



PRINCIPAL MATTERS

NGĀ TUMUAKI O AOTEAROA

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

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President's Message



*Ka tangi te wharauora, ko ngā karere a Mahuru.
When the shining cuckoo calls he is the messenger of spring.*

I do hope you enjoyed the long weekend, while suitably marking the death of our Head of State, Queen Elizabeth the second. Breaks are always welcome, even when they are close to the end of term. That said, you have probably been extra busy this week.

It's the end of the winter term - another reason to celebrate, once those last tasks are all completed!

Principals wear many, many hats - from the counsellor, the data analyst, the listener, the mediator, the report writer, the strategic planner, the cheerleader, the project manager, the communicator Each hat represents different skills that you bring to the job, to create 'Ngā Whakapiringatanga' – 'Optimum conditions for learning'.

I hope, these holidays, you get to wear a sunhat, or no hat, as you take time out to rest and recharge!

Assessment, achievement, and alternatives:

Concerns over assessment and achievement from early primary to NCEA levels have been well aired in the media and

amongst school leaders. These all take place in a context of covid.

Without doubt, covid has had a negative influence this year – perhaps more so than the previous two years. This year you have reported more fatigue and stress as attendance numbers have waxed and waned and as you have struggled with the logistics of staff absences.

At the NCEA level you have the added concerns of students who have experienced their entire NCEA schooling in a covid context, and will next year be leaving school. The disruptions to the learning of these students means they are not ideally prepared to face the next stage of their young adult lives.

In the face of adversity, there are always things we as leaders can learn. One thing that covid has done is make us re-evaluate the merits of the current way in which we assess students. It has also prompted us to think about whether we are assessing the right topic areas that best prepare our young people for their futures.

Questions we might ponder include priorities and whether a focus on student wellbeing, resilience, self-efficacy, confidence, team work and communication, might come into sharper focus alongside goals for literacy, numeracy and other more formal subject areas.

It is pleasing that at the primary school level, we are now considering measures of progress over more traditional assessment methods. This better reflects learning in a post-covid era, where students are arriving at school with vastly different levels of learning. For some students the effects of home-learning and hybrid learning have been minimal and for others, the effects are profound. A focus on progress allows all students to continue their learning from where they are at now, rather than be concerned about where they should be according to set curriculum levels.

It is also a good time to reflect on the concepts of success and failure. What do we mean by success in learning and is there a place for failure when learning is progressing at the pace and from the place learners are at? How we report to parents about the progress of their children's learning will be key to

how they approach future learning. It is helpful to consider learning as a life-long process rather than a process confined to the schooling years. In this way we can instil in children the love of learning which will continue throughout their lives.

In my experience, what parents want to know is

- What their children can do,
- Where they are 'at',
- Where they are going next and
- What everyone can do to help them reach their next milestones

Reporting that is clear, factual and positively 'forward-focused' matters. Reporting that considers the 'whole child', their hauora and well-being, matters just as much.



Similarly, as you prepare your annual report to the Board, be clear, factual and positively 'forward-focused'.

In 2022, we have heard businesspeople talk about the impact COVID has had. They talk about the goal of getting back to pre-COVID production levels or profit levels and their plan to do this. We don't hear them talk about being failures because they are not there yet. They are where they are, and they have a plan.

As a sector, we know we have gone 'above and beyond' to support students, staff and whānau. There is work to be done, to reengage students, to refocus on learning, progress and achievement levels and to address learning gaps. Having a clear plan, with a positive 'forward-focus' will be the work-on.

In the meantime, have a well-earned 'recovery break', to rest, reflect and refill the bucket. Have a great holiday.

Wondering of the Week:

How much time do you think you will need to spend on schoolwork in the next two weeks?

More than 20 hours

Between 10 and 20 hours

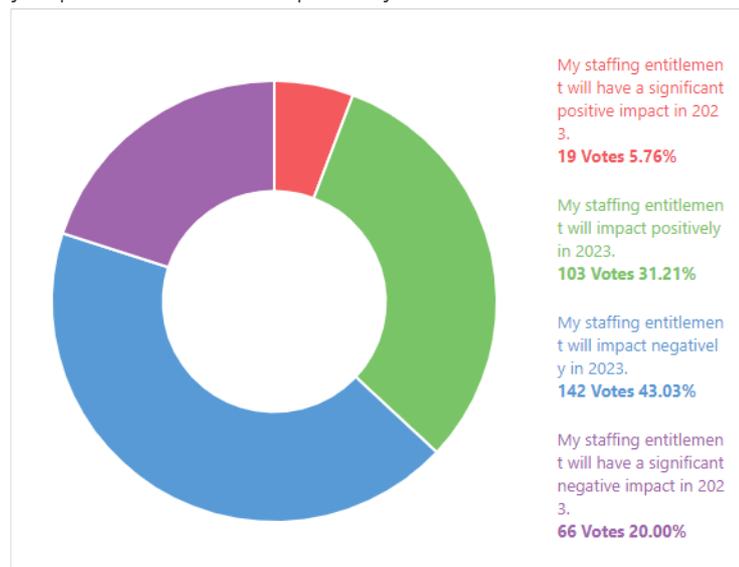
Between 5 and 10 hours

Five hours or less

[Vote](#)

Results of last Week's poll:

Having received your 2023 Staffing Entitlement notice, what do you predict will be the impact in your school in 2023?



Ngā manaakitanga

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NZPF Notices



NZPF Awards

The following awards are available to NZPF members:

- [Don Le Prou Award](#) - a grant to assist NZPF members from U1-U3 schools to undertake professional development
- [Tauri Morgan Memorial Award](#) - a grant to assist NZPF members from U4+ schools to attend an NZPF Conference
- [PLD Grants for Principals' Associations](#) - a grant to support regional groups with the provision of quality professional development opportunities and support for members

Applications for the above awards close **1 March 2023**.

The [Rural Teaching Principals' Grant](#) is also available to assist local Rural Principals' Associations to run their own seminars and conferences. Applications close **1 November** of the year prior to the event.



NZ Principal Magazine also Online

You and/or your team members can easily access the NZ Principal Magazines online, as an e-magazine or as a PDF. Additionally you can search for a previous issue, an article by title or by the author of the article. All magazines back to Term 1 2012 are available in this format. To view or search click [here](#).

Useful Information



Teaching Council consultation on temporary changes to the requirements for issuing Tūranga Whakaako Whai-herenga | Limited Authority to Teach (LAT)

The Teaching Council has received a number of queries from tumuaki | principals asking them to consider changes to how they issue LATs as a way of supporting schools and kura who are struggling to find relieving teachers. They are therefore proposing some temporary policy changes for issuing LATs as one solution for the current teacher shortage.

The Council would appreciate your feedback on these proposals, which you can do by completing a short survey (link below). The survey will be open until Monday 3 October. If you do need a time extension contact Jo Scott jo.scott@teachingcouncil.nz before the survey closes.

<https://teachingcouncil.typeform.com/to/XTgQuNMc>

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 partners as their assistance to NZPF means better membership services to you.

Gold Partners



Silver Partners



Bronze Partners

