



NEW ZEALAND PRINCIPALS' FEDERATION

ANNUAL PRESIDENTS' MOOT *'Moving Forward Together'*

Friday 6 March 2009
James Cook Hotel Grand Chancellor, The Terrace, Wellington

President's Address

Ka tangi te tui
Ka tangi te karoro
Ka tangi hoki ahau
Tihei mauriora

E nga mana
E nga reo
E nga hau e wha
Rau rangatira ma
Nau mai, haeremai

T na koutou katoa

Ko Arthur t ku maunga
Ko Motueka t ku awa
Ko Sibajak t ku waka
Ko Nederland me Java t ku iwi
Ko Wakatu t ku marae
Ko Dolf t ku p p
Ko Anneke t ku m m
Ko Hoiere t ku kura
Ko Motueka t ku t turu
Ko Matua B t ku ingoa

E hara ahau i te tangata mohio
ki te korero, otira,
e tika ana
kia mihi atu, kia mihi mai.

T na koutou, t na koutou,
T na tatou katoa.

I hope that my mihi has given you some insight as to who I am and from where I come. I hope it honours my tupuna and the first kiwis to settle Aotearoa.

May I extend a warm welcome to this thirteenth annual NZPF Moot.

By way of interest could we please have a show of hands of any first-timers to the Mootō those who are here for a second timeō thirdō fourthō fifthō any at 13? It's always good to get a bearing on the composition of this group. You might be interested to know that about 50% of New Zealand's principals have now attended *First Time Principals* programmes and in terms of age at least, you're looking at the average New Zealand principal.

I have been released from my school to take up the position of president and would like to acknowledge the generosity of my Board of Trustees and the work Chris Duckworth is doing for me at Havelock.

Before continuing I have been asked by the Minister's Office to pass on her apologies for not attending today. Fridays are her electorate days and although this also conflicts with the timing of the Conference in Palmerston North in early July, she acknowledges that her electorate sits also within the sector, and looks forward to addressing the conference on the Friday morning.

Moving forward together is a timely theme. We have, within a few months had a change in the political landscape and a feeling of disquiet as an economic crisis looms. This time last week the same theme permeated the Job Summit . kiwis sitting down in the same room . albeit with a boxed lunch . looking to the future in a collective fashion. Time will tell whether the ideas, collaboration and resolve will be enough. To some degree and mixed reaction, education has already been the beneficiary of supporting kiwis, through the desire to support employment and thus, family incomes. Education too, needs to look to the future, within the sector and beyond, as the issues faced in our schools reflect those in our communities.

In mid January, your executive met in Blenheim to reflect on 2008, review what business was still outstanding and what might be looming in 2009. Lester Flockton agreed to provide some perspectives and prodding to help clarify our thinking.

Time was spent reviewing our vision, mission, values and core beliefs. In light of those discussions, only yesterday, following further debate and reflection, the executive moved to adopt the followingō



Vision

The most respected and influential advocate for principals.



Mission Statement

Providing a collective and professional voice for New Zealand's school principals as they lead learning in the 21st century.



Values

Professionalism: *leadership, integrity, loyalty, honesty, knowledge, trust, wisdom*

Manaakitanga: *care, respect, aroha, altruism.*

Kotahitanga: *accord, coalition, solidarity, unity, togetherness, inclusiveness.*

Whanaungatanga: *relationships, kinship, humour*



The Federation's Core Beliefs

- Advocacy for principals should always be consistent with the **best interests of all children**
- **Empowering principals** in their leadership role **is critical** to the quality of education in New Zealand
- **Sustaining a professional organisation** is important for advancing educational aims in New Zealand schools
- There should be **equity of access to quality lifelong learning** for all **principals**, teachers and students
- State and integrated schools must be **fully supported** through state-funding, highly skilled professionals and co-ordinated social policy



Pathways to the Future for Education in Aotearoa New Zealand

Social Policy/Responsibility: Children will live in safe, nurturing environments that maximise educational opportunity and motivation to learn.

Teacher Capability: New Zealand schools will be **staffed by highly skilled teachers** who are committed to student learning on-going professional development and educational achievement.

Curriculum: That New Zealand schools deliver an **authentic curriculum** that reflects UNESCO's four pillars; learning to know, learning to do, learning to live together and learning to be.

Professional Development: New Zealand principals and those aspiring to principalship will have the opportunity to **access high quality professional development** which enables them to be effective school leaders.

Resourcing: New Zealand schools will receive **fair, equitable and adequate resourcing** to achieve agreed educational aims and outcomes.

Having clarified the purpose and reason for NZPF, further debate identified four key issues that will no doubt, not come as any surprise to you.



ISSUES 2008

Last year we identified five issues and it helped focus debate and resources.



PRINCIPAL PROFESSIONAL DEVELOPMENT

Principal Professional Development

. this remains an issue . with the closing of the Principal Development Planning Centre, the debate very quickly focussed on what is going to replace it . work is going on as we speak. The latter part of the morning will be useful here.



SPECIAL NEEDS AND BEHAVIOURAL ISSUES

Special Needs and Behavioural Issues

. the issues and debate surrounding meeting the special needs of students continues . the current framework has weaknesses and many clamour to *give me the money*



THE PROVISION OF ICT

The Provision of ICT

. to a lesser degree this remains but \$34 million to upgrade the ICT infrastructure in schools has been brought forward so that more of them are broadband ready . not the whole answer but significant spending nevertheless.

Debate continues also with how the ministry may be able to best support schools in the area of software licensing. Further work is going on - check the *Education Review* of 20 Feb. The NZPF remains involved in discussions as ministry officials explore how best the funds can be used for schools.



COMPLIANCE REDUCTION

Compliance Reduction

. recently you had an invitation from our Education Minister to let her know directly where improvements can be made . I hope you are taking up her offer.



ADMINISTRATIVE SUPPORT TIME

Administrative Support Time

. whilst this remains an issue it does so only in that it supports the leading learner to lead learning . out of the admin area and into classrooms where the action is. To do this though, still takes money from either the operations grant or locally raised funds.



2009

So which issues have the executive identified as being to the fore in 2009?



PROFESSIONAL LEADERSHIP

Professional Leadership



SPECIAL EDUCATION

Special Education



EXTREME/CHALLENGING BEHAVIOUR

Extreme/Challenging Behaviour



STANDARDS, ASSESSMENT AND REPORTING

Standards, Assessment and Reporting

You will note an obvious similarity with 2008 and in particular, that extreme and challenging behaviour has been distinguished from special needs. Given National's stated intent prior, and subsequent to the election, standards also stand out in 2009, as an area of work.

It will be interesting at the end of the day to have your contributions added to this list.

In order then to give these four issues priority and focus, against much other work that the executive needs to do, Lester prompted us to have two teams - each with two issues - plans for which are already being developed.



NATIONAL EXECUTIVE FRAMEWORK

So by way of introducing this framework and your executive, I ask each executive member to stand as I call their name.



Operations/Relations Team Julie Sally Paddy Geoff Colleen PeterW Paul

Leading the Operations/Relations Team is Julie Hepburn from Levin North School
With Sally Direen, Balaclava School in Dunedin
Paddy Ford, our past president now back at Balclutha School
Geoff Lovegrove, also a president from the past amidst a host of roles he has held for the NZPF and currently the editor of the magazine - from Lytton Street School in Feilding
Geoff offers his apology today as he is unwell.
Colleen Murray, our National Secretary from Mayfield School in East Tamaki who apologises for being unable to be present. She needed to be at school today.
Peter Witana, Kawakawa School in Northland
and from Nelson's Tahunanui School, Paul Drummond

The priorities for this team centre on special needs and extreme/challenging behaviour.



Professional/Leadership Team (PLT) Jacqui/PeterS Liz David PhilP PhilH Barry

Jacqui Duncan from Christchurch's Cashmere School leads the Professional/Leadership Team assisted by Peter Simpson our Vice President from Belfast School also in Christchurch
Liz Millar from Ngaio School in Wellington
Our treasurer David Ellery from Somerville Intermediate in Howick
Phil Palfrey . Manurewa East School
Philip Harding . from Paparoa Street School in Christchurch, spending his first year on the national executive and last but by no means least
Barry Hambleton from Konini School in Glen Eden Auckland. Barry also leads the Business PartnersqTeam.

The priorities for this team centre on professional, leadership, standards, assessment and reporting.



President's Advisory Team (PAT) Ernie Peter S Paddy David

President's Advisory Team
You will note that other important work also continues to occupy executive as well the bigger issuesō this one keeping me in check.



Advocacy Team (AT) PeterS Ernie Paddy David Jacqui Julie

And the Advocacy Teamō
We have during and since last year, examined how better we might advocate on behalf of members, and in light of this work, we have added the two team leaders to the President's Advisory Team and called it the Advocacy Team. This group will guide how issues might be progressed.



Business Partners Team (BPT) Barry David Colleen PhilH Paul

Our Business PartnersqTeamō does sterling work providing a substantive and very necessary financial base.



Magazine (Mag) Geoff (Phil H)

The Magazine . the first issue for 2009 has just gone to the printers and contains again, excellent professional material. Thanks Geoff.

And not forgetting these areas also ō



Regional Liaison

Paddy Sally	Southland/Otago
Jacqui Phil H	Canterbury/West Coast
Paul	Nelson/Marlborough
Liz	Wellington
Julie	Horowhenua, Wanganui, Taupo, Taranaki, King Country
Geoff	Manawatu, Hawkes Bay, East Coast
Colleen	Coromandel, Waikato
David Barry	PhilP Auckland
Peter W	Tai Tokerau, Northland

Regional Liaison

. don't forget to keep your issues in front of these folk . invite them to your meetings so information can go in both directions



External Liaison

- EOTC	(Bill Sutton) Ernie
- ESOL	David
- Exp/Int Ed	(Madeleine East) David
- Financial Literacy	Geoff
- Healthy Thinking Trust	Paddy

External Liaison

. Within this group we have Madeleine East, another former exec member from Farmcove Intermediate and Bill Sutton from Thorndon School, representing our interests.



MoE Regional Network Mtgs

Phil H	Southern (Christchurch)
Liz	Central South (Lwr Hutt)
(Linda Woon)	Central North (Rotorua)
Barry	Northern (Auckland)

Regional Network Meetings

. As we have no executive member in the Central North Region, Linda Woon, a former exec member from Otonga Road School in Rotorua attends.



President & National Office

Ernie (Nelda Susan)

And of course not forgetting the work of our National Office

Having shared the framework within which the executive works, be assured there are listed also, numerous key areas for each of the two major teams to cover. They don't lack, for want of work.

Further detail can be found on our website. <http://www.nzpf.ac.nz/welcome/Team.pdf>



My time this morning is somewhat limited but I would like to spend a few moments on each of the four issues bearing in mind that following morning tea, the area of professional leadership will be centre stage.

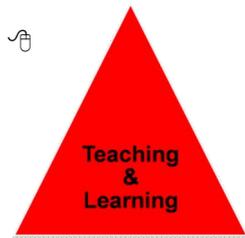
Professional Leadership

Malachi Pancoast last year in Christchurch gave us, if we needed it, the excuse to get out of our offices, away from admin work and into our classrooms. He suggested some radical change in the principal's office in order that the leading learner actually does, lead learning. Malachi comes back in July in order to reinforce how to make the transition happen. I think for too long educational leadership in our schools has been hamstrung as a legacy of Tomorrow's Schools and more recently, by the issues around compliance.

Principal development is refocussing leadership back onto the classroom and moving past the mechanics and maintenance of the systems that allow schools to function - back into the area of teaching and learning. This is long overdue and underlines why we are allowed to get our hands on millions of taxpayer dollars. You will hear later in the morning how the professional leadership strategy provides a framework to support teaching and

learning from middle and senior managers, aspiring principals and first time principal programmes through to opportunities for experienced principals.

Whilst I applaud its direction and purpose, in that it promotes the core function of schools, it can take for granted the rest of the equation.



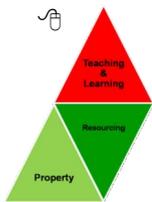
Teaching and learning is the purpose of our endeavours and keeping us sharp in how best to achieve it, is a given.



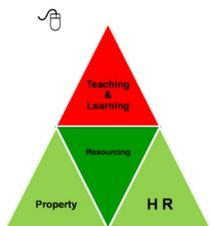
But let's not forget that it sits at the apex of a triangular foundation that is sometimes less than bedrock



. a foundation comprising resourcing,



- property and among other things



human relations.

Here I have very crudely lumped together all that these labels represent, but the complexities inherent in each of them I think, are well understood by those in this room. We are very good usually at finding out what we need to know but often it's just in time, sometimes it's not just in time. We don't know, what we don't know.

Should cracks develop in some of the elements supporting the apex, then the obvious must eventually be evident and teaching and learning compromised.

A principal's skill set then needs to be robust across all areas. We should not assume that experience alone is the best or only teacher and that after a period of time a complete set of skills, knowledge, understandings and wisdom have been acquired or exercised. So a word of caution then about keeping in the mix, some of the stuff we need to know about; property, human relations and resourcing. The landscape changes constantly and principals deal with some pretty technical issues . banking staffing . letters of appointment . industrial issues like the 90 day trial period, rest breaks, surplus staffing . student management systems, property . budgeting - novapay etc etc. Some of this needs to stay in the mix when planning for the professional development of leaders in schools.

Soō what else might jeopardise the apex of our triangle? - having sufficient resource to be able to let the leading learner out of the admin area, leaving to remain vigilant around systems and codes of compliance. Figuring out this balance in your particular setting, is an art form and while you are good at it, having staffing recognised for this core function also, would be welcomed.

Extreme and Challenging Behaviour

The media in this last week has run stories about this as statistics and incidents have come to light about the 1658 times police were called to our schools last year . that's 40 times each week. Regardless of whose data you look at, it all points in the same directionō greater frequency, escalated levels of violence and the lowering in age of aggressors. In contrast thankfully, there are also good news stories but the trend remains clear.

For some time the NZPF, among others in the sector, has been promoting the idea of a collective approach to this New Zealand wide trend. Some of the NZPF work done by Kelvin Squire in 2003 and 2004 is beginning to be echoed by others and today we sit only 10 days away from *Taumata Whanonga*. Simply translated it means %behaviour summit+but on another level it represents the pinnacle of behaviour and it is that meaning that this endeavour is exploring with 150 invited participants. The NZPF has been instrumental in helping to set this up and participants are paying their own way on the understanding that they in turn will have work to do prior and subsequent to the two days at Te Papa. It will be only a starting point and perhaps a different one from the past in that the village might finally be waking up to the distress of its youngsters, those who work with them, and be collectively seeking a way forward.

The NZPF has prepared a paper along with other groups attending the *Taumata*, all contributing to the dialogue necessary to bring about positive change. The ideas from within the education sector, allied social agencies and also from overseas, will provide a springboard for further exploration - *from evidence to action* the subtitle reads. No one pretends to have a magic wand but we do need to be holding hands.

The NZPF will remain keenly interested and supportive of what might come from this initiative. Julie and I will be attending from the executive and three others from further afield. Four Wellington principals will also participate as workshop facilitators and recorders. Principals from other organisations have also been invited so collectively school leaders will be well represented.

Should you be particularly keen in attending, then for a small fee, I might be able to help you.

The site is already well placed on the ministry's home page and over time, more material will be made available.

Special Education

Our current model needs attention. The underlying philosophy of mainstreaming might be right but is the promise greater than the structures and supports that are currently in place? Giving schools the money may not maximise the economy of scale but many argue for the preference. However the balance is struck, however the needs are met, getting a greater proportion of the resource closer to those for which it is intended has to be an improvement.

The National Party's Schools policy specifically regarding boards and board related funding includesō

- education bureaucracy should be cut, with savings pushed into schools' budgets through the operations grant
- reduction in form filling by streamlining and reducing contestable funds, with funding provided directly into schools operations grants

I wonder what this might herald.

Rest assured this issue too remains central to the work of the NZPF.

Standards, Assessment and Reporting

The government has stated its focus must be on the basics . that is on literacy and numeracy as the building blocks of learning in primary, intermediate and secondary school. Professional support for these will continue and the support from within the profession will be relied upon to implement national standards. Using the election mandate, the Minister is already moving to set clear expectations around what students should be able to achieve in literacy and numeracy, and by when. These are to be reported to parents in plain language.

We are assured that the tools are already in schools. Will the numeracy stages and literacy progressions become the default tools or will other tools be indexed somehow to provide the benchmarking? The Minister acknowledges that there is some anxiety around the notion of national testing. She stated recently at the Numeracy Conference that %there will not be one national exam that all students sit on the same day at the same time.+ She adds further that %this policy is about using the available assessment tools - such as the numeracy assessment tools and Progressive Achievement Tests (PATs) - to provide feedback that supports student learning and teacher effectiveness. It's all about ensuring we use them consistently.+

There has been much commentary from all points of the compass and we tread warily around the debate as it unfolds this year. In the second term I believe discussions will begin to progress this policy with the sector. Standards via bands may become, like a Plunket book graph, a way of viewing relative growth. Will the NEGs and NAGs concurrently be revised to reflect government policy? I'd like to move forward together on this one.

I view developments with cautious optimism but with growing unease when this debate starts to include performance pay or the use by the media of aggregated school data. Warwick Elley recently commented that, as in other countries, it won't be long before the media gain access to school results.

The executive will be working hard to keep a hand on this issue as it develops this year. It would be a sad day to have the tremendous work done in preparing for the revised curriculum negated by a policy that puts in place the mechanics for national testing.

This week it is reported from the Cambridge Primary Review that English school children have had their lives impoverished by rigid testing and an over-emphasis of the 3 Rs. And it warned that, Britain's schools are in severely utilitarian and philistine times and as a result primary pupils are missing out on the kind of broad education promised - with more than half of all classroom time spent on the core subjects of maths and English, with virtually all other topics squeezed out.

The Minister is committed to ensuring this country has National Standards:

- that clearly spell out what students should be able to learn and achieve in literacy and numeracy - and by when;
- that provide a clear picture of how students are performing against those National Standards;
- that are able to be analysed and used by teachers and schools to identify which areas need the greatest focus to ensure better progress is made;
- and that National Standards are used to report to parents in plain language about how their child is doing.

Let's keep the debate balanced.

At the same time as the *Taumata Whanonga* is taking place in Wellington, four of our executive will be attending the Queenstown Section of the International Symposium on Assessment for Learning. Lester Flockton, Terry Crooks and a bevy of other internationally recognised leaders in this field will be attending.

We look forward to the work ahead.

The NZPF is dedicated to providing leadership, advocacy and support for its members and it does so through its work in the sector, its dialogue with members and associations, the media and also politically, although the latter could be improved.

The Federation also keeps an eye on what is happening beyond our shores. Recently Ben Levin was invited by the Ministry to share his experience in setting about improving 5000 Canadian schools. I look forward to the publication of his book. I know researchers here are also keen to explore his views.

NZ has always been on the edge, leading with suffrage, health, welfare and education. But being on the edge does not mean isolated from world events or remaining somehow inured from them. When NZ trains and exports teachers to other markets in increasing numbers, we need to be in touch with what brings this about and what a trend like this means. The world demand for educators is huge and NZ produces some of the best. Do we replace our own with the best from other countries, risking perhaps the culture and the curriculum, or, do we embrace it? We need to be aware of global trends, thinking and practice.

The MoE also remains connected with developments around the globe, especially those against whom our national school record is compared. The OECD is a powerful influence simply by way of an external reference point. We need to remain aware of what policy governments are pursuing elsewhere - the capping of vote education, no new money (cuts in Ireland), the move away from national testing in Britain, the interest in standards and benchmarks in the US, concern around addressing problem children (recently described in Britain as vermin), the prediction single sex schools will make a comeback, and on it goes.

The NZPF looks to support its members by encouraging local associations. A national helpline can only do so much. But looking inwards is only part of the answer - the Federation needs also to keep an eye on the horizon but with its feet remaining firmly planted.

NZ, whilst on the edge, the leading edge, needs to remember it is not isolated. It is part of a shrinking global education movement. What will draw quality people to work in our schools, in our corner of the global village? We owe our members a view they can't get from the principal's office. By continued connection with the International Confederation of Principals, Australian Primary and Secondary Principals, the National Association of Head

Teachers in Britain, the Irish, Canadians, international schools, Asia and the Pacific, NZ remains a significant player. Given our relative size and rather unique relationship and proximity to our policy makers, the Federation is a strong model for others.

NZ has also to consider not always what it can get from such relationships but also what it can offer, especially to our closest neighbours. More and more children are moving, like teachers, across international boundaries - children from the global village have already arrived at a school near you.

As leaders we need to be aware, we need to influence our teacher trainers, support current staff, explore recruitment and retention issues and perhaps most importantly, build acceptance amongst staff of a world that is changing, a world which is coming knocking.

Just as in schools, the Federation needs to work to retain and enhance relationships . relationships with other sector groups, other allied sectors, the ministry and the many players within it, the Minister and also politicians beyond the Beehive. Work at the select committee stage is something we could do better. As the NZPF develops further its advocacy plans, how best to improve representation, will remain a key element. Preparing to play a greater role in leading the development of professional leadership, will require a good look at how the current structure might allow other entities to become providers of quality leadership programmes for principals.

All this is only possible of course because we have a strong membership base and tremendous support from our business partners. This allows us to be present in Wellingtonō an expensive but vital commodity. Ensuring our voice is respected and welcome is also vital . no point in talking to yourself. To this end we support strong ethics in our relationships and indeed mirror much of what you are working to achieve in your schools. The culture of the executiveō , its collective expertise, humour and wisdom is a tremendous asset and gives huge value to discussions around the various tables we visit.

I thank the executive for committing their time and energy to the work ahead. I look forward to a year of hard work pursuing the issues dear to our profession and federation.

I wish you well in your work . some of the best you will ever do. I thank you on behalf of your colleagues for the leadership you show, and also very much on behalf of New Zealand's children.

Noho ora mai r
Look after yourself.