

# Engagements with Principals

Notes from Tomorrow's Schools review regional engagements  
**July to September 2018**



**Kōrero Mātauranga**

Me kōrero tātou  
[Type here]

**Have your say about  
the future of education.**

# Secondary Principals - [REDACTED]

## Taskforce attendance

[REDACTED]

## Secretariat support

Georgia Dimock

## Attendees

[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]

## Detailed notes

*Please note the following:*

- [REDACTED] *summary comments are **bolded in black**.*
- *A selection of notable comments (as selected by the Secretariat) are highlighted **green** for your reference.*
- *Names of speakers are mentioned where known; if a comment does not have a name and you are interested in who said it, the Secretariat will endeavour to confirm this with the group.*

## Introduction

- [REDACTED] My first question – what are the gnarly issues, as secondary principals, given the terms of reference for this review?

## Q&A Commences

- What crops up for me is the workload of teachers' council requirements; extremely low trust model; as Principals, as low trust as it could be; **we have very competent teachers and then we're piling on a lot more to generate evidence; a lot of additional work for high performing staff – and that's the same for the low performing staff where we want to be working.**
- The problem with that is it's a low bar; we're asking every year that they can meet a low bar; not as constructive or interesting cause it's not hard to show you're a satisfactory teacher; every year; why should we be in that continual iterative cycle that they are still competent, every year; could there be a different process?
- [REDACTED] – new role; I struggle with the 'every single year thing'; they've already proved competency. It's a time when teachers could be giving thought and review into their pedagogy; they should be released from trying to find evidence that they are competent.
- The new criteria; has that been a positive change?
- Yes, yes, definitely.
- Education council – turns into a big electronic paper-war – yes.

- [REDACTED] I have a philosophical query about appraisal – does appraisal improve performance?
- This isn't impacting on the quality of teaching that I'm delivering.
- [REDACTED] So what would? Blue skies. I might say 'demonstrate to me, principals that the teachers you put in front of my kids are competent'.
- Needs to be accountability for the kind of work we do.
- Within schools, te kotahitanga is well resourced; in the middle of the cycle for good quality teachers; working with groups of staff and co-construction with groups of students; comes back to having the funds and the expertise to deal with things.
- **We've abandoned testing them once a year; what improved performance is a continual cycle of feedback; not necessarily hierarchical, could be peer to peer; helping teachers to reflect;** just good practice; a whole lot of models for this.
- Critical learning conversation.
- Still most valuable – Te Kotahitanga – Peer to peer.
- Particularly junior school – a particular strategy for a particular group of students; what they find most valuable.
- ERO – a bigger version of performance appraisal; how do you find the experience?
- Didn't find it particularly useful; found it increasingly less useful; because they're not interested in looking at teachers or the classroom; simply triangulating evidence in the office; examples of good practice; but kept saying this is not our brief – but willing to have the conversations; this was the exception not the norm.
- I had one as a DP; exactly the same thing; didn't want to be in classes; had focus groups with teachers but didn't observe teachers; data driven; systems and processes. **What is good evidence? It's the evidence of the teachers teaching in the classrooms. We can tell who our good teachers are regardless of the evidence, by knowing the relationships;** we had some difficult discussions as we didn't have clarity of what they were assessing or reviewing; or what they were looking for.
- Teacher appraisal/ERO discussion – blue skies; Accountability we're talking about here; what other mechanisms would work? All about improvement or self-improvement.
- **Get rid of ERO but ensure there is something that is working collaboratively with your school to support you and to identify issues.**
- I think that is how it might look; and it's the same person or the same team that develops a link with the school, so is coming back each time with some longevity; and it's a softer approach; **ERO and appraisal are quite hard: judgement and move on; what's awful about it is just that; when you ask them – point us in the right direction, they say 'oh no that's not our job';** that's what [REDACTED] would say who is part of the Australian system; they'll identify where the gaps can be but also sit alongside to help and address those gaps.
- I keep coming back to part of the design principles – a bug bear – is the entire recruitment, retention, retirement of principals; the system is presenting a tired face and struggling to resource itself; across the agencies as well. NZQA – SRMs are wanting part time work; The Ministry of Education has some young people; **but I think there's a system wide fatigue; we need to look at the personnel from the ground up and how we recruit them, right across the system.**
- Initial Teacher/college Education. The number of times I go to Principals days – same messages come through and year after year, and then the College of Education wheel out the same

formula as if they have never heard you the year before; provider issue of initial teacher education.

- **On the accountability side - is there a case for something a bit more localised in terms of your review process, and where would it sit? Local office here?**
- **I think so – local office here – the Ministry of Education. Yes that’s my immediate thought although not imaginative.**
- **Do you mean under the Ministry? What I’m finding the difficulty is that there are so many agencies; and if they all talked it would all flow; it’s hard work with all these agencies; and if they’d only talk to one another.**
- **Examples?**
- **Truancy officer versus Oranga Tamariki versus the Police versus Social Development; Ministry of Education and ERO – two others we have to work with; do they talk? Sometimes they do, but.**
- Recent one with the Ministry and zoning; they’ve got every piece of data so why are they asking for this? Same as in strategic planning.
- Concern with regional model; national education system given our size; I would hate that; could see an Alabama if you take it to its logic extension.
- **We use an external appraiser to do my appraisal; and in time she has become a mentor to me; in the mean time I skype her and she sends me things for the areas of need; wouldn’t concern me where she is from; could be part of a national body, assigned to Principals across the country; national standard applied to the relationships; but it’s all about the relationship.**
- Ministry of Education – **They do good, well-meaning work; but not always qualified to assist us.**
- Boards of Trustees – meant to appraise and appoint you; the Board of Trustees has huge roles as crown entities; context of performance management; should Boards even appoint Principals? **The Principals are the Boards effectively; the Boards are well meaning, but they really have no idea what they’re doing.**
- **You’re managing your Board.**
- **Yes, that’s a good way of putting it.**
- **There’s no way that the 2,500 entities could.**
- **My Board – professional and adds value; but it is a flawed model as it depends on the luck of the draw and who you get.**
- One Board of Governors – this could be a more effective model as the governance could manage the competition better – wouldn’t necessarily fit our philosophy, but would be a far more equitable model.
- **Our Kāhui Ako are all distant enough not to be in competition with each other and we’re the only secondary school; we’d be sharing practice but not students.**
- **I get quite excited about the prospect of having no Boards of Trustees.** Napier is a microcosm of Auckland; the competitive edge; gradually we’ve had an empty out of **and**, so we have a divide in Socio-economic status and ethnic lines, and that is the unintentional effect.

- Zoning; reflects self-interest not the interest of the city; and we should always be thinking of the needs of the tamariki across the district; and working in a more collaborative way would be fantastic. You're not always in a city where you have those connections and relationships.
- **I do think in the competitive model we've got, it has encouraged bad relationships between schools and Principals;** for [REDACTED] we have this in [REDACTED] district. We've tried to bring Principals together and think 'what's right for this child'; we don't do that under the table and the key question is what's the best option for this student right now?
- [REDACTED] As a Principal, I've been there; you end up looking at yourself and your school; showing the school is doing well; and when you get to close to that you forget it is part of a network.
- Board level; that those people have an understanding of education; a range of experience; some professional governance; a balance of elected, plus education, plus professional skills; HR, legal, ... financial.
- [REDACTED] Things like your roles as Principals. Property, stuff, people/principals getting caught up in the colour of the roof. So what would you like to get rid of?
- Very little time on the pedagogical leadership of the school; HR nuts and bolts of being a good employer takes up so much time.
- [REDACTED] Here's your chance to re-write it; so are you thinking some of those roles would be passed to some other agency? Property...
- [REDACTED] **As an integrated school we're quite lucky – the Proprietors look after the property because they own the property;** they will do the engineering, the report that's needed; scaled against other schools; depending on health and safety; then it will go down a list with other schools; I've got [REDACTED] and so we identified it, the engineers come in; I'm not involved in any phone calls or negotiations; but we do have meetings where I have input.
- I've had good experience with property so far.
- **I've had dire experiences; even with a property manager; scalability makes property easier in some ways; but frustrations as well; eg half a million dollars in design fees; going through big change in the Capital works team; devolution in power from the regional property people; we've got caught up in that. Having a regional property person is good but they have no power; so we are dealing with Wellington mostly.**
- [REDACTED] To take property off my agenda, that would be great.
- [REDACTED] Would you go as far as maintenance?
- We have inherited some things; **it has taken years and years to replace the [REDACTED]; that's a crown building and should have been looked after; and if we can't do that under the current model we need a new model that does.**
- **Can't do the maintenance because the kids need the money – teacher aides over new carpets.**
- 21 years without anything being done in [REDACTED] health and safety hazard so it could be completely redone.
- There's a risk where we have so much influence over the finance and property and can prioritise things in the completely wrong way by inexperience or by design; and flicking to someone else there's risk there too; centralised approach is you do get repainting done every five years but then you get repainting whether you need it or not.
- And then you ask why we moved away from the centralised system; and the reason was because it was wasteful.

- Is there something better than what we've got now without going back to what we had before; certainly don't want to go back to the centralised system; but at the moment we are spending too much on property.
- Other aspects – that's where I come unstuck; do I want to retain finances? Yes I do; HR, yes I don't want someone else appointing my staff for me; thinking system-wide with this degree of independence we know what happens – data at last [REDACTED] secondary school principals – the range of operational profit to operational loss was [REDACTED] dollars; small primary schools are so affected by a family of four kids who move from one dairy farm to the one down the road and affects the roll; so it's not a one size fits all.
- Diverse future; there are likely to be schools which retain their level of independence for one reason or the other and are able to do a good job due to the kind of trustees they need; but others done in conjunction with the Ministry; diverse range.
- So what you're doing is setting up a dual system; is there a danger in this?
- **In my thinking – where you've got a city with more than one school you have combined governance.**
- With Kāhui Ako we have that as well.
- That's an artificial construct; it's massive; it works by accident not design.
- We have a governance model there for the Kāhui Ako, and then we go back and govern our school; all this extra stuff to read and analyse; this whole other level coming out of a Kāhui Ako.
- In a Kāhui Ako because my school was already in one when I started here [REDACTED] members in group].
- The Kāhui Ako has got some good things and I see the intention of it having value, but the leadership model completely flawed.
- Ours is only Principals; not a governance board above us – or maybe there is but I've never met them.
- [REDACTED] With the appraisal – the enquiry model with the teaching council work; I quite like that in relation to teachers growing themselves because it allows for professional conversations and that is the key; coaching and conversation; that what I want to move towards.
- (As said earlier) It is a low trust model. We have staff members that are fantastic at compiling the information but not so fantastic in the classroom.
- [REDACTED] Would you replace at a school level? How would you get the parent voice? Flavour; independence; parent input; is what you need a parent type committee?
- Not such a silly idea; nature of society it's hard to get those sorts of committees together; they do it well in primary but then it drops off; **in a secondary school anything we could do to build a PTA that would be really valuable; maybe a PTA is a less scary thing that parents could feel they are a part of – less scarier than the idea of standing on a Board.**
- When I think of the PTA; they are really qualified and capable people; I use them as a sounding board; they're not my board, they just tell me how it is; they impact on strategic direction and I use them.
- [REDACTED] Advisory services. One thing in the Terms of Reference is PLD and how you get it, whether it's working and how you might improve it; the Minister is talking about setting up an advisory service for teachers.

- [REDACTED] Subject advisors? **Secondary schools have talked about Subject advisors for years; this has been a big gap; 15 years since there was any sort of [REDACTED] advisor walked into the Hawke's Bay; still a gap there. The Ministry would say that's not important; this is about schoolwide professional development; but subject advice important.**
- Hard to get best practice in the provinces; in metropolitan you go every year.
- Are NZQA staff subject moderators?
- Depends on the quality of the people; not always up to it; some don't offer advice, and others do and are happy with it.
- Curriculum; what intrigues me about the NCEA review; they're having a real go at secondary schools; they're subject bound and the bells go and they're bored out of their tears and the secondary schools need to look at their curriculum. Who designs the curriculum?
- We do.
- Is that enough?
- That's a good point. Subject associations. When I began teaching they were strong. Now they're not so strong.
- As an aside, **I wonder about the NZQA as an assessment arm; can't see the logic of this; curriculum assessment needs to be in the Ministry of Education; assessment is now driving the curriculum; PLD as well; they are intertwined; it frustrates me that the Ministry of Education pretty much abrogates responsibility.**
- **Curriculum, assessment, PLD - then you might be able to call it the Ministry of Education!**
- [REDACTED] **So back to PLD – Subject PLD, what else?**
- [REDACTED] The Minister wants an advisory group. What would it look like?
- **I like the model of secondment; have teachers move out for a year or two; sick of the outsourcing who pick up the contracts time and time again; experience has been pretty ho-hum – [REDACTED] - instead I try and source people who have been recommended or referred by educators I respect.**
- Process with Ministry funded PLD; compliance too great; so go alone; so we can get the best from a provider.
- Centrally funded PLD: they would echo the comments – all principals, in their view; low trust – we're giving you some money but we won't let you choose how you use it.
- A blend – some continuity but I like the model of seconded staff. In the past we had people join the advisory service for a few years and then ended up staying there for their entire career.
- **The private providers - with [REDACTED] - there's a wide range; there are good people working in there, don't get me wrong, but no, as an umbrella. Not good.**
- [REDACTED] I had experience with one this year and it's not been good.
- [REDACTED] PLD – you decide what you want but then you have to go searching; and you do that through word of mouth; what about principals professionally? New principals, aspiring principals; get a good principal in school, get a bad principal in school; recruiting retention.
- My view about preparing people to be good principals: **you're so busy as a deputy principal; I never did any of that stuff; what would have been great is if I could have identified myself as aspiring, and done a course, and been taken through some of the nuts and bolts of being a principal. I was at sea; I since discovered that I had a lot to learn about**

leadership, and about managing people; and a lot of nuts and bolts that I didn't have; and with all of that ignorance I was appointed to the role and had to learn everything from scratch; and that put the [REDACTED] community in quite a vulnerable position and they were already vulnerable; and then the next year a whole new Board was appointed.

- I find it very destabilising when a whole new board comes in. You've just built up relationships and then they all retire or get voted off.
- Aspiring Principals; Singapore they identify them quite early on – the chosen ones; and are developed.
- The reality of the job; as a new principals, until you get to the ugly things you can't train for these.
- I'm part of the Beginning Principals; and what I have in place is invaluable - you've got a mentor and a coordinator; someone from evaluative associates – an ex principal so really remembers the hard-core stuff; that didn't kick off from Term 1; but now that's in place that's really valuable.
- Professional supervision; and now I feel I have that in place for the next two years. Really good support; but one thing that struck me, no one prepares you for it; trying to learn and manage and run a school all at the same time; **it would be good to have a 2 – 6 month or however long time to train – before you go into it; so you know what your Analysis of Variance and what it really means, and what the strategic plan looks like; and your position on the Board and your relationship to the others;** about having that time to digest all the information that's thrown at you all at once.
- I totally agree with what you're saying; you've raised a few things; **Analysis of Variance; why do we do them? The Ministry proved to me two years in a row that no one reads them.**
- Parent voice; strategic plan; so much stuff around it; the Analysis of Variance around it; this year and then the next year.
- I went to a Board meeting about the standardised strategic plan and charter; templates being generic across most schools; at the moment we're all doing our own, that no one reads anyway.
- **First day - Off you go. Term 1; new school and new people; about having maybe a three month blocked course on how to become a principal; the legal stuff.**
- [REDACTED] **In this new world, who would appraise you?**
- **Someone who is recently removed and understands schools and how they operate; and has the time to do it as well.**
- [REDACTED] what I'm finding is principals who aren't really doing a very good job but are still getting the tick.
- The thing with the way we're doing it – with Boards doing it and private providers doing it, is that there is huge variance. Possibly some principals operating at 3 star performance.
- **Someone who understands our role and our job needs to appraise us; the people appraising me don't know my job; and I don't know my job.**
- Are there Principals that we might know not doing a satisfactory job?
- Can't think of anyone comprehensibly inadequate; can think of principals inadequate in some aspects of their job; their appraisal process giving them a tick in some areas.
- I say we put principals on contract; 5 year contract; renewable.
- Not a bad idea.

- Not a silly idea given the nature of the role.
- If you pursue the line of argument that the principal is the key person; need to appoint and appraise them; then pursue the argument that they sometimes fall down and students suffer; then why wouldn't you put them on contract?
- If you sort out recruitment, retention, retirement. If you sort that out then I think you'd have nothing to fear.
- Good, qualified, competent teachers; ensuing they're trained.
- I think the first period of time needs to be longer than 5 years; I think the risk area is post 10; [recent study showed] from 10 years on they were happiest in their work regardless of whether they were effective or ineffective. Something about being CEO of a place you developing a comfort zone; and you've possibly appointed  $\frac{3}{4}$  of your staff.

# Primary & Secondary Schools Association

Thursday 10 August 2018

## Participants:

- [REDACTED]

## Tomorrow's Schools Taskforce members:

- Bali Haque

## Secretariat support

- Kara Isaac

**Purpose of engagement:** To help inform the review of Tomorrow's Schools.

## Notes from session

Spoke to Tomorrow's Schools Review / background followed by general discussion

Think we're doing a lot right but workforce planning teacher supply, attraction of profession is a disaster.

## Boards

- When they're very good, they're good, when they're bad, they're terrible
- Principals are at the mercy of the small communities
- It just takes one member to tip a board
- In [REDACTED] many people don't have knowledge or capability to govern well
- Building community engagement should be key to a principal's role
- People shouldn't be able to be elected without any training or experience
- Every three years is a gamble
- System has changed from partnership approach into a management / industrial approach (NZSTA driven). Completely changed relationships between boards and principals.
- Need to know about their communities, understand education and governance
- MOE is a mess, so little faith, would rather take their chances with a group of random well-intentioned people than greater MoE control.
- Board should be involved in recruitment but compulsory external expertise (other principals included). Some commissioners have also made shocking appointments so issue not limited to Boards.
- Board can be critical friend but needs to be in a professional context, not the personal agenda.
- Community connection critical component of what a board brings.
- Needs to be accountability for everybody in the new system.
- First time principal. The mentor is an absolute lottery. You can get someone great or someone who is completely rubbish. Doesn't seem to be any assessment as to whether the mentors are doing their job well. Terrible mentors keep being reused

(two principals at the table had the same first time principals mentor and agreed that person was hopeless).

- Need to consider principal wellbeing. Not an attractive job anymore.
- Salary is based in size of the school, not the size of the challenge.

Systemic black holes where things go into Ministry (e.g. learning support)

Property

- Compliance heavy
- Want input but not compliance requirements

Ministry of Education

- Second more teachers and principals to MoE (keep their salary the same)
- Directors need to have a regular presence at regular principals meeting. We haven't seen Hira in months (only see them if the Minister shows up) Visibility!!
- MoE make judgements about school and make decisions/recommendations without even talking to the school! Shows arrogance.
- How do we create an environment where schools feel supported? Currently low trust model.
- KH (Kahui Ako) bullied in public to join. Going to take a long time to rebuild trust.
- Systemic black holes where things go in the Ministry (learning support)

PLD/EAS

- The more provincial you are the less you can offer because everything is in the main cities (so additional travel and accommodation costs that eat into budget)
- PLD providers take a huge amount of money doing [REDACTED]. [REDACTED] etc clipping the ticket big time. We have a brilliant local provider but we can only get to them via a big firm. Why can't we go to them directly then we would get more hours rather than paying the middle man?
- You get X PLD hours but no release time. If you do get release time almost impossible to get relief teachers to staff it.
- No national strategy to address Māori achievement.
- ERO driving a nasty programme to go after small low decile rural schools but MoE providing no support to those same schools to build capability.
- Gone backward from [REDACTED] to [REDACTED]. Return to inquisitorial model. [REDACTED] sits in Wellington and issues edicts via email.
- Could review and support sit in the same agency? Do we need ERO at all?

MoE Regional Office

- Traumatic incident response is good
- MoE Advisor should be conduit to get you access to what you need and make sure you get it
- Want localised support and people who know how to do their job
- Should be a maintenance/property standard that all schools are required to be at
- School pays for property and then MoE is meant to pay them back. [REDACTED]  
[REDACTED]

Kahui Ako

- Over engineered from the Minister down

- No sense in staffing allocations. 0.08 is insane!
- So far zero benefits for the kids

#### System change

- Must be a model with closer regional support. Authority and decision making sits in the regions – not at head office with people with no educational experience and no local context!
- High quality people who are paid well and know education in the agencies

# Tai Tokerau Primary Principals

Thursday 10 August 2018

## Participants:

-  primary school principals (schools of varying sizes and locations)

## Tomorrow's Schools Taskforce members:

- Bali Haque

## Secretariat support

- Kara Isaac

**Purpose of engagement:** To help inform the review of Tomorrow's Schools.

## Notes from session

### Bali spoke to the ToR

- Choice and competition
- Role of Boards
- Nurturing of leadership in the system is lacking
- No clear pathways for those post-principalship who still want to contribute to the system
- Professional development of teachers
- For some/whole of system evidence that we can use to measure systemic improvement
- MoE function and structure (and other agencies)

### Q & A / Discussion

(note: this was in the format of an informal discussion between Bali and the principals. The notes do not represent the views of all the principals present, they are simply a reflection of the discussion and views that were present in the room. Notes are not ordered by topic but by the flow of conversation)

### Boards and Principals

- Major questions around validity of ERO, political organisation not an education organisation
- Need for advisory role for curriculum, principals and boards
- NZSTA changed from partnership model to an individual model
- Lot of deputy principals are somehow making the leap up to big schools as first time principals. How when they don't have the finance, HR, and "system" experience?
- Quality educationalist are being judged by people who don't understand education.
- Need to require principal appointments to be more robust
- Appointment experts often brought in and are listened to on process but not the actual appointment!
- No career structure for principalship
- Don't want to lose community voice – number of principals favoured mixed model of election and appointments

- KH appointment of lead principal a complex process – far more complex and rigorous than after appointing the principal in the first place
- Any expertise needs to be based in the region and know the region. Can't be "helicoptered" in.
- Advisors (recruitment) should have vets over shortlisting applicants (not letting unsuitable applicants even make it to interview)
- How do we balance community input with expertise/people who know what they're doing?
- Some schools do not deserve a Board – they clear up and spit out principal after principal because they are so toxic and hostile.
- Debate re community council as a potential replacement of Boards
- A lot of breakdowns in schools are often the joint fault of both BoT and principals
- MoE lead advisors currently don't have experience or credibility.
- Principal model in Alberta, Canada. Deputy Lieutenant whose extra role was nurturing leadership. Very structured training programme. Very successful and structured.

Integrated schools currently running an aspiring principals programme.

Who would performance manage principals?

Rotation through system to secondments out of schools and into agencies/system role. Currently they get tired, leave and go to MoE.

Salary parity for principal's salary on secondment. Currently to move to do something that takes a system view (e.g. ERO) means a pay cut.

Education/Teachers' Council – these system roles should be centrally funded, not by fees.

Need to go back to dedicated Teachers' Training Colleges, country service requirement. TS has forced people to be localised, not moving around and experiencing different communities. Mobility needs to be made more attractive.

Country Service head hunted the best and then incentivised them to go. You have to give them the means to get out.

Society has changed. Now need two wages just to survive.  
Link principals pay to experience and performance not school size.

Used to have salary in part linked to decile. Has been watered down over the years.

Principal Recruitment Allowance process proves very rigorous – should be replicated across all appointments.

Reinstating rural community support. Mentor principal for first six years. Rural advisors etc.

Support for kids – mental health, dysfunctional/violent homes etc, biggest detrimental effect on learning in the North.

Communities of Learning/Kahui Ako

- CoL structure doesn't work. Impossible to staff, no relievers when they're at other schools/doing CoL work.
- Getting PD harder if you're not a CoL.

- CoLs are not functioning well for all schools.
- Should be project board, not leadership board.
- Some CoLs are way too big. Should never be more than 10!
- Lead principal for CoL observation – has been hugely beneficial breaking down barriers between primary/intermediate/secondary/ECE.
- There are huge gains but needs to be realigned for success.

#### Property

- SO frustrating
- [REDACTED] MOE people in AKL/WHG/WLG.
- [REDACTED]
- [REDACTED]
- 8 people to sign off any payment
- Total lack of role clarity – so many people “in charge”
- Escalating financial costs: no using locals, all coming from cities. [REDACTED]
- [REDACTED]

#### Business Managers

- Should be funding for small schools to at least share one! Take the load off principals.

#### Children needing additional support

- Restraint clauses need to be revisited
- Kids with extreme needs (violent etc) need to be restrained to stop themselves from harming others or destroying property but currently teacher/principal could face prosecution for doing so. [REDACTED]
- [REDACTED]
- Liability of principals is a concern
- Learning support a nightmare. Some kids just cannot be in a mainstream school without fulltime support
- [REDACTED] spending \$[REDACTED] a year on providing professional support. Maybe be [REDACTED] is reimbursed by MoE or OT eventually.
- For far worse in rural isolated areas. Need to have a permanent fully funded centrally paid role to coordinate access to learning support in every school
- Every teacher FTE in Northland should come with a Teacher Aide / have their status [REDACTED]
- [REDACTED]

Small schools – school is heart and soul of community. Need to maintain them in isolated communities. But what if two small schools in close proximity?

Shouldn't be any more teaching principals. Both teaching and principalship are now too complex to enable to balance both roles. Even the smallest and most isolated schools should have a teacher and a principal.

# SPANZ NCEA Principals' Review engagement

1.30 – 2.00pm, Monday 6 August 2018

James Cook Grand Chancellor Hotel, Wellington

There were approximately 140 SPANZ Principals in attendance.

Tomorrow's Schools Taskforce members:

- Bali Haque

Secretariat support

- Alice Wyatt

Purpose of engagement: To help inform the review of Tomorrow's Schools.

Notes from session

## Summary

Bali spent 15 minutes talking about the Review and its process. There was then an opportunity for principals to ask questions. Key themes in the questions were:

- Mixed views on whether the system is working or not
- A concern that the Taskforce have already made their minds up
- The view that we shouldn't 'throw the baby out with the bathwater,' and that there are good bits of Tomorrow's Schools (like the autonomy principals have).

## Introduction

Bali gave a 15 minute overview of the Tomorrow's Schools Review, based on the Tomorrow's Schools powerpoint presentation. He gave an overview of the Taskforce members, the Taskforce's independent nature, the Cross-Sector Advisory Panel, and spoke about why the review was taking place now. He also gave an overview of the Terms of Reference and scope of the review. He spoke about some of the key themes the review is considering, including leadership, competition, collaboration, the Treaty and the education agencies. He noted that the Taskforce began their work by developing a purpose statement and set of design principles.

Bali explained that the Taskforce is currently in listening mode and are travelling the country talking, and listening, to a wide range of people and groups. There is also an opportunity for people to make submissions to the Taskforce by completing one of two surveys.

Bali set out that he was unable to indicate what the Taskforce's recommendations will be as they are still being formed. However they will be evidence based and bold but implementable.

The session was then opened up for questions from participants.

Q: You've suggested that the current schooling system is failing a significant number of students – do you have the data to suggest how many this actually is?

BH: The system isn't working for approximately 25-30% of students (noted that this isn't the percentage of schools that are failing). It is a significant number.



[REDACTED] An intervention may be supporting a school with a very specific element of their work and not reflective of the entire school.

Q – I'm concerned that Tomorrow's Schools and the wider Education Conversation suggest that there's a crisis in schools. This doesn't help recruitment and retention into the profession. We need to recognise that New Zealand does a good job, particularly when comparing internationally.

BH – This is an important point. I recently attended the NZSTA conference where there were 1200 school trustees, giving up their weekend. It's clear that there are lots of passionate people who are doing a great job, with plenty of good stuff going on in the system. The Review is not trying to create a sense of crisis. The issue is that there's a polarisation taking place, being created by the system. This creates some winners but some losers and we need to look at this. It's not in crisis but we can't let this polarisation carry on.

Q – Can you comment on the independence of the Taskforce. Some Taskforce members have been open about their views (e.g. written books, you've recently written articles about particular topics). Can you reassure us that there is independence?

BH – Yes, the Taskforce is independent. We are determined to be evidence based. Taskforce members have written things in the past but it's important to express opinions. The Taskforce are now getting people to come in and talk to us to challenge us. This debate and discussion needs to happen. Just because a view was expressed 2 years ago it doesn't mean it's still the view held now.

Q – You made statements in April and July this year. Doesn't doing things like this influence the listening period?

BH – This is a fair comment, but views were put out there as an indication of some of the thinking happening. As a result people may want to come back and challenge these views.

Q – The autonomy we enjoy is an asset of the system. Yes, some schools in some contexts need support, however I'm worried we'll lose autonomy across the system because some schools need centralised support.

BH – We're aware of this and have heard the message to 'not throw the baby out with the bathwater'. We need to keep the bits of the system that work well and build on these. We know that one size doesn't fit all. New Zealand has always been a leader and we should keep leading. Yes we are hearing concerns about freedoms being taken away, but we also need to think about what to do to address those that the system isn't working for.

Q – Can you unpick what you said earlier about there being polarisation in the system?

BH – What has occurred is a tendency for decile drift. Some communities are disadvantaged but the system is reinforcing this disadvantage. For example, a school with difficult governance – they can't get trustees or teachers and this is multiplying the disadvantage of their students. This isn't good for the nation.

Q – But how much of this polarisation can be attributed to Tomorrow's Schools?

BH – The structure of the system plays a part, we need to unpick this more. We know that there are lots of factors but schools are part of this polarisation.

Q – Every day approximately 20% of students aren't in school, this is a huge issue. We need to make sure that schooling is as engaging as possible.

BH – Agree, and the reasons for students not going to school are multiple. We need to unpick these, to make sure it works for the whole sector.

Q – What's your view on the NZSTA submission saying that principals shouldn't be on boards?

BH – Can't take a view on this at the moment as here on behalf of the whole Taskforce. It's interesting and it's good to have a conversation. You might argue that it's unusual for a CEO to be

on a board, need to consider that our model is different. I've been a principal and sat on boards, and enjoyed my relationship with boards. The power between principals and boards can vary, and variability can be part of the inconsistency.

Q – If the principal is not on a board but there are still staff and student representatives, they're then the only one not represented.

BH – We've heard that being a single student trustee on a board can be hard, like the staff trustee the student role can become advocacy, not governance. These are good points to make and they're conversations we need to have.

# New Zealand Association of Intermediate and Middle Schools (NZAIMs)

Wednesday 8 August 2018

## NZAIMs Participants:

- Principals
- Deputy Principals
- NZAIMs representative
- **Tomorrow's Schools Taskforce members:**
- Bali Haque
- **Secretariat support**
- Kara Isaac
- **Purpose of engagement:** To help inform the review of Tomorrow's Schools.

## Notes from session

### Introduction

Bali: Setup, independence of Taskforce and membership.

Taskforce have met with opposition parties – trying to build bipartisan support

Background of Tomorrow's Schools – almost 30 years since introduction

Constant change the whole time

Strong evidence system working for many but also not delivery for too many students and too many schools.

Polarisation occurring in system between “winners” and “losers”.

Let's not throw the baby out with the bathwater. Need to ensure we are future focused and schooling system fit for purpose for next 30 years. How do we lead into the future?

Scope of Tomorrow's Schools (PP handout)

- Compulsory schooling but also transitions
- Equity important

Key themes (PP page)

Spoke also to the pamphlet

What changes would you make?

Primary, Middle and Secondary as three distinctive phases of a student's life.

Age where developing into young adult they are becoming. Curriculum should reflect the distinct phases. Years 7– 10 seen as years of middle schooling.

- Lift recognition of four year block in middle as being formative
- If you lose kids in years 7-10 it's really hard to re-engage them in the system.
- second biggest growth phase

Intermediates were meant to be 3-4 years but Bebe ran out of money.

Transition when handled well can help develop resilience.

Kahui ako has helped strengthen the transition both from primary and into secondary.

If they had choice it would go 6-9 structurally (or 7-9).

Don't think any reasonable person would say the two years is a good concept. If working from blue skies would design a different structure.

If you follow child's development and curriculum you can see the divisions that naturally occur.

Shouldn't be judging our decisions on system now. Kahui Ako is in early stages of collaboration.

Kahui Ako – way it was lead and implemented did not set it up for success. Did not take the people with them. Prescribed a model that people were then forced to fit.

Some kahui ako have been really successful despite the system. There were built on schools already working together and so goodwill already existed.

Decisions around Kahui Ako should be localised, not centralised. Need to keep it. Collaboration is important. What would we revert back to if it was to go? Resourcing also helpful. Across teacher role problematic.

Diverse views re whether Kahui Ako vertical pathway is important / critical.

Redesign CoLs in communication / consultation with stakeholders. More local autonomy, less bureaucracy.

PLD – Ministry has been inadequate. MoE filled with bureaucrats, not educationalists. Too many hoops, paperwork, journal a nightmare, no practical experience, don't know school environment, all theory. NZSTA advice re strikes unlawful (lack of governance support and poor quality).

Life autonomy to select who they want to be that needs to be kept / maintained.

Much easier to get PLD through if you were part of a CoL. Much less chance if it's individual school (perception).

Like that they get "hours", not budgeted amount. But with big companies you still don't get to choose who your facilitator is. You just get who you're given.

Ministry Senior Advisors need to be more senior and paid more (if good and experienced!) Should be a seconded position for 2 years from a school.

Too many didn't have enough authority and didn't have education expertise.

Bring back rural advisors.

Ministry has huge data gaps. If we're thinking blue skies we have to know what data we need.

Education Advisory Service could sit regionally but would need to have consistency across the country so everyone received a comparable service.

BoTs – community voice is important.

Property – Ministry could do more to support boards and Principals with property. Constrained capacity.

Needs more delegation down wind. Local/regional people able to make property decisions.

## Principals from [REDACTED] and [REDACTED]

With [REDACTED]

Background –

- Expressed concerns about enrolment schemes, roll growth and taking students who have been excluded from other schools.
- [REDACTED]
- [REDACTED] concerned about NCEA review. Please don't leave us out.
- Still feel no avenue to make views heard – with NCEA too late, the ideas were put out and Hipkins wouldn't meet.
- The online survey re NCEA has had 308 responses. Suggests complete apathy, or....
- Hipkins wanted open process to hear ideas, but wasn't open, it was about the big ideas. Everybody's focused on what would be best for the country. Should have focused argument on what works and what doesn't.

Questions:

[REDACTED] – how do we grow a pathway that we know is progressive so all children get a good deal.

[REDACTED] was pretty clear. A few stakes in the ground. EG NZ Herald. TS has to change. Minister has said TS has had its day.

We do understand some schools can't get suitable BOTS. Our concern is that all schools have to change to get at that issue for a few schools.

[REDACTED] – we are in listening mode. No predeterminations. Review is genuine. May be complete rework or something in between will come from what we are hearing. We have heard recurring themes.

Board chair saying we don't want to do management things we want to contribute to the culture of the school.

We are noting things down and noting how popular they are.

Catholic and integrated schools are in a particular position – you get a new board member who come in and want to make a change – whereas with proprietor there the boards are more strategic, with long-term interest at heart and without that agenda.

I think that's why Catholic integrated schools do better.

Also always puzzled me where principals are being appointed, they don't have somebody above board level to check out the appointments.

We have heard a case where they have hired an HR company, and appointees have the speak but not the experience. That can result in things falling over.

## **■ - What would you prefer to see?**

Every board making an appointment should have an educationalist there to oversee the appointment.

## **■ - Powers of veto?**

Got to have an informed voice. Some schools do that.

## **■ - Trying to reduce that variability between schools is the real challenge. Can take a long time to get those schools...**

One thing ■ said that caught my attention. Some of the poor performing schools are caused by reasons other than governance. There are other issues at play. Eg not staffed properly. Eg ■. I can take my board down there and it won't be a magic wand, but take my staff down there – you might see change in 3 years.

## **■ - Interventions take a long time – what else could turn schools around more quickly?**

Honestly – take staff out, make redundant, bring in new principal. Make it worth their while and let them select their staff. They may keep some staff if high performing. In England – some silly examples like bringing in German principal. But the staff is the key. And the principal is the particular key.

Some schools in ■ well led but poor quality staff and it's a revolving cycle. When ■ said a board can get good staff, I don't think so.

## **■ - What appointments do your boards make?**

Principal, maybe DP. Not staff, they don't manage them.

We have a lot to do with private Australian Catholic schools – it's compulsory. They get 2-3 current principals of Catholic schools on that interview panel. That's one way of making sure you get quality. They might be out of the region, and funded by the Department. If you compel it – they have to have somebody from the education Department on the board. I'm also a fan of the ERO model too, we have a special character review done by Diocese review. It brings a reality to it. Working well. Every 3 years.

Every year (depending on the proprietor inviting others in), the Principal and the board chair meet with other Catholic schools and discuss previous year, successes and challenges. We learn from each other and critique each other and ask questions. Provincial team send us a letter after that.

The mix is good, it's collegial, and provides objectivity.

Going back to underperforming boards, without the expertise they need (eg finance). It's tricky. ERO is there for a reason - governance. If they pick up an issue – quick fix might be to employ people as professional board members to provide specific skills, and could do that across a number of schools.

They would be compelled via ERO, or schools could ask for help.

## **■ - Every small school has to get a BOT together. Maybe it's time for joint boards across small schools in an area.**

Then the tension is – the parents want to have access and input into the culture and identity of the school.

If a school is in trouble, then something has to happen. The choice is MoE takes over (not want to) or bring in and share the resources we have already.

The model in US doesn't work – having a superintendent to manage schools and principals, it's too tough, heavy handed.

TS model works in this country – other countries are envious.

If the principal is not the voting member of the board, but board members are and are seen as experts of the school – that would be untenable.

I would hate to see that happen – it would lead to all sorts of problems.

We don't want to see student voice shut down. Our student rep has enormous power, eg voting for the new principal.

Student reps – diverse experiences. Depends on their training. Critical they learn they are not representative of all students, but their own voice around the table. Same as staff rep.

Some board members have felt disappointed and found they didn't end up doing the sorts of things they thought they would be doing.

What training to board members need?

Great when a board knows difference between management and governance.

We get good applicants for board elections.

**■ - But this isn't everywhere. Over half of board elections don't go ahead because of lack of applicants.**

Ed Council training on registrations recently – BOTs get their information from the staff rep – that's not the way it should run.

I think at primary schools there is more meddling. Effectively bullying. Too involved. Training is key in preventing that kind of thing.

Who would appoint a principal? Could there be a system of support and nurturing for a principal?

I think aspiring principals should have to get some form of certification before they even apply. Like a WOF.

Has any research been done about number of schools that fall over when second lot of elections come up, when first board who appointed the principal were supportive, but a new board may not be. The cycle of trust starts all over again. Takes a while for new board to trust you.

There's always a parent with an agenda. We shouldn't concentrate on that because vast majority of board members want what's best for the school. These communities are supporting the school. In country schools, they are the heart of the community. Yet they are struggling the most.

**■ - Could it be that some of those small communities don't have to have the same number of board members?**

If you made them one school, they could share the role but still have parent bodies. It would stop competition between them too.

Here in ■ we don't appreciate the problems some of those schools have.

Re competition – ■ not zoned, but ■ is.

A lot of talk about school A doing well, school B not. How do we get school B up. I don't think getting kids from school B to change school A is the answer. Kids being forced to go to underperforming school because of geographical location is not the answer.

We make every school a great school.

Then zoning won't be the issue.

If living in deprived area, why not allow a child to attend a higher performing school. In deprived areas, if forcing kids to go to those schools, make sure they have quality teachers and leadership etc.

One kid raised a fair point – I want to go to city school because it's multicultural.

The resourcing has to go into these poor performing schools.

### **■ - What about mobility of leaders in the system?**

Critical is the principal, and the training and rigorous vetting and so on. If they have the right lens and the kids' achievement is their priority and their welfare, then everything will go in the right direction.

And teachers are just as important. A good principal will employ the good teachers because they have experience and knowledge.

### **■ - Back to mobility – should leaders be moving around?**

I think it takes 5-7 years to change a culture and get it humming. You can make significant changes in 3 years, but you need 5-7 years to make those lasting changes.

I think England (not perfect, and we shouldn't follow everything they do) but their model where they place principals in schools is a good one. The challenge is as important as the salary for those principals.

I think a lot of principals would jump to that challenge. Experienced principals.

You don't want temporary appointments or secondments.

Decisions get made and have to get undone.

We have some very good schools in NZ – I would guess 70% are doing very well, 15% could do better, 15% are underperforming. Easy enough to get that 15% up and we have the expertise in NZ to do it...

### **■ - At system level, who can make those decisions? How do you work with agencies? How would you be responsive to underperformance? And as a profession what would we do respond to those places?**

I guess Ministry or Minister in the end has to make those calls.

### **■ - The organisations are under review. We can think about the Ministry as being different to what it is now. How would organise those functions?**

Doing away with specialist advisors has been dangerous. Not experts on call to help with curriculum areas.

I worry about assessment system (NCEA) creating schools that... ideally every student should have the same opportunities to succeed as a student in centre of Auckland. Maybe its teaching, maybe expectations. Some of the curriculum subjects, eg English not being compulsory at Year 11 and usually this is because of low academic expectations. This is unfair on students at those schools.

If you want to choose science – that school doesn't offer it, but you're zoned for it.

Eg University Entrance story – not fair. Some schools not providing proper service to students, more worried about Level 3 results (and reputation of the school).

Some would argue some schools focus too much on results, but if you're not getting your students UE then it's blocking their choices for future. Some schools are looking good on paper, but when you see their UE stats, they can be pitiful.

UE is the top qualification you can get in our school system. It sits above Level 3. Whether they go to University or not, at least they have that opportunity. Even for students aiming for trades. You can't game UE, but you can game the other subjects. Universities are quite right they need to adequate learning in UE subject areas.

Some schools get accused of elitism, but it's not when you are giving students choice for future study (through UE).

### - What about scope of curriculum?

I think it needs to change – it's fantastic. But not specific enough. I think schools need more guidance about the depth that's needed.

And everyone teaches to the exam for assessments.

We've reduced a lot of our summative assessment so kids can do more learning. But kids are now so hot on gaining credits, it's created its own culture.

I think we should have subjects with one internal and three externals where everybody in NZ does the same. Less internals, it's stressful on kids, it's been horrific. The incentives have created a monster.

It's created competition between subjects as well. You have to think of the student who is the lowest achiever in the class and you want them to achieve the internal credits so you can't reduce them (internals) too much.

NCEA has created differences between schools so Universities perceive a hierarchy based on where you went to school.

We have good plagiarism tools to detect it. But other schools don't have that. We argue we are training for University. NZQA should be paying for those tools to make it consistent across the country.

### - Can I ask about wellbeing? What is key for secondary students?

Ironically the NCEA kids have more stress than our Cambridge kids. It's counterintuitive. You know because you talk to them, and from talking with Deans and counsellors. Drag of constant churn of assessments. Boys favour exams. Girls do too. Exams aren't the evil thing they're portrayed as. It's the internal assessment, something due every week.

Secondary students are mapping out their internals due and it's crazy. Imagine what that's like for kids who are not organised.

I really believe that sport helps alleviate stress. Music too. And science. Taking time. No cell phones during the day.

We take them off them. We have consequences for students and rewards for teachers who take them away.

Staff wellbeing is also an issue in NCEA. A lot of teachers prefer Cambridge now, it's less workload, even though more curriculum to get through, but not constant internal assessment and the marking that comes with that.

All very well to say drop the standards, but you have to cater for the kids who need them to cross the line.

Baradene has resisted Cambridge because of dual system and the possible perceived hierarchy.

That's changed now. It's just a way of assessment.

- Who makes those decisions?

\_\_\_\_\_

■ - What other decisions do ■ make?

\_\_\_\_\_

\_\_\_\_\_

I don't like the idea of property being taken out of education – but we need educationalist viewpoint for the design of school property.

Property decisions made by MoE seem to be incredibly frustrating for boards that we've heard from. Schools being compelled down educational philosophy of Modern Learning Environments (MLEs) to get a building wasn't well received.

MLEs change the relationship between teacher and child. Having a set number of students per teacher and building that relationship is critical. If you are responsible jointly for 90 kids that relationship might not be there.

Often it's the quality of the adults in that room that it depends on.

And community view to decide that for your school.

Eg. The community likes it.

But I couldn't put that in at this school

**B - That's the beauty of the system, and the unique thing about NZ – we have that freedom and variety.**

To get good staff – you have to offer special treatments and flexibility

You have to compromise. You have to do some trading.

When recruiting graduates in Dunedin – Only 7 of 30 graduates were any good

Schools are advertising and competing for staff and good graduates

Shortages are here and they are making it difficult if a school can't offer a subject any longer. Flow on effects for class sizes in senior secondary and course offerings.

Physics teachers are like gold.

Teacher salaries and house prices are also an issue affecting staff shortages.

Money is important in this profession (teachers and principals). In NZ they aren't earning enough compared with other countries

It means graduates stay in the profession. Could offer long service leave after 10 years - a week every year.

We have made an assumption that teachers do it for the love of it.  
Auckland teachers won't be doing nearly as well as teachers in Tokoroa for example.  
It's simple supply and demand.

They are paying health professionals more when needed. Why not in teaching?

ENDS.

# Auckland Primary Principals Association (APPA)

Thursday 9 August 2018

## APPA Participants:

 Principals

## Tomorrow's Schools Taskforce members:

- Bali Haque

## Secretariat support

- Kara Isaac

**Purpose of engagement:** To help inform the review of Tomorrow's Schools.

## Notes from session

Bali talked through Powerpoint and outlined terms of reference

Data and evidence for change vital. Planned implementation important.

What big issues Taskforce should be looking at / turning their minds to?

## General comments

"You could axe my board and no one would even notice."

One principal expressed scepticism of entire process covering (but not limited to) (1) that the Minister hadn't come and spoken to APPA since the election showing a lack of regard for their influence and importance (2) the Taskforce are a 'stacked deck' (didn't elucidate which way he thought they were stacked) and their decisions are predetermined and (3) questioning in general the integrity of the Taskforce members. Bali responded by reflecting that the Taskforce are professionals and should be given the opportunity to demonstrate that. While he and Cathy have obviously written books with views put forward that his views have certainly been evolving while he's been on the Taskforce and he believes Cathy would say the same. All five people on the Taskforce are very strong leaders with a huge depth of educational experience and differing views. Whatever recommendations come out at the end of this process they will have been robustly debated.

Principals can be the person driving the competition and can dominate the Board.

Important to remember the connection between broader economy 1989 – the competition model was being applied to everything.

Fully funding schools would reduce competition.

In a scarcity environment there will always be competition for resources.

No responsibility from MoE for many things. E.g. staffing crisis. Ministry completely unhelpful. You are "self managing". It's your problem.

Autonomy around local design making is good. Complete lack of coherence among government agencies.

Equity big loser under TS. System fractured.

New risk of ghettoization if continues.

Resources to ensure excellence and equity. Keep independence to do what we need to do for our kids. Boards – strategic direction Boards good for sounding / different perspectives. (Depending on Board capabilities)

Needs to be ability for community voice to be heard by the leadership.

Different breed of parents now coming through – hardly any parental involvement in broader community/school. Days of school galas and large active PTAs are over. Now most parents work to keep afloat, many don't have the time or capacity to be involved in school beyond what is absolutely necessary.


Principal recruitment

- APPA geographic clusters would be a good basis to draw recruitment panel members from
- Should also be balance of community members
- Other principals know their area and should be used to appoint new principals

Difference between self-managing and self-governing schools.

Toxicity within Boards – someone elected in an agenda can just destroy a Board

Should be criteria/training before someone can be a BoT

“Education is not well. We are in the .” It is not serving a lot of children well. Principals feel like they are the bottom of the barrel. Feel really devalued. Been reinforced by politicians over years.

Principals aren't being heard and schools are being done to.

Why won't the Minister meet with them? Used to in opposition but elected and disappeared.

School principals get blamed for everything. Ban OoZ (out of zone) students. Go to your local school.

Change Ministry. Principals take bad ideas and make them work. MoE bureaucratic and controlling. Haemorrhage money in dumb stupid places and under resource where it does need to go.

Really insulting for principals not being spoken directly to by the Minister. Devalues their professionalism and leadership.

# Principals meeting: [REDACTED]

3.30pm – 5.30pm; Monday 13 August 2018

## Participants:

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

## Tomorrow's Schools Taskforce members:

- Mere Berryman

## Secretariat support

- Alice Wyatt

**Purpose of engagement:** To help inform the review of Tomorrow's Schools.

## Notes from session

### Summary

- Most of these principals were largely positive about the current board of trustee model. They particularly valued having a local body that could support them in a flexible way, and the autonomy associated with the board of trustee model.
- Many principals were negative about the contribution MOE made to their schools, with concerns that the Ministry is too large, adds bureaucracy and makes many processes more time consuming than they need to be. They specifically raised issues in relation to the MOE's handling of property and the building of new schools, and MOE's provision of learning support services.

### Introduction

Mere - introduced the Tomorrow's Schools Review and gave an overview of the Taskforce and its independent nature. The taskforce is looking at the compulsory school sector and that there are other education reviews going on, with a need for all reviews to be working together.

It's been nearly 30 years since TS was introduced so the review is timely. Much of what's happened in education over the last 30 years has been in response to TS.

Mere was asked how principals were selected to be invited to the meeting.

MB – Meeting was set up by the Ministry office, not by the taskforce. Understand that unions/peak bodies nominated attendees.

Participants reflected that there had been poor communication with the MOE on the meeting.

MB – What's good about the current school system?

■ – I'm an advocate for there being one board per school. We've chosen to not be in a COL, we see value in representing the community through our board. Wouldn't want to see combined boards. Recognise that smaller rural schools might have difficulties with boards but we don't, our board is focused on quality teaching and learning.

■ - We're a larger rural school and see value in ■ view. But know it's difficult for smaller schools, they have challenges getting people and with the workload (as most are teaching principals). Should look at having one board across a few small schools.

■ – It's a positive experience when you have a supportive board, people who represent the community. We like having autonomy in our direction and wouldn't want to see the board taken away. Our board is good at supporting our direction and vision. In larger schools you have a good cross section of people, people want to be on boards. This can be harder in smaller schools.

■ – Boards having a sense of responsibility is good. Someone detached from the school (like MOE) wouldn't be answerable to their students.

■ – Boards give ownership. They provide people who belong to the community, have strong affiliation to the school, they want to see it done well. When things go wrong it's more about trustees not having the confidence to take a role. Should put good people in place and support them. Am loathe to lose the current system as it's come a long way. Now people understand that they need to be on the board for a few terms, longstanding members know they need to bring people onto the board and coach them.

Bring people from the community, if they're willing - give them time and confidence to grow and develop. Lots is picked up in the first 3-4 months of being a trustee, NZSTA helps, long-term trustees are helpful.

■ – As a teacher it's good to have the board here as you get a speedy response, the principal can just take an issue to the next meet. It's good that we have people for us at our school.

MB – We're hearing that lots of people like boards. But also hearing ideas about how to support people when they become trustees. We know that people don't become trustees already knowing everything that they need to.

■ – There are lots of organisations in this space and that's a challenge. NZSTA do good work but are possessive of what they own. A challenge is to get a common goal for them all. There does need to be some blurring of responsibilities as it's about going to the person who helps you the most.

■ - There's so much for trustees to get their head around. They're enthusiastic at the beginning but soon have a glazed look after 6 months or so.

We have STA training, it lasts for 3 hours at night time. But can look at other ways to have training, like training in the day time or in short bursts.

MB – We've heard that there is online training?

Some people like this, some don't.

MOE puts on workshops but these are still in the evenings.

We've used NZSTA but also brought someone in to do personalised training for the board. They could be flexible about the time slot.

When I joined the board I was buddied up with someone. It's also good to give new trustees a job, like personnel. It was good as we had lots of meetings outside of school hours, someone else helped to fill in the gaps. Others are feeding into understanding.

I joined a new board recently, it has a range of experience and roles. We allocate time for training within each meeting, our trainer is also always available for us to email.

Sometimes training needs to be based around the role a board member has, otherwise they get lost.

MB – Lots of board members come onto the board because they think they will help teaching and learning, but actually spend lots of time on things that aren't teaching and learning.

■ – Need to make a connection to what they have skills and experience on. Some find it hard to connect to teaching and learning.

Boards need to be prepared to go outside and get what they need.

Things could be made a lot easier by the Ministry, especially in policy.

The MOE was meant to diminish, there were meant to be 700 people, now there are thousands.

■ – Should dissolve MOE and start again. ERO also need to go. Some of its publications are fantastic but they've done nothing in 30 years. The need to get rid of people who create opportunities for themselves to shuffle papers around, like the Education Council. They all have an agenda.

MB – These organisations were set up and have grown – MOE now has 1,200 in national office, plus regional staff. They've gone from being policy focused to a hands on provider. What should we do?

Our local office has lots of people working there. It's not clear what they do.

MB – What should the system look like?

■ – It needs to be simplified. It's too big and complex, and hard to access. To get anything done you have to talk to 5 people rather than 1, they're never available. Who's doing which role always changes.

■ – There's too much bureaucracy and no trust in principals.

MB – Buildings are property of MOE, on mana whenua land, and boards are responsible for upkeep. If MOE don't like what's going on, they own the buildings so can stop things. If they own the buildings, why don't they upkeep?

■ – I don't want to hand back property. But it's still more complicated that it needs to be.

I've had similar experiences.

MOE outline the process that schools must go through. Consultants are involved, they're slow and waste energy.

To get something done have had to have 3 MOE staff come and visit, why can't just one person do it? Too many consultants are involved – e.g. have a special needs consultant to come in and decide what's needed.

■ MOE can't make a decision, e.g. have now decided an engineer need to take a look, adding another step to the process.

There was a kneejerk reaction to leaky buildings, now MOE is trying to cover this by making everything so hard.

MB – It seems that nowhere in the country are they happy about buildings.

■ – The total cost of our job now won't be covered.

■ – It's been really slow. They can't plan ahead.

■ – One person from MOE looks after each school. But you don't know who you're sending things to, you need someone who understand and knows your school.

Property is taking up time from the core purpose of our role. Someone somewhere is making lots of money.

■ – We've just finished our property plan and couldn't upload the file through the MOE portal. Out of date MOE IT systems is a problem.

MB – Whatever portal goes between schools and MOE has to be able to talk to each other.

■ – Need to clearly define the MOE role.

■ – It should be supportive, not bureaucratic. On a case by case basis staff are good but they're overworked. They all have lots of schools to deal with.

MB – But we can't say that MOE needs to be smaller but that we need them to give more support.

■ – Rationalise the process, make it more simple.

■ – MOE can't read every school charter, so why do we have to submit them by a deadline? It's a transactional process, about checking things off.

MB – What should the MOE role be?

■ – They should provide resources – finance, property and, where required, advice. But most senior MOE advisers don't have capability. Most of the regional advisers are failed principals.

■ – You see people have been appointed but you don't know where the role was advertised.

■ – You can't have people who've failed in schools giving advice at MOE.

MB - What do you think about RTLBs?

■ – Don't think they're a good use of resource. Lots of them are failed teachers.

It depends who you've had.

MB - What if there was a leadership pathway for principals to transition to MOE/the system that supports schools? Not everyone has to go there, but it would mean it would be grounded in effective classroom practice and proven experience.

The critical thing is having a pathway to principal ship. Had experience of people becoming principals just because the school needs one.

MB – That's a slightly different issue - how do we support first time principals?

Make sure new teachers can't become principals.

There used to be a principal induction process but its gone now.

Now we have a leadership beginning tutor that goes into schools, mentors, supports. There are also associates, contracted by MOE.

Beginning Principals is what first time principals became. They get them together once a year. It's works well in this area because the individual trainer knew what was needed and reworked the contract.

There needs to be a group working in schools to work out what the MOE role should be. You should talk to people outside of the MOE to find out what the MOE should do.

■ – As part of the TS review there should be another arm making recommendations on MOE. Everyone has concerns about MOE, it's timely to review what it does.

ERO should also be tidied up.

MB – How would we tidy it up? Shouldn't we do it as part of Tomorrow's Schools? We have the mandate to make recommendations on agencies. We want to make proper recommendations, not just recommend another review. We've been hearing lots about MOE and ERO but there haven't been clear views on what to do in this space instead.

■ – Ask each district to identify what they need from MOE.

■ – Boards are find, smaller schools can define their own destiny.

■ – We've heard that people like boards, they have some tweaks, they don't always like the process of buildings maintenance.

Smaller schools don't get enough budget to operate, more students means more budget.

MB – TS said that schools are businesses and need to give parents choice. Heard that lots of students leave ■■■■■ to go to school in ■■■■■

■ – Very few students go to ■■■■■ to go the ■■■■■ school.

■ In a big school boards don't have direct influence on teaching and learning as they're in a governance role. They learn as they get onto the board where their input can be.

MB – How would we change ERO and MOE?

■ – We need more time to consider this. You need to get all educators together and think about what do MOE do and what can they do.

■ – Special education is also dysfunctional. Agencies are meant to work together in the best interests of a child but they don't.

■ – There are also challenges navigating mental health for under 14s.

■ –

MB – What if there was an overlapping group of services available in lower-decile schools, so that schools that don't have the necessary facilities inside their school can draw on them?

■ – It's been hard for the SENCO to get the support needed for children. It can take 2 and a half years to get anywhere.

MB – In some instances the complexity of needs has tripled but funding hasn't kept foot.

■ – We're more knowledgeable about conditions now, but some things have increased. Special education is now much bigger.

It's not confined to lower decile schools.

MB – But there are lots of complex needs in lower decile schools, as these students don't have the choice to go elsewhere.

■ – It's not always about going elsewhere, it's about getting what you need in the school you're in. Must remember that complex needs are across the board.

■ – MOE takes 25% of our learning support funding for specialists, but doesn't produce any specialists available to us. They take it as schools used to use funding for teacher aides (as there are no specialists available), they said we had to give 25% for specialists.

RTLB is an exclusive role, it feels like the outside popping in. Should invest in developing people in our own schools.

We follow the inclusion model but experts out there aren't inclusive.

There should be a SENCO in every school. For higher decile schools, SENCOs are more accessible so they could share a SENCO.

■ – It's different in ■ the decile system isn't always representative. We're decile 3 but have kids from deciles 1-10. We have a whole range of socio-economic status.

MB – Deciles come from the census, often lower-socio economic families don't fill out the census. They just take a snapshot of 20% of the census to work out deciles.

■ – Schools are jumping around the deciles.

MB – The Minister was looking at introducing an index rather than a decile system. Would this be better?

■ – Would need to look at the data to know. Funding would follow students.

■ – PLD, SWIS, truancy contract – these are all now meant to be contracted out. We've bailed and we're funding our own services but we don't get our money back from the MOE. MOE lets organisations win contracts but they don't deliver. There needs to be greater accountability for MOE.

There's not enough support for special needs and complex needs. The truancy services aren't effective.

We've had success as being autonomous. We know our own staff, got a SWIS in, got a truancy officer.

■ - There need to be health professionals in schools. It would mean more people would want to be teachers.

MB – What if there were services funded and located in schools that are decile 3 or lower?

■ – All schools have a need for them.

MB – Locate them in the community, lose the bureaucracy, make them more accessible?

If they were employed by a group of schools they'd be effective. If they were somewhere else they wouldn't be effective.

Need a middle layer that's not MOE.

Special needs, learning and behaviour should be located in the region, with a local principal.

Want these located in schools, not with a middle layer. Some schools don't need a whole FTE but could have a proportion of staffing, e.g. a few hours a week for a SENCO.

MB – What if RTLB went back to being teachers.

■ – Lots of schools aren't using RTLB. We've requested our share from MOE but didn't get it.

■ – RTLB training was great. But they're outside of us, they don't know our whanau. They're not in all of the time.

The complexity of the role has doubled. If you're based in the school you're experiencing everything, you know the whole child.

■ – We're told that we're self-managing schools, but there are so many things we're not managing, MOE is managing instead. Look at MOE and ERO functions by looking at everything that happens across a school.

MB – We've heard CEOs from these organisations talk.

■ – Why give the Education Council PLD funding? It was a waste of money, they were given funding to take over PLD funding, but now the PLD funding isn't moving and this funding won't be given back. Teachers don't get a say about who's on the council.

Parts of the system are becoming a drain on funding – like ERO and Education Council – this money should be going to schools. Organisations need to be brought together and downsize.

MB – What would you bring together and downsize?

The complexity. Give us ownership of the things we need. Stop having 20 intermediaries, like MOE, which have resources tied up in them.

Why is there both MOE and the Education Council? Why is the Education Council separate? It's not a huge organisation but it is substantial.

ERO and the Education Council can't be put together. Education Council looks at teacher competency and disciplinary.

ERO could be dissolved.

School inspectors used to do a good job. Notes would go to 3 people – PPTA group, the principal, the Ministry. They didn't go anywhere but to the people who acted on them.

On ERO, does it have to be people who fly in for 3 days and don't know anything about a school? Couldn't it be more localised and regional? People who've come out of a school? ERO should be about improvement, schools should be able to work with ERO to see if they're on track for their goals.

MB – What would we replace the unwieldy MOE with?

A leaner Ministry. It should be focused on improving schools.

Need to know what principals and schools value from MOE and use this to define what MOE should do.

MOE meetings are dysfunctional. Often it's about ticking a box – i.e. that there's been consultation, but there isn't genuine consultation. MOE Senior Advisors ask silly questions and don't know what their role is. Lots of schools don't have much to do with MOE.

It takes a while to get an answer from MOE.

The MOE bulletin (sent out on Mondays) is useful. It sets out everything you need to keep track of (need to know part at the beginning, regional sections aren't useful).

Health and safety is a nightmare for schools, people get silly about it and common sense still works.

Tomorrow's Schools created competition – we need to move away from this.

What's the [REDACTED] response to this?

It used to be that schools were divided by rivers and streets and there was a balance in schools. Go back to a community of schools that becomes the trajectory.

The Council funds a bus for some students to travel, if they maintain 90% attendance.

There are silly rules about admissions.

Roads here are rural, there are no footpaths, students can't walk to schools. There are bizarre rules around bus use. You have to pay for buses so parents drop students off which causes a problem with traffic.

[REDACTED] schools used to semi-compete. They don't really do this anymore.

Our catchment for contributing schools has been limited. [REDACTED]

[REDACTED] MOE do not long term plan on property or enrolment.

MB - What if MOE had to have a plan for the next 30 years?

MOE have population projections but don't use them.

Why don't MOE stop building schools – schools are half empty and building new schools impacts hugely on others. It means they're competing for the same kids.

This uses up resources – why do they keep spending money on this.

Why can't old schools have the funding to upgrade, refresh and personalise the schools. Catholic schools are managing to do this cheaply and quickly because they have less bureaucracy.

Currently to get extra things at school we have to fundraise, but this means boards are focused on fundraising.

What about iwi schools? All schools represent iwi.

[REDACTED] - Will the Taskforce just be recommending what the minister wants, or are you actually independent?

MB – We haven't been told what the minister wants. But the cross-party guardians is in place to think about coherency across changes and future proofing. The TS report will reflect what we've heard as we've engaged across the country. We are an independent taskforce and this means that it's up to the minister what he does with our report. All of the agencies we've engaged with have been open minded about what comes out of our report.

MB – If there's anything further you'd like to feed into the review, please make a submission.

# Principals' Meeting

- [REDACTED]
- [Tomorrow's Schools Taskforce Member:](#) [REDACTED]
- [Location:](#) [REDACTED]
- [Attendees:](#) [REDACTED], [REDACTED], [REDACTED], [REDACTED], [REDACTED]  
[REDACTED]

## Summary

- Changes made from the review need to be outside of the political process. Once change is made we need to stick with it, and adapt and learn as we go
- Freedom of the curriculum and the ability to develop a local curriculum is a key strength of our education system
- Engaging with and using the skills within our communities is key to providing the best possible learning opportunities for our children
- New teacher graduates don't have the right skills and resilience to adapt what they've learned to the classroom environment. We are spending too much time supporting new graduates
- Over the last 20 years the profession has not been listened too – *"we are not respected for our professionalism, it is not valued."*
- Kāhui Ako have been a positive change, they are part of the solution.
- The decile system is ill informed, ops funding is inadequate, property and enrolment zones aren't working and learning support needs have escalated in the last 10 years
- Group suggested that the current Board model needs to be changed
- Need to support the wellbeing and professional development of principals
- Collaborative models across health, education and the social sector are good ideas, but they haven't worked in the past (SST example)
- All schools should have the same SMS and this should just be paid for by the Ministry.

## Detailed notes

- [REDACTED] welcomed attendees and opened the meeting
- [REDACTED] - **What are the strengths of the system to carry through?**
- Question about cross party politics – changes need to be across political lines – what is the status of this work? Meetings with cross party reps etc... as non-partisan as possible, apolitical group. Everybody believes in, get education out of politics. Should be manageable because of the size of NZ.
- We have an excellent curriculum, with the license to follow kids where they want to learn – it's good the key competencies are coming out again – with national standards going – just stay true to that [curriculum].

- And the freedom to create a local curriculum – tailored to local families – not that we become insular – it's just not restrictive – allows innovation and creativity. Until recently it has not been a focus – now we really can focus on it.
- **What can schools learn from one another in local communities?**
- Utilising community is important – it takes a village to raise a child – there are multiple dynamics at play in the community – we did to use the strengths of our community to raise our children. If we just limit it to what we as a school can offer – learning is stronger if we use what the community can offer – learning for now – and opening children's eyes to the bigger world – this is really important for rural children – their eyes when they see skyscrapers, te papa... or even just the ocean – resourcing needs to recognise location and the difficulties this brings – this is true for life outside too – city kids realising milk comes from cows.
- Iwi are producing their own education strategies – this is a base for the curriculum – we need to see the treaty as a living doc – not just signed and stuck in museum – we can bring to life and use it positively. Not just for Māori – NZ is a multi-cultural country now – curriculum allows us to meet those diverse needs.
- I think there are lots of good people in education, and quick change is possible in a small country like NZ.
- Except the literacy AO's have been taken too far – it narrows thinking – our knowledge of how learners learn needs to be reviewed now.
- [Curriculum] I like it because you can make tentative links – if you're teaching narrowly you can't make it relevant to the kids, if a kid brings a frog into classroom I can use that as a learning opportunity – under national standards this got interrupted.
- Biggest difference between primary and secondary. The structure, weeks one to 3 you teach this part of biology – tied to what you have to teach and when – not best way – I like to integrate learning – benefit is that you develop problem solving and investigation skills – even with NCEA teachers are becoming more creative, so teachers can let go and go off in their own directions.
- In primary you educate the person, in secondary you teach a subject. As we begin to more fully realise that subject areas are not silos – once that starts to be understood, the curriculum as it stands now can do this – primary needs this input as well – we have all been guilty of it.
- What concerns me is that under national standards we didn't get better results. With teaching graduates today, many are not able to teach the basics – we spend a lot of time helping them learning the ins and outs – when we graduated we could adapt the skills – find the teachable moment – they have formulas they cannot apply to the classroom – need to teach them how students learn – especially now that we have kids with a vast range of abilities in our classrooms – if they don't have the foundation. Some teachers now are locking themselves into Y1 and 2. Concerns as leaders we are having to backfill basic skills in new teachers.
- There is no book that tells you how to teach, if you haven't got management skills you won't be able to do it. One year is not enough, only way to get better is by practicing – degrees don't make a teacher – practical experience is needed. The majority aren't good enough – it wastes time and money we don't have – and in this environment with

the shortage of teachers you have to take anybody. There are less applicants. And trying to get relievers, good relievers are now in classrooms.

- To keep good relievers, one or two days – they have to retrain – cannot get through the loopholes.  

- Many trainee teachers are not suitable to be in a classroom. When the ITE providers comes, you say they are not competent, then you see they are applying for jobs. We are not respected for our professionalism, not valued. This is the main idea from the last 20 years. People who aren't teachers and principals – or weren't very good – we see becoming ERO inspectors.
- Retaining good teachers – I can't keep the good men – it means I have to take extra care of them and provide extra support to keep the men – offering them things – extra hours and stress – not just money. Different between secondary and primary – it's a fallacy – it's not easier [Disagreement in group]. Not enough release time.
- PLD – we have hours – hours as facilitators, not for releasing the teachers to work with the facilitators/teachers to work with them – that would make it much stronger. PLD is a dumping pot – a quick fix – it does not provide a sustainable solution. For small schools, it doesn't work for us – release 1 hour a day 4 days a week. How do we get the relief? We don't have any carrots. How do you keep the good teachers – they can go down the road, and get the units – nothing changes [in terms of the nature of the work] for small to big schools. With slightly larger school – so much of the same issues.
- A positive – Kāhui Ako – amazing expertise amongst our teachers – my vision would be to stop paying externals \$5,000 – we have the expertise within the schools. Will they let us, use our expertise – money won't there for ever, that's what happens – always times you have to have somebody come in.
- Before we were a Kāhui Ako we were a very good LCN, it was working well, want to go back to there.
- University – 'umper(?) project to teach maths – different to how I learned – millions of dollars spent – my DPs say don't follow that programme – new teachers have been taught things the profession don't necessarily agree with. What they need is the resilience and ability to adapt – that is what is missing – it's not encouraged. New resources from the ministry, mean well. Also the quantity, but you can't keep up – so many things coming out.
- However, I think of England 20 years ago – when I came to NZ I thought it is so fabulous what was supplied to schools – need to find the happy medium – and how to support people to actually use these resources.
- Just have to adapt to the learners needs. We try to teach trainees too much in too little time with not enough experience in schools. Now there are too many strategies.
- Learning Support – changes over the last 10 years – before 1 student in each classroom – but now 3 or 4 with diverse needs – but resourcing has not changed. I am the SENCO for our school – there are 20 page docs for ORS funding – and if we get

resourcing - it is not the type resourcing we need – and we have to reapply every 2 years. Don't always get it – lose it from year to year – contestable – “meets criteria, but no support provided” the kid has not changed, but the support has. Also the extreme nature of behaviours. Then getting all the social services in – more often they are ineffective – there is a lack of professionalism and ability to come into classroom and give advice. One speech therapist for [REDACTED]. Not effective and there is not enough of them. Sometimes we don't bother applying because it is not worth applying for.

- Definition of gifted and talented, that also needs to change – difficult with people saying they are, they are assessed as gifted and talented – but they're just good at problem solving and phonological – but how do we cater for them – natural ability in one area, but not all areas – if they think slightly different, get categorised and parents jump onto that.
- Funding itself is pathetic – ops grants – we can't afford teacher aides, can't save any money. When our decile dropped and our enrolment zone came in. It is different from when we started teaching, now there are more and more kids with mental health and learning needs. Why are we getting more? It is not just a school issue – Kāhui Ako is part of the answer – we have to look wider. Last week one of my teachers had to be release to go to doctors with a family.
- The decile system is ill informed – and the new thinking around funding – a rating scale focused on the mother – I question how we are assessing the support network of funding.
- Same with property – old buildings - a bigger school has a lighting budget more than my 5YA – inequity between state of art vs basic property provision.
- Ops grants don't keep up on basics. When you are in the negative, takes years to get out. It shouldn't be like that. Hours spent working out how to save money, what grants to apply to.
- A question from someone unable to attend the meeting about special character school entitlements – I want assurance that special character schools can keep their entitlements – to have their own budgets, appoint our own staff and budget.
- [REDACTED] – no one would take away positive aspects – we think teacher's appointment is good.
- Discussion about principal appointments – issue at the moment with things, with the power of boards and there lack of understanding of what we do – there is nowhere else where the CEO trains the board – opens people up to risk – if you have a disagreement, it can be dangerous, career ending. There is a lack understanding of governance versus management. If you have a bully on the board it can make your life a misery. There has got to be a better way.
- All for having community developing the direction and charter of the school – but based on what knowledge – they don't understand curriculum. [REDACTED], policies and procedures – we can't afford school docs – wish the government would support us. I think it is wrong that I can be held responsible for health and safety – [REDACTED]. I had friends who couldn't handle the pressure and left principalship after one year.

- As a beginning principal – if you have a good mentor – great – but when you are more experienced – you still need a person who is challenging your thinking. There is such a high turnover in the Ministry – constant – it must cost them a huge amount.
- Support the wellbeing of a principal. I know in this region there are people I know – people who came and supported me – we are so time poor.
- [REDACTED] - **If you had a central property person – would that take some of the pressure off?**
- My new 5ya appears to work that way, I get to choose who I want – and then the Ministry will engage the property consultant – that is coming into play. Proprietor's rep on my board (catholic school) has specific responsibilities – though having professional board directors who work across schools would be good.
- Please, please get rid of the types of boards we have now – it is horrible – a lot of experience of bullies focusing on the wrong things. Can be very divisive.
- I've been to [REDACTED] board PD sessions in [REDACTED]. They are saying to board members that the principal should show you this, the principal should show you that... it makes it difficult for me, there needs to be more trust.
- We have an appraisal system – how do we measure how well we are doing.
- If we change something – can we stick it out for the duration – would it have worked if we stuck with it – we just throw it out, instead of fine tuning – like Finland – believe in it – adapt it to make it work.
- Pros and cons – for example National Standards, government said we've listened to you and we've thrown it out – and then what? What do we do in the next 3 years... We should all have the same benchmark.
- We are expected to have so many skills – and what we say just doesn't matter – we love what we do and believe we can make a difference. You believe in a profession. Strike, what they much at the top is money, but it's firstly about more money – the first thing is that we want to do better by our kids.
- Curriculum – local is vital – but there needs to be a nationwide something – why are we all struggling with reporting to parents. Our parents want to know more, and we want them to – we can encourage better relationships – written reports are the biggest waste of time.
- One thing we have lost, EOTC – we are doing less and less – we can't ask parents for money – the ops grant has no grown – kids are losing out on camps – but can't ask parents – I understand parents shouldn't have to pay – but education system can't afford to pay for everything we want to do – and you have teachers spending own money.
- Donations – \$[REDACTED]/year/child – of [REDACTED] families – only [REDACTED] paid – each school is different. My last school were good fundraisers – \$[REDACTED] a year – now – no fundraising – just the different dynamics.

- With donations and fees – it's not always the poor families that don't pay – those things that strangle the great things that happen in our schools. If we put more money into education – but it's always at the bottom of cliff.
- At middle level, need district health board – funded by like social sector trial (SST) was meant to be – DHB's, OT – all the people involved [in the SST] that have nothing to do with education – not from the ministry – so the SST could have been a really strong thing.
- SMS – these should all be the same – kids come from a different SMS and get lost – our system didn't read the flag for one new child – all the cognitive assessment done with that child could have been wasted if the teacher from the other school didn't phone us to ensure we knew. SMS's are so expensive – but we have to have them. The Ministry should just pay for these.
- Water – we have a toilet tax – we are on a household account – this has to come out of ops grant – current budgets are tiny because you have to pay for everything else. If our ops grants didn't have to pay for these things, maybe we would have enough.
- Auditor – said we need to work to making a profit – but it should just be paid for. It is the privatisation of education.
- [REDACTED] – all the time spent trying to organise this – spending on toilets or plumbers – the only people who understand are principals.
- Roll growth – last year we had [REDACTED] extra students – this year we plateaued – in working with Ministry on predicting growth – we have no historical data in [REDACTED] – but we predict it will grow by a third in twenty years but the Ministry is saying we have to use our library and other spaces.
- Enrolment schemes – frustration, in fairness I don't fully understand them – I have been asking for support – but nobody can answer my questions.
- [REDACTED]
- [REDACTED] – and development there – no physical room to grow – need to turn school around and make it viable – but I'm told I can't aim to have that many children, you don't have a big enough footprint.
- They lock us in, but they let children travel across [REDACTED] intermediate school that can offer specialist teachers – in a full primary you can't provide that – need to look at the 7 and 8 – if that is the time for students to try everything – then need to look at how we're providing that.
- Back to the basics of what we were meant to do. The accountants I work with – say they can't think of any other business where one person is responsible for so many areas of operation.
- I love my job – despite everything I have to do. I love seeing where my kids end up, one of my kids, who could never sit still, is now a [REDACTED] – he doesn't remember me for the reading and writing – but that I cheered for him on the rugby side lines. He gives me a big hug every time he sees me.

## Principals' Association Meeting

- [REDACTED]
- [Tennessee's Schools Taskforce Member](#) [REDACTED]
- [Location:](#) [REDACTED]
- [Attendees](#) [REDACTED] [REDACTED] [REDACTED]

## Summary

- Greater resourcing is required so we can do our jobs. Every kid should get what they need. Here we have █ kids on the wait list for speech and language therapy
- There needs to be a simplification of the Learning Support forms and processes
- The Education portfolio should not be a political item
- The Ministry should pay for or allocate the basic things a school needs e.g. SMS, auditing, property
- Greater support for principals, especially when they start at a new school
- Boards are strongly guided by their principals, but many Boards don't have a clear understanding of their role

[Detailed notes](#)

- [REDACTED] – 5 or 6 year of charters, writing hundreds of policies, we even had a policy about policies. I have noticed over that time – the access to quality PLD has diminished – quality was so much better then than what you have to purchase now. However because we are a cluster of schools we can benefit and work together to access PLD.
- Prior to TS the job of the principal was to buy the dominion and do the crossword – that was the job before.
- Give us what we need to do our jobs – and make sure every kids gets what they need – not load our teachers up. Now we have to be marriage counsellors, speech and language therapists, the amount of time we spend supporting families.
- If we had funding to support kids, specialist support – the Ministry doesn't pay enough – here we have [REDACTED] kids on the wait list for speech and language therapy – and they demand teachers sit in on these sessions with no funding to cover their release
- I don't want government employing my teachers.

- we're not thinking about going back – we need to future proof the system...

- Local curriculum and schools having autonomy is really important, even within a cluster. Each school is different. I would hate to go back to be led by the Department of Education.
- Education portfolio should not be a political item – countries overseas a new government can't just change things.
- [REDACTED] [education] should be bi-partisan.
- Think about the money going into the prison system – we need to front foot it with more ECE and primary school funding – identify challenging kids, provide support and counselling – kids are really challenging a 5 years – Kahui Ako surveys show us that the same things are being said at ECE.
- We can identify the kids at 5 – it is not because we have low expectations.
- A number of decades – things have got worse in the last 10 years – at primary school the kids bite – I don't think there is an understanding of what is in schools.

- Ministry is so siloed – Learning Support silo, data silo, property silo – this is typical of all the government departments. I went to the property forum last week, and invited the Ministry staff to come and spend one day in my school – come see who your clients are. They haven't taken me up on it.

#### **- what is the Ministry not understanding?**

- They think we have an asset to protect – we are deciding between reroofing the school or a teacher aide – I need to protect my teachers, some are terrified to be by themselves in the classroom. If you take away the property decisions you are screwed, you can make those decisions, a budget is just a plan – you can change it as you go. In [REDACTED] a huge number 5 year olds – materialising from nowhere - with high needs. Need to understand who their clients are. Teachers over stressed or over worked.
- Where is the PD and the Learning Support – it is just the same – we are meant to have [REDACTED] – but we have [REDACTED] – happy they have ECA (not qualified). RTLB crave review from ero, but the Ministry has been silent. No clinical psychs – just not the personnel to fix the problem.
- If you are parent with money, you're ok, it can cost \$500 to get assessment - schools can't afford to pay for that. Every kid should be able to access what they need – buildings, a person, a resource etc.

#### **- What should the Ministry be doing?**

- I understand they are pushed, but they only turn up when you're [REDACTED] – they spend millions of \$ making interesting jobs – director of education [for example] – could be savings of millions if you didn't have those jobs – gets bigger and bigger like any other Ministry.

#### **- What should they be doing to support you?**

- Apparently we have advisors – I've seen mine once every 4 years – if you want to support principal you have to be in there – not just when the form has been filled in wrong.
- Annual plans, strategic plans – I never get any feedback, only if you haven't done it. They behave how you wouldn't want to treat children. I've never gotten feedback.
- I got it once, they just said it is too long – the strategic plan has a lot to do with running a school – nothing else does – by Board in a low decile area won't read it or understand it.
- Every school should have a SENCO – you need to be really good at filling in forms – need more ops grant funding to pay a SENCO.

#### **- what if there were not so many forms?**

- The CAMS form is 1 page, so is the SWIS one. But if I have to do a Health needs form – it takes an afternoon.
- If the data you held was shared, the Ministry could assess it. Shared SMS.
- Problem is it [the type of support required] is student dependent, there is not just a recipe. But is it flagged, and if the Ministry came to you to see what support you needed. It is not in the system already.
- [REDACTED]
- Simplification of the process, just a 1 page form – it would be so great for that to be simplified.
- ORS is impossible to get.
- It would be good if we didn't have to pay for SMS – why isn't it a one for everybody – Ministry designed them and we had 12 to choose from – for it to be free – and to not have to pay for auditing – that would be great.

#### **- Do schools here share a bursar?**

- No I have a good office manager and spend 4k on an accountant, 5k on an auditor – it is all out of your ops grant.
- Pay for electricity – fixed assets to run building and to run school – only things we can do is cut teacher aides, resources and we don't go on trips. So the whole philosophy of supporting learning...
- Property is [REDACTED], cleaning of the schools – [REDACTED] – at 3pm the cleaner calls up and says they can't do it – who is going to do it. It's the bane of my existence.

- Central funded teacher aides – and the funding – teacher aides on \$20 an hour – but you only get paid \$19 an hour so you have to top it up.
- Targeted students review – equity funding – stopped after benefit [status] – this will be altered next year – everything is piecemeal. In my school it would work.
- Bugged me – [redacted] – secondary's get 20 hours non-contact – at primary you get nowhere near that. Improvement in primary non-contact hours – when they're not tired.
- Science advisors – having those people back again would be excellent. Literacy and numeracy – here are some of those advisors – now they are all in private business – it's a cost huge money. I would like to see them based here – that you could call upon.

– your thoughts on a leadership council?

- Boards should not do appraisal, it needs to be independent – provide support and feedback – in a mentoring role – that you could phone up – has to be someone who has been a principal. Should not come from our ops grant.
- In a small school, the principal leadership and PD is the first thing that goes from the budget. Many of us don't get a cell phone. Although too many [redacted] Ministry people have my number now.
- I am new to principalship – nothing can prepare you until you do – having a better system of support would be hugely helpful – even a hotline.
- First time principal course – great, I learned stuff – but it was not enough. [redacted]
- Doesn't teach you how to actually do it – for example the [redacted]  
[redacted] Needs to be a proper handover. So the next person coming in has support.
- Perhaps for two weeks – I had XX XX for a day – or you could have an emergency principal working with you for a month.
- Understanding of low decile board – my Board is lovely, supportive. They want the best for the kids – they're good at working bees – but they don't do strategic planning – the responsibility just goes to the principal.
- High decile, I've had a meeting last 7 hours – in low decile I have trouble getting the meeting to last 30 mins – but that is not the norm.
- [redacted] But they will jump down ERO's throat if they don't say best school – and ERO changes what they write.
- Principals need to be able to guide their board. But you need somebody to guide principal in a new role. It all impacts on wellbeing. The strikes are occurring because of wellbeing, not just the money first off.
- Wellbeing is more prevalent in staff rooms. 35 years ago as a younger teacher – there was no work life balance then either. The moral is don't ever do a good job. There is a different responsibility for kids and providing great learning experience now – now we are accountable not responsible. Not read to at home, not feed – and we are attacked if they don't progress. Regardless of what is happening at home. All ERO is interested in is progress.

**- how useful are ERO reviews?**

- I like it, it's tense when it is happening – but external review is useful – the key is having really nice and supportive people who give you feedback and guidance. I preferred the inspectorate – actually looked at people and how they do their job – ERO just look at systems – should be looking at the person and what they bring to the job.
- We had ERO before the holiday – my teachers were [redacted] they didn't come into their classrooms and observe their practice – they're just interested in the data. Is it easier to have a show lesson, than show data. Not really, I could make the data do what I want.

**- Is independence useful?**

- I have never known [redacted]  
[redacted] It has to be a conversation, they have to listen, they have to provide feedback. When I get the report I just scroll through to see whether I got 3 years.
- So prescriptive and narrow now – I would welcome people coming to review – with an outside view – should be more of a learning conversation. It would be really good to time it when a new principal starts. Or you are supported to do the audit.
- If you had someone to walk around with you for the first month – we used to have visiting principals.
- National teaching resources – need more in maths, free PTAs and testing done for nothing – make the fundamental things free or allocated to schools.
- The curriculum is really cool – the local curriculum is the best thing out there – having the local community input. Having the freedom to try things.

**- how do we diffuse learning between teachers?**

- That's the essence of collaboration – strong connections in your cluster – we've just become a Kāhui Ako – [redacted] schools – [redacted] primary, [redacted] secondary – [redacted] – all of [redacted] except [redacted] We are just developing our learning framework. Here there is a big dividing line, poor and rich.
- For Kāhui Ako there should be a template – more templates – we do not have time to reinvent the wheel.
- As a parent I believe you should be able to choose – everything is zoned in [redacted] now – although every school should be good enough.
- Funding and the Ministry. It would be good if they were generally on your side.
- Issue is in society – and the thinking that we'll get schools to do it – teeth, dog safety, road safety, domestic violence, child abuse etc.
- For example, [redacted]  
[redacted] We are expected to fix all the ills of society, after that, teach the curriculum.
- Decile rating – rich kids have as many problems [disagreement in group] – [redacted]  
Domestic violence at whatever level of society. But at least they are fed, [redacted]  
[redacted] I'm just expected to cope with it – but it is still the same community, the same kids.

# Tauranga – Western Bay Principals' Association

21 August 2018

principals  
With Bali Hague  
Secretariat: Angela

## Introductions

About the regional engagements

Common themes but some divergent opinions

Independent – and politically neutral

The terms of reference seem a little bit unfamiliar for the group.  
As do the key questions.

Conversation begins about leadership:

Supporting the leadership network and progression through the pathway(s)

You can think about a physical place, or a cyber place for this. Singapore example.

Mentoring, professional supervision, performance appraisal for principals.

Still the case that principals are looking after their own professional development.

Governance question.

Where else in the world would you ask a group of volunteers paid little to look after a multi-million dollar business, and appoint the CEO. Is it extreme?

No. Depends on your board, but no.

There are some risk factors that parents have got personal agendas, their children are there. It's difficult for them, they are on boards in business lives but in a school it's different, they have a personal agenda. The good ones will acknowledge this.

I'm a decile 9 school, we have contested elections all the time. We have a great board. But the personal agendas are difficult to manage. Some have really struggled with that sort of conflict of interest.

Is that what governance is about?

God no.

I'm fortunate enough to have a board chair who sit on lots of boards. He understand the role of the chair, how to run meetings. He understood my gap in understanding about governance and put me in a director's group. We talked about the popularity contest of school boards.

So you get a new employer every three years.

There's no consistency.

How do you cope with parent wish-lists, who has the operational knowledge and context to support what you are doing?

It's your role to coach and mentor them to discern the difference between governance and management.

If they are willing.

If they have the skilset, they leave, I'm back in that position again.

Governance is not fulfilling what it initially set out to do.

I think professional learning and succession planning is not working also.

There's no time for it.

These meetings are held from 5-6pm, we go too late. We aren't productive by then.

I'm from a decile [redacted] students, [redacted] ORS funding students.

I've been at our school [redacted] years and for [redacted] years we had a magnificent board chair, experienced on other boards, had taken schools through hardship. [redacted]

[redacted] You don't run the meetings. The chair runs them, and it wasn't a happening thing.

We encourage them to attend workshops, but they haven't prepared.

There needs to be strong leadership from the top. You need a strong chairperson to guide them along.

The job of principal often turns into running your board.

**What do we keep, what do we lose?**

The local community part, don't want to lose.

The old Education Board days when you had no say – don't want to go back there.

[redacted] but what will we replace it with?

We have had good experiences, and other experiences, what's the lesser evil. That something else may be no better.

It makes you mindful. We want a product that will be at minimum as good as the good is now.

How does that community voice get into it?

TS was wonderful, it helped my career. It brought far more autonomy. We had stationery arrive that we didn't need. We all had the same. No choice whatsoever.

TS has been great, but there is bureaucracy pulling us in and we haven't got the autonomy we used to have. I love appointing our own staff, don't want to lose.

Property has become a swine of a thing, we've had very little say, if no say at all.

Ministry is pulling that back, it becomes bureaucratic and undermines the Ministry.

[redacted]  
[redacted] We had different priority to MOE. I hear what you are saying, bringing in data we don't have access to, it's a conversation.

With our last project we had [redacted] project managers. It made it diabolical.

Property is a good example. Lots of people have said principals spend too much time on these issues. Boards too. Plenty of examples when they have got those decisions wrong. Or not maintaining property so I can put money into staffing.

The problem is, you need to make sure that boards and principals have a strong say in what happens with property while the work happens somewhere else.

They need to be involved in the policy and the resourcing that happens behind it. The structure is not fit for purpose. It's based on a square metre rate. It's not working for Western Bay, not responsive to individual students. Some of those MoE people don't last long in that space.

**I get your point, don't throw baby out with bath water. What is the key thing the board currently does you wouldn't want to lose?**

The ability to respond to immediate community and the children.

Setting strategic direction for school. Voice of community.

Support for the principal. Board sits behind you and vice versa. And interprets decisions out into the community and an ear in community feeding back to you.

I don't know what other system to draw on to compare with so I can't say what I'd die in a ditch for. An element of community voice, and an element of selection or another process that gives you the skillset that supports the school. Whether it's governance to chair properly and keep selected members on track. They are appointed, separate from the school. You make up a board that has appointed, selected and elected.

One option would be: you have a professionalised board. You could have elections and mandate elected people to train, then get MoE to train people to sit on board as professionals. That combined board has better chance of doing governance role. What do you think?

I'm also in low decile school. Never had problems in high decile school getting professionals into board, but in low decile yes. Need some money to attract the kind of board we like. For our lower decile schools that would be really beneficial.

**Lower decile get multiple disadvantaged. It's a cycle. It gets worse. Another issue there is some schools are fine, do we treat some schools different to other schools. We have heard: Leave big schools alone, different process for smaller schools. That creates a dual system. Where do you draw the line, how, and is the line a black mark?**

It's inequitable.

I'd like to see boards strengthened with an educational voice. If you have a differing opinion on education could create conflict. Or discussion. Pros and cons. Often you explain to your board why more than reading writing and maths interventions and the board says, why?

Full principal membership, keep that. We talk from the perspective that we are members but I've heard that we're not (from elsewhere).

Then you would need to meet some commitments, training, before you get elected.

**Is that democratic?**

How about then the idea you have demonstrable skills. You're expected to govern. You can learn on the job but not to that level.

We don't expect MPs to have that...

Yes and look what we've got.

We've all experienced those times, during three year turnover, the three year itch. Capacity too. Proven abilities. If you don't have a project manager, should tap the guy who does. It's random.

**Is our system based on randomness?**

It's not good.

You want people who can demonstrate what governance is. If you went around this room, you'd get differing opinions.

They all come in with their own agendas. Same with the education summits.

**Principal appointments. Who should do that?**

I think boards, but with mandatory help. People who are trained to help guide but not make the decision for the board. Boards know their own school. We used to get staff sent to us, principals were sent...

People who have worn the shoes, with currency, not outdated. They have demonstrate they are fit for this role to advise and support good leadership decisions.

**Veto power?**

Not take part in the decision.

Should the consultant be able to say that's a bad decision.

I think they should veto but not instruct who to take.

Keep going until we all agree.

You've probably heard where a consultant is taking them down the wrong path to appoint the principal.

You need to demonstrate knowledge for schools particular context.

I think they have to know that this is a very important decision. Very clear. To take it seriously and no nepotism.

**Because it's so critical, why give that to a bunch of volunteers?**

If they are making those important decisions this is just another important decision and they are accountable to the kids and the community.

It's even more a reason not to have someone from the Ministry to make those decisions. They are in some cases completely disconnected to the school community.

Some of these people have failed in their principalships - who work at the Ministry

Or neighbouring principals.

OR like the Kahui Ako process, have a couple of principals who can help... but then there are conflicts of interest.

**The role of government agencies. Are they doing their jobs properly, are they overlapping?**

## **What's your perception of the agencies?**

There was a case in point when a local principal was given a hammering from the press, [REDACTED] they didn't ring up or offer any support to that principal. They don't provide the support.

They don't have the understanding or the experience to empathise properly.

We will hear it was a board decision, not a Ministry decision.

There seems to be a burden of responsibility around health and safety for example, overloaded with information, threatening and scary, too much of a burden on this group of volunteers. I would shift that away from the community trying to educate their children.

Information from NZSTA is huge and it's overloading. Too much, overwhelming. And from Education Council. Unintended.

The community input is the critical part of boards. I think. When you report to your board on student data, but there are questions about how useful that is for board members. Then property and finance and they're glazing over.

## **What would you take out, where would it go? Eg service centres.**

You might lose context.

Example of health and safety. We share these spinning plates, we are duplicating. It should be simple. We will resource it and it's done.

Like we had pre TS, the service centres in the regions It was personalised they knew us and they came into the school. We have a much worse service centre now.

## **How responsive is the Ministry to you?**

It's slow, grinding wheel, unresponsive, cumbersome.

What does the senior advisor do? Everything has to go via this person. It's a gatekeeper. They don't know you. They don't know the answers they have to find the answers. They can't give you advice or support. There's no connections made for you.

My view on this region over last 2-3 years there has been a change in approach led from this region. There has been a better platform for communication between the regional office and principals. If you are in you're in, if you're not you're not. It's a club.

I feel like they are very keen on asking when I'm retiring.

You need someone to broker things for you.

We used to have rural advisors. They were personal, they visited you, they were great.

I think everything is wrapped up in policy and procedure, it's stifled. No creative solutions to solve that. The system needs a bit of agility and flexibility and responsiveness. We are getting that in the schools, but none of that behind us.

Based on knowledge of the community – the Ministry doesn't have any idea. They don't know the basic make up of our students. Eg. number of ESOL students.

The regional function depends on responding to national. That's the bottom line. [REDACTED] Detachment what we

know in ground level with what they know in head office. Your national database doesn't match up. It's bureaucratic, out of date information.

Redraw it from the head.

### **Shrink back the Wellington scene and devolve to regional presence?**

I'm ok with that.

### **That's a recurring theme.**

A lot of that was happening here but we have a multi-disciplinary team come in and it has improved a lot.

Regional level, a lot of it is unresponsive and incompetent.

One of our biggest things is getting a new political leadership every General Election. Education (along with Health) is one of the great political ping pong balls. We got National Standards. Then overnight gone. Then now, so what are we doing? We race around, we make an interim step. How do we make education apolitical?

We try to get a consensus but it's difficult.

One of the ways the ministry does its reform, some are politically driven some are not. A series of reforms coming through to schools, none are properly resourced or implemented. You get different drivers.

National standards a good example.

It's important to get coherence at the centre about policy development.

### **Where are you at with Kahui Ako?**

Can you give me one that is already operating at full capacity and see how those boards interrelate or don't,

I think it's at tipping point of falling over. The lead principal role is unsustainable. We like the idea of collaboration. But the model... Again the implementation was from the centre.

The AST s were supposed to be expert teachers who could go into each others' classrooms. But that's not the case. You have culturally responsive practice and it's turned into leadership roles. But leaders and DPs hold too many units, so you've avoided the key people.

We showed the career progression in another way, through developing middle leaders. But it was not taken up because the Ministry.

We have a decent KA, with [REDACTED]. But it's not making a jot of difference for kids, couldn't yet, but might over time.

We get more WST and AST and still a lead principal over 2 days, impossible.

We wanted our school to create a COL using a high school that none of our kids go to create the pathway.

The biggest thing you could give is time.

I would say a lot are going to fold.

We would prefer the idea of putting proposals up for collaboration ideas and asking for funding.

Education needs to take better recognition of current research of how children learn and how the brain develops. We need to free up property. We are economically driven in education.

Resourcing is inappropriate, including ORS, but for all the children you can't reach in your school because you haven't got the money, for teacher aides, start when they are young.

I don't think the general public know how bad it is.

We will never stop doing what we have to do, but we don't have enough.

We are educators and we sit across from Ministry people and it's like a brick wall. There is such a chasm between Ministry and grass roots.

It's the same with ERO. You have reality and ideology – a gulf in between.

We are innovative to sidestep accountability to respond to our kids.

We need accountability, we can't just run autonomously. I think their narrow focus on the political agenda and accelerated progress and the Māori students – it's too much.

There are variable reviews from area to area.

It comes back to coherence again and again. Let's base it on education research and keep the structures and policies really simple.

**ENDS**

# Wellington Regional Primary Principals Association (WRPPA)

9.10am – 9.50am Wednesday 22 August 2018\_

Tomorrow's Schools Taskforce Member: Bali Haque.

Location: Silverstream Retreat

Attendees:  Primary Principals'

## Summary

- The capability of boards is varied. The capability of the local Ministry is poor. The Ministry and NZSTA are subject to political influence.
- Keep the autonomy of principals. However, greater support is required for leadership development.

## Detailed notes

**BH welcomed attendees and introduced the scope of the Review.**

### Why would we have volunteers running schools?

- Pre 89 no community engagement – gave community control of schooling – but equity differs community by community.
- Community aspect is important – but the balance needs to be tipped to people who have the training and education background.
- Effectiveness is not checked – we need skilled people – greater training and support for board chairs.
- Success or not is random – structure and finance – the massive impact on a community and children for the rest of their lives if it is not run well – the skills sets are not there – it is bigger than training – and is there time to really do this when you're running a big school. There is only a certain amount of training you can offer.
- Training board is a large part of the principals job.
- It's a lottery whether you get a good board, it shouldn't rely on good luck or bad luck.
- There is no clear understanding of the difference between management and governance.
- Doing things to communities [is not good] – even now we still have this – community need to retain a voice. Board members didn't think they were signing up to legal responsibilities they have.
- Many roles are uncontested because NZers don't like elections – boards get fixed – nominations, shoulder tapping. Risk not seen, when we changed from the Education Boards was that we lost the big picture thinking – in the TS environment it is all about their school [not the wider community].

- Alternatives are just as variable – the capability in the local Ministry [is poor] – I would rather drag any random parent off street than have Ministry people [governing the school]. The Senior Advisors can't answer anything without a 3-4 day delay. They have the Ministry agendas they are pushing, my board is great – my parents are there for the right reasons.
- Variability in Ministry – the good people are all going – over time the capacity has been stripped out of the Ministry – previous Minister.
- I don't like the suggestion of Lorraine Kerr – to remove Principals from boards– one thing this model does is provide professional autonomy for the principal. If you are to remove boards – it implies you'll have somebody better – if we don't get somebody better – we need professional autonomy.
- NZSTA – funded by Ministry – so it is not independent – not without political bias – the strings are being pulled. Because of the way STA is – if you are going to keep – it needs independence from the Ministry.
- Certain functions I access from STA – IR services etc are good – I can access just about anything – they give me the advice I need. In practice, although we are not a member I can still get good advice. The Ministry is there to do the Minister of the days bidding.
- Don't want to lose the autonomy principals.

**BH – what is we expanded role of boards – more teacher and student iwi representatives – greater community input in self-review, strategic planning etc – with some compulsory representatives...**

- You'd lose the agility of boards – schools are charged with personalising the curriculum – you'd have conflicting opinions.
- Professional Boards – comparison to sport – it's so professional you lose the organic nature. So far removed from the reality of the community.
- Caution – don't repeat the same mistakes with iwi – there was the expectation for each school to consult with local iwi – iwi begged us to stop. There are so many schools.

**BH – so maintain autonomy, and those without capability get support. And what about networks, rather than individual schools...?**

- Hubs idea – with H&S support for schools, doing the things that individual schools find difficult – to come out of our personal bubbles – how to think from a network perspective.
- We don't want US style, superintendent model.
- Our current board doesn't have any children in our school – we have business people. This can be positive – not the emotive response. **BH – someone has said to me that having children in the school could be seen as a conflict of interest.**
- Principal performance – sometimes you can have a well-meaning board and a under-performing principal.

- Beginning principals have to have principal advisors – support creating leaders.

**BH – What do you think of the Singapore model – where leaders are identified early in their careers and their development is supported...?**

- Contracts for principals – 5 year renewable contracts – previous government thought about it – performance pay – these are bad ideas – we need to awhi people
- The science and art of the job – if it is contractual defined/scientific [not sure that will work] – so much of leadership is art – a spider manipulating strings – i think teaching is getting too scientific
- If you have a confident board, who can disagree with principal – board members in different professions – they have a good idea about performance management.
- There is public perception – that bad teachers are protected – and that bad principals are protected by the profession.
- Boards don't have the capacity to appraise principals – you need to get an outsider in – but what if the board likes the principal

**BH – what would you like in terms of leadership development?**

- Bring back national aspiring principals programme – or something like it.
- Importance of instructional leadership – teaching and learning – a great understanding of that is vital. Got to be leading learning. Majority of schools are small. Is the of a CEO or of a principal.
- The biggest schools dominate the conversation.
- The most essential service was the rural advisors.
- We would like boards in some form
- Support principalship and grow leaders – not the certification of principals.

[REDACTED]

[Imogene's Schools Taskforce Meeting](#) [REDACTED]

[Location](#) [REDACTED]

[Attendees](#) [REDACTED] [REDACTED]

## Summary

- Teaching principals require additional support
- Board capability needs to be addressed. Parents have voice in culture and vision of school. Should they be involved in governance of crown entity?
- ERO process is inequitable – luck of the draw who comes to your school.

- [REDACTED]

- Recognised the importance of sustainable leadership. A focus on putting in place the practices so they don't know that leadership changes - servant leader model.

## Detailed notes

- [REDACTED] – roll is Pacific, Maori and small number of Pakeha. Mainly recent migrants whose families work in [REDACTED] Kāhui Ako is strong and developing.
- Pakeha, Maori, Pacific – diverse high needs community – committed community – easy to be here because collegial support.
- Kāhui Ako lead – had worked together for many, many years. What makes it work is the people who sit at this table – have one another's backs.

## [REDACTED] – Intro and scope

- Learning mode design principle is in line with NZC.
- I was a first time principal in 89 – sole charge school – quickly learned how difficult the role of school leader was – and not a lot has changed since then – the depth and breadth of the job – from high level thinking to cleaning up vomit, m  
being a health advocate. Not enough support for people like us – [REDACTED]  
[REDACTED] admin tasks get done in your own time – it is not sustainable.  
[REDACTED] Maybe the Ministry could take the unnecessary jobs away. Maybe a central agency or maybe the Kāhui Ako – employ someone to do these things

- Property – not trained to do this – is it good stewardship for the future. Seen property projects changed a short time after they've been finished, it is a big waste of money.
- I survive because I say no to a lot of things – my focus is first on the classroom – and second on being a principal – that is how I survive.
- From collegial point of view – teaching principals are a real worry – it's not attractive position for new people – who is going to do it – we have [REDACTED] resigning in the region. There is no financial advantage. It is better to become a DP.
- I took a pay cut from DP to principal in a small school.
- What is working well? Community of people who desire children to do well. Majority. Emphasis of having community voice is imperative – but draining, particular the time I spend empowering them to have a voice that is powerful. Getting them out of fundraising to policy and vision and the big picture – things that will last.
- 3 year board elections. I get stressed whether or not they will be re-elected. [REDACTED] changes of guard while I've been a principal – the board has change every time – first 1.5 years with a new board is hard work – to understand the accountabilities for appointments, health and safety, achievement data, resourcing. NZSTA is a support. Digital or night workshops aren't the best. Accessing of the support, day to day lives. Small koha – it is voluntary role.
- To get money in the bank I do the relieving, to pay for support staff or building works. [REDACTED] LS places but in our rohe we have [REDACTED] students that need extra support. I manage the staff to create money in the coffers. Need local digression to move money.
- Property – we engage education services – a really good partnership – experts at their job – hear our ideas and make a reality – I am happy with that partnership. Need the board to understand we need to spend on certain things. Education service to oversee accounts. Vital for beginning principal. Buy more time. The social need in our communities is great. Diversity of job – rarely do you get 1 hour uninterrupted. Enjoy the visionary aspect – as a Kāhui Ako we think outside and to look in – if your board doesn't see the importance of working together.
- Board – diff of understanding between governance and management. We have [REDACTED] students – and we are begging to get people on board – and to try to get a mixture. Just the understanding of what being a board member means – “I thought we were doing fundraising”
- First 1.5 years to support the new board. NZSTA doesn't understand. I feel strongly about the board – they are the parents of our children. Not one size fits all.
- We struggle with second language members on the board. [REDACTED]. Our 7 and 8 year old children out perform them – reading with an age of 6 years – and having to understand board responsibilities. Contribute of themselves – but are not a support professionally. I rely heavily on our chair. [REDACTED] I and our secretary. Other members take part at a low level.
- Parents have voice in culture and vision of school. Should they be an involved in governance of crown entity?

- PD, MOE directive. Too much financial cost – \$[REDACTED] per year for auditing. \$[REDACTED] to do accounts.
- Small school – all fixed \$ - discretionary spend is – I been told you're are spending too much on teaching and learning – rain that back in – not cash loss, but bank loss. [Our business is teaching and learning].
- Education Service is a service that evolved from the old Whanganui Education Board – financial and property managers, schooling specialists. We turned our story around with their we help – created surplus.
- Auditing bill – \$[REDACTED] – precious money – surely our accounts should be paid for – we are paying an accountant – we do our bills (pay). Pay office manager, pay accountant, pay auditor.
- Not equitable – not one of my parents have uni degree – impacts learning children's learning at home, they do not have the rich oral language conversation – not supporting their cognitive development.
- Mental health has a huge impact. Undiagnosed needs in families – social implications of what is happening at home.
- You can't give what you don't have. There was a [REDACTED] boy I had to stand down – it was the first time in 25 years I'd had to do this. We don't have the staffing capacity, expertise. Of our [REDACTED] Māori families, [REDACTED] are with OT, and only [REDACTED] are not OT families. Huge need, none of my Samoan families need OT. Work in the COL, [REDACTED] – Māori and non-Māori. High function Māori don't come to our schools, have evacuated to kura. We are poorer for it.
- Maori community in our kura – impact of urbanisation – [REDACTED] – jobs not as available – knowledge of reo minimal and academic English minimal. Have brought into lie that this is our lot. Trying to connect them to generations prior to grandparents – even great grandparents – mirroring urbanisation. Desire to connect in and know more – but whanau resourcing is minimal. Going to marae nui – there is a huge disconnect – being held accountable by ERO for knowing what all Māori need, [REDACTED] Very different within across our whanau.
- Same – ERO experience was really sad. Nothing I could show, connected to Māori achieve aside from the number at the end. The last 150 years is not my fault – relationship, hauora – I stopped talking because I couldn't say what they wanted me to say.
- ERO process is inequitable – luck of the draw who comes to your school – previous review were a really good growth experience. Similar report – however this time the whole experience was confrontational – [REDACTED]
- Review over period of time – not over 3 days – the stress beforehand – needs to change – I don't think it'll change quickly.
- We are not about expectations, benchmarks, indicators – but it should not be at the expense of whole child hauora – focus on character, mindsets, problem solving – young people to stand and describe who they are in this landscape – unique tiriti, reo – triumph cultural competency – strengths and mandate – front part of curriculum

- Assessment concept – I don't have problems with checkpoints – good for parents and children – but one day is not the child – one day, one piece of paper. The child is our focus every single day. Assessment tools don't match our children.
- Historically – Kāhui Ako journey – different people work with us – historically people were literate – first book printed in NZ was the Māori version of the bible – why are Māori the tail – system is still an assimilation policy – it is still there. I was fortunate – bicultural upbringing – strong tuakana – fluent in reo and english and were educated. But who we were was more important than what we attained – if go back to this we can make a more equitable system. Who am I within whanau, school, rohe, the nation...
- As a Kāhui Ako, [redacted] schools – committed to all the children of [redacted] – it was always just us as principals – but now we can take our staff along. Now we have some more resources. Truly being about the children of [redacted]. Our Kāhui Ako journey. Without the Kāhui Ako money we could probably do it anyway. But in reality. Still building plane in the air. We not me [thinking] Manaakitanga. Like anywhere for teachers, and principals to change – we have your back, let us know if you need anything. Meet for all you can now say my reading data is crap and safely get help. Widening the scope and impact practice, on a day to day basis.

**[redacted] – How to define community, one school, one community? A learning ecosystem, collective responsibility...**

- That is how we are trying to be.
- It was different back in the day. Metaphor – it was competitive bar  
m [redacted]  
[redacted]
- I have whanau that go to every other school – and they still say my school is the best, it is not ok. Trying to influence the conversation going wider.

**[redacted] – What size of communities is best?**

- Intimacy – honestly think we are fortunate – not huge and not miles apart. We've had 2 teachers only Kāhui Ako days – 75% attendance of all teachers – 50% of cluster members full participation [redacted] COL [redacted] children – it's just too huge. Other schools want to be part of us – the relationship has been a journey. We hold onto our school culture. Get a feel for each other's differences.
- Schools have to be in partnership with another kura – no one should be operating on own – partnership – but voluntary and opt-in.
- What would we die in the ditch for – vision, values – what we stand for. Boards not all thrilled. Parents very competitive about the school – my kids go to the best school. We have set up competition. It will filter through in time. You will keep your school culture.
- Ego – we need principals without egos – who are collegial – nobody is promoting one school over another. Trust and friendship was the start – which we have taken to another level – we do deep sharing, and we trust that it won't be shared outside of the room. Coaching and support.

**■ – bums on seats model of principal pay – how you prepare and reward leaders?  
What changes?**

- 70/80s decline – white flight – now we are stable. It is more of a vocation path than for the money. I feel guilty about leaving here, not here for money although that helps – believe in people, support families and children – we have some pretty smart cookies [the kids], good hearts, good IQ's.
- One school has had ■ principals in ■ years. Issue on teacher contracts. 47K beginning teacher – ■ sells cars and is getting double that and an expense account, and a car.
- If you go, who will do this. There are some schools that are considered stepping stone schools.
- Has to be a mathematical measure to get funds. Never on student achievement – nature of the children – decile payments – targeted funding – indicators.

**■ – size of achievement challenge, career scaffolding (supporting, mentored) incentive to take on great challenges...**

- Schools are understaffed – we need another teacher.
- [5 year contracts] I don't like the contractual style – it's like the English football manager – after 5 losses you get moved on – not many that hang around when it is starting to fall.
- Reasons for principal to leave. Breadth of the job is contained – every principal job advertised for in the gazette looks for superman or superwoman. Our DP in ■ – board is not happy with applicants – to replace a legacy – had stellar people – they are lucky to have people to keep it together while they wait to appoint – schools are the focus of the community – schools becoming that (with churchs going etc.). Would a fixed term principal have the heart for the community.
- How long does it take to get new principal – sustainability function after 10 years we are really looking at sustainability – our office manager has gone – but we put in practices so we don't know she is gone. Put in practices so they don't know leadership changes - servant leader – still things to be achieved in our kura.
- I am worried about a system approach – takes away from the uniqueness of kura. Mentoring I like, monthly, someone who knows the school – comes and has a chat – can help with appointing. Easier to transition out.

**■ – career structure for principals? Separation between Ministry – it is an us and them conversation – problem is always somewhere else. How do you build the linkages across the system? What would other roles for principals be? Min, ERO etc... to grow and develop people... Other options?**

- Ministry is a place to go to die. Blunt – not one person has not 'wowed' me with their education desire – they are burned out. Principal job is too demanding. I have survived, because I don't care about the bureaucracy – ERO as well – this too will pass – ignore 95% of it.

■ – seems to be a need to radically change the Ministry and ERO – happens because of 3 year election cycle – across party accord – don't have to change – NEMP, curriculum design – divorce it from politics... If we were reinventing the Ministry – what functions would be in there?

- Too many emails – not enough face to face. Ed advisors have 40 schools each
- Principal compulsory sabbatical – our visionary people who we tap into – if we had those people. Would love to be with people like that.
- Needs to be the question why, when the next new thing comes out. Why are we doing this? Constantly adding stuff in without taking things out.
- Stress on teachers with PD. Principal can get a sabbatical. What about teachers? More and more stuff coming in. Work in your sphere of influence.

### ■ - Working on?

- Difficult to do the the deep strategic thinking – clear goals and direction – should be like a slow cooker on low. All these things on top.
- Synthesis to your situation. Time to chew fat – how do I know it is making a difference, for kids or teacher, make the collective impact – efficacy across whole rohe. Transiting kids will always be there – for those kids with that start – what can we make sure [good teaching and support] is happening in each of those places.
- Capacity whanau, community, teacher and student – we can have a focus on – building ecosystems for the things we believe.
- Circular information flows.
- Teacher training – I think we need overhaul – our new professionals need to have the chance to learn the craft of building relationships – the treaty in action - see the links between organisation see the system – and how their classroom is linked to that. Skills to for behaviour management – people skills alongside curriculum content – we can teach them curriculum content – but if they don't have the emotional intelligence...
- It is not ok that they only get one term. It is also about attracting the right people.
- Apprenticeship programmes – get more staffing in the school – career pathway to support. Have to have time in a rural school. We used to have them [trainee teachers], and the kids loved them.
- Definition – principal support – and first principal programme – I had great mentors from people I had established relationships with.
- Profession has to be careful – the older teachers can be so valuable. I have XX – we create positions for experienced people [part-time roles] – art teachers etc. [people with great skills and wisdom] and they support the younger teachers as well.
- Being creative with staffing is a daily part of our job – I jiggle staffing so I can have different people in my schools.

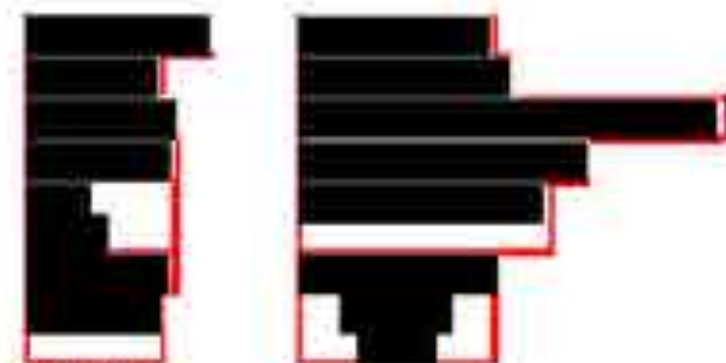
# Manawatu principals nominated by NZPF, SPANZ & NZEI

8.30am to 5pm, Tuesday 23 August 2016.

Tomorrow's Schools Taskforce Member, John O'Neil

Location: St Auburn's Church.

Attendees



## Summary

- Regional structuring needs to make geographic sense – have to be able to meaningfully connect with those in your region (eg. Manawatu and Taranaki don't work together).
- Ministry pushes too many initiatives on schools without appropriate consideration of how they'll be rolled out.
- Competition always meant some were going to lose. Until we undo this we cannot truly see collaboration and co-operation. You could manage the network by principal pay being linked to reaching the appropriate/ideal roll size for local population and school capacity.
- Smaller schools agreed with getting rid of the current Board model. Not the large secondary principal. Need to enable principals to focus on teaching and learning.
- Need to address the financial limitations which stop principals moving to other leadership roles across the education system – eg. Working in ERO or the Ministry.
- Need to address how the system measures success – soft skills need to be recognised.

## Detailed Notes

### JO – Intro and scope

- Aspects of the old system work well – created NCEA in the school system – it is much easier to engage kids in NCEA – to design programmes to meet the needs of the kids in front of you. Keep the flexibility in the system. It has done a lot for equity. Showing different pathways.
- Regions and how you structure things. Some bodies work naturally. Ministry region goes to Taranaki. People in Taranaki have nothing to do with Palmerston North. It has to make geographic sense. Natural grouping. A group of people in this region. Who we

knew.

- Division on population base – doesn't always work with rural areas.
- I don't want another level of bureaucracy – like Canada – it waters the message – less choice and less capacity to be flexible. Our principal groups, when carve up is done on numbers, it is not sensible.
- Choosing and working together notion – it is good until you start forcing groups to work together. Christchurch example. Some things should be best done by the centre – property and payroll. But the SEC grant and ops grant I want control. These ideas are not shared by everyone. I would get rid of maintenance. We choose, you do it. But design and build decisions that enhance how you deliver the curriculum – I want control. Want to be engaged as far as the learning goes.
- Strengths of TS – principal running the school – employ the people all the components – I have the economy of scale.
- I think it takes us away from community and parents engage. So many hours of the day.

**JO - Earned autonomy, scale – very diverse challenges and opinions – want control over things that influence teaching and learning**

- What concerns me is the pressure or push to digital – but not the resourcing – mandated by curriculum – but where does that come from. I can't see where the money is coming from. Nice to have the recognition – change of work and living – set funding for ICT devices.
- There are too many initiatives – none done well enough.
- Capability to choose and articulate what you are actually going to do. In past, initiatives are just rolled out – with limited implementation planning.
- Coherency issue – we know to adapt to the different priorities of the agencies – it shouldn't be like that.
- 8 education agencies?
- Can [get rid of] ERO, one of the good things is their publications. Yet to find a Principal that thinks it has enhanced achievement. One hour observing classes in the 3 day visit. No point.
- Different role recently – last 3 or 4 years they have been a critic – need to be more of a critical friend. Would engage more.
- Ministry – until last year – jury still out – still to serve Minister not school. Has message from new Minister got through – no. Kids in mind.
- TS – Was about getting rid of bureaucracy – closed department and created boards – but it created more bureaucracy.
- Competition and collaboration model. Competition always meant some were going to lose. Until we undo this we cannot truly see collaboration and co-operation. Got to change – are we really committed – underlying assumptions, economic.
- Essential building blocks – or successive ad-ons.

- Kāhui Ako not working quite right. Rational purpose is good. Knowing how each sector works is good, it's laudable. Ministry blame the unions – a machine that doesn't quite work. But we are trying to make it work. It got in the way of what was a good idea.
- Competition – offering money and incentives to do things – give them all the time to do the things they have to.
- Not a time to tinker – competition is still there – until that is addressed – it is just tinkering.
- Board quality varies – and there is principal variability – boards have the same power regardless of capacity. How on earth did that board get to that decision?

### **JO – How to create an ideal system – supporting rational and moral behaviour...**

- I've been a principal [REDACTED] years – my [REDACTED] board – [REDACTED] every board – I have had enough – every principal has done the same – they have been led and supported by the leader. Supporting board and principals -manage personnel. Would not have a board model. Regional bursa – principals left to leading learning, curriculum, staff – property, health and safety, legal, finance – and connect with me around appointments – UK model in some respects. Great hearts but very few have a great head.

### **JO - What would be the local community input?**

- I want parents involved with kids learning. Still have national curriculum – but the put together the local curriculum – that is where it sits.
- I like the boards – I like the autonomy – if they are true governance – once you've trained them and they have got that – it is good.
- Everybody went to local school – at school now there are busloads of kids who travel across town. At school there has not been good leadership – but the model supports it – good I got to bigger schools – not back or sideways – competitive market. Hard to be in a school not functioning, without board and without systems. They don't know what they don't know. Community in vacuum.
- Boards don't nurture. I hold my breath every 3 years. Lone rangers on boards. Won't take that on. Not a great take up of training – because they think they already know. Paid peanuts. If we keep it – have some professional trustees. Boards like professional boards. Efforts to have some keep people, training people, less a Russian roulette. Only remove principal if you have professional appointments.
- NZSTA have been supported by Ministry and government – a bullying environment – STA need to consider they are there for the kids – have created a them versus us culture. Need to get back to a more collaborative culture. STA captured by the Ministry.

### **JO – people want system depoliticised**

- Legislation comes – have to respond in a timeline to allow Ministry to create guidelines – and once I've already done it for our school – then the national guidance comes. The system doesn't work – frustration. I notice the political timeline 3 years. Need another 3 years. Funding and resources pulled.

- STA funded by the Ministry – have to beat the drum, and we pay. And low trust model with Ministry - no trust with STA
- Boards – model doesn't reflect society anymore. Boards have not read the stuff, or just given in a cursory glance. Model does not reflect the energy and time. Frustrated if I had to wait on decisions that pass through a bureaucracy. Need some element of autonomy.
- Middle management – form follows function. What they need to do. Where decision rights lie. Decision made as close to the learner as possible.
- Left and right hand not knowing. Deliberate choice to create silos. Too many crown agencies.
- Learning system – info flows both ways. Implementation is crucial
- Noisy voices are the ones listened too.
- Lorraine Kerr – disconnect between boards and the national body. We provide all this – but what is the percentage of actual take it up. Consultants are the only ones making money. Money is sitting there that has not been picked up. Terrible. Somebody sat in Wellington and created this form. Classic example of consultants building the system.
- Change NZPF – PLA positions – we get a third of what we asked for – when we used to have advisory teams – that had relational capacity – helped school move forward – high trust. Last 10 years high trust has eroded
- Regeneration of advisory service, leadership service – why is this not happening in NZ – UK model – college of leadership, nurture leaders.
- Support staff – significant – third of people in review – lifting capability – national workforce and centralised pay system. Limited in what we can do because of ops grants. Capped wages.
- I like some aspects of pulling the system apart. Why can't we share science teachers across schools – promote the common good.
- We need enough teachers to backfill. Crisis in numbers of teachers. Best people in front of kids
- Governance – what are the implications for principalship?
- [REDACTED] – if you pay little you get monkeys. It is a pay cut to go to ERO – ERO are meant to advise us.
- Once they did it right. Paid them well. Ministry pay peanuts.
- Open door rolling through the positions needs to be looked at. Right people in the right lanes. Second in and out of Ministry and ERO – back in the day you could do that – in and out of university - expertise shared. Collective understanding capacity. Currently one stream. If you do something different, lose that.
- [REDACTED]

- Much more than an age difference between primary and sec – at primary you are much more involved in T&L. At secondary I am HR person – I don't touch T&L.
- Model determines scope. I like flexibility and autonomy to make decisions. Board to regional – what the scope of being a principal looks like. I get more enjoyment from T&L – rather than the business. But now I need to be a business – to get the income.
- Enrolment scheme – looked at – ideal school size – get paid to reach appropriate roll size. Managing the network. Choice makes us do these invest in local school. People don't know what they are looking for.
- Measure of value. Summative. Showing a measure of improvement.
- Definition of success – not NCEA level – success in individual and system is different. Soft metrics – system that wants numbers. Look at the kid. That is your measure. Employers – want the soft skills – competencies. Ecosystem – the info feeds up – it is easy.
- ECE – notion of accelerating learning – notion that they have to be ready for school – no, we have to be ready for them.
- 7 was the age that you started doing formal learning – brain development. Accelerate 3 or 4 year olds. But what about what we know of brain development. Can't change evolution.
- Notion of readiness – evolution and brain development. Keep coming up with targets and benchmarks – wheels are starting to fall off. Equity.
- Are we really dropping – is the debate accurate. Changing idea of competency – with school cert 50% didn't pass, now 95% get NCEA. Not totally broken, cut away scar tissue. Singapore – “politicians are here to protect education from politics”.

# Wellington PPTA Secondary Principals Council Meeting

**Date:** Wednesday 29<sup>th</sup> August, 2018

**Location:** PPTA Office, 60 Willis Street, Wellington

**Tomorrow's Schools Taskforce Member:** Barbara Ala'alatoa and Mere Berryman

**Secretariat:** Antonia Anisy

## Summary

- In the current model, principals are only responsible for their own schools – not to the wider community or the nation. There is an appetite from some principals/schools, however, to shift to a more collaborative approach whereby schools from across a city/area are collectively responsible for the wider community.
- The group noted that school boards are highly variable in their capability and success. When BOTs are effective (particularly when they are collaborating well with the principal), they can be excellent. While there are pockets of good school governance practice, however, it is not consistent across all (or even the majority) of school boards. The group cited a number of challenges in the school governance space including poor support from NZSTA, lack of BOT expertise and knowledge (particularly in respect to principal appointments) and a limited interest from parents/the community in wanting to serve on the BOT.
- In light of the variability in school governance capability, the group suggested that there should be a 'differential approach' to school governance matters, rather than forcing all schools into a 'one size fits all' model. Schools which are doing well under the existing model should be left to do so, while those who are struggling should be provided with access to support (not punishment) to help them do better.

## Detailed notes

- Getting rid of zoning would help enormously, but is there an appetite for that?
- Most schools like the sense of autonomy that Tomorrow's Schools created. Many educators in schools overseas are envious of the freedom that New Zealand schools have. The downside, however, is that we've become caught up in competition. Competition and autonomy don't have to go together.
- Social justice needs to be rolled into the structure of our schools.
- Choice has been given this huge position that it shouldn't have. On your death bed, would you rather look back and say you spent your life fighting for school choice? Or fighting for equity?
- A principal from the [REDACTED] region expressed that it was his dream for schools to shift from operating as independent entities and start working together with other schools across the city to respond to the needs of the wider community. In the [REDACTED] area, the competitive model has created a disunity between schools. There are some schools in this area that are now on

a positive trajectory at the moment, but there needs to be a system wide change in order to continue the good work that is happening.

- The Kāhui Ako structure is too narrow. An example was given of a collaborative grouping of schools that has been sustained over 10 years and is continuing to be very successful/is really working for that community of schools. Although this group is an example of sustained and successful collaboration, it is not formally recognised because it does not fit within the narrow definition of a Kāhui Ako. Because of they don't fit within the narrow model, they are denied the same support and recognition as those who fit within Kāhui Ako. The principal expressed disappointment and concern about this and indicated they they're hoping that this work will broaden the definition of what is recognised and supported as a Kāhui Ako.
- The sustainability of this whole kaupapa is questionable. Why can't the sector lead itself? Why does it have to rely on politicians? Everything gets thrown out every three years.
- There's an "education debt" across the country. Not in the monetary/fiscal sense, but in the sense that there are people who have been underserved by the education system. The education system hasn't delivered to everyone, so it is in debt.
- The "shelf life" of principals after they leave their role as a principal is about two years. They only retain their 'currency' (to inform others) for a two year period.
- NZSTA is so controlling and they demand huge fees (despite all the money they receive from the Ministry). And they're often absolutely hopeless. They can cause so much stress and mayhem. In some cases, principals end up leaving their role because of the drama.
- Principals didn't used to require the level of specialist expertise that they need now. With all the rules and regulations, there's a lot more of a need to contract in specialist expertise (HR consultants, legal advice etc.), especially around health and safety. It's takes up a lot of money for the schools and what if you can't access these services?
- NZSTA say that principals shouldn't have voting rights and "that kind of nonsense" which isn't helpful. Board members and parents come and go, but the principal is often the last man standing. Principals play a large role in making a school success, but their knowledge is often undervalued.
- When BOTs and principals work together collaboratively, it's great – but in reality, it's not always like that. There are some real horror stories out there.
- How many BOTs have elections? Not many need to, as people don't want to join boards. Parents want to be involved in their child's learning, but not in school governance matters.
- Should prospective BOT members be interviewed to make sure they meet a certain criteria?
- Some principals and schools like the Tomorrow's Schools approach and have thrived under it, while others haven't. There needs to a differential approach for the school governance model, rather than a 'one size fits all' approach. Leave schools who are working well under the existing model to continue to do so, and provide support for the others. If schools are struggling, don't punish them (for example, by appointing a statutory manager), support them instead. The same applies with leadership.
- Principals need the most support in the first five years of stepping into a principal role. In some cases, they have almost too much support/mentoring – these principals are almost overwhelmed with having too many voices to listen to. But for others, there's not enough support at all.

- Some schools who need help have problems with recognising it, let alone addressing it. They're in denial of their issues, or want to conceal them rather than fix them
  - Principals and BOTs are only responsible for their own schools – not to the community, the nation etc. But there needs to be more of a sense of a network/collective approach.
  - There's no criteria for people to be on the school governance board. There needs to be a professionalization of board members, or at least provide access to experts who can help when the board doesn't have the right knowledge
  - There needs to be greater oversight from MOE of principal appointments. BOTs often don't know what they're doing with this. The quality of the school principal appointed shouldn't come down to luck.
  - If external expertise (such as an MOE representative) is put on the BOT, it shouldn't just be a paper/token role – they need to have real clout.
  - An example was given of regional level collaboration in [REDACTED] in the context of schools coming together to form a sports team (which was a great benefit for team). The principal suggested that inter-school collaboration could be extended to the school review/evaluation process. [REDACTED] suggested the potential to have schools working together to review other schools (with an ERO person to support them). Schools would be reviewing each other, in a peer-based review model, rather than ERO being at the centre of the review process.
  - Principals want the opportunity to learn more about review/evaluation, pedagogy etc.
  - [REDACTED]
- Principals want to retain the control/influence over property matters, but give up the "day-to-day grind." But it's a trust thing – you'd have to trust the MOE to do it right and not all schools have that trust in MOE.
- There needs to be a layer of city-wide cooperation between schools (with a MOE representative for support). There have been some very negative results from always allowing schools to be independent.

# TOSI & Nelson Principal's Associations

- 1:15 - 2:45pm 30 July 2018
- Tomorrow's Schools Taskforce Member, Bob Harcus
- Location, MCE Nelson

## Attendees:

[REDACTED]

## Detailed notes

BH - If we are redesigning the system, thinking across a 30 year timeline... what are we doing it for? And how will we do?

- I started teaching in [REDACTED] - schools became silos - especially when advisory function disappeared. Now with Kāhui Ako we come together in a different way, with secondary I see where an advisory group would work - we get piles of emails at beginning of year from PLD providers looking for work.
- There is such a variety in the country - between schools and boards - is there the knowledge to run a multi-million dollar company - the quality significantly differs - even lower decile schools that can contribute to variability - sometimes schools are 500 metres apart but have completely different issues. It is a nightmare getting 5 board members in a school of 400 students.

BH - where else put a group of volunteers in charge of multi-million dollar business...

- [REDACTED]
- I've been here since before 1989 - what was lost, I'm supportive of many aspects of the change - but the Ministry knowledge, like property, was lost overnight. - I watched the initial boards, people had no idea of what they were to do. Boards are burden with things that could be done centrally.
- We have beautiful libraries and admin blocks and then classrooms that look like caves.

BH - What would you change with boards?

- Classroom teachers don't engage with boards - [REDACTED] - my experience has been that decisions made in interest of students and the community - current board model works well for me - going forward - [REDACTED]

- A place for principals – principals should run schools and report to the ministry – we're too isolated. Amount of time I spend doing things for BOTs – not on things for kids – it's disturbing – getting board reports and strategies ready and then I get to the meeting and they haven't read reports (I spend a lot of time producing them).
- In the soft areas boards do well – hard not – the soft areas is a success – things like people and community. The first role is to represent the community – to set the direct – how could you do it another way. I'm reluctant to throw that out. Property and finance are what I find the hardest – it's wasted time. The role of the board is good, but the responsibilities they have are not.
- What I would change – in an ideal world – a board that is connected to the sector (parents, other people, principal, that person who has the educational expert) and is knowledgeable.
- Agree – parents have to be part of it – the soft side is an important role. The appointment process for Kāhui Ako – pulled us back to national and region criteria – wouldn't that be great for boards.
- In Kāhui Ako you could have person who covered all boards – a LSM type person – who pulls us back to the principles and asks what the agenda is. LSM is good for principals – to say this is the line you are crossing.

**BH So the core functions are parental flavour – this is who we are and where we are going...**

- I like property – but sometimes it takes 2 years, from start to finish, to something done.

**BH Let's talk about principal appoints – if leadership is so critical to success or failure of a school...**

- Who should appoint – the board should still be involved – but had someone to keep you to a national criteria – and did presentations to staff and children

**BH – who is responsible – if they don't agree on who to appoint – who decides? Should the Board get someone to help – or is the final decision with someone else...**

- The board decides – but there is a veto – tick boxes – someone legally appointed to that board. A draw back would be that it would be the same person in small community like Nelson. Would we have trouble attracting the right skills – not if it was a role that was worthwhile.
- I think the teacher appointment process works well – board gives direction but principal decides.
- But some people, some principals are not good at choosing staff – some people need more support for appointments and structures
- Importance of knowing education well – I have a lovely board but I could steer it in any direction – they just don't have the knowledge to play devil's advocate
- Principal's appointment is basically up to chance.
- My experience now is that I've been with my school for [REDACTED] years – the board was stable for [REDACTED] years – and now I have an almost entire turnaround of members – there is one person with experience – I am teaching them – it's taken a lot of time.

- A fix could be by the board not being entirely made up from the community – have experts as well as parents – continuity from the sector – however here there may not be enough experience.
- [REDACTED]
- It would be quite threatening for the community – no matter how well we get on.
- Do board meetings need to be as they are – property meetings together, schools together, finance together – as opposed to board meeting to cover everything – have a strategic meeting once a year.

**BH - where is the ministry in all this – how should it be involved?**

- I think the Ministry is so tied to policy – they don't feel comfort to talk about what they really think – enrolment schemes – can't say that's a good idea. I ask them for advice and they just tell me the same as the website, but get paid \$70,000 a year.
- I have a great property guy – but they are so tied to policy.

**BH - Are the ed advisors helpful?**

- They are changing all the time – we have had 4 senior advisors in last while. Min is tied – they're not an advisory service but what are they there for..?

**BH - If you were to redesign their role – what would it look like?**

- Are they really needed in their current role – I just don't know – they just ring to check – 6 monthly – I have nothing to say to them.
- If I ring them I get a good response, but if I don't I don't hear from them.
- Special Ed – if you get through the thresh hold with special ed funding – it took a lot of pushing – but now it is good - but it is an admin nightmare to get funding – if it's a crisis, the crisis team is good.
- I don't want more involvement from the Ministry on a day to day basis – Kāhui Ako – there were [REDACTED] ministry staff at a COL leaders meeting – all support people – lots of people but how is that translating to changing outcomes for children.
- Interim response funding – but noone to spend money on – but you have to pull the strings – need regional experts to solve problems – property, finance etc.
- [REDACTED]
- Education advisory role - where person sits with you with the strategic plan – and says how can we help – no one ever does this – it's a really good idea.
- I'd hate to go back to the department of education pre-89 days – I like the idea of support with strategic planning. Process now – you send in your plan –education

advisors only come if there is trouble. They don't seem to discuss it within the office – one says yes, another says no.

- [REDACTED]
- Some of the Ministry ed advisors have not been principals or educators in NZ. Some Kāhui Ako Lead Advisors (in MOE) are trading on these new roles and are now advisors – they need more experience.

**BH – what should Ministry be doing?**

- Acting as an enabler, a connector – strategic planning and we need other stuff – help with the big picture, it actually about social things, property, and financial management.
- I have a caution about devolution because small areas get less – support needs to be available but they can travel to provide it.
- I am a fan of local if we can.

**BH – if we had a Blenheim centre – somewhere where you know one another and you can get support...**

- Elements of your local hardware store instead of Bunnings – where they don't know you or the job – local support is important.
- 2 experiences of PLD – the literacy advisor in Nelson – one was from out of town – and there was no comparison for that person knowing us. But they have to understand teaching now. [Disagreement within group]. Need connection with local context.
- Kāhui Ako – new positions are great – secondment- people come out of schools for a while and working with other schools – we have a fantastic primary maths teacher.
- Strengthening Families – it could be like that model – all at the support at the same table.

**BH – thoughts about the structure of collaboration and competition?**

- We're less competitive than Christchurch – here secondary principals meet once a term – collaborative but autonomous.

**BH – What about collaboration between subject areas between schools?**

- It's limited – teacher only days – there is a lack of expertise – NZQA to lead best practice workshop.

**BH – I'm thinking curriculum design – are schools sharing?**

- It's based on teacher's motivation. In Kāhui Ako working on pedagogy – developing a shared language from ece to secondary/tertiary – what other skills come into our teaching? Things like using student voice – what does this look like across the years...
- COL is an awesome concept – but running on the smell of oily rag – funding only goes to leaders – this limits what you can do to collaborate.

- Make some Kāhui Ako days – we would use those – some of those positions. In the KA – we got this amount for each role – but didn't think about middle management. You could make the KA leader a fully released position – and take the money from the other roles.

**BH – So don't throw the baby out with the bathwater – you need responsiveness and more support – in a way that is useful to you... Is there a disconnect between what the Ministry says and what you get...**

- Need the core components on the board – not contracting a supporter – that's a must. For HR support you can ring NZSTA and you get a professional on the line, you want someone who can just write you a letter.
- If I rang the Ministry property person, I want to get practical help. Like a service centre, that can actually do something – who are experts.
- NZSTA – [principal [REDACTED]] – what you get is the bible according to NZSTA which is different from what happens in the real world, what actually happens.
- Keep in mind – the bulk of training is done by NZSTA – I have had good experience – but sometimes it is completely out of whack with reality.
- I like the idea that they can come out that afternoon and help – but not smothering us.

**BH – So ERO how do you feel about how they are functioning?**

- Its ok – the review when well, we got given 2 pages prior to the report which were good – with 1 ½ pages to improve – and then when the report actually came it was bland.
- I've seen 2 principals in tears – and the morale within ERO is dreadful – there is so much change all the time – restructures and changing focus – a 50% turnover of reviewers – how do you get continuity?

**BH – what could be the best thing ERO do to help?**

- Support – give you a picture and then walk away.
- Expertise is variable – going into a lot of schools. It would be good to get emerging findings – and gave you readings to support.
- Reviewers have a particular interest area. For example one told us we needed to improve our support for Pacific children – but she was talking about [REDACTED] children, out of [REDACTED], who were not performing.
- I don't get any value from ERO – the current role is not working – what would be far more beneficial would be judgement on the strategic plan – have the conversation about the strategic plan so there are no surprises – if I should be doing it, tell me and help me.

**BH – people are saying – why just once in 3 years – is it better to do reviews on a continuous basis?**

- I think there should be coherence – actually provide advice – the ERO report needs to go to someone – let ERO be auditor and provide joined up support.
- With the changes to the strategic plan – ERO will need to monitor this

- In Finland they don't have an ERO equivalent - changed the attitude to one of trust
- I like the idea of a hub – with local professional hubs.
- It's about the positioning in relation to schools
- What I would like is a place with a range of skills – at the moment you get the skill set of the person who is your advisor – with a hub I'd be able access the skills I need.
- In support of the Ministry – some schools tend not to get help – but our property guy walked around and told me what I need to identify for maintenance and gave me advice on plans.
- How do you measure success of system – in [REDACTED] they are proud of their results – but the youth suicide rate is poor – we need to think about wellbeing, broader measurements – need a multi-level approach.

**BH - National education monitoring project – sampling approach – no league tables – softer way – measuring outcomes based on our curriculum – PISA is completely different model of how learning occurs...**

- Enrolment schemes – you need to consider the concept of what a community is. Our hospital is part of our community. With changes to the enrolment scheme staff/parents at the hospital couldn't send their kids to our school if they were out of zone – all of a sudden, leg is so strict and blunt – what defines our community

**BH – I agree, but the problem from my perspective – polarisation and white flight...**

- There is a way – if you can show employment at hospital and then you can be part of the school community.

# Christchurch Principals' Associations

Summary notes from discussions with:

- Principal's Associations - [REDACTED]

- 3.00 – 4.30pm 31 July 2018
- [Tomorrow's Schools Taskforce Member:](#) Bali Haque
- [Location:](#) MOE Christchurch offices

Attendees: [REDACTED] principals

## Detailed notes

### BH – Introduction and scope

- Comment – from secondary sector – NCEA review – consultation phase – they developed the recs and then consulted – is it similar? People's perception of recs was a block straight away – NCEA process is one we are battling.

**BH – We are being thorough about the engagement process – and whatever the recs are from this process, they will be contestable – we are aware of that – if it a sizeable shift we will say it is a phased implementation**

### BH – what do you think of the renewal process?

- 2012 – it was a quick response – how far have we come with it – a natural event – things had to change – we had an opportunity to restructure. Reality to achieve it in a system that doesn't allow that behaviour

### BH - What would you do if you were in our place?

- Competitive model is faulty – winners and losers. Collaboration is required – we all want fantastic schools. No KA – our CPPA survey of 200 schools, asking what is on top – it was negative about KA – principals found the time factors, the moving of staff from one school to another and the backfill required challenging. NZEI – principal's running school – but you have DPs with as much money as a principal – the workload – the model is from the previous government – teacher capability of upskilling our teachers – research shows the biggest problem is within schools.
- After quake – we were placed in learning clusters – and we made them work – CLC – it pre-empted KA. We made really good progress. An issue with the structure – and the achievement challenge focus of the previous government – we can make it work. Collaboration is good – However now KA are in the collective agreements. Once it is in there we are restricted. We have different models we want.
- [REDACTED] – voluntary but inevitable – [REDACTED] – sold in PPTA as pathways to career – obstruction to how it is working in practice. Flexible ways to how it is used in schools – insidiously embedded in Ministry structure – everything is being channelled

through KA – the number of things just through KA – the stuff you have to deal with to make it work across.

- KA – model has potential. There are areas to be ironed out. Like having one lead principal – and stopping DPs being the lead is flawed. Resourcing for WST position is excellent – freeing up management units to resource other areas. It is a huge benefit. Instead of applying for PLD money – give the PLD money to the KA – instead of 20 page form – there is initiative in KA, we got mathematical inquiry funding because we are in a KA – a programme that was not cheap.

#### **BH - How would you alter the model?**

- PLD straight – ICDPT model – in secondary time is biggest enemy – model is flawed don't have access to release time
- More freedom in how to cluster and how you spend your time. I don't want my DP outside of school – leadership in every school – little pieces all around, trying to do 2 jobs.

#### **BH – why don't we second teachers out of schools...**

- We can't get quality teachers – need the pool to create leaders – as a profession we are struggling with that
- Collaboration is a good thing – but want more collaboration – resources for collaboration not for each school

#### **BH - your thoughts on governance? How are boards working? Crown entities...**

- Flaw in boards – high decile have good boards, with low decile it is less likely. Disadvantage is reinforced...solve by having professional board members for a particular school. They might work with other schools too – like LSM's – schools can pick and choose.
- Proportion are elected – designated support – old board of governors – parent representatives but other specialist help as well
- Change managers or expert partners – something like that
- I like it if it is working well. Inequity in capability – our board would be open to 2 professional board members – board invested in children – but they don't see bigger picture of governance

#### **BH - Who would appoint?**

- Board supports competitive model – responsible for kids in our school, not responsible for wider community
- With TS a crude measure of success was roll growth – linked to finance and curriculum – sustainability is linked roll – if the funding model changes...
- TS openly competitive – vote with feet – stops everyone from becoming a good school.
- That is how it happens now. But the ministry can change the zone.
- Get rid of property – each one deals with 5ya rebuild leaks – consumes the board – how much time about spent on vision and teaching and learning, instead it is rats and mice.
- Rebuild scheme – it consumes you – build stuff – inequity in balance in different schools – huge variability – inequity in everything that is happening property wise – get rid of it, it is more stress. [REDACTED] – it shouldn't have to think like that.

- Property is a nightmare across NZ. No equity in what schools get. Property time is added onto job.

**BH – what about the fear if you give it up property. Is the Ministry responsive?**

- Not supporting you in the learning bit
- Don't have much capacity in the property area – depends on the individual – [REDACTED]
- I like that they manage the micro stuff – we have to do big picture design – have to be part of the plan

**BH – what would you get rid of it?**

- Need a monthly liaison, with property
- H&S – not someone in school doing quotes – ring Ministry and they get it done – [REDACTED]
- Ministry doesn't have the capacity – they have 30/40 other schools – they can't give us the time – I want a model whether if you make a phone call, they follow up and do it.
- Property – I want to keep the design – the vision of where we are going, but I don't want maintenance. Some people would be happy to give the lot up.
- Principals employed to be school leaders. Could be moved from one school to another, or work with a group of schools.
- Leaders of teaching and learning
- It is human nature to take care of community and our relationships
- I like my community closer to home – but being part of something bigger than ourselves

**BH – is there is a rub between my school versus our community**

- Social capital – most responsible for school – but we still have a responsibility to the wider community
- Right levers – better consultation with KA – resourcing to fit with a model
- Rethink the model – don't need to work within the constraints – don't need the individual boards
- Stewardship group concept doesn't work with KA – and then the board of trustees – something to learn why the stewardship group not working and boards

**BH - Who should appoint principal?**

- People who shouldn't get appointed – there is no mandated process
- Boards need an expert – KA appointment process credentials – they checked it before they got to the table – then boards know the quality
- There is more rigour in appointing AST and KA leads than principals

**BH - Who manages the performance of principals?**

- Performance appraisal should be external – just like ERO

#### **BH - What are we asking a board to do – what skills do they need?**

- To be able to call on expertise – they can do that now – and why aren't we using it now
- Board is guided through an appointment process – those that need the most help don't know to get it
- Expert partner in our KA has been a positive process – having the panel

#### **BH - Leadership centre – how do you get to be a principal?**

- First time principal support is good quality.
- The person who mentors you – need respect and value – otherwise you get compliance.
- Singapore model – identified early on in career – they put them on a pathway – probably do it more informally.
- Barriers once you are a principal – I can't do PLD – because I don't have the budget or board don't see value – need model of continually upskilling us.
- [REDACTED] At the moment we get a sabbatical – we could work for the Ministry or for ERO – opportunity to do PLD in more.
- Compulsory service – tour of duty – it changed everything about how I think – it is like Singapore model – deliberate plan – go to the review office, go to Ministry of Education
- Need to refresh – to reenergise – also starting to let go of your own school.

#### **BH – it might deal with competition...**

- Model – advisory service – secondment role.
- Pathways for principal. The UK model – the aspiring principal programme for 18 months - if you didn't get the job then you have to do it again
- Principal pathways, having a pool of principals. Understanding when to go, and having experienced principals lead a community of learning. At the moment those moving out of the profession become consultants, but there is another stage, people want to do another stage to bring value back in. Then they might move earlier – the critical thing is the principals.

#### **BH – if it is so important, it needs to be systemic not based on chance factors – DP role changing – dissimilarity between DP roles which have very little relation to the principal role**

- Supervision – guidance counsellors get it – why not principals – professional supervision – you need it.
- PLD – offensive that we go through – just give us the money
- Digital technologies – no money, no training – by 2020 – plus all the other
- From this office – it terms of learning – links between min – you need to complete application – generally the support is relatively good – post quakes it is stronger now – willingness and the change has been noticeable. Willingness to consult and to support – never been as strong as it is now – [REDACTED]

# Southland Sector Reference Group

- 1 to 2.30pm 1 August 2018
- [Tomorrow's Schools Taskforce Member: Bali Haque](#)
- [Location: MOE Invercargill offices](#)

Attendees:  attendees

## Detailed notes

**BH – intro and scope - let's start with Boards of trustees... if you were rewriting the system – what would you do with the TS model?**

- Most of career – system isn't working for all parts, at all levels, at all times – there is trouble getting boards – and roles have changed so much over time – huge responsibilities of boards – responsibilities started out as slightly above consultative group – now they are the employer, look after h&s, nag's – what was the original intent of TS – a slice of the community represented on the board – I think we are a long way from that – you can't get the skills required – money, finance – the job has changed, and the climate is different.
- Are they equipped? I think it a yin and yang situation – the ministry line is pushed on one side – but schools are self-managing on the other.
- As a principal I am employed by the board – paid by the Ministry of Education – my employers change every 3 years – they do not have the expertise for appraisal – is it fair that I am employed by volunteers – that they have that huge accountability and responsibility – if you look at other board roles – these are career roles...
- What will guarantee the skill base required for boards?
- What happens when there is board conflict with the principal or staff or the community – or with all – previously commissioners were rare – now it is happening more often.
- There is high accountability – but board's just show up for a monthly meeting – who does the work – report to board – if I didn't have a board – would it change the role...? Probably not...
- I worry about the NZSTA message – Lorraine Kerr – making principles just like CEOs – not board members – reporting function – it would make it so much harder – huge risk of failure if principal is outside of board
- It is tricky – we wear two hats – we try to behave like a normal board member, so we are unified – but we are the manager and their professional advisor as well, we hope we give the right advice...
- General agreement that there is an issue
- Boards have responsibility for things they are not experts in - Education, finance, property
- How did they get onto the board – PPTA – last man standing – it would be really interesting to know...
- From trustees view – boards feel the pressure – it is frightening the level of accountability – feel like need to be specialists – many don't want to be on the board because of this. You're not getting your average community member, for the majority it's hard... and then if only 1 goes to training – you can't implement what has been learned – too much pressure.

- Trustees should give the flavour of the community – not having the skills to run business – responsibility was too much – flavour.

BH – thinking about different models for boards – one is to throw boards out altogether...

- If we have a 30 year vision of schooling – it would need to have no political change – example of national standards – we have no control – it has a huge effect – national standards influenced so much of what happened in a school reporting and planning, ERO reviews...

BH – What if we keep boards but experts are appointed (half/half) – or take responsibility away for some things (property, finance), appointment and appraisal of the principal – or it was just a consultant or advisory group....

- Half/half is a no – where to you get them from? You might if you paid them \$500 for a meeting – and they were well trained.
- We could go out and get it done – is it bigger and more.
- Regional oversight – governing the region – Ministry doesn't interact with us. It is driven by the director and the government at the time.
- It is not child-centred – the system should be about the needs of the kids.
- 10 years ago – they knew our school – national government. Not responsive at the moment, we don't see them.
- [REDACTED]
- Regional office are trying to get closer – they can't get staff.
- Moe is trying [hard work] – in a variety of ways - trying because they don't listen, they don't hear the message about the best way to work and move forward. All the red tape, staffing and funding. Hard to have trust.
- Need to consider the environment outside of school – this should be much bigger than schooling review.
- RTLB - doing more with less resource. RTM – most reviewed service.
- All we can see is crisis – so many restructures – but it is not getting done – really good people – it is not the individuals it is the system.
- Finance drives education – not outcomes.

**BH – where do you decide to spend your money...**

- Big gap – need greater funding
- Wasted money, eg. PLD 100 hours - we know what we want, but the time waste in applying

**BH - How to redesign this?**

- Regional structure – advisory role – principals loners, need advice – teachers need mentors too
- Governance not working
- How you define region – otago southland – Province – accessibility of access of all schools. There needs to be equity and service provision from within our province.
- Contestable funding – money wasted.

- Quality ITE when university took over – failing and getting burned out
- No rule on consistency of output – same with ERO – no review team operates the same.
- Needs to be a collegial environment – so that equity can be addressed – so we don't get directed.
- Child-centred – with appropriate resourcing.
- Sustainability sometimes – using school to max – nobody looking after network
- Rural need different set of rules – Southland – [REDACTED] small schools within [REDACTED] minute drive
- Small isolated – big issues – getting a better deal for kids – it is up to the boards and they don't have capability – often the school is the only thing left in the community.
- Kura not allowed to join Kāhui Ako – wanted a south island KA
- What is the benefit to children – we can't join a KA because [REDACTED]  
[REDACTED] In Otago Southland the uptake is not so good.
- We want fluid collaboration – based on geography – we want to work on this together, when and as is needed – 2 or 3 years – move – stay together because of geography.
- Middle layer/hub could help facilitate collaboration.
- Property – design process to meet needs for learning
- Need help with direction, curriculum, mentoring and supervision
- Boards – community focus groups – relationships – vision and curriculum group – doesn't have to have community to do governance

**BH - What extend do you think the Ministry knows what is happening in your school?**

- Charters, complaints – that is what they know about.
- Early indications – very slow – years ago advisor came once a term – we are burned out before anyone knows
- Over the last 7/8 years – don't invite them – relationship not there at moment
- The Ministry come for to push their next initiative – charters, they came to get us into KA
- Noticed change in 15 years from board point of view – they work more alongside us now – but it really varies.

**BH – Should ERO be an audit agency or audit and support?**

- Audit and then say what can be improved – or say we'll send so and so to see you.
- Cross over – Ministry used to be the support team – now it is more from ERO publications and research.

**BH – How do we support self-review?**

- Need support and training to do this.
- More support for principals to get out, to do training, to be with other principals
- Staffing appointments – crap appointments are made in some schools – because of the shortages

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- Special needs – LS – more and more children with complex needs. Schools are not equipped, counselling, support, it is so diverse, the trauma and amplified societal issues
- Research show the biggest value for money spend is on the 0 to 3 years – resource needs to support parents. Requires new money, but needs to be in the same system – it is all part of the something.
- Finland from birth – education aligns with health and social provision.
- Southland 10% population with dyslexia
- Until as a country we lose the idea of ourselves as white middle class, there will be no radical change – until we take an in-depth look at who we are, and where we are going

# Aka Tokerau Māori Principals' Association

10:00 – 11:30am Friday 10<sup>th</sup> August 2018

Timorohia Schools Tokaitere Member, Meri Berryman

Location [REDACTED] Kaitake

## Attendees:

### Summary

- In general this group were comfortable with the system. They were generally happy with how their BOT relationship worked. They noted that there was too much turnover on the BOT and also some people found out once they were voted onto the BOT that governance wasn't for them.
- Property was discussed a lot. There were conflicting views on whether having ownership of property was good or not. The agreed position was that they didn't want to give up property decisions altogether but extra support to help them in those decisions (local support ideally) would be good.

### Detailed notes

- What's working?
- Their school and the system let them have a close connection to whānau, hapu and iwi.
- [REDACTED] had a really proactive and good BOT that connected well with the runanga. The school aligns with the wider strategy for the region – and so had that connect to their community. They connect with other initiatives that are important for their community, such as housing initiatives.
- The current system is working well [REDACTED] because the BOT are made up of Mums who work every day and are busy but they want to help their children. The Principal appreciated the everyday person on the BOT.
  - [REDACTED]
- A principal noted that their Board is good because they know their role is governance only.
  - The point was made that the school is a business and so it's important to make sure that the roles are clearly understood.
- The point was made that NZSTA PD for BOTs is pretty good and their conferences are very good.
- It works that the communities are involved in the BOT. If BOT members were more aware of the role before the elections then they could opt out, if governance wasn't for them.
- A Principal noted that the BOT Chair is elected every year but if there was more stability that would be good (because you need to elect a Chair each year).
- To ensure the connection with communities is strong, a school noted that they communicate back to the families after each BOT meeting so they know what decisions are being made at the BOT meeting.
- Property is a headache for the Principals. It takes up too much time and the level of bureaucracy around it means that they need to get consultants in, which means more \$s are spent on it. [REDACTED]

- What's the solution?
- Stop spending extra money on things that need to be done anyway – eg schools having to get a consultant in to help with the property development function
- Take property away ... but a conflicting view was to not take it away.
  - The agreed position was: schools want control and input into key decisions such as design but the management of the process should be done by experts. So it would be beneficial to have someone else come in to manage the process, but get school agreement to what's needed (for the school) and not a central decision and then the project management is done by someone else.
  - A community person, [REDACTED] works for MOE, who knows the school and community would be a great asset for managing the property issues.
- A Principal noted that they were over property and wanted to be able to focus on the learning. There is too much put into the buildings where they think getting kids outside into the environment is where they do some of their best learning.
- An issue is that its run on a business model but the money isn't there – need to make sure the money is there in order for that model to work.
  - Think that funding needs to be sorted before we think about new systems
- Would rather not have resource teachers
  - Would prefer to have the resource used on supporting students within the school
  - Bring the expertise back as a resource into the school
  - The RTLB resource has grown a lot but its resource has been lost to schools – they just try and cover every school
  - Eg, RTLB Maori – pay for 2 weeks resource but you only get 1 week because they're effectively travelling for a week.
- PD needs changing there are too many forms and bureaucracy. Can we go back to the way it was – the AS.
- Tomorrow's Schools was meant to be a business model but BOTs are only paid \$50. The elections mean that you can lose them all - want sustainability.
- Teachers' salaries are paid centrally. Can the administration, maintenance person etc, be paid centrally? Every school needs them – some functions could be done/paid centrally.
- You need schools to look good (and for Health & Safety) but it takes a lot of effort to do that.
- There are some MOE formulas that don't fit smaller schools (no example though). The formulas need to be reviewed and make sure that they make sense for unique schools (eg the schools rolls go up and down and then the formula kicks in and effects planning)
- There is too much competition. Tomorrow's Schools allowed that to happen.
  - Although it was noted that if you had money you had choice before Tomorrow's Schools

- Zoning – big schools can change their zoning to support their growth
- Every school can and should be successful
- One school's community don't use the census well and so that impacts on the communities funding for health etc. This census in particular was bad because it required online completing and some didn't have access or good connections to be able to do that.
- The inspectorate (and some of the other pre-Tomorrow's Schools functions) were good. We should try and take some of the good things from both systems.
- A comment was made that it would be useful for other colleagues to be on the recruitment process – bring in a respected colleague to help BOPTs with the appointment committee.
- Kahui Ako. They liked the model but the boundaries were too restrictive. They think you should let people to work out themselves the schools that want to work together. They noted that they schools with similar kids, culture etc work together anyway
  - [REDACTED]
- [REDACTED]
- They noted that they schools that were not part of a COL meant that the teachers missed out on professional pathways.
- They noted that their roles as schools/teachers/principals is getting wider and wider. It might mean visiting families, upskilling parents and social workers
  - The expectation of what teachers do, has grown.
- What works for Macri, needs to be a priority.

[REDACTED]

- 9.00 – 11.00am

- [Tomorrow's Schools Taskforce Member](#) [REDACTED]

- [Location](#) [REDACTED]

- [Attendees](#)

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Nb. [REDACTED] is inviting up to [REDACTED] more attendees – to be confirmed on Monday.

[REDACTED]

[REDACTED]

#### Detailed notes

[REDACTED] How well are we doing as an education system and how do we tell?

- In the past it was based on National Standards; a blanket measure; but it should be more than reading, writing, mathematics.
- PISA studies too.

Regarding the Tomorrow's Schools Review design principles –

- Congratulations; I felt much better because I do think we have major issues with the top down world.
- And with changing Governments as well.
- No one realises Tomorrow's Schools is Tomorrow's Schools at all; it's nothing as it was set up to be.
- We need to be careful we don't lose sight of intention of Tomorrow's Schools.
- Pilot was about putting it in the hands of stakeholders; children first then schools as key stakeholders.
- The Ministry of Education is a separate being that speaks to us and about us but doesn't involve us in any way at all.

Being inclusive is an interesting challenge –

- The support mechanisms around are making it harder and harder.

- There is less help and support.
- We get told one thing but the actual systems and practice side of things is the absolute opposite.
- That's a good example for what I was trying to say (above) – Learning Support; what a crisis – a national crisis.
- The interesting side of that is that we're not involved - where are we in the governance? Hadn't thought about this, I was told.
- Learning Support – it's broken.

We have a compliance model –

- Dictating.
- We have been so let down by the Learning Support side of things; creates lack of...

Is it funding or more than this?

- Way more.
- Funding also an issue, but process and systems too.
- I had a high health child up for review; no letter to the school or parents; sent from national office to local office. No action. Two terms out of pocket.

Ministry of Education

- Always dealing with a different person in the office.
- Used to have in the office and now they haven't replaced them.
- Part of the problem is most of them are part time roles.
- Don't ring them on a Friday.
- Also, they are not trained.
- Locally; can't recruit; they have talked about other options such as internships from the universities and training on site; but that's the ambulance at the bottom of the cliff.
- The problem is nationally, Learning Support is being led by Ministry people that are not stakeholders. Who's in charge of ? Except that person is not in charge because above them is , and one other. Why are they leading it? They shouldn't be leading it.

How would you fix it?

- Leadership and governance – at a regional level.
- we have no relationship with the Ministry; only the people who know about them are people who have been tapped.
- It should be different people – Ministry of Education and Learning Support.

In terms of Ministry support; do you feel supported?

- No.
- It's supposed to be an Advisor model; advice and guidance.

- It comes in with a clipboard; compliance. One hour 17 minutes then they're gone.

The rural advisor days – in my early principal days –

- That was a genuine relationship.
- The Advisor came to my school and we prioritised whatever I needed support with.
- It was genuine and non-judgemental.

Rural Advisors feedback – this has been raised as a consistent message.

- It was educationalists advising educationalists.
- Support when it was needed.

I've had a different experience – I've had the same Ministry of Education Advisor the years I've been where I've been –

- I can ring any time and can get support at any stage.
- But some of my colleagues have had five in the time I've had one.

Is your Advisor from education?

- Don't know; doesn't matter; I have confidence in them.
- However, I had someone in [redacted] with no education background and had no idea.

The problem with our advisors is that they have no budget – they are ineffectual.

- Delegations from national to regional are needed.
- Budgets are tightly controlled by national office.
- Not only do you need the right people, but the right resources.
- The advisor should have the right to say "You have confirmed staffing for six years – go for it"; they should be able to do that; instead we have limited stat managers; ambulances at the bottom.

We've talked about it as a middle layer; some body which has the ability to know your school; to respond to your needs and has the authority to make it happen.

- I think that's the key – to know our school; and I think that's why it's working at the moment.
- I have the same Advisor; he rang me on Friday and asked me if I was ok because he heard I was having an issue; he has a social worker hat – it doesn't have to have an education hat.
- He was my Advisor at X school; he is proactive and invited people to come together; I believe he got a wrap over the knuckles for working in that way.

Can we go back to the advisory service?

- When our whole curriculum is alive and flourishing; when I was a beginning teacher those people saved my ass; broad curriculum was alive; music, up the mountain, arts.
- And to look at that model looking forward; digital space.
- [redacted] spinning from role to role and lost credibility.
- Seconded teachers; recent experience. All the things we are touching on.

- ERO – seconded teacher; with ERO the review takes on a totally different life to professional reviewers; because they have no feel. Comparison to a rugby game. You can referee by playing to the rules but you need that feel.
- Advisory; dangers; picot; reason why this was dismantled; full of people who should have been put to pasture; secondment.
- But that could be fixed.
- Grows your middle leaders.

What kind of advisory service would you set up if you had the pen?

- Currently, if you're wanting some professional development, you go and ask what's out there; you get sent a document with names etc.; whereas before with Advisors, a person would ring you and say what they can offer.
- Schoolwide; got to be aware that PLD has come a long way since then; got to balance out with this.
- Question is – there are a lot of providers; a plethora of providers; should we be pulling that together.
- Because they were providers; they work together.

How do we marry those things together?

- It worked when they had job security and certainty; all morphed into masters of lots of things because that's the only way they could get full time work.
- Can't have half here, and half there.
- Sympathy for them – the Learning Support people; zero job satisfaction.
- Whatever it is, it needs to be funded properly.
- And that we've got a guarantee that if the Government changes that this won't change.

At the moment we have ; what I'm trying to understand is, how do you let them do the good stuff and set up an advisory service; if you put your resource into something that's run by the MoE. What does it look like?

- If we had faith in the MoE.
- Some sort of middle layer.
- The way I remember Tomorrow's Schools, MoE was a quango; then there was supposed to be a parent advocacy council; then the Boards of Trustees.
- Four separate entities. No middle layer.
- So when you say, should it be the Ministry.
- What I mean is that it needs to be one of those; needs to be a separate thing, alongside.
- What is the role of policy?
- The pure version of the Tomorrow's Schools reforms never really took hold; schools over there and bulk funding was never going to work; and if schools vary in capability they apply statutory interventions.

Are you saying you want to go back to that pure version; or go back to that middle layer?

- What goes in the middle in your world; in the dream.
- We don't need a middle.
- I think we need a local middle – [REDACTED]
- If you are saying the schools are the key stakeholders; and people are there to ensure the schools are managing; property people; Advisors.
- But schools are failing because they have been left to fail.

[REDACTED] Let's pick that up; what I'm hearing: concerns about delivery of MoE; Learning Support issues – part of that; concerns about PLD; advisory services... so let's talk about Boards of Trustees; my question is, are your Boards doing what you expect them to do; thinking about Boards in a different way; connecting to Middle layer.

[REDACTED] Why would you take a group of volunteers with less than 50% elected; multimillion dollar organisations and appointing a principal; \$55 a meeting; no mandated training.

- I agree.
- We've had high-functioning Boards; depends on the school you're at; I've had people on my Board who could not read anything; they wanted to be on the Board because of the \$55; their sole purpose was to get more than \$55. But when you've got great people, yeah that could work.
- Capability; capacity; intent – why are you there? Conflict of interest;
- The human stuff. The model. I've had high functioning Boards and I've been lucky; but through mentoring work, I've seen the other side of it; less experienced colleagues starting out, getting hammered.
- Fearful.
- Even when Boards have consultants and support it can go wrong.
- Governance - management line is so hard; Governance wants to take over the school.
- Kura – governance/management line is a nonsense.
- **I talked to my Board the other day; about governing across schools; they couldn't imagine themselves doing that because their vested interest is in our school.**

[REDACTED] that's the problem we are grappling with.

[REDACTED] If we took away the Board people would be angry with us.

- Before Tomorrow's Schools, there was a school committee; what powers did the committee have then; they were education boards; they did policy and procedure; they had a positional power; a lot around property.
- Back then, there was a higher regard between education boards and school committees.
- Now – capability, coherence, community – luck of the draw – you're either getting a good deal or you're not.

[REDACTED] What I'm hearing from principals; they fear the dead hand of bureaucracy. Principals do not want to be told; green manual; what I'm hearing is Principals want to retain their autonomy. But we need to set up a model that sets up collaboration and not competition.

[REDACTED] Kāhui Ako – some people say that might be a governance model; I'm not convinced about that.



- We've got a Board meeting tonight; I present the report; we'll have the meeting; it will be constructive and generate actions, predominantly for me, in the meeting that I've organised; if I could have a school committee that could help me join the dots, but have an advisory service that could help with property etc.

- I've seen flawed outcomes from competent groups.
- To me it comes back to capability; I have more faith in my Board than I do in the MoE. Because I have the relationships.
- Got to change the mix up somehow.
- [REDACTED]
- You could have the Board with appointed people and that doesn't always work.
- That whole kind of mentor service is needed; they're making you think; challenging.

Fund

- Model of the way we're funded: bums on seats.
- My school has had the reputation with special needs; they aren't necessarily ORS funded.
- A psychologist we had said 'woah, there's actually [REDACTED] others in that class I should be observing'.
- Going back to the Ministry: we have three teachers; is any way we can get our fourth teacher early? 'No, the number is [REDACTED] and that's it'; yet, I've got staff that have [REDACTED] students, [REDACTED] with high behavioural needs. I need to be able to retain my staff.
- We're going to hit [REDACTED] so we're lucky.
- My hunch is the funding formula penalises the smaller schools.
- What do you put in the basket; equity funding; labelling – struggling with that; got to be a better way of doing it than decile funding.
- If you compare us with OECD funding with their equivalent of decile funding, our funding is relatively low; their calculations based on equity are different; what they're looking at – the indicators; right down to parental occupation; mum's occupation; looked at it historically.
- The reason this Government has held off; they want to fund schools across all of their needs.

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[No c

Advis

- We started putting names to those roles; leadership; finance; property; Māori; gives that some stability; that work in our schools with our people; school committee – take on that idea (rather than school boards?).
- Out of that we have [REDACTED] local property people.
- Geographic spread – issues there.

So talking property –

- Does my head in because I don't know anything about it: so we are trusting people to do their job but have no idea if they're the right decisions.
- Principals and Boards making decisions, which are a bit dodgy as well.
- Tensions and dilemma; someone has got to put their hand up and say – 'property does shape some of the other stuff' and if you take that away and get dictated to.
- [REDACTED]
- I'm not saying take it away; we need some experts on the ground.
- The school needs strong input into design; and then needs to hand it over – don't need to be involved in 100 emails about property.

All of a sudden we have a small city involved; all with no budget; you said the Ministry had 400 people at the time of the Picot report, and now 2,500.

- Need to halt the growth.
- Disconnect between the Ministry and school today.
- If you had a responsive Advisor, MoE could meet your needs; that are regularly reviewed back; have to somehow have the buy-in from the people who have been in at the coal-face recently; not 'we're coming out to consult and do what we're going to do anyway'.
- We get invited to consult and do all of this reading; and it doesn't go anywhere.
- Now Labour have started all of these Taskforces; over a year of them in power and the front offices continuing as normal yet the back offices saying we want to get away from that.

[REDACTED] The danger is in consultation – some aren't going to like what we come up with.

[REDACTED] What are you saying about Boards?

- Those who have had effective boards it's amazing; I have a very proactive Board and I leave a meeting with a whole lot of new thinking and ideas; have also had a dreadful Board that nearly threw me out of the profession.
- We're the opposite where we can't get enough people to do the job.
- Then you have to train them all again.
- That point of interaction; point of voice – parent community.

[REDACTED] One of the ideas: testing –

- Somebody said about the business of community input – why don't we set up a community council – parent advocacy; every school needs to have a group of parents, with teachers and students – not just one; a real voice for the school; that becomes the school committee role.
- Leadership has to consult with that group, it might include advice around Principal appointment, not a PTA fundraiser.
- Opportunity to raise issues; consult on property design; bring Iwi in – how does that feel?
- Got to have the parents involved; that group would not have the governance responsibility.

[REDACTED] Allergic reaction?

- No

ERO – we find the regional variations are big.

- Talking to mates across the country and on closed facebook page.
- Broad and wide; consistency is lacking; have professional reviewers been there for too long.
- Some reviews are open and transparent; but most closed shop and focus is so narrow; equity and excellence and all focused on charter; all becomes too narrow.
- If you've got a good team it's helpful.
- Weird conversations too.
- I've had the fortune of sitting on both sides of the review. **If you think the MoE's focus is narrow, ERO's focus is narrower**; no matter what is happening in your school; acceleration; all children to accelerate and reach a standard and that sets the tone of the week's conversation; there is variance in team and areas; it can be a small percentage; that will dictate the outcome of the report.
- **ERO has become a symptom of a system being compliance and data driven.**
- I'm challenged; I'm fundamentally opposed to what I do (as a seconded principal); but I still believe all Principals should be able to observe the process.
- **The process of review is very sound and accurate; but the flawed part is the underlying theory of acceleration for all learners; the most difficult part is that schools self-report data.**
- Got to be an external group getting the broad picture; we get into the [REDACTED] way; we just went to [REDACTED] which was really interesting; stuff on the walls; [REDACTED] other things; got to be an external check.
- The raising achievement plan; recently as a teaching Principal – last Monday I had stuck my butt on my seat for the first time in my office in a while; first thing was an email from an ERO person: 'you haven't answered my raising achievement question'. I was flabbergasted – they copied in my Board Chair; and I'm thinking 'so how is my next review going to go?'
- An inherent fear of the concept of ERO.
- You prioritise what's important.
- ERO – varies by region and individual.

[REDACTED] Do you think ERO should be doing the evaluation and then go on to say 'here's some help' – combination of audit and support.

- The new advisory group could link in.
- I think it could work if they do both.
- Having that access.
- They're under-resourced currently to do both roles.
- **Last time – a good review – have you thought about this? Before it was tick, tick tick but there was no support in terms of what they could do to improve.**

[REDACTED] Other things: some feedback that ERO should be independent. ERO sometimes becomes the agent of the Government; should it be someone separate?

- Curriculum document; the actual curriculum seems to be taken out of the decision-making; feedback on supporting delivery of curriculum.
- ERO – narrowness of review missed the point;
- Potential for misuse of enquiry cycle.
- If ERO say ‘show us your enquiry cycle’; in a sense that should drive the process.

#### Final takeaways?

- We’ve made teaching such a complex profession that they’re not looking at it as a career option; MoE have done it; **if out of this came clarity of the role of the teachers, Board and Principals, I’d be really excited.**
- In terms of a holistic view, we’ve cut it up and we’re not stepping back and saying, ‘is this a good teacher?’
- **I am meeting a teacher next week about appraisal, and that will consume them until the meeting. We need to simplify so we all have our best interests in our children.**
- True progress – you can accelerate a child; but can you maintain it or sustain it.
- The teacher is the psychologist, the sports coach etc. Psychologists are gone because we don’t have the Learning Support resource.
- So it’s not just the education system; we’ve got to look wider; what support Oranga Tamariki can provide; **you’ve got kids you know if we can put support in for them now it will be effective.**
- Bringing together various agencies. Oranga Tamariki and psychologists aren’t allowed to talk to one another.
- Can’t legislate against parents but you can against schools, and that’s what has happened to us.
- **We’re always left holding the baby again; because they’ve all had to pull out.**
- The agency and Advisors – river cross and archery; the teachers wouldn’t have time to do that anymore; unless you forced them to; the health and safety involved.
- A system based on holistic wellbeing.
- Engagement and participation are two key words.
- The key things: health and wellbeing. **The whole data thing; whenever I see a school that’s improved their data in a year, I think, what have they done?**
- **I had a drop in data of Māori boys writing – four kids changed; but the reviewers then dropped our review cycle from 4- 5 year cycle; it just makes you want us to fudge data, and it does already.**
- I think data is important but if you make it high stakes...
- 1 – 2 and 4 – 5 – that’s got to go, and it’s going; it’s a marketing ploy; you never want to go to 4 – 5 cause then it may drop.
- Last quango – STA.
- Final feedback: Māori Achievement Collaborative (MAC) is awesome – collaboration – effective – [REDACTED].

# New Plymouth Secondary Principals' Association

1.30 – 3.15pm

Tomorrow's Schools Taskforce Member: Bali Haque

Location: Blenheim Room, Quality Hotel, Plymouth International, New Plymouth

Members from the **Taranaki Secondary School Principals' Association:**

[REDACTED]

**Apologies**

[REDACTED]

**Notes begin:**

- **Bali:** What do we know and how do we assess its success?
- All sorts of indicators; they are all contradictory.

## **Competition**

- We have a burning issue related to some of the things you've been saying, in terms of the education climate nationally; there is a big thing between competition and collaboration; also when you talk about winners and losers – you could almost put an urban and rural swing on that.
- **I think that one of the big problems with Tomorrow's Schools is that the New Zealand education system is based on a capitalist premise; and therefore you get competition.**
- The role of the education system is something to grapple with that; we can't leave it to other agencies to deal with that.
- **In a rural community, schools are seen as the glue; so we can't park the other [non-educational] things and say we can't deal with them.**
- I believe in Kāhui Ako; but it's easy of us in our [REDACTED] community.
- Tension between collaboration and competition is absolutely the nub of it.

- Totally agree; part of our time is spent having a competitive edge; driven by what is released to the media; all over the place; who are you going to get on your Board of Trustees; succession planning; Kāhui Ako; at least 60% don't come from that demographic.

### PLD

- The whole unpacking from on high on PLD; but there wasn't deep consultation on how it will work for us in our communities.

### Competition

- Drivers – the way we set Boards up; it's not just that; also the funding model; roll based; that has been exacerbated; that has put pressure on all of us to try and retain those students; that's the driver for us to say how well our school is doing; your fourth payment is less than your first payment; but you have the same number of staff. **It comes down to the best marketing technique**; you need a subcommittee on the Board focused on marketing.
- And that comes back to the haves versus the have-nots; we compete with city schools; urban/rural; and there are inducements from certain schools; it's not competition because it's not a level playing field.
- **Bali:** So if you had the pen, how would you redesign it?

### Solutions

- You don't have special character schools. If we're going to have state education actually let's have state education.
- Bigger nationally; in Auckland; Catholic schools are not collaborating because they're competing; they're stealing against each other.
- I guess in amongst all of this is international students; in a cityscape it's much easier; for us to attract
- The hard bit is identifying what's caused it....
- **I actually think that as leaders – as Principals – we have to be open and transparent about what we are doing; and I really don't think we are.**
- **Bali:** Let's pick that up; but the argument is that that's what the Board employed me for; and the salary is based on the roll, so the question becomes, how do you sort that? Eg, Principals not employed by the Boards; something above the schools, looking after the network of schools.
- Your biggest issue in some areas is the dispute between the Board and a Principal.
- **Bali:** Let's get rid of Boards.
- [No response]
- The Canterbury Education Board – I never ever want to go back to that system; Tomorrow's Schools is by far better than before.

### Competition

- **Bali:** Question: how would you get out of the competitive mode; the reporting that principals do; reporting lines; how would you do that?
- At the heart of competition is choice; local kids go to local schools; government funding was provided for that kid to go to that school; of course the trade-off of not having choice – becoming stagnant. If I go to my local school I'm worse off.
- The issue with that is we all know individual students that suit certain schools over others; every school you walk into has its own character; I think there's something good about that; as

individuals we're all unique; you've got to be very careful if you make it all homogenous; I know the arguments philosophically on either side; you probably know that.

- Knowing my own kids, I put them in their local school to put them out of their comfort zone; there is the concept of individualism and schools by design; but the trade-off is the inequity.
- I think that social inequity you will find by locality in Wellington, Auckland.
- What I love about girls' high is decile 10 and decile 1; in Auckland you're actually not going to improve the equity issue – you'll have your [REDACTED] kids going to [REDACTED] schools.
- The funding model is not going to change this; each school is funded differently.
- On a different tack, thinking about the competitive model; selling ourselves by our grades; by the students; how are we affecting the students? **We use them as a selling tool. Do we, with our agenda, do we then not sabotage their education?**
- **Bali:** What are we going to do about that model?

### Solutions

- [REDACTED]; interesting model; rich school; the education they offer is education from the green school; personalised to the student; schools offer different types of learning; not an equal playing field; project based learning; qualification.

- [REDACTED]

### Zoning

- **Bali:** One option is hard zoning.
- I don't think hard zoning is going to fly; this does things to property prices. Right now we have a situation where some of our schools are awful places to be; we have created an environment of ghetto schools; if you say 'you've got to go to that school', ethically that we can stand up to – maybe in five years but not something we can do now.
- Shifting the discussion to hard zoning from the behaviour of principals and teachers and adults; it's not restricting the choice for parents; what about changing the behaviour of the system and professionals?

### PLD

- PLD model shocking – based on main Government initiatives; you can say you are going to improve Māori boys' literacy and you'll get the funding; and having to apply for that, rather than 'OK what is it you'd like to do to improve the pedagogical practice?'
- **Bali:** What will reduce the competition issues?
- It's beyond schools.
- Queensland; economies of scale; eg, [REDACTED]; I hated it – didn't have any relationships; contractors; teachers were just trying to climb over others to get into positions; back stabbing; we need to create collaboration across schools without the competition.
- **Bali:** So what we're saying is that Boards and Principals are pushing up the rolls; it is fundamentally driven by Boards and Principals; driven by perception.
- **The point is that schools are the culture and the community; don't know how you unwrap what's in here; it would take generations.**
- Pick two or three competing schools, under one Board, Principals appointed have job descriptions that see they are responsible for a network of schools and ensure schools are not penalised.

- Didn't work too well in the UK; partly how they did it, had a successful school picking up the less successful school; everybody burnt out and nobody had the personal connections – that isn't what we're talking about.

#### Current Board model

- **Ball:** Why would you establish a system where you get a whole pile of volunteers to elect a Board of Trustees (less than half are contested); multi-million dollar organisation; \$55 an hour; the building block of our system is boards of trustees – saying you are responsible. Question: should we be thinking about how boards are constituted?
- Ideologically, that is the demographic model; the ideology is great; but you don't have any way that you ensure that those have any competency to do it; easy to twist and start what goes on; to have a small group of interesting people that can hijack.
- Going back to the originals; hijacked every election. If we don't have political leaders that will create a cohesive system for the next 20 years. That's why Finland's great – because they don't muck about with it every few years.
- That's an inherent issue. I've had the same Board Chair; three members have continued; that continuity and the knowledge that comes with it; I can't begin to tell you – huge – coupled with trustees that went to the school as a student; not coming with an agenda; they care about the school and the role of the school in the community. But there are real issues; stats about commissioners and numbers in schools; 2/3 are a result of a breakdown of relationships between Principal and Board.
- **Ball:** How do you address this?
- The idea of the Board employing a principal – may have absolutely no knowledge; may have some; may have another interest; in a small community we're scraping the bottom of the barrel to get people on the boards.
- Comparison with a politician – the only thing they know about education is their own time at school.
- Community involvement on that board; I'd hate to see the Board made up of people from Wellington. Don't want to lose that – [REDACTED]
- The Ministry absolutely insisting the school consults with the community; it's actually a pile of bollocks because, theoretically, the Principal and the teachers are the professionals and have done the training; so why are we asking people about the curriculum being offered to their child; 'I know about milkfat solids; your job is to give my child the best education.' It's the Ministry perpetuating this. Don't want to put the knife into the Ministry; want to go back to the concept of the local school community and people getting involved with this; if you strip back all the crap that undermines this; that student can go to all schools in the community and not looking over the fence and wishing they were there.
- Part of that is the status of teachers. In Finland, the status of teachers is quite different. Status of what comes out of teachers' college. Until we've got that mana in society and get respect in community for what we do that's not going to change either.
- We have a number of people who live in [REDACTED] and take their children with them to New Plymouth where they work. All the CEOs at the workplaces in the area have no local knowledge – they don't live there.
- We need to get to the position where it's automatic to go to the local school; whether we mandate it is another issue; or the one that is close to your work; trying to get to the place of 'wherever you go it's a good school'.

- We need a happy medium; Catholic schools – proprietors. Wide example of Board.
- You might have appointees to fill in – yes; you need the people who will come in with [REDACTED]; they have incredible skills; eg, how they run their farms; they have expertise that they came with; we need another group that is going to make the appointment for the principal.

### **Governance and 'something else'**

- **Bali:** I'll throw another idea out there; what's governance and what's something else? Community; character of your place – that's very important and don't want to lose; to what extent is that governance and what extent is it something else? Would it be appropriate to have a school council where you elect and select a group that supports you as a principal – but not a governance role – they don't appoint principals? Thoughts?
- It depends on what they are then governing; got to be careful if the governance is taken away; a glorified PTA without decision-making power.
- If you are a good principal with a weak board; understanding what governance really is; the working relationship; have to be really careful about unintentionally choke-chaining your principal if you don't have a good understanding about what governance and management is.
- A really shrewd mix; if equitable; understands leadership and local people who are invested in communities; a marriage of that would do it.
- **Being involved in a number of principal appointments, I have this theory now that Boards get what they deserve; if they haven't done their homework. Sometimes they bring a consultant on but don't take any of their advice.**
- If you have the spectrum of ability, you've also got the people who understand education.
- Have to have it balanced; because you wouldn't want...

### **Principal appointment**

- Being a small school, everybody knows everybody else...
- Most Boards now have an education consultant there but have no rights in terms of the appointment.
- **Bali:** Would you give the consultant the power to veto decisions?
- Well why would you have the person there?
- Sometimes they have no voice at all.
- Sometimes you have the opportunity to ask a couple of questions – variability of process.
- Needs to be a standardised approach; thinking up here when we still have to think down here – collaboration and competition.
- That's a big issue; in terms of the catholic system; people being interviewed; we know who all of these people are; it's more about getting to know the person more.
- There's a general acceptance that what we have with principal appointments is a bit arbitrary.
- Critical to keep local people involved.
- Principal appraisal - you do your own!
- Not consistent across the country

### **Agency support**

- **Bali:** I'm quite interested in the support you get from the agencies.

- [Laughs]
- Really, it's a simple answer – not much!
- There are a whole pile of things Boards do that they don't necessarily want to do; Principals want to be focused on purpose, design, education.
- Ministry of Education – they are pulling together – trying – to pull together...
- **Ministry of [REDACTED] –**
- **Last year I think I had [REDACTED] new advisors; I was a beginning Principal; someone came for half an hour; no one then came from term [REDACTED]**
- **Bali:** Education Advisors – are they coming to talk to you?
- This year they are – this year I have more contact.
- Last year, not at all.
- I have one who lives in the area.
- Last year, I had no connection with anything.
- When we wrecked the computer system, they were responsive in a crisis situation.
- Over the phone.
- I'll stick up for the MoE – our property person has been absolutely superb; what I would hope is that the Ministry here would take on her advice; whoever takes over; looks after the secondary schools and someone looks after the primary schools.

#### **PLD**

- **Bali:** PLD
- Applications – spent hours completing the application and then am told I'm unlikely to get anything.
- **That teacher needs that help but can't get the PLD.**
- **Then we're told that 'this person' could help us; but we didn't want that person; so we ended up just paying for it**
- Scandalous as to who is on the list; when I think about how the money is spent.
- Give us the money! Trust us to do the job! All these [REDACTED] people who weren't good at their jobs.
- Teacher Led Innovation fund – \$[REDACTED] to spend how we wanted it.
- We want to be able to choose the PLD providers.
- **Bali:** Advisory service?
- No! We don't want an advisory service.
- **Bali:** It could look like anything you like.
- It's best practice – we know what works.
- We would do away with all of the Core and Cognition – absolutely, in a heartbeat.
- We would find out through networks; we would talk. Entitled to reducing the load of the staff in the schools and have them have a PLD role.

- **There would be people with huge expertise; but not be in New Plymouth; we have a couple of great people in [REDACTED]; however, their [REDACTED] hours is extremely expensive – and travel and accommodation.** I would have quite happily had them in my school for 3-4 days and take the money and have control over the resource.
- Forming a relationship with the school comes through time and networking; the best professional development has been through those conversations; through the things that aren't necessarily measurable in a sense; wouldn't want there to be no one we could access.
- **Bali:** That's what I'm trying to get at; those people without the connections. How do they do that?
- Through talking; through relationships.
- **Cut it back so people can be seconded; to be principal advisors; their current contract finishes and they become an advisor. The richness of those people are that they have been in the classroom – a win-win as it refuels the teacher and the support is from recent experience.**
- A lot of the [REDACTED] staff have been out of the game for too long.
- What used to be organised by the Ministry we now have to pay the Ministry.
- Somebody somewhere could help schools network; somebody somewhere where people could be seconded for six months – two years. That also works for the senior leadership; the Principal's away and they are seconded to the school.
- Prevents burnout; if one or two of those people knew that in the next few months they could be out in schools; that would do so much for the morale.
- If we come back; around valuing the status of the profession; if the profession was highly regarded and not beaten around the head about things that detract from what we are trying to do, burnout would not be an issue.
- **Bali:** Singapore model; leaders; identified very early on.
- **Bali:** Do you feel supported as a leader?
- **I feel supported – with a mentor and the beginning principals' course; but worried about what will be there when it stops.**
- I'd like to see a focus on middle leaders.
- With Aspiring Principals – development of middle leaders.
- If you've got a team of middle leaders it's less work for us because they're solving our problems for us.
- Back to PD – my concern is the amount of time people are out of classrooms; every time we pay for a course and reliever; turns out to be a grand; how efficient is that across a whole system; just wanting to do PD outside term time.
- Identifying PD days would create efficiency – a coordinated approach.
- I think that's really good.
- Having the opportunity to have those discussions; you're lucky if you've been given the opportunity to be given a mentor – it's great; that stops after two years.

### **Principal qualifications**

- Having to show a certain amount of credentialing to become a Principal in some countries – a whole pile of things we could be thinking of.

- **Trade-off of too much rigour is you put people off; having to go through a five year programme. A balance of having requirements and not putting people off.**
- And not having it too arbitrary if they don't 'tick the boxes' but show other capabilities that show they would be a great Principal.
- I think it's a fine balance; Sydney – strict requirements; if you're old enough you're good enough.
- This process of 'yeah they're good – they've been around 20 years'.

### **PLD**

- **Bali:** My impression is – Principals have to run their own PD – we need somewhere where we can plug in.
- Yes and no; it's more the constraints – the inefficiencies around getting the money and how you can use it. A whole pile of schools are ineligible.

### **Agency support**

- I get [REDACTED] about ERO – and Pasifika; we have [REDACTED] Pasifika students; I am not having a goal around Pasifika students.
- I have frustration around having a one size fits all approach, and that has to shift.

### **Leadership development**

- **Bali:** What do you want to do around leadership?
- **I would love there to be more understanding around teachers and middle leadership; an area where a lot of work needs to be done; DPs are doing a lot of hard work; a gap there; teachers - HODs - could be doing this.**
- Professional supervision; someone who has mana; someone who constantly wants to find things out.
- There are sometimes things you want to talk about where you can't talk about this stuff to anyone else.
- It's not about a programme, it's about 'hey here's a couple of people'; [REDACTED] – in my first senior leadership role – he would say 'have you ever thought about this?'
- We are very busy and there isn't the funding for it; or the model for it.
- [REDACTED] identified as a future leader. Made me go to things I didn't really want to go to.
- We don't actually have that model; it's ad hoc.

### **PLD**

- When I think of the best PD, Māori Achievement Collaboratives (MAC) would be one of them.

### **Agency support**

- The last ERO review was very different from the last ones; much more willing to engage.
- However, the nature of ERO reports; they are so watered down that you may as well not have them.
- Generic – you might be amazing at something but you just get a watered down statement.
- The conversations were amazing.
- **Bali:** Final comments?

### *Valuing teachers*

- Got to treasure who's in the classroom – treasure the teacher; I went on a sabbatical; the things I did were amazing; there wasn't any funding for that. All I've had was a phone call chasing the report. I see people struggling and I would love to say 'go away and refresh.'

### *PLD*

- They're not dealing with the whole person to sustain you – they put us in a room for a few days.
- The burnt out teachers are usually the outstanding ones.
- A vulnerable place to be.
- Teachers go on courses and then have to pick up the work when they return; to clean up the mess left and the preparation done.

# Secondary Principals' Association

3.30 – 5.00pm

Tomorrow's Schools Taskforce Member: [REDACTED]

Secretariat: Georgia Dimock

Location: [REDACTED]

Members from the [REDACTED] Secondary Principals' Association:

[REDACTED] confirmed, including:

- [REDACTED]
- [REDACTED]

## Detailed notes

### Curriculum document

- The mechanism/process was flawed; I didn't even know about the front half of the document.
- NZQA responsible for the standards. It was siloed from the beginning.
- Contributes to the anger – did not have a part of the process.

### Boards of Trustees

- [REDACTED]
- I've seen Boards of Trustees work at their best and not at their best; a diverse thing so I don't know how you're going to progress with this because Boards are serving the best that they could be.
- I asked if I could get support from [REDACTED]; but was told no, had to stay in the [REDACTED] community; lacking in resources.
- When I started it had no Board.
- [REDACTED] % of schools receiving support and got feedback that that was a shocking indictment.
- Intelligence; accountants, lawyers; they formed the Board of Trustees.

[REDACTED] Can I ask then, what you've raised is a critical issue; some Boards can fulfil the requirements and some cannot; this goes across socioeconomics and some ethnicities. Less than 50% of Boards are contested. I'm going to be provocative – why would you have a system where there are less than 50% contested; multimillion dollar organisations; appoint the principal; appraise the principal; pay them \$55.

- I write my own [appraisal].
- Just like the charter.

[REDACTED] What we're hearing from many schools is that Principals manage their Boards.

- But some Boards work because they are people that ask the key Governance questions.

[REDACTED] So what kind of system are we going to put into place that will address those things where Governance is problematic?

- I've got on my BoT, an ex-Principal and a current Principal, I'm a new principal, so just having that, everyone is a purported expert, but having two voices that have sat in the chair.
- I was Principal release in a sabbatical, but you don't get a true taste till you've sat in there. I've got the expertise so it works for me.
- With emphasis on community, the answer is there, but you've got to have systems in place to tap into that; with a decile 2 community, you know your community and engender some interest into that community to be a part of your place that's cool; **but if you haven't got systems in place to encourage them to be a part of your place then you've got a problem.**
- When I was growing up I knew I was going to go here and all of these people are going to come with me; and then here and here; we have recognised this as a learning community and that's why.
- **The answer lies in community and wooing them out to contribute**
- One lawyer in [redacted] no body; we've got a wonderful Board of trustees but I'm neglected in some skills.

[redacted] Is there a better way? We're unique with Boards of Trustees.

- The Community thing is really important, but in terms of authority, it's largely mythical, since 1990, what they're responsible for has been diminished. The Board cannot actually do what they like; we're not clear enough on what the Board could or should be. **We dress it up with the language but there's nothing they've really done, yet they've got their name against a lot of things, they're great people and a great support.**

[redacted] What's the critical thing?

- **To distil that down, the critical thing is their ability to speak on behalf of the community. But then it may not be a fair representation; people on the Board, who want to be on the Board; then there's people in the community you want to hear from who would never put their hand up.**
- MPs elected – anybody can stand; with Boards it's different, every three years I had **anxiety attacks because, 'who's going to be on my Board?'** Some have an agenda.
- Most Boards have got my back; there's a bit of that. **A Board that might look after you; that sort of thing, but if you put that together it's not really governance; they do take their direction from the Principal; charter development starts with the teachers; you're lucky if you've got someone on your Board with educational background.**
- We'd all love the high flying professionals; they might have our back in legal stuff but maybe not in understanding the school.

[redacted] Can we create that service for the schools?

- **I like that idea; around proving that expertise; chairman of the Board before didn't like me going on sabbaticals and going on PLD; anyone involved in education were a crock of shit; the reason I like farmers is because they're straight talking**
- ERO wants professional development; but the Chair thought that was a [redacted] then STA came in, but sometimes I want representation not advice.

- I want to be involved in the design with the property; but take away procurement and project management; if you take some of that and put it into a service provider.
- It depends on if its money well spent; how much money is wasted on the middle mad; absolutely nuts; I don't mind if someone is happy to take control of property as long as millions isn't wasted.
- In [REDACTED]; built [REDACTED] years ago and built with all the cheap stuff and looks terrible. One of the first new schools.
- Centralisation, as long as it's equitable; run into all the schools needing that resource.
- That community idea comes through again.
- Agencies - Twits sometimes.
- Doing something in your school, or your community as a whole.
- You want to work with someone from the Ministry; but you want to work with someone that can work with you; sick and tired of people telling me that things won't work.
- Three principals in schools; sole charge; or one teacher; each of these has a board of trustees.
- For small schools it's impossible what we're asking.
- Principals tells me all over that they are over worked and want to focus on education but can't.
- Various ways we can go with this; if you retain the model, you could professionalise Boards; could appoint people on the Boards.
- Whether these appointed people have veto powers you could work it so Principal appointments are more sensible than they currently are.
- Issues around Boards not needing the support, particularly the high deciles; and concerned about a dual system.

[REDACTED] What about school councils; elected parents but also include teachers, students, iwi; and that would work with the senior leadership of the school; establishing goals for the school; self-review; engaging parental voice but would not be a Board; a parental school community; but the Governance stuff might sit in a hub at a higher level.

- There could be a centralised model for principal appointment anyway.
- Boards not doing their job but have a use.
- You need to consider that Boards act with integrity; where there is lack it is just because of the capacity of the people.
- Sometimes it's the people for whom the system is working best for find it hard to get out of their bubble to see what it's like for others.
- But if that's what you do; those folk are wanting to leave as status quo.
- Leadership – is it true that when principals retire that they die within two years?
- First time Principals was good-ish; got potential; don't throw that out.
- **I'd like a mentor to help with clarity of thinking; not necessarily from education; maybe business; someone outside;** to set up provision for that; we could go to the Board

but that's taking it away from the kids; have professional supervision; like the guidance counsellors.

- Creation of leaders; worst thing is the Aspiring Principals got taken away; looking backwards; you can see 'she'll be good'. **Bring back Aspiring Principals.**
- There's an Australian thing; and Secondary School Leadership at Victoria.
- Aspiring Principals; that was out of Auckland; that was good. Very good. But you're right we are a small group; on my course there would be a max of [REDACTED] Deputy Principals.

[REDACTED] Do you think that setting up a leadership council, it could be a bricks and mortar place; or it might be virtual. But if we set it up it might be to provide professional supervision. We're trying to work out the key things - the biggest bang for dollar.

- Wellbeing.
- I like SPANZ when we go to [REDACTED], seeing my colleagues up dancing.
- **Don't worry about student achievement, it's all about wellbeing.**
- Finance 101 just bring me a cup of tea and I'll be happy.
- The short time I've been in the role, 40-50% time is spent with agencies; PB4L; today; actually getting that freedom to go out into the classroom and lead in the learning of the school institution; what I thought was going to be the core of the role is the icing on the top; is it just because I'm fresh. I'm very impressed with the Beginning Principals I've got going; I have a great mentor; but he is based from [REDACTED]; and when he comes that's my day written off.

[REDACTED] Talking about the Principals' role; and stages of career; how you progress; how can leadership council support people?

- I can tangibly give you an answer: I would not have minded the transition stage; I would have loved to arrive and do a crossover; there was a big filing cabinet of papers and I stood there for a day wondering what was in it; being thrown in the deep end; spending an hour with the teacher and not knowing what takes place.
- Providing a shadow salary for a school; on the job training; not just for a beginning Principal; if I was to take up another Principal position I would want a month or two months to see how that school operates.
- [REDACTED]
- I've shadowed [REDACTED] Principals; [REDACTED] a big school; that was all around wellbeing; so basically you're just following the Principal around for a week.
- This might be something a leadership council could do.
- If I was going into a Principals' job it would be invaluable to do that.
- I was already in the school as a DP and I thought I knew truckloads; and I didn't!
- I'm DP; the more I see the juggling act I'm quite happy where I am; I can awihi; in reality I'm stopping somebody else from this experience.
- I remember as a DP you're an event Manager; coordination; as a Principal you meet, you consult you decide; you don't get to taste it.

[REDACTED] Feedback on PLD?

- Really awful; it's hard to get; have to jump through the hoops;
- I've never been turned down as assume no one else has applied.
- We've got three we got started with and for various reasons they've all fallen over.
- We've been let down; all falls over. Milestone reports.
- Gap with subject specialists.

How would you organise the PLD space?

- Put money into staff going into training in the holidays. You get staff saying 'I'd do that'.
- Now you have staff leaving during school time and having to get cover; staff who haven't done PLD for years and just aren't in the right space.

Who would provide the PLD?

- The PLD website; there seems to be thousands of people with all of these skills; couldn't say the credibility or quality but the people I've seen it wasn't an issue.
- I might want a person to come in from the business community.
- **If Tony gave me a word of mouth reference I'd take that straight away, compared to all the blurbs on the website.**
- **Or just give us the money!**
- We used to have Advisors; the problem is they stayed too long.
- Should we be thinking about secondment?
- I read a book that **every seventh year, teachers should go and visit a school for a term; for a sabbatical for refreshed ideas; the classroom would not be an isolated island;** if you're an astute teacher you can pick up one thing; and build better links; a network of teachers.
- The best PD I ever did as a teacher: called me to the office; what would you like to do – think globally; I said [REDACTED]  
[REDACTED] I'll never forget it; what I learnt and saw; and was so enthused in my own practice; I wish I could do that for my staff.
- A centralised system might not be able to do that, but would share the load.

Agencies; regional support; how are you serviced by the Government agencies?

- The Ministry is a bit hit and miss; depends on your Advisors; I've had six advisors; hit and miss. Good advisor its fine.
- This office is like a revolving door.
- Try living next door to them – we're a goldfish bowl.
- First one never came anywhere near the school; never
- You don't want someone telling you want to do; there's the problem; the first thing they'll say: 'what's on top for you?' Then they say 'OK'.
- **The last one asked me to explain NCEA to me.**
- My one's been positive. I put out an olive branch and she took it.
- **When ERO was coming she offered to come and ask some ERO type questions.**

- Oh that would be helpful.
- Ministry people in schools? I never had that in [REDACTED]; first ones I saw in this region.
- Difficult when you need specific advice. **I needed some legal advice and NZSTA couldn't help and MoE couldn't help. So we paid for a lawyer.**
- That's what we do too – 'cause we want representation not advice.
- We asked for a mediator and they said no; so we just paid for one.

[REDACTED] Other issues? Advice?

- **I'd just like to say I'm really happy in my job.**
- My one's a finicky thing about NCEA. It works for polytechs engaging with schools. Wish Universities had to do the same thing. Good for those looking to be a plumber. Universities poo poo NCEA.
- Students want a university destination but don't actually front. Connecting – some tertiaries connecting up but not universities.

[REDACTED] We've been thinking about Senior Colleges. Provision at the senior end. Gets harder and harder long term; senior colleges; the potential there significant.

- I like the idea you'd get rid of all this nonsense with rules and uniforms and be a fun place. Middle schools?
- As an Aspiring Principal the biggest thing I have is Board of Trustees; Governance; management; observing the Principal that's not happening; I see my Principal doing a lot of work that the Board should be doing; **if you triangulate consistent messages, the problem is, how do you retain that Board idea for people who want to hold onto it; people don't like losing autonomy; Board represent autonomy.**
- That community council is a good idea; a starting point for discussion.
- Worst aspect of Tomorrow's Schools is it is set us up to be competitive.
- Primary Schools: concerned around the competition end; that's where the inequity has come from; the competitive stuff has come from Tomorrow's Schools.
- Enrolment zoning is a bit odd.

# Primary Principals' Association

1.00 – 2.00pm

[Tomorrow's Schools Taskforce Member](#)

[Location](#)

Members from the Primary Principals' Association

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*Nb. There may be additional Principals from this association who confirm on the day.*

## Detailed notes

- Concerns about the ad hoc nature of last 30 years; because education is always political, and it shouldn't be; can education be set aside from politics? Finland is a good example of this; a lot of countries out there.

Hipkins' 30 year vision; Kaye went to the Education summits; awareness from both parties that we can't carry on doing this; National Standards was a good example of this. Teachers in the middle.

30 year vision good; bit of a test for us an independent Taskforce; we've got to be courageous but can't be ideological.

- I think our group here represents what Tomorrow's Schools has done to the Principals here are in decile schools. of the Principals not here; of the other made up of a decile. I really struggle to see how healthy that is for the future of our children.
- With our generation we can get along with everyone – because we went to school with everyone
- Sad that our education system hasn't promoted local community and community school.
- Going back to parent choice; should go back to where they love and not trucking across to other suburbs/cities.
- the idea of community has gone as schools has fractured that.
- Driven across town to 'the good school'; but creating a mix is good.
- Teaching diversity is not possible because they are not faced with it.

what's going on here?

- Competitiveness.

How would you address that?

- School zones for communities – they're the school.
- Ministry leaves it up to the schools.
- Inherently with the creation; every school is its own entity; which prevents the Ministry from being involved; the Ministry don't have the power to affect you as much.
- But the change has to happen; how could [redacted] be allowed to create a zone to avoid the [redacted]? An anomaly that the Ministry allowed – when it got too hard: 'sorry we're not involved'.

Independent schools; competition issue; what the Taskforce is thinking about is whether it's time to think seriously about the Board model. If we are, what might it look like?

- Multi school Boards; or creating some middle layer organisation to ensure schools work together – property stuff; enrolment zone.
- Education departments – we moved from one extreme to the other, to an own your own Board; nothing in the intermediary – to support collective resource; as a subsidiary the Universities took this on and then it was cut.
- [redacted] Principal into a school, the roll goes up, more classrooms; then the Principal goes and it goes down; and it's all based on personality.
- Ministry don't look at the best interest of [redacted] Schools [redacted]

Would you go to hard zoning?

- I don't know.
- The trouble is, once they go to the local school they're fine; they don't know any different.
- The issue is that it's built up over 30 years; we've created it; given the choice; and now going back to the way it was, what's that going to create?
- You can put in hard zoning but if you don't deal with the social issues that cause the transience then you're condemning those who are powerless; those moving in and out of schools; we can't, we must be honest about equality of the issues that are outside the school gate having an impact on the students coming in the gate.
- We could do the hard zoning down the track when the systems are in place.

Other ways to address these issues? Ministry taking more responsibility? Think about the network of schools; some Principals behaving badly with enrolment schemes get pulled in; could you restrict the number of out of zoners?

- Biggest challenge is asking for proof that you live where you say you live; sure they're living there for 5 minutes but then they had to move; that in itself is challenging.
- Our school is zoned; current rules; currently inappropriate; Eurocentric; if someone comes from their village (Fijian) and the rules don't consider that because they 'aren't the family'; Māori as well – one side of X street is in zone and one isn't; and then they're separated – those who went to other schools together.

criteria around where parents work; but for cities this would be an issue; – all drop offs before work.

- I'm going to speak as the old person; school committee; how Boards first began and how I now experience a Board; people had more time to be a Board member; now my Board members are too busy; the Board Chair doesn't want me to talk to him for two months; **pressures on trustees way different to 30 years ago; complexity of legislation; complexities required to be a trustee; you almost need a law degree to be a trustee; Board members are frightened; hard to get them to make financial and property decisions now, particularly about the Health and Safety Act.**
- Sick of people saying: the Board must do this and Board must do that; when actually they need us.
- Reliance on capability of Boards – equity issue right there.
- Yet when Boards operate effectively; the amount of time they're having to do for it; question around Board fees; complexity of job has increased dramatically; expecting them to do a job of an School Executive Officer; I email the Board Chair but he's busy with work.
- Then there are Ombudsman queries.
- And they have to appoint Principals.
- And sometimes their view of a good Principal is very different from ours.
- My [redacted] was on a Board in [redacted] – a 'decile 13'; people on the Board were fantastic – [redacted]
- I think that there's two parts of that; I've been in a Principal in a higher decile school, which brings on different pressures; you either have the Board you're doing the work for; or a high functioning Board who are over-reaching – governance-management.
- There are things for the Board to do that we're doing – and then ERO comes and God help you that there is even a hint that that's the case; **duplicitous 'cause you're presenting a view that they've done the work.**

[redacted] Here's the issue for us as a Taskforce; they're not functioning particularly well for many; around 50% of elections are not contested. Capacity and capability; low deciles; small; rural; if any need good governance, it's them. We've identified the problem – what's the solution?

- Use the Ministry as an example; could we all please have a Secretary? That is something that is a problem; have to bring the office person in; bringing in someone from the Ministry on the Board?

[redacted] But do we need Boards? Could we have a different model?

- Where's the parent voice?
- We could still have an entity, like a committee; egional based; oversight; principal appointment; a different model; we have a paradigm of one model; Canada operates a different model.
- The Government needs to make up its mind about what a school is; **the MoE is hands off when it suits them and hands on when it suits them; wanting the best of both worlds.**
- A potential scenario. An idea of a new model – the conversations; there's something special about a community thing; a Board that may not be capable but they care and have your back; **we were thinking about what it is people want from the Board. Not the Governance thing,**

**it's the parent and community engagement; the pastoral thing; going back to the old school committee.**

- **The trustees on my Board were unemployed and then got jobs within five months – their heads were lifted and it did something.**
- A group of people – parents, iwi, staff; a school council – their responsibility to provide principals with input, feedback; feed into self-review; do stuff that is important from a community perspective; meet with on a regular basis; get paid; but, somewhere else there would be another organisation at regional or Ministry level that would do a lot of the governance stuff.
- Splitting the NAGS – not NAG 1.
- **We reinvent the wheel; every single Board; if you have a regional level you have good practice.**
- **If you have an asbestos issue you have a policy to deal with all the asbestos issues; property; it is the learning pedagogy that I want.**
- The Ministry should be looking after their own asset; they should be insuring it; looking after it and maintaining it; and keeping it up to standard to the 21<sup>st</sup> century.
- Because when you talk about the basic right of every child to education, this should extend to having access to this education in a safe and sound building; we had to reroof our property and it's wiped out our property budget for the next five years; and had to lose the school pool.
- We're face with decisions around fixing the roof or provide Learning Support.
- One of the things is the development of a leadership council; that does all that and appraisal; and provide supervision and mentoring; another thing – a regional group; appointing a Principal for this school – parents, Ministry, consultant; you'd be employed by the regional group; similar to the old inspectorate.
- Looking at the past and looking at models from the past and tweaking from a different theory 'cause you're looking at all aspects.
- Or keeping Boards and professionalising them; have people on the Boards with expertise in Governance; then they have veto power; then you've got to work out how to find those people.

What we worry about is creating a dual system – low deciles have the Ministry people and high deciles get to do their own thing.

- That's already happening.

And should it be?

- No.

Where do STA sit in this?

- Do they need to?
- NZSTA conference; 1000 delegates of Boards; the Board and Board of STA there; complete disconnect from a Board of Trustees and the STA National executive Board.
- I see them as another arm of the Ministry.
- Remuneration; the executive has never done anything about it.
- An aspect that had talked about is getting rid of Principals, but had not consulted Boards of Trustees; was speaking on behalf of NSZTA. Are they running effectively?

- **Then there's 0800 STA, which are fantastic, and much more supportive than the Ministry; Ministry are paying for that. The field officers are great – legal advice and HR.**
- **The close anyone is to the action, the better it is. The further away, the more disconnected they are.**
- **Whoever thought of that stupid restraint legislation didn't know what they were talking about.**
- That's the difficulty; the threat of having action taken or the sensibility and the reality of the situation; you can get hung for it.
- **A whole lot of things that have come out for schools just don't work for schools; we can't let the caretakers on the roof but the kids can.**
- The further people are from the reality to the school; the greater the disconnect.

**[REDACTED]** School trustees. If you scan the system, where do you go for help?

- Each other, while rocking in the corner.
- Restraint thing; I'm still waiting for my 10 day phone call from the Ministry; another time they say you'll get support.
- Interesting dilemma for above; policy was written but not written in consultation with people on the ground; what would this look like on the ground? Complete missing of the education system.

**[REDACTED]** Education advisors from the Ministry; property advisors; how do you use them?

- It would be helpful if they were qualified in the role they are there for.
- To be fair, some do try to work; stretch their parameters; a few shining lights but not many; a lot just have to toe the Ministry line; **I'm very careful what I say to a Senior Advisor; because I never feel like the Ministry has my back; not ever.**
- If it hits the fan, you're on your own girl.
- I feel like 0800 STA has my back.
- We change our Advisors so often; transient Advisors; never have the chance to develop the relationship.
- It comes back to the relationship; knowing our school.
- We have an Advisor visit once a term if it's a good one.
- I hadn't had one in two years.
- Recently, once a term.
- **They have a set of questions; they come with questions: What are the challenges in your school? Do you know about your data? I wonder why you wonder about this; they don't explain the purpose of the questions; there is a hidden agenda; what's going to come back and bite me?**

**[REDACTED]** What's caused this lack of trust?

- I put it to National. Cause they had a significant time in Government.
- National Standards was a watershed moment; they've presented us something that is not founded in any great educational philosophy.

- I've only been a Principal since [REDACTED]. I read a disclaimer that I'm obliged to present this data but refused to put my name to something that was bogus.
- But because the Minister dug their heels in and stuck with it.
- *No one could see the Emperor had no clothes.*
- So I couldn't trust any of them; you're on another journey.
- A political thing not a structural thing.

[REDACTED] If that hadn't happened?

- *To be honest, when the Ministry comes in, I'm blatantly honest; I keep a record of the follow up that doesn't follow; it's not a lack of trust it's a lack of support. I put it all on the table. We have a young [REDACTED] in our school [REDACTED] and I've told the Ministry about this so it's on their back.*

[REDACTED] How could we improve that relationship? Less turnover? Calibre of people? People that understand.

- Career steps for Principals. Both of those areas. If you ever removed ERO; put education people in charge of education. Not what we've experiences with our Senior Advisors but secondments; experience other schools; take that and improving practices. Put education staff in secondments.
- But an issue is, what kind of Board will release you because they are worried about their own role? Insular.
- Wow, actually, that child's too sick to be in that school; or you need someone from the DHB.
- The DHB's job is to take care of people's health.

[REDACTED] Interagency cooperation?

- A little bit; Oranga Tamaki – extremely dysfunctional; difficult to get support; need psychologist to use the right language. It's awful.

• [REDACTED]

[REDACTED] Hubs – property and education advisors; one-stop-shop.

- The whole part is so under-resourced.
- The issue is they're not in the class supporting our teachers. A 'dump the money and run'; we are educators; we need the expertise to help us with the mental health.
- We have Learning Support money but we have to use a Teacher Aide who isn't qualified.
- We are hearing how badly support staff are treated. And how often they're assaulted.
- Bringing other agencies in; and it's just not there.
- Skillsets are an issue too; we got the expert in; a speech language therapist, who came up with a sticker chart – as if we hadn't come up with that.
- When we're asking for that help we're asking for skills and attributes that we don't have; particularly in Whanganui it's hard to find. It's trying to find those specialists; liaising; own organisation; siloed.

- When a child has been excluded – the inequality of where they put them; they're putting the children into schools with many children with the same issues.
- The Ministry directs schools to take the children in..
- **The high deciles get approached and they say no; then they go to the lower deciles and we get directed.**
- We approach the Ministry but they have reasons – out of zone; full roll; etc.
- I have kids bussed in.
- **How about the kids in my community getting bussed out; but they say no; yet I have kids bussed in.**
- High deciles are not directed and I am.
- **I knew if the kid was in a school without the triggers I was confident that he might not be perfect but he would be better in a different environment; would do alright.**
- It's frustrating when the Ministry say – 'you're so inclusive' when they treat the low decile Principals like you don't know what you're talking about.
- Attendance service – when a child isn't attending, the Board is required to take a prosecution case; no support network out there; too hard basket; [REDACTED] have had arguments about who's doing what.
- It's getting smoothed out.
- The issue is, it's put on the Board of Trustees and it shouldn't be; it should be the Ministry; and over the years the amount of students missing out on education because of it is horrendous.
- [REDACTED] have said to the Ministry, it should be you and not us; we're trying to have the relationships.

[REDACTED] The equity – how you address the equity issues is critically important; education is part of it. Lots of talk about wrap-around; how would you see that as operating. I'm thinking of schools as community hubs; where schools can access.

[REDACTED] We want a group accessing services quickly and timely; there seems to be siloing issues; who do you go to; the idea of schools/groups of schools accessing all that support. How would you feel about this? It's political; economic and generational. Focusing on schools and its issues. What structural changes could we apply that would allow you to do your job.

- Talking about different ministries, I would be open to being a hub; but not if it takes away from our role in teaching in learning; the Special Education Needs Coordinator (SENCO) does this.

[REDACTED] What if it's sitting away? It's not a Ministry role it's a separate entity?

- The Ministry for Children were supposed to do this and have done an appalling job; so I don't know.
- When I first started as a Principal, a lot smaller, I had a social worker out every week; now we're a lot bigger and she's got 7 – 9 schools and we hardly see them.
- [REDACTED] has become a hub; with a large population of refugees.
- Scandinavian: access to a lot in terms of health and social work; but who coordinates that?
- Trust and confidence in the Ministry's ability to develop; and listen to us; I get the feeling they don't trust us either; I don't know any of my colleagues not passionate about our kids; doing it on the smell of an oily rag; amazing things in schools despite everything.

- National Standards: always in the negative; ERO; Ministry; rather than the positive stuff about what's working well.
- Student achievement data: celebrating the amazing stuff; we are the professionals; we are the leaders and on the whole we're doing amazing things and not enough is done to celebrate this.
- Compliance – all comes back to compliance and perceived compliance.
- Different flavours – approaches by the Ministry, by ERO: all different; not a level playing field; nothing's consistent and it's really frustrating. Just how grossly inconsistent ERO is.
- [REDACTED]
- Te reo; Aotearoa; the kids would thrive.
- ERO over time; increasingly less interested in what goes on in the classroom; they used to be interested in the classroom; but they are not interested in how a school is functioning; looking at school performance; have to have people who can establish relationship with the school and see how it's evolving. Talk to the students. Instead of thinking about performance, we're creating citizens; wellbeing school survey; how students perceive themselves; they should have equal or greater standing than the student achievement data.
- Surveying the community; what qualities do you want your children to have; the number one was respect, under that will come things like resilience.... Reading, writing and maths – but don't say 'to 90%'; they want function in society and to contribute.
- ERO is focused on a little slice of stuff; coming to our school for two days; the issue comes back to the quality of the Senior Advisors at the MoE; also this issue with ERO – variation of review officers and no links to any development.
- All ERO focused on is student achievement; what's your Māori data showing; not the wider data. If that's all they're doing that's fine, but they can't use that to make a statement about the functionality of our school.
- I've heard some of the conversations are rich, but they're limited in what they can write.
- Here's the drop-down, you fill into that, close enough.
- A public version of a document goes up; but nothing goes up to provide help for that school.
- Our report end of [REDACTED] we have 'developing appraisal' [REDACTED]
- [REDACTED]
- I'd agree there's no consistency in appraisal.
- If you have the Principal with the power; if they go in and argue, they will go in and back down.
- Regional variations; narrowness dictated by someone in Wellington and we need to think about that; something good about the conversations.

[REDACTED] PLD?

- I've got a good experience.
- The process, I don't like it. Once you've got it it's good. No one knows how to fill in the forms; once you've got it and funded by the Ministry it's OK.
- The model is working well.
- We used to be able to phone the Ministry and say what we needed; data supporting.
- That's the trust issue.
- Our Advisor used to be able to get that; now you have to jump through hoops.
- Very few Principals and DPS and people from Early Childhood; someone from Wellington who always leaves her laptop behind. They just have no idea. **I don't believe that any Principal sits down to write those applications wants to do it; anyone who applies should get what they want for the blood sweat and tears put into it.**
- I have more chance of getting funding from community grants.
- You need to be up front about the costs of releasing staff to do the PLD. The old service covered release and now it doesn't.

# Marlborough Principals' Meeting

Thursday, 23 August 2018

## Participants:

- [redacted] principals

## Tomorrow's Schools Taskforce members:

- Barbara Alaranta

## Secretariat support:

- Kara Isaac

## Notes from session

### Introductions - Barbara spoke to the ToR

### Q & A / Discussion

What would you not like to lose from the current system?

- Self-managing is good to a point. Like the ability to react to your own community and make decisions.
- Freedom and flexibility to resource based on needs in individual schools
- Ability to design the curriculum around your community BUT the system has imposed other things like National Standards and BPS targets that aren't part of the curriculum
- NZ curriculum is amazing
- It's important that we're accountable for kids' learning but there are always unintended consequences of standards imposed from on high.

What would a principals' role ideally be?

- Need to keep employment of staff and the ability to build your team. Definitely not a return to the pre-1989 days where you were just allocated staff from the centre with no input!
- Want input on property but not the millions of meetings to make it happen
- All schools should have a business manager or access to a shared one for small school centrally provided, not coming out of ops grant. Someone who can handle property, finance, operations, H&S etc.
- Funding for teacher aides is in competition for support staff and they are both really important roles
- Greater support needed for pastoral care needs e.g. SENCO, social workers etc. Shouldn't be based on student numbers, should be based on need [redacted]
- Principal needs to be freed up to be the leader of learning and building capacity of staff
- Provision of services could be allocated to a cluster of small schools
- Want to maintain input and influence over property decisions but not the management

## **Boards of Trustees**

- So variable based on who the Trustees are
- Struggle to find Board members with appropriate levels of expertise. Exhausting.
- Would be great if new members could have experienced mentors
- Their role isn't appropriately valued
- Society has completely changed since 1989.
- The principal is the meeting. If they aren't present no point in having one.
- Don't necessarily need to have a board per school. Could have one board over a cluster of schools.
- Board (a great one) are conscience, check and incredibly supportive. Forward thinking.
- Does there have to be Board or could there be some other body or group or lever that could provide mandate and accountability?
- Some people come onto a Board with the sole focus to get rid of the principal, regardless of whether the principal is doing a good job or not. Personal vendetta.
- External appraisers (of principals) are great
- Wouldn't want to lose the community connection
- Need people with professional governance expertise.
- Should be paid and resourced appropriately. Funded centrally. Not from ops grant.
- Need to redesign what Boards are meant to do. Most are governance in name only.
- There's always going to be deficits. Let's design a system where the board with deficits are supported and expertise brought in.
- Maybe have one person on every board that is appointed. But important to make sure they are the right fit for the school.
- If people are to be appointed they should all go through some training to ensure consistency. Should come from a supportive not a compliance base. Should look sideways into the community to source this expertise, not up to MoE/the centre.
- Hugely tricky for principal and staff member if you have someone on the board who isn't fit for purpose. No mechanism in the system to deal with it.
- For some schools all the will and training in the world couldn't get the Board to where they need to be. Our diverse communities often give us very inequitable boards.
- Boards should be required to have an external agency on the principal appointment. Need to understand education and what is required in a great principal. Not "playing the game" with the Board Chair and old boys' club network.
- Student reps. Told by NZSTA they are a "full member" and are entitled to be at every meeting but there are a whole range of instances where it isn't appropriate or safe for a 15-18 year old to be in that meeting. E.g. disciplinary, commercially sensitive etc.

## **Agencies**

- MoE lacks capability. Melbourne Dept. for Education had incredible expertise and talent. MoE needs to follow this model and bring education expertise in house.

# Primary and Area Schools Principals

## Participants:

- principals (school size ranging from students, schools rural/isolated).
- head teacher

## Tomorrow's Schools Taskforce members:

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## Secretariat support

- Kara Isaac

**Purpose of engagement:** To help inform the review of Tomorrow's Schools.

## Notes from session

### spoke to the ToR

- Background to the review
- Picot report
- Taskforce set up – five members, independent, reporting to the Minister in November
- Spoken to opposition party MPs as well. Committed as much as they are able to recommendations to not become a political football.

## What do you like about the current system?

- Complexity of job both rewarding and difficult
- System currently caters to some diversity of setting
- Get pretty good support from local MoE office but staff there often operate under restrictions
- Schools improvement initiative (not sure when, referred to ) was really effective. Followed scathing ERO report but data ended up proving ERO was wrong. Huge collaboration between schools.

## Other comments/discussion

- Teaching principals + two teachers. Had 9 years of feelings targeted. Feels refreshing not to have a "hostile" government anymore. Not chasing targets/being harassed by MoE.
- Easy to get insular in rural schools, would be good to have mobility of staff so you work with different people and experience a different school
- Excited about potential of Kahui Ako. Think they have great potential. But the geographical arrangements are a bit strange e.g. at the beginning they made area schools be in a KA together even though they were so far apart from each other. Should have been allowed to join closest schools.
- Would support one governing body across cluster of schools. But needs to be more accountability and transparency especially around how dollars are used.
- Lack of special education resources and lack of information sharing about children at risk and with special needs
- Think Kahui Ako benefit a few people financially but the money should be given to schools to support kids and their needs
- Restrictions need to be loosened around leadership and roles. Many rural schools are too small to have a principal out for two days a week.
- Risk in bringing schools together in an artificial way
- Issue in dairy based communities around achievement and transience

- Like ability to build a sense of community around the school. In isolate communities the school is the focal point because it's all they have.
  - Can be a very isolating job
  - Miss rural advisors and used to have PD where they would bring together principals of small schools. Not anymore.
  - So many things that pull us away from core role e.g. having to have an asbestos plan!
  - Community has to do huge fundraising to provide things that should be centrally provided/a given in the system e.g. release time funded by community paying for a part time teacher.
  - Kindergarten – transition is critical. Would like to have more time so Year 0/1 teachers can spend time in kindermartens/ECE and they could spend time at a school. Provides continuity of learning.
- [REDACTED]
- When my school closes I would like to see it used for something that will benefit the community.
  - I love my job. I like the ability to build a team and create a culture. Retaining the hiring of staff critical.

### Governance/BoTs

- Like to see some flexibility in BoT arrangements. Don't have expertise in community to bring together an effective governance group. Good people but principal is really the "governor". Board defers to my opinion. Combined board could be a good option. I have too much say and influence.
  - Both a quantity and quality issue
  - Board training can be fantastic but voluntary and so lots of members don't know what their role is
  - Cynical about BoTs. Education boards did a really good job. Knew what they were doing and professionalised. BoTs are out of their depth.
  - Particularly in a small community when there are employment issues/industrial relations problems you are so so vulnerable. Takes a long time to recover from. Privacy/employment law means you can't say anything while people on the other side can defame you.
  - First time principals don't have a hope if they get offside with someone in the community.
- MoE offers zero support.
- Ministry will never ever side with the vexatious or malicious complainant.
- If a parent complains MoE position is that you are guilty until proven innocent. Even once you prove your position MoE still won't tell parent that school is in the right. Again causing needless angst and frustration for all involved.
- Principals should be leaders of learning first and foremost. Happy to give away property as long as continue to have influence and input and who it goes to is service oriented, not bureaucratic.
  - Teaching is no longer a respected profession. No longer desirable. Parents are sometimes rude and aggressive. One of the by products of choice? There is a difference between advocating for your child and holding the school/profession responsible for **everything**. We are responsible for so many things we shouldn't be. It is not our job to toilet train children or teach them how to brush their teeth.
  - Paperwork is insane. 20 minutes to fill in a form for an RTLB referral. Want to spend my time with the kids!
  - Tertiary fees free. Compulsory education is desperate for funding. Could have done so much good with those billions of dollars. Not true with Government says there is no money, they've just chosen to prioritise other things with it yet then turn around and say the first six years are the most important.
  - Invent of email has been a nightmare. Information coming from the Ministry not coordinated and overwhelming with impossible deadlines.
  - MoE and MSD needs to work together. MSD sending all these high risk and high needs families to the West Coast (because where social housing is available) and there is no support here for them!

## shared issues

- So so hard to staff: Scraping the bottom of the barrel when it comes to appointments.

- Decile funding doesn't work
- Basic support services non-existent
- Can only have crisis on [REDACTED]. People can't come in any other day because cars aren't available.
- Kids who needs learning support only seen [REDACTED] when they need daily or weekly support
- Have had to call police to restrain violent and dangerous kids
- [REDACTED]
- [REDACTED]
- Restraint forms [REDACTED] No acknowledgement that for some kinds with certain types of behavioural issues "restraint" isn't a form of punishment, it's a form of comfort.
- Bring back country service and limited tenure!

# Principals' Meeting

## Participants:

- principals of schools ranging from to students

- 

## Tomorrow's Schools Taskforce members:

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## Secretariat support

- Kara Isaac

## Notes from session

### spoke to the ToR

- Background to the review
- Picot report
- Taskforce set up – five members, independent, reporting to the Minister in November
- Seeking bipartisan engagement so not a political football. Met with opposition spokespeople.
- Talking to a diverse audience up and down the country
- Excellence and equity two overarching words

## Q & A / Discussion

### What would you not like to lose from the current system?

- NZ curriculum. Ability to tailor learning to students and local context.
- Front half of the curriculum is timeless, continues to have relevance ten years on.
- Would want to go back to days when staff were allocated to schools. Need to be able to recruit own staff.
- Developing vision with community

## Broader discussion

- Boards are so variable
- We want more time to focus on leading learning
- Want to keep property (1)
- Want to give property back (5)
- Project managers suck up a huge amount of time and budget and aren't held accountable
- Local economy suffers under current property framework, why are contractors brought in from when there are good local firms desperate for the work?
- Property used to be done by Education Boards – they just made it happen
- If property went somewhere else it would have to be competent and centralised

- Huge issues of equity when it comes to property. Some schools are state of the art and others are falling down and having to battle for repairs/redevelopment.
- Small schools aren't given sufficient maintenance money. Made even worse in isolated schools when getting property services to you is SO much more costly because of call out fees etc.
- PLD: when you're isolated it costs you so much more. Have to drive to [REDACTED] or fly out of [REDACTED]. So expensive and you end up being away three days for a one day course and almost impossible to find a reliever. Drives more inequity.
- Remoteness hasn't been recalculated for years. Isolation allowances need to increase.
- Schools have to be brought up to standard (property and infrastructure)
- Catholic system – individual schools get no funding for capital works. All managed out of a central pool in [REDACTED] and goes to where it is most needed. Needs based.
- Property funding needs to be localised to [REDACTED]. It shouldn't come out of the same pot as [REDACTED] and [REDACTED].
- Consider the actual cost e.g. plumber having to drive three hours to get to school before they can do any work!
- Really struggling for staff on [REDACTED]
- Not enough support for many of the kids. Desperate for more learning support (both funding and specialises)
- I have a [REDACTED] job. Good school, good job, zero applicants (x [REDACTED] principals)
- [REDACTED] speech language therapist on [REDACTED] who works two days a week and is expected to cover the same geographic distance of [REDACTED]
- Centrally funded support staff required. We need para-professionals who are paid through the holidays so you can retain them.
- Teachers are working while sick because they know there are no relievers. Or else they can't cope and go part-time and impossible to get someone to fill in the other days.
- We have a social worker one day a week. I need her full time!
- [REDACTED]
- Miss spending time in classrooms. Last 2-3 years all our time is now spent on social work. So many children coming through have behaviour that we just can't deal with.
- Huge gap in ECE/school transition. Need to get services into ECE so they can identify those issues early and get them the support that they need.
- Lack of access to qualified staff and quality support staff a huge issue
- Very young aggressive violent kids. Used to be kids 10+ with these kind of behavioural issues, now they are as young as 4
- Drug use, domestic violence, unemployment compounds
- We're caught between a rock and a hard place. We have to stand a kid down to keep other kids safe but there is no support for that child who have been stood down.
- We need to find a way to support these kids in our schools. Need to rethink all the pieces in the puzzle. These kids are being let down by all parts of the system.
- We can't sustain this. Every school needs a social worker, health worker, nurse etc.

#### **Boards of Trustees/Governance**

- So variable
- Principals are so vulnerable to being bullied by Boards
- Best intend by no guarantee of skill base, we do most of the work
- Schools in poorer areas often go downhill because little capacity in community
- Hidden agenda can destroy a principal's life and the school
- NZSTA training is good but Boards can choose not to participate and/or listen

- NZSTA is not consistent in their advice at all. Got different/contradictory advice from three STA advisors in response to an identical question
- Members often don't understand their responsibility or their powers
- Take away some of the BoT responsibilities. Want to retain ownership and influence but we don't want the management (property)
- Community should have a voice but advisory around teaching and learning
- Key is a strong and professional Chair
- Ministry person could sit on BoT? Member or expert partner?
- Would hate to see Board over multiple schools. Too easy to lose contact/voice of individual schools. Also could subsume special character schools which have a particular "brand."
- Schools should **not** have to fund a commissioner. Should be centrally funded. It isn't a school's fault if a BoT fails and yet they are punished for it. Financially destroys schools who are already vulnerable. Same for LSMs.

### Agencies

- Need more communication between Health, OT, MSD, Education and schools. Schools need to know what kind of kids they're about to have coming in.
- MoE LS support staff are funded by role not by geographic distance. Not fair. The distance of this LS area is the distance of [REDACTED]. SO inequitable. A speech therapist in [REDACTED] can see six kids a day, here they can only see two because of the travel time.

# Normal and Model schools conference

**Palmerston North - Distinction Hotel, 175 Cuba Street  
20 September 2018**

With Bali Haque  
Secretariat: Angela

## **Introductions**

About 50 present - all principals or DPs/APs from around New Zealand

## **Discussion begins**

Comment from the group about Kāhui Ako: Tomorrow's Schools was set up as 2500 entities. We potentially lose our board for sake of Kahui Ako - and through sharing expertise with ASTs our kids miss out on that.

**From your position in your schools, if you were to change one or two things, what and how would you change them? (invites table discussion)**

Teacher education – should we re-establish Colleges of Education? Or Teachers' Colleges? A lot of tired, old wood ended up in those. To work it needs regular turnover. Leaders need to harness the energy that's in the middle of the organisation so more opportunity to move into leadership.

Change ERO - their focus at the moment is on deficits. I see alarm bells when I see ERO coming in with their deficit thinking. They don't understand or care about the range of things you are trying to achieve. They only look at the Maori and Pacific children or those who are under-achieving, not the 90% who are above, and the challenges there. Also we have some really challenging students come in - we need resources for that.

As a group, our point of difference is ITE - Normal and model schools. We are really worried about ITE. There is consensus about that here in this room.

It's also the deficit thinking about the profession - attracting people in, the right people, we are struggling. The profession is not seen as a desirable option across NZ. Recruitment of teachers.

## **How many providers?**

About 26.

## **We've talked about the provider issue - how would you change it?**

We are principals of a system that is connected and integrated - we see that ITE is on the outer. Even with Ed Council's recent publications, very little said about ITE. We have definite views about that. We want to see an indigenous model in this country. The ideas we have don't seem to gain traction because there are so many players and all disconnected.

## **So what is the solution?**

It's a systems issue. You have new requirements from TC in draft form. How can you ask for something if you haven't got the support to drive those changes - e.g. funding, tertiary teacher trainers, ITE.

We've talked a lot about beginning teachers to come and talk to us. The most valuable part of our training is happening in schools - we would like to see more learning on site with practicing teachers. The plus of our schools, we are set up to do that. Systems to support it. Associate teachers, mentor teachers. We want more control of the training. The Education Council nods, MoE nods. People who oppose that view tend to be the providers.

The basic training happens in schools - go out to the providers for the top up.

21st Century with venue on site in school where they Skype into the provider.

**Teaching schools - like the UK. Getting accredited for doing the training? What about entry requirements? Teach NZ?**

I would strengthen existing model. [REDACTED] The concept does work, but I've been in staff rooms where you ask Principals who wants to take a student teacher. Instead, we have a mandate to take students. Our teachers also have to train teachers, and continue the ITE equation. We want to develop young teachers who stay in the profession.

If you extended the model into the lower deciles... we need more schools to take student teachers.

**So tends to be in higher deciles? Why?**

Closer to the Universities.

They were designed that way.

**You want to scale up the model - that would involve secondary? More schools?**

You can do it different ways - [REDACTED] They give us a huge amount of time. Student teachers gain most from their time in schools. Adding on one year after an Accounting degree is not going to give a student teacher the pedagogy or practice they need to be a quality teacher. Teaching is not all academic. You also need a whole lot of skills and attributes that make you a wonderful teacher.

It is hard to judge, but we could all walk into a classroom and recognise great practice. There is a wonderful teacher. They ooze it. People need to have that passion. That's what is keeping NZ education alive at the moment.

**Why did we do away with Colleges of Education? I think it was about deregulation. It was opened up to competition...**

Return to Colleges of Education.

I'd like to question the terminology of Tomorrow's schools - 'tomorrow' then was approaching end of millennium. The name and terminology need to be reviewed.

**Agree, it's 30 years ago. Some younger teachers don't know what it is. I'm hearing much more flex for entry?**

No you've got to get the right quality. You can't assume we have the quality in the applicants.

**How would you change the system - to become a teacher?**

A lot of it is academic and this may cut out people with passion who may have the innovation and skills to teach really well. So we are talking flexibility, but also...

Get them enthused when still passionate at 18 maybe...

If we believe in a quality state education system that implies there will be in NZ some form of uniformity. NZ prided itself that any student could go to any school and fit right into the system. Our training system needs to be like that. There are pockets of goodness, it's fragmented. Not a coherent pedagogy. We are a small country - we need cohesion. I value that academic rigour the Universities bring. The Ed Council are trying to do that but are making a hash because it's not our professional body. It might change when it becomes the Teachers' Council again.

### **Are the standards good enough?**

It's not the most efficient system. We have too many providers. Does that need to be narrowed?

### **What are your views on the new standards Ed Council put up?**

The new standards are that student teachers meet those needs, with support.

Teachers entering need to teach the whole curriculum, but they are not well prepared in the arts and sciences and physical education - so these areas are on the downward track.

Revisit the selection of adults going into ITE. The process is that they must have a face to face interview, be police vetted, they have to meet Vulnerable Children's Act requirements. Literacy and Numeracy assessments.

Our Normal school helps with some of the interview processes.

Panel of two people who ask questions around disposition.

The way flight attendants are selected is far more vigorous than what we do. It's a two day process.

The providers are not answerable to us - they answer to the Universities. Teaching is more of a vocation. We don't feel a balanced partnership with those providers. Mostly because of the Uni system.

Try some new ways of doing things - pilots. Why can't we lead some of the ITE. We won't give half the money to admin like the Universities do.

Talking about that ecosystem - these things aren't in that ecosystem. This would help bring those things together.

Beg teachers want more time, they feel unprepared.

We need to look at the past before we look to the future. The reason it became more institution based was economies of scale. I have a Master's thesis in a school - most of those student teachers would teach in the school then go to night classes in the Unis. It had advantages but also disadvantages - it came back to the quality of the schools doing the training. I can't, hand on heart, say that all these Normal schools will achieve an equitable standard. It sounds desirable but it creates its own dilemmas. Are we all committed to the Treaty for example?

**You raise an important issue around quality control.**

**If we hand ITE to schools we have quality issues. We need some common standard.**

**We are talking about an apprenticeship model, aren't we?**

All: Yes.

We have the two years after training through the provisional registration system. Through mentor teachers in schools.

**At [REDACTED] -we had a fantastic programme for beg teachers. So what is different about what you are suggesting?**

Primary school teachers are usually generalists - they have to know all areas of the curriculum. It's completely different pedagogy.

**██████████ would say that beginning teachers get supported at her school (not a Normal or Model school). So what sets you apart from these state schools?**

We are talking about that year of training. That sets us apart. Those systems carry over into our system of teaching.

**Is it just the quality of schools that are doing this?  
Does this need to be specialised in some schools?**

Practicums in non-normal schools can happen, but it doesn't happen in lots of schools. But in normal schools we get an extra FTE per year to cater for teacher training. Our extra staffing position can support lots of situations, but overall we have a mandate to do ITE really well. We have the resource too. It has a better chance of working in normal school model.

We are talking about coaching and mentoring where the whole school owns this and operates with this as its basis. It's embedded in the school culture. The relationships mean every staff member, including the caretaker, knows what it means to be a model school.

**How would we scale this up? I'm hearing we need to resource it and...**

And reduce drop-out rates - retention is a big issue. The model has benefits to retain teachers via professional development opportunities, such as Master's degrees. Build the pathway of the whole school supporting those teachers.

Without the support of psychologists etc, it's stressful for the whole school (having really diverse behaviour needs). A new teacher can sometimes take on too much - if there was more collaboration within the staff, a bit like the medical profession - creates much stronger base. Support for new teachers.

**If we scale up - it would need to be across the whole system. Across deciles etc.**

One year's training to be a teacher is not enough. We used to do three years of training and that sort of passion is gone.

*[Counter to that view]* ██████████ - it's a one year programme. At the end of that programme those people move into teaching positions seamlessly. They have a sense of belonging at the school, relationships and community, they know the culture of the school. And mentorship continues. The Uni is heavily involved. It works really well.

We are still offering some three year programmes. We offer a ██████████ programme - it offers adults who may be having a career change - they are adult learners who want to learn. Multiple pathways are really important. There are many ways in to teaching.

We need to solve some of those fundamental industrial issues before we move on and think about some of the bigger picture stuff (eg. teacher pay and supply).

**The teacher unions will have to come on board...**

Yes - but at the moment we are holding on by the skin of our teeth. If the government wants quality teachers they will have to pay for them. And also put additional funding into teacher training, and career pathways for associate teachers so their skills are developed, working with adults is really different.

NZEI want to be involved - but trouble is we are pushed to the side (as Model and Normal schools). These issues about teacher training come up all the time, but Normal schools are not at all well represented in these talks. I might be the only one in those meetings.

**I agree we have big issues with the quality of the training. Our report will say something about the quality of the providers. But the model you are talking about here... and how to scale it up...**

**What about the Communities of Learning? How is this working re professional learning and development?**

They (CoLs) work despite the structure really. Why does the money go into the leadership role. The structure doesn't work.

**Let's talk about the expert teaching pathway - it gets them into mentoring and leadership. The Specialist Classroom Teachers have now become Across School Teachers... somewhere there are opportunities for development.**

[REDACTED]. Bringing strong minded principals together as a group - many secondary schools have different points of view. Huge potential but the model is seriously flawed. Two days a week to take on something of that magnitude is ridiculous - it's impossible expectations.

**Giving teachers experience in a range of schools sound like a good thing...**

We looked at setting up some structure for beginning teachers, with [REDACTED] schools that's quite a number of beginning teachers spread across the schools. A real opportunity to set something up worthwhile.

We did some work with schools from [REDACTED]. They struggle to get teachers because it's impoverished. They train their own. They give opportunities to work somewhere else, shuffle their teachers around.

It still comes back to the dilemma that in a state system there needs commonality. I was an advisor to junior classes - we knew the schools, commonalities within them. Then it doesn't matter, a good teacher could teach anywhere. You could experience same quality anywhere. Competition has changed that for the worse. Now it's health, and housing, the equity challenge.

We believe in NZ as an equitable country - it's lost now. The Masters students embedded in our school can teach anywhere - they have broad curriculum, we lost that with TS, we need to return.

With TS - not a common thread.

But you wouldn't want to go back. TS allows schools to represent and be more part of their community. I'd be loathed to go back to 'this is what a school looks like in Bluff and it's the same in Kaitaia'.

I'm not suggesting that. There has to be a balance with community. But NZ Curriculum can create common set of beliefs and principles. We need to reflect our local community but we also need to educate our local community.

**It's about getting teachers to stay and see a pathway through. It's actually the teaching and the learning. We need to create systems that get teachers in classrooms having a damn good time teaching kids. But with no grades in the book? ...we need to find a balance.**

**I will leave you with that thought.**

ENDS

# Hawke's Bay Primary Principals' Association

26 July 2018 | Facilitator: Cathy Wylie | No Secretariat

## Current strengths

School autonomy; flexibility

Community whānau voice

School having its own \$

Broad curriculum

Design localised curriculum

Choice of teaching staff

BoT if they're good

Kura Kaupapa Māori

PLD more school focused

## Not working well

\$ e.g. doesn't cover rural costs, or accessibility of services, or new costs arising from legislation, underresourcing of Māori immersion; having to fund teacher aides from ops grants

Lack of flexibility, e.g. in how many parents you need on your board; temporary funding for an arrival with learning support needs

An add-on system, initiatives, compliance with legislation [can principals get up on roof now?]

Education has been political football, no forward plan

Inconsistency of educational messages

Over reliance on individual people, no safety nets (e.g., dependence on quality of board, principal)

Variable quality of boards

NZSTA pushing board as employer of principal

ERO – hasn't got good knowledge, over focus on data

MoE property support is inadequate, not timely, use of non-local contractors (

Learning support – absence of sufficient wrap around, expertise

Seem to be increasing no of students with tier 2 issues – senco and release time essential

Mana of teachers and principals – sense that profession is no longer respected as it is in other countries. *(discussion about whether this was because politicians had blamed teachers, posed them as a problem that needed fixing; whether society had changed – whether choice turned parents into consumers who looked over their shoulder to see whether they could have a better deal in another school.. note more parents who aren't resilient, and more who take litigious approach*

Roles are less attractive Workload a major factor, with pay - applies to teachers, principals, people working for Learning Support, ERO, prob MoE

MoE personnel change too often

(also happens with Oranga Tamariki, health)

Expertise of learning support, MoE is lacking – no greater than already in the school.

PLD of variable quality, problems with the current process and access

Admin load on principals keeps growing – should every school have to do its own police vetting of the plumber who works in a number of schools Repeat the health and safety briefing each time the same plumber comes?

Principals can't lead learning as well or as much as they should. "in a small school I just cant get to it"

Principal workload keeps growing

## **Changes**

Stop competition

An Education Adviser on school board

Advisor for principals (from MoE) – accessible, supportive, there, resourced, skilful, continuity - provide more support

Instead of ERO, school appraisal in same way principal is appraised – with rigour, to help you improve

Could be part of MoE, so long as independent within it

Could be peers, could be from other parts o country so get fresh perspectives

Move the improvement away from judgement – so that people will move

If ERO, then has to be truly independent. Would review the MoE.

Relationship schools-MoE should be dialogue. Eg. School has some say in who their school advisor is.

MoE serves schools, does things with us, not to us

MoE takes responsibility for providing or arranging maintenance services

MoE has coordination role

Free common SMS system so can share data

Free school policies bank – so school can tailor their own without having to reinvent, or pay  
Schoolsdoc – rate based on U rating – small school \$1200 a year, 720 schools signed up.

Real wrap around services, responsive, - would need proper resourcing, e.g. more psychologists able to come out

Single referral point so right person comes

Restore respect for the profession –

Remove the admin burden,. time for leadership, declutter, look at \$

Use research (to avoid clutter, swings, base policy on)

*Several comments that the taskforce experience in research gave them confidence)*

# Principals meeting (organised by unions)

3.30 – 5.00pm, Tuesday 21<sup>st</sup> August 2018

Location: [REDACTED], Rotorua

Attendees:

[REDACTED]

## Summary

- The quality of teachers and principals is vital for the success of the system, but there are significant challenges with the education workforce at present, such as the teacher shortage. Concern was also expressed about “educating the educators,” both in terms of initial teaching training providers and ongoing professional development opportunities.
- While the idea of fostering collaboration between schools is good, the COL model is not necessarily always working well. The group cited a number of challenges/concerns with the COL approach, such as the way it ‘forces’ a ‘one size fits all’ structure onto schools (which does not necessarily work well for all schools) and the heavy workload of COL leaders and cross-school teachers.

## Detailed notes

- The quality of teachers and principals lies at the heart of the systems approach for education. We need to address the status of teachers – it’s about pay, status, recruiting the ‘best and brightest,’ providing a career pathway, etc. It doesn’t matter how good the system is – if you don’t have quality teachers and leaders, then it’s not going to work well.
- Over the last 10+ years, principals have been talking to MOE about the problems of the education workforce (and potential solutions to overcome these problems), but a decade later nothing has been done and it has now reached crisis point.
- For Initial Teaching Education training, there are so many course providers and there’s no consistency, accountability or oversight over what happens in these courses. The power of the universities makes it impossible for good oversight to occur.
- Consider using the Singapore model so that there is greater surety about the quality of the teaching graduates coming out. At the moment, the quality of new graduate teachers is ‘hit and miss.’
- Principals aren’t optimistic that any organisation has any say so over universities. Universities are powerful and not accountable to anyone else. They aren’t serving up consistently high quality graduates – they’re more interested getting more ‘bums on seats.’

- All the research indicates that teacher quality is what really makes a difference to the educational outcomes of students, so we need to take this seriously.
- The quality of on-going professional development available for teaching is variable/inconsistent. It can also be very difficult to access and the application process is so complex that some schools are having to hire consultants to help them with the process.
- Prior to the introduction of Tomorrow's Schools, there was LARIC – it was excellent, it really helped. It was applied consistently across the country. Everyone had access to it and everyone benefitted from it. There also used to be advisers who you could rely on – they had a great breadth of experience. In the current system, you just have people trying to sell the latest ideas or books. Prior to the Tomorrow's Schools, inspectors were also like advisers – you could count on them and trust them. When they saw a school was struggling, they offered help and guidance rather than judgement.
- ERO are completely different (to the pre-Tomorrow's Schools inspectors). They're much more judgemental. When ERO comes, you're more likely to '██████████' rather than trust them. It creates a real barrier to self-review in schools. Good learning comes from having a really good question to answer. External accountability is important, but ERO reports aren't focussed on the most relevant issues. They're too standardised and the review period (i.e. 1/3/5 years) is the only metric that it gives parents to look at. We need to have a quality, accredited process to provide credible information on school quality. ERO's current structure isn't particularly useful.
- The system is only as good as the people in it. Teacher quality has dropped and the expertise of ERO is also questionable. ERO reviewers are over reliant on the template. They need to be able to move great ideas around between school and it's crucial that they have a role in supporting collaboration – but only focus on the one school they're reviewing at that time.
- The self-review process could evolve into a collaborative venture through Kāhui Ako. The Kāhui Ako model doesn't work well, but the idea/principle of collaboration is good. Kāhui Ako is a commercial model – it was imposed on school and doesn't give schools much flexibility in terms of how they collaborate. The Kāhui Ako model appears to be based on the belief that principals are just motivated by money – which isn't necessarily the case. The Kāhui Ako model needs to be changed so that it's about pooling resources. Kāhui Ako staff do need some pay, but most of the money should go towards increasing resources available to the schools. MOE forced one narrow structure on to schools (through the Kāhui Ako model), but schools should have the autonomy to choose other ways of collaboration that works for them and their communities. Schools would still be accountable for outcomes (under other collaborative configurations), but forcing the 'one size fits all' structure (of Kāhui Ako) onto schools as the only accepted form of collaboration is 'ludicrous'.
- The Kāhui Ako model is so demanding, especially for people performing the cross-school roles. They're still 100% responsible for their class, but they have only 60% of the time available (as the remaining 40% is spent on their Kāhui Ako duties). Ask the schools about how to create a better way to do this role. Teachers are stepping away from these roles (despite the extra money) because they want their lives back. The workload is too much and they want to spend time with their families.
- One of the principals mentioned a presentation on Communities of Learning (in Wellington) that was presented in "a very superior way". At the presentation, it was claimed that the COL model was based on positive international experience, but when you look at how the collaborative models were actually implemented in these countries, it's nothing like New Zealand's COL model. For example, one of the components of overseas models that really made a difference was having specialist expertise going into that school to provide the wraparound support services needed for



that school (for example, social services, counselling, etc.) – but that was missing from New Zealand's model.

- There are a lot of examples of collaboration between schools (and also within schools) outside the formal Kāhui Ako/COL structure.

It's hard enough to build up that type of practice and knowledge (as well as the trust to support it) within a school, let alone the idea of opening up the classroom to someone from another school.

- When people/schools volunteer to collaborate in a way that works for them, it's a choice and it brings together people who want to be there (as opposed to some artificial forced structure). But if you collaborate in a way that doesn't fit the Kāhui Ako model, then you can't access the funding. There needs to be a way to fund voluntary association initiatives between schools, including purpose-based grouping to bring together expertise around a certain skill area. It's disheartening to get no funding or recognition for collaboration just because it doesn't fit within the narrow COL model. Schools are trying to work together, but schools that don't follow the COL model feel like they're on the outside – "The MOE don't want anything to do with us, which is sad for our kids."
- Schools are all fighting their own battles with limited resources, so it would help if schools could come together – but don't force the structure on to schools.
- COLs were driven by the MOE and it was all about the data. There's so much time spend measuring students in so many different ways, and we're only just getting to see what the impact has been on teachers in terms of the demands and workload. Removing National Standards has removed part of the measurement of students.
- All schools need to have access to a source of expertise in administration, finance, property etc. so that teachers and principals can focus on their core role – education. When Tomorrow's Schools was introduced, all the advertising suggesting that school boards would have an accountant, builder, etc. In reality, it's not like that. In some schools, you're got people on the BOT with a big heart who want what's best for the children, but they don't have the right skills. Sometimes, these BOT members are also juggling two jobs and are just trying to survive.
- The media coverage of BOTs is always focussed on what goes wrong, so that's one of the reasons why people aren't keen to join. Also, people are busy with their families and jobs. They don't have time to be involved in the school.
- Some people think that there's merit in bringing in a regional/superintendent type model, but don't do that.
- Principals are the only professional where people from other professions govern their workplace (i.e. the school) and manage their employment. School boards are often full of loving, well-meaning parents but they're not experts in education. Parents definitely have a role on the BOT, but they don't have the knowledge.
- Principals can be very isolated and unsupported. People and organisations support the BOTs and teachers (and the students), but principals don't have the same support, especially in small, rural areas where "they live in a fish bowl." There can also be an "us vs. them" mentality between BOTs and principals, rather than a focus on the common good of the school. principals in Rotorua area have stepped out of the role recently – What does that say about the stressors of the role?

- There are ways to help principals (and their BOTs) feel more supported. An example was cited of an experienced NZSTA person who sat down with the principal and the BOT chair to provide guidance and answer questions etc. – you couldn't get better than that.
- We should have a community board. It's about the community – like in Maoridom, where you have links to the iwi and hapu. We need to look at the bigger picture.
- Now that National Standards are gone, let's look at the holistic picture of the child.
- We need to build a high trust model. The strength of the professional has always been rooted in the relationships.
- There has been a lot of change in society. Schools are a lot different than they were in the 1970s. There's just so much breadth and depth to this (i.e. the education system), but we can always come back to the simple things. It's become too complicated – the real challenge is to simplify it. For example, there is too much assessment.
- How do you build up the capacity of middle managers (in the school system) to retain the new teachers coming through? Make school leadership position attractive to give teachers something to work towards and look forward to.
- Resilience is important. What factors have made the current workforce stay in the job? What can we learn from that?
- High standards need to be a part of this review. Rotorua has a range of different schools which indicates that there are choices for parents (in terms of where to send their child to school), but we need to have consistently good teachers across all schools. The future of education lies in the quality of our teachers.
- Stress is a huge factor in teaching. It's a very demanding role and there are massive expectations on teachers. Other roles within the education system are also strained (for example, school counsellors etc.). ERO reviews are particularly stressful (although the OFSED reviews in the United Kingdom are a lot worse). Teachers feel like they have to justify their existence in the ERO review.
- There's significant competition across schools for certain types of teachers (such as maths teachers), especially as a lot of teachers are leaving the profession. For many teachers, it's not about the money. People don't go into teaching for the money. While there are some issues with pay, the working conditions are what needs to be addressed.
- The widespread mainstreaming of all but a tiny minority of students has placed huge pressure on teachers, as they're now having to deal with students with a range of complex learning and behavioural needs (for example, children with autism, ADHD, etc.). Furthermore, students with particular conditions (such as sensory processing disorder) can really struggle to cope in modern learning environments. Previously, teachers weren't expected to step into the role of psychologists, social workers, etc. like they are now. Also, the students now are different than they were a generation ago (or even just a decade ago).
- The competitive model of Tomorrow's Schools has been destructive and the equity issue has got worse. The quality of education a student receives depends on the resourcing of the school, and there's considerable disparity between schools in terms of the resources they can access to. You should be able to go to the local school and get a good quality education, but that's not the case. The school system has contributed to inequity in society, particularly in terms of the outcomes of Pacifica and Maori students.

- Truancy is an issue. You can't teach children if they're not there at school. There's a lot of attention given to 'priority learners' but at least they're already at school. There's another group who aren't at school, who are often overlooked – the NEETS. What is the MOE doing to respond to this? How are they helping schools to engage (or re-engage) those children? These young people should have as much right to an education as the priority learners. A lot of children fall through the cracks at school, drop out of the system and end up turning to crime. Education is the fence at the top of the cliff – needing more police/corrections resources is the ambulance at the bottom.
- A lot of children these days are being raised by grandparents rather than by their parents. They love their grandchildren, but they often have no idea how to handle them.
- Teachers are "just buggered" at the end of the day. They're dealing with 30+ students with all sorts of issues and they're absolutely exhausted, so it's impossible to ask them to engage with professional development opportunities after school hours. They need to be able to engage with professional development opportunities during school hours. Also, teachers are increasingly exhausted as the term goes on – by week eight, they're sick and exhausted. Don't make teachers work in the holidays – they really need them.
- There's a lot of different constructs about traits and attributes of teachers (e.g. graduate profile, 6 C's, key competencies etc.) Technology may change, but humans don't. We still need the same core skills (such as problem solving) but we just need to be better at them. How do we track growth in these areas?
- The NZ Curriculum is great and Mindlab has enabled educators to be able to focus on the rest of the curriculum. Teachers can finally examine what growth looks like etc. There's a lot of questions to consider – What stages do we go through in developing communication skills? Collaboration skills?
- Focus on growth and development, but teachers need to understand what it really looks like. What should growth look like by the end of Year 6 (for example)? Measurement is imperative. Children need to know what success looks like for them to understand the future they're working towards (e.g. tertiary study, employment, etc.)
- Success is relative, but the current system tells a student that if they don't achieve NCEA Level 2 then they're failed. But if they've come to school with no social skills and the student is now a confident communicator and can work with people, then that's success. Measuring schools on the proportion of students who attain University Entrance is silly as not all students actually want to go to university. Also, NCEA pass rates are questionable. Just because a student passes NCEA, it doesn't mean there's a career/vocational pathway for them or that the quality of the education they received was any good.
- Soft skills (such as the ability to collaborate and conduct project work) is important.   
 Having students sit down and write an exam for three hours isn't useful for the future. We should assess them on collaborating as a group on a project.
- Maori students often have excellent collaboration skills from what they've learned on the marae. The collaborative practices from the roles and responsibilities they have on the marae becomes ingrained in who they are and when they go into the world, they have excellent people/collaboration skills.

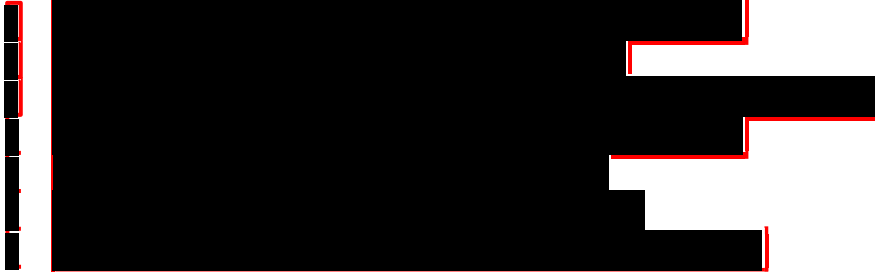
- If the students understand what these soft skills are (and what success looks like at different stages of developing these skills), then they will be able to find evidence of how they have been developing in these areas. Employers want to see leadership skills, self-managing etc., so it's important that students can demonstrate that they have these skills.
- It links back to the parents. Parents need to have real evidence that a school is successful. It's just about numbers – it's about real skills. At the moment, parents are confused because there's so much out there.
- [REDACTED]
- The availability of teachers is (and will continue to be) a big challenge for Rotorua. There's already a shortage, but this will only get worse now that the ITE in Rotorua is closing. It's hard to attract people to Rotorua (particularly because of the perception that there's a high crime rate). There's also a huge lack of Maori language teaching, especially for relieving teachers. Losing ITE in Rotorua also means that locals aren't able to train from within the region and not everyone will be in the position to be able to leave the region and study elsewhere. Having local training in Rotorua has helped with providing teachers in the area. Young people don't want to move to the provinces, so local training has been vital for creating teachers within the region.
- Improvements in technology has been a real positive for education. Online platforms have really made things easier and the MOE has been very proactive with providing IT for schools.
- There's a learning partnership that's been around for about 4 years which supports schools with digital technology and being future focussed and it's been great.
- Rotorua is very lucky to have local iwi support. Local iwi have worked hard to find local stories so that they can be shared in the school system, which adds to the cultural identity of students (and the community) which is so important.
- The education system needs to embed high expectations. Challenge schools to ensure the money provided to them is well spent to improve educational outcomes for the students.
- There needs to be funding provided at a local level, so that communities can work together – "they're our students and our families."
- Students around Rotorua are quite transient because of their home situations, but they all deserve a good education. The needs of Rotorua are completely different from "a nice white farming community in the South Island" – it's not a one size fits all model. It's about empowering local people to create local initiatives – with money from someone else.
- Previously, some professional development sessions were run on a Saturday morning in Rotorua and these were very well attended from across the region (which demonstrates that the demand is there). These sessions were so popular, but they're not offered anymore.
- We [educators] are now so tired and separated that we don't know what everyone else is doing. You need time and energy to do things and we just don't have that.

## Principal Focus Group

1.00 – 2.30pm, Wednesday 22<sup>nd</sup> 2018

Location: Hamilton MOE Office, 19 Home Straight, Te Rapa, Hamilton

Attendees:



## Summary

- There was a strong sentiment that principals need more support and opportunities for professional development. The group offered a range of ideas for how principals could be better supported in their role, including mentoring, removing their responsibilities around finance and property (to allow them the time and space to focus on their core role as educators) and ongoing opportunities to develop their leadership throughout the course of their career as a principal.
- The quality of new teaching graduates is a concern. Many schools are having to spend significant time and effort re-training and mentoring new teachers for some years into their teaching careers.
- Remove the politics from education. Education policy shifts on the whim of political leaders, but schools want stability and consistency.

## Detailed notes

- The [REDACTED] conducted a personal wellbeing survey, which has provided some good data. For example, over a third of principals (who completed this survey) indicated that they were under severe stress, which was often due to tensions with the BOT.
- The preparation and support provided to principals to assist them with the transition into the Tomorrow's Schools approach was minimal and variable.
- It's great to see a reference to equity in this review. At the moment, the system only provides school choice for some families.
- There's a contradiction between the messaging around wanting schools to be more collaborative (for example, via Communities of Learning) and the competitive system in which schools operate. Schools have to wear two hats.
- Collaboration is good when it happens and it can be helpful for the schools involved (for example, gaining access to shared facilities).
- It's annoying that schools are forced to be responsible for taking action to solve societal problems on behalf of the nation, such as bullying, mental health issues, etc.

- The Tomorrow's Schools model empowered schools with a lot of independence and autonomy. This approach has made some people quite powerful, even when they don't necessarily have the relevant skills and experience.
- There needs to be more support for principals. For example, in the old system (prior to Tomorrow's Schools) there was a rural advisory service (for principals in rural/isolated schools) to provide support, which was particularly important in the context of small, isolated communities. Bring back advisers for principals and support contact between principals within the same region. Providing contacts and promoting relationships is essential to reduce the high rates of burnout and exhaustion in this profession.
- It doesn't matter if "stuff" doesn't happen to you (as a principal), having a coach is fabulous regardless. Having another person to talk to helps to dig you out of fixed mind-set.
- The school leadership training programmes (i.e. the Aspiring Principals course and the First Time Principals training) don't provide any training on property management, human resources and finance – but these are all part of a principal's job. Those types of functions get in the way of principals doing the job they've signed up for. Also, the payroll system is ridiculous – Why does the principals need to sign off the payroll every fortnight? There seems to be a lot of accountability practices that are duplicated within the system.
- The independence of schools creates the risk of principals being very vulnerable as individuals. Principals are caught between competing demands and interests of various parties in the system.
- School property changes require MOE approval and this can be very difficult to get. There's often a lot of 'back and forth' between the school and MOE before they get sign-off.
- There's a competitive undertone around funding across schools. It appears that a lot of funding doesn't take a needs-based allocation process, which is not equitable.
- Legislation happens, then the BOT has to put policies in place to turn it into practice and then ERO comes and evaluates it. The high trust model has gone too far. Schools want independence but it's got to be focus on what's actually needed.
- BOT members come in with their own agenda (for example, promoting the sports team, changing the uniform etc.) and these personal agendas distract from the strategic plan of the school.
- MOE isn't always able to answer questions and provide guidance about proposed policies. When something flinches at the MOE, everyone 'on the ground' in the schools are left wondering what it may mean for them in practice, but then the MOE can't offer an answer.
- Misperceptions and the public image of a school can be damaging. [REDACTED]
- "You can't just stop school choice." People choose schools based on perception which is based on factors which may or may not necessarily be relevant to the outcomes and learning for their child. Schools need to have the resources so they can provide for the learning needs of the whole community. Parents' demand for school choice is often driven by the perception that the local school is inferior – What's driving decile-based perception of school quality?


- Transport is a level to enable school choice. Some children travel long distances to go to other schools (instead of their local/closest school), and this should be discouraged by MOE. Also, some schools have lost their school bus routes, but others haven't – Where's the equity in that?
- Out-of-school zoning rules also need to be looked at as a potential lever. For example, some schools are bursting, while other schools undersubscribed.
- The liability of principals needs to be looked at. The notion of applying the business model concept to schools is questionable. Principals are considered to be CEOs when it's convenient, but not at other times. Principals face unreasonable liability.
- There's a significant disparity between schools. For example, children at a decile 10 school in [redacted] are well-nourished and come from their nice, safe homes into a nice, comfortable school. In contrast, the students from [redacted] (a decile 1 'turnaround' school) are often arriving at school cold and hungry, and their school environment is appalling – "Why would you want to send your child to a school like that?"
- Decile funding is minimal, but principals at these schools are supposed to be grateful for it. They can also face significant barriers just to get facilities up a minimal standard. [redacted]  
[redacted]
- One member of the group described the appalling conditions of [redacted] and said "Let's just own up to it. It's just morally wrong." How have we let it get to this? It's the same for a lot of older schools. Some schools have a lot of pre-fabricated classrooms that are just "put up during the weekend" instead of proper school buildings. In a lot of cases, schools aren't given enough funding to do anything worthwhile with their school property. For example, some small schools receive about \$50,000 but "you can't do anything meaningful with that."
- There are a lot of new schools in [redacted] Hamilton and so the schools in [redacted] have declined, especially due to white flight.
- Remove the politics from education. Education policy shifts on the whim of whoever comes into government, but what we need is a clear vision that meets everyone's needs that is fixed/stable. We can't just keep going from one whim to another – there needs to be consistency.
- There is "a lot of good stuff" in Tomorrow's Schools, such as letting schools have a say in selecting their resources. Under the previous system, schools didn't have a lot of choice and a lot of things were generic across schools, even down to the paint colour in some cases. We don't want to go back to that.
- In New Zealand, the principals is just responsible for one school. In some countries, however, there are groups of principals and as a group they're responsible for the education of the children in that area. When principals are only responsible for one school, they go into "fighting mode." Schools are in "competition mode" and it feels wrong.
- We need to think about how schools are led, particularly in terms of how poorly performing principals are dealt with. In the current system, a school can be visited by ERO and MOE, but they'll leave a poorly performing principal in place.
- Principals have a sense of "you're only as good as your last board meeting." For most principals, it's about the children and helping them to love learning etc. They become principals because they've been good teachers, HOD's etc., but then they get a job appointed by the BOT (i.e. the principal role) and the BOT doesn't know what a good principal is. For principals, BOT meetings

can become all about “defending their patch” rather than being able to focus on the educational outcomes of the students.

- There needs to be a leadership body where principals should have to study so they’re up-to-date with the latest research in education, leadership etc.
- All principals should have the experience of working in low decile schools. When you’re a principal in a high decile school, you live in a bubble and tend to think that low decile schools are taking all of the funding. “High decile school principals just don’t understand equity. It’s perfect in their bubble and they don’t want to change.”
- One principal expressed, in strong terms, how useful he found the Aspiring Leaders programme and was concerned that this is no longer offered. There are mixed views about the value of the Aspiring Leaders programme. While some participants found it valuable, others felt that it was “just rubbish.” There was a general sentiment that much of the content of the programme was superficial, and that the real value came from making connections and building an understanding of what good leadership might look like. What’s in place to support aspiring leaders now?
- The quality of professional development for principals is lacking in New Zealand. It’s not compulsory and the selection of courses available is minimal and not easily accessible. Principals used to be more supported and were given PLD. They were also given the time and space to do it – they weren’t expected to squeeze it into term time.
- Applying for professional development opportunities is a difficult process and even when you do apply, you often get rejected because they think that you don’t need it. Also, you often can’t get PLD providers because they’ve left the profession.
- The process around teacher competencies is very expensive for schools and it’s not necessarily effective.
- The absence of strategic planning in schools is concerning, especially in terms of planning future staffing (and this issue will be hitting some schools hard).
- Staffing issues can be a real challenge. It can be difficult to get teachers and then it’s difficult to remove staff that aren’t good enough.
- The quality of the new teachers coming through is concerning. Schools are often having to do significant re-training of new graduate teachers when they arrive at the school because the ITE course isn’t preparing them properly. When new teachers start teaching, they’re requiring a mentor to be alongside them for at least the first 1 – 3 years (and even into the 4<sup>th</sup> and 5<sup>th</sup> year in some cases). ITE just isn’t preparing them properly. This is particularly evident for those who have come out of the one-year graduate diploma programme (who often aren’t even that sure whether they really want to be teachers). If schools are going to be expected to improve teachers in their first few years of teaching, then schools need to be funded for this. If schools are going to have to train teachers on the job (which is what is happening in practice) then they need the resources.
- Are the expectations of the ‘refresher course’ the same as ITE? The requirements for the refresher course seem to be higher.
- There’s an irony that the teachers in conventional schools who have been there 20+ years are teaching the new teachers about future focussed practice etc.

- There needs to be a way for teachers to continue their learning throughout their career. They need to be given the time and funding to support ongoing training and not be penalised for it. Universities (and even PLD providers) are not well equipped to provide this.
- There should be an independent, non-political body to take care of the vision for education, including the 'big concepts' of equity and excellence for everyone. Think about New Zealand as a whole – not just little patches of it.
- MOE should show more leadership, but they can't because they're too compliant. So there needs to be a separate leadership body. MOE has a deliberate policy to have nothing to do with the schools – 'you're on your own.'
- There's no equity in the delivery of the NZ curriculum.
- There's no good research on educational innovation in New Zealand, so the research and resources for innovative practice generally need to be sourced from overseas.
- Go back to the equity space. Some schools don't have a skilled BOT. Where's the equity in that? It shouldn't be the case that some schools have access to the right skills etc. while others don't, but that's what happens in practice. Decile 10 BOTs are great. They have lawyers, accountants, etc., but in other schools, that's not the case.
- Are BOTs making principals work better? Or just harder? If BOTs don't have the right skills, it makes the principals' job harder as the principal has to fill the gaps.
- There doesn't need to be a wholesale change to BOTs because some are working very well. There needs to be advisers available to schools that want/need them. These advisers could even be part of the board (although they wouldn't necessarily have voting rights) to provide expertise and support. Seeking the help of these advisers shouldn't be seen as a negative.
- [REDACTED]
- Conduct a statistical analysis of school performance. One in three schools have some kind of intervention, but what is the level of that intervention? The presentation given in Wellington (with this school improvement data) was "very dramatic and confusing" and a member of the group asked "how [REDACTED] effective is this support anyway?"
- Look at the role of ERO. At [REDACTED] ERO comes every term. "Where's the guts in ERO?" It's shocking that you can look back at ERO reports and they point out what hasn't happened, but the schools have had no support to make that action happen. With ERO, it's all care and no responsibility. The schools don't want gaps in their school for long periods of time any more than ERO does, but schools often need help to fix these issues. There's a systemic flaw when schools aren't supported to alleviate problems for so long.
- ERO judges all schools on the same things, but not all schools are facing the same challenges. What are ERO trying to do? There's a big issue across principals about the way that ERO is reviewing schools and this messaging is coming from even the most effective, experienced principals who are leading educational practitioners.

- Principals “never get to sit at the table” with other stakeholders unless they pay for the travel expenses to go to Wellington and even when they do this, the nature of the conversation is always “us versus them” rather than “how can we work together to do better?”
- The left hand doesn’t know what the right hand is doing. How do we know what others are going through if we don’t have access to talk to one another?
- In Singapore, principals are seconded into their MOE-equivalent and there should be a similar system in New Zealand. You can learn so much by going out and seeing what others are doing.
- “Competition has pushed us into little blocks” and ERO comes out with little books about what ‘good practice’ looks like but the reality is that most of the concepts/examples in those books wouldn’t last a week in practice at a school.
- Consider the Canadian model. In Canada, school leaders are moved around every so often (within a defined radius) and the placements are made based on school need. “It’s a great model.”
- “Let’s genuinely be colleagues.” Principals are enthusiastic about their roles and if there was an opportunity to work together (with other principals) across the region, it would be great, especially if it enabled the opportunity to get experience working across schools.
- In Australia, principals are on fixed-term contracts. At the end of that contracted term, they have to reapply.
- BOTs have little (if any) experience in understand what the school needs and the BOT can completely derail a school.
- Make sure that whatever you do (in this review) works for both rural and urban contexts. Rural schools often have principals that either stay for a very short time (e.g. first-time principals using it as a stepping stone) and also those who stay for a very long term which is not always a good thing either.
- Maori education is “beyond crisis point.”
- There needs to be a leadership council to provide leadership training for principals. Leadership training for principals needs to be ongoing. Principals continue to grow, develop and change in their role. Principals are not the same in their 20<sup>th</sup> year of principalship as they were in their first year and they need to have continual opportunities to learn as they grow in experience. Also, the time and resources for their training needs to be specifically provided for in their contract, not left up to chance.
- Maori PLD needs to challenge unconscious bias and provide a genuine understanding of what partnership means for Maori. Schools shouldn’t be able to say “It doesn’t matter to us because we don’t have any Maori students.” It does matter to these schools – in fact, it matters more.
- We need to battle against entrenched perceptions and behaviours (e.g. “dumbing things down” etc.). There needs to be a change in the rhetoric. Stop saying “Maori kids are still failing” – it’s the system that’s failing these students. For example, a system that leaves a school to become as bad as [REDACTED] is a failure. When you leave students in a school environment like that, that tells the students “that’s all you’re worth”.

- Maori students are often given lower standards (or they're given unit standards, instead of achievement standards in the case of NCEA), which implicitly tells them that they're not as good as everyone else.
- One member of the group mentioned that the first time principals course was a "waste of time," citing concerns with the lack of practical content. Mentors are a far better way of training principals.
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- Some schools are bringing in retired principals or hire a business manager to do the administrative/management tasks, which lets the current principals focus on being the leader of learning. However, not all schools have the resources to do this.
- Teacher workload is an issue. Principals don't want teacher to be given more release time out of the classroom because it is disruptive for the children.
- Schools need to rethink the structure and timing of the school days. Why do we have to go from 9.00am – 3.00pm? MOE needs to provide support for schools that want to change their school day. Some schools want to change the school days according to the context of the community and being able to do so would also help to address some of the issues with release time.
- We need to free up teachers so they don't have to be attending meetings every day after school. Australia has a good model for this. Why doesn't New Zealand follow the same system?
- The hardest part of working in an area school is the timing. Teachers have minimal non-contact time, and there's a huge disparity in non-contact time between primary and secondary school teachers.
- Being a teacher in New Zealand is incredibly hard and time-consuming. The USA curriculum is very prescriptive, but the good teachers are able to work creativity into it. It's not apparent why New Zealand forces teachers to "reinvent the wheel" every year.
- We need to rethink the working conditions in primary schools. Middle schools are a "write off" because of the disparities for teachers depending on whether they're treated as primary or secondary school teachers.
- New teachers are really struggling. Established teachers who were around when Tomorrow's Schools came in were fine because they had benefitted from all the guidance material and support that was around during that era, but new teachers have nothing.
- Where is the systematic support for supporting Maori students? Most Maori students are in mainstream education, but only Maori medium schools get additional resourcing needed to support these students. Also, Maori teachers need to be recognised in mainstream schools in the same way that they are in Kura.
- One of the biggest headaches with the system is when personnel "do dumb stuff." The processes to deal with that are so time-consuming. It would be great to get that off the principal's plate. It can be even more time-consuming than property management.

- Ensure that you talk to special character schools about what they're looking for in terms of school governance.