



Michael Williams  
President

Dear Colleagues,

I am sure that you and your staff have been looking forward to the end of the term. I know that our staff really do need / and deserve some time out. Time to rest, to shake off the lingering coughs and colds to replenish the energy levels.

While you are probably thinking 'wahoo' time to catch up, to cross something off the 'to do' list while it's not being added to but you need (and deserve) a break just like your staff!

Recently I pointed out to Lorraine Kerr, President of NZSTA that Principals are delegated responsibility to ensure the wellbeing of the staff, something they take seriously and work proactively on, but who takes responsibility for ensuring the well-being of the Principal!

## STAFFING

Politically it is an interesting time, 'limbo land' while we wait and see. Interestingly throughout the election lolly scramble, secondary education was generally ignored!

Nonetheless the big issue of staffing is not going away and it has to be addressed. While it is good to see the Ministry starting to take the problem seriously and John McKeefry, Associate Deputy Secretary Workforce, is starting to grapple with the problem. I think some of the solution has to be political in terms of being prepared to address the teacher salary issue.

It is fairly clear that salaries are one of the inhibitors in attracting sufficient high quality graduates into teacher training. We need the government (whoever that ends up being) to understand that while teachers are not necessarily motivated by money (why I think performance pay won't work) they are certainly demotivated if the salary doesn't reach a certain level. I believe we are well below that critical level.

## COMMUNITIES OF LEARNING

Like many meetings I attend on behalf of SPANZ, the IES Advisory and IES Evaluation Subgroup (CoL Advisory)

meetings are interesting but incredibly frustrating. With Communities of Learning whether we agree with them or not, they are government policy and it looks like regardless of who is in power they are here to stay. The best we can do is to find a way of making it work for our schools and our communities.

The frustration that I find with the advisory work is, the MoE's assumptions around how quickly real change can happen. They appear to have no understanding of change management in schools. The fundamental goals of CoLs are good, that basic idea of schools collaborating to improve practice and produces better outcomes for students is what we all want to achieve. If the resourcing can provide for time and space for collaboration, a natural consequence will be changes in teaching practice which will produce better outcomes for young people, but for true collaboration to happen, we need time to develop relationships, to develop trust.

If the Ministry of Education truly understood this process they wouldn't be rushing in to try and evaluate CoL's on how student achievement has changed within very short timeframes. They would break it down, and look at measures of collaboration, what would we see happening in our schools and across our schools if true collaboration was happening? What are the indicators of high quality collaboration?

Once that starts happening teaching practice should start to change. We have, in the NZCER Teacher Practice and Leadership Survey, a tool that measures this over time. The final step improved outcomes for students is easy to measure.

In the government's and the MoE's rush for instant fixes and miracle cures they want to rush straight to the end point but if we don't put the time and attention into the building blocks, any gains will be superficial, irrelevant and short term.

I would encourage you to push back if you feel you are being pressured, spend time talking about the indicators of good collaboration, start thinking about how you can use the NZCER Teaching Practice Survey and then you will reap the rewards of improved outcomes for students.

## WELLBEING AT SCHOOLS SURVEY

I am delighted to inform you that the Wellbeing@School student survey is now free of charge through until December 2018. I encourage you to take this opportunity to find out how the children and young people at your school really feel.

Bullying is often hidden from adults, with school staff often only seeing and hearing a small percentage of what's really happening. Children and young people might appear okay when there is actually an underlying problem. Local and international research tells us that bullying is a serious problem in our schools. The best way to find out how students genuinely feel about the environment at your school is through an anonymous student survey, such as the Wellbeing@School survey.

Gathering data, especially from students, is important to determine the level and type of bullying that occurs, whether existing efforts are working, and get a full picture of what's going on, rather than rely on how things appear on the surface. It can also suggest particular areas of focus.

The Wellbeing@School survey has been specifically designed to help schools identify how different aspects of school life contribute to a safe and caring environment that deters bullying. Gathering data also provides a baseline for monitoring outcomes over time.

You can sign up for the free Wellbeing@School student survey and toolkit here <https://wellbeingatschool.org.nz/registration> or find out more here <https://wellbeingatschool.org.nz/about-ws-tools>

There are lots of resources to help you put a bullying prevention programme in place on the Bullying Free NZ website: [www.bullyingfree.nz](http://www.bullyingfree.nz)

## AKILLA DROWSY DRIVING EDUCATIONAL CAMPAIGN

In 2005 New Zealand Sleep Safety Ltd established the AKILLA Drowsy Driving Educational campaign in the absence of any other education on drowsy driving/driver fatigue on the roads in New Zealand. They offer great resources for your school. Their website can be viewed here: [www.akilla.co.nz](http://www.akilla.co.nz)

## THE NATIONAL EOTC COORDINATOR DATABASE

Has your School signed up? The primary function of the EOTC database is to provide a direct line of communication to the EOTC coordinator that:

- Notifies of changes to good practice as it relates to EOTC safety management
- Actively builds capability and competency within the EOTC coordinator role and ultimately the capability

of the school to provide quality EOTC.

There is a real challenge facing schools in keeping updated with current good practice in the fast-evolving landscape of health and safety. Of significance is the change to good practice as concerns use of contracting to external providers and the shift in thinking round risk assessment and management.

We invite all principals to check the information at: [www.eonc.org.nz](http://www.eonc.org.nz), consult with your leadership teams and EOTC coordinators, and register your school if you haven't already done so.

## SPANZ CONFERENCE

Don't forget to book your flights and accommodation. To access our discounted rate please follow the link for bookings\*: <https://www.rydges.com/private-page/spanz-2018/>

*\*Subject to availability at time of booking, open till 15th January 2018.*

Nga mihi

**Michael Williams**  
SPANZ President

SAVE THE DATE

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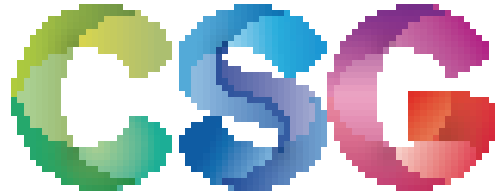
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