



**N. Z. PRINCIPALS'**

**FEDERATION**

**“PATHWAYS TO THE FUTURE”**  
**A Vision for Education in New Zealand**  
**Feedback**

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## A VISION FOR EDUCATION IN NEW ZEALAND

Do you agree with the general direction of this document?	Are there any specific gaps you would like addressed? List these	General Comments
Yes	Encourage active support, collaboration and co-operation with colleagues across the sector (rather than 'competition') NB: maybe this is embedded in the philosophy of professionalism already?	A well thought out vision
Yes	Leadership training should reflect needs of communities of that particular area/demographics and values. Who decides what is equitable? Teacher training needs to be aligned with the actual skills and professionalism required for teaching. Need for rigid definitions of a 'safe place'. Who is to determine this?	Principals professional development should occur during the term, not the holidays. More support for families needed, giving them the skills and strategies to assist their children.
This is an excellent and timely document which addresses the needs of children, teachers and principals. I particularly endorse the part in the Vision Statement which states "children should be able to ... problem solvers" and agree completely with the Daniel Goleman quote: children cannot fulfill their potential nor can they make an adequate contribution to society as adults without a fully developed emotional intelligence.	Under 'Teacher Capability' the criteria for provisional registration should include a statement about the need for an awareness and demonstration of professional standards with regard to personal conduct, as well as an awareness of appropriate standards of conduct in students. High moral and ethical standards are a vital component of teacher professionalism and need to be proven. The NZ Teachers Council should have overall oversight of all professional standards and should play a more active role in promoting these so that teaching can be seen as a profession with the highest professional standards.	
Absolutely – as far as resourcing goes. Social Policy – unless homes are targeted by the govt, progress will not be made. Political Correctness in schools has gone mad. Teacher Capability – strongly agree	Where are the parents responsibilities?	Improvement in outside agencies esp SES need urgent attention. EOTC far too many restrictions. Children need experiences to learn and grow.
Yes – very good	Many of the issues about outcomes could be addressed by more men in primary teaching. (In my opinion)	Perhaps the NZPF could 'push' this issue more?
Yes – I think it is very good with clear goals and actions.	Let's see it in action first. Maybe some fine tuning will be required later.	A very good start. Thanks to all who have developed it – Great
Yes – good stuff	We need to address "graceful" retirement opportunities. You have stated sabbatical but this goes hand in hand. Almost a "perf"/exit clause. Also we need to consider rural/country principals in the path of principalship. We need city practitioners to be encouraged again to try rural and support it. It was successful in the past. Why was it changed? It worked!	
Really like the Underpinning Principles	Why are we not targeting the 'what students are learning'? – the Curriculum? Yes, we need the dollar, the personnel and the environment but as the leaders in our profession should we not be advocating more strongly for a reconceptualising of our curriculum.	Would removing Professional standards from Collective have any impact on the ability to use competency clause in Contract?

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I agree with the general direction in the document		
This document has been well constructed, simple but covers the areas that are essential for our education system and more specifically the Principals that work within it. Very happy with the direction.	Two government policy areas are in conflict with what is happening presently. 1. PMS system is top down, this needs to be changed to allow peer appraisals etc. Competency is a separate issue I believe. 2. Planning & Reporting systems required presently are not what is required (one size does not fit all). We must influence and change these policy areas.	
Yes – the document covers all the important areas		I like the “four competencies’ set out in the MoE “Curriculum/Matauranga Project” pamphlet. Maybe these could be incorporated in the “Underpinning Principles” * Thinking * Belonging, Relating & Contributing * Managing Self * Making meaning from information.
Yes, but I think the Social/Responsibility section is one that realistically is going to worsen in NZ. Greater emphasis should be put on trying to achieve the goal stated in view of the increasingly unstable environment.	I think experience in teaching should have a little more recognition than academic achievement. Also greater emphasis on supporting principals in stressful and even law related matters is vital in an increasingly licentious world.	Leadership is vital. Leaders need more support. The current BOT/Principal relationship is tenuous. Perception of leadership in a community can be completely the opposite of the true picture – because professionalism prevents leaders presenting the truth – because of their protection of staff etc.
Yes I agree. This is an excellent initiative. I like the idea of the summit conference. Promoting the status of the teaching profession <b>is crucial</b> . Professional standards should move to NZTC. Leadership emphasis is excellent. This is where progress is made.	1. Increased unity of principals is a must as is the need for us to then speak collectively with a critical voice. 2. Enhanced status for principals is a must. We need to demand recognition for enhanced qualifications for principals (as we do with teachers). I don’t know why NZEI have ignored this issue for so long. I believe we sell ourselves short in this regard.	This is an excellent beginning. However an action plan (with action) and follow up will be required if we are to ensure change.
Absolutely	1. Equity. How can there be equity of educational opportunities when a decile 7/8 school is not funded, nor staffed, nor able to access “extra programmes” – on top of a lesser basic funding? Equity is not there. A school 150m from ours, same size, similar patronage - \$600,000 difference. We fund teachers for intervention from a lesser figure – they get given access to extra teachers. Equity is myth. Work towards abolition of decile based funds. If I had \$600,000 extra, you would see empirical differences. 2. Professional Development. Give the funds, get the results. Equitably. 3. Vision. No mention of “destination” or secure/intelligent future.	
Yes. I particularly think it is important to look at		Good luck with this initiative

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Resourcing of schools.		
Totally, especially with 1. Action 4 Teacher Capability regarding Professional Standards 2. All 5 actions as stated in Principals Professional Development	Clearly stated emphasis on collaboration development between levels of schooling (Early Childhood, Primary, Secondary) to minimise social needs of students. <b>Does</b> Action 2 under Social Policy/Responsibility refer to the above? Is it largely linked to non school agencies?	Great to read. It's important with the "political" parties stating their respective Vision for Education that the NZPF can indicate a Vision based on sound "experience" based in part from its members.
Great	A major issue for our school is delivery for CWSN and/or severe behavioural. The specialist intervention/support personnel and services is hopeless. They offer nothing we are not already doing. The safety of staff and students is a real concern.	
Yes I do. Particularly pleased to see emotional intelligence included.	New Zealand and Auckland in particular is increasingly multi-cultural – not just bi cultural. I would like to see more emphasis for instance on understanding and appreciation of the Asian cultures which are our second biggest cultural group in the North Shore.	
Yes. All staffing should be paid through the Ministry then costs such as the increase to all support staff, would be an MOE cost – not a schools!	<ul style="list-style-type: none"> <li>• School/Community workers in schools. Each RTLB Cluster area should have one of these.</li> <li>• Operations Grant must increase.</li> <li>• Closer liaison with social services is a must.</li> </ul>	Too many principals are overworked and stressed out as a result of their continued jumping from one crisis to the next, without adequate support. "It's a Jungle out there"!
The general direction is good. Believe that govt agencies need to work policies together so there is a joint approach and clear pathways for identifying and addressing needs of at risk children and keeping them safe. Some of the 'safe' placement of kids leaves a lot to be desired. Certainly agree resourcing needs addressing.	Think that the whole issue of special ed needs looking at again. 'Inclusion' does not mean putting kids full time in class situation. Often this doesn't meet child's specific needs – especially autistic spectrum. Realise this is probably one of the Resourcing factors but special ed – especially in rural areas – needs looking at.	Appreciate the work done
Yes, I most definitely believe in it. Leadership is the key to learning communities to raise achievement for all.	We need specific professional development to implement what research is telling us about problem solvers and creative thinking making a difference to educational outcomes for all. Teachers are working harder than ever before, we need the workload to become manageable.	
Yes – broadly defines direction	<p>Already mentioned in document but as follows:</p> <ul style="list-style-type: none"> <li>• More financial resources. Another \$10 000 for our U2 school would enable pressure to come off parents to fundraise and this energy could assist the school in educational &amp; social ways.</li> <li>• Release time for assistant teachers to be provided within time other than Principal's Management time.</li> <li>• A huge need for 1 secretary/administrator person to be paid out of Central Funding not OPS Grant.</li> </ul>	
Yes		Opportunities – incentives for so called "quality teachers" to be encouraged to teach in country areas

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Very much. Well thought out and very relevant to the Educational needs of todays students.		– especially at Intermediate/Secondary level. Well done NZPF – Great vision presented very effectively.
Yes	<ul style="list-style-type: none"> <li>• ERO “interface”</li> <li>• Special Needs Education/Students</li> <li>• Links with Health – Disability Strategy, Property &amp; IT</li> <li>• Undergraduate training</li> <li>• Research</li> </ul>	An excellent step by NZPF well done
Yes Congratulations – these are the exact areas of focus needed to enhance the direction education is taking. For sometime we have needed an organisation representing the education sector to pick up these threads and present them as a whole. The priorities of resourcing and professional capability with real focus on the pre-service training are two significant priorities for me. Entry criteria needs revision as does programme content vetting of trainees and criteria for success. Well done.	No	
Yes	<ul style="list-style-type: none"> <li>• Bullet points for the Vision for Children (Underlying Principals) should derive directly from UNESCO’s 4 pillows.</li> <li>• Appraisal to evaluate teachers &amp; principals should be included in those sections. Professional Development of teachers &amp; principals can be <b>measured</b> through the appraisal process.</li> </ul>	Leadership should follow Underpinning Principals – resourcing should be last. Any vision should aim for the highest – consideration wise resourcing <b>follows</b> the plan.
Yes. I really like the quote from Emotional Intelligence. That’s a great one for underpinning everything we do.		The curriculum is far too crowded. There is far too much expected of us when it comes to covering what’s prescribed. We need to sort out what’s really important, teach that and not get crucified if we pay only lip service to all the extraneous stuff .
Yes – but very little is about learning and teaching directly	<ul style="list-style-type: none"> <li>• More prescription and focus in curriculum and less “woolly” documents that schools have to spend many hours interpreting into manageable systems – and even then having to change them year by year to meet new requirements.</li> <li>• Reduction in distractions for learning and teaching – curriculum too overstuffed with social issues.</li> <li>• Staffing to <b>release</b> DP to have curriculum focus <b>Principal</b> admin focus.</li> <li>• Property and H&amp;S could be managed by MoE cluster unit and take this burden off school Boards and principals – none of whom may have any expertise in these areas – let them focus on students and their learning which is what they <b>are</b> good at.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Ensure AP/DP paid <b>above</b> Scale A to recognise extra workload – present full of difficulties re pay for degrees etc</li> <li>• Resourcing for special abilities – Decile 10 get no TEFA and very low SEG yet will have high % of special ability students and low income – this needs fixing.</li> </ul>	
Yes		
Yes – these issues are all pertinent to our role as educational leaders of professional learning communities.	<ul style="list-style-type: none"> <li>• Funding</li> <li>• Quality of teachers coming out of pre-service providers – there is a huge variance – depending on the pre-service provider they went through. What ‘checks &amp; balances’ are there in place to ensure standard of graduates is acceptable? Currently many are not.</li> </ul>	
Yes	Nil. Sound thoughts. Should we be promoting and preparing new principals/leaders? ie creating a structure. Leadership ideals etc.	
Yes	Review of curriculum documents. A stable Special Education Service – continued resourcing so that plans can be put into practice. (Interesting – I wrote these <b>before</b> the info on them!)	Parents are first teachers – we can only work within our boundaries.
I agree with the general thrust of the document but it is very vague as to specifics eg Introduction: Learning to be (BUT what? self sufficient/permanent on the Dole? What does visionary mean in the context of education – does it mean practical/realistic/achievable/relevant and/or manageable? What about one of the PILLARS being LEARNING to LIVE & LIVING to LEARN?	<p>Concerns:</p> <ul style="list-style-type: none"> <li>• A ‘right’ to educational opportunities MUST be matched by the ‘<b>responsibilities</b>’ associated with actually taking these opportunities.</li> <li>• Underlying principles need to apply to <b>ALL</b> NZers equally</li> <li>• Success/risk taking/problem solving must be for the common good as well as for each individual.</li> <li>• The lack of a thrust towards a structured CAREER PATH is disturbing.</li> </ul>	Sense of partnership shared rights & responsibilities is very positive (in Social Policy/Responsibility) but must be a cornerstone of the whole of the education system. Pleasing to see the word equity in the document. A task which is long overdue – but who is going to listen to the outcomes???
Yes. However I believe over-emphasis on EQ. Basic skills will always be needed.	Principals & teachers will never be effective under the current model of mistrust during incessant compliance. The burden of curriculum content & compliance is actually preventing the very thing it sets out to achieve. TIME is needed – therefore clear funding of support staff for administration is critical.	It would be better for this to come from the grass roots at conference rather than: 1. do you agree/disagree with ... better to commission GOOD research – anyway we really know what’s needed – let’s stand up for it.
Yes. Effective and sufficient resources to back up the aims/goals of this vision are the key to its success. It is important that resourcing be applied effectively to ensure maximum return for resourcing supplied. Case in point – “Support Teacher initiative!”	There is reference made to behavioural issues. In a lot of schools throughout the country this aspect of effective learning and management of schools has the greatest impact on their effectiveness. We still need to focus on the role of the community at large and its responsibility for presenting the child to the school with a positive frame of mind ... This may not be the appropriate venue for this issue?	I am not sure about the role of Teachers Council having such authority over Professional Standards. Are they in a position to be able to cope with this task yet?
Yes		
Yes, but I feel we are ignoring a vital component	I would like to see more consideration for teaching Principals. I	People are becoming ‘bogged down’ with the

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that has an enormous bearing on student achievement. That is class sizes. We are striving for excellent teachers, excellent learning outcomes but teacher student relationships cannot be well developed if our class sizes are not addressed.	feel they should be compensated more for doing two jobs. At times they are excluded from courses/conferences due to price and budget restrictions. Student achievement outcomes are directly related to quality leadership.	continue flow of change and compliance work. More central timing and collaboration would be most beneficial.
Yes		
Yes – especially the release time for teachers – sabbaticals about time!!!	Goals are generally good, what about teaching teachers to teach children to ‘think’ in PD area!	Good luck for changing collective agreements to NZ Teachers Council. What will this actually achieve?
Yes – I strongly value your work in considering children and their learning needs and the focus on leadership over management. I have serious concerns about resourcing and equity issues but in your actions you are identifying the core needs.	<p><b>The Resourcing Issue</b> – also needs to consider demographic needs ie cost of living, ethnic breakdown of regions and specific requirements, special needs issues.</p> <p><b>Teachers</b> – The issue of codes of ethics &amp; conduct – where do we sit and if it is under Teacher Council how do we improve the Council functionality and accountability?</p> <p>New pathways beyond Principalship especially for aspiring leading teachers.</p>	Great to see forward thinking document – hope it is not just another glossy document but has serious implications for how NZPF move forward as a political force. It needs a research basis – link to all the principals doing EDP & Masters programmes.
Yes		<ol style="list-style-type: none"> <li>1. Whilst inter-agency alignment is very important it should not be driven by schools. We need to stay focused on our primary business.</li> <li>2. NZTC can't cope with their current workload some real work will be needed if they are to take on Professional standards.</li> </ol>
Yes		I commend the writers of the document. Living in Taumarunui, equity is an issue. Equity in staffing (ie gaining quality (sometimes any) applicants for appointments. Yes. Resourcing is finite, but there needs to be some way to redress our inequitable situation.
Yes definitely!	As part of sabbatical opportunities I think this should be available to Principals and Teachers. I would like to see the inclusion of Teacher/Principal exchange to other countries as an opportunity within sabbatical leave.	
Yes. I also thought that the layout was clear and well presented.		
Yes. Very timely	<p>The need to pursue <b>equity of access</b> to resourcing for – poor children – low level learners – bright children – Maori &amp; Pasifika children – girls etc</p> <p><b>Principals Prof Development:</b> Offer support to Principals under stress through an approved agency eg MoE – S Ed psychologist</p> <p><b>Resourcing &amp; Social Policy/Responsibility:</b> “Equity” is mentioned in the document, but without reference to the concept</p>	

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	of affirmative action to specifically redress inequities.	
Yes – a great paper – consolidates all of those things that are currently being discussed in education. Should provide a solid platform for the future.		Unsure what benefit it is to take Professional Standards out of Collective!!!
I like the document. I like what it is saying to me as a principal – it is taking a leadership role and encouraging discussion.		I would like to know what individual principals can do to move this (the document and its ideas) on?
Agree with the philosophy advanced in this paper. Being ideas is one thing and having the desire to achieve them in another. So many factors need to knit together to ensure that a non political change will occur. Politics unfortunately is bigger than we can control.	A very good coverage has been outlined in this paper. Well done.	Much of this is reflected in other educational organisations that we ‘Principals’ are involved in. The continual drive to have an effective, quality education system is based on having the right people to extract the best outcomes for all children – each school is unique.
Yes – I think it is great. I like the UNESCO Pillars of Knowledge, skills etc as an underpinning.	<ul style="list-style-type: none"> <li>• Children should be able to: Bullet point No 2. Perhaps this could include knowledge ... ie be equipped with knowledge and skills for success</li> <li>• <b>Teacher Capability</b> I believe teachers need to engage with colleagues, to share in the learning of students in schools. I feel they need to be fully functioning members of professional learning communities in their schools. The work needs to be de-privatised and they need to engage in data-driven improvement processes. Given the push towards the analysis of student achievement data, perhaps the Framework could be strengthened to include notions around the use of data in the context of the learning school.</li> <li>• <b>Capacity Building</b> The move towards learning schools and principals as leading learners is strong internationally. Building a school’s capacity by harnessing intellectual, social &amp; organisational capabilities is becoming increasingly researched. This is emerging as a key role for principals. Perhaps capacity building could be included somewhere?</li> </ul>	Warmest wishes, thank you for the opportunity to respond.
Yes	<p>These are our “important issues”:</p> <ul style="list-style-type: none"> <li>• Integration of curriculum</li> <li>• Teacher Aide for each class</li> <li>• Supply resources for compulsory programmes</li> <li>• Bulk grant increases</li> <li>• Pupil Teacher ratio</li> <li>• Social workers available on request to assist families/children at risk</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Assessment – tailored to meet english, mathematics &amp; essential skills</li> <li>• Social services to support ‘at risk families including all cultures’</li> </ul>	
Yes	<ol style="list-style-type: none"> <li>1. Affirmation of Tangatawhenua is one sided. Affirmation of te Tiriti o Waitangi provides more balances as it emphasises partnership.</li> <li>2. What is meant or intended by equity of resourcing. Does this mean resourcing will recognise differential in needs? Or does it mean sameness of resourcing? Equity means different things to different people.</li> <li>3. No mention of salary/remuneration commensurate with the “highly qualified &amp; motivated professionals” your document describes. Obviously salary recognition is also a key to “raising the status” of the teaching profession in the eyes of society.</li> <li>4. Affirmation of all cultures represented in New Zealand might be a good idea.</li> </ol>	Good on you for doing this!
<p>Some quick thoughts. Leadership, not Management I agree! P5</p> <p>Yes – it is good to see NZPF taking this initiative. Many of the issues raised are critical, particularly the fact that at present we <b>are</b> subject to political change/whim. We need to stand up for the ideals expressed in this document. Why are we so willing (or forced) to follow failed systems from overseas? We don’t <b>need</b> to play with the ‘big boys’ – PISA, OECD etc – We should be proud of our ‘products’ – well-balanced individuals in great demand by overseas employers.</p>	<p>Unsure of the list of what children should be able to do – <b>Underpinning</b> Pri. P(3) – how do these fit with the Curriculum Stocktake core competencies – it would help if we could have more <b>shared</b> goals – it can get very confusing.</p> <p>Where does the ‘Code of Ethics’ fit for Teacher Capability?</p>	<p>Very important that <b>time</b> is considered as a resource – I see very over-stretched teachers and principals – too tired to take on extra study beyond their day to day work.</p> <p>Time to reflect is <b>vital</b> but we never get it!</p>
Strongly and very definitely agree with direction stated in this paper.		Hopefully NZPF will drive this concept forward – a major challenge to get all relative parties on board <b>Principals Professional Development – perhaps we could consider “clear pathways to maintain and grow?? Current principalships” (or something along those lines).</b>
I am very supportive of the underlying principles, but many parents need help to encourage these social skills in their children. I see this as a gap that need to be addressed as more and more young children are coming to school without the appropriate social skills. These pupils often fail to		

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engage in socially acceptable behaviours – either because they have not learned them or choose not to. Winston Peters promoted a ‘Parents as First Teachers’ programme a few years ago. What happened to this?		
I have had a good look at the document and congratulate all involved for their work.	<p>The only area that I have a niggling problem with pertains to “Social Policy/Responsibility” where I believe the Act side of things is a bit soft and has the propensity to not only drift, but become another in a long line of “inquisitions”.</p> <p>What we need is immediate action which resources our schools for the increasing load of “acting responsibly”, for “being responsible for identifying and acting upon children’s needs”. A large percentage of my day is spent on issues outside of learning, but which ultimately impinge on children’s learning. What happened to the social workers in schools scheme? What about the availability of counsellors? There must be a better way!</p>	In the meantime, keep up the great work.
The general direction of this document is fine. The conclusion focuses on teachers, leaders and collaboration.		<p>We are losing quality teachers and leaders because increasingly large numbers of the other side of the education partnership ie parents and caregivers are not meeting their part of the deal.</p> <p>There are increasing numbers of children who arrive at school:</p> <ul style="list-style-type: none"> <li>• Tired because they have not been sent to bed at a reasonable time</li> <li>• Tired because the family has not been home at a reasonable time in the evening</li> <li>• Tired because their basic needs of a place to sleep have not been met</li> <li>• Hungry because families have not met the basic need of providing food</li> <li>• Hungry because families live on junk food and do not understand the need for good nutrition</li> <li>• Angry because they are pawns in adult games</li> <li>• Angry because their basic needs are not being met</li> <li>• Angry because they are not able to be children</li> <li>• Angry because they are abused</li> <li>• Unable to accept discipline or practice self discipline</li> <li>• Unaware of the consequences of their actions</li> <li>• Unable to participate in team activities because</li> </ul>

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		<p>they don't know how to cope when something doesn't go their way</p> <p>Far too many of our pupils do not have their basic needs met at home. We need to see a corresponding vision and action on improving their care and protection. Schools can do only so much. Social policy needs a huge overhaul as soon as possible. Too much is being left to the schools</p>
<p>Excellent document. Simple, easy to read and focused on the core needs</p>	<p>Resourcing ... <b>Special Needs</b> ... development of operable structures so that allocating funding gets to the students it's meant for ... structures that will <b>trust</b> schools to cater for the huge range of diverse needs that will continue to increase ...</p>	
	<p>I have read with interest this pathways document and whilst I applaud the general directions it proposes, there are a number of issues which need to be considered.</p> <ol style="list-style-type: none"> <li>1. I can find no specific reference to the development of creativity in reference to children's abilities in the principles section of the document.</li> <li>2. I would reject the term "competencies" because by definition competencies are measurable. There are many qualities which we would like to see in an effective education system which are not measurable per se. A more appropriate term might be "dispositions" which are advocated in the writings of Art Costa and the like.</li> <li>3. I would also have a concern about a pursuance of equity of resourcing across the sector per se. I would support equity of access according to need but not just equal distribution. This would need more specific clarification.</li> <li>4. I agree totally that there needs to be a formal and wide reaching review of resourcing, particularly in reference to: staffing, class sizes, network provision, inflation proofing the operations grant issues.</li> </ol>	<p>I hope my thoughts give rise to further discussion and thinking about this very important directions document. I would be happy to stick my hand up and offer to be involved in any action which may be required to put life into these ideas.</p>
	<p>Back to the Future?</p> <p>I've been browsing over the NZPF vision and the follow sorta/kinda developed.</p> <p>"New Zealand schools will be staffed...etc."</p> <p>How are trainee teachers chosen? (by submitting an application, by wearing appropriate clothes on interview day? [are they interviewed before entry?] by proving an abiding desire to be a teacher? By turning up?)</p> <p>What proportion of trainees drop out of training college?</p> <p>Why do they go? Are they failed in papers they are</p>	

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	<p>studying/sitting? Are they struck by the thought, like a bolt out of the blue “I am not suited to this job? [and to their credit are honest enough to admit it!] (and to these and possibly a significant number who do graduate, it will only ever be ‘a job’)</p> <p>What proportion of new teachers drop out after a short period in the service (possibly not even sufficient to be registered)?</p> <p>How many college graduates can truly be described as having a passion for teaching and intend being career educators?</p> <p>A thought - when my father decided he was going to become a teacher (admittedly a day or two ago!!!) he spent a probationary period in a school (xxx outside of xxx - he trained in xxx) to establish whether or not he was suited to carry on to the next step, actually attending training college. Whether there was a probationary period <u>after</u> training, I’m not certain.</p> <p>Would this not make home sense? – have trainee applicants attend an interview process then spend a probationary period in a school <b>before</b> they are accepted for training. It wouldn’t make any difference to the schools, they get the next best thing to pure novices anyway, and there could be a set bunch of tasks to be completed to gauge some degree of initiative, interaction and manner with kids, attitude to the position (are they tidy? On time? Prepared? Committed? etc.), and while they were doing this perhaps there could be some sort of ‘profiling’ done with them (no, <u>not</u> by the teacher!)</p> <p>I don’t know how this would sit with the colleges of education who are simply filling quotas, but as a filtering process, I think it has merit.</p>	
<p>I agree with the Underpinning Principles Resourcing is crucial we shouldn’t have to ‘fight’ for it.</p>		<p>We need to support our ‘own’ Principal &amp; Leadership Centre and not allow MOE to impose their model on us. NZPF must steer this one! We should decide how we train principals and not leave it to policy analysts (or whoever) in MOE.</p>
<p>Definitely – I specially think that an initiative to improve inter-agency co-operation is a very good direction. Many of school’s problems these days stem from children’s behaviour and dysfunctional families. Also, I think the stress on PD for principals and teachers is most important – the request for some downtime in the latest wage round may be helpful?</p>		<p>Great to see the attempt to gain feedback for this discussion.</p>
<p>Yes this is good thinking</p>	<p>I believe that our greatest challenges will centre around meeting the needs of individuals and being innovative</p>	<p>I advocate local schools having decision making about curriculum and prioritising resource allocations</p>

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	<ul style="list-style-type: none"> <li>• Individualism</li> <li>• Flexibility</li> </ul> <p>This will involve issues around resourcing, more site based decision making and specialist teachers. It will also involve us more in working with meeting social and emotional needs of our children – counselling, health &amp; social work from our school sites.</p>	<p>rather than Ministry initiatives with contestable funding pools. Part of the pathway for experienced principals should be into Ministry or advisory positions (not too many!) where they act in a superintendent style role caring for regional groups of schools.</p>
<p>Congratulations on taking this initiative. I do agree with the general direction of this document, but would ask – Where to from here? What would be the next step? We have an action plan, is it your desire to have a <b>strategic</b> development for each of the sections your plan outlines?</p>	<p>I have one comment to make on the Teacher Capability Section. I note that you wish to move the Professional Standards from the Collective Agreements to the Teachers' Council. This is a move I would applaud and suggest you put as number 1 on your action agenda.</p> <p>In saying that however I would also question the impartiality of the Teachers' Council to set standards. My question is raised out of ignorance of the level of Government funding that was put into the Council and the level of interference the Government would have in its future operations. My concern is that as Government changes, (and I have noticed that they do over time!), then the question I would ask is 'can we guarantee complete freedom of the Council to make its own decisions, ie free from Government interference?'</p> <p>My second and probably the more serious concern, is that Professional Standards should be set by the professionals who will be subject to the standards. The standards, having been set then need to have a monitoring aspect to them. This should have as an end result, some form of accreditation of compliance, or, if this is not the case, then some form of disciplinary action. Such action should be determined by the 'professionals' peers.'</p> <p>Here is the problem. Who is this regulatory body to be? Parents who happen to be nominated to a school board for three years, with no educational background? The Board Chair? Are all Boards to have the responsibility of this task?</p> <p>There are some fundamental characteristics common to all professions, (bar one!!) ie a profession must set its own standards. It must have its own members deciding on peer capability. It must have a series of steps it takes for members who fail to come up to the standards it set. But who decides the efficacy of the professional? Surely another professional. Not a parent, or a plumber or an unemployed juke box player!</p> <p>Is there not a role for NZPF to seek a system of accreditation and registration of its own members to assess its own peers. Could</p>	<p>Just a few thoughts in response to your Pathways document.</p> <p>Keep up the good work.</p>

Do you agree with the general direction of this document?	Are there any specific gaps you would like addressed? List these	General Comments
	<p>the NZPF set up its own Professional Standards for its own members and mount training programmes for its own members to become accredited? Would it not then be prudent to advertise such a list of accredited members who can be engaged to 'Assess' a fellow Principal and give the Board a standard form of compliance so that the Board is able to know how its own Principal is performing. A standardised fee could be payable to NZPF for the service and the NZPF could remunerate the school or the Principal who completes the assessment for the host school.</p> <p>This is being done in an ad hoc way at present. Could there be a place for us to take control? <b>Even teachers are given the benefit of having Professional do their appraisals.</b> Why can we not ensure there is a similar system available for all our members?</p>	
Yes	<ul style="list-style-type: none"> <li>• Primary teacher guaranteed (&amp; MoE funded) non-contact time is needed.</li> <li>• Special needs children in the mainstream need to be well funded &amp; resourced – not just dumped into schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Sabbatical leave is necessary. It is a pity that it is “contestable” and not as of right.</li> <li>• Principal PD &amp; reflection time is necessary.</li> <li>• As more demands are put on staff (teachers &amp; principals) more help/funding is required.</li> </ul>
<p>Most definitely – the factors that influence quality learning outcomes for children are exactly as this document states them.</p> <p>Action Points are spot on!</p> <p>At present there is a huge discrepancy between the stated educational goals of the MoE and the resourcing schools are delivered to meet these goals.</p>	<p>Perhaps more emphasis could be given to the desirability of schools being unique, autonomous (self-governing) learning institutions, responsive to the needs and special character of their communities. This has been eroded in recent times.</p> <p>A visionary statement to counteract the increasing calls from the MoE for compliance and uniformity in the name of accountability (eg Planning &amp; Reporting).</p>	This is a great document!
<p>UNESCO's four pillars ✓✓  Underpinning Principles ✓✓ Resourcing ✓✓  Teacher Capability ✓✓ Social Policy ✓✓  Principals' ✓✓</p>	<ul style="list-style-type: none"> <li>• Looking to the <b>future</b> <ul style="list-style-type: none"> <li>– skills children will need</li> <li>– information literacy/ICT skills</li> <li>– perhaps needs to be commented on separately and schools provided with up-to-date ICT's for all students to access (not determined by each school &amp; staff. To receive as a right.</li> </ul> </li> <li>• Need for creativity! <ul style="list-style-type: none"> <li>– freedom for students to develop their talents/skills</li> </ul> </li> </ul>	Document is succinct and overall covers all areas thoughtfully.
<p>Yes. If it becomes a reality it will be wonderful – this document is the ideal particularly professional development. Principals' Development Centre, sabbatical opportunities</p> <ul style="list-style-type: none"> <li>• this document affirms us as Professionals</li> </ul>	<p>Concept of self management – advocate to the MoE to allow us to be self managing – they tell us that we are meant to be self managing and then start to tell us what we have to do – compliance issues eg Reporting and Planning. Why does this have to be “handed in”?</p>	<p>A tremendous initiative – thanks!  Well put together, easy to read  Teacher Capability coupled with quality leadership needs to be got right.</p>

Do you agree with the general direction of this document?	Are there any specific gaps you would like addressed? List these	General Comments
<ul style="list-style-type: none"> <li>addresses huge issue of resourcing</li> </ul>		
Absolutely. E tauloko ana i enei whakaaro	It may be of immense value to Education in NZ to look at the Kura Kaupapa Maori Te Aho Matua philosophy.	Above
Yes	No	A very well thought out document. Well done!