



GAME! Consultancy Newsletter

Governance and Management in Education

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Welcome back everyone. I am sure that you are as excited as anything that the holidays are over and that school is only a week away!! It looks to be another big year for everyone. Changes in ERO, further National Standards implementation, annual reporting on Charter Goals, greater Ministry interest in schools etc. etc. suggest that dull moments will be a distant holiday memory.

GAME has a lot to offer schools again this year with programmes designed exclusively to make life easier for principals. Much of this is noted in this Term 1 Newsletter (sorry about the rather ERO influence in the content). Remember that GAME is here to assist you improve yourselves and your school. Anything you can't do or don't want to do should become the preserve of the consultancy. Let GAME make your year as pleasurable and as stress-free as it can be.

2011 was a big year for GAME. After only 2 years in existence it was almost running at capacity. Already many schools have booked in support programmes or reviews for 2012. Make sure you don't miss out.

As has been the case in the past, GAME will attempt to visit as many schools as possible during February. You will be emailed with a time. Looking forward to seeing you then.

What does the consultancy offer you in 2012?

Largely restricted to the Wellington, Wairarapa and Kapiti regions, the following forms of assistance will be again be available (details of content and costs are noted on www.game.school.nz):

- Assessment systems development
- Board of Trustee training
- Communication training
- Community consultation and analysis of responses
- Curriculum development
- Event organisation
- Education Review Office preparation / support / response
- Financial management
- International Fee-Paying student applications
- Leadership coaching
- Mediation
- National Standards implementation
- Principal appraisal
- Property management
- School marketing
- School self review
- Staff appraisal system development
- Senior staff appointments
- Senior management appraisal
- Teacher evaluations

It is likely that 'Principal Appraisal' will continue to dominate the consultancy's support programmes. This was particularly successful in 2011 with many secondary and primary schools of various sizes seeking this service. A standard process was followed for external appraisals of principals done for the first time. This becomes more individualised for the many principals intending to repeat the process in 2012.

So who has been coming and going in our region?

New Principals appointed in 2011 in the Wellington (including south Wairarapa and Kapiti)

Welcome to the following!

Primary and Intermediate principals

Amesbury Drive (Churton Park) – Dr Lesley Murrihy

- foundation principal, school opens in 2012

Discovery – Carmen Jennings

Eastern Hutt – Julie Henderson

Martinborough – *to be appointed*

Maoribank – Paula Afoa

Masterton Intermediate – Kara Mason

Maungaraki – Lisa Cavanagh

Newlands – Robyn Arthur

Paekakariki – John Masson

Papakowhai – Mark Smith

Paremata – Bryce Coleman

Pinehaven – Kaylene Macnee

Pirinoa – Lorraine Southey

Postgate – Adam Campbell

Redwood – Sue Goodin

Sacred Heart (Petone) – Liz Heatley

St Bernards (Brooklyn) – Joan Woods

St Teresas (Karori) – *to be appointed*

Tawai – Matt Skilton

Te Aro – Sue Clement

Thorndon – Alistair du Chatenier

Titahi Bay – Kerry Delaney

Wadestown – Sally Barrett

Wilford – Neil Sargisson

Secondary principals

Aotea – Kate Gainsford

Bishop Viard – Teresa Cargo

St Catherines – *to be appointed*

St Patricks Silverstream – Gerard Tully

Wellington High – Nigel Hanton

Of the 26 appointments made:

- 5 came from outside Wellington
- 8 came from within their own school (were previously DP)
- 11 came from senior management positions in other schools (not principal)
- 7 came from principals positions or were recently in principal positions

Conclusion: It appears that there is a growing preference for boards to select principals from within their school.



GAME succeeds its support to schools an ERO return dates

Over the 2 years that GAME Consultancy has been operating, 22 schools have requested support to improve their readiness for an ERO review. This support has come in many forms from simple one-off staff and board meetings to considerable in-depth advice as Friend of the School or through comprehensive pre-review reviews. The benefit to these schools has been considerable. Half the schools improved their ERO return dates (ie. moved from a 1-2 year return to a 3 year, or a 3 year to a 4-5 year return). Of the remainder all retained their 3 year review return date. There were no schools who had received GAME support that had ERO reviews resulting in early returns (ie. 1-2 years). 2 schools, both of whom were on 1-2 year returns, have not had their reports published yet, although we are hopeful of good results.

Assisting schools improve their ERO reporting has been an important and significant part of the guidance programme GAME continues to provide to secondary and primary schools. Taking the mystery out of the review process is critical to understanding what needs to be done.

Choosing a Friend of the School for your ERO review

As principals are aware, schools can decide to appoint a Friend to be part of the ERO review process. A Friend helps provide a balanced and accurate picture of the school. The Friend is the school's representative – not a designated review officer. As such, it is unlikely that ERO will decline a school's nomination as a Friend. The principal and board set the requirements for the Friend of the school, and these are discussed with the review team.

However fewer schools are now availing themselves of this service. There are good reasons for this. The ERO review process is now considerably less rigorous and contentious than it once was. It is more collaborative. The review process, from pre-review visits to the final report, is more open to scrutiny by the school. So inclusive has it become that many principals in 2012 were actually invited to be part of the 'synthesis' meeting where once this was the preserve of only the reviewers and the Friend. During the review the lead reviewers are more forthcoming with the principal about the emerging trends they are seeing in the school. Much more importance is now given to the information provided by the school and made available to the review team.

If you are thinking of using this facility consider only employing the Friend for an hour at the outset (earlier the better). Impressions about a school are often made in the first day of an

ERO review, and your Friend may be more effective advocating on your behalf at this time than being part of the whole review.

ERO and Teaching as Inquiry (July 2011 national report)

Teaching as Inquiry was the main goal developed by principals being appraised by GAME in 2011. Not surprisingly ERO also saw its importance. In 2011 it evaluated the effectiveness of this new requirement on teachers in one of its national reporting requirements. It found that 72 percent of schools were promoting the use of Teaching as Inquiry.

They found that the school that was successful with Teaching as Inquiry encouraged teachers to use research findings to challenge their thinking and assumptions, and to help them make decisions on classroom teaching strategies. Some schools used the performance management system to set goals for teachers' practice and to build teachers' ability to think about their teaching and its impact on the learning of their students. Teachers in these schools planned initiatives together, selected appropriate learning programmes and chose strategies for individual classroom practices. They also regarded students at risk of education failure as a shared priority. An important aspect of Teaching as Inquiry was that teachers had flexibility and were encouraged to change a programme when they had evidence that this would benefit their students. As always, school leadership in this was the crucial factor.

Now included in the requirements of the Secondary Schools principal's collective contract, Teaching as Inquiry is an effective way of promoting individual and school wide review and development. It is likely that this professional development strategy will again figure prominently in the Performance Agreement goals of principals in 2012.

ERO Review and National Standards (From ERO's website - August 2011)

Question 1: *When did ERO start reporting that schools had been found, during a review, not to be complying with the National Standards?*

Answer: We've been reporting this since Term 2, 2011 – in individual ERO reports.

Question 2: *Will ERO change the schedule of reviews so that it will go earlier to schools deemed not to be complying with the National Standards?*

Answer: We will review schools according to our schedule. We could also be asked by the Ministry of Education or others to undertake a special review in a school.

Question 3: *What return review timing will ERO give schools that are not implementing the National Standards?*

Answer: ERO's return timing is decided on a risk assessment process, taking all aspects into account. If we find, or are given, sound information that the school is not obeying the law that would feed into this process and may influence the timing of the next review. The student is always the focal point of an ERO review, and ERO will make decisions on the basis of what is best for students.

Note: Schools that would not meet the criteria for a 4-5 year review return are those:

- that do not comply with the National Standards
- whose process charter target was mandated by the Secretary for Education, or
- that are not reporting Mathematics, Reading and Writing achievement in relation to the National Standards to parents and whānau of Years 1-8 students.

In these cases, ERO would have concerns about aspects of the six dimensions of good practice ERO uses to indicate an effective school. National Standards are part of the National Administration Guideline 2 and therefore part of the law. Four-to-five year returns are given to schools with exemplary practice, and by definition a school that either chooses not to comply, or is not able to, could not be exemplary.

Question 4: *At what point during a review would ERO refer a non-compliant school to the Ministry of Education?*

Answer: Confirmed ERO reports go to the Ministry of Education, and that is when the Ministry would find out that ERO has deemed a school to be not complying. The Ministry will, of course, have information on schools other than that in ERO reports.

Question 5: *What about schools that are not yet able or ready to comply with the Standards?*

Answer: The Standards are being phased in over three years. This gives all teachers and school leaders time to develop and implement the Standards. ERO will investigate and report progress on the implementation and integration of the National Standards in each school. Where extra help is needed, ERO will say so in its report.



"We just finished our meeting on raising educational standards. Please call maintenance and have them vacuum up all the educational buzzwords left on the carpeting."

ERO reviews have just got more time-consuming for principals
- Request for extra pre-ERO review information, as from 2012

If you are having an ERO review in 2012 you will be asked for more preview information than has been the case in the past. ERO has now become highly interested in your school's self review processes and developments, and evidence of the progress you have made since your last ERO review. Before their arrival they want to know what you have learnt about your student's progress and achievement. This, they claim, will assist ERO in gathering background information about your school context, recent self review, the progress you are making towards implementing *The New Zealand Curriculum*, what you know about student learning: engagement, progress and achievement, the success of Māori and Pacific students at your school, and the support you have received and what you might need to implement the National Standards. Beginning this year an extra pre-ERO review questionnaire will ask you for the following:

Statistical Information

- Māori-medium education, through bilingual or immersion classes
- Immersion levels taught, people responsible and programmes used

International Students

- Numbers of International students and people responsible for the programmes

Developments since your last ERO review

- Recent developments in your school and the outcomes of your school's self review

Your school's context

- Important features of your school's context that have an impact on student learning and achievement
- How you have used the features of your school's context to shape your school's curriculum
- Structures/practices in your school that assist you to sustain and support school performance

Charter targets

- Charter targets or goals you set for 2011
- The outcomes for each 2011 charter target
- Charter targets or goals for 2012
- Explanation of the basis for identifying the 2012 charter targets

Assessment tools and qualifications (Secondary Schools only)

- Assessment tools teachers are using to assess students' progress and achievement in Years 9 and 10
- Qualifications students have access to

Maori Students

- Description of the context of your school in relation to Māori students, staff, whānau and key partnerships in the wider community
- Explanation of the three most important points that you hope to highlight to ERO when you present your story of Māori Success at the beginning of the onsite review.

Pasifika Students

- Your familiarity and use of *The Pasifika Education Plan 2009-2012*
- Recent results or outcomes for this group of students
- What three key strategies, programmes or initiatives do you have in place to support Pacific students' potential to progress and achieve

Special Needs Students

- Strategies, programmes or initiatives you have in place to address the learning of students with special needs
- Your knowledge of the impact of these strategies, programmes or initiatives

National Standards (Primary Schools only)

- Information about student's achievement in relation to the National Standards in reading, writing and maths.
- What does this information highlight about students' achievement in relation to the National Standards
- Written reports to parents about their child's progress in relation to the National Standards in 2011

Other comments you would like to add !!!

NB Remember this is supplied to ERO before the reviewers arrive. In responding to this questionnaire you are effectively writing your own ERO review report with the reviewers simply coming into your school to confirm the information. In fact your response to the questionnaire may be more comprehensive than the review report itself.

The sceptics among you will see this as another deliberate action to down-scale the ERO review process. Possibly a government cost cutting measure. It will further decrease both the time required for in-school data gathering and time reviewers will need to give to writing reports. Putting the onus on principals to furnish written information lessens reviewer's

workload but significantly increases that of the principal's. For principals to furnish the information required in this 9 page pre-ERO review information questionnaire would conservatively take the conscientious principal a number of hours. ERO's increasing reliance on schools declaring for themselves the issues to be included in their report may appear theoretically sound, as it certainly encourages comprehensive self review, but it will invariably take its toll on the principal's workload.

Of course this pre-review information is additional to the compulsory Board Assurance Statement and other documents previously requested (eg. Charter, List of Teachers etc.). There is also likely to be further ongoing written information requested from principals related to ERO's requirement to furnish national reports. An example being that in 2011 ERO asked for extensive school data about "Including students with special education needs". We already know that for schools having a review in Term 1 2012 information will be required of primary principals related to "Working with the National Standards within the Mathematics Curriculum in Years 4-8".

The demands on principals are increasing. All the more reason to try your best to stretch out your school's ERO reviewing timeline. GAME is here to help you out.

"Self Review that Satisfies ERO"

This Mana Education Centre course provided by GAME has proved very popular with principals and trustees during 2011. So much so that it was repeated twice. Other regions around New Zealand have now asked for it to be held in their areas in 2012. The first of the Wellington courses is planned for 19 June. Put this in your diary and hopefully we will see you there.

School marketing using the internet

As those schools in which GAME has worked now know, computer-based technologies have not been areas provided by GAME's support and guidance programmes. The reason is that as this is such a changing industry maintaining an understanding of its capabilities is next to impossible. However advice is now at hand. A new on-line marketing company has emerged in Wellington developed to meet the ever changing needs of schools and other businesses. www.superiormarketing.co.nz. This web design company prides itself on designing a professional website for your school that enables you to get your message across to various audiences. Due to its experience in the internet marketing industry, Superior Marketing can help you not only get a great looking website, but a website that gives your school the 21st century transformation it deserves. With family connections to the company, of course it comes with a GAME guarantee.

Principal coaching / mentoring

Principal coaching has become a significant area of GAME's support to schools. Last year various principals chose to extend the 'principal appraisal' model to include a greater in-depth advice, support and guidance programme. The emphasis was moved from the focus of summative reporting on principal competencies to a development and ongoing model of planned professional improvement. Some of the principals availing themselves of this service were new to their positions but others simply wanted to be further challenged and extended. In

many cases this has been extended to operate over two years of specific support.

Principalship is a complex business. Frequently senior managers and trustees are called upon to provide the professional motivations and insights that the principal position demands. However increasingly principals are seeing the benefit of outside professional intervention to help them understand and recreate a more effective school. GAME's experience across a wide cross-section of schools, and the importance it places on developing a personal relationship with principals, appeals to many.

Senior management appraisal

Over the last two years principals have begun to see the benefit of using an external appraiser to assist them in developing their leadership team. In 2011 GAME worked extensively in 3 secondary schools evaluating the effectiveness of their senior managers and providing reports on the achievements they have made and the next steps for their development. In one case this extended to included recommendations to the principal and board as to possible changes that would better improve the effectiveness of the organisation and composition of the senior managers as a team. When change within the team is suspected to be advantageous sometimes the principal is too close to the action to suggest those changes.



"Let's go to our education reporter for more underreporting of school success stories."

The stakes are getting higher for professional and unbiased principal appraisals

The Secondary Principals' Collective Agreement 2011-2013 now states that the performance agreement and associated review process is integral to the assessment of the principal against the professional criteria for advancement through various career stages. Tied to this career progression are salary allowances used as incentives to encourage and recognise individual professional growth, leadership and the principal's general contribution to the school. Provided that the principal has entered into a performance agreement and undertaken an annual review they will be entitled to a career allowance based on the following criteria:

Stage	Service criteria	Professional criteria <i>Meeting the requirements of the performance agreement and</i>
1 – Initial principalship	Minimum of 3 years continuous service as a principal in a New Zealand State or State Integrated Secondary School	Completion of the First Time Principals' Programme (or similar) Participation in a professional learning and development plan which may involve (but is not limited to) mentoring, professional supervision, study or a professional learning and development project aligned with school goals.
2 – Experienced principal	Minimum of 6 years continuous service as a principal in a New Zealand State or State Integrated Secondary School	Participation in a professional learning and development plan that demonstrates professional growth, including pedagogical leadership. This could be through further tertiary study/qualifications, a sabbatical project or professional learning project in own school context.
3 – Leading principal	Minimum of 9 years continuous service as a principal in a New Zealand State or State Integrated Secondary School	Contribution to or leadership of a learning or professional community that contributes to the wider education sector.

The career allowances are to be phased in for each stage as follows:

- Principals who meet the criteria for *stage one* were immediately entitled to an annual career allowance of \$3500.
- From 1 July 2011, principals who meet the criteria for *stage two* will be entitled to an annual career allowance of \$7000.
- From 1 July 2012, principals who meet the service and professional criteria for *stage three* will be entitled to an annual career allowance of \$10,500.

To maintain eligibility for the career allowance, every three years the board of trustees must re-affirm that the principal meets the service and professional criteria and has undertaken a performance agreement and annual review within the previous 12 months.

This has implications for primary principals. With the primary principals collective contract finishing in August 2012 it is likely that a similar salary incentive scheme could inevitably come into effect.

The need for an unbiased, independent and professional GAME appraisal has never been more important for the principal.

Some of the nice *unsolicited* emails that have made GAME's year



Thank you for this 'glowing' report. I and the staff have enjoyed working with you. I will miss our talks.

Sue Blyther - Principal, Paparangi School

Hi Bryan. This is a very positive and affirming report. Thank you for your generous understanding of this team and the work we have achieved together. You have captured the essence of a very professional and open teaching team. Thank you for your appraisal, it is very helpful to get a glimpse of my work through another pair of eyes such as yours..... you gave me a big challenge. It has been a privilege to work with you again. It is a distinct advantage to work with you as you have undertaken the role that I hold and can therefore identify key areas for focus and

growth, and understand the complexities of the role. This year is clear evidence of this.

Mary Jones – Principal, Pukerua Bay School

Thanks Bryan..... it has been very affirming working with you.

Glenys Rogers – Principal, Mangaroa School

Hi Bryan. On behalf of the Pomare BOT and school community, thank you for completing Chris' appraisal. I have found it an insightful experience and a pleasure working with you. I will be presenting your report at the next BOT meeting and as you have suggested will use portions of it in our ERO review process. Again thank you for your diligent work, and look forward to recommending your services and possibly working with you in the future.

Shayne Fairbrother - BOT Chairperson, Pomare School

Thank you Brian. Wow! I really appreciate the work you have put into the report. Thank you. I also appreciate all the mentoring, support and advice you have provided. It has been most beneficial. The staff and BoT thoroughly enjoyed their interactions with you as well.

Clifford Wicks – Principal, Otari School

Hi Bryan. Firstly thank you for your professionalism and insight....quite often, despite the fact I do have 'people' I can offload to, I don't get the rigour to which you have applied to the context which I am in. This [report] is very well written, is very supportive and more than fair. You are very perceptive, not only because you know the constant pressures of the role.

John Taylor-Smith - Principal, Miramar Central School.

Hi Bryan. I was delighted to receive your report on Friday. I have to say that I am hugely impressed by the fact that you were able to produce the report so quickly for me. I am very pleased with the content and have no 'errors of fact'. I have really enjoyed working with you this year and would really like to work with you again next year as I believe that I have gained a lot from the process and know that we can add to the work we have done this year.

Laura Snowden, Principal, Paraparaumu School

Good morning Bryan. Wow, what an interesting report and a lot of information that you have sourced. Thank you.

Mary Cook – Principal, St Marys College



"I hope it's not too much of an inconvenience for you, but I'm desperate to hold on to our good teachers."