



PRINCIPAL MATTERS

NGĀ TUMUAKI O AOTEAROA

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

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President's Message



Kia ora e te whānau

I have endured ERO reviews; I've never been inspired by one. That is not to say that I haven't worked with some great reviewers, who seemed genuinely excited by their work. They've just never left me wanting to 'sing from the rooftops'. The accountability function of audit and public disclosure never translated to genuine school improvement to me.

Many years ago, when asked about the value of public data, the Minister of Education, Anne Tolley, replied that, 'the best disinfectant is fresh air'.

All these years later, I can't stop myself gasping at this statement and what it implies about the accountability mindset.

Make no mistake, accountability, in the guise of national standards, may have been removed but the shadow remains. If we are to see genuine change then we need ERO to be at the forefront of challenging simplistic and outdated ideas that underpin judgements about achievement in schools.

Last week I met with Nick Pole, the Chief Executive at ERO. We spoke for some time about change at ERO and what schools could expect. I was grateful for his candour.

He spoke about a culture change, where ERO becomes a partner in the school evaluation process, rather than sitting in

judgement of schools. This recalibration will see reviewers more open and interested in listening and helping find solutions to improve practise. They may act as a broker to provide access for schools to connect to the expertise of other schools and will more coherently focus on cycles of continuous improvement.

I like the partnership model. To work, it will take a fundamental shift in values - away from those that underpinned the past review model.

If ERO is to deliver on the exciting change described by Nick then they must:

- Cease using quantitative data as a surrogate for school quality. Such data are only part of the picture.
- Broaden the conception of student success to embrace the 'whole child'. Surely we are now sufficiently evolved that we understand human capital is multifaceted and multicultural.
- Scrap inappropriate ideas like the definition of acceleration, that '*learning is accelerated when a student makes more than one year's progress over a year*'. This definition has unfairly stigmatised many outstanding schools that face the daily reality of poverty and deprivation. There are many students who make accelerated progress (faster than their own rate of historical progress) for whom this blunt definition doesn't apply. One wonders why acceleration is a focus anyway? Does ERO really believe that schools are happy to see students progress at a slow walk if indeed a canter or even a gallop is possible?
- Let's be clear: the benchmark of 85% achieving in reading, writing and mathematics has gone! This target was part of the National Government's 'Better Public Service' targets. Some school achievement rates are well shy of 85% - not because these schools are failing - but because outside school influences are 'real'. Isn't it time we acknowledged that? Let's stop paying homage to the 85% target and start setting goals that are realistic for our teachers and students.

- Finally, wouldn't it be nice to read an ERO report that has a personality - that reported with vigour on human attributes such as energy, effort, humour, excitement, engagement, nurture and progress using language that makes the heart soar.

I want to work with an innovative, modern, informed, and interested ERO team in my school. I want the time and space to share with them the deep passion I have for my work and the students in my care. I want them to feel the joy of my school and affirm the efforts of my team. I also want to partner with them to agree on areas for improvement.

I'd like to congratulate Nick Pole. I reckon he is on the right track. I'd also like to encourage him to lead a Review Office that shows the world what review looks like in a schooling system that holds diversity at its very core.

Yes, ring the final bell - no more enduring reviews!

NZPF Executive

Malcolm Milner has resigned from his position as an Executive member. I am grateful for his contribution on the Executive over the past 2 years. Thank you Malcolm. He is replaced by the next highest polling candidate in last year's election this being Phil Palfrey, Principal of Kaitao Intermediate in Rotorua. Welcome Phil!

Australian Bushfires

It has been horrifying to learn more about the impact of the bushfires in Australia from Malcolm Elliott, the President of the Australian Primary Principals' Association. The devastation to human life, the natural environment and property is indescribable.

It was wonderful to see the Auckland Primary Principals' Association recently respond with a fundraising venture. What a wonderful idea! There are close bonds that connect Kiwis and Aussies together. Taking a lead from our Auckland colleagues, NZPF encourages all schools to schedule a fundraising event to help support the rebuild. The Australian Primary Principals' Association is working with a philanthropic partner called 'School Aid' who have established a distribution network to get fundraising directly to the schools and communities that need support. It would be great for every school in New Zealand to do something, large or small, to support the bushfire rebuild. Let's set the end of March as our deadline to schedule an event (Green n Gold day with a gold coin!) and bank the funds in our NZPF bank account (details below). During the first week in April we will donate our collective efforts to our Australian Primary Principals' Association.

Please include the code 'Bushfires' when you make electronic payment to the following NZPF account: 12-3140-0342890-00 (Bushfires)

Thank you

Ngā manaakitanga

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NZPF Notices



NZPF/APPA Trans-Tasman Conference

This conference brings together the Australian Primary Principals' Association (APPA) and the New Zealand Principals' Federation (NZPF) in Melbourne, 15 -18 September 2020.

The conference theme 'Leading Today For Tomorrow: Creative...Courageous...Connected' encapsulates the joys, challenges and demands of contemporary leadership.

This is a not-to-be-missed opportunity to mix with 1200+ primary school leaders from our two countries as well as international guests.

The conference website can be found [here](#).

Early Bird registrations close Friday 29 May.



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

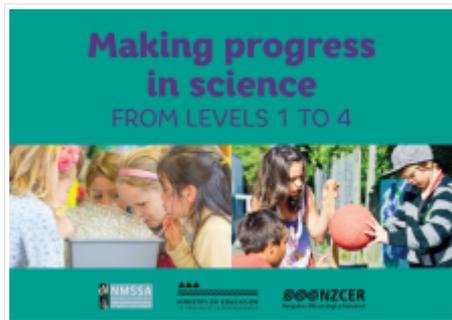
Coronavirus Message from the MoE

We have had some questions on what schools should do if anyone in their school is diagnosed with the novel coronavirus, Covid-19. We have had no confirmed cases of Covid-19 to date, but we understand that you might have some concerns around the correct process, should a case be diagnosed.

Covid-19 is a notifiable disease. As with other notifiable diseases, should a case be confirmed in your school your local Medical Officer of Health will take the lead. You will be notified about this by the Ministry of Health, through your local district health board/public health unit. If you have any concerns about the possibility that someone does have a communicable disease, your first step is to contact your local district health board for advice and support. Contact details for specific

DHB's can be found here: <https://www.health.govt.nz/new-zealand-health-system/my-dhb>.

You will already have done pandemic planning, and it is timely to sharpen and refine your planning. Please refer to [our website](#) for more information on this.



Free PD Workshops

Free teacher workshops, supported by the Ministry of Education.

- *What does progress in science look like from Level 1 to 4?*
- *How can progress be assessed?*
- *What can teachers do to help their students?*
- *What can whānau do to help their children?*

18 free PD workshops across the country, unpacking the findings from the 2017 National Monitoring Study of Student Achievement (NMSSA) in science.

Click [here](#) for further details and registration.

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

