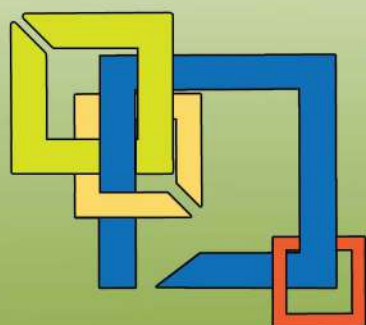


ICP



Edition 2
August 2019



LINKING LEADERS MAGAZINE



CONTENTS



ACROSS THE GLOBE:
LEADING, LINKING, LEARNING

PRESIDENT'S UPDATE - ALTA VAN HEERDEN	PAGE 2
FINDING YOUR LEADERSHIP EDGE - MICHELLE GIBBINGS	PAGE 4
PRINCIPAL HEALTH AND WELLBEING: WHAT IS HAPPENING AROUND THE WORLD? - PHIL RILEY	PAGE 5
FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION - PETER KENT	PAGE 7
IMPERFECT LEADERSHIP - STEVE MUNBY	PAGE 9
ICP INVITED TO ATTEND THE OECD	PAGE 10
ICP COUNCIL 2020, ACCRA, GHANA	PAGE 11
ICP CONVENTION 2021, TORONTO CANADA	PAGE 12
INEQUITIES IN NEW ZEALAND'S EDUCATION OUTCOMES TODAY - WHETU CORMICK,	PAGE 13

PRESIDENT'S UPDATE

The ICP's 14th Biennial Convention is now just two months away and all the planning of our hosts, the National Training Centre for Senior Secondary Principals (NTCSSP), and ICP executive members, over the past months is slowly but surely coming together. All this careful preparation will create unforgettable professional development opportunities, collegial moments and cultural experiences that ICP members have become accustomed to at conventions.

The convention programme is available on the ICP website (www.icponline.org) under the sub-heading, 'conventions', where information about featured speakers can also be found. Today's newsletter provides a brief synopsis of the presentations of two of the featured speakers at the convention, which will hopefully confirm the high expectations we have of this convention.

As a large delegation (about 1000) of Chinese principals is expected at this convention, concurrently run workshop presentations will be in Chinese and English. These workshops will be open to all delegates, as provision will be made for translation in either of the two languages.

I trust that you have encouraged your members to join colleagues from across the globe in Shanghai. Regarded as the 'showpiece' of the booming economy of mainland China, Shanghai will certainly offer you a mixture of traditional Chinese culture and modern day splendour, with many interesting landmarks. The history of ICP indicates that ICP conventions are seldom held twice in the same city and if it is, it usually takes a decade or more for this to happen. So don't miss this great opportunity to participate in this amazing event to experience a different but unique culture, make lasting connections and at the same time, grow professionally!

Delegated executive members of ICP member associations are urged to register for the council meeting and are encouraged to visit the ICP website to access the latest council agenda. In preparation for this meeting and to ensure that deliberations are productive, please complete the survey <https://www.surveymonkey.com/r/WCQ5YY3> sent to you at your earliest convenience and familiarize yourself with the ICP strategic plan.

On behalf of the ICP Executive and the East China Normal University staff, I wish you a safe trip to China and an enjoyable experience.

Alta van Heerden
ICP President



**CONNECTING LEADERS
CREATING THE FUTURE**

2019 INTERNATIONAL CONFEDERATION OF PRINCIPALS CONVENTION

23 - 25 OCTOBER 2019

**EAST CHINA NORMAL UNIVERSITY,
SHANGHAI, CHINA**

**ONLINE REGISTRATION PORTAL,
18 DECEMBER 2018 - 30 SEPTEMBER 2019.**

<https://gems.eventsair.com/icp2019/online-registration>

<https://gems.eventsair.com/icp2019>

INVITED SPEAKERS

**JACK MA
MICHELLE GIBBINS
STEVE MUNBY
VICKI PHILLIPS
GAVIN FISH**

**PROF. YONG ZHAO
ANDREAS SCHLEICHER
EMERITUS PROF. MARK BRAY
DR. MELODIE DE JAGER
DR. FIONA FORBES**



Finding your Leadership Edge

Michelle Gibbings

With thousands of books written on leadership, and many hundreds of leadership models it would be easy to think that leaders would have the concept of leadership nailed.

In 2017, a landmark study on the State of Australian Leadership by the Centre for Workplace Leadership found there's significant room for improvement.

This comprehensive study found, for example, that workplaces are underperforming with more than 40% of workplaces not meeting their performance targets for ROI and profitability. They are also not getting the basics right in terms of fundamentals such as performance monitoring, target setting and appropriate use of incentives.

At the same time, the world is getting more, not less, complex as it operates in the time of what the World Economic Forum has called the fourth industrial revolution.

With this rapid pace of change, we have entered the world of non-linear learning. A world where students have access to thousands of teachers and content sources via the internet. A world where students are being prepared for a working world that their teachers haven't experienced, and one where we can't divide life into 'learning' and 'working' phases because the two will be blended.

This has flow on implications for leaders of educators.

To be successful, leaders need to be ready to confront the challenges of this rapidly changing world by finding their leadership edge.

It starts with three key steps:

1. Awareness – of themselves, others and the environment in which they are working and leading
2. Acceptance – of what they can and can't change or influence, and recognition of the impact they have on those around them
3. Adaptation – a willingness to change and adapt aspects of their leadership style

Build awareness

It starts with the leader being willing to look at what needs to change in them – before seeking to change others. This includes building awareness of their leadership style and derailers.

Harvard Professors, Robert Kegan and Lisa Lahey, who have studied why many crucial change efforts fail, found that one of the core problems is the gap between what is required and a leader's own level of development.

As they state in their book, *Immunity to Change*: "...it may be nearly impossible for us to bring about any important change in a system or organisation without changing ourselves (at least somewhat) ...".

As they state in their book, *Immunity to Change*: "...it may be nearly impossible for us to bring about any important change in a system or organisation without changing ourselves (at least somewhat) ...".

Generate acceptance

We are told that leaders need to be visionary, certain and clear. They can have no doubt, need to have the answers, and never show vulnerability.

In a world that's changing it's impossible to have all the answers.

To be comfortable to move one step closer to their leadership edge, leaders need to recognise that some of these old paradigms about what it means to be a leader will no longer serve them.

They need to work out which rules they need to ditch, reshape and keep so they are ready to lead themselves and their team into the future.

Start adapting

Leadership is about choice. Leaders have choices every day about how they lead and what they learn. These choices either create a culture of denial and exclusion, or an environment of opportunity and inclusion – for both them and their team.

When a leader stops trying to be the leader they 'should' be and starts learning to be the leader they 'could' be they will find their unique leadership style.

From there, they can step up each day to find their learning and leadership edge, which keeps changing as they advance and evolve.

Michelle Gibbings is a change leadership and career expert and founder of Change Meridian. Michelle works with leaders and teams to help them get fit for the future of work. She is the Author of 'Step Up: How to Build Your Influence at Work' and 'Career Leap: How to Reinvent and Liberate your Career'.

For more information:

www.michellegibbings.com or contact michelle@michellegibbings.com.



IMPERFECT LEADERSHIP

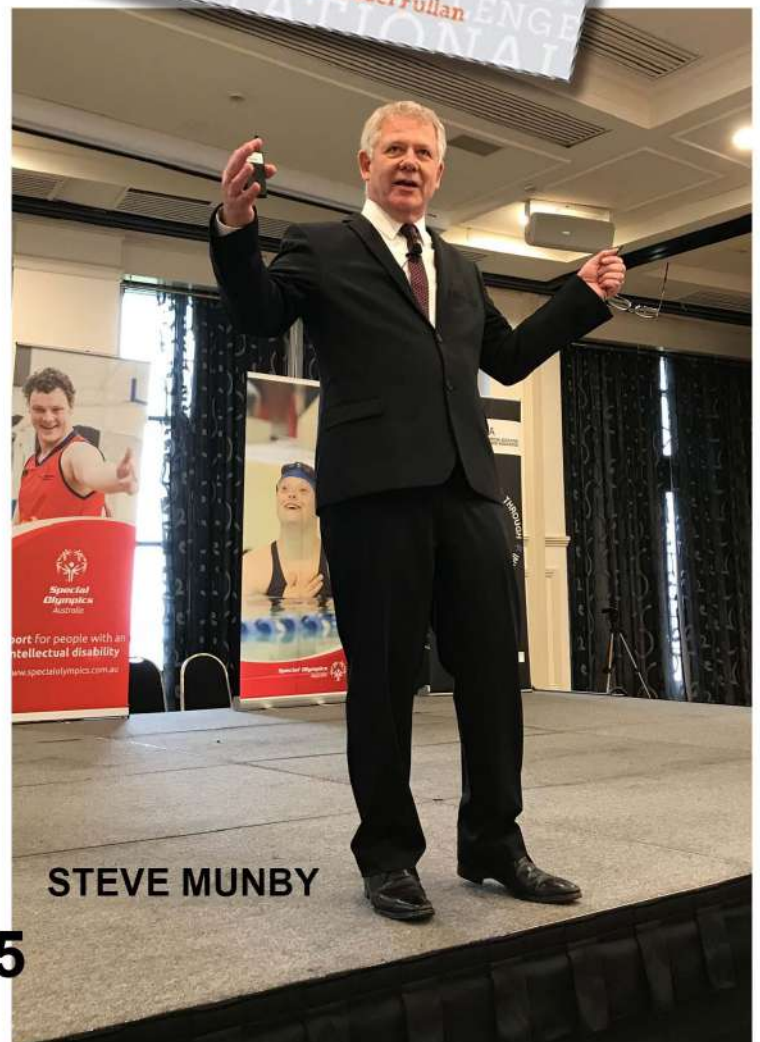
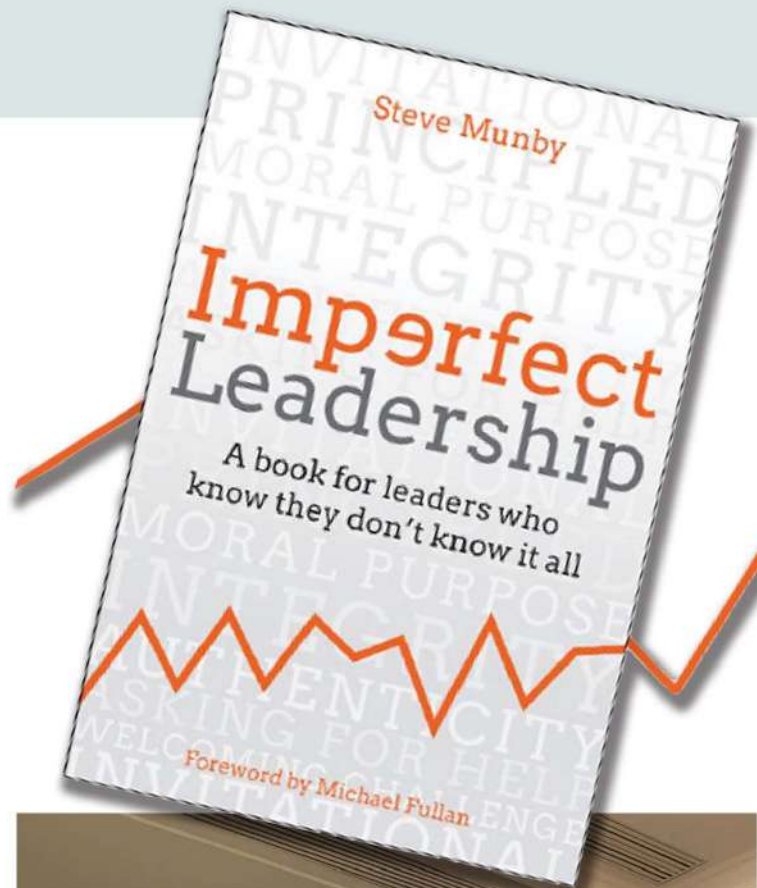
STEVE MUNBY



After 17 years of leading three large and complex organisations, Steve Munby has come to the conclusion that “Imperfect” is one of the best terms he can think of to describe his own leadership. This is not something about which he is ashamed. On the contrary, he believes that imperfect leadership should be celebrated. Too often we are given examples of leaders who are put on some kind of pedestal – super-hero leaders, leaders who have it all worked out, who are hugely successful and so good at what they do that nobody else can come close. But the notion that a leader needs to be good at all aspects of leadership is not only unrealistic, it is also bad for the mental and physical health of leaders. It does our heads in – and our bodies too sometimes. Moreover, if we think that we have to be perfect as leaders then we will fail to empower our colleagues because we will have to prove that we are the best at everything. Finally, the idea of perfect leadership will do nothing to attract new people into leadership. They will think that they have to be the finished product before they can apply and as a result the organisation may miss out on appointing talented leaders.

Using examples from his work with education systems and with schools from around the world as well as from his education leadership roles in the UK, Steve Munby’s keynote speech will consider the positive strengths of imperfect leadership and why it is so important that school principals, and leaders at local and at national level, acknowledge and celebrate the fact that they are imperfect leaders.

Steve Munby’s new book “Imperfect Leadership - a book for leaders who know they don’t know it all” is now available.



STEVE MUNBY

PRINCIPAL HEALTH AND WELLBEING:

What is happening around the world?

Phil Riley, Deakin University

A lot has been happening around the world to promote principal health and wellbeing since my last report to the ICP. The Australian and New Zealand surveys continued in 2018 and are about to commence again for the 2019 academic year. That will constitute nine waves of data collection in Australia and four in New Zealand so far, and approximately 50% of principals in each country taking part. This year we added Finland to the pool of countries undertaking the survey, in conjunction with SureFire, their national principals association and I am about to meet with our newest colleagues at the University of Helsinki to help with the analysis of the data. These results will be very interesting to compare with our current data.

Media attention grows every year. For example, in Australia the 2018 survey results generated 629 stories broadcast on radio and television reaching an audience of 11.1 million people locally (44% of the population) and 53.1 million on-line.

Sadly, the media interest focussed on the offensive behaviour which has been trending up in all countries since the survey began in 2011. Less attention has been paid to the more insidious problem of workload. In both Australia and New Zealand 99% of principals are working dangerously long hours every week. They rate this as their most significant stressor and their second highest stressor is “not enough time to devote to teaching and learning”. Taken together this is known as moral stress in the literature. Moral stress is quite demotivating. Moral stress relates to interference or even blocking of professional behaviours guided by moral purpose. It may be even more dangerous than other stressors due to its impact on one’s identity. Can you think of yourself as a “good principal” or even “adequate” if you are spending less and less time on tasks associated with leading teaching and learning, because your time is taken up with administrative tasks, many of which are insultingly low level.

The health consequences continue to be very worrying. As job control diminishes the risks of ‘lifestyle’ diseases such as heart disease increases. It is sobering to note that the peak period for sudden heart attacks in Western societies is 9:00am Monday mornings. Stress plays a very large role in many cases.

And some good news...

After eight long years of annually telling the various Australian state and territory governments they have a series of issues that need addressing, there has been some significant movement toward recognising that principal health and wellbeing is important, and putting better policies in place to help alleviate some of the worst aspects of the role. The three largest state governments, Victoria, Queensland and New South Wales have each committed over \$100 million to address the most pressing issues, and the other states and territories are also looking at positive change. The Northern Territory has expanded the research to include teachers: a very positive move for the profession.

I have been advising all of those jurisdictions, at their request about how to make the most significant improvements based on the survey data. It seems likely that there might be a national campaign to address occupational violence in schools during this term of the national government, as it was a significant pre-election commitment.

All in all, this confirms to me that it truly is the squeaky wheel that gets the grease, but you have to squeak a great deal! Robust data and media interest have proved to be a powerful combination in getting some action for principals. Hopefully soon, principals will be able concentrate more of their time on bringing on the next generation and less on low-level accountability requirements.

PRINCIPAL HEALTH AND WELLBEING: What is happening around the world?

(Continued)

SCHOOL LIFE

SCHOOL PRINCIPALS' SURVEY AT A GLANCE

VIOLENCE



1 IN 3
PRINCIPALS
was physically attacked

VIOLENCE
jumped from
27% IN 2011 to
37% IN 2018

FEMALE SCHOOL LEADERS

are most at risk of physical violence with
40% EXPERIENCEING VIOLENCE compared to
32% OF MALE SCHOOL LEADERS

The rates of physical violence show a
CONCERNING UPWARDS TREND
IN ALMOST EVERY PART OF AUSTRALIA
including: NSW, Victoria, Queensland, South Australia,
Western Australia, and the ACT.

Almost half of school principals were
THREATENED WITH VIOLENCE
45% IN 2018 compared with
38% IN 2011

WORK HOURS



99,7% OF PRINCIPALS
WORKED HOURS FAR BEYOND THOSE
RECOMMENDED
for positive mental and physical health

HEALTH



1 IN 3 SCHOOL LEADERS
was identified as so distressed their
PHYSICAL AND MENTAL HEALTH
WERE SERIOUSLY AT RISK



The next Global Challenge begins on September 4.

Schools thrive when our principals, educators and support staff thrive. Registrations for the program will close on August 28, so don't miss out on your opportunity to create a culture of health in your school.

Results from the 2018 program showed:

- 74% of members reduced their stress levels
- 59% felt more productive
- Members got an average of 29 minutes extra sleep per night

Contact education@virginpulse.com for more information, or to sign up your school.

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

Peter Kent, United Kingdom

I wondered how the publication of the Ethical Leadership Commission's report would be received in the UK. It would be easy for school leaders to dismiss the report as ill-judged sermonising from a self-appointed group of experts. Instead the reverse has happened. Since the report was released in February, there has been an increasing sense that the principles of ethical leadership have captured the new spirit that is present in our schools.

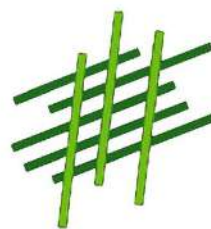
Even just a few years ago the English system placed a huge premium upon 'autonomy' and the freedom to do what you wished. Some of the ideas contained in the ethical leadership framework were probably antithetical to the spirit of those times. During my time as President of the Association of School and College Leaders in 2014-15 we released our 'Blueprint for a School-led, Self-Improving System', which I continue to believe set out a visionary route-map for the future. After its publication I vividly remember one fairly large meeting of ASCL members in 2014 during which a colleague warned me that 'one person's autonomous self-improving system is another's law of the jungle'.

Over the past five years those words have taken on a prophetic tone. The assumption that autonomy by itself will create the conditions which promote a willingness to 'do the right thing' has looked increasingly hollow. Each of us need to look for the log in our own eye rather than pointing out the speck in someone else's, but there is no denying that our system has produced more than its share of perverse incentives that do the exact opposite of ethical behaviour. I am still proud to have spent much of 2014-15 talking about the need for us to have greater trust within the system, but I also accept that by itself, trust is not sufficient.

In the light of all this, it was fascinating to attend the first meeting of the 200 or so ethical pathfinder schools who had committed to experiment with ways to put ethical leadership into practice. I was particularly struck by four case studies outlined during the meeting. Whether it was promoting ethical inclusion as an alternative to exclusion, embedding ethical principles into organisational structures or looking at academisation through the lens of the framework, it was fascinating to hear how the ideas of the commission were being worked out in practice.

The decision not to offer a kite mark (thus avoiding the implied suggestions of an ethical hierarchy amongst schools) is looking increasingly wise. Rather than being a set of tick-boxes, ethical leadership is instead a tidal movement that all schools can dip their toes into. Whilst we may not all have the same solutions, the most important thing is that it is seen as legitimate (rather than a sign of weakness) for school leaders to grapple with the issues that the ethical framework highlights. By promoting trust and the other virtues contained in the ethical framework, we can all play our part in ensuring that the law of the jungle has no place in the education system of 2019.

(Continued on page 8)



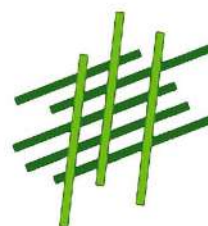
FRAMEWORK FOR
ETHICAL LEADERSHIP
IN EDUCATION

FRAMEWORK FOR ETHICAL LEADERSHIP IN EDUCATION

(Continued from page 6)

1. **SELFLESSNESS** - School and college leaders should act solely in the interest of children and young people.
 2. **INTEGRITY** - School and college leaders must avoid placing themselves under any obligation to people or organisations that might try inappropriately to influence them in their work. Before acting and taking decisions, they must declare and resolve openly any perceived conflict of interest and relationships.
 3. **OBJECTIVITY** - School and college leaders must act and take decisions impartially and fairly, using the best evidence and without discrimination or bias. Leaders should be dispassionate, exercising judgement and analysis for the good of children and young people.
 4. **ACCOUNTABILITY** - School and college leaders are accountable to the public for their decisions and actions and must submit themselves to the scrutiny necessary to ensure this.
 5. **OPENNESS** - School and college leaders should expect and act and take decisions in an open and transparent manner. Information should not be withheld from scrutiny unless there are clear and lawful reasons for doing so.
 6. **HONESTY** - School and college leaders should be truthful.
 7. **LEADERSHIP** - School and college leaders should exhibit these principles in their own behaviour. They should actively promote and robustly support the principles, and be willing to challenge poor behaviour wherever it occurs. Leaders include both those who are paid to lead schools and colleges and those who volunteer to govern them.
- Leaders should show leadership through the following personal characteristics or virtues:
- a. **TRUST** - *Leaders are trustworthy and reliable*
We hold trust on behalf of children and should be beyond reproach. We are honest about our motives.
 - b. **WISDOM** - *Leaders use experience, knowledge and insight*
We demonstrate moderation and self-awareness. We act calmly and rationally. We serve our schools and colleges with propriety and good sense.
 - c. **KINDNESS** - *Leaders demonstrate respect, generosity of spirit, understanding and good temper.*
We give difficult messages to humanely where conflict is unavoidable.
 - d. **JUSTICE** - *Leaders are fair and work for the good of all children*
We seek to enable all young people to lead useful, happy and fulfilling lives.
 - e. **SERVICE** - *Leaders are conscientious and dutiful*
We demonstrate humility and self-control, supporting the structures, conventions and rules which safeguard quality. Our actions protect high-quality education.
 - f. **COURAGE** - *Leaders work courageously in the best interests of children and young people*
We protect their safety and their right to a broad, effective and creative education. We hold one another to account courageously.
 - g. **OPTIMISM** - *Leaders are positive and encouraging*
Despite difficulties and pressures, we are developing excellent education to change the world for the better.

Schools and colleges serve children and young people and help them grow into fulfilled and valued citizens. As role models for the young how we behave as leaders is as important as what we do.



FRAMEWORK FOR
ETHICAL LEADERSHIP
IN EDUCATION

ICP invited to attend the OECD's Global Teaching Insights in Paris on the 2nd and 3rd of September 2019



Andreas Schleicher director of the OECD's (Organisation for Economic Cooperation and Development) directorate for Education and Skills, invited ICP to participate in this expert meeting, which brings together country delegates with expertise and stakeholder organisations working in this field. The main purpose of the meeting is to discuss the key features of a digital initiative to make 'teaching expertise visible and shareable at a global scale as a way to spur on teacher professional learning'.

They are working from the premise that 'empowering teachers to learn from each other through classroom observation is one of the most promising ways to improve student learning outcomes.' OECD believes that 'video has the potential to make teaching from around the globe observable and tangible, and that it can extend the potential benefits of cross-national peer learning well beyond what could be achieved through traditional teacher exchange programmes.'

Global Teaching insights is seen as a resource to foster practice-based research on teaching at a global scale. 'Through curated video-clips and instructional materials' they believe that 'it will make examples of quality teaching practices from authentic classrooms visible to all.'

The goals of the meeting are set out as:

- Identifying successful features of online teacher learning and collaboration initiatives, and exchange ideas on the prospects for a global initiative;
- Explore and discuss approaches to make teaching expertise observable at a global scale through classroom video and other evidence of teaching;
- Explore and discuss approaches to spur on professional reflection and leverage teachers' collective intelligence, and how these translate into design features and guiding principles for digital interaction;
- Provide guidance to OECD Secretariat on the development of 'Global Teaching Insights', by discussing the scope and direction of this initiative in the short and medium term.

Maria Doyle, ICP Executive member for Europe, and I will be representing ICP at this meeting. We hope it will be the first of many OECD expert meetings, where ICP can add its 'voice'.

If you would like to contribute to the discussion, via your representatives, please send your contributions directly to me at alta@sunlands.co.za

ICP Council 2020



The ICP has a council meeting every year to do the business of the association and to connect member associations. In a convention year, the meeting is usually held prior to the convention, but in a non-convention year associations will bid or volunteer to host the council meeting, if no bids were received.

In 2020 the friendly, peaceful people of Ghana via the ICP member association CHASS (Conference of Heads of Assisted Secondary Schools), will be hosting the ICP Council Meeting in Accra, Ghana. Accra is the capital and largest city of Ghana, on the Atlantic Coast of West Africa. Accra is also the administrative, economic and educational centre of the country.

In preparation for this meeting and to assist member organisations with forward planning, please note the following information:

Dates:

5 August: Arrival of Council Members

8 August: Cultural Experience

6 – 7 August: Council Meeting

9 August: Departure

Venue:

The venue for the meeting will either be the Kempinski Hotel, Gold Coast City, Accra, Marriots Hotel, Airport City, Accra or Holiday Inn, Accra Airport.



Kempinski Hotel, Gold Coast City



Marriots Hotel, Airport City

Registration for this Council Meeting will be done through the ICP Executive Secretary and information regarding the programme and costs will be released in the new year (2020).

ICP Convention 2021



OPC (Ontario Principals' Council) and KESSHA (Kenyan Secondary School Heads Association) submitted their bids at the 2018 Council Meeting, which was held in Killarney. Both bid teams were asked to submit further information and the final vote was offered to members via a Circular Resolution. All members who were entitled to vote, did so and the final outcome of the vote was that OPC was successful.

The OPC Organising team started the preparation for the 15th Biennial ICP Convention earlier this year and has already submitted two progress reports to the ICP executive. Some information has therefore, already become available:

As indicated above, the date will be 16 – 19 August with the programme ending at noon on the last day to accommodate those who wish to start their return journeys on this day. The host city will once again be Toronto as it was a decade ago in 2011 and the venue will be the Metro Toronto Convention Centre (MTCC).

The theme of the convention was agreed on as being 'Elevating Education Leaders' and the logo of the convention will be as indicated below.

Promotion and advertising of this event will officially be launched at the 2019 Convention in Shanghai. Look out for the convention desk and advertising materials that will be available.

Information about this convention will continuously be updated on the website icp2021@principals.ca or via the ICP website www.icponline.org



New Zealand Principals' Federation (NZPF) President, Whetu Cormick, shares the stories that help explain inequities in his country's education outcomes today



MAORI ART BY ART 'N' SOUL

Ngā hau e whā. ngā iwi e tau nei

Greetings to the people of the four winds

This year, delegates to the NZPF annual conference were welcomed by Ngati Whatua Ōrākei (the people of Bastion Point, Auckland) with a pōwhiri (a Māori welcoming ceremony) at Ōrākei Marae (courtyard of the Māori meeting House).

Takaparawhau, or Bastion Point, sits proudly overlooking Auckland's Waitemata Harbour and is steeped in history. I thanked Ngati Whatua Ōrākei iwi (Māori community or people) for inviting us to stand with them in their very special place and for sharing their stories of the treatment they experienced at the hands of colonisers.

What we learned was that the lead colonisers of this country, were brutally contemptuous of Māori, as a people, and dismissive of Māori language, values and culture.

Colonisers exploited the generosity and good will of Māori by ruthlessly and dishonestly confiscating their lands from under their feet. In the ultimate act of disrespect they evicted Māori from their homes at Bastion Point, burnt their dwellings and relocated them to a state housing block. I said we were honoured to stand alongside Ngati Whatua Ōrākei who in 1977 stood up and said enough was enough.

When the Government of the day announced that Ngati Whatua's Bastion Point land would be sold for high income housing, they bravely took action – and with passive resistance occupied the land for 506 days.

It took another ten years before that battle was actually won - when the Waitangi Tribunal finally agreed that their grievances were valid. Their brave and persistent actions gave confidence and hope to so many other tribes, who later settled their own land grievances.

(Continued on page 14)

NZPF President, Whetu Cormick, shares the stories

(Continued from page 14)

I congratulated the people of Ngati Whatua Ōrakei for showing such outstanding leadership and for navigating a pathway for others to follow.

Colonisers confiscated land from kiwi right across Aotearoa by deceit, and underhand tactics. The stories of these injustices to Māori are numerous and the effects on Māori people remain.

Colonisation made Māori second-class citizens - to be exploited; Māori culture and language was disrespected; and expectations of Māori capabilities and potential were under-valued.

The European population rapidly grew to eventually overtake the Māori population, and so 'white European' became the dominant culture. All things Māori were not only deemed irrelevant but were to be shunned.

It was believed that Māori were genetically disposed to labouring work - on the roads, in the factories and in the fields and educationally, they were steered in these directions.

Few Māori achieved academically, and to do so, they had to overcome enormous hurdles of prejudice, discrimination and racism – which became normalised in every day New Zealand culture.

My Mother, Tira Tunoho was one of those Māori who, in 1939 at the age of 5 enrolled at Parawera Native School in the Waikato.

Like so many of her generation, she was subjected to physical and verbal abuse at the hands of teachers implementing a policy to stamp out te reo (Māori language).

My mother, however, was of Tainui descent, No Ngati Raukawa ki Wharepuhunga ia and at home with my kuia (Grandmother) and koro (Grandfather), only te reo Māori was spoken.

They were a family who stood strongly behind their traditions and held fast to te reo and tikanga (Māori traditions and practices).

Many others lost the language and lost their papakainga (their ancestral homes). Like Ngati Whatua Ōrakei, my mother's people fought for their land in Ōrākau, Kihikihi and retained it. Others were not so fortunate.

My family members went on to live successful lives because they remained connected to their marae and kept their traditions alive.

To this day we still hold wānanga (study sessions) at our marae on a regular basis. We apply current research and teaching to maintaining, advancing and disseminating our knowledge, applying knowledge of our traditions and stories from our tupuna (ancestors).

That ability to treasure and advance our cultural knowledge and our taonga, to live our tikanga and value everything that is spiritually, intellectually and environmentally precious to us as Māori enabled my family to operate in two worlds. Not assimilate one into the other but to walk two separate parallel pathways.

Those Tamariki (children) Māori who feel strong in their Māori ancestry, are confident amongst te reo speakers and tikanga, are succeeding in our schools today.

They are proud to identify as Māori and feel their schools reflect that. Tamariki in our full immersion Kura (schools) are having very high success rates. It is the other 96% in English medium schools that are struggling. We know that until we grow the number of Tamariki who are fluent te reo speakers, and can learn in Te Reo and can be embraced in an education system that is culturally safe, the success rates will not change.

(Continued on page 15)

NZPF President, Whetu Cormick, shares the stories

(Continued from page 14)

I am pleased and proud that our Government recognises the importance of our schools reflecting Māori values and culture and has injected \$12million in “Te Ahu o te Reo” a pilot project where over 700 teachers, support staff and principals are learning Te Reo Maori AND \$44million in the development of Te Hurihanganui, which supports educational achievement for Māori learners by addressing cultural bias and racism in the education system.

I am proud to have been selected to participate in the development of Te Hurihanganui - a Blueprint for transformative system shift. A blue print to decolonise our racist education system. It will help us understand how teaching and learning are culturally situated activities; that parents and whanau (families) are partners in their children’s education; and how important it is to include resources that reflect te ao Maori (Māori world view) perspectives.

But there is still more to be done.

The next aspect is leadership – leadership of our schools. It is critical to have a strong work force of principals that is sustainable into the future if we are to aspire to the lofty goals we have set ourselves, particularly for our Tamariki Māori.

We know that principals’ stress levels have been increasing over time and we have the research to provide evidence of this. Repeated surveys of principals over the past three years - through wellbeing research conducted by the Australian Catholic University - show that principals are becoming increasingly stressed by workloads, hours of work, compliance, data collection, assessment and lack of access to suitable learning support specialists. In addition, the status of the profession has been on a slippery downward slope for the past decade. Leading a school has become a less and less attractive proposition.

The average age of a NZ principal is 52 and the majority of our primary schools are smaller than 250 children. Too many of our senior management teachers are now saying, why would I want to lead a school for less money, more responsibility and high stress?

NZPF recognises that we are facing problems in school leadership.

We want our schools to be strong, to be bi-cultural in attitude and action; to be places where all our tamariki can succeed to the very best of their ability. That means our schools must have strong and committed leadership to ensure that our teachers are bringing out the very best in each of our students every day.

And that leadership needs to be sustainable into the future. We can only achieve this if we know that principalship is highly regarded; that principals are respected by their communities and schools in their leadership roles and can stand alongside their secondary colleagues as equals.

I asked our Minister of Education to work in partnership with us to resolve the leadership issues. Otherwise, in a few years, there will potentially be 100s of schools without a principal. 100s of schools in our rural regions, the backbone of our country, without strong and committed school leadership.

We want to have the best education system in the world, a system that provides for the needs of all of our Tamariki, and a system that has a well-supported teaching and leadership.

