

### Editorial

PAT LYNCH

#### SILVER BULLETS IN EDUCATION

Over a century ago the great American educator John Dewey outlined what he thought were the important elements of an effective education for children and young people.

Today, we have revised his prescription. With the advantage of history, experience and hindsight we have reached a new pivotal understanding about the relationship between a teacher, the school and a child's home.

This silver bullet of understanding focuses on the engagement of the child in their education. Very simply, if a student is at home with the culture of the school, s/he will become engaged in their learning and be more likely to achieve and succeed.

Our schools are increasingly institutions which have very diverse ethnic populations. Providing this diversity is valued and reflected from the Board of Trustees level through to teacher aide level, students are more likely to thrive - because they always feel that they are welcome and that they belong in the place. Clearly, parents must equally feel that the institution is their school and not just that of the principal and the staff.

Many people will ask, what has a school's culture, 'the way things are done', got to do with learning outcomes? The answer is very simple: everything.

Respecting difference, welcoming difference - of nationality, religion, socio-economic status, intellectual and/or other talents - is all part of the mosaic of respect for individuals that an engaging school delivers.

It is really amazing what a simple greeting from the principal to an individual student or parent is able to do to build up a welcoming, engaging school community.

Having teachers who are deeply committed to analysing why a particular student is not progressing and then inviting the assistance of the student, the parents and others to remedy the situation, is all part of the silver bullet of engaging students.

Finally, communication, in all its myriad forms between individual teachers, students and parents, enables engagement to actually be sustained.

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#### Greetings

Ngā mihi nui o Te Tau Hōu ki a koutou katoa.

Dear colleagues – greetings as we move into 2015. Hopefully the New Year has started well for you.

#### Congratulations

Congratulations and best wishes are extended to Sir Br Pat Lynch on his award of a knighthood (KNZM) in the New Year's Honours. This award reflects his untiring work for the integrated schools' sector, and for education in general. The Chair of the NZCEO Board stated, "Brother Pat has had an illustrious career in New Zealand education, not only in the integrated schools sector but also within the wider educational environment, both nationally and internationally. This continuing wide ranging achievement has now been officially recognised with this honour." Br Pat was previously awarded a New Zealand 1990 Commemorative Medal, and, in 1991, a QSO.

#### CEO of NZCEO Steps Down

On 29 January it was announced that Br Pat Lynch will step down from his role as CEO of NZCEO later this year. Br Pat has expressed gratitude and support for the nation's integrated schools, and praised the Ministers of Education that he has worked with, all of whom have actively supported integrated schools. The position has been advertised.

#### Sleepover Issue – Update for Proprietors of Boarding Houses/ Hostels

Work is continuing on this matter, and an update is likely to be issued in mid-March. Meantime, the Office can provide advice as needed.

#### The School's Obligation to Report Contingent Liabilities

The Office of the Auditor General has clarified the school's obligations as set out in NZ Accounting Standard IAS 37 PBE. The general rule is that if a school considers a legal obligation exists, a contingent liability needs to be disclosed unless the possibility of the school having to pay out on that obligation is remote. This would come into place if a school had a legal proceeding filed against it, or there was a likelihood that this was going to happen. Detailed information is available from the Office.

#### Proposed Regulations under the Food Act 2014

Consultation on the proposed regulations is now open. Go to [www.mpi.govt.nz/news-and-resources/consultations](http://www.mpi.govt.nz/news-and-resources/consultations). While some less complex activities involving the preparation and distribution of food in schools will not come under the regulations, other activities may require food plans and payment for inspection. Boards and Proprietors, including those with hostels, would do well to check the MPI website. Consultation closes on 31 March 2015.

*"The man who removed the mountain began by carrying away small stones."*

Chinese proverb



**Congratulations to:****Health and Safety Reform Bill Update**

The Ministry of Education has established a sector-led working group to prepare for proposed changes in legislation. This is a complex area. Boards of Trustees and Proprietors will do well to watch for further information from the Ministry of Education and from NZSTA. NZCEO is monitoring for effects on the responsibilities of Proprietors.

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

**St Kevin's College, Oamaru:** Kaleisha Jones received her Gold Duke of Edinburgh Hillary Award from His Excellency Lieutenant General the Right Honourable Sir Jerry Mateparae GNZM, QSO at a special award ceremony.

**Canterbury, South Canterbury and West Coast Regions:**

**Roncalli College Timaru:** Georgia Rees and Sam Struthers received their Gold Duke of Edinburgh Hillary Award.

**Marian College, Christchurch:** Millie Bannon, Elizabeth Everingham, Marieke Hitchcock, Emily Rosevear and Ailish Sullivan received their Gold Duke of Edinburgh Hillary Award.

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

**St Patrick's College, Kilbirnie:** Ralph Zambrano was selected into the "Boot Camp" stage of the X Factor NZ.

**St Mary's College, Wellington:** Shoshanna Faaita was placed 2nd Runner Up in the Secondary School Division of the Sunday Star-Times Short Story Awards.

**Bishop Viard College, Porirua** is part of a research project titled "Creating Active Citizens? Interpreting, implementing and assessing 'personal social action' in NCEA Social Studies". The project partners two universities and four secondary schools, and aims to help teachers and students interpret and implement the new social action Achievement Standards in critical and transformative ways.

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

**St Peter's Catholic School, Cambridge:** Mr Jaco Labuschagne, a passionate teacher with huge enthusiasm for science, is one of 35 teachers across New Zealand selected for the Royal Society of New Zealand Science Fellowship Programme.

**Northland and Auckland Regions:**

**Liston College, Henderson:** Cameron Halberg won the New Zealand Ukulele Trust Uke Quest 2014. Toby Carr and Elliot Smith won the National Start Up Company Competition.

**Elim College, Auckland:** The school won 3rd place for World Vision Fundraising in NZ, for the second consecutive year.

**Sacred Heart College, Auckland:** For several years the school has provided digital exams and assessment for students requiring learning support. The school was recently featured in NZ's Interface Magazine, and was praised in a long blog post in [www.callscotland.org.uk](http://www.callscotland.org.uk). Contact [loliphant@sacredheart.school.nz](mailto:loliphant@sacredheart.school.nz) for more information.

**Congratulations to NZQA 2014 Scholarship Winners****NZ Scholarship Premier Award Winners:**

Aaron Keesing, Elim Christian College, Auckland  
Nicholas Ward, Lindisfarne College, Hastings

**NZ Scholarship Outstanding Scholar Award Winners:**

Ethan Mathew, Rosmini College, Auckland  
Nicholas Broome, Lindisfarne College, Hastings  
Harrison Anthony Fookes, Sacred Heart College, Auckland  
Duncan Parsons, Lindisfarne College, Hastings  
Thomas John Yates, St Patrick's College, Silverstream

**NZ Scholarship Top Subject Scholarship Award Winners:**

Nicholas Ward, Accounting, and also Agricultural and Horticultural Science, Lindisfarne College, Hastings  
Huon Cameron Fraser, Economics, St John's College, Hamilton  
Misa Yamada, Painting, Rathkeale College, Masterton  
James Devonshire, Sculpture, Sancta Maria College, Auckland  
Briar Louise Patel, Technology, Aquinas College, Tauranga.

**Report on Digital Challenges and New Zealanders**

To celebrate Safer Internet Day Netsafe released a major report on the online challenges that New Zealanders faced in 2014. It is worth reading. One in ten incidents that NetSafe handled in 2014 involved bullying or online harassment of children and adults. Read more at [www.netsafe.org.nz](http://www.netsafe.org.nz).

**Preventing Theft in Schools**

Burglaries are significantly down in schools and nationwide owing to the NZ Police 'Operation SNAP'.

Go to [www.snap.org.nz](http://www.snap.org.nz) to learn how to record serial numbers or identifying details of electronic and other equipment, to deter burglars and help recover stolen goods. The scheme is available to schools and individuals.

**Iwi Education Profiles Released**

On 5 February 2015 the Minister of Education released information showing how iwi round New Zealand are achieving in education. This detailed analysis could be of interest to schools. See [www.educationcounts.govt.nz](http://www.educationcounts.govt.nz) for profiles showing progress of Māori students by iwi in early childhood participation, National Standards, Ngā Whanaketanga Rumaki Māori and the percentage of students getting NCEA qualifications.

**NCEA Achievement Continues to Rise**

Congratulations to teachers and students: since 2010 achievement in NCEA Level 1 is up 7.6%, Level 2 is up 7% and Level 3 is up 4.4%.



## Some findings of the Inquiry into Engaging Parents in the Education of their Children - a Report from the Education and Science Committee

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- Parents can sometimes feel intimidated by the educational jargon used by teachers at secondary schools. Parents who already feel nervous about engaging with their children's schools may feel inadequate when teachers converse in education shorthand. This needs to be addressed by individual teachers.
- Research has shown that attendance at parent-teacher meetings rises if the meetings include the student and one teacher is made responsible for a student's overall learning, and the focus is on the student's learning goals and how each participant can support them.
- Including the whole family in engagement initiatives is seen as an effective and practical way to engage the family and to support all their children.
- Common features of schools that engage their communities successfully include a principal who acts as a community leader – leadership is crucial to sound partnerships. Schools can work with parents to ensure that high parental expectations are encouraged, as higher expectations are correlated with higher achievement.
- Communication with parents needs to be clear, precise and frequent, using a variety of formats.
- Parents should be asked at the start of the year what their preferred method of communication is.
- It is important that teaching staff reflect and represent the diversity of the community, and that all teachers understand and respect cultural differences.

The Government has accepted the recommendations made by the select committee.

*"You will never be happier than you expect. To change your happiness, change your expectation."*

Bette Davis



KONICA MINOLTA

## Police Engagement Model

The Police have a new national operating model in relation to their engagement with schools. They aim to have a few priority schools, selected through an evidence-based process, supported to develop school-wide interventions to address crime and/or road safety issues; many schools involved in school traffic safety teams, trained by school community officers; most schools running various police programmes (e.g. Kia Kaha, Keeping Ourselves Safe, drug education, road safety education); and all schools encouraged to have an ongoing relationship with a Lead Police Contact, with timely and appropriate information sharing on both sides.

## Preaching Without Unintended Prejudice

The stories of Jesus's death, may seem to portray all Jews in a bad light, and teachers may unintentionally perpetuate such prejudice. A very wise set of reflections published by the Catholic Diocese of Broken Bay (written as a collaborative Jewish-Christian effort) provides notes for preachers, teachers and catechists, to enable us to get beyond stereotyping. See the 'Article Requests' for a copy of this leaflet.

## Transition Funding for Schools that Have Moved to a Higher Decile Rating

The 800 schools that have moved to a lower decile rating have received their new rate of funding from the start of the 2015 school year. The 784 schools that have moved to a higher decile will receive their "old" level of funding for 18-months to enable them to manage the transition with less stress. The Minister recognises the problems with the current decile system.



*"I rewarded two of my students for passing notes in class. It's so refreshing to see any of them actually writing"*

## Kia kaha, Kia māia, Kia ū!

Pat Lynch, C.E.O.

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