

## **NZPF President's Speech - Moot 2024**

*Tū tonu te reo korōria ki te wāhi ngaro, te mātāpuna o nga mea katoa  
ki te hunga kua ngū i te mate, haere atu rā*

*E nga mana, e nga tapu o te whēnua e tū nei āhau, koutou e korowai nei i a  
tātou i raro i ō tūpuna me nga taonga tuku iho a ō mātua, tēnā koutou katoa.*

*E ngā mana, e nga reo, e ngā karangatanga maha ō ngā hau e whā, e ngā  
pātaka ō ngā taonga tuku iho, tēnā koutou katoa.*

*Ko Orowhana toku maunga.*

*Ko Rangaheke toku awa.*

*Ko Mamari toku waka*

*Ko Te Rarawa toku iwi.*

*Ko Ngati Kuri toku hapu*

*Te uri o Hapakuku Ruia*

*Ko Manukau toku marae.*

*Ko ahau te Tumuaki o Manaia View*

*Ko ahau te Manukura o Nga Tumuaki o Aotearoa*

*Ko Leanne Otene Ahau.*

*No Reira*

*Tena Koutou, Tena Koutou, Tena Koutou Katoa*

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Welcome to our 2024 Moot.

First I want to acknowledge the Minister of Education, Hon Erica Stanford who will be joining us today via a video recording, because she has a prior engagement in Gisborne. Traditionally, we look forward to a Q and A session

with the Minister. We can't do that this year, so instead, we have sent her a few advance questions to address in her recording. We look forward to listening to the Minister after my address.

I also want to welcome our special guests.

First a warm welcome to Julian Wilcox, who will be our MC today. Julian is of Ngāpuhi & Te Arawa descent and is an award winning broadcaster and former television executive. Maori TV watchers will know that Julian was also one of the founding members of Maori TV. It is a great pleasure to have you as our MC today. Tena Koe Julian

And a very warm welcome to Damon Ritai the Deputy National Coordinator at Te Arahou o Aotearoa - Māori Achievement Collaborations. Tena koe Damon and thank you for leading us in our opening karakia this morning.

Our guest speaker today is Bali Haque. If you don't remember Bali as Principal of Tamatea High School, Rosehill College, or Pakuranga College in the early 2000s, then you might remember him as the Deputy Chief Executive of the qualifications division of NZQA from 2006 to 2011. And if that doesn't ring a bell, you will certainly remember that Bali Chaired the Independent Taskforce which reviewed the *Tomorrow's Schools* policy in 2018. Bali was unafraid to speak out on the findings of the Taskforce including that under our devolved system, there were few incentives for schools to collaborate and the system itself creates inequalities both within and between schools.

Bali, we much look forward to hearing your thoughts on where our education system is at today and how we might face the challenges ahead. A very warm welcome to you, Bali.

I also welcome Bruce Jepson, Te Akatea Māori Principals' President, Tena koe Bruce; and Saane Faafo Oldehaver, the Pasifika Principals President, Talofa

Lava Saane. We value your attendance and korero at our Moot and look forward to hearing from you both later today.

And a warm welcome to our partners, The Ministry of Education, NZCER, NZSBA, the Teachers Council and ERO. Thank you for your mahi and thank you for your willingness to work with us to strengthen the quality of school leadership and therefore, the quality of education for our tamariki.

I said this last year, but I feel its worth mentioning again, NZPF sits at your decision making tables - not to warm a seat - but to provide valuable insight and advice from our sector. We want you, our partners, to understand that collaboration is not just about hearing our views but taking heed of them. NZPF is the most influential advocate for NZ Principals.

Our demographics show that we have a strong membership across all sectors. We are committed partners and, as such, we offer our views freely with one aim in mind – to have a shared roadmap – to ensure our Tamariki have the very best opportunities of success.

I welcome our Sector Partners, NZEI, PPTA, SPANZ, Catholic Schools, Special Schools, Rural Schools and NZAIMS. NZPF values the relationships we have with you individually and collectively. I look, for example, to the collective action we took on the recent threat to the food in schools programme and how much more effective we can be when we work together. Nga mihi.

And a very warm welcome to all of you - the Presidents of our Regional Associations - who have travelled from every corner of NZ to be here today.

I see you! I look out and see strong leaders of teaching and learning.

I see the mentors and coaches of aspiring and beginning Principals.

I see principals who provide vital connections for Principals.

I see wisdom and experience.

I see the importance and care you place on the support and wellbeing of others.

But most of all I see the passion and undeniable determination to lead - so that the aspirations and potential of our young people can be realised.

Thank you. Thank you for taking care of the principals in your regions.

When we hear the words 'Principals supporting Principals' we all pay attention. It's a phrase that makes us feel confident. Whatever it refers to, we know that it will be credible, relevant, trustworthy, and have our collective support.

There is no better example of 'Principals supporting Principals' than all of you here today, representing your regional principals' associations.

Whilst continuing to lead your own schools, you provide an organisation through which your local principals can develop and learn, be supported professionally, socialise, and network.

Collectively, you are also the advisory and the beating heart of our own NZPF. Thank you for the work you do on behalf of principals and thank you for the work you do for NZPF.

Your feedback is critical to our work and the recent survey we sent you on the new government policies is a good example of how you support and shape our advocacy work through your feedback.

You make us strong and give us confidence, just as you give confidence and strength to the principals in your region. Nga mihi kia koutou.

I can think of many other examples of leadership enhancement that are 'Principals supporting Principals'

One of these is the Māori Achievement Collaboratives – the MACs. This strongly endorsed, culturally transforming Kaupapa changes hearts and minds, leading principals to understand, accept and adopt a Māori World View in their schools.

Principals transform their Kura into places where rangitahi see their indigenous culture reflected, where te reo is visible and audible, where Māori artefacts are prominent and valued and where Māori tikanga is practised and normalised. In a time, when the Te Tiriti o Waitangi is being challenged we must remain steadfast to continue to embed Te Tiriti into our education programmes. Future generations will judge us on our stance today.

The MAC Kaupapa has been successfully transforming school leaders for ten years and does it all through principals, who guided by their facilitators are part of learning collaborations.

Despite the unquestionable quality of this Kaupapa, it is strengthened because it is based on Principals supporting Principals'. We must continue to support MAC to ensure it continues to support future Principals.

I want to now focus on the goals we have set ourselves for the year, that draw on the strength of that phrase – Principals supporting Principals.

Right now, we face several Challenges which I believe we can collectively turn into Opportunities. They include the new Government policies for education and how best to support principal leadership.

The new Government has so far announced three new policies. These are 'Cell phones away' 'One hour of reading, writing and maths a day' and the 'Reintroduction of Charter schools'.

I will not talk about Charter schools today but will share an observation with you.

I was in a meeting recently and met the man who prepared the legislation to enable charter schools in 2011. He was the same man who was responsible for undoing that legislation in 2017.

I'm not sure if he will be the same man putting Charter schools back into legislation again, but I think you will agree - this is a really good example of why, at last year's Moot you collectively called for a cross-party approach to setting education policy.

Results of the recent survey we sent you tells me that 86% of you continue to support that position and for good reason.

The scandalous waste of effort and money invested in Charter schools over the past 13 years is outrageous and a perfect example of why we need a cross-party approach to education policy setting. Until we have a strategic plan that last longer than a Government term we will continue to face changes regularly and never be given the chance to embed.

The 'cell phones away' policy has been less contentious, and I will not spend time on this initiative today either. Most principals are accepting of the policy,

provided there are exceptions for special circumstances. The Minister recognises this and agrees.

The more challenging regulation is the Government's third announcement which requires the teaching of Reading, Writing and Maths for one hour a day. Whilst it is widely accepted that we are already doing the 1 hour a day of the 3hr's it is the what we are teaching and the how that may become the challenge.

You will recall that at the start of the year we invited you to examine any new Government policies through the lens of the six principles we agreed at last year's Moot. A copy of this is in your Moot Folder and I encourage you to refer to this in our later sessions this afternoon.

Your survey feedback tells us that just under half of you do not think that one hour each of reading, writing and maths will help give effect to the Treaty of Waitangi and just over half of you do not think it will achieve equity of learning outcomes.

A whopping 93% of you say the policy was not agreed in consultation with the sector. Talking with a selected few does not constitute consultation with the sector.

Only 7% of you thought it would be adequately resourced, but so far that is essentially unknown.

Half of you said the policy was not designed to prepare young people for the future world of work.

And half of you disagreed that it would help inclusiveness or help you deliver a culturally appropriate programme.

So, overall, this policy has not lived up to the principles that we all agreed on.

The Minister has been quite clear that she would prefer that all schools use just one form of assessment for reading, writing and maths.

80% of you disagree with that. She also believes that having a single assessment tool for every school will bring consistency of teaching across all types of schools but half of you are not convinced of that either.

The Minister says we need more data to tell us where to improve and about half of you agree with that.

Another goal of the Minister is to lift our achievement results as a country to be in the top 10 countries of the OECD. Just less than half of you agree with that, and about the same number have no opinion.

Your feedback is also split on introducing structured literacy and mastery in maths which the Minister is keen to introduce.

There is hardly any dissension however on reinstating a Curriculum Advisory Centre and ensuring a sustainable workforce.

And when it comes to wanting equitable PLD opportunities and maintaining a balanced curriculum you are 100% in unison.

This afternoon we will be looking at challenges and opportunities.

Your survey feedback will help steer that and I encourage you to discuss the varying perspectives.

Other Issues that you might also debate include:



**The first is Sustaining our workforce.** There are principal vacancies right now that are showing no signs of being filled.

I am not going to use the 'crisis' word today but if systemic changes are not made soon, we could well be using the 'crisis' word in the very near future.

The principal workforce is losing experienced leaders. There are about 860 new principals and over 40% of them work in small schools.

Nearly half of those new principals, who are one or two years into the job, intend to leave the role within the next five years.

So why is this? Why are we losing experienced principals and why are less experienced principals not intending to stay?

These are questions that I hope you will consider carefully when we move into our afternoon session.

### **The second is Attendance**

When we talk of irregular attendance, we are talking about our most vulnerable akonga.

I want to make my position absolutely clear. Punishing further, the families of our irregular attenders - the most vulnerable families in our society, cannot be tolerated.

I find the idea of penalising these families, through a fine system, despicable. And who does the Attendance Minister think will be delivering these fines? Who will be supplying the data which identifies these families? Our schools!

We do everything possible to build strong, trusting relationships with our families, and we should never be put in a position that could destroy that trust. This policy

has to go!. There must be a better way and I'd like you to discuss that this afternoon.

And lastly, equity. Our country's equity gap has bloated. We now have one of the biggest equity gaps in the OECD. As poverty increases, so does family food insecurity, so does housing security and so does the gap between our highest and lowest achievers.

This Government needs to attack poverty, not the poor!

Poverty is the breeding place of inequities and yet the **Ka Ora Ka Ako - Food in Schools is in jeopardy.**

NZPF has issued a media release and joined our sector partners to publicly express our opposition to the proposed 50% reduction in funding of Ka Ora Ka Ako.

You will easily recognise that this issue is closely linked to the Attendance issue. The Ka Ora Ka Ako funding must be continued and expanded!

Where is the logic in asking schools to lift achievement and at the same time reducing access to Food in Schools? Starving kids focus only on their hunger. The greatest teacher in the world won't engage kids in reading and maths when all they can think about is their rumbling tummy!

This policy also must go!

Our last session of the day will be how to turn these and other challenges you identify today, into opportunities, Principals supporting Principals', and I welcome any suggestions for action.

And now leadership. Principal Leadership is NZPF Primary strategic focus for 2024. How can we best support Principal Leadership?

Research evidence shows that after classroom teaching, the quality of principalship has the biggest influence on learner outcomes.

To have high quality principals means high quality principal support and professional development.

It means having a clearly supported pathway to leadership and thorough training in the principal's role before ever applying for the job.

I have already pointed out that we are struggling to keep experienced principals and new ones are not intending to stay.

One reason is that principal leadership support and professional development has been neglected for decades.

First, we are one of the very few countries in the ICP membership or the OECD that does not have a dedicated Leadership Centre with a Leadership framework. NZPF has identified ten aspects of a framework that a Principal Leadership Centre could focus on. We have shared this with the Minister and the Ministry.

The Tomorrows Schools Review recommended a Leadership Centre be established back in 2018, but it never materialised.

Recent research undertaken by ERO found – and I quote:

“We found that leadership experience before becoming a principal makes a difference, but there are no clear or recommended pathways for new and aspiring principals to gain the experience they need. Development and support helps, but there are still areas of the role in which new principals feel unprepared, and where they are not confident to carry out their responsibilities once in the role.”

So what supports do we have for school leadership right now?

There is support for Beginning Principals through Evaluation Associates and Te Akatea has programmes to support both Aspiring and Beginning Māori Principals. These programmes are valued.

PLD generally is a hotchpotch of uncoordinated offerings. Ministry supported PLD is Ministry endorsed but there is no such process for private providers. Principals have no idea of the quality of the private programmes on offer.

We have an excellent cohort of 22 seconded school principals in the Ministry who are working as Leadership Advisors and provide a valuable service to any principals who seek their support and advice.

Feedback from principals they work with is that this service is immensely helpful and principals form respectful, trusting relationships with the Advisors very quickly – because the Advisors are principals too. This service is “Principals supporting Principals” and we appreciate the support of the Ministry Of Education Principal Leadership Team for their continued development of this service. Nga mihi Yolanda and Tim.

The Ministry's leadership advisory Team have also developed a principal induction programme, which is currently being rolled out throughout the country. We celebrate the first formal induction programme for all Principals who are starting in a new school. We called for this last year and the Ministry have delivered - nga mihi. Early feedback from the pilot is that principals being appointed to first or new schools find the process helpful when settling in. All of this is being done with ongoing consultation with NZPF and Sector Leaders. This is an example whereby when you work with the sector, you get it right.

The principal eligibility criteria is another project underway and as yet has not been formalised. We would expect that we will be consulted on any changes proposed.

We have been discussing ways that with the Chief Leadership Advisor, we could plan an accreditation service for all PLD and provide a transparent PLD framework for principals to access. That way principals will know what PLD offerings have been accredited and are of good quality.


What we lack, and which jurisdictions across the world offer, is a Centre within which to build a framework and coordinate all leadership support and advisory services and accredit all PLD offerings. This is also an area we are discussing with both the Minister and the Ministry.

In our favour is that the Minister agrees with us on Principal leadership. She firmly believes that Principals have the single most powerful influence on the achievement of our young people and must be better supported.

The Leadership Centre is achievable if we build on the services already in existence. NZPF has pledged its support for establishing such a Centre and is committed to working alongside the Ministry of Education to make this a reality. You will hear more about NZPF's proposed road map to sustainable Leadership through our Principal Matters Bulletin. It won't happen overnight but we are advocating strongly for actions under each signpost and working with the Ministry to see how this can be achieved..

In closing:

Our Moot is always well supported and today is no different. We are delighted to have you all here, and eagerly look forward to respectful, healthy debate and then hearing your ideas. Remember...Every challenge, every adversity, contains within it the seeds of opportunity and growth.



As Leaders of Learning in Aotearoa New Zealand, we bear the responsibility of shaping a positive future for our students. They rely on us to be their advocates and champions. The solutions we seek are within our grasp, within this very room. We need to confront the challenges head-on, but let us also seize the opportunity to pave a path forward. Our legacy, as leaders, will be measured by the actions we take. Let us rise to the occasion and create a roadmap towards opportunity, knowing that future generations of Principals will judge us by the impact we leave behind.

*Nō reira, tēnā koutou tēnā koutou tēnā koutou katoa*