

Making a Bigger Difference for all Students

Feedback From the New Zealand Principals' Federation

Student outcomes: When the term “student outcomes” is used in this Discussion Document it refers to what students are learning during, or have learned by the end of, their schooling. This learning then supports them in further training, education, work and life.

The New Zealand Curriculum takes a broad view of student outcomes from schooling. It emphasises that outcomes for students as a result of their schooling include what they know (knowledge), what they can do (skills), and who they are in relation to self and others (values and attitudes, including a strong personal and cultural identity).

Q 1a

What do you think are the most important outcomes your children or tamariki, or students generally, need to have achieved by the end of their schooling?

People Skills: effective inter-relationships, participation in community (Family, class, school etc) Tolerance of diversity of culture, conflict resolution, responsibility.

Personal Skills; self awareness and management, goal setting and self review, self esteem, health and physical fitness, utilizing preferred learning styles effectively, core values, promotion of dispositions of perseverance, responsible risk taking.

Academic Skills: Literacy and numeracy competence, ICT and its application to learning, Languages, thinking strategies, communication skills, reflection and review skills, essential learning area development.

Q 1b

In what student outcomes do you think we need to make the most improvement in the next five years and why?

Thinking strategies

Tolerance of diversity of culture

Conflict resolution

Health and physical fitness

Core values

Literacy and numeracy

ICT and its application to learning

Q 2a

What do you think are the biggest opportunities and challenges facing your school, or schooling nationally, over the next five years?

i) Opportunities:

The development of an authentic national curriculum through the new focus and direction of the Curriculum Project

The deliverance of an authentic curriculum that responds to and meets the needs of students - it needs to be both challenging and achievable

The more effective analysis of data, to enable adaptation of authentic programmes for children

The ability to use staffing potentially lost by any review process/es (falling rolls) in innovative ways to assist learning

The opportunity to effectively use E – Learning (a challenge and opportunity) to enhance learning

The chance to engage the growing numbers of retired people as a learning resource of value in schools

The opportunities brought about by access to and the availability of worldwide and national pedagogical research information

ii) Challenges:

Meeting the increasingly diverse needs of all children supported where desirable by specialist teachers

The need to put in place a support structure that assists and enhances the authentic curriculum

How the needs from across the special education spectrum are defined and resourced

How do we urgently ensure there is a realistic appraisal of needs and delivery?

The provision of specialist teachers to support new curriculum initiatives - languages - arts

Digital divide - access for both teachers and learners

Covering the growing problems associated with the digital divide – fair access for both teachers and learners no matter the circumstances

Up-skilling and supporting teachers with regards both ICT and E-learning

Meet the increasing needs of our children and society in relation to cultural diversity

Meeting the increasing expectations of schools by parents and the resultant closer community scrutiny of school practices

Enhanced involvement of parents within schools

Support for professional leaders in schools in climate of greater scrutiny

The effective and equitable provision of support for professional leaders in schools

The increasingly negative impact of extreme misbehavior on safety and learning in classrooms

- How can schools effectively and safely manage the increasing frequency and severity of extreme misbehaviour in classrooms?

Resourcing schools in order that effective use can be made of worldwide and national pedagogical research information

The provision of quality professional development which links pedagogical research evidence with classroom practice into better practice in NZ classroom

Significantly increasing levels of funding to schools to allow them to meet the increase in ICT costs.

Q 2b

What can be done by government, school leaders, teachers, boards of trustees, families, whānau and/or others to help schools or schooling nationally, to make the most of these opportunities and to meet these challenges?

i) Making the most of opportunities:

Provide adequate resources to assist schools with both the management of inappropriate and violent behaviour and at the same time provide effective support for the student involved that will effectively change this behaviour long term

Ensure all education facilities are up to date and allow schools to respond to the challenges before them - replacement programmes

Set up the Learning Support Network special education

Increasing the classroom based resource both human and material

Provide opportunity and time for teachers to focus on the challenge and direction; release time, sabbaticals, and improved teacher: pupil ratio unified teaching profession

Four-year degree qualifications for pre-service teacher education

ii) Meeting challenges:

The real challenge is to adequately resource schools with regards personnel and physical resources, to such a level that they can adequately provide for the needs of the students in their care. The New Zealand Education System can no longer continue being under funded, reactive on an ad hoc basis as each new crisis occurs. If we want the best education system in the world for our tamariki, we have to provide the resourcing for it in a planned and positive manner.

The government identifies eight action areas in the Education Priorities for New Zealand covering all of education, from early childhood to tertiary. Each of these action areas are discussed in this Discussion Document; the relevant page numbers in the Discussion Document are given alongside each area.

Q 3a

Please tell us what priority you think each action area should have for schooling, over the next five years, by circling a number after each action area using the following scale: 1 = low priority, 2 = medium priority, 3 = high priority, 4 = unsure.

Focusing on <u>quality teaching</u> (pg 17-19)	1	2	3	4
Strengthening <u>family and community</u> involvement (pg 19-20)	1	2	3	4
Raising <u>expectations</u> for achievement of all learners (pg 17-20)	1	2	3	4
Focusing on outcomes (pg 21)	1	2	3	4
Developing a <u>collaborative and responsive education network</u> (pg 21-22)	1	2	3	4
Promoting the <u>knowledge base</u> of the sector (pg 23)	1	2	3	4
Focusing <u>resources on our priorities</u> (pg 23-24)	1	2	3	4
Supporting the <u>future-proofing</u> of our <u>education institutions</u> (pg 25)	1	2	3	4

Q 3b

Are there other things (not included in the action areas in Q3a above) you think should be given a high priority over the next five years? If so, please indicate what they are and why?

The focus on quality teaching and the sector setting high expectations for all students is to be applauded. A high priority over the next five years could also be to emphasize the role of the leader in change management, re-culturing organizations and gathering and analysing data. This focus can be incorporated into the principal leadership initiatives.

Another priority is sector understanding and the process of implementation of the Curriculum Project in a way that has alignment with the key action areas.

There is also an urgent need to fully fund adequate non-contact time that will allow schools and teachers to adequately assess, analyze and develop programmes based on need.

Q 3c

In each of the areas you have indicated should be given a high priority, in Q3a and Q3b above, how can the most improvement be made in outcomes for your children or tamariki, in your school or in schooling nationally? (In your answer please clearly state which action areas you are referring to).

Focus on Quality Teaching

Action based research projects in schools

Consistency/accountability of standards from Colleges of Education

Professional Development for Board of Trustees, Middle Managers and Principals on Quality Teaching

Raising Expectations of all Learners

Resourcing for non-class contact time to enable successful change processes

- Assessment/evaluation practices

- Theory, practice, modeling, feedback/forward, coaching, mentoring, reflection (Timperley/Aitken)

Strengthening family and community involvement

Understanding of Māori and Pasifika

Adequate support structures to cover the increasing needs of families who are not coping in our society.

Focusing Resources in on Priorities

Electronic Resourcing

Electronic Professional Development opportunities for remote and rural schools

At the *Hui Taumata Mātauranga* (a series of national and regional hui between Māori and government on education) the following education goals for Māori were established:

- * Enabling Māori to live as Māori
- * Facilitating participation as citizens of the world; and,
- * Contributing towards good health and a high standard of living.

Q 4

What do you think could be done, or is being done, to help achieve these education goals for Māori in your school or in schooling nationally?

i) Things that could be done:

Research

Fund good quality research with practical implications and examples of informed practice
- It is essential that this is disseminated to all teachers

Advisory Services

Fund adequately advisory services to cover both the specific educational and administrative needs that are different to mainstream, of Kura Kaupapa Schools and similar

Learning Styles

Emphasize the need for teachers to have a real understanding, not only of the theory, but also its practical implication,

Teacher Training

Ensure an increasing number of highly skilled teacher graduates with in depth knowledge of Te Reo and Tikanga. Assess all Teacher Training Providers on this but as well ensure that the graduates of their programmes are of the highest quality.

Provide enhanced opportunities for experienced, excellent classroom practitioners to engage in Te Reo and Tikanga Māori through study leave provision.

Funding

Ensure that there is adequate funding resourcing available for schools in order to:-

- a. Develop both bilingual and total immersion teaching for children
- b Set up and run programmes designed to specifically cover the individual needs of children, especially from groups that statistically show higher failure rates.
- c. Allow Mainstream schools with lower percentage of Māori students to cater for their specific needs adequately including te reo and tikanga

Release Time

Provide schools with funding that allow them to provide release time for the following: -

- A) Adequate assessment and monitoring of individual children's progress
- B) Liaison between whanau and school
- C) Development of programmes and resources

Whanau Development

There is a need for coordination and funding of programmes across all government agencies that aim to increase the well-being – Mana of families. These programmes need to look holistically at whole family instead of just isolated members, and to have the eventual outcome of allowing all families to be full participating members of our society.

ii) Things that are being done:

Teacher Training for Teachers with skills in te Reo and Tikanga

Unfortunately there is wide disparity with regards the quality of these programmes and the graduates coming from them. There is an urgent need for high quality programmes that produce top teachers with skills in Te Reo and Tikanga. Society and parents need to accept that although Te Reo and Tikanga skills are very important, they are of use in schools only when the person with them, also has the highly developed skills of a top teacher.

There needs to be a realisation within our society that the aim of these programmes is not to just turn out teachers with Te Reo and Tikanga who reflect pakeha values – eg the BBC announcer versus the announcer with a New Zealand flavour.

Adequate funding for total immersion and bilingual education, that is at a level that allows mainstream schools to also develop programmes within their skill level.

Research

Some research on improving educational levels is now being done but needs to be increased

Q 5a

What do you think is currently working well to help improve outcomes for your children or tamariki, for

students in your school, or for students nationally?

The RTLB resource/model within some regions, clusters and schools (ERO due to complete evaluation process)
Social Workers in Schools – where it works successfully what is at the core of that success?
National Literacy and Numeracy strategies
Decile funding for those schools that receive it.
Move toward skills rather than content
Having an over-arching national curriculum framework
Quality of *Learning Media* resources
The shape and length of the school year ie 10 x 4 weeks well spaced and timed i.e. children staff well rested etc
Sound if not always agreeable partnership with home... will vary hugely on a national scale - a worthy objective
Collegial supportive school network - knowing help is at hand when required
Collaborative effort and professional collegiality
Development of exemplars and NEMP

Q 5b

What do you think the main barriers are to improving outcomes for your children or tamariki, for students in your school, or for students nationally?

Resourcing (would help in all areas)

Real need to increase Operational, non-targeted funding available to all schools
Real need to resource non-Classroom contact time so that teachers can adequately assess and develop programmes of work for individual children.
Para professional support - couldn't do without them... a resourcing issue – there is an urgent need for all schools to be given adequate paraprofessional support as part of the staffing schedule.

Special Needs

More time needed to attend to special needs including Gifted & Talented
ORRS - funding and process
Language Support Fund - process

Classrooms

The impact on schools of children with behavioral and social problems
The size of classes

Curriculum

The overcrowded curriculum makes it extremely hard to fit in all and do them justice

Staffing

Teacher: pupil ratios that still do not reflect the needs of a modern school. As teachers try to cope with increased diversity it is essential that class ratios be significantly reduced.
An increased staffing entitlement for administration and teacher aide (centrally resourced too)

Management/Leadership

The true cost of time and energy spent on compliance. NZ school leaders are forced to spend too much time in compliance
Government Initiatives under-resourced
Professional development needs to be linked/funded for any new government initiatives and fully funded by Ministry of Education
Network reviews
Teacher expectations/competency

Families

Families having difficulties supporting their own children i.e. poor role-modeling, aspirations, finances, diet and school viewed as a low priority
Absenteeism - children absent unnecessarily

Teachers

Teacher knowledge of support services
Lack of professional development to maximise potential of new assessment tools

Rise in competitiveness between schools
Unavailability of early exit/retirement for principals/teachers (perfering)

Q 6

Thinking about all the responses you have given above, what are the one or two things you think would result in the most improvement in outcomes for your children or tamariki, for students in your school or for students nationally?

1. Research with resultant practical examples of best practice in action, linked to professional development.
2. There is a need for co-ordination and funding of programmes across all government agencies that aim to increase the well-being – Mana of low socio-economic families. These programmes need to look holistically at the whole family instead of just isolated members.
3. Non Classroom contact time so that teachers can adequately assess and develop programmes of work for individual children.
4. Needs to be an audit of alignment between policy and initiatives so that groups within the ministry are not undermining each other - big picture is shared and known

Q 7

Finally, if there are any other comments you would like to add please provide them here.

Our education system is among the best in the world, however it is struggling and held together by the goodwill and belief of its teaching profession. The teaching profession is stretched well beyond an acceptable level, and the health and safety of teachers as employees is a particular concern. If we want further improvement, then there will be a cost to New Zealand as a whole. We currently have an over burdened profession. Non-contact classroom time, adequate professional development, teacher training plus adequate resourcing are required. Society as a whole needs to take responsibility for inculcating social values, schools cannot be expected to loan voices.

Please provide the following details to help us analyse your feedback

Please indicate by ticking the relevant box if this response is from an

Individual, please state name: _____

Group or school, please state the number of people who contributed: _____; and state names of contributors:

Organisation, please state name: **New Zealand Principals' Federation.**

If you are responding as an individual are you speaking **mainly** as (Please tick just one box):

If this response is from a group, is your group made up **mainly** of (Please tick just one box):

A parent, family member or whānau member of a school-aged child or children

Family or whānau members of school-aged children

A classroom teacher

Classroom teachers

A school leader (principal or middle manager)

The staff of a school

A school student

School leaders (principals or middle managers)

A board of trustees member

Board of trustees members

A specialist teacher

Specialist teachers

Other school staff member

Other school staff members

A teacher educator

Students

Other education professional (please specify)

Teacher educators

Other education professionals (please specify)

A community member

An iwi or hapu member

Community members

Other – (please specify)

Iwi or hapu members

Others – (please specify)

Confidentiality:

In any compilation or reporting of the feedback received, no individual, group or organisation will be identified.

Thank you very much for your time and thoughts. Your participation and input is greatly appreciated.

Please post this form to: Freepost Schooling Strategy Responses, c/- Ministry of Education, PO Box 1666, Wellington by **31 May 2004**. Please note this Discussion Document, feedback form and additional information is available at www.schoolingstrategy.govt.nz For enquiries or additional copies of this Document write to: Freepost Schooling Strategy c/- Ministry of Education or PO Box 1666 Wellington, or email enquiries.schoolingstrategy@minedu.govt.nz