

# **Notes from Perry Rush**

## **Waikato Principal Assoc.**

### **15/6/2020**

How can we (NZPF) better the work for schools? – advocacy for Principals

Acknowledgement of hard work during COVID19 - Credits in Wellington – been noticed  
It's time to leverage off the hard work that has happened.

#### **1. The NZEI/PPTA/MoE accord – Principal work load and wellbeing**

- More release for management teams U3> disparity between secondary & primary management FTTE allocations.
- Investment in the MoE – get quality support. Make it a career progression for experienced principals. Secondment as an option. ESA restructure identified in the Ed Review Doc. Example of the disconnect between LSC roll out and consultation/input from principals. Tension between overlap of SENCO and LSC. Inequity that has arisen from limited roll out.
- Community Panels – more work load for principals to do MoEs job.
- Sabbatical - inequitable between secondary and primary. Should be as a right after a certain number of years' service.
- Special Ed enrolments – limited service support. Pressure to enroll high needs students without the necessary support. Limited access to alternative education options for high behaviour students – it's about keeping staff & students safe.
- Which law trumps which law? -
- MoE – delivers versus influencers. We need clarity around what the MoE role is. Being consider in the restructuring of ESAs.
- Small Schools – support with property. We need more front facing staff for schools but not losing our maintaining autonomy. Funding for caretakers to support schools would mean school don't have to deal with property issues.
- NZTC – no consultation with principals regarding changes to appraisal systems.
- Structured mentor support on going after 2 years.

#### **2. The future of Kahui Ako – not coherent (it's a soup)**

- To little choice around who was in the Kahui Ako, meant it hasn't gelled.
- Contestable funding for school to identify how they use the funding. Everyone is on different journeys.
- Acknowledge the Kahui Ako leaders. Requires a massive amount of time and work.
- Is the leadership model likely change to reflect the work load and complexity of the leadership role?
- We need flexibility around appointing across school teachers. Funding rather than staffing will increase flexibility
- Carrots are given but they are taken away and schools are accused of double dipping
- Growing inequity for schools not involved in Kahui Ako - what about support for schools in Kahui Ako.

- Squash it and put into SEG grants.
- Timeframes too short to implement change.
- Structure around funding of salaries
- Has helped to access some resourcing (e.g. access to iwi trustees)
- Have supported some smaller schools
- Across School Teachers – put pressure on schools

### **3. Leadership Centre – what are the functions? (what works for us?)**

- WPA work hard to meet the needs of leaders in the Waikato
- Tension between teachers/principals needs and government agendas
- Risk that funding contracts get cut back
- Residential options have real value
- It's about relationships – needs to provide for everyone.
- It shouldn't be a process for accrediting principals

### **4. What has been an appropriate appraisal for you/us principals? Who should be doing the appraisal/ who should be signing off?**

- Move back from accountability
- Linked to wider conversation linking ERO, MoE and performance review
- Coach & Mentoring versus attestation - two jobs
- What happens to principals that aren't doing a good job. You can still mentor failing principals.
- Balance approach with consultants and working with experienced colleague.
- Cost is an issue.
- Could fit into the life-span of the strategic plan. Consider deeper examination of leadership

Survey coming out from NZPF around the questions we have explored today.

Acknowledge great coms from the MoE regarding COVID19 lockdown from Wellington and local.