e tipu e rea mo nga ra o tou ao

leading lights

grow your leadership potential

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President's Comment

Jeremy Kedian
President

NZEALS is a national society that creates a cross sectoral forum for all of those concerned with educational leadership. In addition to the national opportunities, NZEALS has a Memorandum of Understanding with the Australian Council for Educational Leadership (ACEL) that immediately creates international opportunities for our members. Many NZEALS members make good use of this reciprocal arrangement, obtaining networking opportunities and discounted access to various ACEL events including their Annual Conference.

In the past NZEALS has provided a service to its members whereby NZEALS collects annual ACEL membership fees and remits these to ACEL. NZEALS has decided not to continue with this particular service as it is such a simple matter for NZEALS members to arrange ACEL membership online. This reduces what is considered to be a non-core activity and frees members of the National Council to engage in other endeavours. In addition, currency fluctuations have often created a context in which NZEALS has had to pay more for ACEL memberships than it has collected. This obviously disadvantages those NZEALS members who prefer not to join ACEL.

We are satisfied that this change in procedure will in no way disadvantage those NZEALS members who wish also to belong to ACEL.

Similarly, NZEALS is affiliated to the Commonwealth Council for Educational Administration and Management, soon to be re-named the Commonwealth Council for Educational Leadership and Management. This allows NZEALS members to obtain the CCEAM Journal and a number of other annual publications. Membership of CCEAM is limited to members of affiliated organisations so those wishing to become members of CCEAM need first to confirm their membership of NZEALS.

The National Council has completed its current phase of strategic development and has now begun the next planning phase. The purpose of these strategic activities is to ensure the relevance of the Society, to better serve its members, to provide innovative services and identify and address emerging trends and issues in educational leadership. One such trend that has been identified recently is the need to create mentoring opportunities for Principals who have moved beyond the First-Time Principals' Programme. As you will appreciate, this is an enormous task, first of all in identifying the needs of serving Principals and their stage of development, and recruiting a sufficiently large and appropriately qualified group to act as mentors. It is thought that this initiative will assist Principals to continue their development and assist them in meeting the new career progression requirements.

The Auckland Branch recently ran a week-long programme for middle leadership development. This was advertised nationally, was over-subscribed and enormously successful. These two opportunities represent yet another service that NZEALS will offer in the future.

I am enormously grateful to the membership of NZEALS and the National Council members (which includes all Branch Presidents) for their commitment and enthusiasm in catering for the needs of the Branch-based membership. The success of the Society reflects their commitment.

Jeremy Kedian
National President

Leading Lights
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Principal
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August 2012

It is my privilege to bring to you this special edition of *Leading Lights* based on leadership for children with special and complex learning needs. It has been an honour to connect with passionate and dedicated educators in a range of contexts who have been willing to share their experience and stories with us. The moral imperative and the ethic of care is heavy on the shoulders of all educational leaders, and there is a growing insistence that funding be made much more adequate for provision for the learning needs of this increasing number of children in our systems.

As Professor Barry Carpenter told us in his keynote address at NZEALS12, if we are thinking that the children in front of us are different than they used to be – they are! The introduction to the SSAT pamphlet series on children with complex needs says:

> Children with complex learning difficulties and disabilities are described as the 'new frontier' in special education. The disabilities of this new generation of children have previously rare causal base – for example, rare chromosome disorders, assisted conception or premature birth, maternal drug or alcohol abuse during pregnancy. With advances in medical knowledge, children who would previously not have survived into education are doing so. The educational needs of these children are different to those we have traditionally known, and as such are causing us to restructure our schools and educational approaches. (www.ssat.org.uk)

The extent to which schools are managing with high needs children was examined in the 2010 Education Review Office (ERO) report Including students with high needs, where it was found that the most inclusive schools reflected "ethical leadership and standards" (p. 11), where [leaders] "expressed the importance of meeting the needs of the students, rather than fitting a student to the school". At the same time the Ministry of Education sought submissions on its consultation document into special needs education, and developed its Success for All – Every School, Every Child strategy: "A vision to create a fully inclusive education system of confident schools, confident children and confident parents" (p.1)

I expect every reader will have some personal insight into the challenges and rewards of educating and / or parenting a child with complex learning needs or differences, and I would like to share with you one principal's story:

Lindsay Robertson of Geraldine Primary School describes his philosophy of being an inclusive school, with 'fairness to all' one of his core values. "We are all different in our own way, and take a whole school approach to understanding this, so nothing is hidden. It is important to explain how we are all wired differently and what this can do to us through no fault of our own." At the beginning of each year Lindsay explains this message to his school assembly by talking about the types of differences we have – physical, mental, emotional; "some we can see and others we can't." He sometimes uses role plays with children who volunteer to help demonstrate his point. This year Lindsay read a new book to the school assembly, *It's OK* by Jo Heslop, and found it to be "a fantastic way to share this message with all the children: that we are all different and need to be treated with respect" (I have included information about this resource for readers). He trusts his staff to always do their best, in a no-blame culture, and to continue learning how to reach out to everyone. "There is no bigger job on the planet, and how often do we take our people for granted? The parents are also trying their best and need our support." Lindsay expects everyone to be supportive in creating an inclusive school, including parents, Board of Trustees, Home and School (PTA) and the Ministry of Education.

"...we are all different and need to be treated with respect"

The contributors to this special edition of *Leading Lights* provide readers with the data that proves the urgency of the need for leadership in this field, along with practical strategies to support us in acting on this growing area of need. Dr Jude MacArthur is a researcher and advocate for inclusive practices for all children, and Julie King is the national co-ordinator of the ClickspecialEDNZ network of special schools. Professor Barry Carpenter was director of the UK's Complex Learning Difficulties and Disabilities Research Project, and keynote at NZEALS12.

This edition touches briefly on the powerful leadership being carried out in New Zealand on behalf of our most vulnerable children. As my colleague, principal Lindsay Robertson said, "it might only take one politician to have a special needs child for the system to change for the better." There is great potential for NZEALS to be a cross-sector link for the work being done all around New Zealand to support educational leaders of children with special needs, and it is my hope that this will be beginning of a powerful discussion.

BOOK ORDER FORM

One day a little boy named Brody starts at a new school. Brody has special needs and this story tells how his classmates come to realise that "It's ok to be different!"

Writer Jo Heslop lives on a farm near Lawrence, Otago, with her husband Ben and two boys, Cody and Jake. Jo was inspired to write this book because of the difficulties she experienced raising a child with special needs

Artist Annie Roska lives with her husband in Te Anau; she has worked as a teacher-aide helping children with special needs.

IT'S OK!

Written by Jo Heslop
Illustrated by Annie Roska

24 pages
215x200mm
Colour
ISBN 978-0-473-19884-8

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Interview: Professor Barry Carpenter

Professor Barry Carpenter

A highlight for many of us at April's NZEALS12 conference was the keynote from Professor Barry Carpenter, a British consultant and specialist in the field of education for children with complex needs. He says a new generation of children with complex learning difficulties and disabilities need a new generation pedagogy. Barry directed the UK's Complex Learning Difficulties and Disabilities Research Project and has been advising his government on the research he has done into the changing needs of children in today's schools, especially with regards the rise in foetal alcohol spectrum disorders (FASD), and advocating for the different pedagogies, systems and leadership that is required in order to meet new and complex needs. He has helped to develop practical resources that can be used by educators at all levels in schools all around the world, in the form of web-based materials, a pamphlet series, and a new book. In terms of leadership, Barry recognises that exceptional children need exceptional teachers, who require exceptional leaders, and he promotes inquiry-based leadership: find out about the children you are teaching. His work transcends health, education and social welfare and he speaks all over the world on his vision for engaged learners in all contexts. Barry speaks from the heart, from personal experience, and throughout the conference he made himself available to delegates who were fascinated by his work. I was fortunate to spend time with Barry during the conference and asked him about his work.

What do leaders need to do differently to meet your vision?

Leaders must have an ethic of accommodating all children, where they move beyond this being a philosophy to being a pedagogy. The only way we will effectively include children will be through a pedagogy built on engagement. Ask – how do we engage this child – whether with gifted, dyslexic, or complex needs – and ask this in all subjects. Without engagement there can be no learning. If children disengage we must re-engage them.

What trans-disciplinary connections need to be made? How responsible is all of society for these children? What conversations need to happen in NZ so we are all active players in dealing with the complex needs of today's children?

The child and its family need to be at the heart. The family are key contributors as the richest source of knowledge about their child, and

we ignore this at our peril. Trans-disciplinary work requires leadership: with many players involved we need a key person leading the connection, but not necessarily in a hierarchical way. A trans-discipline approach will improve engagement through shared goals, shared styles of delivery. We need to operate outside the box sometimes – lead beyond your own discipline. For example, you may be the OT but you can also lead towards the speech therapist's goals, etc. I'd love to work on leading partnerships with families – families are much more diverse and we need new ways of engaging with them.

In your keynote you shared some shocking data about the complex needs we are finding in our schools and the implications for education - is this data readily available?

I've made sure it's come into the education arena. The prevalence rate of FASD is thought to be as high as 1:100. There is world leading research being carried out in New Zealand on the effects of premature births on child development, where survival rates are now at 90% for pre-term babies, and in the UK data shows there are over 600,000 children on Ritalin. My new book *Educating Children and Young People with FASD* (2012, Palgrave MacMillan) draws on more data and puts it into context.

In the 2010 ERO report "Including Students with High Needs" full inclusion of children classified as 'high needs' in their schooling was set as a benchmark. How do we find a realistic balance for the child, their family and their teachers?

We need a pedagogy for inclusion. It's not just about placing a child in a mainstream school – they are going there to be educated and they have complex and diverse learning needs that need to be met in a variety of ways, recognising their unique learning patterns. I can say I've taught a great lesson, but if the learner hasn't accessed the lesson – because of their different language or needs then it hasn't been successful. Inclusive education is about being an active learner, not a bystander watching the learning of others.

If what is good for complex needs children is good for all children, what can mainstream children learn from those who learn differently?

Empathy, understanding, to value difference. Different modes of communication and how to value those – to sign is not less than to speak, it is an equivalence. To see the person, not the disability, is a lifelong attitude we can learn at school.

What tools are available for teachers and leaders in order to be effective for children with complex needs?

There are new teaching tools on the complex needs website, such as the Engagement Profile. Because these children demand we ask many questions to create a personalised learning approach – there is an inquiry framework on the website. These children are wired differently so they learn differently. When we know how they are wired then we will better know how to teach differently. New teacher training modules are now online that will be relevant to teachers everywhere – it doesn't matter what country you're in, its children you're trying to teach. But if I had one curriculum area I could really focus on improving it would be maths.

Leadership qualities - what do we need, how do we get them?

We need leaders who can nurture a 'finding out' culture in schools – teachers should not be afraid to ask questions, and leaders not afraid to say, "I don't know but let's find out". We need leaders who will support personalised pathways for professional learning – how about a teacher with a student with a rare disorder be given a day out of the classroom to meet with the parents and research the disorder.

Is there a correlation between culture and FASD at an international level and who can help to guide NZ in addressing this?

Yes there is a correlation because female binge drinking in western cultures is on the increase: 38% of women aged 18 – 25 binge three times a week. Our health education programme must address alcohol awareness – if you don't know your limits you will damage your unborn child. The damage is lifelong. There is new research that suggests the alcohol might affect the child's genetics. Regardless, the child who walks through the door deserves to get an education, but we don't know how to teach them. Now there are resources available and we have to use them.

The SSAT (Specialist Schools and Academies Trust) in the UK has undertaken a large project based on Barry's research and has produced resources for teachers of children with a range of learning needs. Find this at http://complexld.ssatrust.org.uk.

LEADING LIGHTS: Next edition deadline: 3 November 2012

Guidelines for writing a book review for *Leading Lights*

Reviews of current educational leadership material are welcome for publication in upcoming editions.
As a broad guide, reviews should follow this format:

- A discussion of the author's credibility
- A general synopsis or chapter overview
- Discussion of the text's importance and / or relevance to leaders
- Key messages from the text
- Links to other texts or resources

EDUSPEAK: Inclusive Education

Dr Jude MacArthur
Senior Lecturer, Massey University School of Education (Albany)

Jude MacArthur

Ahakoa he iti, he pounamu
Though small, it is precious

This whakatauki (proverb) encapsulates the unique essence of everything, and to those working in education it is a reminder of the uniqueness and preciousness of every student. Inclusive education is concerned with eliminating social exclusion and developing early childhood centres, schools and school systems that respond in positive ways to diversity. The focus is on teaching and learning so that all children are valued, belong, have friends and learn well. Australian researcher Roger Slee (2011) says that inclusive education is not just about changing our schools; it involves changing ourselves as teachers and leaders. It is not a set of strategies or technologies, nor is it something that is 'done to' particular groups of children and young people. It is something that we as teachers must do to ourselves:

> …inclusive education invites us to think about the nature of the world we live in, a world that we prefer, and our role in shaping both of those worlds. (p. 14)

Inclusive education is broadly understood as a reform in education systems that welcomes and supports diversity amongst all students and ensures access to education for all. As a researcher interested in inclusive education my focus has been on the experiences of students with disabilities in their local school. At an international level, though, some of my colleagues are concerned with children who are unable to get to school because of poverty and conflict.

British researchers Tony Booth and Mel Ainscow are co-authors of the profesional development tool, The Index for Inclusion. Mel's and Tony's research in schools in the UK and around the world has helped us to understand inclusive education as a process rather than a destination. Early childhood centres, schools and school systems that have inclusion on the agenda are "on the move", constantly working to break down barriers to belonging and learning, and supporting the development of ideas and processes that result in positive social and learning experiences for all students. staff and the wider school community. Some of the key ideas and related questions for centres and schools that arise out of their work are:

Inclusion aims to eliminate social exclusion in society. In an inclusive school children with and without disabilities learn about respecting and valuing all people regardless of race, culture, religion, ability, sexuality, gender or any other form of diversity.

- What are our attitudes and responses to diversity in race, social class, ethnicity, religion, gender and ability in our school/centre?
- What messages about diversity do our attitudes, responses and actions as teachers convey to others in our centre/school community?
- What kind of school/centre are we, and what kind of world are we contributing to?

Inclusive education is about students' presence, participation and achievement.

- Are all students present in class or in our centre, learning alongside and with their peers?
- Are all students engaged and fully participating in the curriculum and activities of the school alongside their peers?
- Does the school community have high expectations for all students, and are all students achieving well?

Values are the foundation. Schools working towards inclusion have a foundation in key values and principles that are constantly being questioned, discussed, and developed within and between school communities. Values state how our school/centre community will live, work and learn together. They are fundamental guides that give a sense of direction and underpin all policies, actions, practices and activities.

- What would our school/centre look like if it had values of honesty, rights, joy, non-violence, trust, courage, love, hope/optimism, and beauty? What would it look like if we did not have these values?
- Do the people in our school/early childhood community have a shared values framework? Do we talk about values, revise them and discuss what they mean in practice?
- Do our values and actions support inclusion, or are they a barrier to inclusion?

"In an inclusive school children with and without disabilities learn about respecting and valuing all people regardless of race, culture, religion, ability, sexuality, gender or any other form of diversity."

Effective leadership by principals and centre supervisors is especially important if schools and early childhood centres are to provide more effective educational responses for all children, whatever their characteristics. The values, commitment, knowledge and skills of principals and supervisors make the difference in our schools - how leaders in education think about students and their rights to learn is a critical factor in inclusive education, and the role of leadership in supporting inclusion is explored further in the feature article in this newsletter.

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Leadership in the Development of Inclusive School Communities

Dr Jude MacArthur
Senior Lecturer, Massey University School of Education (Albany)

Children's and young people's perspectives are not always given priority , yet they can deliver some important messages that help us to understand their school experiences. This article introduces some of the themes from our research with children and young people who have disabilities and considers the role of leadership in developing inclusive schools. While the examples here come from the school sector, similar issues are raised in early childhood research in New Zealand.

Students' perspectives on school

Feeling different

Students with disabilities want to be part of the group of "all students" at school, and disliked being treated in ways that made them feel different from their peers. Being removed from the class for therapies or for 'special' support; having an 'attached' teacher aide; and being grouped with other students with disabilities prevented a sense of belonging in the peer group. Students felt that these approaches imposed an unwanted identity on them that emphasised their disability, and ignored all the other aspects that made them the person they are. Joanne in Year 10 said:

> *Joanne* : I feel like I am an equal and that (being placed in a 'special' group) sets me down a bit, like thinking, 'Oh well I have to go in this group because I am different.'
> *Interviewer:* Would you rather just be in with the other class?
> *Joanne:* Yeah, just in the normal homeroom and like in the other reading group.
> *Interviewer:* Do you get any chances to say that to your teachers?
> Joanne: No, not really.

Bullying

Bullying was also a common feature of students' lives. Emma, in Year 9, had cerebral palsy and said that she was 'scared' to speak in class because the boys would make fun of her voice. She said:

> I don't speak at all. I don't say anything. I just say "Hi".

Her teachers were unaware that she felt this way so no attempt had been made to address the problem or to support her participation. In some schools bullying was taken seriously and addressed, but in others it persisted because it went unrecognised or, as Luke in Year 9 said, the teacher "did not do a good job because he didn't believe me". Bullying often focused on students' disabilities and threatened their sense of self worth.

Isolation

Isolation and a lack of friends was an issue for some students. Emma described herself as "sitting on my own" at lunch time inYear 9. At primary school Luke played with very young peers or went to the library and read by himself. He struggled to be accepted in his peer group at secondary school, and while he wanted to be out in the school grounds, staff required him to eat his lunch in the Learning Support Centre where he described himself as "isolated".

Some students experienced isolation in the classroom. Adam in Year 9 sat on the edge of the class and played the same computer game for a whole year in his IT class. His teacher rarely included him in class activities, saying that she was not a "learning disabilities teacher". In contrast, Adam's maths teacher prepared material that was at his level every day. She greeted him, sat him in the centre of the classroom, and supported his learning.

Low teacher expectations

Students with disabilities are vulnerable to having their disability viewed as a deficit, and teachers sometimes overlooked students' strengths and capabilities. In Year 10 Joanne described how she challenged her teachers on this point:

> Some people think that like being disabled is the worst thing ever, but I just like proving people wrong like 'cos some people say 'Oh you can't do that' and then I show them that I can. … I can try to do everything. … I proved my music teacher [was] wrong 'cos he thought I couldn't do it and when we had our test we had to do two things in front of the classroom and he was like 'Oh! Look at this girl! She proved me wrong again', and I am like, 'Oh! Thank you.'

Not present

'Presence' is a key idea associated with inclusion, yet we have observed students with disabilities being removed from class, and from their peer group, for separate teaching or for therapies and other activities that do not appear to have a curriculum focus. In one extreme example, Ian spent less than two hours of the school day with his peers at intermediate school due to a daily programme of therapies, 'wheelchair maintenance'; and 'social skills' classes. Poor physical access also prevented his participation in swimming and assemblies. Ian enjoyed being in class and particularly liked maths, which he was very good at. He and his Dad had talked about the school day and their perception was that it was more about 'special education' and therapy (aimed at getting him to walk) than it was about academic work. Ian wanted these priorities to be reversed, and he told us that in his view:

> It's better to be in a wheelchair and know your maths than it is to walk.

The effects of disability are not always understood

Some students felt that their teachers did not have a good understanding of the nature of their disability or of the effects their disability had on their learning. Some found it difficult to move between classes and were tired. Others wanted their teachers to know that they were capable and able to participate independently; and some wanted their teacher and their peers to understand why they behaved in a certain way. Joanne, in Year 10, was tired of being told off for being late to class and wrote a letter to her teachers to explain how aspects of her physical disability made it difficult for her to move quickly between classes. She invited her teachers to "feel free to ask me" if they had any questions about the effects of her impairment.

Leadership for inclusion

Students in our research illustrate how being in a centre or ordinary classroom is not enough if teachers have low expectations or believe they are not responsible for teaching students with disabilities. Equally, if students are poorly understood; if the peer group is unwelcoming or bullying occurs; or their school day is dominated by 'special' and segregated activities that prevent access to the curriculum and valued social experiences, students' learning and social experiences are compromised. While some teachers in our research were switched on to the needs of all their students, some students could walk a difficult path through the school day as they encountered teachers who included and taught them, and others who did not.

What is the role of centre supervisors and school principals in the scenarios described above? The beliefs of those in leadership positions are one of the most influential variables in the development of

school cultures and teaching practices that contribute to inclusion. About 25 years ago, Canadian educator Dr. Gordon Porter, took a key leadership position in the transformation of New Brunswick's education system to one system based on inclusion. Systemic efforts focused on supports, resources and professional development for schools to include and teach all students, and Gordon argues that inclusion necessarily turns our focus to school improvement. As New Zealand researcher Adrienne Alton Lee (2003) has pointed out, teachers develop pedagogically when they learn to understand and meet the needs of a diverse student group. Leaders, Gordon suggests, can begin to address inclusion and the kinds of issues raised by students in our research by focusing on school change. There are examples in this country of innovative leadership driving inclusive schools (see, for example, IHC 2009a & b), and research has recently opened up some new ways of thinking about how schools can progress down this track.

Canadian researcher Ben Levin (2010) has looked at how schools find, share and use research in their work. Principals, supervisors and teachers value *social processes* - collaborative exchanges with respected colleagues that consider new approaches (such as developments towards inclusion) and critique existing practice (such as the scenarios described by students in our research). Change is unlikely to occur when such processes involve adding another task to the already overloaded days and years of school principals and centre supervisors. However, schools have and can use *existing systems* that are based on social processes to critique practice and share research knowledge. This means that issues relating to inclusion and research can be discussed through some modest redirection of existing energies, rather than through new tasks. Staff meetings; Board of Trustees meetings; newsletters; informal gatherings of staff or staff and parents; and professional development events are some examples. Leadership styles that encourage a range of individuals to participate in leadership functions are most likely to foster an inclusive school culture, enhance knowledge throughout the school/centre, and build sound links with parents and communities.

Research suggests that principals and others in leadership positions can support their schools or early childhood centres to move towards inclusion by adhering to some key considerations. These include:

Attend to three broad tasks:

- Fostering new meanings about diversity;
- Promoting inclusive practices within schools/centres; and
- Building connections between schools/centres and communities (Ainscow & Sandill, 2010).

Engage in social processes, using existing structures and energies to:

- Articulate collective purpose (a shared enterprise) and build commitment (develop a common language for talking about teaching and learning; inclusive values; respect for difference; a commitment to teaching all students).
- Create safe environments for trying something new and different.
- Support comprehensive paradigm shifts (e.g. shifts in thinking about education and 'special' education; about who belongs in the student group, in the regular classroom).
- Build collective learning into the process of change (students are likely to be more successful at school if their teachers are actively engaged in learning how to teach within the local context of the school)
- Develop a strategy for inclusive school development and guidelines for action (e.g. specialist provision will be made in the ordinary classroom, rather than by withdrawal; students with disabilities will be consulted and their views will be used in planning and teaching).
- Uphold standards of inclusion while solving practical problems.
- Create a culture that encourages "learning by doing".
- Establish collaborative teams within the school that act as decision making bodies that reference the philosophy and standard of inclusion (collaborative teams assist leaders to embed sound practices throughout the school or centre and ensure that critical decisions involving complex factors are never made alone). (Inclusive Education Canada, 2011; Porter, 2008).

Network within and between schools

- Long-term strategies for inclusive school development can be fostered through networking, collaboration and the sharing of expertise and resources.
- When teachers have opportunities to collaborate and compare practices they can come to view students who have learning challenges in a new light. Rather than viewing the student as the problem (Adam is unable to learn in this class, and I do not have the training to teach him), such students may be viewed as providing feedback on existing classroom arrangements (Adam is disengaged in IT, but is learning in maths, what is the maths teacher doing to engage him in learning?). Students become a source for understanding how classrooms can be developed to benefit all. (Ainscow & Sandill, 2010).

Inclusive education aims to ensure that all children and young people experience an education that enhances their learning and social relationships, and prepares them for a quality adult life in the community. Gordon Porter reminds us that this happens when children grow up and learn with their peers in their local early childhood centres and schools. Students with disabilities in our research remind us that what happens within the walls of our local schools and centres also matters. Principals and centre supervisors who welcome and value all students provide a context in which school change towards inclusion is possible. Just as importantly, when leaders view inclusion as an evolving process in which all teachers have roles and responsibilities, then collaborative and effective teaching is likely to be found throughout classrooms and centres.

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Making Sense of the Key Competencies for Students Working Within Level One of the New Zealand Curriculum: A New Zealand Special School Leadership Initiative

Julie King
National Coordinator of Click SpecialEDNZ

"The key competencies element of The New Zealand Curriculum (NZC) brings with it exciting possibilities for making students' experience of learning more relevant, engaging, meaningful and useful. Giving effect to key competencies in ways that address their complexity will entail significant challenge and change. Tackling those challenges and compelling change to support key competencies is a vital role for school leadership". (Ministry of Education, 2010).

We have a responsibility to ensure our students will be supported to become 'confident, connected, actively involved lifelong learners'.

If you want to change systems, you need to increase the amount of purposeful interaction between and among individuals within and across schools and regions. (Fullen, 2003).

This article outlines the journey leaders in special schools across New Zealand are undertaking to ensure the Key Competencies are made accessible to all students.

As leaders and educators of students with special educational needs and in particular those with complex learning difficulties and disabilities we were faced with the challenge of not only making the Key Competencies accessible to all students in our schools but also of providing a means by which progress can be monitored across all competencies. We have a responsibility to ensure our students will be supported to become 'confident, connected, actively involved lifelong learners'. (Ministry of Education, 2007,p.7).

We are rising to the challenge and have produced a pathway to support practitioners and students to have ownership of and make progress towards developing Key Competencies, now known nationally as the Key Competencies Pathway.

The Key Competencies Pathway is a collaborative initiative involving school leaders from special schools and units across New Zealand. The initiative has been supported and funded solely by the special school sector in New Zealand. The aim of the project is to:

- Make the Key Competencies accessible for and inclusive of all students with special needs
- Promote learning that is relevant, meaningful and connected
- Provide indicators for Key Competency development and next learning steps
- Provide guidance and structure for curriculum planning and writing Individual Education Plans

The Key Competencies Pathway has four phases of development. Phases 1 and 2 have now been completed. Phase 3 will commence in 2013 and Phase 4 in 2014.

Phase 1: The Key Competencies Pathway

In January 2009, ten Assistant, Associate and Deputy Principals from Special Schools in Auckland, one special school in Hamilton and myself as National Coordinator of Click SpecialED[NZ] embarked on the challenge of making sense of the Key Competencies for students working within level one of the New Zealand Curriculum (NZC). Supported by the Principals of each school the group produced what is now Phase One of the Key Competencies Pathway (KCP). Following each meeting the leaders consulted with and piloted the KCP in each of their schools. It was always the intention of the group to share the resulting piece of work with schools across New Zealand. Phase One of the Key Competencies Pathways is comprised of seven components:

1. Statement for each Key Competency

Each statement is derived from the NZC key competency statements. We extracted what we deemed to be important for studenst working within level one of the NZC.

2. Key Competency Dimensions

These relate directly to each statement and state what a student needs to know and be able to do in order to develop a competency.

3. 'I can' statements

For each Key Competency Dimension a series of 'I can' statements have be written to show what a student is working towards being able to do to develop a competency.

4. Key Competency Indicators (KCIs)

KCIs are broad developmental skill based benchmarks which identify skills a student needs to learn to develop a competency in relation to an 'I can' statement. They have been written to assist practitioners to write personalised learning intentions and IEP goals. There are eight KCIs for each 'I can' statement.

5. Experiences/ Learning Contexts

A broad range of experiences and learning contexts were recognised by the group as being instrumental to the learning and progress of students, in particular the importance of differentiating them according to age, ability and context. This component of the KCP is left open

to encourage schools to develop their own range of experiences to reflect their school community.

6 and 7. Pedagogy and Progress

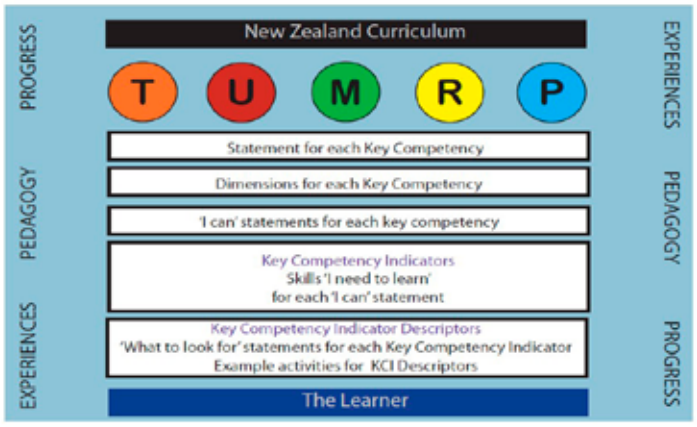
Support schools to identify and cite approaches to teaching and learning and tools for monitoring progress used in their school context.

Phase One of the KCP took two years to complete and was piloted in Term 1of 2010 across 27 special schools and units across New Zealand. The pilot study affirmed the KCP as an invaluable document supporting both the curriculum and IEP planning in particular. Since publication in Term 3 2010 four hundred copies of the document have been purchased by both special schools, mainstream schools and the Ministry of Education. Many special schools have reviewed their IEP and curriculum planning templates to reflect the Key Competencies Pathway.

Phase 2: Key Competency Indicators Descriptors

Feedback from the Pilot Study and ongoing communication with schools working with KCP highlighted the difficulty they were having in working with the Key Competency Indicators (KCIs) component of the KCP. Many practitioners were confusing the KCIs with Learning Intentions and not the 'broad developmental benchmarks' they were written to be; others experienced difficulty with interpreting and identifying which KCI best suited a student's need. In response to this,four special school Assistant, Associate and Deputy Principals from the Waikato and Bay of Plenty and myself as the National Coordinator of Click SpecialED^{NZ} undertook to address this issue. Each of the four schools had embedded the KCP into their school planning and culture prior to embarking this phase. The aim was to:

Write a set of 'Descriptors' and a list of example activities for each Key Competency to assist practitioners to identify what a KCI looks like and thus further support them to write relevant, appropriate and achievable learning targets.



The Key Competencies Pathway Overview

The Descriptors have been piloted across nine schools and feedback further affirms the KCP as an invaluable supporting curriculum document for students working within level one of the NZC. This has been completed and due for publication later this term. The overview above, illustrates the additional Descriptors component of the KCP.

Phase 3: KCP Student Portfolio

This will commence in 2013 and will involve leaders from special schools in the Central and South Island regions of New Zealand.

Phase 4: an e Key Competencies Pathway

Funding permitted the intention is to design a software programme for practitioners to input information and produce documentation on Key Competency progress.

The Key Competencies Pathways initiative is being actively led by the special schools sector in New Zealand. This has begun to create a nationwide culture and professional learning community. A common language is evolving across and between schools and establishments that previously worked in isolation. All special schools share ownership of the document as it has been developed across the country. The resulting culture of collaboration, sharing of resources and expertise has been hugely beneficial to the sector and improvements in teaching and learning.

Further information on the Key Competencies pathway can be obtained from Julie King, Click SpecialEDNZ: info@clickspecialednz.com

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Ministry of Education. (2007). *The New Zealand Curriculum*. Wellington: Learning Media Limited

Julie King
National Coordinator of Click SpecialEDNZ

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Daniel Pink is the author of four provocative books about the changing world of work — His long-running *New York Times* bestseller, *A Whole New Mind: Why Right-Brainers Will Rule the Future* charts the rise of right-brain thinking in modern economies and describes the six abilities individuals and organisations must master in an outsourced, automated age. His articles on business and technology appear in many publications, including the *New York Times, Harvard Business Review, Fast Company, Wired, and The Sunday Telegraph.* Dan has provided analysis of business trends on CNN, CNBC, ABC, NPR, and other networks in the U.S. and abroad. He lectures to corporations, associations, and universities around the world on economic transformation and the new workplace.

Rev. Tim Costello is one of Australia's most sought after public speakers and every year addresses tens of thousands of people from the public and private sector, and the wider community. Tim has written several books including *Streets of Hope: Finding God in St Kilda; Tips from a Travelling Soul Searcher; Wanna Bet? Winners and Losers in Gambling's Luck Myth* (which was co-written with Royce Millar)

Lee Crockett is an international authority on teaching students the skills they need to acquire to succeed in the 21st century. He is an international keynote speaker and the director of media for the Info Savvy Group and the managing partner of the 21st Century Fluency Project. Lee is a "just in time learner" who is constantly adapting to the new programs, languages and technologies associated with today's communications and marketing media. Lee is the author of: *Understanding the Digital Generation, The Digital Diet, Living on the Future Edge, Teaching for Tomorrow, Literacy is Not Enough and Teaching the Digital Generation.*

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BRANCH NEWS:

CANTERBURY

Shocking leadership: Canterbury after the quakes

For NZEALS Canterbury, this year's activities resemble those of past years. Many of us were lucky enough to enjoy the NZEALS conference at Easter, we had a local principal, Peter Verstappen, lead an interesting seminar in conjunction with our AGM in early May, and we are now looking forward to the seminar by the NZEALS visiting scholar, Ann Briggs, on 16th August. For anyone popping into a Canterbury early childhood centre, school or tertiary institution, except for a few uneven surfaces and scaffolding on buildings, things appear quite normal, but as any Canterbury educational leader will tell you, this is a new normal.

The 7.1 magnitude earthquake on 4 September 2010, the devastating 6.3 earthquake on 22 February 2011, the 6.4 on 13 June and the unpleasant reminder (6.0) on 23 December 2011 (just when we thought things were settling down) have changed life in Christchurch forever. Since 4 September 2010, there have been more than 10,000 after-shocks and 39 of these have been magnitude 5 or greater. Furthermore, these quakes have been close to or directly under our city and extremely close to the surface by world standards. As a result, many lives and thousands of buildings have been lost or damaged. For educational leaders, along with everyone else, their city, communities, and personal and professional lives have been put under great pressure. The quakes have disturbed our equilibrium and made us very aware how, in a flash, our circumstances can be profoundly altered. Out of the devastation, however, comes a chance for people and institutions to learn and rebuild. As Ralph Waldo Emerson (1803 – 1882) said, "Bad times have a scientific value. These are occasions a good learner would not miss."

I never understood how a man could dare
to watch a city shaken to the ground,
to feel the tremors,
hear the tragic sound of houses twisting,
crashing everywhere,
and not be conquered by despair.

Although his building crumble to a mound of worthless ruins,
man has always found the urge to build a stronger city there.

Within my soul I made my towers high.
They lie in ruins,
yet I have begun to build again,
now planning to restore what life has shaken to the earth;
and I in faith shall build my towers towards the sun
a stronger city than was there before.

Gertrude Ryder Bennett 1931

In Christchurch we have followed the four classical disaster response stages. There was an initial heroic phase where people helped each other and didn't count the cost; the honeymoon phase where people from outside the city came to help and we felt the situation would quickly improve; and the disillusionment phase, when people had no idea when (or if) the after-shocks would end and realised the recovery would take a very long time. Finally, people are now finding a new equilibrium - a new normal - trying to regain some sense of control over their lives while knowing that things can't return to what they were before the quakes.

Leaders in our schools and centres are dealing with many issues in their own lives, as well as supporting their colleagues, teachers and children/students. Many children and young people are coping well, but for others there is an increase in sleep disturbances, irritability, aggressive behaviour, angry outbursts and defiance, and separation anxiety for some younger children. Under such circumstances, the support of teachers and other school leaders is essential. Although leaders are focusing on supporting children and teachers, they are also faced with major physical and demographic changes.

Immediately following the February earthquake, 18 schools were relocated or co-located, with 55% of secondary students being involved in site sharing. Eleven early childhood centres have been permanently closed, ten have had their licences suspended, another seven are in temporary premises and five more are on red zoned land that is to be cleared. Nearly all greater Christchurch schools (207 of 215 state and integrated schools) have experienced some damage to infrastructure. The 10 hardest-hit schools alone will cost $72m to repair. The total cost of repair and rebuild of schools is likely to be between half and three quarters of $1 billion over 10 years (the likely cost of maintenance and rebuilds over the 10 years is $2.3 billion). Independent schools have also suffered significantly. Similarly, Christchurch's three tertiary institutions are facing major repair bills (c $300m), a drop in student enrolments and skyrocketing insurance premiums (e.g. University of Canterbury $ 2.5m 2010 to $6.2m 2012)

As of February 2012, there were 5400 fewer students enrolled in greater Christchurch schools than at the same time the previous year. A further 1700 students moved to another school in the city. While there has been de-population of some areas, there has been rapid growth of student numbers in other areas of greater Christchurch. As a result, it has become obvious that not all schools and teachers can remain, or return, to where they were prior to the quakes. Several schools will have to downsize and some will not be viable in the medium to long term.

Despite the adversity, many educators see an opportunity for us to learn and improve education in Canterbury. As Dr Fran Vertue, Christchurch clinical psychologist, explains, people who have suffered traumatic events often also identify positive ways in which their lives have changed, following these events, a process Tedeschi, Park and Calhoun refer to as 'post-traumatic growth'. Such growth tends to occur in five general areas. First, having faced a major life crisis, people often see new opportunities that were not present before. Second, there can be an increased sense of connection to others, such as people getting to know their neighbours, as a result of the community banding together for mutual support. Third, having survived the ordeal, there can be an increased sense of one's own strength (' If I can survive this,

I can survive anything'). Fourth, is a greater appreciation of life in general and fifth, for some, a deepening of their spiritual life.

Hopefully, educators in Canterbury have now entered this period of post-traumatic growth. Teachers and other leaders want the very best for children and young people, and now see an opportunity to do things better, not only responding to changes caused by the devastating earthquakes, but also improving the things that we didn't do so well before this. Feedback to 'Shaping Education ' (resulting in the Ministry's *'Directions for Educational Renewal in Greater Christchurch* '), emphasised that in education one size does not fit all and that parents want genuine local options, of high quality education from early childhood to Year 13. Feedback also suggested a need for greater co-operation and sharing of human and physical resources, and greater collaboration between schools and their communities (lessons we learned from the aftermath of the quakes).

Through all this, educational leaders have done an exceptional job in supporting their staff, students and communities. Hopefully they will now be rewarded for their care, efforts and resilience by a new normal - education provision in Canterbury that caters even better than before for our children and young people.

Reference

Tedeschi, R. G., Park, C. L. & Calhoun, L.G. (1998). *Posttraumatic Growth: Positive Changes in the Aftermath of Crisis*. The LEA Series in Personality and Clinical Psychology. Lawrence Erlbaum Associates.

Dr Barry Brooker
University of Canterbury
NZEALS Canterbury President

VISITING SCHOLAR 2012: Professor Ann R J Briggs

Professor Ann R J Briggs

Our Visiting Scholar for 2012 is Professor Ann Briggs. Ann is Emeritus Professor of Educational Leadership at Newcastle University, UK. She retired to New Zealand in 2009 and is currently National Secretary of NZEALS.

Ann is looking forward to making contact with Branch members throughout the country, and sharing expertise with them. The topics chosen by the Branches draw upon her specialist areas, and are important in the professional lives of Branch members. This should mean that the Visiting Scholar sessions are engaging and purposeful.

Ann had over 25 years' experience as a teacher and middle leader in schools and colleges prior to entering the HE sector. Her work with BELMAS, CCEAM and with academic colleagues and postgraduate students has brought her into contact with educational leaders from all phases of education world-wide. Currently, she is working on leadership development with her local schools in Northland.

Ann's research has given her insight into the tensions between the systems at work within education and the people who work and learn there. She is interested in how effective contexts for learning are created, and has investigated the work of middle leaders as well as principals. This forms the foundation of her thinking about '**Growing our leaders,**' which is one of the seminar topics. Her recent research into educational partnerships has developed her conceptual thinking in the field of system leadership. **Multiple leadership,** which is another of the topics chosen by Branches, combines thinking about system leadership with a consideration of the multiple leaderships at work within any educational organisation.

Ann Briggs is co-editor with Marianne Coleman and Marlene Morrison of *Research Methods in Educational Leadership and Management*, which reached its third edition in 2012. Her interest in **Research aware leaders** draws upon this work, and upon her engagement with leader-researchers worldwide.

Ann will carry out a programme of visits to branches across the country. Members should check with their local branch for details. Visitors are always welcome to attend branch meetings but, again, check with the President or Secretary for details since there is often a small charge for non members. The outline programme is available on the NZEALS website at: http://www.nzeals.org.nz/VisitingScholar.htm.

Please pass on this information to interested colleagues, to make the NZEALS 2012 Visiting Scholar tour a memorable sharing of understanding and expertise.

1. Growing our leaders. There is world-wide concern as to whether the pool of aspirant leaders is sufficient to meet the short- and mid-term needs of our educational providers. In our professional development of teachers, do we give the same priority to leadership skills as to curriculum knowledge and teaching skills? Do we make leadership, particularly at senior level, attractive to younger staff? This seminar explores ways in which we can engage staff in leadership roles and enhance their leadership understanding and experience.

2. Multiple leadership: managing priorities. Senior leaders in all phases of education lead not only within their organisation but also in partnership with other providers. Particular skills are needed for inter-institutional leadership, where providers may be in competition as well as in collaboration, or may have very different priorities and cultures within their organisations. This seminar explores the position of those who lead both within and outward from their educational organisation, and examines the priorities and skill-base needed.

3. Research-aware leaders. This seminar considers the place of research in the professional lives of educational leaders. For educational leaders, research may be a somewhat remote activity undertaken by others, or it may be a way of gathering and analysing local data which have a direct impact on educational practice in our institutions. An ideal situation would be where educational leaders were both confident users and practitioners of research. This seminar explores ways in which educational institutions can be more research-active and more research-aware, and considers the role of tertiary institutions in this context.

NZEALS Visiting Scholar Tour 2012: Professor Ann Briggs

NZEALS Branch	Date	Venue	Time	Topic	Contact person	Contact details
Auckland	Wednesday 15 August	National Library, Stanley St, Parnell, Auckland	18.30- 20.30	Multiple leadership: managing priorities	Graeme Macann	09 6345547 g.macann@rosehill-college.co.nz
Canterbury: Christchurch	Thursday 16 August	University Canterbury, College of Education, Dovedale Avenue, Wheki 451	16.30-18.30	Growing our leaders	Barry Brooker	03 343 7721 barry.brooker@canterbury.ac.nz
Canterbury: Timaru	Friday 17 August	Waimataitai School, Timaru	13.30- 15.30	Multiple leadership: managing priorities	Juliette Hayes	021 366 316 j.hayes@geraldinehs.school.nz
Bay of Plenty	Tuesday 28 August	Bethlehem Tertiary Institute, Tauranga	18.30- 20.30	Research aware leaders	Alaster Gibson	07 579 1730 a.gibson@bethlehem.ac.nz
Taranaki	Tuesday 4 September	Auto Lodge, Devon Street, New Plymouth	18.30– 20.00	Growing our leaders	Dawn Osman	06 278 0225 seniorteacherstfka@xtra.co.nz
Nelson	Thursday 6 September	University of Canterbury, Hardy Street, Nelson	17.30	Multiple leadership: managing priorities	Pip Wells	03 526 6818 principal@tasman.school.nz
Wellington	Tuesday 23 October	Turnbull House, 11 Bowen Street, Wellington	17.00- 19.00	Growing our leaders	Carolyn Stuart	04 232 5201 carolyn@tawaint.school.nz
Waikato	Thursday 24 October	University of Waikato, Faculty of Education, Educational Leadership Centre seminar room	17.00-18.30	Growing our leaders	Jeremy Kedian	07 838 4500 ext 6192 kedian@waikato.ac.nz
Northland	Thursday 22 November	Otamatea High School, Maungartroto	17.00 –19.00	Growing our leaders	Ann Briggs	09 431 8401 ann.briggs@ncl.ac.uk
Otago: Dunedin	Tuesday 27 November	Education Resource Centre, Lower Union Street, Dunedin	16.00– 17.30	Growing our leaders	Ross Notman	03 479 5461 Ross.notman@otago.ac.nz
Otago: Invercargill	Wednesday 28 November	Southland campus, University of Otago College of Education, Nelson St, Invercargill.	16.00– 17.30	Growing our leaders	Ross Notman	03 479 5461 Ross.notman@otago.ac.nz

NZEALS Council 2012-2013

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