

New Zealand Principals Federation
National Conference, Wellington 2015

Day One:

Denise Torrey NZPF President

What is the fundamental purpose of education now?

In many ways we are still trying to fit the new 21st century information age into an old 19th century industrial age model of education (refer Ken Robinson).

While skills, knowledge and values are still important, we also need to address the demands for collaboration, creativity and critical thinking. The is greater demand for personalised learning in order to achieve these demands, rather than standardising education.

Prof Angus MacFarlane, University of Canterbury

Nge Tapuwae o Mua, mo Muri - footsteps from the past to inform the present

The impact of colonisation of Maori was highly influential in maintaining a culturally deprived community.

Find out more about: [PB4L - Huakina Mai, Educultural Wheel \(curric folder\)](#), [Hikairo Tool \(assertive and warm\)](#), [Mary Morgan - American research into what makes a difference in culturally diverse rooms. Echoed in NZ research Kia Hiwa Ra! 2004](#)

Functions of teachers:

1. Instructional - instruction of content
2. Managerial - manage the process of teaching and learning
3. Listening to culture - be culturally responsive

Culturally responsive teachers use moderate language wisely, use eye contact, scan the room to manage engagement, confident and positive demeanor, share power in the room, uses different vernacular to make interactions clear.

Culturally responsive pedagogy is a disposition - it is a way of understanding educational principles and using the strategies to deliver learning to students

Qualities of a high achieveing Maori student

1. identity
2. relationships
3. wellbeing

4. humility
5. diligence
6. innovation
7. scholarship
8. values

Hekia Parata, Minister of Education

Education Council - recognizes that a career pathway clearly articulated defines us as a profession, including registration and vetting roles,

Differentiates between industrial and professional rights, without loss of either.

NCEA - stopped the rationing of educational success in NZ

Q. What is the epitome of a 21st century teacher? What PD should be provided in order to achieve it? How should it be delivered? And by whom?

MoE Priorities:

- IES
- transition
- 21st Century learning
- Special ed - alignment with targeted needs
- Review of legislation - Education Act
- review of funding

Cathy Wylie , NZCER

School self-management - strengths and challenges

Strengths:

- the school is framed as a community and serves its local community
- particularity is respected - staff not assigned by seniority or cost, but by their skill
- fertile ground to take the initiative to meet own needs
- understanding that change will not come unless the school sees a value in it - generally will not be imposed

Challenges:

- insularity
- isolation
- 're-invention of the wheel'
- expecting universal availability of capability =- everyone has what it takes to be the best and they will be available to us when we need them

- expecting individual schools to solve systemic issues

Intent of Tomorrows Schools 26 years ago:

...will lead to improved learning opportunities, ... sufficiently flexible and responsive to meet the particular needs of Maori students.' D.Lange

SYSTEM FAILURES will **not** be solved in individual schools.

Education systems need common purpose, frameworks, roles and relationships - all coherent, clearly articulated and defined

NZC is the key to strengthening the system - it requires consultation and agreement between school and local community, focuses on the whole learner and the development of the KCs, teacher inquiry practice (not just data driven, knowing what you want to achieve and looking for various measures to address progress and achievement in relation to those goals).

NZC needs to lead policy review in all areas of the MoE

Continue to focus on adult learning in order to improve outcomes for students - **need to explain to community that as they still have the belief that the teacher should always be in the classroom.**

Opportunities to participate in PLD to engage priority learner and families

Inquiry needs to be valued as a tool for improving student achievement - NOT simply an accountability task for appraisal

Chris Jansen, University of Canterbury

Leadership and Innovation

What exists in the system that is working well that can be leveraged to improve less successful areas??

NZ schools are good at collaboration, co-construction, partnership and collective impact.

Q. Is this the goal or the means to achieve the goal?

Leaders are in a position where they are wanting collective impact. Do we value efficiency or innovation??

Why do schools 'circle the wagons' to defend their own self-interest? What are the drivers of this behaviour? League tables, zoning, accountability, compliance

Schools need to understand both their context (local AND national) and how the BAU plan needs to reflect the change in context.

What causes context changes??

Internal

- property projects
- cultural diversity
- staffing
- roll growth
- transience

external

- curriculum
- technology
- demographics
- MOE initiatives or directives

Shifts requiring a change in our educational BAU:

- MLE
- MLP
- property projects
- transitioning students who have had a style of learning that promotes autonomy and agency through the school, and school system.

the illiterate of the 21st century will be those who cannot learn, unlearn and relearn.

Steve Maharey, Massey University

Education for the Future

What is the design of your classrooms, and how does this reflect the pedagogy and priorities for teachers?

Instruction vs Construction

the purpose of school could be

- transfer of accumulated knowledge, content presented in an ordered world
- developing the KCs and skills that are needed to be successful in a complex and disordered world

Our world is increasingly complex and disordered, constantly changing. We need performativity rather than content - how do you use that knowledge to solve existing problems?

The key drivers are:

- NZC
- effective teaching
- evidence based
- formative assessment as a priority
- school organisation
- engagement with community
- enabling technology
- strong leadership
- system of supportive services

Michael Barber UK - target and audit model of accountability and compliance, it must be measurable to be valued

Dr Peter Cammock, Director of the Leadership Lab

The Dance of Leadership

Leaders

- choose positivity over cynicism and negativity
- are open to what is happening or emerging

In stressful and difficult change we go back to competitive leadership structures that maximize compliance and accountability.

Will we perpetuate the patterns of the past vs accept the possibilities of an emerging future?

Management - managing and experting - plan, roster organise, budget, structure - command, control

Leadership - leading, envisioning and aligning, engage, motivate, inspire, commitment, positivity and innovation

You need to have a balance of both styles in order to be effective.

People want to make a meaningful difference, be recognised for what they do, build marketable skills and have fun. SO leaders need to assist them to do this.

Is the vision so bled-through so that any visitor can see it within 10 minutes of being there?

Are we good listeners??? Do we have empathy, space for disagreement, acceptance of an emerging truth?

The success depends on the interior condition of the leader

Interior condition:

1. waking up - demonstrate mindfulness and attention
2. standing up - have courageous conversations, there is no rescue on the way
3. making choices - choosing happiness and meaning

If we can experience 3 positive events for every 1 dose of negativity, then we can sustain happiness and flourish. (3:1)

Choosing happiness:

- physical activity
- mindfulness meditation
- conscious assessment of emotions and thoughts
- be grateful and appreciative
- maintain personal relationships and prioritise family
- have a life outside of work, that fills our soul

Choosing meaning:

- passion + purpose = calling
- what are the gifts that come to you from your work?

Are you still connected to the task, with a sense of purpose and contribution?
What is the next step that excites and energises you?

Day Two:

Prof Michael Fullan, University of Toronto

Convergence for Moving Forward

"If you want to understand something, try changing it." Leeuwen

Focus - small number of ambitious goals

Capacity building - leadership, pedagogy, assessment

"Use the group to change the group."

When people within the system can articulate the change then it is embedded. (not just the leaders)

High performing organisations never imitated others success but learned from it.

"Leadership from the middle" - initiatives and systemic change is effectively implemented from the middle ie networks rather than govt or schools.

The Essentials of Effective Collaboration

- developing high trust relationships
- focusses on ambitious student outcomes
- continuously improving instructional practice of collaborative inquiry
- using deliberate leadership and skilled facilitation using flat leadership model
- freq interacting and learning inwards
- connecting outwards to learn from others
- forming new partnerships with students, tchrs and families
- securing adequate resources to sustain the work.

(Resource - tki videos re-Manaiakalani)

IES - voluntary but inevitable

'Faultlines' in collaborative networks:

- superficial interactions
- leadership capacity
- achievement challenge not specific
- use of data
- how deep is the work - innovation or continuous improvement
- getting better at it/Support
- lack of systemness identity - can people identify with the bigger problem rather than their own part of it.
- Ministry capacity / Getting it wrong

Change leadership priorities

- ability to innovate and implement (not cont improvement)
- ability to surround themselves with a talented team
- collaboration
- ability to manage to outcomes - goal driven

Wrong drivers for collaborative change

- external accountability
- individualisation
- digital
- ad hoc policies

Right drivers for collaborative change

- internal accountability
- collaboration

- pedagogy
- systemness

No amount of external accountability will change practice in the absence of internal accountability - self and collective responsibility.

Quality Change Processes: All effective change processes shape and reshape quality ideas as they develop capacity and ownership with members.

Professional Capital:

- human capital - quality of the individual
- social capital - quality of the group
- decisional capital - quality of expert decisions (assessment, analysis of data, pedagogical choices)

The best results came from schools with high social capital, even if the human capital is varied.

Collaborative Expertise (Hattie)

- shift the narrative - talk about what is effective
- secure agreement - set time limit
- expect a years worth of growth
- develop assessment tools to provide feedback
- know thy impact
- ensure teachers have expert knowledge

The New Pedagogy:

- A new learning partnership between and amongst students, teachers and families
- Exciting innovative learning experiences - irresistibly engaging, elegantly efficient, technologically ubiquitous 24/7, steeped in real life problem solving
- Student centered - my learning, aspirations, belonging
- 6Cs - critical thinking, citizenship, character, collaboration, communication, creativity (Ethical Entrepreneurship)

Prof Meg McGuire, Kings College, London

At the Centre of the Storm - educational reform in the UK

Every insight includes its own type of blindness.

Reforms constructed around

1. market driven approach - choice, competition, accountability, testing

2. deconstructing the importance and value of public education - discourse of derision, demonises unsupported pedagogies

Successful use of media to publicize the emergence of a crisis within education, requiring immediate change at a national policy level, ensures public support for change. The intent is to undermine the system until people ask for change, then there is a mandate.

Michael Rosen - monthly letter to Min of Ed UK in The Guardian.

Prof Alma Harris, Institute of Education, London

Questioning 'High Performance'

Essential Components of a high performing education system

Three factors important in educational reform

- Context - look beyond the data and seek deeper explanations
- Change - focus on the right things not the latest things
- Connections - real potential for improvement lies within the system

High performance = success for every child in every setting

Reforms need to connect with classroom practice to be effective

High Performance is relative - not absolute.

Issues impacting on High Performance:

- diversity
- inclusion / special needs
- exclusion
- quality of higher education
- competing evidence
- **context**

Don't let the measures become the target.

The quality of leadership is the key determinant of improved school and system performance.

principal leadership effect - significant but indirect

teacher leadership effect - significant AND direct

What type of leadership matters most in schools?

- focus on larger goals
- ambitious for their institution - not themselves
- widely distribute leadership

- channel ego-needs away from themselves

True leaders don't create followers; they create more leaders

Sustaining improvement is significantly harder than making change.

Tower Hamlet - significant improvement in a short period of time by networking and collaborating

Collaboration with impact requires support and capacity building, is formed for a specific purpose and has fluid membership depending on the task and roles required.

almaharris.com

Day Three:

Workshop - Alma Harris and Michelle Jones

Thinking Differently about Professional Collaboration - building teacher capacity
Networks need to have a model to be effective - other wise they are empty and ineffective.

- Q. How are the voices of teachers/students heard in networks?
- Q. How do you identify a true collective goal?
- Q. How do you capture the impact of the actions?
- Q. What are the 'rules of engagement' for working together?
- Q. What sort of funding/resourcing needs to be allocated?
- Q. How do you sustain the momentum and success over time?

Remember - the process is more important than the outcome.
We need to focus on the learner first and the teacher second.

Effective Professional Learning (Harris and Jones 2012)

1. starts with the end in mind- what is the overall desired outcome? How will things be different in a year's time?
2. focuses on change that leads to improved learning outcomes
3. evaluates outcomes at multiple levels and in multiple ways
4. tracks changes over time - short, medium and long term
5. looks for trends and patterns

Professional Collaboration WITHIN schools

- enable teachers to reflect upon their own learning as educators in order to improve their own practice and the practice of others.

Authentic PLCs are:

- data informed
- collaborative
- distributed leadership (will need someone to facilitate but leadership can move around team as strengths are identified)
- focused on improving pedagogy
- inquiry driven
- reflective (double loop learning - dont just accept the first answer that is suggested, be critical)

PL needs to connect to students learning

Use MULTIPLE SOURCES OF DATA to decide on goal/outcome

There are many strategies to gather data / information for PLs, implemented over multiple cycles of change and evaluated for impact.

Share models of collaboration with teachers, agree on a model for our school and then invite people to join based on passion.

If the network is a cultural activity - there will be shared leadership.

Disciplined collaboration model

<http://www.aitsl.edu.au/professional-growth/insight/disciplined-collaboration-in-professional-learning>

1. implementation - actions, strategies, external expertise, success criteria
2. innovation - new pedagogies, changes in practice, double loop learning
3. impact - measurable changes, student outcomes, professional learning, policy and practice

Distributed Leadership is realised in PLC teams in each school, feeding back to the PL leadership

Australian Model for prof learning communitites

<http://www.aitsl.edu.au/professional-growth/australian-charter-for-the-professional-learning-of-teachers-and-school-leaders>

Barriers to Connecting - brainstorm with teachers to isolate the issues and find strategies to mitigate them

Article

<http://learning.gov.wales/docs/learningwales/publications/130830-plc-guidance-en.pdf>

Diane Ravitch, USA

What drags down student achievement is poverty.

Holistic education cannot be reduced to test results so is dropped from schools to allow time to focus on test-taking and revision.

95% of SN students fail the grade 3 test

97% of ESOL students fail the grade 3 test

Whoever controls the narrative, controls the public mind and opinion.

Privatisation of public education - carrots, sticks and technology

1. incentivise teachers - performance pay
2. sanction teachers - meet targets or lose job
3. reduce costs - employ unqualified staff, fewer subjects offered,
4. restructure staffing- don't encourage or reward prof learning, create a roll-over of cheaper inexperienced teachers, ban unions
5. replace face-to-face teachers with virtual learning via online courses.
6. use data to evaluate teacher performance using invalid testing - attributed testing, value-added testing (VAM), ECE testing, BMI testing, Fitness testing,
7. control the roll - enrol only students without issues and keep cohorts fenced. (accept no transition students in case they lower the results)

Portfolio model - consider the schools as a stock portfolio so drop the 'low performing' stock, close and replace by privately managed schools.

Significant decrease in the potential workforce impacting on supply of qualified staff, justifying non-qualified staff in rooms

ACTIONS for change:

The Opt-Out movement - parents refuse to let the children take the standardised tests, minimising the ability of state to privatise public education. (grass-roots parent action via social media)

Sweden and Chile - bot have privatised education with disastrous results.

The business sector should support education professionals in doing their task, not replacing them.

Education Inc - documentary

Rising above the mark - documentary

dianeravitch.net

Phil O'Reilly, Employers Federation

The Business lens of Tomorrow

NZs future

- globally connected; asia, africa (rising markets)
- friends with everyone - lack of hard power so effective in soft power
- high value, niche markets - rocket science, technology, science, research, movies
- more than just a farm for the world - role of agriculture, diversification of business
- still small and distant - even with internet and tech we still need to have face-to-face contact with business partners
- high quality institutions - government, police, judicial, border control, education - least corrupt country in the world

Implications for NZ

- not just about Asia - Indonesia, Europe, Latin America, Africa, Middle East
- resilience and connections will matter - relationship skills
- NZs society will change - demographics, need to be deliberate about how to approach and include new groups in NZ
- Challenges to social coherence and institutions
- business increasingly engaged in social issues

Implications for the Education System

- work-ready skills vital - literacy, numeracy and ICT
- hard and soft skills - soft skills (KCs) are most important as hard skills specific to the job can be taught
- STEM - science, engineering, technology, maths
- all on board - everyone needs to be successful, addressing poverty and inequality
- a world class education system for NZ - identify what works for us and use this as a model for improvement
- business and education in it together

Dame Diane Roberston, Auckland City Mission

285,000 children live in poverty in NZ

Family of 4, over 2 weeks sees 45 agencies - with no change to their situation - providing duplicate services with little or not communication between agencies.

What are the barriers to moving out of poverty?

- accessing food (40-50 hours per week)
- relationships with multiple agencies

What stops a child from learning?

- hunger, lack of food - embarrassment over receiving food programmes

- moving from house to house and school to school
- social exclusion
- lack of money for fees, trips etc
- poor health
- fear

Poverty reduces cognitive function

Scarcity of resources creates panic, stress and prioritising, and reduces cognitive function

The context of poverty (hunger and cold) reduced IQ by 13 points.

Irony - education is a way out of poverty BUT poverty stops participation in education

Many of the interventions we currently use keep families in poverty.

Simple steps to removing poverty

- every child needs a healthy home
- every child gets adequate food
- debt consolidation for those in poverty

Jennifer Garvey-Berger, Cultivating leadership

Most people have a preference for action but some can change the way they approach a problem if they are aware of different approaches/strategies.

so how do we do things in preparation for an unpredictable world when we have no contextual experience or knowledge to draw from.

When we have limited understanding of what the gaps might be, we need to focus on the system rather than the outcome.

It is like driving forward while only using the rear view mirror.

if you cant know the future and the future is not predictable by the past, you need to pay close attention to the right now. You need to ask clever questions that identify other pathways.

What stories are people telling you about the school now? What do people NOT talk about? Which people in the school community are you not listening to or learning from well enough?

What might you learn if you listened to even the annoying people?

Out of tension can come great harmony (piano analogy).

We need to speak to the people we wouldn't normally speak to to get new ideas and understandings by:

- Identifying common ground and shared goals
- Unpacking misunderstandings

In order to be experimental with innovative practice, we need the right context. People are less likely to innovate and take risks if the process / outcomes are high stakes.

How do we celebrate failure as a pathway to finding new solutions?