



8TH WORLD CONVENTION OF INTERNATIONAL CONFEDERATION OF PRINCIPALS – AUCKLAND, NEW ZEALAND 2007

INTRODUCTION:

The theme of the Conference was “The leading Edge : A call to innovation, creativity and future thinking.”

There were over 2000 delegates from all over the world, the majority from New Zealand, then South Africa, then Australia.

Proceedings began the “Maori way” with a Haka and the traditional Maori greeting which celebrated the ethnic diversity in New Zealand. New Zealand boasts the embracing of Maori, Phillipino and Samoan cultures, as well as addressing gender with their female Prime Minister and a woman ICP President (Kate Griffin).

Talks centred on creativity, culture and the arts, technology developments and leadership of the 21 Century.

The issues in education on which principals wanted ideas, centre on relevance and resourcing; “education undergoing constant change with the frenetic pace which makes it difficult to embed a core of learning for the future”; re-education of immigrants and issues of cultural diversity; change and change management; “schools are expected to do a parent’s job”; “people using education as a policy football”.

This report will focus on the gist of the above themes, mainly through the thrust of the keynote addresses.

Sir Ken Robinson – “Out of our minds: Learning to be creative” (U.K Speaker)

Sir Ken believes that education is being reformed across the world for two reasons:

1. Economics – for work and independence
2. Cultural – we all want to use global opportunities, but not lose our cultural identity.

Moreover, there is a crisis of natural resources and human resources globally! Thus we are facing a revolution! We therefore need to think and behave differently to cater for this revolution – thus the need for heightened **creativity**.

He defines creativity as “the process of having original ideas that have value”. Most adults think they are not creative but young children have confidence in their imaginations.

Moreover the position of the Arts in school is marginalized even though he does not equate creativity with the Arts alone.

Schools, he believes have a hierarchy of subjects:

1. Sciences + language
2. Humanities
3. Arts (Music/Art/Drama/Dance)

(This hierarchy is seen through the standardised testing in Maths/Science and the languages.)

Schools encourage us to be “disembodied as academics

- we live in our head
- and to one side!”

We are led to believe that creativity + intelligence are not connected. This is not true. Sir Ken believes that the highest form of intelligence is creativity.

Other misconceptions about creativity:

- creativity is only for special people. This is not true. Everyone can be creative. We tend to suppress our creativity by the time we are adults.
- Creativity is only about special things e.g. the arts. You can be creative with anything.
- Creativity is an all or nothing concept. You either have it or you don't! Sir Ken believes there is a huge amount one can do to evolve our creative selves.

To think creatively, means that you can think divergently – you can see multiple solutions.

This is essential in the world today where the interface of population growth and the explosion of technology will transform our culture which no one can predict!

What's to be done?

1. We need to value the imagination which we take for granted. Creativity takes NOTHING for granted. Our creativity and imagination separates us from animals. We can “bring to mind” things that we present; we can speculate and postulate.

Creativity is also something we can DO – we can work in a medium we love,

be it words or dance or numbers or concepts. “Dancers love to move, writers love to write and musicians love the sound they make.”

2. We need to change our linear understanding of intelligence
Intelligence is DIVERSE
Intelligence is DYNAMIC – it is interactive when active
When active DISTINCT – it is original
Creativity comes from making connections in the dynamic interaction – it is all about difference and originality.
3. We need to challenge central concepts in our schools: e.g.
 - Curriculum – get away from hierarchy into diversity – it supports creativity
 - Make connections between things: Integration teaches kids synergy
Integrate subject areas. Make connections.
 - Personalise learning – learning is a personal act. Everyone learns in a unique, personal way.

Challenge the following in schools with learners and staff:

- Selfishness
- Dishonesty
- Playing games
- Secretiveness
- Negativity

Small steps with BIG consequences

- Put students in charge of the technology. Change the relationships and the hierarchies
- Develop students' leadership skills by using peer teaching methodology to develop student learning and teaching
- Create pedagogical development groups using students and teachers
- Ask students
 - How would you teach it?
 - How would you use IT?
 - How would you assess it?
- Use tools for PERSONALISING LEARNING – “Learning is the most personal thing in the world” – Heinz van Foerster

This talk fed into the next speaker who challenged views on technology in schools.

Marc Prensky (USA): Engage me or enrage me. www.marcprensky.com

marc@games2train.com

Masters in teaching from Yale

MBA from Harvard – taught at all levels.

“The child is the heart of the matter” – Maori saying.

We have to involve our students in EVERYTHING we do.

Ask continually : “Who are our students?”
“How do we engage with them?”
“How do we continue in a time of exponential change?”

WHY!

Our kids live in a technological age

They are DIGITAL NATIVES

A 21ST Century kid tells teachers: “You look at technology as a tool. We look at technology as a foundation – it’s totally integrated into what we do.”

Digital natives use e–life for

Communication	Collecting
Sharing	Creating
Buying and Selling	Evolving
Exchanges	Searching
Learning	Reporting
Meetings	Programming
Gaming	Socializing
Co-ordination	Analysing
Evaluation	Growing up!

They ask: "Why do we have to adapt to the past? We want the 21st Century future!
E.g. group work + projects etc.
We WANT community + to be connected!

Adults are usually DIGITAL IMMIGRANTS
Our students say: "Real life happens also on-line not only off-line"

How do we engage with our students?
INVOLVE them!!!

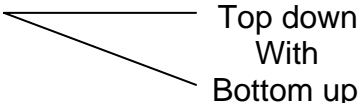
Traditionally we've managed our schools "TOP DOWN".

21st Century learning cannot be top down. We have to ASK + INVOLVE!

Bottom up approach: Student says:

"Tell me

- Where do you want me to go, and let me get there
- This is what I need to get there

BALANCE 

Practical steps
Get kids onto the boards
Let kids talk to teachers

Use the SRC to give reports to teachers about
WHAT WORKS + WHAT DOESN'T WORK

Engage them
Respect them

We BORE our kids – over 50% of our schools are bored!

In the new millennium you get three types of students:

- The want-to-learn students (they are no longer limited by teachers)
- The "play school" student who wants to be somewhere else but they will follow the system
- The "I'm not listening" student who is enraged because:
 - We're not teaching the right stuff
 - And not on THEIR FUTURE
 - And not IN THE RIGHT WAY!

Today's kids grow up in the light but they can't make connections or interpret things.

We tend to pull them out of the light and into the darkness.

Today's education has divided into two segments:

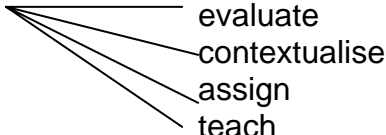
School + **after school**
 For credentials only 21st Century learning
 Boring Exciting
School has serious competition with **after school!**

How do we get round this?
 Involve students in **everything** we do

Digital Immigrants teach by:	Digital Natives learn by:
• Delivering content	• Multi-tasking
• telling	• personalised learning
• linear stories	• online learning
	• Random access

Advice:

- Teachers, use the IT tools and integrate new tools
- Share work with students
- Don't try to keep up with technology – you will just look stupid

Teachers - use tools to 

Let the kids do the rest!

Teach: Search vs research
 Fair use vs plagiarism
 Informal vs formal learning

Use phone based cameras to teach

- pictures vs words
- truth vs manipulation
- appropriate vs inappropriate

Engagement with kids is changing
 New technology is **programmable.** This is a key tool and the literacy of the 21st Century.

Use the cell phones to your advantage and integrate them into school.

Redefine what CHEATING means.
 Use open-phone tests → you can ask harder questions

We could use cell phones for

- Interviewing
- Teaching etiquette
- Text message ideas during debating
- Reviewing for quizzes

Achieve MUTUAL RESPECT by fostering the message that:

We are ALL learners
We are ALL teachers

A student said: "I've experienced teachers who READ powerpoints out loud!
... teachers who can't understand the remote
... teachers who somehow reset the colouring and the TV screen with a magnetic eraser!

We need technology in the classroom, but perhaps teachers need to give up on being the experts on it."

Rather **Involve students in everything we do:**

New rules of engagement with students:

- Set mutual goals
- Make mutual decisions
- Make emotional connections
- Use co-operation and competition
- Understand and deal with change

Change that is threatening to us is empower to them!

Pre 21st Century —————> Solve problems with tools we have
21st Century —————> Invent new tools to solve problems

Read : "Rainbows End" Vernor Virge ----- deals with the future of education.

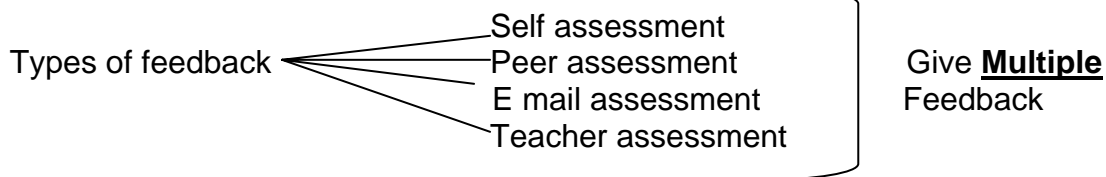
Research shows that:

NB Quality classroom assessment has the largest positive impact on student learning and achievement.

Which classroom assessment techniques make the difference?

- Involve students in the assessment process
- Increase the amount of Specific, descriptive feedback
(Help them to give it themselves)
- Decrease the amount of evaluative feedback students receive e.g. tests.

Teachers **do not** have to work harder, just differently



Another key address was inspirational in terms of leadership – particularly the philosophy we use at Saints.

Dr Lester Levy – “If leadership is the answer, what is the question?”

(Chief Executive of the New Zealand Leadership Institute at the University of Auckland and Professor of Leadership at the University of Auckland Business School – a graduate of medicine and an MBA)

Authentic and enduring leadership is a universal craving.

We need more and better leadership because there is a crisis of mediocrity, complacency and poor morals.

Authentic leadership demands:

1. **DEEP self awareness** is critical for authentic leadership



Most of us are fugitives, or strangers, to ourselves.

“Nothing will be fully yours until you understand it” he says.

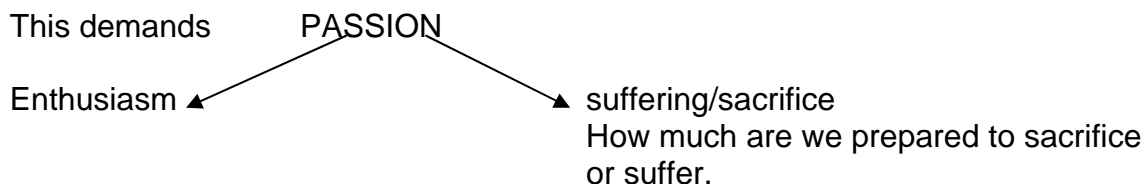
One out of 10 people have an accurate reflection of themselves!
The rest will either over-estimate or under-estimate themselves becoming arrogant or despairing.

Authenticity is NOT ABOUT SINCERITY!

- It is
- about authority
 - belief in something
 - the courage (heart) to act on something

2. Honesty/Integrity

One out of every two people will do something immoral because of pressures. Honesty says: "I will be refined, but I will tell you the **WHOLE** truth!"



Four classic aspects of authentic leadership:

- (a) Self awareness
- (b) Transparency – emotional honesty
 - The driver of trust
- (c) A moral/ethical perspective – something you believe in
- (d) Balanced processing

Authentic leadership does not ask

What have you accomplished?

But more important, - How have you accomplished it?

Leadership is all about a reciprocal relationship -

We **CHOOSE** to lead

And we **CHOOSE** to follow

It is relational

To learn more about your leadership, study your followers!

Followers aspire leaders to create

- Authenticity – full present, fully human; faking it will lead to failure.
- Significance – we all want **MEANING** and to know what's happening; to get involved – followers do not want to be protected, but to be recognised.
- Excitement – lifting spirits; providing **causes** not results; energy; constructive optimism; possibility
- Community – people want to **BELONG**

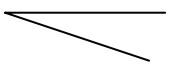
If you are authentic, you will have a Pygmalion effect i.e. a positive impact.

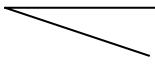
Authentic leaders provide Psychological Capital i.e.

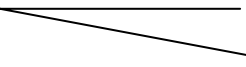
- Self efficacy – I can do it – self confidence
- Optimism – positive about everything
- Hope – having the will and the way
- Resilience - keep going
 - bounce back
 - persevere

What keeps us **back** from leadership?

1. There is no real definitive definition of leadership – there are over 1300 definitions of leadership! So what is it?
Suggestion: hold onto the following deeply and personally:
Leadership is about

INFLUENCE  Old thinking : power in my title
New thinking: engaging people is shared power

INTERACTION  Old thinking : charisma + style
New thinking: Authenticity + substance

INTENT  Old thinking : self gain + power
New thinking: service beyond self-interest

2. Incapacity to distinguish between management and leadership
Bring **both** into every interaction
3. We lack courage – we are scared to do things and scared to get into trouble. More important than risk management is MORAL COURAGE.

How do we learn leadership?
Not in the CORTEX – that’s management.
It is learned in the emotional brain.
It is not about technical issues or skills

It is attitude + mindset
It is the acquisition of WISDOM
It is TACIT – learned from experience – by participating, involving, making mistakes + REFLECTING

“THE ROAD TO WISDOM IS EASY TO EXPRESS
ERR + ERR + ERR BUT LESS”

Analogy with Art

Art can be **demonstrated** and can be **appreciated**
Authentic leadership can be **demonstrated** and can be **appreciated** too

Always keep in mind on the never-ending road to learning about your leadership,
the following question

“Why would I want to be led by YOU?”

RESOURCES TO LOOK UP AND ENJOY

- www.eyeducation.com
- Todd Whitaker
“Dealing with Difficult Parents”
“Motivating and inspiring teachers”
“What great teachers do differently”
- Li Cunxin
“Mao’s Last Dancer”
- Ken Robinson
“Out of our Minds: Learning to be creative”
- Chris Day
“A passion for teaching” 2004
- mickb@naht.org.uk
- www.heppel.net
- Marc Prensky
“Don’t bother me Mom, I’m learning”
- www.gamesparentstachers.com
- www.socialimpactgames.com
- Vernor Vinge
“ Rainbows End”
- Dr Lester Levy
“Leadership and the Whirlpool Effect”

ADDITIONAL COMMENTS FROM MEL DACE

ALL CHILDREN ARE EQUAL

(Pat Goff)

“The Education System should cater for all children equally”
According to the EPSSEN ACT 2004.

There is a great need for Special Needs Education which is appropriate and in an inclusive setting. According to Goff it is a child’s right to receive an education which is on par with his peers.

There is a general allocation model for high incidence schools and extra money for low income schools with high incidence. This is funded for by the Government.
For every 135 boys; 195 girls and 145 co-ed pupils the school is granted 1 extra teacher.

According to Goff the following need to be considered in all schools –

1. Self Evaluation
2. Main Stream pupils and the part they play
3. Organization as a whole
4. Extended work load for teachers
5. Classroom Management
6. Resources
7. Methodologies and Interventions
8. Group Work
9. One on one intervention
10. Team Teaching.
11. Assessment Identification
12. Programmes (Individual)
13. Support
14. Consultation
15. Multi Discipline of Teams.

The Government is committed to training of Special needs teachers and to providing equal opportunity and suitable facilities for all learners.

KEY COMPETENCY EXPLORATION

(Graham Collins)

Originally thirteen schools were funded to explore competencies.

At a later stage 30 schools were chosen (18 months ago) and divided into clusters to explore Literacy.

The emphasis was placed on ownership and decision making at a school level regarding method of exploration and who to include in explorational.

Experts were invited to visit schools to look at resources, curriculum methodology, facilities and relationships with staff and parents.

Practice was based on De Bono's teaching skills and the Dreyfuss Model.

Academic discussions were constructed around the following questions:

What I know

What I want to know

How will I find out what I have learnt

Focus On:

Trips

Parent Presentations

Authentic Context

Relationships

Programme Design

Encourage "own learning" in learners.

Team Teaching.

Group Teaching

Assessments:

Take place in authentic contexts

Rubric

Continuous assessment

Observations

Individual Child Conferences

Formative Assessments

Portfolios

Reporting to Parents

Currently 2 key areas have been focused on Literacy & Numeracy.

There was a strong feeling amongst teachers that poorly resourced schools would not cope and would require a great deal of assistance and mentoring.