

Hieke-NPA meeting with Perry Rush, NZPF President

Thursday 25 June 2020, 1.00-3.00pm



Attending: Don McLean, Sonya Hockley, Justine McDonald, Pete Mitchener, Kelvin Woodley, Barbara Bowen, Tony Draaijer, Freya Hogarth, Corrie Jacobs, Janice Gulbransen, Dave Sampson, Grant Watson, Rob Boomer, Rob Wemyss, Chris Gladstone, John Armstrong, Helen Taylor-Young, Peter Verstappen, Maureen Phillips, Tim Brenton, Paddy Dowling (St Mary's Blenheim), Judith Ford (St Jodeph's Kaikoura).

Apologies: Fraser Campbell

Perry talked about the importance of us being powerful, effective educational leaders. "It's important we remind each other of the power, prestige and humanity of our collective voice as educational leaders."

Build horizontal connections among principals.

We discussed three topics:

1. The Accord

To address some gnarly issues that dropped out of the collective agreement negotiations.

Parties to the Accord: NZEI, PPTA, MOE.

NZPF has a voice in making our wishes known to the parties.

Key issues:

- Workload
- Well-being

What would we ask for that assists us with managing the workload and nurturing our well-being?

- Bank 20% of salary for sabbatical every five years, or every fifth year have opportunity for secondment to ERO or other role.
- Improve quality of DPs – make that role better trained and resourced and focused more on supporting the principal.
- Find ways to use expertise of retired principals
- Have pay structures that make principalship attractive to DPs and others.
- Have middle leaders who actively hold and support the vision in the school.
- Have visiting teachers and counsellors who build relationships among at risk families so it's not always the principal seen to be the 'punching bag' for all the tough problems.
- Have staff/resources to provide pastoral care for families; e.g, parenting skills. LSCs? Not necessarily; they have a learning function, whereas the greater need is often in other areas; emotional support, mental health issues etc that need a different expertise. Counsellors.
- Professional Supervision.
- Specialist support during crises; this is provided for children and others but not for principals. Have MOE fund provision for this.

- Skill levels of BOT members. Needs some accountability and training for boards. Need to have clear standards of performance for board members. Better coherence for resolving disputes with boards.
- Perry – idea of staffing primary schools on same formula as secondaries. Was proposed in the Tomorrow’s Schools report, but MOE, while recognising the anomaly, has put a five year resolution timeframe on it.



2. Kāhui ako

How do we move forward with the kāhui ako project? How has it been influential for students? How might it change to be more accessible for more teachers and leaders?

- Leadership to sit outside the principals’ role: either a contracted leader or fully released principal.
- A positive is that we have possibility of bringing together all educators from ECE to secondary.
- Transitions of students within and across the kāhui ako is problematic – not a neat pipeline in many KAs
- Has lost energy from the MOE in supporting it.
- Review the resourcing – this has been a hindrance, in many ways (e.g. disparities of pay)
- Review the ancillary resourcing around the model – a lot of people clipping the ticket through advisory roles etc.
- The goals of the KA were oversold – this is a hindrance to the practical, realisable goals that the KA could achieve.

Perry – 3 choices for future; (most voted for some sort of continuing structure).

Perry – there is a noticeable drop-off in commitment to local Principals Associations coinciding with rise of KAs. He is concerned about the ‘atomising’ of collective action. He believes we need to maintain the strength of the organisations because there are times when we have to muscle up to issues.

3. Principal Leadership Centre (PLC)

Part of Tomorrow’s Schools review. Located within the Teaching Council.

What should it look like? Iona – TC will be the ‘brain’ of the PLC, but it should be broader than principalship, and MOE will be the ‘brawn’ – probably through contracted providers.

What should it look like? What are the must dos?

- Needs to be a bit removed from existing structures (e.g. NCSL in England). Maybe based at one of the universities (risk of this is that it is more than an academic role; on the other hand universities now are offering more practice-based programmes)
- A bit like the first time principals programme used to be – with residential options and in-school support, online programmes.
- David Stewart’s model was a good one: the Reflective Principal.
- Could sit under NZPF – needs a professional independent focus.
- Perry – cheapest option is to outsource the provision, likely with online/distance learning. A blended model of both face to face and distance options would be good.
- Teaching Council is not independent.
- Also need to be careful we are not adding on more work to our workload.

Send further ideas and feedback directly to Perry: perry@nzpf.ac.nz