



Editorial

PAUL FERRIS

Tenā Koutou Katoa

If 2016 looked challenging for integrated schools then 2017 will be no less demanding. If the 2016 Education (Update) Amendment Bill proceeds through parliament then is likely that the Government will begin to have conversations with all sectors of education, including integrated schools, about questions of funding and viability.

In 2016, at the Funding Review, we explored the notion of global funding and after protest, set that aside. The challenge to spend our education dollar as an investment will remain and new and alternative forms of funding will continue to be explored. The question for discussion is likely to be, "How do we meet the expectations of tax payers and the sector to provide an engaged and successful education system without continuing to take more from tax payers."

The Government model of investing in services requires us to show that what is currently being spent is a good use of funds. The funding review will continue to explore the current funding models to see if the equity and outcomes we aspire to can be obtained from the current funding envelope of 11 billion dollars.

Integrated schools are part of the State's provision of education and we cannot escape the eventual scrutiny of the funding application for our sector. At 11.4% of the total education provision of education in New Zealand we need to show that money is spent well.

There is no agenda or timeline for this discussion but it would be timely for Boards and Proprietors to look at the way their property is meeting the needs of their current school population. Demographics change in communities and review is healthy. The Crown's commitment to integrated schools remains strong but it will want to be assured that what we have does not exceed its provision to state schools.

As Boards review strategic plans the focus should be to provide sustainable and viable schools as part of our network of integrated schools. Discussion about leadership options, governance and shared resources could all help protect schools in the future.

Ngā Mihi

Paul Ferris
Chief Executive Officer.

Featured in this issue:

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Greetings

New Year greetings to you and your community

Ki ngā tumuaki, kaiako, poari me ngā mātua, ngā mihi nui ki a koutou mō te wā nei.

Presentation to the Select Committee on the Education (Update) Amendment Bill

APIS staff presented to the Select Committee in January 2017, and stressed that APIS has an agreement with the Secretary for Education, which states that none of the intent of the text of the PSCI Act will be changed in its placement into Part 33 of the Education (Update) Amendment Bill. APIS staff and legal counsel are happy with practically every clause of Part 33. There is still some negotiation to be done about one clause.

\$1 million for more wireless technology for schools

A funding increase for SNUP (school network upgrade project) will see \$1 million provided towards retrofitting wireless technology at 34 state integrated schools. Ms Parata says, "This is about schools having the digital infrastructure they need to make the most of online resources for learning. Through this multi-million dollar investment, we're enabling students to have access to the online world for learning, no matter where they go to school."

An Alert for Proprietors and Boards of Trustees

It is illegal for Proprietors or Boards of Trustees to engage debt collectors to collect donations (which should not be referred to as 'school fees') from families. Only attendance dues are legally enforceable. If in doubt contact NZCEO for advice. A more detailed reminder has recently been circulated.

Safer Schools

We have been asked by the Police to remind you of Safer Schools, a new resource that will help primary/intermediate schools to identify and prioritise action that will make the school environment safer. It has been developed by the Police in collaboration with Fleur Knight, a teacher experienced in student-led 'Crime Prevention Through Environmental Design' (CPTED). This resource can be downloaded from the Police's School Portal <http://www.police.govt.nz/advice/personal-and-community-advice/school-portal>

Congratulations to:

- Iona Holsted, the newly appointed Secretary for Education. Iona has moved to this position from her role as the Chief Executive and Chief Review Officer of the Education Office.
- Nicholas Pole is currently the Acting Chief Executive of ERO, having moved from his role as a Deputy Chief Executive at the Ministry of Social Development.



Congratulations to:**Congratulations to Schools and Individuals****Otago, Southland Regions:**

St Thomas School, Winton: The school hosted a visit from Prime Minister Bill English in February. The Prime Minister is an old boy of the school. Students were thrilled with the chance to meet Mr English.

Canterbury, South Canterbury and West Coast Regions:

Middleton Grange School, Christchurch: Leslie Eastwood-Williams has been selected for a 10-day national aviation course at RNZAF Woodbourne where he will participate in the navigation programme, representing Air Training Corps No. 38 Squadron.

Marian College, Christchurch: Saraya Martin-McKenzie represented Girl Guiding New Zealand in Pune, India. Saraya Martin-McKenzie and Mikayla Mackle both gained their Duke of Edinburgh Hillary Award gold medals.

Kapiti Coast, Horowhenua, Wairarapa, Wellington, Nelson, Buller and Marlborough Regions:

Holy Cross School, Miramar: The school was highlighted in two newspapers and in a recent article in the Ministry of Education's Spotlight on Schools in a MOE Bulletin. The school has adapted an Intensive Oral Language programme, with wonderful improvement in the language skills of young learners, not just those who have English as a second language.

Holy Family School, Porirua: Deputy Principal Gina Lefaoese, won a SunPix award for leadership in education.

St Canice's School, Westport: Principal Peter Knowles has been appointed leader of the Buller Community Learning.

Taranaki, Wanganui, Manawatu, Rangitikei and Hawkes Bay Regions:

Sacred Heart Girls' College, New Plymouth: Cornelia Chan and Frances Chow both received Highly Commended for their Shakespeare-inspired poems in the NZATE Writing Competition. Niamh McCarthy was one of three winners in The School for Young Writers 'Flash Fiction' writing competition. Cheyanne Teka and Neve Pierce both gained a place in the New Zealand School of Dance for 2017. Helena Harvey gained a place in the National Academy of Singing, Dancing and Acting.

Francis Douglas Memorial College, New Plymouth: Daniel Chow and Dominic Jacquemard represented the College in the 2016 National Secondary Schools' Brass Band event.

"If we believe absurdities we shall commit atrocities."

Francois Marie Voltaire

Thames Valley, Waikato, Bay of Plenty and Tairāwhiti Regions:

St Patrick's Catholic School, Te Awamutu: Hannah Parsons was selected to appear in the Russian Ballet Company performance of 'The Nutcracker'.

Campion College, Gisborne: Bryce Simpson has received the Kiwibank Local Hero Award for his services to the community. Denby Gallagher was runner up in the Royal New Zealand Navy's Operation Neptune: Secondary Schools Creative Competition.

Northland and Auckland Regions:

Baradene College, Remuera: Charlotte MacKenzie was awarded the Duke of Edinburgh Gold Award. Antonia Brightwell was selected for NZO Ambassador Programme 2017. Ianetta Soloman-Brown took part in a radio interview about her experience in song-writing.

Sancta Maria College, Auckland: Vincent Brzozowski recently performed in the National Secondary Schools' Brass Band, playing the trumpet. He also won the Newcomer Award at the Ronisch Auckland Secondary Schools' Piano Competition.

Rosmini College, Auckland: Oscar Thomas recently appeared on TVNZ's Seven Sharp promoting the Kokako for New Zealand's Bird of the Year 2016. The Kokako won the Royal Forest and Bird Protection Society of New Zealand's Bird of the Year.

St Mary's College, Auckland: Phoebe Pierard, Ciara Rodenburg, Sophie Hansen and Antonia Robinson won first place in their division at the National Finals of the Future Problem Solving Competition. They were awarded the trophy for National Winners in the Presentation of Action Plan, Middle Division, 2016.

Kingsway School, Orewa: Teacher Caroline Watson featured in the 30 January 2017 issue of the Education Gazette for her term spent in Chile on a language immersion award.

Elim Christian College, Auckland: Year 11-13 students studying Chinese at the school have taken part in the first Chinese/Mandarin students' trip to Taiwan. They presented songs and talks to schools, universities, historical and cultural events. They were outstanding ambassadors for NZ.



"That's it, people — that's what I mean by 'forte'!"

Get the Latest Educational Thinking from NZCER

NZCER puts out regular communications that are well worth reading. If you are interested in receiving these articles send an email to comms@nzcer.org.nz and request to be placed on their email list.

No More Bullies

This is a new adventure in the series of Chainey and Marty books. The cost is \$14.95 each or \$8.00 each if you purchase a class set (20 books or more). For more information about the book go to <http://castlepublishing.co.nz/no-more-bullies.html> or contact raymondjspence@gmail.com or by phone 0276530478

The Religious Diversity Centre (RDC)

The Religious Diversity Centre in Aotearoa New Zealand has launched its website www.rdc.org.nz. This website will give information on upcoming events and programmes that are happening around the country. The site will expand as new programmes develop.

A Happy Classroom

To improve your classroom's happiness index you need to create positive experiences by reducing students' stress. Focus on strengths not weaknesses, use language to encourage not to discourage, and reduce the fears of failure, criticism and embarrassment. Martin Seligman identifies five essential elements of well-being:

- Positive emotion
- Engagement
- Relationships
- Meaning and purpose
- Accomplishment

(Excerpt from "Chasing Happiness in the Classroom" by Sarah McKibben in Education Update, November 2016)

Learning from the Seasons: a Circle of Trust® Series

This is the first in a series of 4 one-day retreats. The Wisdom of Autumn is being held on Saturday 8 April 2017, at Te Puna near Tauranga. For further information please contact Mennie Scapens on 027 686 7449 or scapens@xtra.co.nz or www.menniescapens.com

Scotland Aims to Become the World's First Daily Mile Nation – A Good Idea

Elaine Wyllie, a former primary school principal from Scotland asked a class of 11 year olds to run around a field and was surprised to see what a struggle it was. But after a month of daily running most of the students managed to finish the route which was roughly a mile and took about 15 minutes. And so her plan was hatched for a simple daily run, no equipment, no kit and no costs. Scotland is aiming to become the world's first daily-mile nation with roll-out to nurseries, schools, colleges, universities and workplaces across the country.

Useful and Interesting Websites

www.govtalks.co.nz NZSTA site which provides videos, articles and news on Board governance.

<http://insidestory.org.au/we-wouldnt-want-to-be-where-you-guys-are-thats-for-sure> provides a researched article by Australian Tom Greening on the history of education in Australia and New Zealand since the 1970s, showing the effect of integration in New Zealand, and the rather different path taken in Australia. It's a very interesting read.

Recent Publications from ERO

All these publications are accessible on the ERO website. Most are available online only, but may be downloaded.

- *School Trustees Booklet: Helping You to Ask the Right Questions* - focuses on the role the board plays in student achievement and wellbeing and includes questions and information to guide board discussion.
- *Communities of Learning / Kāhui Ako Resources: Collaboration to Improve Learner Outcomes* - summarises what international evidence tells us about effective collaboration in education communities, and draws together what ERO knows about COLs so far. (January 2017)
- *Communities of Learning / Kāhui Ako in Action January 2017* - reports on what ERO has learned from schools that are already members of a COL.
- *Communities of Learning / Kāhui Ako Working towards Collaborative Practice*.
- *Appraisal as a Catalyst for Improved Learner Outcomes* (December 2016)
- *Extending their Language – Expanding their World: Children's Oral Language (birth-8 years)* - summarises international evidence.
- *School Leadership that Works* - cites key evidence from research and further illustrates ERO's recently published Evaluation Indicators.
- *Effective Internal Evaluation for Improvement* - this revised booklet gives an overview of the processes and reasoning required for effective internal evaluation. (December 2016)
- *School Evaluation Indicators*. The indicators were revised in 2010. This publication provides further information on how evaluation assists schools to improve.
- *School Leadership that Works* - illustrates the leadership domain of ERO's School Evaluation Indicators (December 2016)

Communities of Learning

All schools have had time to consider their involvement in a COL and in some areas integrated schools have been early adopters, leading some exciting changes. We encourage Boards of Trustees and school staff to continue to look for opportunities to be in a Community of Learning. While faith-based COLs are especially valuable for the practice of many integrated schools, just belonging to a COL and being part of the wider provision of education helps to share the mission and purpose of your school. Similarly, we should not be resistant to schools joining an existing COL just because their integration agreement supports a different special character tradition.

Modern Learning Environments

The Ministry of Education is committed to ensuring that new schools and rebuilds are reframed to support a modern learning environment. It will take many years before all buildings are modernised to facilitate this change in both the state and integrated networks. However, modern learning buildings are only one part of the change – pedagogy shift is central. Deprivatising practice, i.e. moving away from closed door separate classrooms, is only one part of the way we can engage with shift, and for any modern building to be used effectively it requires major investment in pedagogy to reframe teaching styles and shared work. This can start long before we have a modern building in every school.

Flip or Flop Conference 23-24 June 2017, in Wellington

FlipCon NZ are holding a 2 day conference at Samuel Marsden Collegiate School in Wellington. For registration and full information visit www.ereg.me/flipconnz. Keynote speakers include Jon Bergmann and Cathy Snelling.

Did You Know?

Boston Consulting Group predicts that by 2025 up to a quarter of jobs will be replaced by either smart software or robots.

Fundraising Opportunity

Sir Edmund Hillary personally signed ice axes are available as a fundraiser for charities and schools. The standard price to charities is \$2995.00, of which a percentage goes to the people of Nepal. A sale or return option is also available. Information is on www.hillaryiceaxe.com or email alan.johnston@hillaryiceaxe.com.

“When I approach children, they inspire in me two sentiments: tenderness for what they are, and respect for what they may become.”

Louis Pasteur



 noel leeming



KONICA MINOLTA

Child Poverty Latest Statistics

The 2016 Child Poverty Monitor was recently released by the Children’s Commissioner. It shows that 295,000 NZ children (28% of children) live in households with low incomes, i.e. less than 60% of the median contemporary income. 90,000 NZ children (8% of children) live in households with severe poverty, i.e. low income and material hardship. Visit www.childpoverty.co.nz, www.facebook.com/childpovertymonitor, or twitter @povertymonitor for more details.

Confronting Barriers to Education

In the latest edition of Kappan, an American journal for educators, there is a focus on the impact that teacher perception has on the outcomes of black children. It may provide some points for us to ponder. Some teachers believe ‘colour-blindness’ is a good thing.

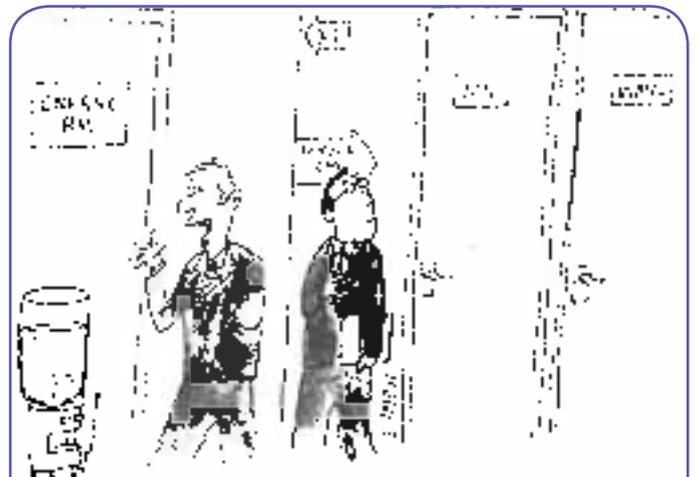
Colour-blindness includes teacher statements like:

I try to ignore skin colour in order to view minority students as individuals.

Sometimes I wonder why we can’t see each other as individuals instead of race always being an issue.

It is rude when Latino students speak Spanish in the classroom.

There are some uncomfortable tensions involved in such statements. The article might provide some reflective material for staff development, because it challenges some of the perceptions we have in defending what schools do or don’t do. Copies of the article can be provided by NZCEO on request at nzceooffice@nzceo.org.nz.



“Oh, vowels are so 2016!”

Kia kaha, Kia māia, Kia ū!

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