



leading lights

grow your leadership potential

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PRESIDENT'S COMMENT



Jeremy Kedian
President

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In the last editorial we referred to the international link we have with the Australian Council for Educational Leadership, and the usefulness of that link. It has been interesting to receive feedback, and to note the number of NZEALS members who travelled to Brisbane to attend the ACEL conference. I am particularly pleased to inform members that we have been able to reconfirm our memorandum of understanding with the University Council for Educational Administration (UCEA). The UCEA is in many ways, the American equivalent of NZEALS. The development of this link is a wonderful opportunity for New Zealand educators and educational leaders to make use of their membership of NZEALS to develop links and possible exchange programs with schools and other educational institutions in America.

I have recently returned from sharing an international study experience with a group of New Zealand principals. The opportunity to share our thinking as a national group, and of course to share our thinking with fellow educational leaders from three or four other countries was an amazing learning experience. It immediately became clear that there are at least two major advantages to the study tours. In the first instance it is an opportunity for Kiwi educational leaders to spend three weeks engaging with their colleagues. Most of the participants commented that this was the first time in their roles as a principal, even though most were highly experienced, that they had been able to spend a protracted period of time thinking, talking and reflecting with their New Zealand colleagues. It really does beg the question why people have to travel 15,000 km in order to spend time with their leadership peers from schools down the road!

The second advantage was the opportunity of seeing educational leaders in different contexts within different educational systems – and beginning to understand just how very similar many of the leadership issues are across international boundaries. Of course, the ways in which principals in different systems addressed these issues was equally fascinating. Despite our separation by national boundary, ethnicity and systemic differences, there is a remarkable similarity in the problems we experience. Our English colleagues described the battles they had fought in an attempt to withstand the onslaught of neo-liberal policies, the debilitating educational effects of national testing and national standards, the funding problems and many other national regional and local issues that they currently address. The South African hosts referred to the funding issues, the development and retention of quality classroom-based educators and the difficulties of professionals transitioning from classrooms to leadership, students failing to accept responsibility for their own learning, and many others.

Participants in the international study tour came away heartened that they were not alone. These international opportunities have cemented a number of professional friendships and alliances across boundaries of nationality, ethnicity and sector. The alliances and various memoranda of understanding that are developed by NZEALS are extremely valuable. They are there as a platform for members: We hope that you will make good use of them!

Jeremy Kedian
National President

EDITORIAL:



Juliette Hayes

Principal
Geraldine High School
November 2012

Welcome to the final edition of *Leading Lights* for 2012. We have received a great deal of positive feedback from last edition's special focus on leadership in special education, and continue with further contributions from this sector. Barry Carpenter sent us a copy of his latest book which Judith Nel of Parkside School has reviewed for us. Again, if you heard Barry at the NZEALS12 conference you will know this is a publication worth accessing for every educational setting. I also appreciate the contribution of an account of the Click Trust which introduces to leaders in all education sectors the wealth of resources available to help our most vulnerable children. *Leading Lights* is happy to promote the resource this group has produced, and will also bring to your attention information about the 2013 special education conference when it comes available. This edition also features several contributions from Branches – not only Branch news, but also thought provoking articles and reflections from members. I welcome any such contributions and hope Branches will continue to encourage members to write about their research or leadership stories.

I recently had the pleasure of attending the annual ACEL conference in Brisbane, along with several other NZEALS members. The keynotes from Dan Pink and Lee Crockett outlined the thinking behind the urgency for schooling to address the demands of the 21st century, while the address from Rev Tim Costello (CEO of World Vision) provided delegates with the moral imperative to act for change. The conference theme was 'An Inquiry Mindset',

and there were many opportunities for this theme to be woven throughout the three day event. A highlight for me was sharing dialogue with the ACEL President, Dr Jim Watterston, and CEO Aasha Murthy. Our organisations share many of the same challenges and opportunities and the work that has been done this year to strengthen our ties will be mutually beneficial.

In fact, 2012 has seen NZEALS go from strength to strength in many strategic areas. The momentum formed at the NZEALS12 conference has been sustained through a strong national council that is working hard on behalf of the membership. We are particularly pleased to have developed a more satisfactory structure for financial management within the organisation. As mentioned in his president's report, Jeremy Kedian has pursued formal connections with international networks for the benefit of NZEALS, and as reported in this edition, the Auckland Branch partnered with TRCC to offer a heavily subscribed middle leaders' workshop. Our Visiting Scholar has followed a gruelling tour schedule to the enormous benefit of main centres as well as those of us 'off the beaten track' in South Canterbury, Southland and Northland. Ann has brought her wealth of experience, her warm manner and her passion for linking educators, and we look forward to hearing more on her reflections on life as a Visiting Scholar. Branches have continued with creative ways of reaching their members and engaging with educators across the sectors in their own contexts. The journal (JELPP) has been published under the leadership of new editors Kate Thornton and Louise Starkey and continues to set a high standard in the publication of educational research and practice. Please ensure your membership is kept current as your subscription fee is directly linked to the benefits all members enjoy.

We look forward to 2013 as a year of continued growth and development for the benefit of educational leaders throughout New Zealand. All the best for a safe and happy summer break.



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for learning across all educational sectors.*

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CLICK SpecialEDnz Trust

Nā tō rourou, nā taku rourou ka ora ai te iwi
With your food and my basket the people will thrive

The last year has seen Click SpecialEDnz really come to the fore front of many people's minds here in New Zealand when they think about children who have special needs and how best to meet their needs. No longer does the 'small island' mentality pervade attitudes and beliefs when we look for professional development and/or guidance to improve our own teaching and learning programmes. This attitude has gone very much because the special education community has united to create an internationally recognised website of excellence in the form of CLICKspecialEDnz (<http://clickspecialdnz.com>) and the increasingly coordinated provision of excellent professional development and sharing opportunities throughout New Zealand.

Taking a snapshot view of the last 12 months we have seen:

- the website completely re-designed and updated
- increased sharing of proven teaching and learning programmes and exemplars from practicing New Zealand teachers
- the establishment of school Click Facilitators in nearly all special education settings throughout New Zealand
- New Zealand-wide launch and supporting workshops introducing the **Key Competency Pathway** – this demonstrates how the KC's are relevant and accessible to all learners who are working within Level 1 of the NZC. Whilst the focus is on students who have special needs it is equally applicable to all learners and has proved an invaluable tool for mainstream teachers in helping them to identify pathways of learning for their students.
- Coordinating specialist workshops and training courses led by both international and leading NZ practitioners

Click SpecialEDnz was developed by New Zealand Special Schools and the Special Education Principals' Association of New Zealand (SEPANZ). All member schools of SEPANZ have contributed annually to develop what has very quickly become an outstanding example of home bred excellence and professional sharing which stands equal to anything seen on the international stage. The 'sharing' has led to the development of Professional Learning Groups ensuring expertise and resources with an NZC basis are now readily available to anyone involved in the delivery of special education in the New Zealand schooling system. The KC Pathway grew out of one such group for example and a look at the Click website will enable to see that guidance and support in any area is now a mere 'click away'.

The website has seven key rooms:

- Approaches to Learning
- Curriculum Room
- Professional Development Room
- Therapists and Specialists Room
- News Room
- Links Room
- SEPANZ Room

This year with the development of school based Click Facilitators the increase in teachers sharing excellent resources be they curriculum or approaches to learning has been brilliant and truly showcases the excellence that now is part and parcel of special educational provision within New Zealand schools.

Ensuring the long term sustainability of this development has been a key aim since the earliest conversations about *possibilities*



were first discussed within our community. Today, with a full time National Coordinator, a part time Administrator and Trust status gained earlier this year, I think that everyone, especially those early visionaries who set the project in motion and in so doing drew together Principals, schools and indeed the wider special education community, have something very significant to celebrate.

Click continues to provide national and international leadership and drives much of the exposure of quality special education practice and development in New Zealand. From a home ground point of view, it is heartening to see mainstream colleagues and schools realising that we have much in common, how much we have to share and what really useful and purposeful support is on offer.

Keeping our eyes very firmly on the needs of our students will help us to walk above the quagmire that change can swamp practitioners within. It will also ensure that every child has a positive pathway and every teacher has access to quality support, resources and development as and when they need it. What's more it is largely free thanks to the generosity of our own special education practitioners.

The ClickspecialEDnz Advisory Group (CAG) is comprised of regional and employing principal representatives, the National Coordinator, a teacher rep and an external ICT specialist. An important part of this groups work is to ensure sector wide collaborative leadership and innovation continues to be an intrinsic part of 'Click' and that the resources and support which are developed are as open and accessible as possible within our educational community in its widest sense.

I would encourage every teacher and principal to make themselves aware of ClickspecialEDnz and the Key Competency Pathway – both are two New Zealand developed resources which will provide anyone who is teaching an under achieving student; a child who has special needs or indeed any learner who is working within Level 1 of the NZC with a great deal of support, guidance and a whole lot of new learning besides.

Gary Quarless

Principal

CAG Regional Representative

Contact details for more information: info@clickspecialdnz.com



Gary Quarless

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\$110

Newsletter of the New Zealand Educational Administration & Leadership Society



EDUSPEAK: Growing our leaders

Professor Ann R. Briggs

Emeritus Professor of Educational Leadership

NZEALS 2012 Visiting Scholar

NZEALS National Secretary



Ann Briggs

Elsewhere in this edition of *Leading Lights*, you will find an account of the TRCC programme on growing middle leader capability. This conference, held in July 2012, was over-subscribed: a sure indication that growing our leaders is a significant current concern. We know that educational leadership is important, and can link to positive student outcomes. It requires deep knowledge of learning and teaching, of educational systems and those who work in them, of the supporting and clashing cultures of home and school. Effective leaders build relationships based on regard and respect, fostering a culture of enquiry, risk-taking and the collaborative effort needed for improvement in learning and teaching.

Middle leaders in our early childhood centres, schools, colleges and universities are often appointed with no prior experience of the role, and without formal preparation for leadership. Many find it hard to see themselves as leaders. The NZ Ministry of Education web document *Leading from the Middle* asserts that these leaders, among other duties: lead pedagogical change and innovation; solve problems and resolve conflicts; provide leadership responsive to student identity, language, and culture; ensure that staff understand their role in influencing and implementing vision and policies; manage and appraise staff; mentor and coach other leaders. How do they learn to do this? Experienced educational leaders, reading this article, will comment that they learned it intuitively, 'on the job,' by trial and error, or by observing others leading well or badly. But is this good enough? Is it what we would expect from a dentist, bus driver or social worker to whom we entrusted ourselves or our family members?

Leadership succession

There is an international shortage of senior educational leaders. In 2006-7, 15 of the 22 countries in the OECD *Improving School Leadership* survey reported difficulties in finding enough suitable candidates for principal posts. In England, almost 1/3 of principal posts are re-advertised because no suitable candidate comes forward. In Norway, the Netherlands and Scotland, principal posts have been advertised for lengthy periods of time. Succession planning surveys reveal that teachers and school-level management staff with high leadership potential (including 43% of deputy principals and 70% of middle leaders in English schools) are not interested in principalship. In New Zealand in 2006-7, around 75% of secondary principals were over 50 years of age: in the years since then, have we grown their successors? Do our principals give out the strong message that theirs is 'the best job in the world,' or do they emphasise the difficulties and frustrations of the role, and the burden of its responsibility?

Growing leadership capacity

Professional development of many kinds is provided for staff: to extend curriculum knowledge; to learn about and implement new ways of learning and teaching; to understand and carry through national initiatives and policies. A focus is also needed on leadership learning, in order to develop a wider understanding among staff about leadership and organisational management. In order to

grow creative, self-aware and effective leaders, we need to open up access to opportunities for leadership development.

Middle leaders bring to their role their own personal values, their sense of purpose, and the knowledge and expertise acquired from previous experience. Once they gain confidence in their own role, they can start to see it in relation to other roles in the organisation, developing their understanding of the organisation's systems and needs as a whole, including its needs of them as leaders. They can relate their own role to its organisational context – and often to its national context, through membership of networks of people in like roles. Having an understanding of their role in relation to the national (and perhaps international) context of education is an essential part of their professional understanding of leadership.

Specific skill sets are needed for effective middle leadership: establishing leadership authority; leading the team (often leading from within the team); managing people, especially managing difficult people; taking a part in strategy-building; leading curriculum development and change initiatives; planning and managing resources. Leaders need access to opportunities to learn these skills and to debate the underlying issues in confidential contexts: through postgraduate programmes, professional reading, middle leader forums, development groups and networks.

"It's about empowering people to develop their own capacity in leading."

Growing leaders involves encouraging people to be learners, to take supported risks. It's about empowering people to develop their own capacity in leading. Creative leadership is outward-looking and adventurous, seeking beyond the usual frames of reference, finding new approaches to long-standing problems, making a positive difference. Sharing aspects of leadership purposefully throughout the organisation with staff who have a growing understanding of leadership issues expands the available span of expertise, and creates networks of mutual accountability for successful learning. It involves a range of people in the processes of decision-making, potentially increasing the effectiveness of implementing those decisions. It also encourages the development and practice of leadership expertise, enabling career development and succession planning.

A role for NZEALS?

Many of the 2012 NZEALS Visiting Scholar sessions have focused on the topic of growing our leaders, raising awareness of the need for purposeful professional leadership development. Most NZEALS members are senior leaders in their organisation, and institutional membership may easily be extended to include the cohort of developing leaders within the ECE centre, school or college. It is also well within the capacity of NZEALS Branches to offer leadership development forums for middle leaders, and to enable schools and centres to support each other in expanding leadership capacity in the region. My personal observation is that, despite many years of

middle leadership experience in schools and colleges, I did not truly understand my role until I undertook formal postgraduate study in educational leadership and management. Within NZEALS we have national and international academic leaders in this field, and we have strong Educational Leadership Centres in many of our universities. In a cross-sector organisation such as NZEALS, whose purpose is to support and develop educational leaders, we need to work together to make 'learning on the job', 'trial and error', and 'learning from others' mistakes' a thing of the past. Leading education is too important to be left to chance.

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VISITING NEW ZEALAND: Ann Briggs, NZEALS Visiting Scholar 2012

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The annual Visiting Scholar tour is a unique service provided by NZEALS for New Zealand educational leaders. It brings a range of national and international education leadership specialists to share their insights with NZEALS members and their colleagues around the NZ regions. For many years the tour has been organized by Dr Paul Potaka of Nelson Central School, and this is a good opportunity to thank him for all his work behind the scenes, arranging speakers and making their tours a success. Prof Chris Branson of Waikato University has taken over this responsibility, and we look forward to the stimulation and insights that future tours will provide.

When the Scholar is 'visiting' from within New Zealand, there is the opportunity for the tour to reach further than an international speaker can cover in their limited time in the country. This year, the tour started in mid-August in Auckland, and finishes in late November in Invercargill. Mercifully it is not continuous! As a Northlander, I was keen to hold events north of Auckland, and two are planned in November, in Taipa Bay and Maungaturoto. Google Maps informs me that Taipa Bay to Invercargill 'direct' is 1932km: quite a good length 'tour!'

Writing this piece half-way through the programme, I am intrigued by the way the events are necessarily individual – one-off seminars with a very different mix of participants in each – and inextricably linked. The theme of 'Growing our leaders' is very strong (see this issue's *Eduspeak*): even when the chosen topic is 'Multiple leadership' or 'Research aware leaders,' participants are strongly focused on growing leadership capacity in themselves and others. Thinking together across educational sectors – a distinctive feature of NZEALS events - enables insights to emerge. Kindergarten network leaders related seminar material about the professional identity of middle leaders (originally drawn from research data from technical colleges) to the position of their ECE Centre headteachers; a novice classroom teacher, stimulated by an image of interconnected cogs to exemplify multiple leadership, realized that she could not be 'her own little cog in the corner,' but had to relate to others in the leadership of her school; a high school principal, attending a session where high schools were not strongly represented, was powerfully motivated by discussion at the seminar to create a structure for leadership development in her school.

Another common strand runs through the seminars. At each one, participants are asked to answer a (deceptively) simple question about shared leadership. They are also asked to write their name and email contact on the paper if they would like to be contacted

about further research on shared leadership. To date, 55 people have provided their contact details, so by the end of the tour there will hopefully be an opportunity sample of around 100 people willing to take part in shared thinking about shared leadership. This will not only stimulate individuals and their organizational teams to think a little further about how leadership can (and cannot) be shared: the ensuing dissemination of findings will provide collective insights as an outcome of the tour.

The tour has brought incidental benefits: it provided an event at which the Taranaki Branch could hold its AGM, re-form its Branch Committee and start work to re-develop NZEALS activities in the region; in Tauranga the seminar on 'Research aware leaders' built on thinking from an earlier event where some of the delegates had considered the place of research in early childhood education; in Auckland, hosting the event in the National Library of New Zealand's premises not only gave us a beautiful venue, but highlighted the potential of the library service to participants.

As this year's Visiting Scholar, I was at first puzzled as to why the position is listed under 'Awards' on the NZEALS website. Admittedly, someone has a title for a year, and being so named is a privilege, but what else does this award comprise? One unexpected 'plus' of the award for me, as a relatively recent immigrant, has been seeing New Zealand from the air. Tracking the coastline, islands, lakes and mountains from above has been a real delight: literally a new perspective on my adopted country. Another 'award' for me has been meeting so many people who were previously names on the NZEALS membership list: seeing them in their own local context, sometimes in their own schools and homes, and learning about their lives as education professionals. Overwhelmingly, the gift to me has been the readiness of delegates to interact, to build on each others' insights, to co-create leadership learning in ways which can have lasting benefit.

By the time you read this, the Wellington and Waikato seminars will have taken place, and I shall have just the 'top' and 'tail' of the country to visit. For me, this has been a wonderful experience: I thank NZEALS for awarding me this opportunity, and am happy to continue working with NZEALS members to support and develop educational leadership capacity. For participants, I hope that the insights gained at the seminars will be shared further with others, and that leadership understanding and the practice of leadership development in individual schools, colleges and ECE centres may be strengthened.

LEADERSHIP STORY: Educational leadership in a refugee camp, Thailand and its application to New Zealand

Alaster Gibson



Alaster Gibson

Imagine providing leadership in teacher education within a huge refugee camp surrounded by towering teak trees, flimsy bamboo dwellings, and marauding malaria mosquitos. About six months ago, an embryonic 'Introduction to teaching' programme commenced at the Mae La refugee camp, situated near the north-west border of Thailand with its neighbour Myanmar (Burma). Established in 1984, Mae La is one hour's drive from the nearest town called Mae Sot.

It is one of several camps along the Thai border containing a fluctuating population of around 50,000 displaced people who are mainly ethnic Karen from Myanmar. Access into the camp is controlled by armed soldiers. Barbed wire adorns the perimeter fences. Fresh water, adequate food and medical services are scarce.

Bethlehem Tertiary Institute (BTI), Tauranga, working in partnership with an Australian aid agency, is currently working with eighteen primary teacher trainees within Mae La. Several members of the staff have gone over to Thailand in the past six months to provide intensive courses for the trainees and professional development workshops for teachers within one of the camp schools. The classrooms are very humble, with bare concrete floors, no windows or lighting, thatched roofs made from the leaves of teak trees, wooden benches and a lone blackboard at the front.



The intrepid on-site tutor, Graeme Cook, is a recent primary teacher graduate from BTI. Graeme lives in the camp Monday to Friday, sleeping in a disused dental clinic beneath twin layers of mosquito nets. He has to wash himself from a bucket of water. His role has been invaluable in assisting with students' pastoral care, English as a second language needs, their learning activities including micro-teaching and assignments. He has also begun a programme to provide safe drinking water for the classrooms of the local school and to provide food for the poorest children. Graeme, along with the trainees even had to build and paint their own tutorial room from scratch. Imagine that!

"...the work becomes an opportunity to serve, to be creative and flexible; to demonstrate humility, patience and love."

Some of the teacher trainees in the programme have traumatic personal stories. One young man was a child soldier for several years in the Karen National Liberation Army. One young woman recounted how she and her parents fled their village during a Burmese army attack. Upon returning she saw dead bodies lying in the street. Some of the trainees have grown up knowing no other life than that experienced in the camp. However, some have recently arrived in Mae La from Yangon, seeking a better education and future. Most of the trainees are often hungry, some are lonely missing their families, and all are vulnerable to dengue fever, stomach infections and malaria. And yet, they possess an incredible resilience, determination and hope.

Providing educational leadership in primary teaching in this context is very challenging. However this is where the work becomes an opportunity to serve, to be creative and flexible; to demonstrate humility, patience and love. Yes it is frustratingly difficult for visiting lecturers to communicate effectively during intensives – even with an interpreter. Yes there are inadequate resources and yes practicum placements are limited to classrooms which model old-fashioned teacher-led learning experiences. But instead of seeing the glass half empty, it is important to see it half full and how can we partner with these people in making a difference in their lives and lives of the children they will one day teach.

The Karen leaders within the small section of the camp where the programme is operating have already begun making plans for a second cohort of trainees to commence in the second term of 2013. The demand for trained teachers is huge and urgent, both in the refugee camps and back in Myanmar. Educational leadership is needed to comprehend this vision and try to make sense of how the demand can be staffed and resourced within a limited budget without compromising quality teaching and learning.

This case-study, although thousands of miles from the temperate shores of Aotearoa, New Zealand, resonates with the same fundamental issues facing educational leaders in various institutions up and down our country. The teacher trainees in Mae La require their tutor-teacher and visiting lecturers to be wise, secure, gracious and teachable, relational, responsive and transformative – no different from what students in our institutions need from teachers and



Teacher Training College

Mae La refugee camp, Thailand



lectures here in New Zealand. To serve in educational leadership in Mae La requires resilience, passion and a sense of calling or vocation. Aren't these also characteristics of educational leadership required in New Zealand? In Mae La you need to model faith, hope and love to build a learning community where learners are viewed holistically, culturally and respectfully. Aren't these also vital enduring characteristics for effective educational leadership in New Zealand today?

Alaster is a Teacher Educator at BTI, Tauranga, and is also involved in teacher education programmes in Thailand and Tonga. He has recently stepped down from his role as Branch President of the Bay of Plenty Branch having led the development of this Branch and the very successful 2012 conference held in Tauranga. NZEALS wishes Alaster all the very best in his future pursuits, especially in this vital work he is involved with in Asia and the Pacific.

<http://www.csmonitor.com/World/Asia-Pacific/2008/0925/p06s02-woap.html>



BOOK REVIEW:

“Educating Children and Young People With Foetal Alcohol Spectrum Disorders”: Constructing personalised pathways to learning

Carolyn Blackburn, Barry Carpenter and Jo Edgerton

Reviewed by Judith Nel

Principal, Parkside School, Pukekohe

Carolyn Blackburn, Barry Carpenter and Jo Edgerton’s book: *“Educating Children and Young People With Foetal Alcohol Spectrum Disorders”* addresses an area that, for too long, has been in the “too hard basket”. It is an important and timely text. The book provides families and professionals with relevant, well researched information about the effects of alcohol on un-born children and the resultant life-long impact. Significantly the book addresses possible paths that educators and other professionals may take to reduce the effects of FASD.

All three people have huge credibility in the field of special education. Carolyn has broken new ground by combining teaching experience with foetal alcohol research. Carolyn has first-hand understanding of the impact that alcohol can have on children’s learning, and is in the fore-front of pedagogical change. Jo has been closely involved with researching appropriate tools and strategies to address the learning needs of young people with severe and complex learning difficulties through planned engagement.

Barry Carpenter was one of the first educational leaders to address the issue of FASD. Barry has delivered thought provoking presentations on this subject throughout the world – including New Zealand and Australian educational conferences. At Barry’s instigation several New Zealand schools have been involved in a UK funded research project concerning Complex Learning Disorder and Disability. As a result, an innovative and highly effective process for engaging learners with profound and complex learning needs has been developed, trialled and implemented. On-going research in New Zealand has shown this approach can bring about significant positive shift in pedagogical efficacy.

This book provides the practitioner with up to date, well researched information, and importantly suggests programming changes to address the very challenging needs of young people affected by FASD (Foetal Alcohol Spectrum Disorders). From the introductory passages the authors work from a strengths-based perspective. FASD’s comprise a completely preventable spectrum of intellectual and developmental deficits that persist throughout life. However early diagnosis combined with personalised programming, curriculum adaptation and a positive learning /teaching relationship with the child can ameliorate the effects.

The historical and factual information within Chapter Two puts the overall problem into context. Actually it highlights a perspective that reaches back through history to the observations of Plato. The evidence of the effects of alcohol on a developing foetus

described in this chapter should be sobering for everyone! There is no such thing as a safe level of alcohol during the critical stages of development – for example early in pregnancy there could be an impact on the number of brain cells that develop within the brain structure, and later in pregnancy it could affect the actual number of connections between brain cells.

Chapters Three and Four further investigate the impact on learning of FASDs. Highly relevant descriptions of damage to areas of the brain and the resultant cognitive effects lead into detailed discussions about medical difficulties, learning difficulties, behavioural difficulties, social difficulties, vulnerability at transition points, sensory processing disorders, mental health and other affected areas. Case studies describe how such young folk have been supported in the UK. The authors temper the obvious challenges with a description of a range of practical strengths that most learners with an FASD possess.

Children with FASDs have profiles of uneven and inconsistent learning patterns. Chapter Five recommends a novel pedagogical approach. Educators are encouraged to re-frame their pedagogical thinking in order to plan effective learning experiences. This chapter discusses the importance of engaging these students in learning. An approach discussed and recommended is “the engagement profile and scale”. Research undertaken in New Zealand schools that have trialled and implemented this tool has proven the validity of this approach.

An area that Barry Carpenter has long championed is the maintenance of positive relationships between family and educators. Chapter Six highlights the importance of early attachment and the role of the family. Readers are provided with a context for understanding the nature of difficulties faced by the families of young people with FASD. By placing families at the centre through a commitment of support, Chapter Seven suggests that educators will be enabled to make informed, long-term and meaningful change to the learning programme.

Young people themselves should have the most important say about what FASD can mean for them – and this book allows that voice to be heard. As the authors say, “a diagnosis/identification is important for young people. Without it they can be constantly ambushed by their difficulties... Diagnosis gives identity ... it enables them, their family, and professionals to be realistic”. Andrew has FASD and now that he knows, he says: “I’m not the problem; I have a problem”. Like Andrew, this book plainly and simply states fact and provides solutions for learning communities to act upon.



ABOUT THE AUTHOR: Judith Nel

Judith is the Principal of Parkside School. Parkside provides a continuum of educational services within the district of Franklin. These services involve specialist educational learning programmes, and specialist therapy services. Apart from a base school, there are eleven satellite classes located on the campuses of local schools, and a well-resourced Outreach service. Parkside was granted the Research Charter Mark by The Schools Network based in the United Kingdom in 2011.

Judith is a member of the MOE Specialist Service Standards Review Team, the Ministry of Education's Outreach development team, and is a member of the recently established Inclusive Education Implementation planning team for South Auckland.

Judith has spoken to international audiences on numerous occasions including:

- Specialist Leaders Education Conference, Warwick University, U.K., 2010: *"Cause change in special education – put the 'Waka' back into 'leadership' – a New Zealand perspective"*
- ANZEA, New Zealand, 2007: *"Collaboratively Defining and Evaluating quality and value: A participatory evaluation and capacity building process for Learning Support and Resource Centres, a special education itinerant teaching service."*
- 2nd World Congress on Autism, Cape Town, 2006: *"What is Effective Educational Support for Parents, Families, Staff and Students"*
- International Special Education Conference, Glasgow Wills and Nel, 2005, *Support from School for Students with ASD: Ongoing Conversations,*
- Judith was awarded the NZ Multi-Serve Trust Education Leadership Award, in 2002.



Judith Nel

NZEALS14 CONFERENCE 2014

The next NZEALS conference will be held at the Pipitea Campus of Victoria University of Wellington

29th, 30th April and 1st May 2014

April							May						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6				1	2	3	4
7	8	9	10	11	12	13	5	6	7	8	9	10	11
14	15	16	17	18	19	20	12	13	14	15	16	17	18
21	22	23	24	25	26	27	19	20	21	22	23	24	25
28	29	30					26	27	28	29	30	31	

"Leadership in times of change"

If you would like to receive more information about NZEALS14 when it becomes available, please email:

carolyn@tawaint.school.nz

We look forward to seeing you in Wellington in 2014

NZEALS SCHOLARSHIPS, AWARDS & FELLOWSHIPS

NZEALS offers several high-value scholarships, awards and fellowships for members wishing to further their professional development.

SCHOLARSHIPS

- Dame Jean Herbison Scholarship
<http://www.nzeals.org.nz/djh.htm>
- Visiting Scholar
<http://www.nzeals.org.nz/VisitingScholar.htm>

Applications for scholarships close on 30 September annually.

AWARDS

- President's Research Award
<http://www.nzeals.org.nz/presawards.htm>
- Meritorious Service Awards
<http://www.nzeals.org.nz/meritorious.htm>

Applications for awards open on 1 August and close on 30 September annually

FELLOWSHIPS

- Fellow of NZEALS (FNZEALS)
<http://www.nzeals.org.nz/fellow.htm>

Nominations for fellowships close on 30 September annually.

FROM THE BRANCHES:

AUCKLAND:

Growing Middle Leadership

Report on the Auckland branch of NZEALS running of a Teacher Refresher Course Committee conference: Growing Middle Leader Capability, which ran in the first week of the July break.

The great virtue of TRCC conferences is that they are organised by practitioners for practitioners, and given that participants' travel is paid for they are well supported by people from all around the country.

A subcommittee of our branch organised this conference in conjunction with people from the TRCC, and the conference was held at the Ponsonby Primary, the principal of which, Anne Malcolm, is on our executive. The first keynote speaker was Jeremy Kedian, the national president of NZEALS, and the Educational Leadership Centre Manager/Senior Consultant in the Faculty of Education, the University of Waikato. Jeremy's provocative and entertaining keynote entitled 'How not to compromise on the things that matter most', challenged us to think about our role as educators and leaders and to evaluate the impact that we have. He encouraged participants to reflect on their teaching and to consider how innovative they were actually being in their practice. The presentation brought together themes such as responsibility, change and 'intelligent failure' and asked "When as teachers did we really take a substantial risk?"

Linda Stockham from the Ministry of Education reminded us all to reference the March 2012 'Leading from the Middle: Educational Leadership for Middle and Senior Leaders' guide. Factors of success are outlined in the document, in particular the need for active engagement, positive relationship building, sound planning and the use of evidence to inform. School leaders are reminded on page 12, that school improvement outcomes for all students is a leadership role, as are e-learning skills, creating effective teaching conditions and helping to build schools as learning communities.

Dr Kay Hawk has been an advisor to Auckland schools and principals for many years, and she runs workshops for middle leaders each year. Her keynote at this conference was full of excellent advice with regard to leading effectively, and highlighted the pivotal role middle leaders play in our schools.

Graeme Macann, principal of Rosehill College and NZEALS Auckland Branch Chair, ran a very inter-active

session based on key ideas in the Leadership Best Evidence Synthesis to do with goal setting, relational trust and open to learning conversations, as well as utilising Heifetz and Linsky's (*Leadership on the Line*) concepts of managing our hungers and vulnerabilities and seeking sanctuary effectively.

Linda Stockham's presentation around contextualisation of leadership was supported by Dr Graeme Aitken, Dean for Auckland University's Faculty of Education. Graeme developed Bolman and Deal's notion of reframing your leadership. It was a fabulous reminder that there is not one behavioural mode for leaders and that as leaders we need to be aware of our preferences.

Carolyn Stuart took these ideas even further. It was Carolyn's strongly held view that it is no longer excusable for leaders not to use e-learning in their leading, teaching, and learning. Her school's use of e-portfolio (<http://myportfolio.school.nz/>) has enabled her as a principal the opportunity to provide explicit and timely feedback to her staff on a range of teaching and learning issues.

Carolyn's keynote was a 'bringing together' of three days thinking. She reviewed the need for open and honest communication, of valuing the leadership role, of the importance of celebrating context and the need to build strong transparent relationships.

The keynotes at this conference were supplemented by excellent workshops on time management, difficult conversations and strategic curriculum leadership and visits to two new schools: Stonefields School and Ormiston Senior College.

The evaluations from conference participants were very positive, and the organising committee thoroughly enjoyed the chance to provide some professional learning for colleagues from around the country.



Graeme Macann
Auckland President

Graeme Macann



TARANAKI:

The Taranaki Branch is currently putting a programme together for 2013. Welcome to the new Branch committee:

President: Jason Elder

Jason is Principal of Norfolk School (U4), which is located just on the outskirts of Inglewood, Taranaki. He is

currently on study leave, completing a 4 paper thesis. Jason has a close association with the Waikato Leadership Centre, where he completed his postgraduate Diploma in Educational Leadership and has been involved in a number of Leadership Institutes run by the centre. The main reason Jason became involved in the NZEAL's Taranaki Branch was because he felt there is a real need for Primary, Secondary and Early

Childhood leaders to work in closer collaboration. The complexity of issues affecting student learning and the changing nature of society require a level of leadership that involves critical self reflection and dialogue. Closer cross sector leadership networks are needed to problem solve these issues, together. Additional, the development of future leaders should be a shared commitment amongst current leaders across the sector.

Secretary/Treasurer: Dawn Osman

Dawn is the acting association manager for the south Taranaki kindergarten association, based in Hawera. the association has eight kindergartens in the south Taranaki region. Dawn has been involved in early childhood education for the past thirty years and spent time on the national executives of CECUA and NZEI from 1991- 2004 working at a national level on industrial and professional issues across the early childhood and primary sectors. In 2008 dawn completed a post graduate diploma in educational leadership and administration through Massey university and is looking at completing a masters.

Dawn became involved in the Taranaki branch as she saw this as an opportunity to support and promote leadership within the a Taranaki region. the opportunity to engage with a cross sector of educational leaders and thud possibly of bringing other national and international educationalists into Taranaki to work alongside local leaders provides a great opportunity in Taranaki.

Committee Member: Pip Gorrie

Pip has completed three tertiary qualifications the highest being a Masters in Educational Leadership and Management, 2009. Pip has taught mostly in primary schools; overseas and in New Zealand. She resides on a dairy farm with her husband and two pre-school children. Pip has just finished a teaching job at an Early Childhood Centre, where her children also attended three days a week. Pip is interested in supporting NZEALS who offer professional learning that she thinks bridges the gap and supports local educationalist, within the constraints of living and working somewhat isolated from

WELLINGTON:

The Wellington branch of NZEALS is organised by a diverse committee whose membership draws from every sector of education within Wellington. Membership of the committee is relatively fluid and we welcome anyone who wants to be involved. The committee meetings are held at famous Wellington watering holes although from time to time we meet in quieter places so that we can actually hear each other speak!!! One of our favourite meeting places the Backbencher was recently damaged in a fire and so we have had to look for new locations.

Being in Wellington we are very fortunate to be able to draw from a raft of organisations and institutions for speakers. We have found that most people when approached relish the idea of speaking to a wide cross-section of Wellington educators.

Our meetings are often held at Turnbull House which is situated across the road from Parliament and is the site of the original Turnbull Library. Not that your mind would ever wander when listening to a speaker at an NZEALS

tertiary institutes. From her experience teaching ECE and Primary one of her interest areas is students' transitioning; how schools communicate and collaborate to support students and their families cope in this time of change.

Committee Member: Hilda Colgan

Hilda is one of the two Senior Teachers working for the North Taranaki Kindergarten Association, who have the privilege of working with the 64 teachers and about 20 relievers that work in our 16 Kindergartens. Prior

to taking up her current role, Hilda has previously worked as a Kindergarten Teacher in a career that now spans more than 30 odd years. She is passionate about Early Childhood Education and especially Kindergarten. "I love the fact that we are community based and not for profit and that no child will be denied access regardless of their circumstances". As well as working with Teachers Hilda is excited to work at a Strategic level where she is involved at looking at how to ensure Kindergarten grows and expands in innovative ways in the future.

Committee Member: Belinda Morgan:

Belinda is a registered teacher with a Diploma of Education (ECE) and has recently taken over the role as Manager of ABC EDUCARE (childcare centre) in Moturoa, New Plymouth. She has worked at ABC EDUCARE for 15 years in the various roles as a teacher, Team Leader and Assistant Manager.

Belinda is also a member of the Board of Trustees at her son's school so she has a great deal of knowledge and understanding of the education sector. She realizes the strains that can be placed on teachers, managers, principals and the schools management structures. She very passionate about leadership and growing her own leadership capacity, while also inspiring and 'rising up' others with leadership potential and passion. Belinda is excited to be part of the Taranaki NZEALS branch; sharing knowledge and gaining various perspectives of leadership across the education sector.

meeting but if it did you could look at the ornate panelling and built in features and wonder about all the things the old rooms have seen and heard.

Our meetings typically start with wine, juice and nibbles. It is great to be able to provide our city's educators with a forum to network and exchange news and information. We try to offer a diverse range of speakers from politicians to local principals, university and NZCER researchers, to people flown in especially. It is always such a privilege to hear the stories of others.

Great friendships have been forged and strengthened through NZEALS meetings in the capital and we look forward to this continuing in years to come.



Carolyn Stuart

Carolyn Stuart

All teachers are leaders

Sharon Gilman

Deputy Principal, Paraparaumu College



Sharon Gilman

Few people would dispute the statement that “all teachers are leaders”. This expectation is another example of the increasing demands being placed on the teaching profession – one that the teaching profession itself has not yet addressed. Society has moved away from the

premise that great leaders are born, not nurtured, to the idea that everyone has the potential to be a leader. Teacher training institutions must surely address this need.

This potential, in order to be nurtured must first be recognised before it can be encouraged. Then it must be actively promoted by specifically teaching leadership skills.

There are many forms of leadership and current thinking favours ‘making things happen.’ To make things happen we need to be able to work collaboratively with others. A key component of working with others successfully is being able to make them also successful.

While there are generic qualities, some leadership positions require more specific skills. This point of view is vocalised by Dame Jenny Gibbs when referring to the Arts; ‘*some of the characteristics associated with leadership, such as the ability to build and lead a team, are not totally applicable in the Arts.*’ This is because of the individual nature of talent and genius.

The desired requirements for school leadership aptly fit the quoted descriptions of what great leadership is below:

‘At the heart of leadership is an instinctive belief in the need for change. It’s not just seeing the need for change, but the determination to make change, and the gift of persuading others to follow.’ Rob Fenwick – Founder of Living Earth, Chairman of Antarctica NZ, Trustee of the Sir Peter Blake Trust.

While at first glance one assumes these leadership attributes are for those in lofty positions, they are also applicable for both teachers and students. ‘Passion’ is a quality which separates a good teacher from a great teacher and Sir Jerry Mateparare identifies this as a corner stone of leadership, “*a responsibility aimed at stirring the hearts and minds of people.*” He also reinforces

the importance of ‘daring to dream’. Teachers are in danger of being so oppressed by the administrative minutiae that they dare not stop for breath, let alone ‘dream.’

If the expectation is for *all teachers to be leaders*, then the starting point must be for teacher training institutions to include leadership potential as part of the selection criteria, and to also incorporate leadership development into their programmes. This view is reinforced by Dr Geoff Ferry, Dean of Business at AUT, and although Ferry is referring to teaching business graduates, it is equally applicable for teachers who are in turn expected to develop leadership potential and skills in their students.

Schools, when selecting leaders, need to decide

“The underlying values driving the selection process are usually not visible, recognised or understood.”

what constitutes the desirable qualities and skills, and secondly how these qualities are to be encouraged. It is too easy for schools to select leaders, both teachers and students, who fit the predominant culture of the organisation. Frequently this culture values compliance, actual academic achievement, (not necessarily potential), and a socio/ethnic composition which fits the hierarchy. The underlying values driving the selection process are usually not visible, recognised or understood. The selection process can be flawed because those individuals given leadership opportunities can rise to the occasion merely for the reason that their potential *is* being recognised and therefore opportunities are presented to them. The lost opportunity, ‘beta error’, is never considered.

Often those students with real leadership potential, who are able to influence their peers, are perceived as ‘difficult’ and ‘trouble makers’ and this can especially apply to those of Maori or Pasifika descent. Furthermore, if some of these students are then given opportunities without sufficient support, they more often than not fall over, which then becomes a self-fulfilling prophesy validating the organisation’s values.

The ‘dream’ is for a school culture where the leadership team and teachers have the passion to stir the hearts and minds of their students, and have the gift of persuading students to follow so they can inspire others. For this dream to become a reality, educational bureaucracy must leave room for schools to be innovative and not restricted by the current obsession with measuring “student achievement” merely in terms of national assessments.

NZEALS Council 2012-2013

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