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March 2024
Volume 39, Number 1



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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:

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CONTENTS

MARCH 2024

- 2 EDITORIAL**
Liz Hawes, Editor
- 3 PRESIDENT'S PEN**
Leanne Otene
- 6 TOP TIPS FOR KEEPING YOUR SCHOOL SAFER FROM EMAIL THREATS**
Andrew Drever
- 11 STEMMING THE TIDE OF ONLINE HARM: NEW ONLINE SAFETY PROGRAMME FOR PRIMARY SCHOOLS**
Alex Patrick
- 16 YOUR MENTAL HEALTH IS IMPORTANT TOO**
Fiona McMillan
- 19 THE DILEMMA OF SOCIAL MEDIA**
Liz Hawes
- 22 TE TAI TOKERAU PRINCIPAL WINS NATIONAL EXCELLENCE AWARD**
Liz Hawes
- 24 WHO PUT THE CURVATURE IN THE FURNITURE? READ ON TO FIND OUT!**
Liz Hawes
- 31 BOOK REVIEW**
Geoff Lovegrove
- 32 TOITŪ TE TIRITI: HONOUR THE TREATY**
Helen Kinsey-Wightman
- 35 OBITUARY**
Liz Hawes



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EDITORIAL

Liz Hawes EDITOR



WE START THE year with a new, three-party-coalition government. Predictably, our new government has ushered in a suite of new education policies. So far, they include banning cell phones during school hours, reintroducing charter schools and teaching reading, writing and mathematics, for one hour each a day.

This column will examine just the ‘one hour a day of reading, writing and mathematics’ policy. That is not to say that the ‘cell phones away’ or ‘charter schools’ policies are not also important, but to do them justice, means they will be addressed in subsequent issues of *New Zealand Principal*.

To put it simply, ‘one hour a day of reading, writing and mathematics’ policy is all about improvement. We are sliding down the OECD’s PISA (Programme for International Student Achievement) ladder. We used to perch near the top – somewhere around the first five rungs. Now we do not. Our new Minister of Education wants us back up there, at least among the top ten, and has a plan. It is ‘Doing the Basics Brilliantly’.

Hon. Erica Stanford says the problem is that teachers in primary schools are not giving young people enough direct teaching time in reading, writing and mathematics. She quoted from the mathematics report prepared by the Royal Society in 2021, which said quite clearly that children in primary schools did not have enough direct teaching time in mathematics. Based on the reasoning that to improve results, children need more time being taught these subjects, from now on there will be one hour a day spent on each of these subjects. That doesn’t have to be one straight hour – as the Minister said, ‘I don’t expect that 5-year-olds would sit at a desk doing maths for an hour at a time.’ What it will be, however, is blocks of direct teaching that add up to an hour every day.

If you prescribe such a policy, then you want to know if it makes a difference. You need an assessment measure, and the Minister would prefer the same measure was used across the country, rather than giving schools a choice of assessment measures. That way, she said, she will know where to direct extra resource. You also need to monitor the teachers to make sure they are in fact teaching the full hour a day in these subjects and the Minister has suggested that ERO will take on that task.

The Minister is to be commended for her ambition to see all young people leave their primary school with a solid foundation of basic skills on which to build their future lives, and lift us back up that PISA ladder of success. The question is, can her ‘one hour

a day’ policy achieve this aspiration?

Before embarking on the solution, it is useful to examine the problem. OECD data shows that our top performing students continue to perform well, although have dropped a little, as have, for example, Australian students. What singles out Aotearoa New Zealand is the gap between the high and low performers, and the fact that the number of low performers has grown. Simultaneously, the economic gap between the advantaged and disadvantaged in our country, has also grown. Just as we have

more students in the low performing sector, we also have more families living in poverty. It is worth examining to what extent the growth in poverty has affected school achievement and whether it is education that needs a solution or poverty.

Other than the growth in poverty, there are a few other factors that might derail the hopes and dreams of our Minister. One of these is ensuring the

quality of the one hour a day teaching. That is where ongoing professional learning comes into play. Professional Learning and Development (PLD) is a long-term weakness in our education system. It takes quality PLD to guarantee quality teaching. So far, the Minister has not committed a big injection of PLD resourcing to accompany her policy.

Next is learning support. As long as I have been writing editorials, principals have been pleading for more learning support resources in schools. Their anguished calls for help ring out unanswered. They watch their teachers struggle on; the unmet psychological, social, and emotional needs of their young ones overwhelm the most effective teaching every time. Unless the Minister is prepared to invest many more millions of dollars to provide the level of learning support needed, then the hour a day policy is unlikely to change much.

Thinking about effective teaching, it is very easy to adopt the argument that schools at which student achievement is high, have effective teachers and schools where student achievement is low, have ineffective teachers. This thinking is simplistic and does not take unmet learning support needs or socioeconomic factors into account. Recent research indicates that the socioeconomic status of a school’s catchment is a further mitigating factor in student success, despite how effective the teachers are.

We like to think that education can and will make a difference; that it is the answer to lifting people out of poverty and into prosperity. We all want our children to grow and flourish and live successful, happy lives. If only it was that simple.

Professional Learning and Development is a **LONG-TERM WEAKNESS** in our education system. It takes **QUALITY PLD** to guarantee **QUALITY TEACHING**.

PRESIDENT'S PEN

Navigating the Tides of Change: Transforming Challenges into Educational Opportunities

Leanne Otene NATIONAL PRESIDENT, NEW ZEALAND PRINCIPALS' FEDERATION



THE EBB AND flow of political change, inevitably, affects our schooling system. New governments bring new policy changes. As stewards of our schools, principals front the new policies, examine them, seek input from their communities, and apply their own knowledge and experience to predict whether the policies can achieve what politicians intend.

Some policies will present benefits for tamariki achievement and will be warmly embraced and applied. Some will not. To convert policies into opportunities that will shape a brighter future for our students, takes commitment and dialogue from both the policy makers and ourselves. Politicians must understand that the only way our tamariki will succeed is by working with us.

Together with our regional leaders, NZPF established six principles by which we can assess government policies. These six principles are a litmus test for asking whether policies are giving effect to te Tiriti o Waitangi; designed for equity of outcomes; agreed through consultation with government and the sector; resourced appropriately; relevant to present societal expectations and provide the skills for tamariki to participate in their future world of work; giving effect to inclusiveness and cultural appropriateness.

When policies affirm our principles, they are likely to be well received. There is just one more requirement. That is to ensure our principals and teachers are given the necessary professional learning and development to embed policies.

Leadership support and professional development are often overlooked. High-performing schools thrive under visionary, well-informed leadership, yet the support structures and professional development opportunities for principals in Aotearoa New Zealand have been notably neglected. The Tomorrow's Schools' Review promise of a Leadership Centre, a hub for systematic leadership support and development, remains unfulfilled.

Establishing a Centre for Principal Leadership is a focus for NZPF this year. Inspired by successful models abroad, our call is for a paradigm shift. An online, government-funded Centre for Principal Leadership could serve as a transformative space, fostering a community of leaders who mentor and support each other. The foundations have been laid with the introduction of our Principal Leadership Advisors (PLAs), who are all current principals, and who support individual principals, clusters, and

Kahui Ako. The Leadership Advisory has also developed a formal 'Principals' Induction Programme', to support all principals who take leadership of a new or different school. An induction programme is a practical and welcome addition, filling an important gap in leadership support.

Professional learning and development (PLD) is another challenge; there is no oversight, no coordination, no framework, and inequitable access for rural and small schools. Whilst the few Ministry offerings may be quality assured there is no such quality assurance system for private providers.

There is however, an opportunity for a Centre for Principal Leadership to develop a comprehensive system for PLD, including a framework, oversight, and quality endorsement for all leadership PLD. Such a system would allow principals to continually upskill and map their own leadership career pathway, in a supported way. NZPF is eager to begin discussions with our new Minister, Hon. Erica Stanford, on establishing a Centre for Leadership.

An important role of every principal, is leading the curriculum in their

schools. Principals are the leaders of their schools' national and local curricula and best equipped to advise on curriculum design, assessment, content and how to teach. They understand the diversity of learning patterns, how young people learn best, and how to evaluate what has been learned. There is an opportunity to foster a collaborative environment where principals and policymakers work together to create a curriculum of high-quality content and appropriate assessment to measure progress that indicates next steps for learning. NZPF is well placed, as the professional body of over 2,000 school principals, to commit to this work, and calls on the government to actively engage with us, so that together we can create the best curriculum and assessment system that meets the needs of all ākonga.

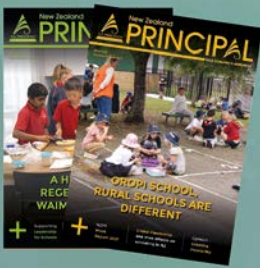
Principals are also calling for systemic changes to the resourcing and accessibility of learning and behaviour support in their schools. If Principal PLD has been an issue for a long time, learning and behaviour support has been a failure point for much longer. Meanwhile, the number of ākonga in need of additional support with their learning and behaviour, has escalated. High-needs students necessitate high-level resources – from educational psychologists to teacher aides – if they are to have

NZPF . . . calls on the GOVERNMENT to actively engage with us, so that TOGETHER WE CAN CREATE THE BEST curriculum and assessment system that MEETS THE NEEDS of all ĀKONGA.

continued on p.4



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any success in their learning. Principals are the frontline. They are best placed to identify the challenges and actively propose solutions to address the neglected needs of students requiring additional support.

The tides of change in Aotearoa New Zealand's educational landscape lay bare a complex yet opportunity-laden setting for school principals. Navigating these waters demands a collaborative and forward-thinking approach. Challenges must be met with resilience, and opportunities seized with a visionary mindset. The role of school principals extends beyond managing day-to-day operations; it involves actively shaping the future direction of education. School principals and the Government can together chart a course towards a more equitable, innovative, and resilient education system for all ākonga. With challenges come opportunities, and it is our collective responsibility to embrace these opportunities and navigate towards a brighter educational future. Our policy makers have a responsibility to do this with us.

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TOP TIPS FOR KEEPING YOUR SCHOOL SAFER FROM EMAIL THREATS

Andrew Drever NETWORK FOR LEARNING (N4L)

SCAM, SPAM, PHISH, or sales pitch – there are plenty of emails that you don't want in your school or kura inbox. But how do you stop the flow of unwanted junk, and find better protection?

Because we use email every day, and we often use passwords to access it, email can feel safe and secure. But, unfortunately, that isn't always quite true.

Recent CERT NZ stats¹ report that phishing and credential harvesting are the most common types of scam New Zealanders fall for by a long shot, and they almost always come through email.

It's important to remember that opening malicious emails, unintentionally sharing personal data, or accidentally clicking on unsafe links could put your network at risk and expose sensitive data belonging to ākonga or kaiako.

While your standard cybersecurity system and spam filter are helpful, a specialist email protection service, such as Network for Learning's (N4L) Email Protection, can filter out more advanced threats and offer more insight into attacks. Of course, it's also smart to be aware of email danger signs and know how to avoid falling for a fraudulent message.

Email protection starts with people

According to a 2020 study by Stanford Research², nearly nine out of 10 cybersecurity breaches involve some type of human error. This might be clicking on a malicious link in an email or handing over data because a scam message looks legitimate.

That's why your school's email security plan needs to include ākonga, kaiako and anyone else using email on the network. It doesn't need to be complicated – for example, education and reminders to users about the signs of an unsafe email, as well as letting them know what to do if they spot one.

Here are some tips on how to spot the signs of a suspicious email:

- No name – the email doesn't address you by name, or it uses your email address in the name field.
- Hidden sender – the purported name of the sender (for example, Amazon) is inconsistent with the email address. Check the email address is consistent with the sender's name by hovering over the 'from' field in your inbox – if you don't know the email address, don't trust it or open it.

- Incorrect language – the email uses bad grammar or spelling, odd phrasings, or unusual word choices.

- Personal requests – the email asks for personal information, money or bank details, even if it seems to come from someone you know. Double-check any requests over the phone or in person before you reply.

Strange attachments – email attachments ending with extensions like .exe, .bat, .scr or .com indicate that the file is designed to actively run a program on your computer.

Hidden links – links within the email being masked to hide their location – check this by hovering over the link and reading the URL before you click.

A team effort with layers

Keeping schools and kura safer online is a team effort and we all have a role to play. Schools should stay on top of their own cybersecurity, engage in continuous education for kaiako and ākonga, and raise awareness of good digital citizenship.

You can increase your cybersecurity resilience by putting multiple layers of protection between your school and email scammers, so you're more likely to spot those sneaky attacks if they do reach your inbox.

Standard cybersecurity systems and spam filters can help protect schools and kura with email threats. In addition, an email security service, such as Network for Learning's (N4L) Email Protection, can extend this protection to help you stay safer.

N4L provides internet and cybersecurity products and services to state and state-integrated schools and kura in Aotearoa. Their Email Protection service, which is fully funded for eligible schools by the Ministry of Education, can help catch unsafe emails before they reach your inbox. The service works with common email providers, including Gmail and Microsoft, adding an advanced layer of protection on top of the standard spam filter.

Proofpoint, a leading cybersecurity organisation, provides N4L's Email Protection platform. It's fast-moving and efficient, identifying and blocking new threats as soon as they pop up. Support beyond the system is also provided by N4L's security team, who proactively monitor incoming emails and are able to provide a faster, more efficient response should an email-related incident occur.

Schools should stay on top of their own **CYBERSECURITY**, engage in **CONTINUOUS EDUCATION** for kaiako and ākonga, and **RAISE AWARENESS** of **GOOD DIGITAL CITIZENSHIP**.

continued on p.8

Bite-sized life skills with big impact

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“...I found this super engaging and such a cool twist on talking about finance. Can be a mundane topic, but was made real and INTERESTING!” – Macy, 19

Young people are growing up in a world far different to what their parents experienced. Employability, money management, interpersonal skills, and critical thinking have never been more important, yet parents and schools are not always equipped to set young people up for success.

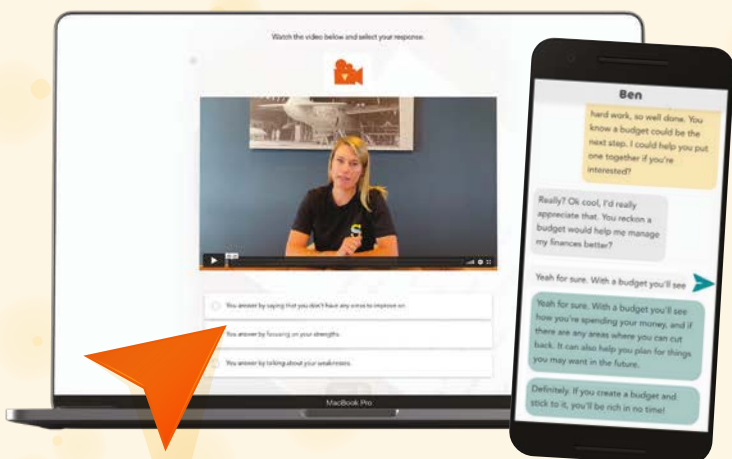
That’s why the Life101 Launchpad is here! It’s the fundamental life and financial skills base for young people to reach their potential – on their own terms, and at their own pace.

Launchpad consists of 9 online workshops centred around 4 key areas: Work-Ready, Financial, Investments and Identity. These interactive, 1-hour workshops produce results, and support young people aged 16-19 to:

- set up a KiwiSaver, IRD number and bank account
- build a CV and role-play job interviews
- get started with investing, the share market, and other ways to be money savvy
- build a personalised budget
- understand debt and navigate new technology like Buy Now Pay Later apps
- build empathy, understanding, and good communication with people who operate differently to them
- set goals and create a plan for achieving them

WHY IS LAUNCHPAD DIFFERENT?

Launchpad features connect with modern learners, including short text, video and audio functions, interactive quizzes, simulated txt message conversations, and pick-a-path games. Using scenario-based learning, young people can apply what they’ve learned and explore how to act and react in real-world situations, without risk or consequence.



ABOUT LIFE101

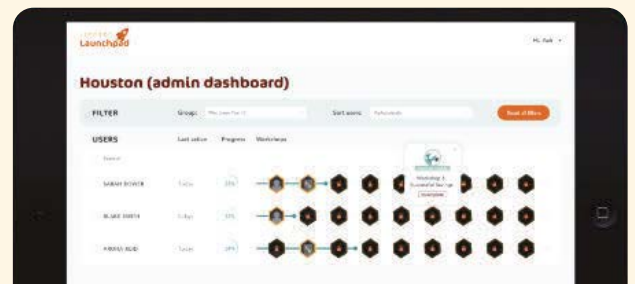
We have 10 years worth of experience delivering life and financial skills programmes to more than 15,000 people in schools, community groups, and prisons and probation centres across Aotearoa New Zealand. Launchpad is our solution to the limitations of in-person teaching, like scheduling conflicts, big class sizes, and lack of scalability.

“It was really fun and unique. I’ve never seen an online course that’s so interesting and relevant to my life.” – Aira, 18



FAQS FOR SCHOOLS:

- 1. Our school already teaches life skills. Why should we use Launchpad?** Launchpad equips your students with fundamental life skills without taking up class time or requiring more work for teachers. It levels the playing field for students, with tech and accessibility features accounting for all learning styles. Most importantly, it goes beyond teaching only theories and concepts – it also motivates users to apply all their skills in the real world, and reap the benefits of doing so.
- 2. Do teachers have to learn the software and teach the content?** No, this is all taken care of by Launchpad.
- 3. How do teachers monitor student progress?** Our admin dashboard, ‘Houston’, allows teachers to track student progress and provide additional support where needed.
- 4. Does it cost?** Launchpad is affordably priced at \$65 per person (incl. GST). If you have more than 50 students interested in Launchpad, we can assist in securing funding to cover the cost.



To see workshop content, live demos, and user testimonials go to

101launchpad.co.nz

Or get in touch with Life101’s co-founder, Nick Carroll, at 021 800 985 or nick@101launchpad.co.nz

How it works

Email Protection is a bit like a net that catches bulk external emails coming from suspicious sources, or those that indicate spam and/or malicious activity.

Here's a snapshot of what that means – with numbers taken from the 2022/2023 financial year across the N4L Managed Network:

- Total inbound emails to NZ schools: 820.9 million.
- Total of those emails intercepted and blocked: 499.4 million.
- Total delivered to NZ schools: 321.5 million.

That's a huge number, more than 60 per cent, of potentially unsafe emails that didn't reach school inboxes across Aotearoa New Zealand. The result? Fewer accidental clicks and data loss, as well as a safer digital environment in schools.

N4L is aware of one school north of Auckland where a user account had been phished and was sending out phishing emails from that account. If the school had Email Protection, the original phishing email was more likely to have been blocked earlier, would have triggered an alert and a notification to the school, and led to detection of the issue earlier. The school has subsequently signed up to Email Protection and is benefitting from the service.

How can your school get Email Protection?

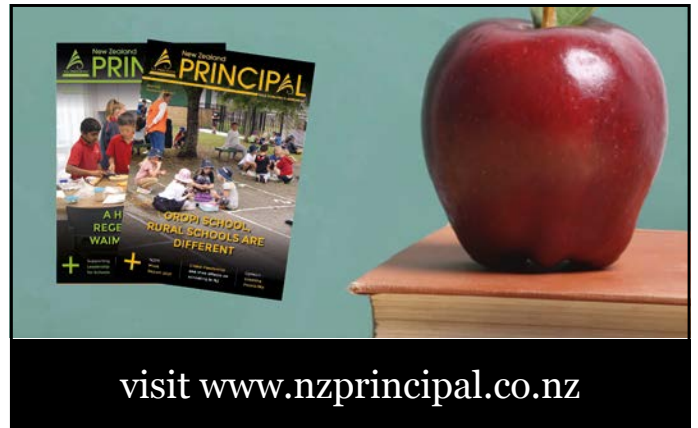
Email Protection is funded by the Ministry of Education, making it accessible to all eligible New Zealand schools and kura. Even better, there's no complex set-up process – just get in touch with

N4L, and they can help get it sorted. For more information about N4L's Email Protection, go to n4l.co.nz/protect

Unsure if your school is already using Email Protection? Contact N4L's Customer Support team on support@n4l.co.nz or 0800 LEARNING (0800 532 764).

REFERENCES

- 1 CERT NZ – Quarter Two Cyber Security Insights 2023.
- 2 CISO Mag: “Psychology of Human Error” Could Help Businesses Prevent Security Breaches, 2020.



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STEMMING THE TIDE OF ONLINE HARM: NEW ONLINE SAFETY PROGRAMME FOR PRIMARY SCHOOLS

Alex Patrick NETSAFE

AS THE DIGITAL revolution continues to sweep through workplaces, classrooms and homes, it is our young people who remain the most vulnerable to harm. Whilst parents continue to look to schools and teachers to put boundaries in place, the struggle over screen time boundaries and behaviours continue at home.

Technology brings with it many benefits for convenience, choice, and connectivity, but unfortunately it can also be used to harm. Most modern online safety education focuses on teenagers, assuming the onset of smartphone use and social media sign ups is when the education needs to begin. But the use of devices for gaming and learning is now ubiquitous with pre-teens and younger children too, despite low awareness of the risks of being online and limited skills to participate safely on platforms and online spaces.

The reality is that many children often have free reign and unsupervised online access, despite parents and educators expressing concern around the digital presence many children appear to have. We must accept that being online is just a part of life, but without the proper education and safety practices in place, it can be an unsafe space that can impact the mental and physical well-being of tamariki.

The current climate

A study carried out by Netsafe shows that nearly four in ten New Zealand kids have had contact online with someone they didn't know, and one in ten have gone on to meet someone in person who they first encountered online; 23 per cent of these children were under 11 years old.¹

The research also revealed some significant differences between what parents thought children might be exposed to online versus what children actually reported seeing or experiencing.

Whilst issues around online activities and their repercussions are a constant and increasing source of concern for parents, up to 43 per cent of parents do not actively monitor the content, platforms or activities their children engage in online. Further research shows that younger children are not as digitally confident as most adults might think and it challenges the idea that children growing up now are instinctively 'digital natives' . . .

'There is a gap in confidence between the youngest age group (9–11 years) compared to those aged 12 and older. For example . . . 9–11 year-olds are significantly less confident about knowing how to change their privacy settings and how to remove people from their contact list. They also show that, while comparatively higher, these younger children still have less knowledge of what kind of information should and shouldn't be shared online than that of older children'.²

This suggests younger children may need more active help to protect their safety online and that the pre-teen age bracket is an important intervention period to help children develop online safety skills before their internet usage likely changes as they head into teenagehood.

In spite of many social media and gaming platforms having age restrictions (usually starting at age 13 years), the evidence indicates that developing online safety smarts should be considered a basic life skill that needs to be introduced when a child first starts interacting with digital technology, which is likely at a much younger age.

The need for age-appropriate education

Organisations like Netsafe have been partnering with New Zealand educators for a decade, showing schools how to be a supportive environment for young people to learn about positive online behaviours. There also seems to be an increasing sense from parents that schools are expected to lead the way,

Type of potentially harmful online content	Parent feedback	Child feedback
Gory or violent images	22%	36%
Hate messages that attack certain groups or individuals (e.g. people of different colour or religion or nationality)	13%	27%
Their experience of taking drugs	11%	26%
Ways of physically harming or hurting themselves	8%	20%
Ways of committing suicide	8%	17%
Ways to be very thin (such as anorexic or bulimic)	6%	15%

Table: Parental awareness of child's exposure to potentially harmful online content (children aged 13–17)
 Parental awareness of children's experiences of online risks and harm,
 Prepared by Dr. Edgar Pacheco & Neil Melhuish on behalf of Netsafe.

Base: Parents of children aged 13–17 (n=1,110), All children aged 9–17 (n=1,032)

continued on p.13

+

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exacerbated by the step-change in the use of online technologies within the education system as a whole, in the post-pandemic era.

UNICEF's report 'Growing Up in a Connected World'³ suggests that tamariki aged ten and under are predominantly online for 'entertainment' purposes before progressing on the 'ladder of online participation' and engaging in the online world in increasingly more sophisticated ways to create, learn and grow. But even if only used for entertainment, the evidence paints a clear picture that there is a need to begin a programme of online safety education from the onset of school life.

Many teachers tap into the wide array of online resources and tools to support them in bringing such education to life in the classroom, but how does online safety education show up for the year groups that are typically overlooked? For the year groups who are deemed 'too young to be online'?

Until now, there has been an obvious lack of dedicated, up-to-date and engaging online safety education resources for ākonga in Year 6 and under, and yet this age group is in fact actively online, with Netsafe consistently receiving helpline reports related to digital incidents involving children aged between five and nine.

A solution for 2024 and beyond

In early 2024, Netsafe will be launching a brand-new series of Hector's World, an animated series first developed in 2007 that has been a staple in many classrooms over the years, exploring some basic digital citizenship behaviours relevant to ākonga in Years 1 to 6.

The original series of Hector's World has been a trusted resource for schools, but as time has gone by and technology has developed the online challenges tamariki face have evolved; and so, work to bring Hector's World up to date began.

Before commencing this work, Netsafe engaged with principals, teachers and educators across New Zealand and Australia to gather feedback and input on what they need from a new and improved series. This feedback (as well as advice from backers Ministry of Education and Microsoft) highlighted the online safety themes to incorporate, including:

- Privacy, safety and security
- Cyberbullying
- Balance and wellbeing
- Consent (related to sharing of videos and images)
- Digital footprint
- Misinformation
- Digital citizenship

Each of the seven episodes present scenarios that empower the characters to make informed decisions online. The series has been written and produced to neatly balance education with entertainment, resulting in a child-friendly approach that fosters a positive and engaging learning experience.

The series will be available in both English and te reo Māori with optional subtitles and will be supported by over 50 downloadable classroom resources that have been designed and tested in collaboration with experienced educators.

Netsafe CEO Brent Carey says that by combining entertainment with essential lessons, the Hector's World offering helps to equip kids with the tools to stay safe online.

'The program's success lies in its ability to make complex

concepts accessible to young minds, encouraging a proactive approach to online safety from an early age. Principals can now act to ensure the online safety of our tamariki by using Hector's World in their classes and promoting it to their school communities. The reality is that being online is integral to young people's lives; equipping them with the skills to be aware and to be smart with their online behaviours will ensure they have safe and positive online experiences. Using these free online safety materials can significantly support students' mental and physical wellbeing as they start to further explore the online world'.

Bridging the school and home environment

The resources that accompany Hector's World have been designed for Years 0–3 and Years 4–6 and include lesson plans, classroom activities and worksheets, puzzles, games, colouring-in sheets and interactive online learning modules as well as a supporting learning recognition toolkit to optimise engagement with the materials.

Whilst schools do play a crucial role in delivering online safety education via the curriculum, Hector's World also takes care of supporting and echoing this education in the home environment through a range of 'take-it-home' activities, worksheets and factsheets to encourage organic conversations about online safety and digital citizenship with parents and whānau. The episodes in the series can also be viewed at home, providing a great opportunity to reinforce learning in a fun and entertaining way outside of the classroom.

Danielle Vandendungen, Digital Security Engagement Advisor at The Ministry of Education, says that providing online safety education for tamariki supports their wellbeing and prepares them to be digital citizens.

'We're excited to see the beloved Hector's World return refreshed with new videos and resources to support learning in English and Te Reo Māori. Netsafe have done a wonderful job using Hector's World characters to help children navigate topics like cyber bullying, digital footprints, mis/disinformation and privacy – in fun and thought-provoking ways. We hope to see a new generation of children introduced to Hector's World to become well-equipped digital citizens who can navigate the online landscape securely and responsibly.'

How to get Hector's World in your school

Learn more about integrating Hector's World into your school curriculum by contacting Netsafe (education@netsafe.org.nz) to request a Planning Pack which contains more information on the materials and how they can integrate with your local curriculum.



REFERENCES

- 1 Factsheet: Parental awareness of children's experiences of online risks and harm (<https://netsafe.org.nz/parent-awareness-child-online-risk-harm/>)
- 2 Exploring New Zealand children's technology access, use, skills and opportunities (<https://www.netsafe.org.nz/childrens-technology-access-use-skills-opportunities-2019>)
- 3 Growing Up In A Connected World (<https://www.unicef-irc.org/growing-up-connected>)



Marlborough Library
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YOUR MENTAL HEALTH IS IMPORTANT TOO

Fiona McMillan PASL

IT WON'T BE news to anyone reading this article that being a principal is a stressful and demanding job. You have statutory responsibility for the school's day to day management, and in carrying out your duties you can be faced with some conflicting and occasionally unreasonable demands and expectations from the people you work with.

At PASL we see many principals working tirelessly to look after their community, staff, and students, only to find themselves isolated and vulnerable in the fact of an unreasonable demand or a vexatious attack.

Who is looking out for you when things get tricky?

You are an employee of the Board, and the Board, as your employer, has a statutory duty to be active and constructive in maintaining a productive employment relationship with you. They also have statutory obligations from a health and safety perspective.

Under the Health and Safety at Work Act, Boards have a primary duty of care requiring them to ensure, so far as is reasonably practicable, that, just like any other employee, the principal has a safe and healthy workplace. This is not limited to physical health. It includes a psychologically safe workplace.

Your employment agreement also contains provisions about health and safety, including;

Where a principal's health and safety is shown to be at risk in the carrying out of their duties, the employer shall take all reasonable steps as are necessary to remove or minimise the identified risk for the principal and if appropriate, to do so in consultation with the relevant health and safety authorities.

The Employment Court has recently considered health and safety in the school environment, and confirmed the application of the following implied terms of employment:

- (a) An employer will meet its statutory duties and obligations;
- (b) An employer will take reasonable steps to maintain a safe workplace; and
- (c) An employer will keep workers healthy and safe while at work.

School Boards must be properly supportive of the principal. If there are issues at school which are causing you additional stress, such as being verbally abused by a parent, or facing a barrage of objectionable emails or unreasonable complaints, then the Board has a duty to support you in addressing the situation. That may include practical steps such as reminding the parent that they must conduct themselves appropriately in communicating with the school, providing an alternative email address and/or alternative contact person, and offering the

principal EAP, discretionary leave, or the opportunity to work from home for a day or so. It is not sufficient for the Board to just leave you to manage a stressful and distressing situation.

In December 2023 the Employment Court awarded two former school counsellors of Melville High School \$1.79m for various breaches of contract and personal grievances in relation to the significant mental harm they suffered throughout their employment.

The counsellors provided a wide range of counselling services to the school community over a period of time which included a number of extremely traumatic events, including student suicides, fatal crashes, terminal illness and murder. The counsellors were later diagnosed with post-traumatic stress disorder.

The Court considered that the traumatic events at this school, together with the need to provide counselling to those affected by the events, would have highlighted to a fair and reasonable employer the steps necessary to support the counsellors. The Court made it clear that wilful blindness is not an excuse. If a school Board knows (or ought to know) there is a health and safety risk to its staff, then it has a duty to act.

As principal you must be attentive to the health and safety of the staff. You also have a duty to let the Board know of any potential issues that are affecting your own health and/or your ability to do your job, as you must take steps to support your own health and safety in the workplace. If your Board is aware you have been dealing with a really challenging situation, then they should ask you how you are, and offer you support.

Offering support does not mean taking over your management of the school, or requiring you to provide medical confirmation you are fit to be at work (although that might be reasonable in the most serious situations). Support includes asking you what would assist you, and backing you when you need to make tough decisions.

In addition to ensuring your Board is put on notice and seeking appropriate support, you have access to support, advice and information through your professional networks and colleagues, the NZPF Helpline, your Ministry adviser, EAP, and other counselling. You need to feel safe at work and properly supported in order to properly support your own staff and students. It may be appropriate to ask your Board to seek additional support from the Ministry of Education, and we at PASL are always more than happy to have a chat.

Principals can bring personal grievances and breach of contract claims against their Board for the Boards failure to provide them with a safe workplace. Most principals would prefer to resolve the situation constructively rather than having to take this formal action against their Board.

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Tom Music, Business Manager at Burnside High School, shared his experience with SmartGrass who replaced the turf.

"The results are magnificent," Tom says. "SmartGrass are knowledgeable in all the types of turf needed for all the different uses and different conditions at a school."

"SmartGrass were magnificent to deal with, whether it was the colour scheme, the format and lines we wanted, or the shape of the turf, and we had full input."

"It's reduced the noise, made it a lot safer, and a lot more pleasurable experience both from a turf perspective, which gives the school so many options in terms of their PE and extracurricular options."

"It was just a pleasure to deal with them; communication was very strong."

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THE DILEMMA OF SOCIAL MEDIA

Liz Hawes Editor

I STILL RECALL the excitement of my first encounter with interactive communication via the internet. It was the late 1980s. I was studying a 'Computers in Education' course at Massey University for my BA degree course. Dr Ken Ryber, the Course Controller, was an enthusiast for technology that expedited interactive learning opportunities for differently abled students, and welcomed opportunities for researchers to collaborate, irrespective of the geographical distance between them. To witness this technology in action was mind-blowing. I recall observing Ken's face, puffed with excitement, as he expressed his own amazement at the future capability of this astonishing technology's power to change people's learning lives for the better.

I'm sure, like many of us, Dr Ryber viewed technological innovation as a public good – a means of instantly and cheaply connecting people by email, through public or private forums and chat rooms. Technology could now remove barriers of distance, empower democracy, reduce inequities, and facilitate inclusion, inspiring a healthy, connected society.

A little more than three decades later, we find our much-anticipated technology has morphed into mainstream usage in ways, and at a speed we would never have imagined. Many of the 1980s dreams have been realised and surpassed, but alongside all the good and useful outcomes are just as many damaging ones. It is not just a force for positivity which is why the big tech companies are now under a high level of scrutiny.

This article will focus on just one aspect – how social media affects our young people today. More recently however, we have witnessed the entrance of Artificial Intelligence (AI) to our schools – most notably, ChatGPT. In subsequent issues of this year's *New Zealand Principal*, we will investigate AI further.

An invitation by the US Consulate, to participate in a viewing of the documentary 'The Social Dilemma', was an irresistible opportunity to learn more. As the promotional material promised, the documentary revealed some terrifying examples of manipulation of social media users. It showcased interviews with former employees of major tech companies, industry insiders and tech experts. It examined how social media platforms are designed and how algorithms are invented to capture users' attention and keep them engaged. Furthermore, it highlighted the addictive nature of social media and its potential to contribute to negative mental health outcomes – especially amongst young users. For example, we have young people, who are frequent users of TikTok, suffering from Body Dysmorphic Behaviour, a mental health condition, where, especially young people, spend a lot of time worrying about flaws in their appearance. Social media offers young people the chance to alter their online appearance, removing flaws and enhancing their image to represent what

they believe to be the perfect look, as seen by others who aspire to the same perfection. Reality becomes blurred to the point that distinguishing reality from altered reality is difficult if not impossible. This drive for perfection has increased the incidence of depression and anxiety in teenagers. Between 2011 and 2012, the increase in teenagers cutting and harming themselves is 62 per cent in girls, 186 per cent in pre-teen girls, 70 per cent in 15–19 year old girls and 151 per cent in 10–14 year old girls.

The film exposed the cynical manipulation of users whom advertisers target for profits, while the tech companies profit from the advertisers. Further, the documentary revealed how extreme viewpoints are amplified by the medium and have contributed to societal divisiveness.

Capitalism shapes culture in ways that we don't fully understand. 'The Social Dilemma' explores the concept of *surveillance capitalism*, a political economics concept signifying the collection and commodification of personal data by corporations. The big tech firms are getting paid for selling users' personal data to advertisers who pay for us to buy their products. Social media platforms get peoples' attention and users give their personal details to them. The platforms provide myriad free services, but they are not really free because we are the product. If you are not paying for the product, you are the product. Our own behaviour is the product, changing what we do, what we think and who we are. These social media 'services' are killing our young people. There is little protection for them on social media.

Advertisers want to be as successful as possible – they are trading in human futures markets. They produce trillions of dollars making internet companies the richest in history. Every action a user takes is monitored and recorded, right down to how long they look at something. Advertisers know our browsing behaviour and our personality and have more information about us than ever before in human history. Our data is fed into the system and used to build ever more accurate models to predict our behaviour. Manipulation and deceit is at the centre of tech company success. They want us to keep refreshing and we are immediately reinforced for doing so. This intermittent reinforcement encourages our addiction. We are being programmed at a deeper level. The 'Head of Growth' at Facebook pioneered the use of tiny scientific experiments. Users are experimental objects – the lab rats of Facebook – in the search for new ways to create profit.

As humans we have lost control. The tech companies control us more than we control them. Over time as users of social media we may get a false sense that everyone agrees with us because others

continued on p.21



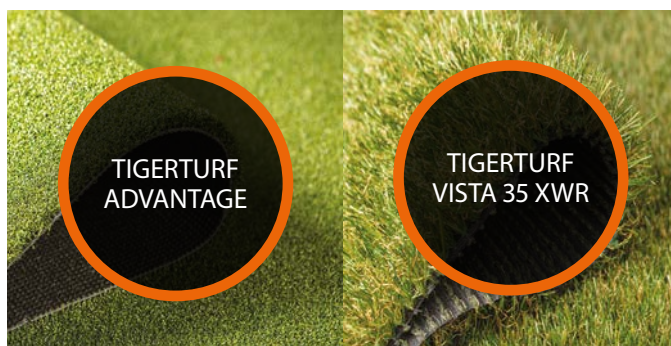


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Case Study

At Fairfield Intermediate School, four TigerTurf Advantage multi-sport courts have been a source of joy and entertainment for students. However, after many years, the time had come to replace them with a fresh surface. The TigerTurf team disposed of the old turf surface and prepared a level base for the new Advantage surface, which was laid with precision

Additionally, the TigerTurf team also replaced an existing lawn courtyard at the entrance to the classroom block with an attractive, low maintenance Vista 35 lawn. The new courtyard was designed to withstand heavy traffic and all-weather conditions. The team built a compact metal base, which was stabilized with TigerBond, a product developed by TigerTurf. The dark green TigerTurf lawn was then laid over the base, making the courtyard a multi-use space for sports and play.



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with the same interests are pushed our way – we are all getting the same content, because we have all looked up the same things. So, if you go down a ‘Rabbit Hole’ of conspiracy theory, you will be sent more of that same content with the risk that you become a conspiracy theory addict. The documentary teaches that fake news spreads six times faster than the truth. Biases towards false information therefore make companies more money, and ultimately consumers don’t know what is true any more.

Take that factor into the political realm and target democracies, for example. We can quickly ascertain how tech companies could attempt to erode the fabric of society. Elections can be manipulated through Facebook, Google and Twitter. Democracy could be sold to the highest bidder in a process akin to remote controlled warfare.

The big tech companies are using psychology against users of social media and exploiting vulnerabilities. Social media is a drug – its addiction lies in the way it optimises connection with people. Even when users understand what is being done to them, it is hard to stop checking and engaging. Willpower does not work against it. The more users engage the greater usage increases. Users bring friends along and the algorithms dial up precisely the content they want to see.

Social media users are exploited for financial gain, and social media is dangerously reprogramming users brains and human civilisation. The ethical concerns of how this technology affects

privacy, democracy and social cohesion are all laid bare in the film which features Larry Page, co-founder, with Sergey Brin, of Google. ‘Everyone in 2006 had admiration for Google. It was a useful service doing good – then it built this money machine.’ He went on to say that he and co-founder Sergey Brin stepped away from Google when their vision for a research-driven engineer-led company clashed with the profit-oriented approach of shareholders.

Powerfully, the documentary introduces the viewer to the real-life consequences of extreme social media use – the effects on mental health and wellbeing and on relationships. It exposes the hidden structures behind the social media platforms, such as the mechanics of algorithms, and it challenges the viewer to critically explore their own online communications and how society is affected by their digital choices. It shows the importance of teaching young people how to approach social media with a critical lens so they can sift information from the disinformation, distinguish reality from unreality, behave ethically online and avoid becoming addicted.

Our social media lives have far-reaching consequences and our digital world is becoming increasingly interconnected. We do not often stop to consider the ethical and societal implications of our social media engagements. This documentary insists we do and that we take the time to have these discussions with the young people in our lives.

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TE TAI TOKERAU PRINCIPAL WINS NATIONAL EXCELLENCE AWARD

Liz Hawes Editor



NZPF CONGRATULATES MINA Pomare Peita, principal at Te Kura Taumata O Panguru (Northland) who has won the National Excellence in Teaching Awards (NEiTA) Founders' Principals Award for Leadership, including a \$10,000 professional development grant.

The awards have been running for 29 years. Over that time, \$1.2M has been presented to teachers and education leaders who show outstanding teaching practices and innovative leadership.

Mina has been described as a powerful and progressive tumuaki, who was invited by her Kaumatua, 27 years ago, to lead Te Kura Taumata O Panguru. She heeded that call and has led the school ever since.

Her vision of leadership is that of te taiao – place-based education – taught in te reo Māori medium. This is at the heart of all teaching practice across the Kura, and the school has thrived under this vision and leadership.

Mina's proud teacher nominator, Nadine Scully, says using mātauranga together with science has taught students to be proud kaitiaki of their whenua.

'Mina is Panguru born and bred and grew up living off the land with the mātauranga, kupu, and pūrākau of Te Rarawa passed down to her. Her desire to ensure tamariki have that same mātauranga – taught through waiata, games, incantations, instructions, karakia and workshops– is the catalyst for our school's strong ties to our taiao, along with relationships,' said Ms Scully.

Mina is passionate about the intelligence of her people, using stories of old to express the ingenuity, cleverness, inventiveness and adaptive intelligence of Māori to navigate to our shores and then form a relationship with the whenua, to live in harmony – the one with the other. Success came with the connection to the place – te taiao.



Mina Pomare Peita winner of the NEiTA Award

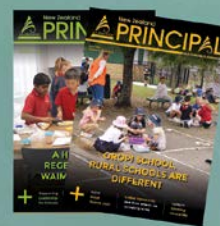
'As a secondary school teacher our teaching lives are dominated by assessment and unfortunately the academic ability of a student is determined by three priorities, reading, writing and maths. There is more to living than these three achievement results. We put te reo Māori, taiao and whanaungatanga at the forefront of all learning,' says Mina.

Mina is an extraordinary woman, true to her values, and a successful leader because of that.



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NCEA Waananga, Panguru School

WHO PUT THE CURVATURE IN THE FURNITURE? READ ON TO FIND OUT!

Liz Hawes EDITOR

SUCCESSFUL BUSINESS OFTEN suggests successful leadership and leadership is NZPF business. The question is whether school leaders can learn useful strategies from the business world. Leadership theories and practices are not always compatible in different contexts, but curiosity led me to Furnware, a successful company and long-term partner of NZPF, to find out whether their company's leadership might also enlighten school principals.

Although many questions were emailed in preparation for the meeting, on arrival, I was not ushered into the main office to discuss applied theories of leadership. I was taken on a tour of the factory.

'So, what's your job here, Phil?' I asked a Furnware factory worker.

'My job is to support children to learn and grow,' he beamed, 'and I've been doing that for over thirty years,' he added proudly.

Phil was operating a machine, beside a stack of steel tubes. He fed the tubes into the machine, and out came a perfectly bent chair, stool, and table legs. Phil makes sure the legs for the chairs and tables are strong, of exactly the right length, and bent in exactly the correct position. He helps create the environment for children to learn and grow – on safe, strong, comfortable chairs and stools, at tables that are perfectly designed and at the right height for the learning task.

Wherever I wandered in the massive, Hastings-located factory, the answer was the same. Everyone employed at Furnware is supporting children to learn and grow. This mantra extends to the furniture designers, researchers, builders and steel powder coaters, table cutters, strength testers, stackers and packers, account managers and main office workers. The office is adjacent to the factory and mingling of the two sets of workers is not just made easy, it is actively encouraged.



Leigh Tasker, Furnware's NZ Country Manager, with the staff room's 'Our Furnware Family' display



Phil feeds the steel tubes into the machine and out come perfect legs for chairs and tables

Furnware is one big family, as the staff room's 'Our Furnware Family' display illustrates. Staff are encouraged to mark special family events, celebrate sporting and outdoor achievements, or just share personal milestones with their workmates. They also have a lot of fun and staff sometimes set up competitions, in teams, to fundraise or support a local cause.

The family theme comes naturally to Furnware because it is a family-owned business. In 1993 Hamish Whyte and his family purchased the company, determined to retain the business in provincial Hawke's Bay and to source all construction materials in Aotearoa New Zealand.

'All our main components are sourced here in New Zealand,' says Furnware's Country Manager, [New Zealand], Leigh Tasker. 'The raw steel is manufactured by Industrial Tube in Hamilton, plastics from Whanganui, and our panel from Hamilton.'

'The factory operates

just like a normal family,' says Leigh. 'We trust the people we employ to do a good job – and they do! We do our best to recruit for diversity, then make sure everyone is comfortable and supported in their job and feel "at home" here,' he said.

People and culture are the beating heart of Furnware and ample opportunities are available for staff to communicate individual requests to improve the workplace and staff wellbeing. 'Staff can bring their dog to work, for example, so long as it doesn't interfere with others being free to do their work,' says Leigh.

There were two dogs in the open office area, contentedly resting near their owner's workplace, and clearly well immersed in the staff culture. 'They are very much part of the team,' said Leigh, 'and much loved by all the staff,' he said.

Furnware's school clients all have a strong focus on learning, but so does Furnware.

'The whole factory is a school,' says Leigh. 'We are all learning and



Phil's bent steel tubes transformed into chair legs

continued on p.26



Assembling the storage unit

changing all the time. We learn from the schools we have relationships with, from our own creative thinkers, and from each other. We operate a high trust workplace, and we welcome everyone's ideas on how we can be more efficient, more flexible and more responsive to children's learning needs,' he said.

The latest development is a suite of furniture supporting mindfulness for the growing neurodiverse population of children. 'We learned from observing and talking to principals and teachers that a growing number of students have sensory and wellbeing needs,' said Leigh, 'and so we partnered with Mindfull, a new product design business whose mission is to design and build a suite of "mindful" classroom "aides" that take on this challenge,' he said.

Furnware is well known for their innovative, flexible designs and long-lasting, hard-wearing products. That is why many schools in Aotearoa purchase Furnware furniture. Principals are drawn to the company, not just for the high-quality furniture, but because Furnware staff draw

their design inspiration directly from children and teachers.

'Key to our success,' says Leigh, 'is that we go out to the schools and ask them to describe their pedagogy and tell us what they are trying to achieve. Our job is to listen and support them with products that will help the children reach their learning potential,' he said.

The researchers and the designers carefully observe the children in their learning environments and listen to the aspirations of the teachers and school management staff. They apply these observations and conversations to their design knowledge and skills to create furniture which will best meet each school's needs.

'That is how we decided to eliminate all hard, sharp edges on our furniture,' said Leigh. 'All our tables and storage furniture have smooth rounded edges, to keep the children and teachers safe.'

Engaging with principals, teachers and children is also the reason that Furnware strength tests every new product. 'We have special machines that are programmed to



Storage unit almost complete

continued on p.29

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The Paparao Table became popular for small group teaching



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repeatedly test the strength of our furniture. This gives us the confidence to know that everything we produce will be durable and withstand the rigors of classroom life,' he said. 'We have learned from the school principals that they want their classroom furniture to last and not have to endlessly replace broken equipment.'

Through building these close relationships with schools, Furnware is constantly looking to improve their selection and keep up to date with changing school routines and learning approaches.

'We have a table named the "Paparao Table" and another the "Endeavour Table",' he said proudly. 'These were designed through

ideas that came from the Paparao Primary School in Christchurch and Endeavour Primary School in Hamilton.' The Paparao table has a whiteboard top for writing on, and a 'curved cut out' for the teacher to work with small groups of children. The Endeavour table is also curved and is mobile for flexible learning spaces. So, when you ask, "Who put the curvature in the furniture?" The answer is principals, teachers, and children.' Unsurprisingly, many schools have since found the Paparao and Endeavour tables useful additions to their own learning environments.

The business operates on the improvement principle,

continued on p.30



The order is complete

believing that you never reach perfection. Whilst their first goal is to support children to learn and grow, close behind is to provide an exceptional customer experience. ‘Our job is not finished when the order is delivered,’ says Leigh. ‘We contact the school later and go back to make sure everything is working exactly as intended,’ he said. ‘We map every “touch point” in the process and then check out how we did. With this feedback we are constantly improving,’ he said.

The company has a low staff turnover, staff satisfaction is high, and the business has expanded to 32 countries including Hong Kong, Singapore, Dubai, and Australia.

‘Staff feedback tells us this is a wonderful place to work, but we know it’s not about us. It’s about everyone. Everyone is trusted, empowered, and encouraged to take an active part in the business, and they do,’ said Leigh.

As the oft recycled quote goes, ‘If you are the smartest person in the room, you’re in the wrong room.’ At Furnware,



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humility and collective success is highly valued. Breeding individual stars? Not so much. Setting a culture where all staff can be curious, caring, and courageous? Absolutely!

To return to the question of whether school leaders can learn useful strategies from the business world, I leave it to the readership to decide. But if school leadership is having a common vision and purpose for your school, which every staff member

fully understands and adopts; creating a high trust environment where every staff member’s contribution is valued equally; building reciprocal relationships with every student and their whanau; observing, listening to and acting on your students’ and whanau ideas and suggestions; viewing your entire school community as one extended family; celebrating school successes together as a community; and constantly looking to make improvements, then perhaps school leaders can absorb some valuable lessons from the business world.





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BOOK REVIEW

The things that matter most, Gabbie Stroud

Geoff Lovegrove REVIEWER

WHAT IS THE force that draws people to become teachers? What drives them? What motivates them to leap out of bed each morning, eager to start another day in the classroom?

Crucially, what is it that keeps them in the profession? What keeps them returning after every term holiday to begin another classroom adventure with a diverse bunch of learners?

Tyson, a first-year teacher and 'nervous as hell'; **Derek**, the Assistant Principal, who is way behind with his admin and student record-keeping, **Nova** the principal, recently widowed and facing a host of governance issues (and a legal battle) as well as a parent/journalist with an agenda; **Bev**, in the office, dealing with some major health issues; **Sally-Ann**, one of those inspirational teachers, admired by her colleagues, who is desperate for a child of her own.

And there is **Lionel**, a Year 6 student whose mother is struggling to make ends meet. Lionel is the unlikely hero of this story. He is supporting his mum; he is caring for his little sister; he is a helpful, likeable pupil who 'makes the whole teaching gig worthwhile'. But Lionel's situation is moving from vulnerable to dangerous, and the staff are too busy with their daily commitments and admin duties to see what is happening.

Gabbie Stroud is an Australian teacher who now writes full time. Her first books received critical acclaim for their accurate portrayal of the Australian Education System and its many faults. *The Things That Matter Most* is

her first work of fiction for adults, and New Zealand teachers and principals will likely identify with all of its characters and its settings.

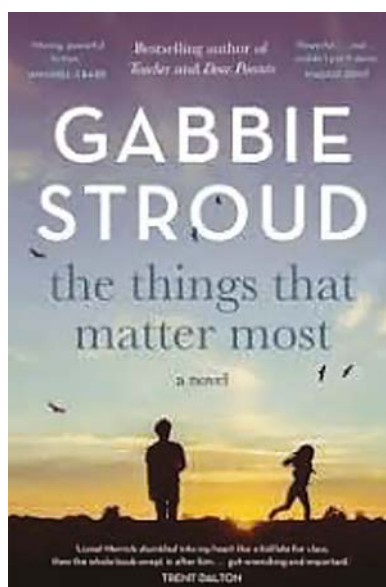
Released late in 2023, *The Things That Matter* should be read by every principal and teacher (and every Ministry official!). There are so many similarities between New Zealand and Australian schools, and this book tells a story that is challenging, poignant, compelling and thought-provoking. The primary pupils are the same ones that we see in every classroom every day. But do we see their personal struggles? Do we know the issues their families are facing? And if we do, are we able to help them in any meaningful

way, or do those other demands (Ministry, BoT, Systems, Society?) get in the way?

A confronting novel that tears at the heart, but leaves you with a feeling of awe and admiration for the great work our teachers do every day. A worthy read.

Principals – buy this for your staff, and take note of the strong messages and warnings it contains. It is not too late to focus on the things that matter most.

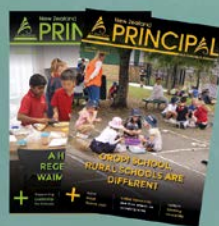
About the reviewer: Geoff Lovegrove was a New Zealand primary principal for 42 years. A former editor of this magazine and President of the NZPF 1999–2001.



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TOITŪ TE TIRITI: HONOUR THE TREATY

(Part 1)

Helen Kinsey-Wightman TUMUAKI | PRINCIPAL, RUAKAKA SCHOOL



SINCE WAITANGI WE have been flying Tino Rangatiratanga at my kura. Every day 8 year old Reade Murrie raises a flag on our school flagpole. We have done our research and we know that we need to ensure that we give equal mana to our New Zealand flag and Tino Rangatiratanga. For Reade and his Pāpā flying Tino Rangatiratanga is a proud statement about Māori sovereignty and Tiriti partnership.

Toitū te Tiriti

According to the *New Zealand Herald* there were an estimated 50,000 people at Waitangi this year. Many of whom were young people wearing T-shirts emblazoned with Tino Rangatiratanga, Toitū te Tiriti and 1835 Te Whakaputanga. In an interview with RNZ, Hiko leader Reuben Taipari talked about the new generation of Māori young people:

‘This new generation coming through now, it’s a powerful generation. They are the raukura, they are the graduates of kōhanga reo, kura kaupapa, whare wānanga. They don’t have a struggle with who they are . . . so we need to support that new generation. We have the experience, but they have the energy.’¹

As part of the Te Korowai waka crew, my son and I participated in pōwhiri for opposition parties, government, the Kingitanga and the Governor General. The haka was powerful. My son Manu is 13 years old. Whilst he doesn’t fully understand the details of David Seymour’s Treaty Principles Bill – he knows that the Waitangi Tribunal’s report of Te Paparahi o Te Raki (Great Land of the North) Inquiry, found that Britain wanted sovereignty and the right to make laws over both Māori and Pakeha when it invited Ngāpuhi chiefs to sign the Treaty. The chiefs, however, believed – based on the Māori wording of Te Tiriti and explanations by Governor Hobson and others – they were only giving Britain the right to govern its own settlers and keep the peace. Britain would protect Māori from foreign powers, but Māori would continue to rule themselves. Te Paparahi o Te Raki claims were brought by hapū from Ngāpuhi, Ngātiwai, Ngāti Hine, Patuharakeke, Ngāti Rehua, Ngāti Whātua and Ngāti Manuhiri. Stage 1 of Te Paparahi o Te Raki, which was completed in 2014, found the Northern chiefs did not cede sovereignty when they signed Te Tiriti o Waitangi in 1840.

Toitū te Tiriti

As our waka crew waited for Dame Cindy Kiro to enter the Treaty Grounds I found myself thinking long and hard about my own role as Tangata Tiriti. As a Pākehā leading a kura where 60 per cent of my tamariki whakapapa Māori and where 100 of my

tamariki learn in Te Reo Māori, I have a duty to them to ensure I consider this role frequently. The best summary of the role of Tangata Tiriti that I have read, was written by Tina Ngata. She recommends, ‘a few things that justice requires of Tangata Tiriti.’

I have summarised Tina Ngata’s 10 recommendations – some of which I hope you will find challenging – I know that I do. You can find them in detail in the article referenced below:

- **Be tau (at peace) with your position.** You need to be able to speak frankly about the process of colonization that created the space for you to be here in Aotearoa.
- **Respect boundaries.** So much space has been taken from us, so primarily you need to respect our boundaries where we lay them down.
- **Be prepared to make sacrifice.** If you understand the story of privilege that has shaped Aotearoa you will understand there has been a mass transfer of power. Justice cannot be restored without addressing the power imbalance.
- **There will be many spaces where your voice will be valued.** Speaking to your fellow pākehā about being good Tangata Tiriti. Discussing what it means to be pākehā. Dispelling fear of decolonization.
- **Stand with us for our language rights, for our health rights, for the rights of our children and women and stop perceiving Indigenous rights abuses as an Indigenous problem, rather than a colonial inevitability.**
- **Benchmark the discomfort of your decolonization experience against that of our colonization experience, every time you want to ask us to wait.**
- **Understand that learning our content and knowing our experience are two different things.** Learning the reo is not your get out of Treaty free card.
- **Don’t expect us to know everything about Te Ao Māori or have our own identity journey sorted out for you.** Colonization has made, and is still making a mess of our identity, and our relationships, and that is difficult enough without having to explain ourselves to you. Especially when you have yet to do the hard work on your own identity as pakeha.
- **Nothing is automatically a 2 way street.** I, for instance, can talk frankly about what a good Tangata Tiriti looks like. Tangata Tiriti cannot tell me what being a “good” Tangata Whenua is.
- **Don’t expect backpats or thank yous.** You may get them (in fact you probably will – it’s another product of our colonial experience that pakeha are thanked and recognized for doing Tiriti justice work much more than Māori), but it’s important you realise that justice work is as much for yourself as it is for anyone else.²

In Aotearoa learning communities that are honouring Te Tiriti o Waitangi, we would...

Is your learning community exploring how you might give mana to Te Tiriti o Waitangi in your learning environment? For those that are considering ways to better meet their obligations as Treaty partners, here are some suggestions about where you might start.

See

Equitable representation of things Māori and non-Māori in the physical environment (whakairo, kōwhaiwhai, tukutuku etc.)



Signs, posters, labels in both English and Te Reo Māori in learning spaces, the office, staffroom, hall, library etc.



Te Reo Māori in content on the website, in blogs, in newsletters.



Equitable integration of Mātauranga Māori (Māori knowledge) into learning content.



Integration of tikanga Māori appropriate to local contexts (iwi & Hapu), karakia, waiata, kawa for pōwhiri and whakataua.



Equitable representation of Māori in governance and within leadership teams. Māori have a place at the table and contribute to decision making.



Communication between the learning community, whānau and learners is meaningful, ongoing, reciprocal and transparent.



A shared decision making process with whānau, hapū and iwi - (partnership) is embedded. Māori have the power to act and make decisions.



Hear

Being greeted in Te Reo Māori by all staff. Staff being able to say their mihi when welcoming guests or new learners and their whānau.



Te Reo Māori being naturally integrated into instruction and conversations between teachers and learners.



NZ History being taught in learning communities from both a Māori and a non-Māori perspective.



Māori learners learning through and about their own culture and being empowered to be successful as Māori.



Māori forms of giftedness are considered of equal importance as other forms of giftedness. Māori learners are empowered to have these gifts nurtured and grown.



Feel

Māori values being lived. Such as: manaakitanga, kaitiakitanga, aroha, whanaungatanga kotahitanga, rangatiratanga.



Te Reo Māori has status and mana by being valued and actively revitalised.



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 **Tātai Aho Rau**
CORE EDUCATION

Toitū te tiriti

I am currently completing our Strategic Goals. Last year as part of our kaiako consultation process we used Core Education's poster to consider what we currently see, hear and feel in our kura that enacts (we felt enacting is where we should be at) Te Tiriti o Waitangi. We then considered what we would like to see, hear and feel moving forward. It was a 30 minute activity in Staff Hui that gave me some clear direction for our planning.

Part 2 of this article will give some examples of what this mahi could look like in our kura. If you have examples from your kura I would love to share what you are doing. Email me at principal@ruakaka.school.nz

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OBITUARY

Professor Martin Thrupp 1965–2024

Liz Hawes EDITOR



MOI MAI E te Rangatira Martin.

Principals across the motu are mourning the loss of Professor Martin Thrupp, a highly respected, talented, and distinguished education policy and leadership researcher.

Martin began his career as a secondary school teacher before embarking on an academic career at the University of Waikato. He moved to the United Kingdom in the early 2000s where he was a Reader in Education Policy at King's College London, and later, Senior Lecturer in Education Management and Leadership at the University College London. He concluded his career as Professor of Education Studies back at the University of Waikato School of Education.

He was a prolific writer, publishing countless research articles on education and co-edited the *New Zealand Journal of Education Studies*. From 1999 onwards he edited three books on New Zealand educational policy. For New Zealand school principals, one of his most compelling projects was his research on National Standards, resulting in the publication of *The Search for Better Educational Standards: A Cautionary Tale*. (2017) This was preceded by the NZEI funded project *Research Analysis and Insight into National Standards (RAINS)*, a three-year project published in 2013. RAINS was a comprehensive case study analysis of six primary and intermediate schools of different deciles and contexts, which examined each school's approach to the national standards policy. Martin used this empirical evidence to help shape his highly acclaimed *The Search for Better Educational Standards: A Cautionary Tale*.

He showed that unlike national tests used in other countries, the New Zealand version of national standards allowed 'overall teacher judgements' based on different assessment tools and teacher observations. In turn, this created moderation issues. It was supposed to avoid narrowing of the curriculum and mediocre outcomes which high stakes assessment such as single national tests had produced in other countries. It is thanks to Martin's careful analyses that we now know that our national standards simply produced another variant of the same problems. They still produced performative effects.

What was interesting was that educators were not passive bystanders in this process. Principals and teachers openly opposed national standards. This led the government to continually reposition as they were forced to justify the policy. It was a world-class example of teachers fighting back against policy, supported by academics such as Martin Thrupp.

Martin leaves an important legacy. From his national standards research, every principal in New Zealand has learned the power of resistance, when governments force policies that are detrimental to young people's education. Martin taught them how resistance really does make a difference and principals across the

motu will carry that learning well into the future.

He recently published *The Professional Practice of Teaching in New Zealand*, co-authored with Mary Hill, and *Schools Making a Difference – Let's be Realistic*, in 1999.

Schools Making a Difference is an excellent example of research through the lens of socio economic status. Martin asked the question 'Does an effective school come about through the actions of teachers and school leaders, or does it also require an advantaged student intake?' He found that schools located in low-socio-economic areas face enrolment limitations, and this leads to challenges and indeed resistance when trying to improve academic success. Importantly, he showed that so called 'failing' schools are often overwhelmed by the issues associated with socio economic status rather than being ineffective. It was a critical response to the question of identifying factors influencing school effectiveness. Of such significance was this research, Martin won the UK's Standing Conference on Studies in Education Best Book Prize.

In 2013 he received the British Educational Research Journal Editor's Choice Award for an article he co-authored with Ruth Lupton, related to his work on examining the effects of social class entitled: 'Headteachers' reading of and responses to disadvantaged contexts: evidence from English primary schools.'

He was just as well known in England and Finland as in New Zealand and co-edited *Finland's Famous Education System – Unvarnished insights into Finnish Schooling* just last year. Over the years he had become well known in international research circles as a highly valued collaborator with a keen interest in socially and politically contextualised approaches, and the effects of social class.

In recognition of his outstanding contribution to educational research in New Zealand, Martin was awarded the prestigious McKenzie Award from the New Zealand Association for Research in Education in 2015, a Research Excellence Award from the University of Waikato in 2019, and late last year his exceptional work on the Finnish education system was recognised with an Honorary Doctorate from Finland's University of Turku.

He was a high-level performer, driven by a strong sense of social justice. What also made him so special was his ability to communicate to different audiences. One of those privileged audiences was readers of his column in this *New Zealand Principal* magazine. He was a most popular contributor, bringing carefully reasoned arguments to his articles. He was an inspiring writer and beautiful, kind human being who made this world a better place. I am honoured to have had the privilege of working with him. He will be greatly missed.

The NZPF whānau extends our deepest sympathy to Martin's wife, Marika, son, Simon, and daughters Grace and Linly.



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