

Address: 118 Woburn Road  
Lower Hutt

Phone: 045664177  
0275664177

[www.game.school.nz](http://www.game.school.nz)  
Bryan.Gwilliam@game.school.nz

Director: Bryan Gwilliam B.Ed., M.Ed.Admin. (Hons), Dip.Teach.

## New Principal Appointments

### Congratulations!

Chilton St James	Kathy Lloyd-Parker
Glenview	Lynda Knight de Blois
Kapiti Primary	Martin Hett
Miramar Christian	Kevin Boyce
Paekakariki	Julia Bevan
Pomare	Katrina Day
Pukerua Bay	Tara Taylor-Jorgensen
Sacred Heart (Thorndon)	Bernadette Murfitt
St Anthony's (Seatoun)	Jennifer Ioannou
St Bernard's College	Simon Stack
Sts Peter and Pauls	Kay Tester
Waterloo	Warren Owen

There were **21** new principal appointments made in the greater Wellington region during 2015. This compares with:  
2011 – 29    2012 – 23    2013 – 17    2014 – 35

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

**NB.** \* refers to consecutive excellent ERO reviews

Karori Normal	Hutt International Boys
Raroa Intermediate	Seatoun*
Maungaraki	Pinehaven

## Published Sabbatical Reports from Principals in the Wellington region (2015)

See the full reports of each of the principals below on:  
[www.educationalleaders.govt.nz/Leadership-development/Professional-information/Principals-sabbatical-reports](http://www.educationalleaders.govt.nz/Leadership-development/Professional-information/Principals-sabbatical-reports)

### Ian Hastie Avalon Intermediate

'Find successful strategies in which to engage with Pasifika communities and families in intermediate schools, in the belief that successful engagement and consultation with families alongside quality teaching will improve and accelerate student learning.'

### John Taylor-Smith Miramar Central School

'Successful models of performance management in primary schools in Auckland and Wellington.'

### Clare Crawford Kahutara School

'Develop and grow the leadership qualities and potential in U1 and U2 staff teams, through purposeful, empowering learning conversations.'

### Dawn Ackroyd St Oran's College

'Leadership and pedagogy in relation to student well-being'

**Beth Rogerson** Solway College 'Strategies to enhance the use and effectiveness of boarding facilities across the boarding sector.'

### Peter Leggat Onslow College

'Curriculum models that promote 21st century learning, provide authentic and relevant experiences for students, incorporate a range of effective technologies and learning systems, engage and promote achievement; as well as develop the principal's role in leading these developments.'

### Tom Hullena Makoura College

'Explore, identify, and develop (for implementation in 2015) a more meaningful and relevant curriculum for Year 12 and 13 students at Makoura College.'

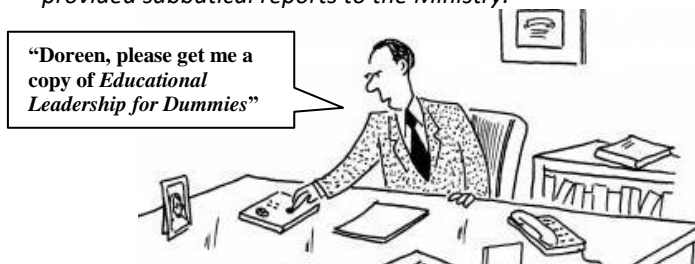
### Peter Fava St Bernard's College

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

### Peter Ahern St Josephs Upper Hutt

'Develop, grow and support student agency at St Joseph's School in Upper Hutt.'

NB. Looking at the number of principals at primary and secondary level across the country who have been granted sabbatical leave in recent years, probably only half have provided sabbatical reports to the Ministry.



## Teacher competency (incompetency)

In recent years GAME Consultancy has increasingly been requested by primary and secondary school principals to assist them in identifying and/or confirming competency issues related to the performance of individual teachers. It would appear that the stakes for schools are now higher than they have ever been and the community's tolerance for underperformance has never been lower.

Principals have come to understand that the strong union involvement and legal implications inherent in the teacher competency process can be hugely time consuming and fraught with difficulty for them, their boards and the senior management teams. Many now believe that utilising outside support can be a highly effective and legally sound option for them. This is especially so in the early stages of the process. It has the benefit of safeguarding professional impartiality and integrity and, at the same time, preserving effective school management/teacher relationships.

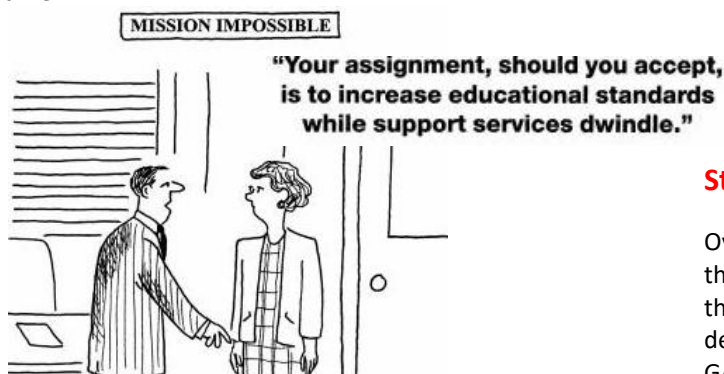
The typical process GAME:

- The principal has identified concerns in a teacher's performance. Appraisals, as part of the school's normal practice, have not proved effective in addressing those concerns. It may be believed by management that the teacher is incompetent. However legislation requires

that an 'official' support and guidance programme be implemented. GAME Consultancy's assistance is requested.

- b. In discussion with the teacher, the appraiser and the principal, parameters for classroom observations are determined. These are often based on the *Practising Teacher Criteria* or the *Professional Standards*.
- c. Following the classroom observation and discussions with the teacher, a detailed report is written by the consultant outlining areas of good performance and areas for development. If the consultant is concerned with the teaching performance, with input from the teacher, a support and guidance programme is included. The principal ultimately will decide whether there is sufficient reason for the programme to be implemented.
- d. If so, the consultant meets with the teacher at times during the programme to assess progress and to offer help and advice.
- e. At the completion of the programme further classroom observations take place. The report provided for the teacher and the principal recommends that:
  - I. The teacher has met the requirements of the programme and that he/she can now participate in the school's normal performance management practices *or*
  - II. A new support and guidance programme be developed and activated *or*
  - III. Competence procedures, as specifically stated in the respective Collective agreement, need to be instigated.

*NB It needs to be made clear that the principal maintains control of this process and may intervene to change it at any time.*



## Strategic Planning model ... a departure from the conventional model

Strategic planning and the associated community consultation process have, for many years, been important parts of how schools develop and operate. In recent times the Ministry has changed the way Charters are to be annually developed and presented. Notable in these changes became the requirement that Strategic Plans needed to always reflect the direction of school 3 years in advance. This presented difficulties for most schools wanting to maintain the strategic plan as a meaningful guide to future development based on in-depth community input. The initial response from schools to placate the Ministry requirement was to simply 'cut and paste' one year into the next.

Enlightened schools have now moved to streamline their Strategic Plans into high-level one or two page documents of

a longer duration. They invariably include a much more detailed Annual Plan. This now reflects a specific trend where governance takes on an even higher and more diminished level of responsibility and, at the same time, a greater empowerment of management to make more extensive executive decisions. A natural 'power' devolution is occurring where the opinions of the practitioners hold more important sway.

These schools now accept that this process of strategic development need no longer originate in the community. Boards know that it is the senior leaders who understand the future of their school better than anyone else. Where once plans began their journeys as brainstormed ideas promoted by ill-informed parents, culminating in staff input, .... now the reverse is true.

In 2015 GAME was widely involved in initiating individual school Strategic Plan development. In each case the process adhered to a set sequence:

- a. The school identified a small group (5-6) of knowledgeable teachers, administrators and trustees to comprise an initial consultation forum. The forum was presented with samples of various school plans where a model was chosen and possible headings and themes determined. Over the course of a day a skeleton framework was developed.
  - b. A staff meeting was held where the framework was presented. Staff provided feedback to enrich the headings. A draft plan emerged.
  - c. Meetings were convened with other stakeholders (Maori, Pasifika, parents) where the draft plan was scrutinised and further input sought.
  - d. A revised draft plan was presented to the school community online. Opinions and suggestions were solicited.
- The final draft was presented to the Board of Trustees, changes made and the plan ratified.

## Students influencing the quality of their teaching

Over the last few years there has been a growing interest on the part of schools to seek student opinion on the quality of the teaching they receive and the content of the curriculum delivered. Some have termed this 'seeking student voice'. GAME has been involved extensively in this process at the college level (St Pats town, St Orans, Makoura and Sacred Heart). Each time it has involved the surveying / interviewing of all students and teachers based on the criteria of effective teaching practice derived from such research as: *Quality Teaching for Diverse Students in Schooling: Best Evidence Synthesis Iteration (BES)*.

Through teacher appraisal, classroom observations and other professional practices, most schools have developed a good understanding of the quality of their teaching. However to provide greater richness, authenticity and balance to this existing information principals are seeing the benefit in seeking the opinions of students and teachers directly. It is useful for schools to know which of the pedagogical practices resonate most positively with students.

The process GAME has followed includes:

1. The development of a questionnaire for each of the two stakeholder groups (students and teachers). Questions focussing on:
  - *What is being done to enhance student learning?*
  - *What can be done to improve learning outcomes for all students?*
2. The support of the senior management team to review and amend the content and format of the questionnaires.
3. Overseeing the distribution, administration and collection of paper copied surveys
4. The collation and analysis of responses and the preparation of a comprehensive comparative report containing recommendations.



### Principal Appraisals prior to 2010

A study in 2009 gave some indication of the “state of play” in the matter of principal appraisal in primary and secondary schools in New Zealand. It was written by a former principal who had conducted numerous external principal appraisals during the previous 15 years. He had received 787 responses from principals throughout the country.

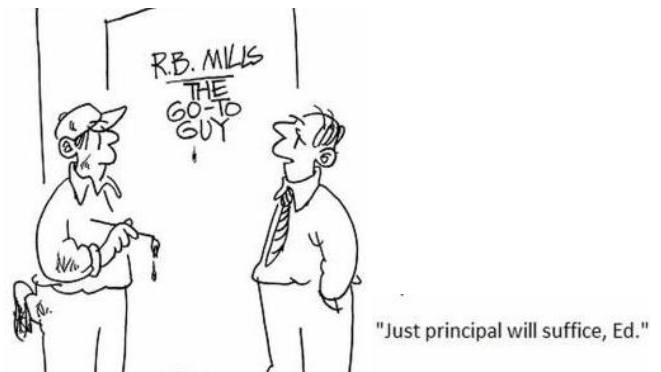
*How similar are these statistics to those of today ... do you think?*

- 89% of schools had a principal performance management policy
- 93% of principals had a current annual performance agreement
- only 8% of those who had a current annual performance agreement said it was signed (by the principal and the board)
- over one quarter of secondary school principals did not have a current signed agreement
- new principals were taking a year or two to establish a performance agreement with their board
- 12% of all respondents (but only 4% of secondary respondents) said that the principal had the final say on the content of the performance agreement
- 19% said (correctly) that the board had the final say
- 67% said that the board and the principal jointly had the final say
- 90% of respondents had received a written appraisal in the previous year
- 80% found the appraisal process “useful” or “very useful”
- 69% of appraisals were carried out by an external appraiser
- of the 31% of appraisals done internally, 25% were carried out by the board chair, and 6% by a committee
- high decile schools, large schools, and secondary schools were more likely to have “internal” appraisals.

*Do you think this study provides any points to consider for principals today?*

*GAME Consultancy is proud to acknowledge that since its inception in 2010, it has now been involved in and completed*

*140 annual principal appraisals and principal mentoring programmes. 95% of these in the wider Wellington region*



### Exit interviews

Increasingly high performing schools are showing a great deal of interest in what their parents think of them. The Hadlow School Board of Trustees is an example of this. At the end of each of the last 3 years the school has engaged GAME to conduct ‘Exit Interviews’ of parents of students leaving the school. The board continually wants to get a better understanding of some of the school’s strengths and possible areas for future development. Because the school is particularly interested in the effect of its ‘Future Focussed Learning’ initiative on children and their families, it was seen to be useful to have an outsider conduct the interviews.

In January this year GAME conducted telephone interviews with almost 30 parents. Interviews ranged in time from few minutes to nearly an hour. The questions asked of were, “What is the school doing well?” and “What could the school be doing better?”. When particular common themes began to emerge, more specific questions were posed.

A report was written for the board which identified a number of very positive school qualities that had the potential, if published, to promote the school and to publically celebrate its successes. It also provided valuable insights into areas for improvement.

Parents commented that the process, itself, was highly useful. Not only did it provide an opportunity to have thoughts about what was happening in the school expressed but, by having an external person facilitating the process, it suggested the school was very sincere in its intention to improve. The concept of the interviews themselves was viewed as a courageous endeavour by all parents.

