

First-time Principals Programme

He Hōtaka mō ngā Tumuaki hou

Residential Course Two

2009



First-time Principals Programme

Centre for Educational Leadership

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Residential Course Two

Consolidating Your Leadership

Centra Auckland Airport Hotel, Thursday 1 October and Friday 2 October 2009



Welcome to the Residential Course.

Tēnā koutou

Ngā mihi nui ā koutou

I would like to welcome you to your final residential of the First-time Principals Programme, and acknowledge the hard work that has brought you this far.

You have become a principal at an exciting time in education. The Kiwi Leadership for Principals has clearly identified the knowledge skills and qualities educational leaders such as yourselves require in your professional work. As principals in self managing schools you have the key roles of creating the conditions for effective learning and influencing the teaching and learning process both directly and indirectly. Many of you are teaching principals. Although this role brings with it many challenges, you are able to model and promote effective teaching and learning processes in your day-to-day work.

Education is essentially a people endeavour. You will be developing many positive relationships with students, teachers and other members of the school community. These relationships will be the 'glue' that binds you together as you continually strive to raise student achievement in your schools.

Thank you for the investment of your time and energy in this programme. As a Ministry we have also invested significant resources into ensuring that your induction into principalship is well supported.

Ka kite ano,

DARREN GAMMIE
Manager, Professional Leadership

Tēnā Koutou Ngā Tumuaiki Hou O Te Motu

Welcome to your second and concluding residential course in the First-time Principals Programme.

This residential course Consolidating Your Leadership is designed with your leadership needs and your feedback from the previous residential courses in mind. Its focus is to increase your knowledge and understanding of possible ways to embed and sustain the continuous improvement of teaching and learning into the lifeblood of your school. As well, we hope that this residential course will further increase your range of skills and networks as you make the transition from being a novice principal to a post-induction principal.

The usual wide range of presenters at the course reflects the expertise and commitment that exists in New Zealand's education sector. We thank these talented and committed colleagues for their contribution to the programme and for sharing their practice and wisdom with us.

We have greatly enjoyed working with you during the time that you have participated in the First-time Principals Programme. Thank you for the spirit in which you have participated in the programme and the commitment that you have made to your professional learning in your busy lives.

Nāku noa mō tēnei wā

JOHN LOCKE
Director, First-time Principals Programme



Day 1 Thursday 1 October

8:30am

Registration Desk Open

- *Reception Foyer*

9:25am – 10:05am

Whakatau and Welcome

Kepa Stirling, Strategic Manager, Mātauranga Māori, MoE

Marion Fitchett, Senior Advisor, Professional Leadership Team, MoE

John Locke, Director, First-time Principals Programme, The University of Auckland

10:05am – 10:30am

Morning Tea

- Leadership Websites & TKI HelpDesk
- Regional MoE and L&M Helpdesk
- Business Partner and Book Displays

- *Jean Batten Ballroom Foyer*

10:30am – 11:30am

Keynote Address 1

Evidence Based Leadership

Professor John Hattie, The University of Auckland

Schools are awash with data. This presentation will outline how school leaders can refocus the notion of “evidence” onto the interpretations /feedback that is critical to teaching/ learning and leadership questions. The session will also show the new version of easTTle and ask how the feedback engine within the asTTle approach can be modified to meet the needs of school leaders. Similar evidence issues in Scholarship, NCEA and the new Curriculum will also be considered.

- *Jean Batten Ballroom*

11:35am – 12:35pm

Workshop 1 (Sector Groups)

Creating Coherence around Evidence Based Leadership

Group 1

Maori Medium Schools

Dianne Pomare

- *Ambassador Room*

Group 2

Smallest Primary Schools

Clare Hocking and Jill Lunn

- *Amelia Earhart Room*

Group 3

Smaller Primary Schools

Ros McQuillan-Mains and Linda Munkowits

- *Jean Batten Ballroom 1*



Group 4

Small Primary Schools

Richard Newton and Linda Fraser

- *Amy Johnson Room*

Group 5

Medium Primary Schools

Rema Leitch and Wendy Kofoed

- *Jean Batten Ballroom 2*

Group 6

Large Primary & Intermediate Schools

Charles Oliver and Gary Pearce

- *Jean Batten Ballroom 3*

Group 7

Secondary and Area Schools

Gilian Melville, Stephanie Norrie and Maurie Abraham

- *Richard Pearce Room*

12:35pm – 1:25pm

Lunch

- Leadership Websites & TKI HelpDesk
- Regional MoE and L&M Helpdesk
- Business Partner and Book Displays

- *Jean Batten Ballroom and Vapor Restaurant*

1:30pm – 2:30pm

Case Studies

Select One:

Planning & Reporting - The Evolution of a School-wide Approach

Alan Liddle, Principal, Te Puke High School

How do you take planning and reporting beyond being a compliance exercise and embed it in school systems? How do you focus planning and reporting on the improvement of student learning?

Each of you, as a newly appointed principal, is in a unique position to positively influence learning for all your students. Planning and reporting for the improvement of student learning involves establishing goals, setting targets, implementing actions, and the analysis and evaluation of outcomes.

The intention of this session is to provide school leaders with an example of how planning and reporting processes can be changed from amounting to no more than a compliance exercise to a more ‘natural’ school-based process, one which is embedded in school culture.

- *Richard Pearce Room*

Engaging the Disengaged: What ERO sees that works

Carol Mutch, Senior Advisor to Chief Review Officer, Education Review Office

The Education Review office not only conducts external reviews of individual schools but also gathers information on areas of national interest and produces reports on these. This workshop will focus on developing a self review tool that will help you to: determine the issues in your school; investigate the current state of these; put an action plan in place; and evaluate the success of your chosen strategies. The information supporting the suggested evaluative questions and recommended strategies will come from recent relevant ERO national evaluation reports and good practice case studies, such as those focusing on students at risk of underachieving, transient students, boy's education and engaging senior secondary students.

- *Jean Batten Ballroom 3*

Leading a 21st Century School

Joan Middlemiss, Principal, Mission Heights Junior College

At Mission Heights Junior College we have taken a fresh look at how we can enhance learning through implementation of the new curriculum, incorporating key competencies in school culture, personalising learning, effective and innovative use of ICT and by challenging some traditional structures in education.

- *Amelia Earhart Room*

Bridging the Gap between How Students Live and Learn.

Owen Alexander, Principal, Takapuna Normal Intermediate School

Developing teacher capacity in a systematic way is critical to the development of a digital learning environment. What are the challenges and what do leaders do that can have a profound effect on learning outcomes? With student support Owen will share some of the considerations necessary to fully engage this generation and make implementation more manageable.

- *Amy Johnson Room*

Creating a School that Students want to Attend.

Peter Garelja, Principal, Tikipunga High School

Making personalised learning a reality through a school-wide application of "mana tangata", where the identity of each student and teacher is valued, where the power of positive relationships and clear communication underpins the learning culture and where this culture is one in which personalised feedback and feed forward are part of every day discourse amongst students and teachers. This is the journey we are on at Tikipunga High School.

- *Ambassador Room*

Students who WANT to come to School.

Peter Ferris, Principal, Ilminster Intermediate

The Ilminster Learning Centre philosophy developed from conversations with board and staff about teaching and learning and how and what was needed to make students WANT to come to school. That process resulted in the establishment of a 'Learning Centre' approach in 2001. It wasn't a case of just changing a name, we started with a BLANK canvass and redesigned the whole school around what would be best for the students. Almost instantly reducing the number of truants and providing students with the 'Power' to be more in control of their learning environment. This was not a QUICK FIX! And we have constantly made changes each year 'Self Review', is a major component of our planning process.

Where to from here?

- *Jean Batten Ballroom 1*

Building a Strong Learning Community to Enhance Student Engagement and Achievement

Jacqui Patuawa, Principal, Welcome Bay Primary School

Participants will explore how one school (decile 4 and 57% Maori) has used the in-depth analysis of data to mobilise their community and to more effectively engage with students and their families. This presentation while addressing a mainstream school will have a particular focus on maori student achievement.

- *Jean Batten Ballroom 2*

Saving Time with the Leadership Websites.

e-Facilitators and FTTP Mentors
Eric Baker, Educational Leaders Website Coordinator

This option offers an intensive coaching experience in the use of the new leadership websites to quickly find information to solve problems and issues that you deal with each day.

This option is limited to 10 people.

- *Jean Batten Ballroom Foyer*

2:30pm – 2:55pm

Afternoon Tea

- Leadership Websites & TKI HelpDesk
 - Regional MoE and L&M Helpdesk
 - Business Partner and Book Display
- *Jean Batten Ballroom Foyer*

3:00pm – 4:40pm

Interactive Keynote Address 2

Learning and Teaching Principles: Implications for School Leadership.

Associate Professor Graeme Aitken, Dean of Education, Faculty of Education, The University of Auckland

The new curriculum, and range of related Ministry of Education initiatives, provide the opportunity for school leaders to re-consider teaching and learning priorities for their school. A challenge for school leaders is sorting out from the mass of possibilities those strategies that are most likely to have the desired outcomes for students and those that are manageable within the busy lives of schools and teachers. This presentation draws on examples of key findings about learning and uses these to recommend a framework for helping teachers integrate research into their work, and to evaluate its impact on student learning.

- *Jean Batten Ballroom*

4:40pm – 5:00pm

Group photograph

- *Courtyard*

Followed by FTP Advisory Group Meeting

- *Amy Johnson Room*

5:00pm

1-1 Support from Mentors

6:00pm

Pre-Dinner Drinks

6:30pm

Dinner in Sector Groups with Mentors

- *Jean Batten Ballroom*

7:30pm

Dinner Speaker

Humour @ Work?: You must be Joking

Terry Williams, Author/Speaker

For leaders who want to increase energy and learn fresh ways to communicate effectively with staff. The key learning outcomes are:

- Use humour as a tool to Increase staff retention
- Learn how grabbing attention, creating rapport and being memorable can help you get more out of your team
- Walk away entertained and re-energised

- *Jean Batten Ballroom*

Day 2 Friday 2 October



8:30am – 10:10am

**Interactive Keynote Address 3
Building Trust**

Professor Viviane Robinson, Faculty of Education, The University of Auckland

At the heart of our relationships are the conversations we hold with others. Schools are no exception to this. The quality of conversations reveals a great deal about the relationships in the school and the extent to which leaders are able to build trust. When tough issues arise, school leaders require conversation skills that enable them to both tackle the issue and maintain relationships. This keynote address introduces “open-to-learning” conversation as a way for school leaders to achieve win-win outcomes in tough situations.

- Jean Batten Ballroom

10:10am – 10:35am

Morning Tea

- Leadership Websites & TKI HelpDesk
- Regional MoE and L&M Helpdesk
- Business Partner and Book Displays

- Jean Batten Ballroom Foyer

10:40am – 11:55am

**Options 1
Leading Change**

Select One

**How to Improve Student Outcomes:
promoting professional learning about learning**

Professor Helen Timperley, The University of Auckland

Promoting the professional learning of teachers is a critical role for school leaders. Knowing how to promote this learning in ways that will have a positive impact on student outcomes requires special considerations. Helen Timperley will highlight 10 key principles based on the recent Best Evidence Synthesis on Teacher Professional Learning and Development that should underpin professional learning experiences if they are to have this impact. A particular and special focus will be helping you to translate these principles into actual practice in your school, and to understand the central role of school leaders in this practice.

- Richard Pearse Room

Dealing with Conflict

Kay Hawk, Education Consultant, The Education Group

Disagreements, conflicts or challenging situations can arise at unexpected times in any school. How these are dealt with and managed by the principal is critically important to finding a constructive solution. This session will provide participants with a set of strategies that help prevent conflicts from arising, as well as productive ways the principal and staff can resolve conflict appropriately and move forward.

- Jean Batten Ballroom 2

Leading with Integrity

Margaret Bendall, L & M Facilitator, The University of Auckland

Successive cohorts of first-time principals continue to tell us that one of their greatest challenges is managing multiple demands for their time and attention while retaining a sense of perspective.

In the context of the qualities of educational leaders defined by the Kiwi Leadership for Principals, this interactive workshop will explore ways in which principals might clarify their sense of purpose, develop a perspective on the demands of a rewarding but ever-challenging role, and maintain the personal energy and enthusiasm that brings out the best in others.

- Jean Batten Ballroom 1

Spaces For Learning

John Locke, Director, First-time Principals Programme, The University of Auckland and Bruce Sheerin MoE Senior Policy Analyst.

In this session Bruce and John will:

- discuss the relationship between the New Zealand curriculum and both real and virtual learning spaces.
- provide a framework for leaders to analyze the learning capability of their school's built environment
- introduce examples of recent school building from both NZ and international sites briefly explain the ways in which school leaders can access the MOE policies to achieve modern learning environments Time will be made available for the exchange of ideas and for responses to questions.

- **Jean Batten Ballroom 3**

Leading Change – Herding Cats would be Easier

Cheryl Doig, Director, Think Beyond Ltd

This workshop explores some of the things that get in the way of change and suggests some ways of moving people forward in their thinking. Why is it good to have some people who disagree with you? What happens when you have a good idea and people don't want to follow? How can you get buy-in and reach the tipping point of change? Cheryl suggests we need to get out of our comfort zones if we are to prepare for the future.

- **Amy Johnson Room**

Leading Change: how am I doing?

David Eddy, Executive Director, The University of Auckland Centre for Educational Leadership

Effectively leading school-wide change for the improvement of teaching and learning is a core leadership responsibility. This session will help you to identify what you should go on doing, start doing and stop doing to lead educational change effectively in your school. You will gain insight into how you currently lead change, identify some key strategies for promoting effective change, increase your understanding about why and how people – even your good people – will resist change, and consider ways to overcome resistance to change.

- **Amelia Earhart Room**



Lead & Embrace Change with Heart, Spirit and Courage!!

Keriana Tawhiwhirangi, Primary Principal Advisor, Waikato University School Support Services

An interactive workshop based on John Kotter's – 8 Stage Process that can be 'chunked' as follows:

- Defrost a hardened status quo
- Introduce new practice
- Make it stick

- **Ambassador Room**

Saving Time with the Leadership Websites

e-Facilitators and FTTP Mentors
Eric Baker, Educational Leaders Website Coordinator

This option is limited to 10 people.

For description, please refer to Case Studies

- **Jean Batten Ballroom Foyer**

12:00pm – 12:40pm

Lunch

- Leadership Websites & TKI HelpDesk
 - Regional MoE and L&M Helpdesk
 - Business Partner and Book Displays
- **Jean Batten Ballroom and Vapor Restaurant**

- FTP Advisory Group Meeting

- **Amy Johnson Room**

12:45pm – 2:00pm

Options 2 Engagement

Select One

Lifting Student Achievement Across New Zealand

Brian Annan, Chief Policy Analyst, Ministry of Education

Brian will provide a brief outline of what schooling improvement is all about and why and how we do it in NZ. In a nutshell, he will argue that NZ has a serious underachievement problem and that many professional leaders are starting to take responsibility for solving it. The efforts, however, are often not sophisticated enough and are too slow in the making. Brian will ask you where you fit into this bigger picture as a new principal. Are you passing the buck or taking responsibility? Brian will walk you through four important components of inquiry learning to raise achievement; problem analysis, intervention design, implementation and evaluation.

- **Richard Pearse Room**

Creating Culturally Responsive Contexts-sounds good but what does it really mean?

Raewyn Ngaamo, Ako Panuku Facilitator for Raising Maori student achievement

To create an environment within our schools where students are at the centre of teaching and learning and are able to be confident, connected and actively involved learners is a vision set out in the New Zealand Curriculum. What conditions are necessary to ensure an effective and successful learning environment for Maori students? This presentation will focus on creating culturally responsive contexts, what that means, why it is important and how to go about creating it within our classrooms and schools.

- *Ambassador Room*

Engaging the Community, Engaging 'good' Students

Gary Pearce, Principal, Titirangi School

This option session will look at how a school has addressed two aspects of engagement.

What has been done to re-build the relationship after a school had gone through a very difficult period resulting in disengagement and loss of trust between the school and its parent community. We will look primarily at the principal's role in building a culture of mutual respect and collaboration working on 'mental models', systems and events.

Part 2 addresses an aspect of student engagement. A group of Year 5 & 6 boys was identified as disengaged from their learning. This showed itself in some unacceptable behaviour but mostly in what was seen as low motivation and under performance in school work. An action plan was developed to address this including some success indicators to assist in reviewing the effectiveness of changes introduced.

- *Amy Johnson Room*

Implementing the NZC

Chris Arcus, Project Manager, New Zealand Curriculum Project, Ministry of Education

The New Zealand Curriculum and Te Marautanga o Aotearoa together form the national curriculum. They start with a vision of young people who will develop the competencies they need for study, work, and lifelong learning and go on to realise their potential. Giving effect to the national curriculum involves making decisions about ways to best address the particular needs, interests, and circumstances of the school's students and community. The curriculum provides guidance about the principles and teaching approaches that should guide this decision making to engage more students more effectively. This presentation will

encourage principals to consider how the national curriculum needs to give effect in unique ways for each school setting.

- *Jean Batten Ballroom 1*

Engagement and Success

Bali Haque, Deputy Chief Executive, Qualifications, New Zealand Qualifications Authority

How can assessment for qualifications be balanced with assessment for other purposes?

To what extent has the NCEA/NQF achieved its objectives as first envisaged when it was first implemented?

What are the opportunities and risks created by the standards review, certificate endorsement and subject endorsement?

How can the NQF be more effectively used by schools?

What is the role of the Principal in all of the above?

- *Jean Batten Ballroom 2*

How People Learn

Dr. Richard Hamilton, Head of Liberal Arts Programme, The University of Auckland

This course will look at what current cognitive psychological theory and research suggest about how people learn. The focus will be on how the nature of people's beliefs about themselves as learners and learning, and their prior knowledge and skills interact with their information processing capabilities to influence what and how they learn. Implications will be derived on how best to facilitate the learning of students within our classrooms

- *Jean Batten Ballroom 3*

The "E" factor – Engagement

Jill Lunn, Associate Director, First-time Principals Programme, The University of Auckland

How can we use 'student voice' to get students really engaged in their learning so academic results go up, and inappropriate behaviour and absenteeism go down? How does the New Zealand Curriculum support school leaders to make the changes necessary?

This workshop will explore the concepts that support student engagement. Participants will work in interactive groups to develop an action plan and utilize their school community to elevate student engagement as a focus for New Zealand Curriculum development.

- *Amelia Earhart Room*

2:05pm – 2:45pm

Workshop 2 (Sector Groups)

Review of Learning Planning for Action

Group 1 Maori Medium Schools

Dianne Pomare

- *Ambassador Room*

Group 2 Smallest Primary Schools

Clare Hocking and Jill Lunn

- *Amelia Earhart Room*

Group 3 Smaller Primary Schools

Ros McQuillan Mains and Linda Munkowits

- *Jean Batten Ballroom 1*

Group 4 Small Primary Schools

Richard Newton and Linda Fraser

- *Amy Johnson Room*

Group 5 Medium Primary Schools

Rema Leitch and Wendy Kofoed

- *Jean Batten Ballroom 2*

Group 6 Large Primary & Intermediate Schools

Charles Oliver and Gary Pearce

- *Jean Batten Ballroom 3*

Group 7 Secondary and Area Schools

Gilian Melville, Stephanie Norrie and Maurie Abraham

- *Richard Pearse Room*

2:50pm – 3:30pm Looking Ahead: your future learning

David Eddy, Executive Director, The University of Auckland Centre for Educational Leadership

Poroporoaki and Closing Ceremony

Two First-time Principals share their reflections on the FTTP experience.

- *Jean Batten Ballroom*

3:35pm

Closure

Introducing the Presenters

GRAEME AITKEN is Dean of Education, Faculty of Education, The University of Auckland. He has a background of 15 years as a secondary school teacher and 10 years as a teacher educator. His research interests are in curriculum design and teaching effectiveness, and he has most recently co-authored the Best Evidence Synthesis in Social Sciences/ Tikanga-a-iwi. He aims through his research to offer insights into practice that help decision-making by policy makers, schools and teachers in the best interests of learners and learning.

OWEN ALEXANDER has led three schools and has been at his current school Takapuna Normal Intermediate School for 9 years. In 2006 he was the recipient of the ASB/APPA Travelling Fellowship and spent 6 months looking at digital learning environments around the world. Owen believes that the use of web2 tools is critical in engaging this generation in their learning and scaffolding them in more authentic contexts.

BRIAN ANNAN is currently a Chief Policy Analyst in the Ministry of Education's national Schools and Student Support team. A decade ago he helped develop one of New Zealand's most successful school improvement initiatives in Mangere and Otara. After several years of hands-on work, Brian started supporting other groups around the country to get involved in schooling improvement. He also undertook doctoral research to ascertain the effectiveness of the work programme in New Zealand compared to international efforts. He is now assisting to build evaluative capability among Ministry teams and schooling improvement clusters. Prior to his involvement in schooling improvement, Brian was a teacher and principal of primary and intermediate schools and loved every minute of that earlier career.

CHRIS ARCUS is currently the Project Manager for New Zealand Curriculum Implementation. Work in this involves helping schools with the process of reviewing and planning their school curriculum to align with the opportunities offered in the New Zealand Curriculum. Prior to this Chris led the redevelopment of the science part of the NZC and then the development of the final whole document from the draft. Formerly, Chris taught in a variety of primary and secondary schools in rural and urban parts of the North and South Islands, Tonga and London. He also worked in Qatar training master trainers and spent 14 years at Wellington College of Education teaching science education.

MARGARET BENDALL formerly principal of Epsom Girls Grammar School, is currently working for the Faculty of Education, University of Auckland. Through Team Solutions, she supports school leaders in Auckland and Northland, and through the Centre for Educational Leadership she directs the 2009/10 Auckland/Whangarei Experienced Principals' programme. Much of her recent work has been focussed on leadership of the implementation of the New Zealand Curriculum (2007) in individual schools. She was the co-ordinator of the writing team for the current national English curriculum, and an NZQA Board Member for several terms, and her current work extends a career-long interest in how schools can continuously improve what they do to identify and fulfil the potential of every student.

CHERYL DOIG has an extensive background in education, as a teacher, principal and board member. Her company, Think Beyond Ltd, challenges organisations to think for tomorrow. She is a Fellow of the NZ Institute of Management (NZIM) and serves on a number of business boards. Her particular areas of passion are leadership, change management, information communication technologies and innovation. For more information visit www.thinkbeyond.co.nz

DAVID EDDY is Executive Director of The University of Auckland Centre for Educational Leadership in the Faculty of Education. Prior, he was the inaugural Director of the First-time Principals Programme (2002-2007) and previously the Principal of Glendowie College (Auckland). David gives presentations about educational leadership at national and international conferences, has co-authored journal articles and a chapter on developing educational leaders, and teaches in the educational leadership postgraduate programme in the Faculty of Education. For service to international education he is the recipient of a UNICEF Award (Italy) and the Prince of Wales Medallion. For service to New Zealand education he is the recipient of a Sir Woolf Fisher Fellowship, an Auckland Citizens Award, the Secondary Principals Association of NZ Educational Leadership Award and Honorary Life Member of The University of Auckland Centre for Educational Leadership. Currently, he is a member of Microsoft New Zealand Partners in Learning Advisory Board.

PETER FERRIS as a principal of 24 years - the last 15 at his current school - Ilminster Intermediate, Peter Ferris is known for his 'straight up and at em' approach. With 34 years in education Peter has taught at Intermediate and small rural schools within the Gisborne District; been Rural Advisor with

Waikato University based in Gisborne & the East Coast. Peter's passion is about 'making a difference' and using the available resources to do so.

PETER GARELJA has been a secondary school principal for 17 years and is in his third principalship. Peter is currently the Principal of Tikipunga High School, a position he has held for almost three years. Prior to that he was Principal of Waitakere College for nine years (1997-2006) and before that was Principal of Kaipara College for close to five years (1993-1997). So far in his teaching career Peter has worked in 7 different schools.

RICHARD HAMILTON is a Senior Lecturer at the University of Auckland in New Zealand. Richard's research and scholarship has focuses on identifying fundamental psychological variables related to cognition, learning and instruction. His interests lie primarily in the area of Educational Psychology. He is concerned with the application and evaluation of current cognitive psychological theory within instructional contexts. In pursuing these concerns, he has focused on a variety of content areas (psychology, education, science, and medicine), worked on many instructional levels (organisational, curriculum, classroom, teacher, student and researcher), and employed several instructional vehicles and contexts (written materials, classroom activities and discourse, and media). He has published in a variety of educational and psychological journals, and co-authored three books on these issues.

BALI HAQUE joined NZQA in September 2006. He has extensive experience in the secondary education sector, having lead three schools through significant change processes over 14 years. Bali has also been actively involved in advising the Ministry of Education and NZQA on a wide range of initiatives ranging from strategic planning and reporting to curriculum development and the development of NCEA. Bali was a member of the National Executive of the Secondary Principals' Association of New Zealand for eight years, and was President during 2003/04. As NZQA's Deputy Chief Executive, Qualifications, Bali is responsible for overseeing the implementation of a range of improvements to NCEA for running national examinations for 140,000 secondary school students each year.

JOHN HATTIE is Professor of Education at The University of Auckland. His areas of interest are measurement models and their applications to educational problems, including item response models, structural equation modelling, measurement theory, and

meta-analysis. Substantive areas of research include study skills, performance indicators and evaluation, self-concept, models of teaching and learning, and educational psychology. He currently directs the asTTle Project (www.asTTle.org.nz), is chief moderator of the Performance Based Research Fund, President-elect of the International Test Commission, associate editor of British Journal of Educational Psychology, and is part-time cricket coach and umpire. He has supervised >\$30m in research grants, published and presented over 450 papers, and supervised more than 150 thesis students.

KAY HAWK is an education consultant for The Education Group (Previously a consultant and teacher for 14 years with Massey University). For the last 20 years she has worked in primary, intermediate and secondary schools throughout New Zealand in a wide range of capacities. Most involve knowledge of current research and the ability to translate this into practical strategies for trustees, school leaders and teachers.

Ensuring student learning needs take priority and that the school is a well functioning learning community includes working in the areas of effective teaching, leadership, governance, strategic planning, review, assessment, professional development, principal appraisal and appointments, relationship skills, ethical behaviour and listening to student voices.

ALAN LIDDLE is currently principal and educational leader of Te Puke High School. He was appointed in 2007. From 1992-2006 he progressed from the position of Assistant Teacher to HOD Science and to Deputy Principal. Alan attended Morrinsville College before graduating MSc in Biology with first-class honours from the University of Waikato. After spending four years backpacking around the world, he returned home to complete a Diploma in Teaching. In 2001, he received a Woolf Fisher Fellowship Award for excellence in teaching. More recently, after extramural studies, Alan graduated from Unitec with a Post-Graduate Diploma in School Management (2002), then a first-class honours Master of Educational Management degree.

JOHN LOCKE is the Director of the First-time Principals Programme. He is a former Principal of Kaitaia and Okaihau Colleges in the Far North and was the Foundation Principal of Alfriston College in Manurewa. John has been the recipient of a Woolf Fisher Study award and presents regularly at national and international conferences. John has a particular interest in the leadership practicalities of creating effective teaching and learning environments.

JILL LUNN is the Associate Director of the First-time Principals Programme. Previously she was a Leadership and Management Facilitator with Team Solutions as part of the Faculty of Education at The University of Auckland. She retains some of this work in combination with the position with the First-time Principals Programme. Jill has had recent international experience where she worked in Hong Kong for two and a half years supporting local Chinese teachers in two large schools to bring about change in the English Curriculum area. Prior to this Jill was Principal of Melville Primary School in Hamilton during which time she led her team to develop many initiatives to cater for the diversity of the school community. Jill began her teaching career in Gisborne and has taught in many different rural and city schools in both Gisborne and Hamilton.

JOAN MIDDLEMISS is the foundation principal of Mission Heights Junior College. She participated in the school's design, construction and establishment phases. Her previous experience as Principal at Kerikeri High School coupled with her current role has enabled her to take a leadership role in initiatives such as Enterprise Education, Te Kotahitanga, Personalised Learning and ICT.

CAROL MUTCH is the Senior Adviser to the Chief Review Officer (Education Review Office). Carol has held many leadership roles in primary schools in Otago and Canterbury, in teacher pre-service and in-service education at the former Christchurch College of Education and, prior to her role at ERO, was an associate professor at the University of Canterbury.

Carol has researched, written and presented widely on educational research, evaluation, policy and curriculum. She has also lived and worked at different levels of education in the UK, Canada, Japan and Samoa.

RAEWYN NGAAMO has been teaching for 19 years in both primary and secondary mainstream schools. She has been involved in the Te Kotahitanga initiative since its introduction into secondary schools 7 years ago, first as a teacher participant, then as the lead facilitator at James Cook High school and then as a Te Kotahitanga facilitator for Team Solutions.

JACQUI PATUAWA is currently the Principal of Welcome Bay Primary School, a U4 school in the Bay of Plenty. She has more than 20 years of experience in education, over 16 years of these in Leadership positions as both a deputy principal (4 years) and as a principal (11+ years).

Jacqui has a Masters degree in Educational Leadership. She has also been seconded to the Waikato Leadership & Management Team. She was also, until its closure, a trained and active facilitator at the Principal Development Planning Centre in Wellington.

GARY PEARCE was Principal of Parnell District School for 11 years before taking up an appointment at Titirangi Primary School at the beginning of 2007. He has also been a Teaching Principal for 6 years in several schools in rural South Auckland around Pukekohe and Waiuku. Gary chaired the Advisory Board of The University of Auckland School Leadership Centre for a number of years and was also Chair of the Auckland Primary Principals' Association Conference Committee for three years. In 2003 he was awarded an APPA Certificate of Merit in recognition of service to the Association and to Education. In 2005 Gary received a Ministry of Education Study Award to complete a Master of Education Management degree at The University of Auckland.

VIVIANE ROBINSON is a Professor in the Faculty of Education at The University of Auckland, specialising in school improvement, leadership and the relationship between research and the improvement of practice. She is the author of five books and numerous chapters and journal articles. Her work has been published in such leading international journals as Educational Researcher, Educational Administration Quarterly and Review of Educational Research.

As Academic Director of The University of Auckland Centre for Educational Leadership, Viviane oversees a programme of research and professional development for school leaders. The flagship programme of the Centre is the First-time Principals Programme – the national induction programme for new principals. The Centre also offers the Experienced Principals Development Programme for the Auckland-Northland region and a series of research-informed seminars and other services.

Viviane has received several national and international awards for her contribution to educational research, policy and practice. She was honoured by the Australian Council of Educational Leaders by being invited to deliver the William Walker Oration and being given the 2007 Headley Beare award for educational writing. In January 2008 she was also honoured by the New Zealand Secondary Principals Association for her outstanding contribution to educational leadership. In April 2009 she received the prestigious William Davis award at the American Educational Research Association for her scholarship on educational leadership.

BRUCE SHEERIN is a Senior Policy Analyst in the Ministry of Education Property Group. He is responsible for the Performing Classrooms Project. His responsibilities have included developing the original property management information system, the primary and intermediate school property guides, a series of books on Designing Quality Learning Spaces and the Ministry's definition of what constitutes a modern learning environment.

KERIANA TAWHIWHIRANGI is Ngati Porou born and raised with connections to Te Aitanga a Hauiti, Ngai Tamanuhiri, Rongomaiwahine, Kahungunu and Ngapuhi.

She has been principal in Te Kura o Waipiro Bay, Te Kura Reo Rua o Waikirikiri, and briefly as a relieving principal in Te Kura Reo Rua o Hiruharama.

Keriana has worked in a wide range of educational settings. She is currently working part time as a Primary Principal Advisor with the University of Waikato, School Support Services.

At the national level Keriana has enjoyed active roles on NZEI – National Executive and Te Reo Areare, National Advisory Committee for Special Education, and in training facilitators for the Human Rights Commission.

From Jan 2005 – Dec 2008 Keriana was the Programme Director at the Principals’ Development Planning Centre for experienced principals and is now mentoring seven First Time Principals.

HELEN TIMPERLEY is Professor of Education at The University of Auckland in New Zealand. Her early career involved teaching in early childhood, primary and secondary education sectors which formed the basis of a research career focused on making a difference to the students this system serves. A particular research emphasis has been on promoting leadership, organisational and professional learning in ways that improve the educational experience of students currently under-achieving in our education systems. She has recently completed a best evidence synthesis iteration on professional learning and development that has received major international attention. She has published widely in international academic journals such as Review of Educational Research, Journal of Educational Change, Leadership and Policy in Schools and the Journal of Curriculum studies. She has written four books focusing on the professional practice implications of her research in her specialty areas.

TERRY WILLIAMS has spent nine years as a professional speaker, twenty years as a corporate trainer and a working lifetime as a manager and salesman of products, services and ideas. This gave Terry a lot of experience and success in positively influencing the lives of others.

Terry has a degree in history and a post-graduate degree in management, but his trade is as a trainer. His view is that the techniques of training and learning are the most useful management skills. On the comedy side, he finds it all the more powerful if a funny story can weave some learning within the entertainment.

e-Facilitators

BARBARA BAKER is at present working as a Community Facilitator at Te Kete Ipurangi (TKI) in Wellington. Prior to 2004, she worked as a primary teacher and Principal in Wairarapa and Wellington schools with time spent working in the reading recovery programme. Always enjoying small schools, her last position was as sole-charge Principal of a Model School, near Wellington.

ERIC BAKER is currently e-Facilitator supporting Leadership and Management Advisers in the Wellington Region. He was previously a facilitator for the website LeadSpace with responsibility to support the First-time Principals Programme. He has many years experience as a Principal from sole charge to large urban primary schools. In recent years he was a facilitator for an ICTPD cluster and Online Editor ICT for TKI. Throughout his career he has been involved in the professional development of teachers and principals as a guest speaker, tutor and course director.

NAOMI KINNAIRD is a Leadership and Management Adviser with Massey University’s Centre for Educational Development. Her work includes supporting first time principals, aspiring principals, schools at risk, principals leading change and she is the Educational Leaders Facilitator for her Leadership and Management team. She has facilitated in a number of Massey University professional development contracts, is organiser for the annual National Sole Charge Principals’ Conference and is currently director of the Experienced Principals’ Development Project. Naomi has 17 years of school leadership experience – seven as Assistant Principal and ten as Principal in U1 to U3 schools. She loves her work and the many interesting experiences and challenges it offers.

WAYNE SNEDDON has been a Principal for 22 years, the last 18 of which were spent at Belmont Intermediate school. For the past 12 months he has been a LeadSpace Facilitator. Currently he works for Team Solutions as both a LeadSpace and Leadership and Management Facilitator.

Mentors

MAURIE ABRAHAM is the Principal of Opotiki College, a rural, decile 1 school with a Maori roll of 78% and a total roll of about 570. He has developed strengths in the areas of strategic thinking and planning, curriculum leadership and the application of restorative practices in a school setting.

LINDA FRASER has enjoyed 28 years teaching in a variety of primary schools teaching at all levels. She has just commenced a new Principal’s position at West Gore School after nine years as the Principal of Lumsden Primary School. The challenge of a bigger school, implementing the new curriculum and shaping teaching and learning with a bigger team excites her. Linda has several leadership roles within the wider education community. She is a trained PDPC facilitator; she is a group member of a PPLC. She is developing her own skills in coaching conversations and has read considerably on this topic. She sees coaching has an effective way to empower and assist others in their professional growth. Linda is also concerned with teacher welfare and she is currently an NZEI Support Team Member.

Linda has a passion for educating children and considers only the very best is good enough for our young people. Together with our families and school communities we carry out influential work that shapes the lives of our young people.

CLARE HOCKING has been involved in education for many years. She has professional experience in several curriculum areas, special education and human resource management. She is an accredited principals’ appraiser, a First-time Principals mentor and has presented workshops at First-time Principals residentials. Clare has expertise at all levels of primary and intermediate schooling. She has had several senior leadership positions including a principalship at Lincoln Heights Full Primary in Massey, West Auckland until 2008. Clare is currently a Leadership and Management Facilitator in the Faculty of Education at The University of Auckland with Team Solutions. In 2008 Clare was Regional Coordinator for the National Aspiring Principals’ Pilot for Auckland/Northland. This year she is Programme Director of The Aspiring Leaders Institute at The University of Auckland Centre for Educational Leadership.

WENDY KOFOED is the principal of Newmarket School, a small inner city school with a hugely diverse student population. The school is right in the middle of one of the busiest shopping and commercial districts in New Zealand. Currently the school is involved with professional development using ICT and thinking tools to support learning including a particular focus on education for sustainability. Newmarket School is fortunate to host attached Resource Teachers of Literacy

and Learning and Behaviour. Wendy has a long involvement with various University of Auckland teacher education and Ministry of Education advisory groups and is active in local principal's associations. Currently she is at the tail end of an EdD through the University of Auckland researching areas of home and school partnerships, reporting to parents and assessment for learning.

REMA LEITCH is a Leadership and Management Adviser with UC Education Plus. Prior to this she was a speech therapist, classroom teacher, A.P. and Principal in a range of primary school contexts. Rema has a particular interest in curriculum design and implementation working at national and local level. She is a strong advocate for evidenced informed decision making and the potential of Teaching as Inquiry in enhancing practice and student achievement.

Rema is a qualified counsellor and professional supervisor and operate from a 'strengths based approach' to problem solving. This is proving to be a useful service available to First Time Principals and others in the education sector.

JOHN LOCKE (see presenter information)

JILL LUNN (see presenter information)

ROS MCQUILLAN-MAINS is Principal of Tainui School in Dunedin, a U4 school with 250 students. Prior to this she was teaching Principal of North Taieri School. Ros has 13 years experience as a Principal, has facilitated at the Principals Planning and Development Centre, and is an active member of the Otago Primary Principals Association Executive. Her 28 years experience in education includes teaching across all levels, and holding senior management positions at both Arthur Street and George Street Normal Schools.

Ros has a passion for education and a strong desire to mentor, encourage and support principals to develop strength in their leadership which is a crucial factor of successful school learning environments.

GILIAN MELVILLE recently completed 12 years as Principal of Iona College in Havelock North, Hawke's Bay. Iona College is a Year 7 - Year 13 integrated girls' boarding and day school with a capped roll of 250; 150 boarders and 100 daygirls. Her experience is not confined to small schools. Prior to working at Iona College, she was Deputy Principal of Palmerston North Girls' High School.

Currently Gilian is an educational consultant contracting to the Ministry of Education and also professional involvement with other educational learning groups.

LINDA MUNKOWITS has been teaching for 39 years across the spectrum of primary education. For the last 15 years Linda has been Principal of Manuka Primary School in Glenfield on the North Shore. She has played an active role in local principal associations and spent a year as a Principals' facilitator with Team Solutions and the Auckland NZEI Principals' Reference Group.

RICHARD NEWTON commenced this career in Dunedin in the early 1980's, teaching in two primary schools before 'moving to the country'.

Following a number of years of rural teaching, four of them as the principal at Lee Stream School, Richard was appointed as the principal of Halfway Bush School in 1994. After nearly 6 years at Halfway Bush, he accepted the position of principal at St Clair School. St Clair School is a U5, decile 6 school and is located in one of Dunedin's popular beach suburbs.

Richard has been a Woolf Fisher Fellow (2004) and currently co-leads the Southern Edge EHSAS cluster. He is a past president of the Otago Primary Principals Association and is actively involved in school leadership forums.

STEPHANIE NORRIE has been a Leadership and Management Facilitator with Team Solutions, the University of Auckland School Support Service, since May 2008, after having spent 30 years in secondary schools, the last eight as Principal of Long Bay College. She has been the President of the Auckland Secondary Schools Principals' Association and a Board member of the Auckland Secondary Schools Heads' Association. She is currently a member of the Teachers Council Complaints Assessment Committee. Her particular areas of interest include personnel management, strategic and change management and school improvement.

CHARLES OLIVER is the Principal of Wanganui Intermediate School and has been Principal there since 2001. Prior to this, he was Principal of Heretaunga Intermediate School in Hastings.

Charles has twenty nine years experience of principalship, beginning with a sole charge school in the early 1980's, moving to a two teacher and then three teacher school. In 1989 he was appointed to Kokohuia School in Wanganui which was the first bilingual school in the city. After three years there he moved to Woodville School and then on to Heretaunga Intermediate.

In 2006 he was elected to the NZEI Principals' Council. Charles has been a mentor to First Time Principals for the past three years.

GARY PEARCE (see presenter information)

DIANE POMARE admits teaching wasn't her first choice of career, however she has been involved in classroom teaching since doing VSA in the 1970's.

Diane has spent time teaching in kohanga reo, primary, intermediate, secondary schools and has lectured at tertiary level. She has been working in Kura Kaupapa Maori since 1992 and has been Tumuaki since 1995.

First-time Principals Programme of The University of Auckland and the Ministry of Education would like to thank:

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We would like to acknowledge and thank RICOH for providing the photocopying services for the course at no cost. We greatly appreciate their support.

Residential Course Two 2009 Consolidating Your Leadership

Thursday 1st October and Friday 2nd October, Centra Auckland Airport Hotel

Time	Day 1 Thursday 1st October	Time	Day 2 Friday 2nd October
8.30am	Registration Desk Opens	8.30am – 10.10am	Interactive Keynote Address 3 Building Trust Professor Viviane Robinson
9.25am – 10.05am	Whakatau and Welcome Kepa Stirling MoE Marion Fitchett MoE John Locke FTTP	10.10am – 10.35am	Morning Tea Leadership Websites & TKI HelpDesk Regional MoE and L&M Helpdesk Business Partner and Book Displays
10.05am – 10.30am	Morning Tea Leadership Websites & TKI HelpDesk Regional MoE and L&M Helpdesk Business Partner and Book Displays	10.40am – 11.55am	Options 1 Leading Change
10.30am – 11.30am	Keynote Address 1 Evidence Based Leadership Professor John Hattie	12.00pm – 12.40pm	Lunch Leadership Websites & TKI HelpDesk Regional MoE and L&M Helpdesk Business Partner and Book Displays FTP Advisory Group Meeting
11.35am – 12.35pm	Workshop 1 (Sector Groups) Creating Coherence around Evidence Based Leadership	12.45pm – 2.00pm	Options 2 Engagement
12.35pm – 1.25pm	Lunch Leadership Websites & TKI HelpDesk Regional MoE and L&M Helpdesk Business Partner and Book Display	2.05pm – 2.45pm	Workshop 2 (Sector Groups 1-7) Review of Learning Planning for Action
1.30pm – 2.30pm	Case Studies	2.50pm – 3.30pm	Looking Ahead: your future learning David Eddy Poroporoaki and Closing Ceremony Jill Lunn Two FTPs conclude
2.30pm – 2.55pm	Afternoon Tea Leadership Websites & TKI HelpDesk Regional MoE and L&M Helpdesk Business Partner and Book Display	3:35pm	Closure
3.00pm – 4.40pm	Interactive Keynote Address 2 Learning and Teaching Principles: Implications for School Leadership Associate Professor Graeme Aitken		
4.40pm – 5.00pm	Group Photograph FTP Advisory Group Meeting		
5:00pm – 6:00pm	1-1 Support from Mentors		
6.00pm	Pre-dinner drinks		
6.30pm	Dinner In Sector Groups with Mentors		
7.30pm	Dinner Speaker Terry Williams		

KEYNOTE ADDRESS

PLENARY SESSION

OPTIONS SESSION

WORKSHOP (Sector Groups)

CASE STUDIES