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President's Message

Principal Matters 11 – 7 July 2016



Tēnā koe

This week in Wellington we witnessed some 4,000 adults and students from schools and pre-schools celebrating Māori language week. Thousands paraded down central city Lambton Quay to Te Papa, celebrating Māori culture with haka, waiata and action songs. It was a fabulous public display of the pride children feel when performing these rituals. I do hope you have all immersed your schools in Tikanga Māori this week and encouraged your tamariki to communicate in Te Reo and song at every opportunity. Encouraging appreciation and acceptance of Māori culture in your schools is essential if we want our Māori children to succeed as Māori.

Both NZEI and NZPF are aware that many of you have concerns about ERO's 'Raising Achievement Plans' and placing schools on six month reporting cycles if they are not accelerating Māori students who are achieving below national standards. You have told us about the impact that other factors can make such as transience and other out of school factors. Louise Green, President of NZEI [wrote](#) to ERO about these concerns and separately I called ERO to arrange a meeting to discuss them.

The meeting was held this week and both Louise and I raised the many issues that concern us. Today we have received a [response](#) from the CEO Iona Holsted. Both Louise and I assure you that we will continue to pursue these matters. Meanwhile, as Iona states, please make direct contact with her if you have specific concerns.

My last communication with you was about the Communities of Learning (CoL) survey. In the end 964 of you responded out of 2,100 surveyed. That's a great return (about 46%) and plenty big enough to extrapolate from. Percentages reported here are rounded up (or down) to the nearest whole number so the categories do not necessarily all add up to a perfect 100%.

I have already outlined the results from the first question (963):

- 23% of you indicated none of the options by choosing 'other'
- 22% said that you have lodged an expression of interest.
- 21% said you were actively engaged but not there yet
- 17% have joined a CoL and are awaiting approval of roles or achievement challenge(s).
- 12% of you said you had no intention of forming a CoL.
- 6% of you are in CoLs that are fully functioning

Of those answering in the 'other' category (221)

- 27% have not decided
- 24% have no intention of joining a CoL
- 22% need more information 4% did not indicate.
- 10% of you said you already collaborate but not as a CoL
- 8% have joined a CoL
- 5% have no CoL or have been rejected

For those of you who are in a CoL or actively joining or setting up a CoL, we asked what your motivations were for joining the CoL (520)

- 32% were motivated by collaboration and the mutual benefits of supporting other schools and most of you hoped to retain the collaboration arrangements you already have

20% were motivated by the money available to CoLs and did not want to miss out.
20% were motivated to improve learning outcomes for children
19% were pressured by colleagues or the Ministry and were afraid of missing out on PLD and property money
6% wanted to improve teaching quality and create career pathways for staff

For those of you still undecided, we asked why (449)

28% expressed concerns about the flexibility of the model especially the lead principal role and did not believe that the CoL was a collaborative model

22% do not trust the model and believe there is a hidden agenda. They expressed strong views about Ministry coercion to form a CoL

20% were not convinced there would be any benefits to children's learning and predicted extra workloads

16% said the achievement challenges are too narrow and objected to national standards as a measure of performance

10% believed they would struggle to find suitable people for the roles for CoLs and said that having quality teachers out of schools would negatively affect children's learning

4% of mostly rural, sole charge and small schools reported inequity, especially with the distances between schools, inability to get relievers or even to release teachers whether they were best suited to the expert roles or not.

For those of you who are not joining a CoL, we asked you what your motivations were (259)

18% said pathways and incompatibility with other schools were issues

17% said they were disappointed at the lack of consultation at the beginning and the Ministry's influence over proceedings and many believed there is a hidden agenda behind CoLs

17% pointed to the extra workload and time and not seeing any benefits to their schools or students

13% indicated they were already in a collaborative arrangement

13% disagreed with the allocation of CoL money saying it should be allocated to children's learning not staff

12% believe releasing their teachers to work in CoLs would damage the learning of the children in their schools

10% focused on the inflexibility of the CoL model, especially in respect of the principal role.

My thanks again to every single one of the 964 of you who responded to the survey. Based on what you have reported to us you will find a statement below. We respect your rights as self-managing principals to make your own decisions about forming a CoL or not. We will also be advocating for changes to address those elements you have reported are unacceptable to you.

Statement on Communities of Learning (CoLs)

Initially the advice of NZPF to principals in respect of Communities of Learning (CoLs) was to proceed cautiously and only if local needs across a broad scope of educational challenge could be adequately satisfied. This continues to be our advice. While it was agreed that the CoLs should have 3 – 5 measurable achievement challenges the Joint Initiative negotiated by NZEI sought progress and success for children across the curriculum and did not want achievement challenges restricted to narrow quantitative measures of literacy and numeracy.

NZPF fully supports collaboration models where all members of a group make equally valued contributions and equally own challenges that are relevant and real to their context and curricula. NZPF is concerned that the richness of the curriculum within CoLs is not being adequately supported by the Ministry of Education. Of significant concern is the sameness of approved achievement challenges. National standards data are being used as a proxy for success and therefore achievement in reading, writing and mathematics is the main focus. NZPF questions the appropriateness of discounting the many other important and relevant learning challenges in the lives of students and within and across school communities. In addition it appears that little real innovation is supported in funding and leadership structures.

NZEI has signaled that it intends to review the implementation of the Joint Initiative at the conclusion of 2016. In the meantime the evidence points to a poor response on the part of the Ministry of Education to move substantially beyond the original Communities of Schools (CoSs) model. There are four elements which are unresolved for a high proportion of principals. These include the inflexibility of the model of leadership and the way the paid roles can create inequities; the reservations principals hold in respect of any educational benefits to their learners when success of achievement challenges is measured by national standards results; the very high numbers who are already in successful collaboration arrangements and do not see the CoL model as a better or even workable alternative; and the pressure and threats of losing PLD funding being applied to scare principals into forming CoLs against their will.

In such an environment, it is not surprising to learn that school clusters are emerging around the country that flatly reject the narrow focus of currently approved CoLs in favour of meaningful achievement challenges across a rich array of curriculum goals and with much greater flexibility. NZPF encourages principals to insist that the Ministry acts as the steward of local educational needs and aspirations, whatever they might be. There is no rush to cluster. We will know the

Ministry is genuine about accepting our anticipated changes to the CoS model when we see demonstrable evidence of innovation and diversity in cluster achievement challenges. Until then be patient. Insist that the Ministry is responsive to the diverse achievement challenges that confront us in our schools.

In addition, it concerns NZPF that the Ministry consistently includes expressions of interest in reporting CoL uptake. The actual number of approved and operating CoLs is tiny, as evidenced by a recent NZPF survey of principals. Many communities proposing a CoL have rightly recorded brave and diverse achievement challenges that will not find favour with the Ministry's narrow approval criteria.

NZPF advises principals to act in the best interests of students and if the CoL model as required by the Ministry does not meet local needs then inform your action with a plan that does.

NZPF respects that every principal is self-managing and thus together with their Board of Trustees will make autonomous decisions that are in the best interests of their schools. We encourage principals not to rush. Continue to reflect carefully before committing to this initiative.

Noho ora mai ra



Iain Taylor

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UPCOMING DATES

August 4 – 5	Te Akatea (NZ Māori Principals' Association) Conference
August 5	Nominations for NZPF President and Vice President close
August 14 - 15	NZPF National executive meeting, Wellington

RURAL MATTERS

The second issue of *Rural Matters* for 2016 is now available on the NZPF website. Click [here](#) to access it. There are some useful tips on how to get critical information more efficiently and also some very helpful property information. As the term comes to an end take the couple of minutes to watch the video clip which you will find not only inspiring but uplifting!

CALL FOR NOMINATIONS FOR NZPF PRESIDENT AND VICE PRESIDENT – ENDS 5 AUGUST 2016



If you wish to nominate an NZPF financial member for the executive positions of either President or Vice President for the period of 1 January 2017 to 31 December 2017, please download a nomination form [here](#). Completed nominations need to reach NZPF National Office no later than 5 August 2016.

You can either email patrick.purcell@nzpf.ac.nz with the completed form attached **OR** post your nomination to:
The Returning Officer
NZPF National Office
PO Box 25380
WELLINGTON 6146

Reminder: The term for executive members changed from a one year term to a two year term, meaning the election for executive members is not until 2017 for the 2018-2019 period.

NZPF SERVICE AWARDS – RETIRING PRINCIPALS



To mark the retirement of school principals, NZPF has developed a Service Award. If your local principals' association is aware of any retiring principals in your region then have your president email patrick.purcell@nzpf.ac.nz with the principal's name. We will prepare a Service Award which will be emailed to your president for framing and presenting at your local principals' association function.

BANKING STAFFING UPDATE – JUNE 2016

July Predictions for 2017 on the 2016 July Roll Return

See the first 4 pages of Chapter 2 in the Funding Staffing and Allowances handbook if you would like to cross reference my suggestions against the way MOE does their initial prediction for your school. Be aware that MOE staffs you provisionally on the **LESSER** of their prediction and your prediction at each year level, and of course they use the funding year levels you send them from table M3 (March return) and J3 (July return)! Never use your "in-house" (academic) year levels to make these predictions for 2017!

"Entry" Year levels:

Please give table J3 to all schools receiving your pupils. They need to know the "available pupils" to manage their entry year

level predictions so that they can use the same data that MOE uses.

Primary and Area schools should use the Y1 M3 roll to predict the minimum Y1 prediction for 1 March 2017 and use the **same** number again to predict expected enrolments from March to 10 October.

Other School types should seek table J3 from all their contributing Schools to establish the “available pupils” from each.

For year level minimum predictions other than the entry year I suggest:

Primary and area schools should roll over the Y1 to Y7 numbers on J3 to establish minimum Y2 to Y8 predictions.

Intermediate Area and High Schools should calculate “Progression Rates” using last year’s M3 table and this year’s M3 table. Example (Intermediate School): (Y8 roll from this year’s M3) divided by (Y7 roll from last year’s M3) multiplied by (this year’s Y7 roll from M3) gives next year’s progression rate prediction for Year 8.

Contributing Schools should put a year 7 prediction! (I suggest 25% of your average cohort to cater for April, May, June new entrants who spend another year as “In House” year ones, even though they are classified as Y2 by MOE for funding purposes.)

NB. If your own prediction system delivers greater numbers at any year level than those generated by the above, then use those rather than my “minimum” suggestions.

Gavin Price – NZPF Life Member

027 607 6220 gavin.price@xtra.co.nz www.bankingstaffing.co.nz

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PUBLIC ACHIEVEMENT INFORMATION DATA



You will have seen in this week’s MOE Bulletin the comment about Public Achievement Information Data being released on 25th July. We suggest the best way to respond to this is to make no comment – this data is merely based on National Standards, data that we believe is not accurate, is flawed and not worthy of comment.

VULNERABLE CHILDREN ACT 2014

A guide will be available online from mid-July to help you navigate the VCA. A copy will also be sent to all schools and kura from the end of July. The guide brings together information and resources already published on the Ministry’s website, and complements the advice and guidelines produced by the Children’s Action Plan. In the meantime, information and resources about safety checking and child protection policies can be found [here](#). If you have any questions email

ssci.programme@education.govt.nz

NOMINATIONS FOR EDUCATION COUNCIL

The Ministry of Education is seeking candidates who are interested in becoming members of the Education Council. There are up to six positions, three starting in December 2016 and three starting in July 2017. Appointments are for terms of up to three years. Nominations are now open and close 21 July.

Candidates will have knowledge of education, experience of governance leadership experience and skills, financial skills and an understanding of the partnership principles of the Treaty of Waitangi. They are particularly interested in candidates who:

- Are currently practicing as teachers
- Have experience in improving educational outcomes for Māori and/or can speak Te Reo
- Have experience in early childhood education
- Have strong financial acumen
- Are based in the South Island.

The Education Council meets in Wellington approximately 10 times a year. The expected time commitment for members is 30 days per year for meeting attendance and other Education Council business.

You can nominate yourself, or another person with their agreement. [Find out more and submit your nominations online.](#)

PROFESSIONAL LEARNING AND DEVELOPMENT HUB

A [web-based hub on PLD](#) has been launched to provide information about PLD changes. Changes include what PLD will focus on, who delivers it, and how schools, Kura and communities of learning can access it.

EDUCATION FUNDING SYSTEMS REVIEW

[Click here](#) for ongoing updates regarding the Ministry’s review of education funding for early childhood services and schooling.

NZCER NATIONAL SURVEY

NZCER will be conducting their national survey of primary and intermediate schools in August this year. Surveys will be sent to a randomly selected representative group of 350 schools. The survey is supported by NZPF the NZEI and STA and the data collected about issues and trends in schools is used to inform policy and practice. If your school does receive survey papers, we hope you will agree to take part.

FONTERRA GRASS ROOTS FUND

More than 60 schools and preschools around the country have been able to progress important projects this year with help from the Fonterra Grass Roots Fund. Applications for the next round of grants close on 31 August and Fonterra's Global Sponsorship Manager Kane Silcock is hoping to be able to support even more schools before the end of the year.

A range of initiatives have been funded in schools this year, including school planting and garden programmes, purchasing emergency defibrillators, prizes for agricultural days and sporting equipment.

Grants range from \$500 to \$5000 and projects must fit into one of three categories to be considered for funding: **Bringing Communities Together**, **Caring For Our Environment** and **Making Our Communities Safer**.

To find out more or to apply for a grant, head to www.facebook.com/FonterraGrassRoots or email fonterragrassroots@fonterra.com

VLN PRIMARY – REGISTRATIONS OPEN FOR SEMESTER 2 PROGRAMMES

Do you want your students to be #connectedlearners, lead their own learning and build key competencies? Do you want to share in the expertise of a growing collaborative network of schools? Are you looking to extend the walls of your classroom and work with other like minded schools?

The VLN Primary is now taking registrations for Semester 2 programmes, beginning in Term 3. No additional costs for new schools participating in our Asian Languages classes. [Click here](#) for more information and how to register. We also work with schools and clusters who want to develop their own virtual programmes. Questions? Contact Rachel at

Rachel.whalley@vln.school.nz

TERMS AND HOLIDAYS FOR 2018-2020 (STATE & STATE INTEGRATED SCHOOLS)

The terms and holidays for state and state integrated schools for 2018-2020 have now been confirmed and are available to view [here](#).

RESENE SCHOOL SERVICES



Resene School Services are designed to help you manage your school painting and decorating projects, and save you time and money, while minimizing disruption to your school. Resene has assisted thousands of schools with their decorating projects. Best of all, Resene School Services are free, so you can use them as much as you need, without worrying about the cost.

www.resene.co.nz/schoolservices

or email schoolservices@resene.co.nz

BUSINESS PARTNERS

NZPF assures its business partners that, as members, you will contact them to have a conversation if you are purchasing products, services or solutions for your schools that a business partner supplies. PLEASE support our business partners as their assistance to NZPF means better membership services to you.

Gold



Silver



Bronze



Interested in becoming an NZPF Business Partner?

We welcome enquiries from businesses that are interested in engaging with schools. If you would like to know how a partnership with NZPF can add value to your business, while supporting New Zealand education, please email [Gavin Beere](mailto:Gavin.Beere@nzpf.ac.nz) (NZPF's Business Partner Convenor), for an information package and further details about NZPF.

For a map showing the location of the National Office in Wellington [click here](#)

To update membership details [click here](#)

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