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## New Principal Appointments

### Congratulations!

Bishop Vaird	Rose Sawaya
Brandon Intermediate	Paul McKendry
Dyer Street	Paula Weston
Featherston	Gina Smith
Holy Family	Chris Theobald
Hutt Central	Michael Gendall
Konini	Andrea Scanlan
Lyll Bay	Melanie Dean
Maoribank	Karen Wellington
Newlands Intermediate	Angela Lowe
Ngati Toa	Kaye Brunton
Our Lady of the Rosary	Karolina Surynt-Tapiki
Paraparaumu Beach	Jess Ward
Rewarewa	Jan Otene
Sacred Heart College	Maria Potter
South Wellington Intermediate	Traci Liddall
St Teresas Featherston	Jennifer Muth
Titahi Bay North	Colin Tarr
Upper Hutt	Jo Grant
Wainuiomata	Allison Burdon
Wellesley College	Brendan Pitman (Australia)

There were 35 new principal appointments made in the greater Wellington region during the last 12 months. This compares with:

2013 - 17      2012 - 23      2011 - 29

A breakdown of these shows:

- 9 came from outside Wellington
- 5 came from within their own school
- 17 came from senior management positions in other schools (not principal)
- 9 came from principals positions or were recently in principal positions
- 4 came from other non-teaching positions

Of the principals whose positions were advertised:

- 21 'probably' retired
- 5 went to other employment
- 9 became principals of larger schools



"Yes, I received the Board's proposal to revamp school organisation.  
As a matter of fact I am passing it around the office as I speak"

## ERO reports (4-5 year return dates)

The number of schools receiving exemplary ERO reports appears to be diminishing in number. When the differentiated reporting model was first initiated in 2009 it was suggested that 20% of schools may be eligible for an extended return date. In the last 12 months only 9 schools received such reports (12%). Well done to the following (*the \* refers to repeat excellent reviews*):

- Miramar North\*
- Churton Park
- Natone Park
- Kenakena
- St Francis Xavier (Tawa)\*
- St Peter and Pauls (Lower Hutt) \*
- St Patricks College (Town) \*
- Epuni \*
- Ngaio \*

NB In recent years, GAME Consultancy is proud to have had associations with over half of these schools.

## Learning from others

Not that anyone has said it to me, but I am sure you must be thinking it: "How can a guy who has been away from his school for nearly 7 years provide me with any useful advice and guidance? How can he be an effective evaluator of my school's performance?" Good question!

The answer lies not in what I know but in what you collectively know. I do not purport to be an authority on anything. The old adage 'the more we know the less we know' is very true. All GAME Consultancy seeks to do is bring people resources and ideas together. Last year I worked in over 40 schools. All of them with their own strengths and stories of achievement.... rarely does a school employ my services if it is failing. This knowledge is then shared across schools with whom I work. Other agencies such as Principal cluster groups and external facilitators seek to also do this but none work regularly in an extensive range of schools within the wider Wellington region.

It is my feeling that bringing people together and sharing good practises and resources within and among schools has increasingly become an important component of the service GAME Consultancy provides.

## Published Sabbatical Reports from Principals in the Wellington region (2012 – 2014)

See full reports on:

[www.educationalleaders.govt.nz/Leadership-development/Professional-information/Principals-sabbatical-reports](http://www.educationalleaders.govt.nz/Leadership-development/Professional-information/Principals-sabbatical-reports)

**Anne Lye (2014)**

*Churton Park School*

Explore what the key components of effective appraisal are, which promote teacher ownership and engagement and lead to growth as a professional.

**Ian Dewar (2013)**

*Tawa School*

To research what environmental and curriculum changes schools need to make to cater for the seemingly increasing numbers of 5 year old students starting school at developmental stages that are closer to the pre-school level than to the Year 1 curriculum level.

**Mary Jones (2013)**

*Pukerua Bay School*

To investigate the factors that inhibit student achievement in mathematics problem solving and what teaching and learning strategies/factors are effective in raising achievement.

**Peter Fava (2013)**

*St Bernard's College*

To study a) student behaviour management, b) Catholic life and culture.

**John Channer (2012)**

*Fraser Crescent School*

To complete research into principal clusters, how they work in a strategic way to share skills, support others, and collaboratively raise student outcomes.

**Iosua Esera (2012)**

*Petone Central School*

To find out critical components of bilingual programmes that lead to acquiring twin proficiency in two or more languages, and how those are reflected in school programmes and teacher pedagogy.

**Wendy Esera (2012)**

*Evans Bay Intermediate*

To find out how well Evans Bay Intermediate School is meeting the needs of students in the critical areas of numeracy and literacy: reading, writing, and maths.

**Bruce McDonald (2012)**

*Kenakena School*

To investigate specific school-based programmes for enhancing educational, social, and behavioural outcomes for boys in primary schools.

**Bunny Willing (2012)**

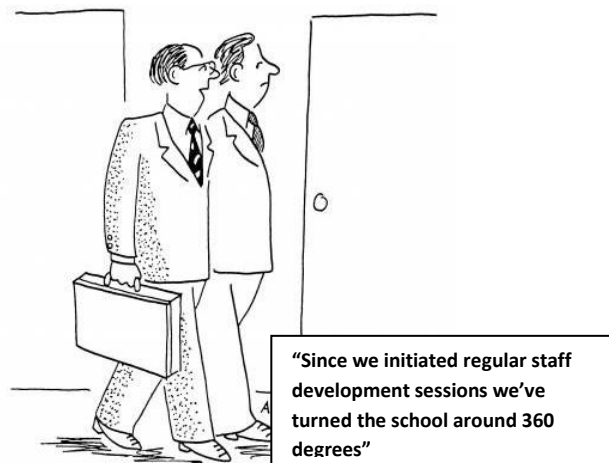
*Epuni School*

To look at self-regulation across the school in the contexts of teaching, learning, and behaviour management.

**Neil Worboys (2012)**

*Wainuiomata Primary School*

To examine, through research findings and through dialogue with education practitioners, the role cultural responsiveness plays in enhanced Māori student achievement in primary schools.



### Just in case you didn't know or had forgotten

*From the Primary teachers collective agreement*

- Up to 40% of units may be allocated as fixed term.
- Fixed term units are for the period allocated by the board and are usually for a minimum of 1 term. Salary protection only applies to units allocated permanently.
- Primary or intermediate schools with a staffing entitlement of 21 or fewer FTEs may designate no more than two teachers holding permanent units as 'deputy principal' or 'assistant principal'. In schools with more than 21 teachers, no more than three teachers may be designated as 'deputy principal' or 'assistant principal'.

### Major Reviews Conducted by GAME Consultancy in 2014

*Increasingly schools are requesting GAME to provide independent evaluations of existing school practices to assess their relative areas of strength and weakness. Three particularly large reports undertaken last year included:*

#### ❖ St Orans College (7500 words)

**"A Review of the quality of pedagogical practice and curriculum delivery evident among the teachers of St Oran's College"**  
*A teacher and student perspective*

As an effective self-reviewing school, the principal deemed it timely and appropriate for an independent evaluation to be instigated to analyse the extent to which teaching practices were resonating with students and influencing their levels of learning and engagement. This inquiry, based largely on student feedback, culminated in a report designed to support the information already gained by senior management through the school's regular appraisal, classroom observation and assessment analysis functions. The intent of this review was to identify both the prevailing successes and areas for possible improvement in teaching practices as identified by the students themselves. Its findings may have an impact on the determination of future

teacher development initiatives and possible classroom support programmes.

Unique in this exercise was that the evidence gained about the effectiveness of pedagogical and curriculum implementation practices would be exclusively derived from the subjective opinions expressed directly by the stakeholders themselves (teachers and students).

### ❖ Makoura College (4200 words)

#### **"A review of Makoura College's pastoral care practices"**

As part of the "Makoura College Self Review Schedule of School Components", which supports inquiry into a better understanding of what engages students and improves programmes of teaching and learning, Term 2 2014 was identified as the time during which the review of school practices supporting 'Pastoral Care' would take place. Specifically this review aimed to:

- To determine whether students were receiving the appropriate pastoral care from the college personnel
- To ascertain the effectiveness to school management of existing practices, personnel and systems
- To identify areas of good practice and areas for improvement

Information for this review was gained from questionnaires to teaching staff and all students. It also included interviews of selected staff and students. International literature on the best practices for effective pastoral care and relevant school documentation were also referred to in the report.

### ❖ Northcross Intermediate (4000 words)

#### **"A Review of Staffing Organisation at Northcross Intermediate"**

In discussions at school governance and management level, issues about the existing school staffing organisation had arisen that warranted, in the view of the principal, a detailed external review. These concerns were based on both school effectiveness and efficiency factors as well as financial imperatives.

In consultation with others, the principal considered that the present staffing structure may no longer reflect and support the management and administration needs of a high performing school. The main components of the existing model had been in place for many years and although changes had been made, no significant analysis of the cost and managerial benefits had been impartially or comprehensively undertaken. Coming within the scope of this review were the following staffing organisation components:

- classroom team composition,
- support staff allocation of hours and functions,
- distribution of management units,
- employment of 'over-entitlement' teachers,
- role of contractors and other ancillary fixed term staff



### **Teaching as Inquiry – summary of ERO report 2012**

20 percent of teachers throughout the country were using this process very well and 37 percent were either using it minimally or not at all. The implications for the students in their classes were significant.

ERO believed that the systems, processes, practices and expectations leaders put in place, and the attention they put into maintaining these systems, conveyed to teachers what was valued in the school culture. ERO felt leaders should extend the scope of teachers' current inquiry practices by:

- ensuring teacher reflection was a technique that resulted in some form of tangible outcome that was shared with colleagues and/or leaders
- fostering the notion that inquiry is a valuable process that greatly contributes to improving teaching practice, and to outcomes for students
- helping teachers to include inquiry in their daily practice.

The most common inquiry activities used by teachers were: classroom-based programme evaluation (in primary schools); departmental curriculum review (in secondary schools); and collaborative teacher inquiry. Less apparent among teachers were the moment-by-moment reflections and responses to how students were learning that are at the heart of effective teaching. It would be useful for leaders to explore with teachers a range of formative inquiry approaches and to assess the impact that these would have on professional practice and on students' learning and engagement.

Teaching as inquiry was happening more effectively in primary schools than it was in secondary schools. It is possible that more sustained interaction with groups of students, and more frequent opportunities to meet and discuss student achievement across a range of learning areas, facilitated better inquiry practice in primary schools. It would be worthwhile for secondary school leaders to investigate ways that teaching as inquiry could be used more frequently to lift the achievement of priority students. There were no clear differences in the extent to which inquiry was happening at different year levels in primary schools or between subject areas in secondary schools.

ERO encourages school leaders to develop a better understanding of the nature of inquiry, the benefits it can bring to teachers' professional practice, and the extent to which inquiry is happening in their schools. It would be useful for them to review the extent to which good quality inquiry is currently being practiced. Leaders should use the findings to identify the contexts in which it is being used successfully to improve students' learning, and the gaps in

practice that represent lost opportunities. A reference point for this review could be the extent to which teachers have the capacity, and the opportunity to:

- clarify meanings
- identify issues/problems/dilemmas/puzzles/successes
- develop significant inquiry questions
- collect data using a range of processes
- locate and draw on relevant research
- critically interrogate their own and other's practice and data
- analyse/interpret and theorise quantitative and qualitative data
- develop and implement strategies that are focused on enhancing student learning outcomes
- assess the extent to which strategies or action have improved learning or the learning environment.



## Senior Management Team Professional Development (in-school model)

The intention of this programme is to develop educational leadership understanding of the Governance and Management issues affecting schools and to better enable the senior leaders of the school to instigate and support development initiatives within their own schooling context.

This series of professional workshops is specifically aimed at improving specific school operations and performance. It is not an induction programme for aspiring principals.

The professional development process involves the whole management team in:

- regular 90 minute face-to-face discussions (6 during the year)
- the scrutiny of existing school programmes
- facilitation and the provision of professional advice/readings by GAME Consultancy

The 6 themes of the programme will include:

- The collation and analysis of student achievement information
- Teacher and Support Staff appraisal and professional development models
- Curriculum design
- School self review and Strategic Planning
- The governance and management distinction
- Community engagement (school and parent)

## Just a few nice emails received recently ..... thank you:

"Thank you so much for all of your hard work on the Board's behalf. We are extremely grateful to you for conducting such an insightful, sensitive, thorough and professional principal's appraisal. It is a huge amount of work, thank you for working on it so expeditiously.

.....I think you appreciated the very special personality of our school which, as a trustee, I am very pleased to know is in safe hands with our Principal, senior management team and staff.

*Amanda Aarons, BOT Chair, Sacred Heart College, Napier*

"I am very, very impressed with your [appointment] process"

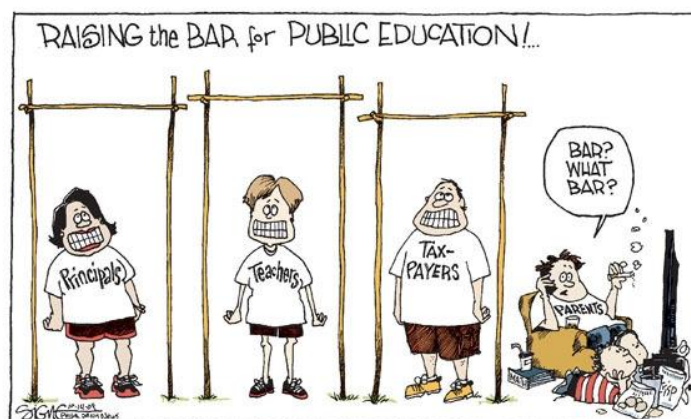
*Olwyn Johnston, DP Waipukurau School*

"I liked the [appointment] process. The format made it clear to applicants what you were looking for and easier for the panel to get to that information quickly."

*Pip Newton, Principal Tairangi School*

"Your advice has resulted in an excellent [principal] appointment, Bryan. Many thanks."

*Peter Durrant Principal (retired) Upper Hutt School*



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