



## Education Report: The Prime Minister's Education Excellence Awards 2021

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	24 November 2020	<b>Priority:</b>	High
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1240800
<b>Drafter:</b>	Charlotte Hughes-Johnson	<b>DDI:</b>	9(2)(a)
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<b>Messaging seen by Communications team:</b>	N/A	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is for you to:

- **Agree** to the timeline for the 2021 Awards, including the recommended dates for the 2021 ceremony
- **Agree** to continue with the four main categories for the 2021 Awards
- **Agree** to the topic for the 2021 Focus Prize
- **Agree** that a Lifetime Educational Achievement Award is presented at the 2021 Awards ceremony.
- **Note** the membership of the 2021 Judging Panel the Convenor for the Judging Panel.

### Summary

- 1 Planning has begun for the 2021 Awards and some decisions are required from you in order to proceed. This report provides information for you on the background of the Awards, the current criteria for entry, the timeline for the 2021 Awards, the four main categories for the Awards, the 2021 Focus Prize topic, the proposed membership of the 2021 Judging Panel and the Convenor, and the Lifetime Educational Achievement Award.

## Recommended Actions

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The Ministry of Education recommends you:

- a. **Agree** to the timeline for the 2021 Awards, including the recommended dates for the 2021 ceremony (paragraphs 5 – 8 and Annex 2)

**Agree** Disagree

- b. **Agree** to continue with the four main categories for the 2021 Awards (paragraphs 9 – 12)

**Agree** Disagree

- c. **Agree** that the topic for the 2021 Focus Prize will be Excellence in Environmental and Sustainability Education (paragraphs 13 – 21)

**Agree** Disagree

- d. **Note** the proposed membership of the 2021 Judging Panel (paragraphs 22 – 24)

**Noted**

- e. **Note** Nancy Bell, Director, Early Learning, Early Learning and Student Achievement, will be the Convenor for the Judging Panel for the 2021 Awards


**Noted**

- f. **Agree** that a Lifetime Educational Achievement Award is presented at the 2021 Awards ceremony with recommendations being sent to you in May 2021

**Agree** Disagree

- g. **Agree** not to proactively release this report at this time as it includes information not yet in the public arena.

Agree **Disagree**

  
Ellen MacGregor-Reid  
Deputy Secretary  
Early Learning and Student Achievement

24/11/2020

  
Hon Chris Hipkins  
Minister of Education

7 / 1 / 2021

## Background

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1. The Prime Minister's Education Excellence Awards were introduced in 2014. A background document on the awards is attached as Annex 1.
2. In an Education Report to you in May this year (Metis 1224525), you agreed that the 2020 Awards would not proceed as schools and early learning services were dealing with a number of competing priorities in a COVID-19 environment, and it was considered that they would not have the time to compile entries for the 2020 awards.

### ***Criteria for entering the 2021 Awards***

3. The criteria for entering the Awards have been reviewed each year. The current criteria are set out below:

"To be eligible, your team's entry must be from:

- a licensed or certificated early learning service/kōhanga reo/ngā puna kōhungahunga or group of services or
- a licensed or certificated early learning service/kōhanga reo/ngā puna kōhungahunga's management body or
- a registered school/kura/wharekura or
- a group of registered schools/kura/wharekura working collaboratively, such as a Community of Learning | Kāhui Ako.

For your work programme to be eligible, your entry must:

- focus on improving outcomes for children and young people — in early childhood education, primary school, or secondary school, in English, Māori, or Pacific medium
- describe the achievements of a group, team or partnership (entries about an individual are not eligible)
- be based in New Zealand
- be based around early childhood or school curriculum documents and education strategies developed in New Zealand and closely linked to teaching and learning
- not pose a risk to the credibility or integrity of the Awards
- show evidence over a sustained period of time (we recommend at least two years).

We can't accept entries about an individual, or from groups, teams, or partnerships that include a staff member or contractor from a lead education-sector agency (e.g. Ministry of Education, Teaching Council of Aotearoa New Zealand, Education Review Office, Education New Zealand, Tertiary Education Commission, New Zealand Qualifications Authority and Careers New Zealand)."

4. It is intended that the criteria remain unchanged for the 2021 Awards round. The criteria have proven to be robust in the last completed round (i.e. 2019) and the research base for the categories remains unchanged.

## Comments

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### ***Timeline for the 2021 Awards (recommendation a)***

5. The proposed timeline for the 2021 Awards is attached as Annex 2. It is proposed that the Awards open for entry on Monday 22 February 2021 and close on Friday 16 April 2021, giving schools and early learning services eight weeks of term time to enter. This is similar to previous the timelines in previous years where a good number of entries were received in the timeframe.
6. The Judging Panel will then review all entries and meet on Monday 31 May and Tuesday 1 June to select the finalists, giving you the opportunity in the first week of June to announce the finalists.
7. Filming and judging of the finalists will take place between Monday 21 June and Friday 13 August 2021. This is a manageable timeframe for a maximum of 20 finalists (some years there has not been a maximum number of finalists). The judges will then meet on Monday 16 August to select the winners.
8. It is proposed that the 2021 awards ceremony to announce the winners is held in either the week of Monday 6 September or Monday 13 September. This will depend on yours and the Prime Minister's availability.

### ***The Four Main Categories for the 2021 Awards (recommendation b)***

9. There are four award categories, with an additional Education Focus Prize also being awarded. The categories are:
  - Excellence in Engaging
  - Excellence in Leading
  - Excellence in Teaching & Learning
  - Excellence in Wellbeing Education (new in 2019).
10. The Prime Minister's Supreme Award is selected from the winners in the four main award categories and is determined by the extent of improvement and impact on education outcomes.
11. It is recommended that these categories will not change for the 2021 Awards as they represent the dimensions of quality for an education system in any country and are drawn from the Ministry of Education's world-renowned Best Evidence Synthesis research series, supported by the New Zealand schools and early childhood education curriculum documents and education strategies.
12. In addition, 18 entries were received in the 2020 award round that was cancelled because of COVID-19. Each of these entrants was spoken to and asked if they would re-enter with the same entry, updated for the 2021 round, and all but one said they would. This requires the categories to remain the same for the 2021 awards.

### ***The Topic for the 2021 Focus Prize (recommendation c)***

13. The Focus Prize theme changes each year in line with Government and Ministry priorities.

14. The topic for the 2020 Focus Prize was in relation to environmental and sustainability education. A total of seven entries were received by the closing date for the 2020 awards in this Focus Prize prior to the cancellation of the awards. Each of these entrants was spoken to and asked if they would re-enter the Focus Prize with the same entry updated for the 2021 round and all but one said they would.
15. Environmental issues remain topical and awareness continues to grow. One of the principles of The New Zealand Curriculum is children and young people being future-focused in their learning and encouraged to look to the future by exploring such significant future-focused issues as sustainability, citizenship, enterprise, and globalisation.
16. One of the values in the curriculum document is related to ecological sustainability, which includes care for the environment. The curriculum supports holistic teaching programmes and learning pathways which enable the learner to engage purposefully with the environment.
17. Te Whāriki, the early childhood education curriculum document, describes global social, cultural, and economic wellbeing of all people as well as the planet, and the biodiversity that relies upon it. In the document, environmental education encompasses an overlapping matrix of global citizenship, democracy, and the environment which involves ideas and practices associated with sustainability, climate change, critical thinking, identity, community, and kaitiakitanga.
18. Structuring learning around a unifying theme such as the environment and sustainability provides opportunities for students to make connections between learning areas, competencies, and values. It supports teaching and learning approaches that draw on global issues in local contexts and focuses on empowering students to take action for a sustainable future.
19. Teachers can introduce students to attitudes and values towards the environment and create opportunities to explore their own. Students will also have opportunities to take action on issues that are meaningful to them, explore why an issue is important, and develop the skills they need to create change.
20. The following wording is proposed to be retained for the 2021 Focus Prize:

**Excellence in environmental and sustainability education:** This prize celebrates teaching and learning that empowers children and young people to develop critical thinking skills as they explore the impact that people have on the environment, and to take action for a sustainable future.

21. If this topic is selected for the 2021 Focus Prize, we will again work with the Ministry for the Environment and the Department of Conservation in relation to promotional activities to encourage entries.

#### ***The 2021 Judging Panel Membership (recommendation d)***

22. The members for the 2021 twelve-member Judging Panel are shown below. Their backgrounds cover early childhood, primary, and secondary education, te reo Māori, Pacific, Māori-medium education, research, Kāhui Ako, the disability sector (as requested and agreed by the Disability Commissioner) and the proposed 2021 Focus Prize. They represent both North and South islands. Also shown below are four alternates in case one of the recommended members declines the invitation.
23. Members of the 2020 Judging Panel were contacted when the awards were cancelled. All said they would like to continue as judges for the 2021 awards if invited.

### Proposed Members for the 2021 Judging Panel

Name (Red denotes new members for 2020/21)	Position	ECE	Primary/Intermediate	Secondary	Māori – Māori	Pacific	Kāhui Ako	2021 Focus Prize
Professor Graeme Aitken	Trustee of the I Have a Dream Foundation and the Education Hub, Director of Educational Initiatives within the Vice-Chancellor's office							
Soana Pamaka	Principal, Tamaki College							
Kate Shevlan	Immediate Past Principal, Orewa College							
Simon Heath	Principal, Renwick Primary School (Ngāi Tahu) Member of the Education Council							Eco-Schools
Linley Myers	Recently retired Principal, Royal Oak Primary School							
Professor Graeme Smith	Deputy Vice-Chancellor Māori Massey University							
Red Nicholson	Project Manager, Curative NZ							Disability Sector
Wendy Lee	Director at Educational Leadership Project							
Professor Helen May	Emeritus Professor, College of Education, University of Otago							
Louise Anaru-Tangira	Principal, Kaitia College – former principal of Flaxmere College							
George Ihimaera	Principal, Kereru Park Campus							
Professor Carmen Dalli	Professor, School of Education, Victoria University of Wellington							

Alternatives (if the above members are unavailable)								
Sarah Te One	Chair, Steering Committee Executive, Action for Children and Youth Aotearoa							
Hoana Pearson	Te Pītau Mātauranga (National Co-Ordinator), Te Arahou: Māori Achievement Collaboratives (MACS)							
Dr Wendy Kofoed	Principal, Newmarket Primary School							
Henk Popping	Principal, Otumoetai Intermediate, Kāhui Ako leader							

24. The panel members' biographies are attached in Annex 3.

### Convenor for the 2021 Judging Panel

25. Nancy Bell, Director, Early Learning, Early Learning and Student Achievement, agreed to convene the Judging Panel in 2020. However, as the awards were cancelled this year, she did not undertake the role. She has agreed to convene the 2021 Judging Panel.

### Lifetime Educational Achievement Award (Recommendation f)

26. In previous years, the Minister of Education has awarded a Lifetime Educational Achievement Award at the award's ceremony. The recipient of this award has been entirely the Minister's decision with the Ministry of Education providing options for consideration.

27. Should you wish to present an award at the 2021 ceremony, the Ministry will provide a list of possible recipients in May 2021.

## ***Proactive Release***

28. We recommend that this Education Report is not released at this time because it contains information that is not yet in the public arena including the timeline for the 2021 awards, the Judging Panel membership, and the topic for the 2021 Focus Prize. It also contains private information about individuals.

## **Annexes**

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- Annex 1: Background to the Prime Minister's Education Excellence Awards
- Annex 2: The Timeline for the 2021 Prime Minister's Education Excellence Awards
- Annex 3: The Biographies for the 2021 Judging Panel

## Annex 1: Background to the Prime Minister's Education Excellence Awards

The Prime Minister's Education Excellence Awards were introduced in 2014 with the intention of reinforcing, illustrating, and publicly recognising and celebrating excellence in education. The Awards are also instrumental in strengthening the value and raising the status of the teaching profession. The Awards are the responsibility of the Deputy Secretary, Early Learning and Student Achievement.

The first six rounds of the Awards have been a success, with the 2016 Awards attracting a record number of entries. The 2021 awards were cancelled because of COVID-19 and the fact that schools and early learning services had other competing priorities.

Now opening for their eighth year, the Awards have built a prestigious reputation, and are well known and highly regarded by the education sector.

The Award categories represent the dimensions of quality for an education system in any country and are drawn from the Ministry of Education's world-renowned Best Evidence Synthesis research series, supported by the New Zealand schools and early childhood education curriculum documents and education strategies.

They are part of a broader programme of work that includes lifting public perceptions of the value of teaching as a career.

The Awards acknowledge people and practices that are delivering a better education to our children and young people and help raise the bar for the profession by identifying and showcasing quality teaching.

The Awards identify educators, leaders, governors, and communities working together to make education better for children and young people – academically, socially and culturally.

Entries are judged on the extent to which they show improved and sustained outcomes for all children and young people that have been achieved through a change in practice.

There are four Award categories, with an additional Education Focus Prize also being awarded. From the four categories, a Supreme Award is given to the entry that has demonstrated the greatest sustained improvement. The categories are:

- **Excellence in Engaging**

This award celebrates working together as a community to transform relationships and strengthen achievement, leading to improved and sustained outcomes for all children and young people.

- **Excellence in Leading**

This award celebrates leadership and its influence on strengthening professional capability and creating a change in conditions, leading to improved and sustained outcomes for all children and young people.

- **Excellence in Teaching & Learning**

This award celebrates teaching that transforms the learning of all children and young people, and achieves improved and sustained outcomes.

- **Excellence in Wellbeing Education**

This award celebrates practices that enhance the health and wellbeing of all children and young people, and achieves improved and sustained outcomes.



- **Education Focus Prize**

The Focus Prize theme changes each year in line with Government and Ministry priorities.

- **The Prime Minister's Supreme Award**

This award is selected from the winners in the four Award categories and is determined by the extent of improvement and impact on education outcomes.

Winners of the four categories and focus prize will each receive a package that includes a trophy, certificate, a financial award (\$20,000), and \$10,000 for professional development.

The winner of the Prime Minister's Supreme Award will receive a package that includes the Supreme Award trophy, a certificate, an additional financial award (\$30,000), and an opportunity to represent New Zealand education.

An Awards ceremony is held each year in Parliament Buildings.

A total of 162 entries (per individual award category) were received in 2014, 82 in 2015, a record number of 212 in 2016, 142 in 2017, 127 in 2018, and 112 in 2019. A total of 18 entries were received by the closing date for the 2020 Awards before a decision was made to cancel them because of COVID-19.

The Awards are supported by strategic partners who help to promote them. The partners are: the Education Council; the Education Review Office; and the New Zealand School Trustees Association.

Each year, a Judging Panel reviews all entries and selects up to 20 finalists (four in each category and the Focus Prize). The Panel members then visit finalists and meet to select the winners in each category.

All finalists are also filmed to share best practice across the sector. The films are posted on the Awards website here:

[The Prime Minister's Education Excellence Awards](#)

## Annex 2: The Proposed Timeline for the 2021 Awards

<b>2021 TIMETABLE – PRIME MINISTER’S EDUCATION EXCELLENCE AWARDS</b>	
Schools open for the year between 1 and 9 February 2021	
<b>Monday 22 February 2021</b>	
Entries Opened	
8 weeks to prepare entries	
<b>Friday 16 April 2021</b>	
Entries Closed	
<b>Saturday 17 April - Sunday 2 May 2021</b>	
School break (includes ANZAC day)	
<b>Tuesday 4 May 2021</b>	
Judging Panel Briefing (giving them 4 weeks from that date to review all entries)	
<b>Monday 31 May and Tuesday 1 June 2021</b>	
Judging Panel’s selection of finalists	
<b>Thursday 3 June – Friday 4 June 2021</b>	
Finalists announced	
Unsuccessful entrants informed	
<b>Monday 21 June 2021</b>	
Judging and filming visits start	
<b>Saturday 10 July – Sunday 25 July 2021</b>	
School break	
<b>Friday 13 August 2021</b>	
Judging and filming visits end	
<b>Monday 16 August 2021</b>	
Judging Panel selection of winners	
<b>Week of 6 September or 13 September 2021</b>	
Awards Ceremony – depending on 2021 House sitting days and availability of the PM and Ministers	
<b>Saturday 2 October – Sunday 17 October 2021</b>	
School break	

### Annex 3: The Biographies for the Proposed 2021 Judging Panel

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**Professor Graeme Aitken**

Emeritus Professor, University of Auckland  
Director of Educational Initiatives within the Vice-Chancellor's office

Graeme began his career in education teaching geography, history and social studies at Waitakere College. Since the late 1980s Graeme has contributed to curriculum development at the national level as a member of advisory groups on the development of the Social Sciences Learning Area within the 1997 and 2007 national curriculum frameworks. His doctoral thesis on the history of social studies curriculum design in New Zealand generated recommendations that continue to influence the design of curriculum not just in New Zealand but also other parts of the world.

Graeme transitioned from secondary teaching into teacher education in the 1990s. He established the inaugural secondary teacher education programme at the University of Auckland in 1997 for which he subsequently received a University Distinguished Teaching Award. Over more than a decade as a teacher educator Graeme influenced the futures of a generation of new teachers and influenced the way practising teachers thought about what it means to teach creatively and effectively. His thinking and writing about teaching effectiveness culminated in his co-authored *Social Sciences: Tikanga ā Iwi Best Evidence Synthesis*, and in the model of Teaching as Inquiry that features in the New Zealand Curriculum and that informs the practice of most New Zealand teachers.

Graeme has advised the Ministry of Education on the development of Standards for Graduating Teachers. He has continued to advise the Teaching Council on the use of its Standards as part of the approval process for teacher education programmes offered by tertiary institutions.

Graeme has held a number of major leadership roles at the University of Auckland culminating in his appointment as Dean of the Faculty of Education and Social Work in 2008. In that position he formed the initial partnership with Teach First NZ that enabled field-based teacher education to become established in New Zealand secondary schools. He also initiated and still leads the development of STEM Online NZ.

Throughout his career Graeme has aimed to contribute insights into practice that help decision-making by policy makers, schools and teachers in the best interests of learners and learning.

He continues this focus through his role leading a new philanthropic initiative to achieve more equitable university entrance outcomes, as a trustee of the I Have a Dream Foundation and the Education Hub, and as a Board of Trustee member.



**Soana Pamaka**  
Principal, Tāmaki College

Soana Pamaka became Principal of Tāmaki College in 2006. She was the first person of Tongan descent to become a High School Principal in New Zealand. Prior to her appointment as principal, Soana was head of the History Department, a Dean, and a Deputy Principal at Tāmaki College. Under her tenure as principal, both roll numbers and academic success have steadily increased at Tāmaki College.

Away from the College, Soana is involved with a number of governance roles, which over the years have included the ASB Community Trust, Teach First NZ, Tāmaki Regeneration Company, and was seconded to the Board of Te Papa, Wellington.

Soana works closely with students, staff, the community and her church. She is a highly respected leader in her community. Soana is married to Samiu and they have four children.



**Kate Shevland**  
Immediate Past Principal, Orewa College

Kate was the Principal of Orewa College for twenty years and has strong links across the education sector. She was on the Executive of the Auckland Secondary Principals' Association and led the Orewa Community of Learning.

She was previously on the Board of Rodney Economic Development Trust, Auckland Secondary Schools Headmaster's Association, Harbour Sport, Chair of North Shore Secondary Principals' Group, and on many local educational advisory committees. She was on the Ministerial reference groups for the RTLB review and Twenty First Century Learning.

Kate is currently on the New Zealand Qualifications Authority Board.

She is a strong advocate for relevant future focused learning, responsive to student and societal needs.

**Simon Heath**

Principal, Renwick Primary School (Ngāi Tahu)

Simon has been teaching for 33 years, including seven years as Renwick Principal. He was appointed to the newly established nine-member Education Council which replaced the former Teachers Council.

Simon has been involved in numerous education working groups.

He is a past president of the Marlborough Principals' Association, and has been a member of the Marlborough e-Learning Project, and involved in the Eco Schools project at Renwick School.

He is currently chairman of the Mistletoe Bay Trust, and is on the Ministry of Education's Principals Reference Group.

**Linley Myers**

Past Principal, Royal Oak Primary School

Linley Myers has a Master of Education with first class honours, in which she researched the impact of teaching practices for students identified as Gifted and/or Talented.

She has been involved in education for many years as firstly a teacher and in a variety of leadership roles. After many years within schools she began work with the Ministry of Education as a leadership adviser working predominantly with senior leaders in assessment and appraisal practices. Since then she has worked as an Education Review Officer and was involved in the trials of the more participatory approaches now used by the Education Review Office.

Linley was Principal of Maungawhau School in Mount Eden, Auckland for six years and for the last nine years at Royal Oak Primary School. She was lead principal for the Ngā Manu Āwhina RTLB cluster hosted at that school and was a member of the principals' national executive for RTLB. She was lead principal for her Kāhui Ako cluster, Te Iti Kahurangi, which hosted 10 schools and several early childhood providers.

Linley recently received a Distinguished Fellow award for her services to the Auckland Primary Principals' Association.



**Professor Graham Smith (CNZM)**

Distinguished Professor, Deputy Vice-Chancellor Māori,  
Massey University

Graham is an internationally renowned Māori educationalist who has been at the forefront of alternative Māori initiatives in the education field and beyond. His academic background is within the disciplines of education, social anthropology and cultural and policy studies, with recent work centred on developing theoretically informed transformative strategies for intervening in Māori cultural, political, social, educational and economic crises.

He is involved in the development of Tribal Universities and is a retired chairperson of Te Whare Wānanga o Awanuiārangi Council. In his former position as Pro Vice-Chancellor (Māori), he was responsible for developing a Māori University structure within The University of Auckland.

Graham's earlier training is in Social Anthropology and he completed an MA (Hons) dissertation on Māori Rituals of Encounter. He was the first teacher of a Māori immersion Kura Kaupapa Māori school.

His theoretical leadership has informed the emergence of Māori education studies as a distinct entity within the tertiary sector, in particular New Zealand universities.

He has contributed to the advancement of indigenous Māori communities. He has also worked extensively with other indigenous/First Nations peoples across the world. Graham is a regular contributor to national forums on indigenous issues and has also been an authoritative voice at international forums on indigenous education issues. Graham has been an active contributor to the critical debate on race and ethnicity both in New Zealand and abroad and maintains a strong influence in the Māori language revitalisation movement.

His other specialist interest is in institutional transformations in order to deliver more effectively to, and for the interests of, indigenous students, faculty and communities. He has published widely and is in demand as a commentator on national and international indigenous matters.

In 2017 Graham was awarded the Lifetime Educational Achievement Award by the then Minister of Education, Hon Nikki Kaye. He took up an appointment as the Deputy Vice-Chancellor (Māori) at Massey University.





### **Red Nicholson**

Project Manager and Conversationalist, Curative NZ

Curative NZ works with the change-makers to help change the narrative of complex social issues. Their work includes shaping the way that issues are presented, helping people understand what perpetuates harm, and empowering people to take their own actions for positive change.

Red has spent much of his working life in the education sector. He has a Graduate Diploma in Teaching (Secondary) and a Post Graduate Diploma in Educational Leadership.

He has worked as a teacher, and as Head of Department and Dean at Onehunga High School. Red believes strongly in the vision of an equitable and diverse Aotearoa, where all people are valued and supported to live extraordinary lives. A father to two young boys, Red also uses a wheelchair and lives with cerebral palsy.

Red has been named one of the University of Auckland's '40 under 40', a list of exceptional young alumni for 2019.

Red is a firm believer in the power of stories to combat stereotypes and shift societal assumptions about what people are capable of. In his downtime, Red enjoys writing and podcasting, along with keeping tabs on sports, technology, and politics.



### **Wendy Lee**

Director of the Educational Leadership Project

Wendy Lee is the director of ELP Ltd, which provides professional learning opportunities for teachers in the Early Childhood Education (ECE) sector in New Zealand. Over the past two decades, her team has provided professional learning for teachers interested in the application of Learning Stories in many other countries including England, Germany, the USA and especially China.

Wendy started her career as a kindergarten teacher and was then a head teacher before becoming a lecturer in ECE at the North Shore Teachers Training College in Auckland.

Later, she was a manager at the Waikato Kindergarten Association before leaving to form her own company, providing professional support for all teachers in the New Zealand ECE sector.

Her passion for ECE resulted in her becoming national President of the Kindergarten Teachers' Association and then, as a mother, her strong advocacy for the role of mothers and children in society lead to community work and ultimately to her role in the past as a Councillor for the Rotorua District Council.

Wendy's strong belief in lifelong education, social equity and the key role of the ECE sector in achieving this, led to her increasing collaboration with Professor Margaret Carr over a range of ECE research projects emanating from Te Whāriki. These included co-directorship of the National ECE Assessment and Learning Exemplar project.

More recently she has assisted Margaret in the co-authorship of several books on Learning Stories. Her determination to provide all ECE teachers with practical tools that are deeply embedded in the principles of the Whāriki is reflected in the development and application of Learning Stories for both assessment and professional learning.



**Professor Helen May**

Emeritus Professor, College of Education, University of Otago

Helen May taught for nine years as a primary school teacher in the junior classes. Later, when Helen had her own children, she worked in childcare including five years as the Coordinator of the Victoria University of Wellington crèche.

In 1987 Helen began work in teacher education at Hamilton Teachers' College and later the University of Waikato. During the early 1990s she was the co-director, with Margaret Carr, of the early childhood curriculum project that led to the development of Te Whāriki, the first national curriculum guidelines for early childhood education in New Zealand.

In 1995 Helen was appointed to the first New Zealand professorial Chair in Early Childhood Education at Victoria University of Wellington. In 2005, she was appointed as Professor of Education and Head of Faculty of Education at the University of Otago, and was the foundation Dean of the University of Otago College of Education after the merger with Dunedin College of Education.

Helen retired from Otago in 2017 and was appointed an Emeritus Professor. In addition, she became an Adjunct Professor at Victoria University of Wellington and is now living in Wellington. She has spoken and published widely in the field of early childhood curriculum and the history and policy of early years education.





### **Louise Anaru-Tangira, Principal, Kaitaia College**

Louise Anaru-Tangira was the principal of Flaxmere College which was the winner of the 2018 Prime Minister's Education Excellence Awards Supreme Award. She is now the principal of Kaitaia College in the Far North.

Louise was the recipient of a Sir Peter Blake Emerging Leader Award in 2013. She affiliates to Ngāpuhi and Te Rawawa. Flaxmere College made good progress to achieve higher levels of equity and increased excellence in outcomes during Louise's leadership, with nearly all Māori students gaining Level 1 NCEA and most achieving Level 2 and 3.

Louise has been actively involved in the National Aspiring Principals' Programme and First-time Principals Programme and is currently a Beginning Principal Mentor. She is also currently on the Professional Advisory Group providing advice on the NCEA review.



### **George Ihimaera, Principal, Kereru Park Campus**

George is the Principal at Kereru Park Campus. He is a passionate educationalist and has been in the profession for over 25 years. During this time he has taught in a variety of schools in the primary sector, ranging from junior to senior classes as well as in bilingual and total immersion Māori units. He has also held senior management positions as a Deputy Principal in a number of schools before becoming principal at Kereru Park Campus.

As a lifelong learner he is still involved in study and has completed a postgraduate diploma in Educational Leadership and Management and a Te Ara Reo Level 5 Diploma in Te Reo Māori. In 2018 George completed a certificate in proficiency in Te Reo Maori through Te Wānanga Takiura o Aotearoa.

George is a strong advocate for Māori education and is on the Auckland Māori Principals Association, Te Akatea. George is also a current member of the executive team for Te Akatea. He also sat on the Auckland Primary Principals' Association council.



### **Professor Carmen Dalli**

School of Education, Victoria University of Wellington

Carmen started her academic career in the Department of Teaching the Early and Middle Years of the Faculty of Education at the University of Malta. She joined Victoria University of Wellington in 1986.

In 1994 Carmen was involved in the establishment of the Institute for Early Childhood Studies and has served as its director for several years. In 2006 she became an Associate Director of the Jessie Hetherington Centre for Educational Research.

Carmen's research combines an interest in developmental issues in the early years with a focus on early childhood policy and pedagogy.

She has published widely in the field of early childhood teacher professionalism and has a particular interest in group-based early childhood education and care settings for children aged under three years.

She co-convenes a special interest group on early childhood professionalism within the European Early Childhood Research Association and is co-editor of the New Zealand Annual Review of Education.

### ***Alternative members for the 2021 Judging Panel***

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**Sarah Te One**

Chair, Steering Committee Executive, Action for Children and Youth Aotearoa

Sarah has had over 25 years of experience in early childhood education as a teacher, researcher, lecturer, unionist, and as a parent.

She has also worked in the Office of the Children's Commissioner as Principal Advisor, Education.

Sarah is now undertaking a variety of work for children in Aotearoa.

She has been involved in several major research projects including Centres of Innovation, a Teaching and Learning Research Initiative and other Ministry of Education-funded research projects. Her research interests focus on children's perspectives and influence on social policy, parent and community partnerships in education, and advocacy for children's rights.

Sarah has been involved in running Child Rights Advocacy courses with the Māori Wardens.



**Hoana Pearson QSM**, Te Pītau Mātauranga (National Co-Ordinator), Te Arahou: Māori Achievement Collaboratives (MACS)

Hoana Pearson is currently Te Pītau Mātauranga (National Co-Ordinator) for the Te Arahou: Māori Achievement Collaboratives (MACS), an initiative of collaboration between Te Akatea Māori Principals' Association, New Zealand Principals' Federation and the Ministry of Education.

She was the principal of Newton Central, an innovative inner city school, for 18 years where she initiated and developed both bilingual and immersion education programmes as well as supporting and championing the development of a Bicultural Histories Curriculum.

At Newton Central School she helped lead initiatives such as the development of a unique governance arrangement within the school, provision of extraordinary support to Ngāti Whātua ki Orakei by arranging for a satellite classroom at their marae, the transition into a mainstream school where at least 20 per cent of the time all pupils learn in te reo, and the creation of a te reo Māori total immersion and bilingual programme.

Hoana was appointed to the Education Council Transition Board.

She was awarded a Queen's Service Medal in January 2015 for her work for Māori and for education. In 2015, she was seconded to the Ministry of Education to develop a Māori-medium Education.

In 2015 she completed her Masters of Educational Leadership and Management where she focused on the role of the Primary School Principal in Whānau Engagement. She has presented at conferences both nationally and internationally and is known to provide both thought-provoking and challenging presentations. She is the co-author of a number of publications and her achievements have been recognised by the OECD Special Advisor on Education Policy.

Hoana is a staunch advocate for social justice and works tirelessly to achieve her vision of equity and quality education for all.

She was the President of Te Akatea National Māori Principals' Associations, a member of the Principal Leadership Advisers – Advisory Group and participated in major working groups for both the Education Council and the Ministry of Education.



**Dr Wendy Kofoed**

Principal, Newmarket Primary School

Dr Wendy Kofoed is currently principal of Newmarket Primary School in central Auckland. She has broad experience of teaching and leadership and works with schools and teachers in New Zealand, and internationally. Wendy serves on several advisory groups for initial teacher education and special education and is a lead principal of resource teachers.

Wendy has particular interest in curriculum and futures education, and in developing, growing, and sustaining effective leadership. Her academic and research interests include the role of schools in developing strong home and school partnerships.

Wendy won a National Excellence in Teaching and Leadership Award and has served as a judge for NEiTA for several years.

She continues to be involved in a range of professional communities, and in sharing and celebrating the strength of education in New Zealand.

She has been a member of the Judging Panel previously.



**Henk Popping**

Principal, Otumoetai Intermediate, Kāhui Ako leader

Henk is the principal of Otumoetai Intermediate School and has been active in a wide variety of organisations in the Waikato and in Tauranga. These range from being a founding member of the Hamilton Ratepayers Association to President of the Tauranga Principals Association. He is currently chairman of the Western Bay Energy for Education Trust and is a founding member of the AIMS GAMES Trust.

Henk has also been the Chairman of the Tauranga Network group, and a member of Ministry of Education's Cross Sector Forum in Education.

Under Henk's leadership, Otumoetai Intermediate was a joint winner in the Excellence in Teaching and Learning category and the winner of the Supreme Award in the 2014 Prime Minister's Education Excellence Awards.

He has been a member of the Judging Panel previously.