaderPen proved an effective intervention for the trial students. The majority of the students increased reading accuracy and comprehension levels and written achievement outcomes.

## What is a C-Pen ReaderPen?

The C-Pen ReaderPen is a robust, portable, pocket-sized reading pen that reads text out loud with a human-like digital voice. The ReaderPen is light and easy to grip. It is designed to promote independent learning for students who are experiencing reading difficulties such as dyslexia. Its features include:

- Words and lines of text that are read aloud i.e., students scan the print text they are trying to read, and the device will read it aloud in a human-sounding voice.
- Built-in dictionary options that can provide definitions.
- The ability to scan, store and transfer text to various IT devices.
- A voice recorder.
- Firmware upgrades.

## Introduction

In 2019, Te Whiri Kōkō RTL B Cluster became interested in whether the C-Pen ReaderPen was a device that could have a positive impact on reading achievement and reading engagement for students experiencing challenges in literacy. Subsequently, Karen Blundell and Alastair Milner undertook a trial to investigate the effectiveness of the C-Pen ReaderPen as a valid and reliable tool to enhance literacy outcomes for students facing issues in reading and writing. All students were identified by the

participating schools as having dyslexia or dyslexic tendencies.

## Research Design

### Organisation

The trial took place over two years, Phase One in 2019 and Phase Two in 2020. Participants were students from Years 3 to 12, with the bulk coming from Years 5, 6 and 9. Students were drawn from three primary schools and three colleges, sited within the Manawātū, Tararua, Ōtaki and Kāpiti Coast rural and urban regions.

Before the trial commenced, an employee of Desktop Technology Services Ltd (DTS L) ran a C-Pen ReaderPen training session for the participating learning support Heads of Departments (HODs), Special Education Needs Coordinators (SENCOs), teachers, and teacher aides. In turn, these professionals trained and supported the participating students.

The C-Pen ReaderPens were made available for students to use at any stage during the day. In the primary schools, the focus was on literacy, while in the colleges the C-Pen ReaderPens were made available for use in all core academic curriculum areas. Teacher aides who were familiar with C-Pen ReaderPen technology were available at various times to encourage and support students in the use of their ReaderPen.

### Methodology

Quantitative and qualitative data were collected to enable trial project coordinators to understand and evaluate the effectiveness of the C-Pen ReaderPen in increasing:

- Reading accuracy and comprehension outcomes.
- Writing quality and quantity outcomes.

There were two phases of the trial. In Phase One, ten target students were selected from each of the four participating schools. In Phase Two, five target students were selected from the two participating schools. In both, each of the participating schools recommended students whom they identified as displaying dyslexia-type characteristics. The trial coordinators

In the PRIMARY SCHOOLS, the focus was on LITERACY, while in the COLLEGES the C-Pen ReaderPens were made available for use in all CORE ACADEMIC CURRICULUM areas.

then assessed the students using a GL Ready Rapid Dyslexia Screener<sup>(1)</sup>. Those who scored Moderate, High, or Very High, according to the RAPID scale of dyslexia indicators, went on to participate in the two trials.

At the end of each trial, two reading assessments were administered through Probe Non-Fiction Running Records<sup>(2)</sup>. The participants undertook their first running record without the aid of a C-Pen ReaderPen but used one for their second running record. Reading accuracy and comprehension data were collected from both running records.

As Phase One progressed during 2019, the trial coordinators became interested in whether the use of the C-Pen ReaderPen would be enhanced if they were not tagged to particular students but used as a whole class resource in an environment that promoted Universal Design of Learning (UDL) principles<sup>(3)</sup> i.e., necessary for some, beneficial for all. Therefore, Phase Two of the trial allowed the coordinators to investigate the impact the C-Pen ReaderPens may have on improving literacy achievement outcomes for the trial participants when the ReaderPens were accessible to all students in the classroom as a whole class resource.

### Written Language Assessment

During Phase One, an adaptation to the project took place as both coordinators agreed that it would be useful to trial the use of C-Pen ReaderPen specifically and exclusively as a writing enhancement tool. Anecdotal evidence was appearing that if students used the ReaderPens voice recorder function as a working memory aid through orally pre-recording their ideas for writing, quality and quantity outcomes would be enhanced. Therefore, data was collected from a target group of Year 5/6 students sited in one primary school who were using the recording function of the C-Pen ReaderPen as a writing aid. For these students, data was collected as follows:

- Two independent ten-minute writing samples were gathered. In the first, the students wrote without the use of the C-Pen ReaderPen, while in the second sample, the students were able to use a ReaderPen to orally record their ideas before they undertook their writing task. A traditional classroom pre-writing brainstorming activity took place before each of the ten-minute writing sessions. Student fluency and progress were measured in terms of the number of words and the number of ideas written by each participant.

### Participants' Voice

In Phase One, towards the end of the trial, the following surveys were administered:

- A student voice survey.
- An educational professional's survey completed by the participating learning support HODs, SENCOs, teachers and teacher aides.

In Phase Two, information was collected through ongoing discussions trial coordinators had with the students and

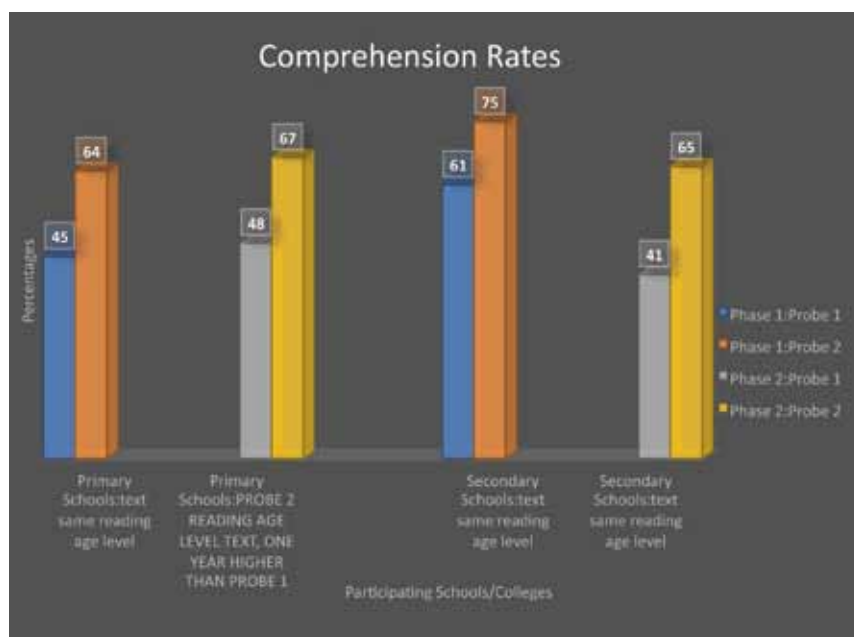
participating educational professionals.

## Results

### Quantitative Results: Phase One, 2019 & Phase Two, 2020

#### Phase One

Both the primary and the college students were given two Probe non-fiction running records where the text had the same reading age.



#### Phase Two

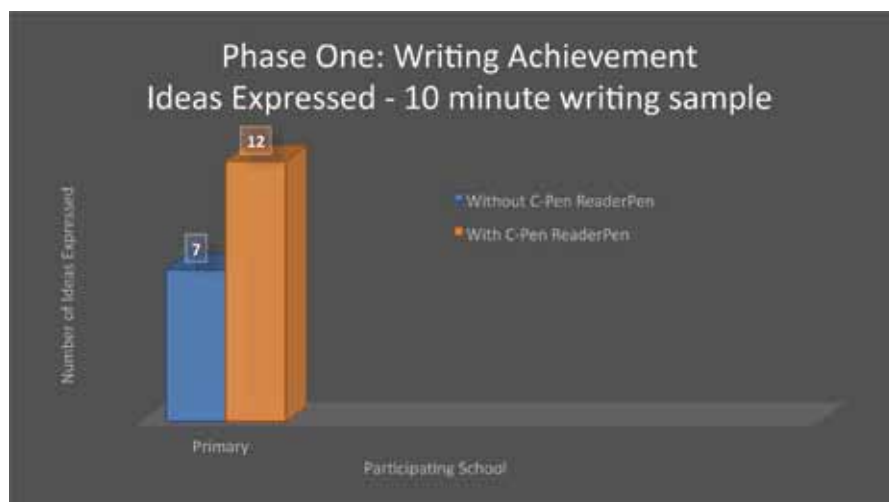
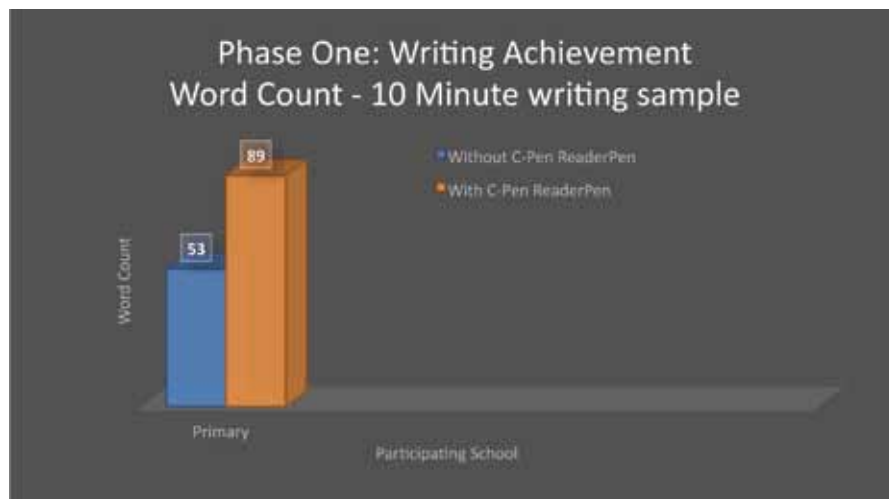
The primary students were again given two non-fiction running records. However, to better measure the impact the C-Pen ReaderPen had on the participants' literacy performance, with Probe 2, the text level was placed at a reading age one year higher than the first Probe text. The college students were given two non-fiction running records where the text had the same reading age as with Phase One.

#### Student Qualitative Data

Feedback from the 2019 post-trial student survey was positive.

Both primary and college-aged students indicated that they found the C-Pen ReaderPen word scanning function easy to use and that the device made the task of reading independently easier. Most students also reported that their reading capability and confidence improved when they had use of the ReaderPen.

Feedback from the Year 5/6 group of five students who were using a C-Pen ReaderPen as a writing tool indicated that they found the voice recorder function easy to use and that it was a useful aid in helping them recall their ideas for writing.



### Professionals Qualitative Data

Overwhelmingly, the 2019 survey, completed by learning support HODs, SENCOs, teachers, and teacher aides, indicated that:

- The C-Pen ReaderPen was an easy device for their students to use.
- Student reading levels and reading confidence improved.
- Student reading engagement improved.

During both phases, some professionals fed back to the trial coordinators that the college-aged students were reluctant to use their C-Pen ReaderPens in a formal classroom situation.

### Discussion

Overall, it is the opinion of the RTLB coordinators that the trial showed that the C-Pen ReaderPen has significant potential as an effective digital device to remove barriers to reading and writing at both primary and college educational levels. Probe Running Record data shows clearly that the primary school students, and to a slightly lesser extent, the secondary students, made progress in reading fluency and comprehension. The Year 5/6

target students increased their writing output in both quantity and content.

The trial coordinators note that the C-Pen ReaderPen will only scan printed text and that the effectiveness of the device was enhanced when the students were scanning words and sentences of font sizes from 6.5 to 22. The ReaderPen was also most effective when the students had access to headphones that could enhance the sound clarity and exclude background noise.

Regarding the question of whether the C-Pen ReaderPen's effectiveness is strengthened when available as a whole class resource as opposed to targeting individuals, the quantitative data suggests that ReaderPens are productive when used both as a classroom tool or targeted to individual students. However, the coordinators did observe that the status and usage of the ReaderPens are enhanced when made freely available in the classroom for all learners. In doing so, accessing the tool becomes the norm in the classroom.

The evidence from both phases of the trial suggests that a barrier exists for college students using the C-Pen ReaderPen in mainstream classrooms, mainly because of their reluctance to draw unnecessary attention to themselves or be seen as different in a classroom setting. Conversely, the trial coordinators did note that college students were more willing to engage with C-Pen ReaderPens when their teaching and learning programmes were taking place outside their mainstream classroom in such settings as a learning support hub. However, the target students in the colleges increased usage rates in their mainstream classroom setting during Phase Two when the ReaderPens were introduced as a whole class resource, particularly when encouraged to by a teacher or teacher aide.

College staff commented to the trial coordinators that, generally it was challenging in mainstream classrooms to get students

to use any devices that might be seen as identifying them as 'different' or having 'special learning needs.' A typical paraphrase of staff feedback was:

The students use devices of all kinds all through primary school. However, when it comes to college it is a struggle to get them to continue to use these digital supports in a classroom scenario due to the risk of being seen as different.

This is an issue that is well worth addressing because it is clear from the Phase Two comprehension, and to a lesser extent accuracy data, that if this self-efficacy problem can be broken down at the college level, there is potential for the C-Pen ReaderPen to play a useful role in removing reading barriers.

In terms of the type of student who might benefit most from having access to a C-Pen ReaderPen, the coordinators identified the following as a general learner profile:

- Students who generally struggle with literacy and present with dyslexic characteristics.

- Students who are slow decoders and those who are susceptible to losing text meaning from struggling to read fluently.
- Students for whom English is a second language and are learning to read.
- Students who may find reading cumbersome if they are experiencing minor sight difficulties.
- Students who tend to be given younger topics/storylines in the educational setting, which are outside their interest range. This mainly occurs when students are matched appropriately with their reading accuracy and comprehension levels. The C-Pen ReaderPen allows the older student to read independently at their own topic and storyline interest level.
- Students who have trouble remembering teacher information around knowledge or task instruction.
- Students who struggle to remember what they intend to write.
- Students in classrooms where the teacher is encouraging and supporting the use of the C-Pen ReaderPen.
- Students in classrooms where the teacher and/or teacher aide has a 'working understanding' of the C-Pen ReaderPen.
- Students who have been well trained in the use of the four functions of the C-Pen ReaderPen.
- Students who have access to C-Pen ReaderPen friendly headphones.
- Students who have the coordination skills to efficiently operate a C-Pen ReaderPen -generally those in Year 3 and above.

The Te Whiri Kōkō RTL Cluster's trial focused on:

- The scan-to-read function of the C-Pen ReaderPen, and
- To a limited extent the recording function as a writing and working memory aid.

However, observational data collected through the trial suggests that the following functions are also beneficial literacy scaffolds:

- The scan, store, and transfer of text to various IT devices, and
- The dictionary options where individual words can be highlighted, defined and read aloud.

The trial coordinators noted that older students involved in the trial were intrigued that when connected to their Chromebook the device could scan words, sentences, and paragraphs directly into a word document, which is a quick and efficient notetaking support. This could be a useful scaffold for those students who struggle to write or type text i.e., students with dysgraphia. Therefore, it is recommended that schools make students aware of all the C-Pen ReaderPen functions. This will maximise the potential for increased student outcomes.

While establishing that the C-Pen ReaderPen has great potential as a literacy support device in the areas of reading accuracy, comprehension and written language content, the trial coordinators also noted the following C-Pen ReaderPen benefits:

- Builds a sense of student confidence in reading.
- Helps eliminate anxiety and embarrassment associated with having to ask for assistance with reading.
- Encourages a diverse reading range where students can independently access and enjoy reading books of interest.
- Removes the restriction of books being read that are limited to the student's reading level.

- Promotes freedom to access greater text-based information.
- Encourages literacy independence, which can lead to increased reading engagement and enhanced literacy self-efficacy.
- Builds capacity for those facing memory retention issues.

### Concluding Statement:

The trial provided enough proof to recommend to schools that they trial C-Pen ReaderPens for students who fit the profile outlined. C-Pen ReaderPens can be borrowed from Desktop Technology Services Ltd (DTSL). If its use demonstrates significant benefits for a student, an application to the Ministry of Education's Assistive Technology scheme<sup>(4)</sup> can be made for ongoing C-Pen ReaderPen access.

### REFERENCES

- 1) Rapid is a part of the web-based suite of GL Ready Cognitive and Educational screening and assessment tools. It is a screening tool for dyslexia in students aged 4 to 15. Rapid is made up of three subtests that are sensitive cognitive indicators of dyslexia and cover phonological skills, working memory and phonic decoding.
- 2) Universal Design for Learning (UDL) is an educational framework for creating learning environments that address the diverse needs of learners and is supported by the Ministry of Education. At its core, UDL provides students with flexibility in the ways they access and engage with course materials and demonstrate mastery of learning objectives.
- 3) Probe Running Records are reading assessments for students from Years 3 to 10 that evaluate reading accuracy, reading behaviour and in-depth reading comprehension. Two Probe tool kits were used in the C-Pen ReaderPen trial, one titled Probe, published in 2002 and a second titled Probe 2, published in 2011.
- 4) Ministry of Education's Assistive Technology Scheme (AT) is a scheme where schools apply for specialised equipment to enhance the learning of students with additional learning needs.

### AUTHOR PROFILES

Alastair Milner and Karen Blundell are employed as Resource Teachers: Learning and Behaviour in the Te Whiri Kōkō Cluster which covers the Tararua, Manawātū, Horowhenua, Ōtaki and Kāpiti Coast regions. <https://www.tewhirikoko.ac.nz/>

Prior to this role, Alastair Milner spent a number of years working in New Zealand primary schools as a classroom teacher, Deputy Principal and Principal. Alastair has completed a Master of Educational Psychology degree and has an interest in mentoring, developing and supporting schools in the use of digital tools to enhance educational outcomes for struggling learners.

Karen Blundell taught in New Zealand schools for twenty years and ran an educational business for ten years. Karen has completed a Bachelor of Education degree and a Post Graduate Diploma in Specialist Teaching. Karen has an interest in assistive technology for students with additional needs.

# FALLING ON YOUR FEET

The local and the global: our curriculum should do both

Martin Thrupp [thrupp@waikato.ac.nz](mailto:thrupp@waikato.ac.nz)



**THIS COLUMN IS** about what I see as the significant responsibility of principals to influence the balance of the curriculum taught in schools. It seems almost audacious to write on this topic in the same week that it is reported that teacher sick days are up 50 per cent on last year and that the number of students missing from the nation's schools has almost doubled in the past nine months. Many principals are in survival mode. But bear with me, as I think curriculum decisions are part of the solution.

Bringing the matter into sharp relief is the new Aotearoa New Zealand Histories curriculum launched back in March, the first effort of the Ministry of Education's new curriculum centre, Te Poutāhū. It will shine some light on our country's neglected colonising history and is a very worthy project. It's also apparent the Ministry has done a really sterling job of consulting on the new curriculum as well as trialling it, producing resources, some PD and so on.

Still, there's a big remaining problem, and it's nicely summed up in the Ministry website link called 'Implementation information for schools and kura'. You see, curriculum is like education policy, it is never simply implemented in the ways policymakers would wish for. Instead as it gets put into practice it goes through processes of translation and reinterpretation related to context. Academics refer to this as 'enactment'.

It is not hard to think of a variety of contexts that will create headwinds for the enactment of the new histories curriculum. One is national politics. A change of Government will dampen political enthusiasm for the curriculum, especially if ACT, with its concerns about 'ethno-nationalism', becomes a coalition partner.

Community context will likely be a mixed bag. Depending on their ethnic and socio-economic makeup, and geographic location, some communities and sections of communities are likely to be far more pre-disposed towards learning about local histories than others. Some communities/sections of communities will most likely love it, some will resent the power issues raised, and some won't see it as a priority.

The context of childhood and youth is a further issue. However worthy a topic, unless it has some appeal to young learners then teachers face an uphill battle. Try presenting young people with the United Nations Sustainable Development Goals and watch their eyes glaze over.

The context of teacher education, past and present is another

problem. A skilled teacher can do a lot to make any topic palatable but teacher education programmes have become shorter and teachers are poorly prepared for social sciences teaching.

Finally, even as the new histories curriculum got launched, we have had a barrage of calamitous global concerns to add to the pandemic this year. Russia invaded Ukraine, since then we have had China seeking more influence in our region, there is the threat of global recession and famine and the climate emergency becoming more obvious with heat waves, fires and floods in so many countries.

It is not hard to think of a **VARIETY OF CONTEXTS** that will create headwinds for the **ENACTMENT OF THE NEW HISTORIES CURRICULUM.**

**ONE STOP SHOP!**  
**TWO POPULAR MATHS SERIES**



Give your students the best advantage to excel at maths. They use our textbooks, while you have all our **free** online teacher support.

**YOUR STUDENTS DESERVE THIS!**

0800 MATHS4U  
f [mel@caxed.co.nz](mailto:mel@caxed.co.nz)  
[www.caxed.co.nz](http://www.caxed.co.nz)

**CAXTON**  
EDUCATIONAL



## The Challenger 1000

Portable PA system with stand and wireless microphone

For sports, Assembly, Jump Jam and performances.

Best sounding portable PA in New Zealand. Fully featured, top quality and easy to use. Includes a weather cover for outdoor use.

Built-in trolley and powerful rechargeable batteries so you can take it anywhere.

\$2495+gst for the wireless PA system



\$2495  
+ gst

## School Bells and Buzzers

Made in the USA



With the built-in remote scheduling function on the Netbell products, it is super easy to expand your timed alert and school bell system.

- Control and program your bells easily from a PC
- Simple to set up and program
- Easily extendable
- Free software is only needed to set up the schedule – doesn't need a dedicated PC

A recent headline from *The Guardian* says it all: *We're living in an age of permanent crisis – let's stop planning for a 'return to normal'*. With global online platforms like Tik-Tok global issues often weigh just as heavily on children as local ones.

So what to do as a principal? I suggest sticking with a generous view of the school curriculum. Some features of such a view might be:

- That as a selection of knowledge and ideas, the curriculum is always coloured by the national politics of the day which are important but may not always be in the best interests of the particular children in our care.
- Yes, local consultation and discussion is important but there needs to be enthusiastic and worthwhile learning happening, that trumps everything else. So what will actually appeal to children – and teachers – and make them excited to come to school?
- The Social Sciences curriculum goes wider than the Aotearoa New Zealand Histories curriculum even if that is the new focus at the moment. Aspects of geography, politics and economics are all needed in order to make sense of the world.
- That teachers should be encouraged to spend some time on global developments so that children have a chance to process the horrifying news they are being increasingly faced with.
- Thinking of the local as a reflection of the global. For instance, when the statue of Captain John Hamilton was removed from the centre of Kirikiriroa in 2020, it was at the request of Waikato Tainui but also in the wake of the Black Lives Matter movement which saw the defacing and toppling of statues of colonisers in other countries as well.
- Recognising that there is a large New Zealand diaspora, presently around 15 per cent of the population, who live in other countries. Connecting the local with the global will benefit the many young Kiwis who will end up living overseas where our national preoccupations will often fade but will still resonate in some way in the countries to which they migrate.
- Thinking of the local as a place to draw strength for the global. Hopefully the Aotearoa New Zealand Histories curriculum will highlight local examples of perseverance, forbearance, commitment, selflessness and the like, along with past injustices.
- Thinking of the local as a way to respond to the global, for children to have agency. For instance, it seems clear that taking some local environmental action is a way to combat growing eco-anxiety, as it offers a chance to do *something* in our small corner of the world.

Overall, although time is always a constraint, it can't be one or the other when it comes to the local and global in the curriculum. Schools really do have to address both in order to best prepare children for the lives ahead of them.

Call Now 0800 433927  
sales@edwardsnz.co.nz  
edwardsnz.co.nz

# FORMING, STORMING, NORMING . . .

HELEN KINSEY-WIGHTMAN

**IT WAS GREAT** watching our students having fun at their ball last week. It has been a long road back to some semblance of normality for this year's Y13. Watching our Y13 Dean greeting students with genuine warmth saw me appreciating the relationships that are built within our school.

I was also really heartened to hear Chris Hipkins' acknowledgement of school leaders work in supporting students through Covid in his address to the PPTA Conference. Talking about the conference on his Facebook page he says:

'It was a great opportunity to thank some of our school leaders for the amazing work they've done keeping our education system going over the past two and a half years in exceptionally challenging circumstances. It was also an opportunity to talk about our education reform programme and to acknowledge that while schools and teachers have faced so much uncertainty it hasn't always been the best time to progress big changes. Our government remains committed to ongoing improvement in education, but we also need to accept that right at the moment just getting through each day is a challenge for many and the pace of change needs to adapt to that. Education reform is something we should do with, rather than to, our educators.'

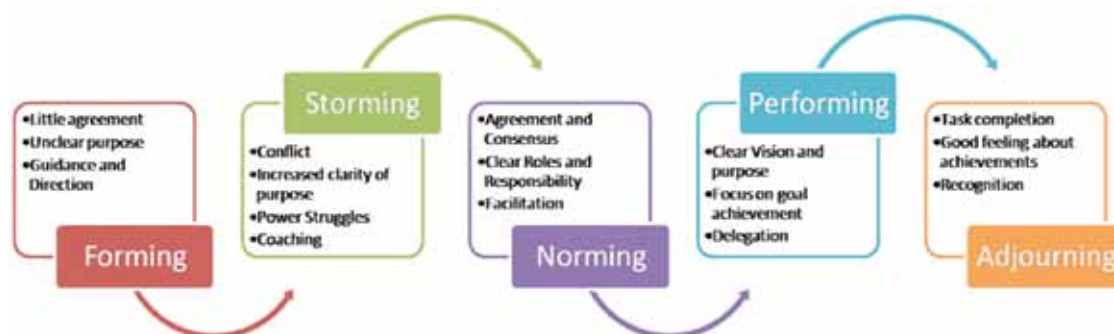
So, we are over halfway through the year – as I tick off 2 terms in my new job I have been reflecting on the work it takes to build a team and at times really missing the trust and ability to be vulnerable that existed in my previous leadership team. Building trust and effective working relationships in a new place takes time and now more than ever time is at a premium. On several occasions lately I have referred to the model of team development whose stages are most familiar to me and I've talked about forming, storming and norming. During the Term 2 break, as I reflected on the last 6 months I realised I have never read the theory and couldn't name the theorist behind the model.

A quick Google later and I have discovered that this model of team development was published in 1965 by psychologist Bruce Tuckman.

In their study of the role of nurses in team leadership, Manges, Scott-Cawiezell & Ward<sup>1</sup> summarise Tuckman's model and the behaviour required of a leader at each of the stages:

- *Forming* is about setting the stage and requires coordinating behaviours i.e., Purposefully picking the team; Facilitating the team to identify goals; Ensuring the development of a shared mental model.
- *Storming* is about resolving conflict and tension and requires coaching behaviours i.e., Acting as a resource person to the team; Developing mutual trust; Calming the work environment.
- *Norming and performing* are about successfully implementing and sustaining projects that require empowering behaviours i.e., Getting feedback from staff; Allowing for the transfer of leadership; Setting aside time for planning and engaging the team.
- *Outperforming and adjourning* are about expanding initiative and integrating new members and require supporting behaviours i.e., Allowing for flexibility in team roles; Assisting in the timing and selection of new members; Creating future leadership opportunities.

Whilst 6 months sounds a long time, 22 weeks doesn't and given that our senior leadership team only meet together once a week for 2 hours, it should be no surprise that we are firmly situated within the storming stage. Since this stage is when '*individuals start to push against the established boundaries and conflict, or friction can arise between team members as their true characters – and their preferred ways of working – surface and clash with other people's.*'<sup>ii</sup> I find this a difficult place to be – being the only female on the team I have also been thinking about the role that gender plays too.



My main concern is how to accelerate the team through the storming stage and into norming and performing as quickly as possible. Thankfully, Tuckman does offer some strategies for this, he suggests that building interpersonal relationships and task activity to support effective group progression. Unfortunately, in education, time is always at a premium and the time needed to build whanaungatanga and manaakitanga within our team will necessarily require an investment of time, which will need to be carved out of other more apparently immediate concerns.

As I have thought about this, I know that this is the most pressing dilemma for all my colleagues whose primary role is teaching students. Yet, as with effective teambuilding, relationships also lie at the heart of all of the research-based initiatives that we are aiming to implement in the classroom. Positive Behaviour 4 Learning (PB4L) is relationship based; culturally responsive pedagogy is dependent on effective relationships; restorative practice is only possible where a relationship exists which can be restored and even curriculum initiatives require relationships – implementing Aotearoa NZ histories involves ‘growing productive and reciprocal partnerships for learning between our school and whānau, hapū, and iwi.’<sup>iii</sup>

If you Google ‘short cuts to relationship building’ you will find business experts offering ‘10 remarkable habits to build rapport with anyone’<sup>iv</sup> such as: smile with your eyes, use touch carefully, share something about yourself, mirror the other person, treat everyone with respect, reinforce trust with your body language, suspend your ego, flatter and praise, take your time to listen and get your subject talking and moving. Ultimately though, as Marie-Claire Ross says,

‘You can’t talk your way into trust, you have to behave your way into it . . . Taking the time to listen to others, show interest in them and following up your words with action is important.’<sup>v</sup>

When it feels like time is shorter than ever, spending it building quality relationships may be the most effective way to ensure we support our whole community to meet our goals.

#### REFERENCES

- <sup>i</sup> Manges, Kirstin; Scott-Cawiezell, Jill; Ward, Marcia M. (2017-01-01). ‘Maximizing Team Performance: The Critical Role of the Nurse Leader’. *Nursing Forum*. 52 (1): 21–29.
- <sup>ii</sup> [https://www.mindtools.com/pages/article/newLDR\\_86.htm](https://www.mindtools.com/pages/article/newLDR_86.htm)
- <sup>iii</sup> [https://assets.education.govt.nz/public/Documents/Aotearoa-NZ-histories/ANZH\\_LLC\\_Guide1\\_2022.pdf](https://assets.education.govt.nz/public/Documents/Aotearoa-NZ-histories/ANZH_LLC_Guide1_2022.pdf)
- <sup>iv</sup> 10 remarkable habits to instantly spark a relationship with anyone Peter Economy the business guy [www.inc.com](http://www.inc.com)
- <sup>v</sup> <https://www.marie-claireross.com/blog/how-to-build-stronger-faster-relationships-in-a-new-role>



**first training**  
equipped for life

**WE TEACH PEOPLE TO SAVE LIVES  
IN A FUN & INTERACTIVE ENVIRONMENT**

- **FASE “First Aid for the School Environment”**  
– 4Hr Basic First Aid Course for general teaching staff
- **1 Day Workplace First Aid** – 8hrs for designated First Aiders and office staff
- **2 Day Workplace First Aid** – for Gateway/Star students. Units – 6400, 6401, 6402
- **2 Day Outdoor First Aid** – for staff leading EOTC activities & Outdoor ed. students. Units – 6400 series & 424

**NZQA CATEGORY ONE PROVIDER**  
For all aid course information please call  
email us on [admin@first-training.co.nz](mailto:admin@first-training.co.nz) or  
call us on 0800 1ST AID or 09 838 2110

**[www.first-training.co.nz](http://www.first-training.co.nz)**



**New Zealand  
PRINCIPAL  
MAGAZINE**  
NGĀ TUMUAKIO AOTEAROA

You can now access the  
current and past issues of NZ  
Principal magazine online




You can search by  
magazine issue, article  
name or author

visit [www.nzprincipal.co.nz](http://www.nzprincipal.co.nz)

# Kindo, helping secondary schools succeed

Whether it's creating Xero invoices, providing board report data in minutes or managing international student contingency funds, Kindo has the features, the power and the people to help you make it happen.



"Kindo has streamlined student payment transactions and saved countless hours of administration. It has improved revenue collection and provided a new income stream offering a simple tax gifting option."

Richard Beechey, Business Manager,  
Long Bay College

Smart features  
designed by schools  
for schools

Long Bay College has used Kindo since the beginning of 2022 and are already seeing measurable results with significant time savings and revenue generation.

Business Manager Richard Beechey required an integrated solution for collecting sports fees, school donations, school trip fees, school lunch payments and other expenses, to simplify their administration and payments processing.

#### Making life easier for parents

Approximately 90% of Long Bay College families use Kindo and it allows parents to work from one portal for the whole family, a feature that makes juggling school life that much simpler. Even more efficient for parents is the display of outstanding payment requests, alongside school shop items, so just one login offers all they need to transact with the school.

#### Early days with many more opportunities

Kindo has been in place for less than 12 months and additional opportunities to save time and offer bespoke solutions have already been identified.

"Kindo works closely with us to define and develop functionalities that are useful for

High Schools. From using Kamar Groups to fastrack billing, simplifying International Student Contingency Funds management, to Xero draft invoices. A great example of this is the data Kindo pulls together which can be used for Board reporting, that data collection used to take hours".

#### Four times the revenue from a single email

Many functionalities are available on Kindo but one example really stands out. While testing the Payments reminder option, they sent one simple email reminding parents they had outstanding fees. This automated, "one-click" bulk email generated over four times the revenue received in the previous week in just 24 hours. The school donation tax rebate gifting feature has also proved a simple but effective way to attract a new revenue stream for the school for years to come, adding 33-40% more to the value of the original donation.

#### Exceptional onboarding

Learning a new system or process, especially when it involves technology, can be daunting. The Kindo team ensure each school has personalised onboarding and provide ongoing support whenever it is needed. Natalee Hartnell, Accounts,

#### Streamlined student payments

#### New income streams

#### School shop & student finance in one place

- NZ made for NZ schools
- 400+ schools trust Kindo
- "Excellent" Net Promoter Score (2021)
- Integrations with Edge, eTAP, Hero, Kamar SMS
- Xero integration

Long Bay College shares her experience. "I wasn't looking forward to learning a new system and how to make it work, but the team at Kindo have been superb. They were always there to answer my questions and their online support was great. It's not just the difference Kindo has made to the school that means we'll keep working with them. It's the level of care, commitment and support they deliver. Just do it – you won't regret it."



# JOIN THE CLUB

Before-School Care • After-School Care • Holiday Programmes



## Why have **over 70 schools** in New Zealand chosen Kelly Club?

-  Quality care you can trust
-  Your values are our values
-  Childcare subsidy approved
-  Flexible bookings for parents
-  Our revenue-share model
-  Largest 100% NZ-owned provider

Making your out-of-school care easy and hassle-free since 2009.

What are you waiting for? Speak directly with Founder and Director, Paul Jamieson. Email [paul@kellyclub.co.nz](mailto:paul@kellyclub.co.nz), or call 021 409 241.

Learn more at [join.kellyclub.co.nz](http://join.kellyclub.co.nz) 

