

# NZPF 'MOOT' 2022 – MY VOICE, YOU

Liz Hawes EDITOR

Every year, NZPF hosts about one hundred regional association presidents in Wellington. They come from all over the country to participate in the annual 'Moot'.

THE 'MOOT' IS not typical. It is not a formally adjudicated debate, where two teams of three debaters each present the for and against arguments of a stated hypothesis. The NZPF 'Moot' is a misnomer for 'healthy discussion' and 'seeking a regional perspective on educational topics of current interest'. So entrenched is the event and its title, that in NZPF terms, the 'Moot' must remain 'Moot', no matter how un-Moot it is.

This year's 'Moot' was as lively and enlightening as ever. The programme follows a pattern. The NZPF President speaks, the Minister(s) speak(s) and the Presidents of both Te Akatea and NZ Pasifika Principals' Association speak. This year we also heard from the President of the Australian Primary Principals' Association. In election year, there may be a panel of education spokespeople from each of the parties contesting the election. This panel always creates excitement, but no matter how popular, it will have to wait till next year. The rest of the day is devoted to the regional presidents,

capturing their questions, commentary, feedback, and solutions to current issues.

NZPF Kaumatua, Hatarei Temo, opened the 2022 'Moot' setting the tone for a respectful, open and participatory day.

He then handed over to MC. Denise Torrey, principal of Somerfield school in Christchurch, and former president of NZPF.

Torrey described her own voice as being that of an advocate for principals at local, regional and national level. The ultimate voice, she said, is the voice that can make a difference.

**IN ELECTION YEAR,**  
there may be a **PANEL**  
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**NZPF President Cherie Taylor-Patel Sets the Scene for a Post-**

**COVID Education Revamp**

Having welcomed everyone, Taylor-Patel said there were many to thank and much to acknowledge. She began by thanking the regional presidents themselves, for travelling to Wellington to participate in the 'Moot' and for their leadership and support



NZPF Kaumatua, Hatarei Temo, opens the 2022 Moot

of principals in the regions throughout the last two and a half years of the COVID pandemic. Having acknowledged her national executive, she then outlined the four major areas of interest the executive is tackling this year. These, she said, include principal leadership, the NZ Curriculum refresh, inclusive education, and policy. She also welcomed and thanked the speakers who would follow her, for their commitment to the 'Moot', and for sharing their thoughts, plans and time with us.

'But the real focus

# R VOICE, OUR VOICE

of today is you,' she said to the regional presidents. 'It is about listening to you and looking ahead, beyond COVID, and together shaping a new structure for education.'

She put a few questions of her own out for consideration, such as, 'What in the education system is broken? What should we fix or throw out? What new systems would we like to see introduced? What values do we want embedded at every level of the system? Equity? Quality? Sustainability? Do current structures such as Kahui Ako and PLD deliver on these values?' It was a set of thought-provoking questions, designed to stimulate debate, which was, of course, the whole point of the day.

She declared that, 'This is an education watershed moment. COVID has revealed much, she said, the good and the not so good. We have a rare opportunity to find solutions to problems that are uniquely ours.'

Taylor-Patel made it crystal clear that the solutions to these problems must also be uniquely ours. For example, she said, 'Too often we look overseas for solutions. Well one thing for sure, the OECD won't help us lift the achievement of our Māori and Pacific Island tamariki by addressing their cultural identity, language and cultural practices,' she said. She urged her audience to back our own home-grown researchers to find our own unique way



NZPF President, Cherie Taylor-Patel warmly welcomes all the regional presidents

forward.

The Aotearoa New Zealand Histories curriculum won her praises, as a helpful addition to the curriculum, which includes the Tangata Whenua point of view and '... can help diffuse racism that has undermined Tangata Whenua for so long.' This is one example of a home-grown initiative that is uniquely ours and has created endless interest across the motu. Educators have embraced the opportunity to learn more about our own country's history through the eyes of our own people, rather than learning colonial history through the accounts of the colonisers.

She also emphasized the importance of relationship building. The stronger the relationships between student and teacher, home and school, the more likely it was that young people will engage with learning and enjoy it.

In acknowledging positives to emerge from the pandemic, she said, relationships were winners.

'Teachers and leaders had an opportunity to connect directly with students and their families. Through zoom meetings we entered the kitchens, lounge rooms and back yards of our children's homes. We lived snippets of their home life with them,' she said. She suggested that teachers and leaders could now build on these relationships and make them stronger.

The Ministry of Education also got a positive mention for the way in which Ministry staff worked alongside schools throughout the health crisis. This was well appreciated by principals and teachers, she said, and was a shift in attitude which principals hoped to capitalize on in the future.



MC Denise Torrey addresses the Moot participants

COVID, she said, also presented an opportunity for creativity to flourish, as schools moved from in-school to at-home and then to hybrid learning. These changes allowed teachers to take advantage of the different learning contexts children were in. Instead of using the classroom environment to create learning opportunities, teachers would use

home life activities instead. These included baking, painting, woodwork, gardening and many more family home activities. Rather than seeing these new learning environments as a challenge or a threat, many teachers viewed them as authentic, liberating and inspiring.

Taylor-Patel provided myriad examples of the current education context to stir the thinking and viewpoints of her audience. In her closing remarks, she challenged her audience to share their ideas with those at their immediate tables, with the group as a whole and publicly through contributing to the NZPF manifesto. Today she said was about ‘my voice, your voice and our voice.’

### Te Akatea President, Bruce Jepsen reminded us how Equity looks for Māori

Jepsen delivered a powerful reminder of just how far, as a nation and as an educational sector, we are from achieving equity for Māori. Drawing on the findings of the ‘He Puapua’ report, he showed his audience pictorially just how massive the gap is.

It was helpful that he positioned his view in the context of ‘He Puapua’, noting that the purpose of the report was to



President of Te Akatea Māori Principals' Association brought a strong message to the Moot

‘create a plan to realise the UN declaration on the rights of Indigenous peoples here in New Zealand.’ He described those rights as recognition of ‘... indigenous people to self-determination, to maintain their own languages and cultures, to protect their natural and cultural heritage and manage their own affairs.’

Jepsen made the most of his platform to hammer home his message. The theme of today’s Moot, he said, infers equity between two parties and

the coming together of perspectives – ‘My Voice, Your Voice, Our Voice.’ That, he said, is what the tupuna of tangata whenua envisaged when they signed Te Tiriti o Waitangi with the British Crown in 1840. As his voice climbed to crescendo, he said emphatically, ‘That is what was meant by the three Articles of the Treaty. Kāwangatanga: the right of the British to govern; Rangatiratanga: the right of hapū to retain sovereignty; and Ōritetanga: the guarantee that Māori would have the same rights as others. Two hundred years later, he lamented, these promises have never been realised for tangata whenua.’

He made it clear that the days of platitudes and pleasantries had to end. Māori voices are marginalised, he said and that has been Māori reality for too long. ‘The concept of “our voices” is not a lived reality for Māori,’ he said. He encouraged those present to honour the Treaty and give greater voice to Māori.

His presence at Moot added energy and focus and his messages were both powerful and practical.

### Hon Jan Tinetti, Associate Minister of Education gives an Update on her Portfolio

The Minister was effusive in her praise of school principals and their outstanding leadership throughout the pandemic. She expressed her appreciation of their innovation and sheer hard work as the country moved through lockdowns, to home learning and hybrid learning.

She referred to the country-wide kōrero about schooling expectations that began in 2018 and resulted in the *Tomorrow’s Schools* Review recommendations.

‘People wanted an education system that valued the identity, language and culture of every child; recognised the connections between learner wellbeing, inclusion, equity and achievement; and wanted a Ministry that was less bureaucratic and more responsive to their needs and the needs of local students and their communities.’

Budget 2022, she said, has further



The regional presidents listen intently to each other’s views

advanced these aspirations and provided an additional \$1.66 billion and capital investment of \$185 million over four years. It has also noted that school leaders need more localised support, to build leadership capability, to address school management issues and provide high level leadership-based expertise on an equitable basis.

### Budgeted items include:

1. The new Equity Index, representing a 50 per cent increase in annual equity funding, replacing the current school decile system. Real learning needs will be targeted although some schools with fewer student learning needs may find an overall reduction in funding over time. All schools will retain their current funding, at least until the end of 2023.
2. The restructure of the Ministry and establishing of Te Mahau, to strengthen the regional presence and better respond to educators, ākonga and whānau.
3. Refresh of the New Zealand Curriculum and Te Marautanga o Aotearoa curriculum.
4. Introduction of New Zealand Histories.
5. Establishment of the curriculum centre and supporting advisors.



Hon Jan Tinetti, Associate Minister of Education, had a long list of education funding initiatives to share with participants

curriculum.

The curriculum will be guided by what ākonga should Understand, Know and Do as they progress.

‘Curriculum levels will be replaced by phases of learning in a progression framework and will give clarity on what ākonga should learn at each phase,’ she said. Achievement Objectives will be replaced by a smaller number of progress statements.

There will also be newly designed ‘Records of Learning’ to better understand each learner’s progress. These will be collaboratively generated by ākonga, whānau and teachers and be ready for implementation in 2024.

The redesign of Te Mātauranga o Aotearoa, to be an authentically indigenous curriculum embedded in te reo is well underway and will be ready for use by 2025.

The mathematics and literacy strategies have also been released for the English and Māori curriculum and will build on the ‘Curriculum Refresh’ and records of learning. They will provide support for teachers to develop their confidence and there will be greater emphasis on these subjects in Initial Teacher Education courses.

Whilst Minister Tinetti rightly identified the Curriculum as a big winner in this year’s Budget round, she saved education’s biggest problems to last. These are the dangerously declining attendance rates and student wellbeing.

### Leadership Advisors and Regional Response Fund

Leadership Advisory roles will be established across the regions in 2023, through the Budget 2022 injection of \$22 million. The advisors will provide coaching and mentoring, help build leader networks and enable the sharing of skills, knowledge and practice. This funding is in addition to the \$23.4 million over four years allocated in the 2021 Budget for the frontline advisory positions. The positions will be determined in conjunction with the sector who will also determine the level of flexibility required.

A regional response fund of \$40 million over four years will deliver responsive support and services for example, to disengaged youth, to ensure they have the support they need to stay in school.

Curriculum receives the biggest boost in years. Throughout terms two and three there are webinars to support leaders and teachers with the new curriculum content. Curriculum leads will work with schools and teachers to support them with implementation from next year.

The ‘Refresh’ is to ensure every child experiences success in learning, the Treaty is honoured and the curriculum is inclusive. There will be a strong focus on wellbeing, identity, language and culture. It will be fully implemented by the end of 2025 and teachers will be supported throughout with a new Online Curriculum Hub with resources spanning the entire national

### Attendance

The decline in attendance, the Minister told us, is not new and has been deteriorating since 2015. COVID has made it worse. She told her audience that she has just this week (9 June 2022) announced the Government’s Attendance and Engagement Strategy. The strategy is intended to address the drop in those attending regularly and the increase in chronic absences. The strategy does not place all responsibility on schools. She was clear that this strategy required the cooperation of parents, teachers, Ministers, government agencies, students and communities.

‘. . . it’s not enough just to get kids to school. Rather, it’s even more important to ensure they want to stay,’ she said. A first step, she suggested, is ensuring that our tamariki feel they belong at school and that school is a safe place to be. That is the responsibility of schools.

The approach of the attendance strategy is to support local solutions working with regional Ministry teams. Schools will be asked to give feedback on their notifications to caregivers of unexplained absences, reminding parents of their legal obligations to ensure their children’s learning.

\$88 million has been targeted to the strategy. About \$40 million of that is for the regional response fund. \$18.9 million will boost PB4L, there will be more intensive support for Māori and Pacific Island learners at risk of disengaging and \$6 million will go to

the attendance service to increase support to schools.

Minister Tinetti acknowledged that the decades long decline in attendance will take time to turn around. That is why the approach is many pronged because there is no single contributing factor.

### Student Wellbeing

Closely related to attendance is student wellbeing. Behavioural issues and trauma have been on the rise for many years. COVID has also made these problems worse. The 'Counsellors in Schools' programme, through an investment of \$44 million, is helping about 25,000 learners in 164 primary, intermediate and small area and secondary schools.

In this year's Budget, a further \$90 million has been applied to expanding Mana Ake, which provides wellbeing and positive mental health support to around 10,500 year 1-8 learners in Canterbury and Kaikoura. This will now be expanded to Northland, Counties Manukau, Bay of Plenty, Lakes and West Coast District Health Board regions. This will result in 195,000 students benefitting from the programme.

The Government is also supporting free period products in schools which expects to both improve wellbeing, promote positive gender norms and increase attendance of girls.

The **Highest Needs Review** to ensure tamariki receive the supports they need, when they need it and for as long as they need it was a further aspect of student wellbeing identified. Minister Tinetti explained that the review had completed its consultation phase and from the extensive feedback, she expected recommendations in October.

The final aspects of wellbeing were identified as the '**Physical Restraint**' guidelines and **Relationships and Sexuality Education**. These have concerned principals for some years. After extensive consultation, the 'Physical Restraint' guidelines are about to be re-constructed and re-issued. This time, they will come with a \$6 million training Budget for teachers and others who will be responsible for restraint in schools.

**Relationships and Sexuality Education (RSE)** including resources on consent, digital safety and healthy relationships are now clear, easy to use, bicultural and inclusive.

All these initiatives are designed '... so that students will be happy and confident and thus learn better. They will foster a sense of inclusion and trust, break down barriers to learning, encourage school attendance and bring our students and communities close to appreciating difference and diversity,' she said.

Minister Tinetti then 'swapped hats' stepping into the role of

her Associate Minister and Deputy Prime Minister, Hon Kelvin Davis, who has responsibility for Māori Education and was unable to attend. The message from Minister Davis is all about growth in Māori medium and Kaupapa Māori pathways. The aim is for 30 per cent of Māori learners to be participating in Māori medium and Kaupapa Māori schools and ECE by 2040 and to grow the Kaupapa Māori workforce in tertiary education.

If that is achieved, we would have 60,000 more Māori learners in Māori medium and Kaupapa Māori education 3,500 kaiako fluent in te reo Māori and 250 more Kura.

### Changes to Planning and Reporting

The final change ahead, she said, was a change to the way schools plan and report. No longer will annual charters be required. They will become three yearly strategic plans. Annual plans will continue to be submitted.

Finally, there was time for a few questions from the floor.

Question:

Can Mana Ake be moved from (the Ministry of) Health to (the Ministry of) Education?

Answer:

Minister Tinetti equivocated on this question expressing her understanding of frustrations yet applauding that Health and Education were engaging with each other. There was no clear commitment except to continue the conversation.

Question:

When we talk of equity of funding, could we please scrap Kahui Ako, which has not made a difference to children's achievement? And could we put the Kahui Ako funding into parity with secondary schools instead?

Answer:

Kahui Ako work is moving forward through the *Accord* and

we are looking more broadly at the concept of collaboration. Budget 2022 is funding Kahui Ako for 2022 only. I am expecting recommendations on what alternative collaborations might look like.

I will be taking questions of parity between primary and secondary funding to my officials.

Question:

When can I get an LSC (Learning Support Coordinator)? It's not fair that some have them and some don't.

Answer:

The next stage of funding more LSCs is a Budget bid. We must keep the pressure on and make sure everyone understands how critical this role is. I will be advocating for the next tranche of LSCs. I know the difference they make in schools.



Hon Aupito William Sio, Associate Minister of Education, is pleased that we have plans like Tāpasa, to support the educational success of Pacific Island students, who are a fast growing group in Aotearoa New Zealand

Labour is committed to the roll out of LSCs.

Question:

Why would teachers want to be a principal in a small school when Kahui Ako funding makes this undesirable?

Answer:

I am committed to ensuring a pathway for principals. There is much work yet to do on relativity between leadership roles. This issue has already been raised.

There was a lot to cover in a short time, after which the Minister rushed back to join her campaigns team in Tauranga. A 'Moot' and a by-election campaign in the same week was a big ask, but Minister Tinetti handled it all with dignity and composure.

### Hon Aupito William Sio, Associate Minister of Education

Just as Minister Tinetti acknowledged the impressive collegial work of principals throughout the pandemic, so also did Minister Sio. He used a Samoan proverb 'E le tu fa'amauga se tagata' which translates as, 'Nobody stands alone like an island, it is important that we work together as a team.'

'This Government could not have done it [got through the pandemic] without your leadership and support,' he said.

As previous speakers, Minister Sio raised the issue of equity in education, and how to support all our students irrespective of their diverse needs.

COVID, he said, had sharpened our attention on the inequities in education and for Pacific Island students the challenges were complex. 'The Government wants to give you the tools to get every student, especially our Pacific students, across the line,' he said.

Many Pacific students, he told his audience, are weighed down with the high aspirations of their parents and grandparents who want better educational results

for their children – more than 60 per cent of Pacific Island students are born in Aotearoa NZ, he said.

The Pacific Island population of young people in Aotearoa NZ, is fast growing. '... in six years, the number of Pacific learners in the NZ education system, will exceed the total population of

Wellington,' said Minister Sio.

It is therefore critical that these young people are successful in their education, he said. Educational success is growing but '... there is more work to do, especially in the cultural capital and cultural intelligence space,' he said.

He acknowledged that COVID had been tough for some Pacific families. '... some learners are having to leave school early to support their families and provide income and some just never return,' he said.

The costs of attending school – donations, transport, uniforms, language acquisition and literacy rates, along with systemic racism, discrimination and bullying, create further barriers for Pacific learners.

Minister Sio noted several Government actions that will impact on some of these issues including the school donation replacement scheme, the introduction of the Equity Index, the Ka Ora Ka Ako healthy school lunches programme, the Developing Mathematics Communities of Inquiry programme, funding to improve the cultural capability of teachers of Pacific learners and more bilingual resources.

Minister Sio was also full of praise for the Pacific Education Action Plan which has a direct influence on lifting success rates for Pacific young people. It confronts systemic discrimination and racism, promotes the support of bilingual and immersion education, encourages working closely with Pacific communities, helps educators to be culturally competent, partners with families and shows ways to grow and retain Pacific educators.

Minister Sio told the regional principals that Pacific learners learn best when their languages, cultural capital, cultural intelligence and identity are respected, supported and celebrated in their school communities. He concluded his address with a Samoan proverb: E afua mai mauga fa'amanuiga a le nu'u –

from the mountains flow the blessings unto the village.

### Fa'atili Iosua Esera – The New Zealand Pasifika Principals' Association (NZPPA)

Esera echoed many of Minister Sio's messages in his address,



Fa'atili Iosua Esera – The New Zealand Pasifika Principals' Association (NZPPA) reminded participants that Pacific Island students' identity and culture was key to educational success



All eyes are on the speaker at this table of regional presidents

but for those unfamiliar with the intentions of the NZPPA, he outlined the guiding principles and key objectives. It was no surprise that Te Tiriti o Waitangi would be honoured first, that Pacific learners are at the heart of all decisions and the organization advocates for and supports its members.

One of the leading objectives, Esera told his audience, was to be the voice for Pacific principals, to increase the number of Pacific principals and support them. ‘This would give us the greatest chance of seeing more Pacific students achieve success,’ he said.

He also pointed to the school leadership PLD programme ‘Tautai o Le Moana’ which challenges principals to do things differently for Pasifika learners and links well with Tapasā, the cultural competencies framework for teachers of Pacific learners.

He noted how much he was looking forward to bringing the Pacific voice to the ‘Moot’ debate.

### Malcolm Elliot – President of the Australian Primary Principals’ Association (APPA) – Bringing a Futuristic Perspective

Our Australian colleagues always seem much nearer when we are enduring common adversity. COVID is of course one such

crisis that has drawn us closer together. Another is the struggle of our indigenous peoples.

From his zoom screen in Brisbane, Elliot was quick to acknowledge the powerful message that Bruce Jepsen of Te Akatea had earlier delivered. ‘We are part of the problem,’ he announced. Elliot was referring to the colonists on both sides of the Tasman, who must take their share of responsibility for the inequities suffered by our respective



Malcolm Elliot, President of the Australian Primary Principals’ Association joins the Moot by zoom from Brisbane

indigenous communities.

He also acknowledged the principals in the room saying he heartily respected them all. ‘You are out there leading schools amidst local and global crises, including climate change,’ he said.



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Australia was also feeling the effects of climate change, he said, with floods and fires and we all face rising sea levels and rising temperatures.

Looking futuristically, he said 'We are in the zone of driverless cars now. That is where Artificial Intelligence (AI) has taken us. We are there now. We are nervous,' he said, about futuristic technologies. There are emotional challenges to face when we confront change. COVID has shown us glaring inequities and offered different ways of learning. As leaders of learning in our schools, we now must ask 'What might learning look like in the future?'

There are of course options and Elliot put these to his colleagues from Aotearoa New Zealand. 'Will we re-boot, reframe, replace or revert?' he asked.

'Whichever options we choose,' he said, 'relationships built on trust will always remain at the centre.'

Elliot quickly put a couple more suggestions forward, listing equity and fairness as constants. He said he envisaged future learning embedded in joy, heartfulness and fun, rather than just being centred around technological advancements.

His final message of the day was about assessment. 'Let's move away from a set of tests and explore alternative ways of assessing and reporting more holistically,' he said. He drew his audience to think about the purpose of education. He said education has purpose for the individual, for society, for our democracy and for our economic prosperity.

Let's give our young people voice, he said, and listen also to their families and to the profession, then we will have a successful future together. Let's also highlight democratic processes, especially in the light of current world events. 'Our children need to grow up knowing they are democratically empowered,' he said.

'The future is already with us and we must embrace it,' he said, 'However, let's also look back at past traditions and practices and ensure that we have heart and joy at the forefront of the future.'

Elliot's message resonated with the regional presidents who embraced the holistic approach presented. It was another example of the neighbouring countries sharing common understandings.

### Converting Their Voice to Our Voice

Having listened carefully to each of the speakers and taken on board the different issues raised by each, the final task for participants was to voice their own views about the health or otherwise of our education system. In groups, attendees were invited to discuss and list the top priorities requiring attention.

Although never likely to succeed, there was common agreement that education decisions should be taken out of the political arena so that the sector could achieve stability and long term planning, rather than being the three-year football for political parties to play with.

Themes of equity and alternative methods of funding were common for all issues raised. It was surprising just how much agreement there was about those top issues.

#### Equitable and consistent allocation and delivery of learning

**support resourcing** was very high on everyone's list. This issue was closely related to addressing behavioural issues, which also ranked as one of the most pressing challenges schools face.

#### Issues raised include:

- Access to experts, specialists and trained teacher aides.
- Young people who are suffering trauma, anxiety, family violence and are acting up in class, are also disrupting other students and taking teachers' attention away from their core job of teaching.
- Some schools say the levels of disruptive behaviour are unmanageable and are threatening the school's ability to deliver quality education for all students.
- Most agree that two and a half years of COVID has contributed to a spike in the number of students presenting with poor mental and emotional health. Many more students are failing to self regulate.
- There was general agreement that having counsellors in schools is beneficial, but there is an equity issue. Many schools have no access to counsellors.
- It was recognised that many more counsellors were needed. The preferred option was to have existing teachers undertake specialised training to become school counsellors.



NZPF's Te Akatea representative records the contributions of a group of regional presidents

**Staffing** was another pressing issue for most groups. Issues raised include:

- COVID is affecting staffing levels.
- Relievers are hard to find, especially in rural areas, and principals in many cases are having to cover the classes of teachers away sick. This means other leadership duties are shelved or completed outside of normal working hours.
- Recent teaching graduates are also affected. Because of COVID, they have limited classroom experience with many completing practicum work online and thus needing higher levels of support from schools.
- Good quality teachers are hard to find.
- Experienced principals are retiring early from burn out.
- Ensure all schools receive at least the same staffing levels for 2023 irrespective of roll declines.

Reduce student: staff ratios



## Funding

In the current climate, school budgets are running thin on many levels, especially staffing budgets. There was general consensus that all schools need more direct funding.

Issues raised include:

- Fund Teacher Aides centrally, not through the operations grant.
- Fund every school a learning support coordinator or SENCo.
- Simplify funding, by eliminating individual pockets of funding and paying the money to the schools directly and equitably. Problems are local, so trust the schools to apply the money to local solutions.
- Parity of funding with secondary schools.
- Lift the level of overall funding.
- Fund more Teacher Only Days.
- Scrap funding to Kahui Ako which are inequitable and can lead to teachers in leadership roles paid more than principals.
- How will replacing the decile system with the Equity Index affect decisions already based on schools decile, such as the donations scheme?

## Principal Wellbeing

There was a general feeling that the pressures on principal wellbeing were not well understood. Acknowledgements of principal workloads tend to relate to COVID times, whereas principals were already overworked and stressed before COVID.

Issues raised include:

- Burnout and work overload and high turnover of principals in rural areas.
- Limit changes, too much happening at once including Curriculum refresh, ERO's new model, Mathematics and Literacy strategy, NCEA changes, Professional growth Cycles and Te Mahau.
- Commit to a different structure of pay for principals in rural schools to retain and attract experienced principals.
- Principal release time and equitable PLD.
- Keep principal voice involved in all changes.
- Principals' sabbatical every five years as of right.
- Secondment of principals to advisory roles to provide further leadership pathways.

The lack of property planning for roll growth creates stress for principals. NZPF thanks the regional presidents for their frank and clear advice on what needs to change, what doesn't need to change and what additional support is required for a healthy functioning education system in the future.

The issues raised will all be considered before the NZPF political manifesto is scripted for the 2023 election campaign.



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