

## Federation Flyer 2015



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## President's Message

Federation Flyer 13 – 14 May 2015



Tēnā koe

This week I will bring you up to speed on several issues including the National Library's transformation project, the vulnerable children forum, health and safety, the statutory intervention review and in-class support. I will also outline a plan on how I will use your feedback on 'log-jams'.

### National Library Services to Schools Transformation Project

As you will be aware, the timeframe for the National Library's changes has been extended until the end of the year and the strategy behind the changes will be sent to you soon. You will also be invited by the Library staff to participate in a 'shaping' exercise. They will be looking for about 15 schools of different sizes and contexts to be part of this project.

NZPF continues to have concerns about the Library's new direction and we are not convinced that the Government's Better Public Service Target of achieving more with less is an appropriate approach for education. It is more likely to result in a transfer of work to already overstretched schools.

### Vulnerable Children's Act

The latest Pitopito Korero outlines the requirements for this new legislation which will become law on July 1. They include:

- All **new** core education workers must be safety checked from 1 July 2015
- All **new** non-core education workers must be safety checked from 1 July 2016
- All schools **must** carry out the following safety checks when employing staff
  - 1 Verify identity
  - 2 Police vet
  - 3 Interview applicants
  - 4 Check refereesMost schools already do this
- You will receive clarification on how to identify 'core' workers and how to develop policies consistent with the requirements.
- There will be a transition period to allow schools to prepare for complying with this Act
- [Jill Bond](#) is available to discuss the Act with you or with your local association. She is visiting several associations over the next few weeks about Health and Safety and will cover the main points of the Vulnerable Children's Act and its implications for schools.

### Health and Safety

There will be significant changes in this area all of which will be outlined in Pitopito Korero and the Ministry's website. Some of the key points for you to understand include:

- The principal is **NOT** the Person Conducting the Business or Undertaking (PCBU) with respect to health & safety. It is the Board of Trustees. If you have heard otherwise that information is incorrect.
- Information will soon be available showing who is responsible for what activities
- You might like to do a 'health and safety check' using the '[workplace in school toolbox checklist](#)'.
- [Education Outside the Classroom Guidelines](#) (EOTC) are still relevant and include good processes
- The Ministry is currently seeking legal advice on how to advise us on cases of highly disruptive children where the rights of the child to be educated and the rights of staff and other children are in conflict
- Once again [Jill Bond](#) is available to discuss with individuals and or associations

### Statutory Intervention Review Update

- One of the many recommendations from this review was to develop suitable processes and procedures for the appointment of Commissioners and Limited Statutory Managers (LSMs). That work is currently underway.
- A second recommendation was to identify schools needing help so that support can be deployed at the earliest possible stage. Work is now underway on how to identify and get early support to vulnerable schools.

### In class Support for Special Needs Children

While educational professionals embrace the notion of inclusiveness, in order to fulfill their obligations to children who

present with special needs, professionals have asked that a formula be devised to provide in-class support. The matter has been discussed and here are some major points made:

Two funding models were discussed:

- 1 A formula based model which involves all schools accessing a proportion of the total funds available. Individual schools would decide on the identification and resourcing of students with special education needs within their own schools.
  - 2 A community (RTL B cluster) model which involves an application/moderation process. A team of representatives including the RTL B manager, school and special education representatives would identify the students to receive support. The resource would be apportioned to primary and secondary sectors based on the total student numbers within the cluster of schools.
- There is a need to strengthen the way teachers and teachers' aides work together to help build professional knowledge and a shared understanding of inclusive practice.
  - There is unanimous agreement that the role of SENCO or a school-based alternative was pivotal in supporting the needs of students with additional educational needs.
  - The operational policy for In-Class Support from Term 3, 2015 will be available following the 21 May budget.

### **Log Jams**

Once again thank you for your feedback.

### **Property**

More than 50% of you highlighted frustrations and time wasted on property issues. Your comments mirror what the regional heads have found. A document on property issues will be drafted and discussed with Ministry staff.

### **Special Needs Issues**

- Timeliness or lack of support, professionalism of providers, inefficiencies of some services
- The number of children who need access to the service and the time taken to fill in forms, attend meetings, collect data and deal with the volume of emails
- Many have a SENCO who is also the classroom teacher and the duality can cause conflict
- Although we are inclusive, the expectations of parents can be unrealistic when the required level of resource does not follow the need.
- I will be meeting with David Wales to discuss these issues
- Philip Harding will represent NZPF on the ICB which will feed into the review. I urge you all to voice your concerns regionally.

### **Charters, Strategic Planning and National Standards**

Although many acknowledged good strategic planning was an effective tool in your schools it was clear that there was much variation in how you achieved this. Concerns include:

- Time it takes to complete Charter and analysis of variance
- The deadline for charters is inconvenient
- Duplication of information
- Wasting time checking currency of data each year
- Some colleagues have effective systems which would make excellent models to share
- I will discuss your concerns and options for improving processes with the Ministry

### **The Ministry**

For some of you, the Ministry itself created problems for you including:

- constant initiatives
- vague and conflicting advice
- mindless form filling, duplication of information held somewhere else
- Lack of communication between Ministry departments causing time wasting
- Lack of information on what is required and what isn't
- I am meeting with Katrina Casey to discuss these matters, including how to speed up the culture change within the Ministry

### **School Audits**

These are creating problems for quite a number of you which reflects what I am hearing across the country. In particular, principals are frustrated at the pedantic questions from accountants and amount of duplication. I will be meeting with Ministry staff to discuss why this is happening.

### **Time**

This was listed as a major issue and includes:

- Time to read
- Time to do surveys
- Time to consult
- Time to communicate with the community
- Time to record things for ERO
- Time for meetings
- Time to deal with extremely complex staffing issues
- Technology demands on time

- Time away from the key role of improving learning and teaching

### Lesser issues Raised

- Novopay about 20% of you still question whether you can trust the system and the costs to the school in principal time and bursar time continue to be major concerns.
- Small schools have particular issues under all the categories mentioned. Mostly it is the multiple roles of the principal that causes undue stress.
- Clusters are seen as positive in many ways but the number of meetings it takes to set up a cluster on top of all the other meetings creates stress.
- Parental and societal expectations of schools and the impact this has on teachers and principals.

I thank you again for your feedback which has given us a helpful insight into the issues that frustrate you and waste your precious time. This helps me to identify where we need to probe more deeply to better understand how things could be changed for the better.

I will update you on other initiatives and work group progress over the next couple of weeks.

This week the Māori Achievement Collaboratives (MACs) have their second hui at the Owae Marae in Waitara. We wish them well as this will be a challenging and inspiring few days.

Please note the section below from the Ministry on Managing Employee Leave..

Noho ora mai ra



Denise Torrey  
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### UPCOMING DATES

15-16 May	Executive Meeting, Rotorua
30 June – 3 July	NZPF Conference, Wellington
2 July	Annual General Meeting, Wellington

### CONFERENCE 2015



NZ PRINCIPALS' FEDERATION  
CONFERENCE 2015

Time is running out! Click [here](#) to register for the Wellington hosted NZPF conference if you want to be up with the very latest education thinking from some of the world's most respected educationalists. The conference programme committee has taken a selection of the most currently relevant topics to principals in New Zealand and sought out the best researchers both worldwide and locally to bring you fresh thinking on issues like collaboration and professional learning communities, the effects of poverty and social inequity on learning, the importance of a broad curriculum, educational reform, cultural strategies and practices and self-managing schools to name a few. The programme is expertly woven into the theme of seeing the issues through multiple lenses to give you the broadest possible perspective from which you can develop your own thinking.

Don't miss out on this superb opportunity and the chance to engage with your colleagues from across the country.

### TE AKATEA - NZ MĀORI PRINCIPALS ASSOCIATION ELECTIONS



Te Akatea represents Māori Principals, AP's/DP's, HOD's and Senior Teachers in the NZ education system. The purpose of Te Akatea is to give a collective voice on Māori education from Māori educators. Te Akatea works closely with NZPF and other education groups to support the education of all Māori students. Our members are from Kura Kaupapa Māori, Kura-a-Iwi, Rumaki Reo and English speaking Primary and Secondary schools.

Elections for the nine positions on the Te Akatea Executive are to be held between 23 August and 1 September 2015.

Eligibility requirements and the online registration form are on our website [www.teakatea.co.nz](http://www.teakatea.co.nz).

For further information contact Myles Ferris - (09) 437 0623 or email [principal@otangarei.school.nz](mailto:principal@otangarei.school.nz)

### MANAGING EMPLOYEE LEAVE – a message from the Ministry



We know that managing employee leave has been an issue for schools since before Novopay go-live and we thank you for your ongoing patience. We're now in the position to address some leave related issues as part of our ongoing programme of improvements and we ask for your support as we do this.

Over the next few months we are implementing some leave management changes to sick and annual leave. This includes system improvements, new reporting and guidelines and training in leave management.

The first step is to improve the leave entitlements functionality in the Novopay system and correct related data issues. As we implement these changes during May and June, employees may notice their sick leave balance fluctuate on their payslip. Authorised users will also notice employee leave balances changing in Novopay Online. These changes are planned and there is no action to take at this time.

The data corrections and system improvements will correct most leave balances. During June and July outstanding leave tickets that were awaiting the system changes, will be actioned. Authorised users and employees may again see changes to balances as these outstanding leave bookings are processed.

As a final step, we want to engage with you to confirm that your employee's leave balances are now correct and provide you with the opportunity to make any final adjustments. This is planned to commence in August. We will provide more information on this, the new reporting and the planned leave management training, in the coming weeks.

In the meantime, I ask you to let staff know that while they may see sick leave balances change on their payslips, these changes are to be expected and no action is required from employees during this time. We will update you further within the next month.

Thank you again for your patience and support as we complete this work.

Regards  
Cathy Magiannis  
Ministry of Education

## BUSINESS PARTNERSHIPS

One of the undertakings the NZPF gives its business partners is that **at the very least, they are given the opportunity by members to quote for a product, service or solution. PLEASE support our business partners as their assistance is very important to NZPF and to you as members.**

### 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.

### National Office

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

To update membership details [click here](#)