

THE NEW ZEALAND PRINCIPALS' FEDERATION (NZPF) 2017 GENERAL ELECTION MANIFESTO

Introduction

The New Zealand Principals' Federation (**NZPF**), established in 1982, is the largest principals' organisation in the country, with 2,178 members. The organisation's focus is school leadership and it is the only organisation working solely on behalf of all New Zealand school principals.

Principles:

1. A successful public education system will lead to a more equitable and prosperous country
2. Positive, collaborative and constructive working relationships between the education sector and government are critical to the implementation of education policy
3. State and state integrated schools receive fair, equitable and adequate resourcing to enable them to achieve agreed educational aims and outcomes
4. Students leave school with the appropriate lifelong competencies and skills to succeed in the 21st century world
5. The governance and management of New Zealand schools are vested in local communities and Boards of Trustees
6. New Zealanders can expect teachers to provide a high quality, relevant, inclusive education system

Core beliefs and values

NZPF adheres to the values of Rangatiratanga; Manaakitanga; Kotahitanga and whanaungatanga and operates from a set of core beliefs shared by its members. These include:

1. That the educational interests of the nation's students are central to any position held by NZPF.
2. That through empowering and supporting principals in their leadership roles, the quality of education for New Zealand's young people will be enhanced.
3. That equity of access to quality professional life-long learning for all principals is essential for maintaining a quality education system

NZPF wants every young person in New Zealand to have the best education, to succeed at school and to succeed in life

NZPF believes that education is the lynchpin to achieving the nation's ambitions socially, environmentally and economically. Because of its importance NZPF believes education policy should be developed by a cross-party accord in collaboration with the profession.

Schools in Aotearoa New Zealand celebrate the diversity of young people, of communities and of the different contexts within which they operate. They strive to be inclusive and equitable and to produce well rounded citizens who will contribute to fostering a democratic, tolerant, caring, fair and prosperous society. They are ambitious for every young person to reach their learning potential.

That means educating young people to be creative problem solvers, critical, reflective thinkers, and cooperative team players. It means young people learn to manage their own learning and their own lives with resilience and persistence and they learn to participate and contribute to their society.

What do schools need for young people to succeed?

A system of education that provides structures, processes and procedures to facilitate world class teaching and learning

A profession of high quality, publicly trusted, well trained teachers who provide safe, stimulating, relevant learning experiences

High quality experienced school leadership

Access to specialised experts and professionals to support the learning and behavioural needs of all young people who require these services

Sufficient teachers and teacher aides to meet the needs of all students in the school

Fair, reasonable and equitable funding of schools

Access to affordable modern technology

Well maintained schools that are local, modern and central to the communities they serve

A competent well trained Board of Trustees to provide school governance functions

Under what conditions do young people achieve learning success?

A broad, rich curriculum that provides multiple pathways and approaches to learning, a set of key competencies and plentiful learning experiences both inside and outside the class room

A school environment that is culturally attuned and allows Māori students to succeed as Māori

Social conditions that allow every young person to turn up at school every day

Relevant, timely and adequately funded Professional Learning Development for teachers and principals such as the Māori Achievement Collaborations (MACs) and Principal Leadership Advisory Service

Learning and Assessment tools that are developed in collaboration with the profession and show learning progress and next learning steps across a broad curriculum

A National Education Monitoring Programme to show progress at a national level

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THE MOST RESPECTED AND INFLUENTIAL ADVOCATE FOR NEW ZEALAND'S SCHOOL PRINCIPALS

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High levels of interaction between teachers, and high levels of engagement with parent community

Class sizes that maximise the learning potential of all students

Opportunities for collaboration and networking both within and between schools

Self-managing schools which allow for timely and innovative response to individual students' needs

Quality training opportunities for Boards of Trustees

A competent well-funded property unit in the Ministry that responds in a timely fashion to property requests

Ready access to social and justice system support, welfare, health, dental health and other educational supports for young people from disadvantaged backgrounds

What are the obstacles to schools achieving equitable learning outcomes for young people?

Relentless changes to the Education Act, education policies and procedures over the past nine years

Government's dependence on education models from the UK and the USA which do not fit New Zealand's diverse cultural make up or New Zealand parents' desire for local control over their local schools

Government's support for the Global Education Reform Movement and its privatisation agenda

Government dedicating funds to policies with low uptake such as IES

Government expenditure on unpopular initiatives such as Charter Schools which neither parents nor the education sector have invited

Continual distractions as changes are introduced that are not necessarily supported or understood by the profession and which are draining resources from areas of need

Lack of collaboration with the profession in developing educational policies

Lack of attention to democratic principles for example as applied to the governance board of the Education Council where Teachers cannot elect their own representatives

School operations funding not keeping pace with real costs

Inadequate funding and insufficient access to specialists and teacher aides for young people with special learning needs, health, behavioural and social needs

Insufficient funding for school property expansions and maintenance

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