

**MINUTES OF THE NASDAP EXECUTIVE MEETING**  
**HELD AT WELLINGTON AIRPORT - VISCOUNT ROOM**

**Friday 5 March 2004 , 9.15am – 3.45pm**

**PRESENT:** Roy Fletcher , Stephen Hensman , Sheryll Ofner, Lynlee Smith, Annette Taylor , Jenny Thomas , Joyce Whyman

**APOLOGIES:** Phil Keenan, Lesley Jamieson , Allan Webb , Julia Scott

**MINUTES OF PREVIOUS MEETING:**

Motion: That the minutes of the previous meeting be accepted as a true and accurate record. Moved: Annette                      Seconded: Lynlee                      Carried

**ELECTION OF 2004 EXECUTIVE OFFICERS**

- Annette Taylor nominated as Chairperson
- Lynlee Smith nominated as Secretary
- Annette Taylor nominated as Treasurer
- Sheryll Offner nominated as Deputy Chairperson

There was a discussion about the feasibility/desirability of one person holding a dual office. Due to the availability of ancillary help it was decided that it was acceptable for Annette to hold both positions.

Lynlee added to signing ability for the accounts.

**MATTERS ARISING:**

- Discussion over the reporting of comments made by Kate Colbert and recorded in the last minutes that have made the media. Kate had seen the minutes prior to their release and approved them. Suggestion that the Executive send a letter to Kate Colbert recognizing that the media furore came from our newsletter, that we have reviewed our processes and are happy with them, and give her the opportunity to comment. Annette to action.
- Listener referred to “some obscure newsletter.” That Executive sends a letter to The Listener to outline the lack of “obscurity” of NASDAP. Offer to send them our newsletter so that we are not obscure any more. Annette to action
- Residential Institutions – good web site to refer to:  
[www.nzs.com/education/special-needs/](http://www.nzs.com/education/special-needs/)
- Newsletter – costs per copy for 2003 production

Term 1	4.47	12 page, 4 page insert
Term 2	3.70	10 page, 1 insert
Term 3	3.56	10 page
Term 4	3.33	8 page

Discussion about the size of the font, the design, present cost to members of producing the newsletter, (approx \$15 per year from an \$80 subscription), possible increase in newsletter cost, positive feedback from members on content. Decision made to look at possible cosmetic changes to format, with inclusion of the logo. Sheryll to pass a newsletter to the designer who developed the letterhead, for cost to develop a template incorporating the logo and to come back to the next meeting with details.

## **TREASURER'S REPORT**

Annette presented the treasurer's report. (Copy attached) Term deposit divided in order to cover seeding monies for Rotorua Conference. Christchurch returned their seeding money today. This will show on the next Statement of Financial Position.

- Discussion concerning the amount and possible uses of money in the NASDAP account.
- Gives us the ability to remain independent of PPTA as a contract negotiator.
- Could hire an outside researcher to look at the AP/DP role
- Seeding money for annual conference
- Gift to regional conference holders (up to a \$1000) where the conference is nationally advertised and over two days.
- Scholarship for international travel to attend an overseas conference?
- Professional research grant for members?
- Annette to prepare a budget for the next meeting. Members need to think about criteria for a scholarship.

Motion: That in light of increased postage costs and the desire to establish a scholarship fund the membership fees be raised to \$100

Moved: Joyce

Seconded: Jenny

Carried

## **CORRESPONDENCE INWARDS:**

- Colin Bramfitt - FADE

## **GENERAL BUSINESS:**

### **1. Howard Fancy Introduction**

Howard joined the meeting at 1.30 and was with the group for a two hour session. After a brief introductory presentation (copies distributed to members) the floor was opened to questions from the executive. He stressed the value for the Ministry in

getting questions from this group and that NASDAP should not underestimate the fact that it is having an impact.

Key points of his introductory presentation were:

- Overall Performance – New Zealand’s high average achievement but large variance, analysis of the problem linked to deficit models and need to recognise student diversity, education for life put emphasis on higher level skills and personal strengths and values, many underlying shifts in thinking happening at present. Want system with unambiguous focus on learning which requires better alignment across different roles and capabilities within system– effective teaching was most important system influence, broadening view of infrastructure to put greater emphasis on access to information, assessment tools and research. Important for, government and the sector to be talking the same language.
- Lot of change happening to thinking in education at the moment. Often the debates in name of NCEA, were reflecting some deeper and important education issues being grappled with.
- PISA results show NZ’s economic performance cannot be blamed on average educational performance. Our students performed above some countries that have a much higher standard of living.
- NZ though has one of the widest gaps between top and bottom performers. When unpicked NZ has one of the widest variations within schools. If this survey was done in 10 years time and NZ was significantly above Finland with high average achievement and low dispersion what would have been the most important thing that had brought about the change? Maybe more about hearts and minds, different ways of thinking and relating rather than being about particular policies or interventions.
- Senior secondary schools have seen huge growth in participation and retention, but it’s put a lot of stress on that system. Growing diversity of students. Too often kids are judged by their backgrounds – deficit thinking. Challenge in the teaching processes that connect better to the home and social contexts of learners. Research done by Russell Bishop – effectiveness of teaching adds a huge amount to learning. Relationship with teacher that makes the biggest difference. If we are going to succeed with these kids, where are we going to make the biggest difference? High quality teaching can overcome some of the other factors of influence.
- Learning to learn. Resilience, identity, social values. Focus on student achievement, best evidence. Represent a major shift from a focus outside the classroom to thinking about what is at the essence of successful teaching. Trying to shift the debate away from dollars to what are we trying to achieve and from this what are the most important things that need to be resourced.
- Need to think system as much as school. Networked and collaboration around raising learning opportunities and quality will become more important. A bit of a slogan: Maybe in 15 years time individual schools will be doing less and doing it better, but the overall system may be doing more and better. Really challenging though, to move from such concepts to actually being able to make it work within the system.
- Final diagram – secondary futures – looking for processes that encourage parallel debates in the profession with those happening at a government level.

- What are the skills, teaching or assessment tools teachers need to do better with more students. Bishop research important but because it was small sample success could have been inevitable. Challenge is to look carefully at how to scale up across wider range of schools and teachers for deeper learning. But it demonstrates power of the voice of kids and teachers and policy makers listening. Changing school's relationship with all the kids, not just the Maori kids.
- Schools working out their own solutions. How do we get better understandings of these and in ways that can be shared and support wider innovation?
- Mechanism to hear the debate. 1. Secondary futures – this is a debate that is going to be overseen by the four guardians – Government and PPTA participants but also open to others. Without a fixed agenda. Outcomes of those debates then can inform decisions and negotiations that happen in other forums. About having a long term view about what future possibilities are; to have these identified by profession and to get a handle on the range of things that might be required to make them a reality.. 2. How do we do the research to get the best evidence? 3. School improvement: working together – how can we come to the party to contribute?

## 2. **Howard Fancy Question and Answer Session**

The question and answer session took the form of a full group discussion with Howard often putting the question back to members for their response and input.

- a. **What actions is the Ministry considering to effect the removal of the current inequities in assessment towards NCEA?**
  - Important to recognise NCEA a new way forward after 20 years of division. The Ministry has seen NCEA as an evolutionary development. Need broader consensus around system; where are the priorities en in terms of future improvements? There is a process allowing cyclic review of standards. This needs to consider capacity of teachers to contribute to such changes and refinements because their input and leadership would be vital.
- b. **Where do you see the place of exams in the future ?**
  - There are no plans to alter present arrangements.
  - No reason why schools cannot decide appropriate internal/external balance.
  - A number of schools indicate that they would expect a lesser emphasis on exams at lower levels but were approaching this cautiously. Always going to need an external assessment to be key element at the end of secondary education.

- Behind such decisions are some important education judgements to be made about the learning outcomes and the importance of assessment **for** rather than **of** learning.
- Also links to how a system can evolve and why. NCEA was a compromise. External assessment was emphasized where it seemed the most relevant way. Thinking probably was that this would ease workload relative to internal but in practice did not anticipate quite how much time and effort teachers required to prepare students for the externals.
- The underlying assumption was that the Ministry/NZQA believed teachers could make good assessment judgments. Such judgement has certainly been borne out in practice. Was noted though that still is need for teachers to trust each other. Eg. We trust our own teachers, but don't trust the school down the road.

**c. What about the international perception of NCEA?**

- Not a problem. Recognition derives from the international relationships and standing of NZQA. For example, if NZ student goes into the American system NZQA needs to be able to translate NZ qualifications to those of the American system. That is happening.
  - Noted the direction we are going is not dissimilar to the path that a lot of other countries are going down. Different countries have different pathways.
  - Noted some schools offering different qualifications to reflect the needs and interests of their students. Important though to be clear what learning outcomes are associated with different qualifications. Not arguing for one size fits all.
  - 2003 a much more positive atmosphere amongst teachers. While workload pressures are still there, clearly high clear sense of growing confidence. NCEA has built strong relationships and effective working between Ministry and NZQA.

**d. Teachers don't have set hours; when negotiating contract settlements what are the expectations of teachers work hours weekly and annually**

- No simple formula. Most professionals will do more than 40 hours a week. Howard posited that 70 is unreasonable, but did not give a figure. Committee argued majority of teachers are working more than 50 hours per week and in holiday time getting fewer than 20 days off.
- Asked the question back: If all your teachers were only going to give 50 hours per week across the year less an allowance for holidays how would you maximize the effectiveness of their teaching in that time? How would use other ancillary help?
- Would be preferable to find a mechanism outside the industrial round to get some solutions to this issue. See the follow up to Ministerial taskforce as one vehicle for doing this?

- There was an important shift in focus taking place away from things outside the classroom (which has probably been true of most major education debates over the past 20 years) to a focus on looking for the best ways to improve the quality of teaching. Not simply a resourcing issue but also about identifying priority areas for professional development and professional support.
- e. **What are the expectations of schools for meeting requirements of Health and Safety Act and where are the management costs of these to come from?**
- They are requirements of all employers, not just school. While they mean a compliance important to see them more as an opportunity to create productive relationships between management and staff.
  - Executive argued that there was a lot of extra cost being required and no extra funding being allocated.
- f. **How would you respond to the assertion that Assessment is Driving Learning**
- Said this has always been an issue. Really important to be clear about difference between assessment **for** learning as opposed to assessment **of** learning. Emphasis being placed much more on the former. And to be sure assessment is fit for purpose and consistent with the curriculum – ie, what is being assessed is what is important to know has been achieved and that the method of assessment is appropriate.
  - Looking to get a focus on achievement, what characterizes a successful school leaver? Learning to learn, learning to be and learning to apply the knowledge and skills learned. Emphasis on content might be enough to pass, but it's the ability to apply it and analyses that is required by successful lifelong learners and provides the differences from achieved to merit and excellence.
  - It is the learning outcomes that matter most and in this sense need to see a qualification as one means of simply recognizing that learning. Saw a positive shift in debates and discussion happening in different groups these are issues not just for schools but also wider parents' and community expectations.
  - Lifelong learning places more emphasis and importance on Pathways with school to tertiary a transition point for many.
  - Some very interesting and important issues/questions emerging as a result of NCEA. – Is technology too sophisticated for some students. Interesting to see teachers more explicitly multi-leveling and allowing students to chose what level to present for. Some important education judgements behind providing breadth of learning opportunities relative to depth of

learning. Seeing Students not only much more assessment literate but becoming much more demanding in their choice of courses.

**g. Given that we all know how important continuous review is in education, why is it that senior school curricula (such as History) are reviewed so seldom, despite repeated requests from teachers ?**

- Not expert in particular areas. What is the best way to do that, and how urgent is it? The senior curriculum is not regulated? Achievement standards can provide for considerably flexibility over content. What holds subject groups from leading or initiating change? Behind the question is there another question that the profession is divided and do they genuinely want us to lead or are they asking us to back one side? What form does a national syllabus/prescription/course statement take if we want standards but not standardisation?
- Also comes back to priorities for change, the capacity to change (given teacher input is essential and broad professional needed) and who should be leading it. Certainly not averse to there being change if teachers are agreed for the need for change and willing to help make it happen.
- Executive said there was frustration at the content questions – to what extent are the teachers of History ready to move from the topic based questions that are still being used? Open-ended content without changing the Achievement Standard would the history teachers be ready to move? Would the history teachers be united? Is there a debate about what history and whose perspective to be resolved – e.g. how much NZ history should be taught as opposed to world history. How to ensure not just one view of NZ history? What pool of knowledge would you expect from students coming out of a particular level? Personally would like to see a greater focus on NZ history and from various different perspectives.

**h. Are there any proposals to review the allocation of operations grant funding?**

- Every year the ops grant is reviewed. Analysis done on the different pressures and drivers behind it. The Minister comes from the perspective that he has been given a budget to allocate. and he has to work through how much goes where?
- Also quite a balance between what is put in say, ops grant, relative to additional staffing relative to development of assessment tools such as Asstle, professional development, implementing Broadband or saving schools costs through deals such Microsoft licenses.
- Acknowledged there are sector concerns about contestable funds. Noted despite TFEA funding there is still quite a correlation between rating, socioeconomic status and educational outcomes so while the funding may be necessary other ways of supporting more effective learning and teaching will be important.

- Noted the Ministry is now moving to supporting a more collaborative approach to improve access and quality in education.

**i. Can you give us an Update on the Curriculum Stocktake and where it is heading?**

- Government signed off the recommendations from the Curriculum Stocktake early in 2003. Work is now underway through the Curriculum Project to provide more clarity around the values and the skills and, therefore, developing more exemplars. Special Ed and adapted curriculum. Identify effective practice and the links to PD. Building on what is done. Better info, better support, better informed PD.
- The key thrust is to refine, reduce and revitalise the curriculum. One part of the work is to give effect to the recommendation to make language learning a learning area in its own right as distinct from the language used as medium for instruction. This does not mean (yet) that all students will be obliged to learn a second language but we should note we are one of very few countries where this is the case.

**j. Is the Ministry considering any strategies to attract good graduates into teaching and if so what are they?**

- Executive pointed to pressure of small fields.
- TeachNZ, secondary trainee allowances and scholarships and promoting teaching. Overall felt haven't done too badly to responding to the threatened shortage of teachers over recent years. Acknowledge that a number of gaps are being filled by international teachers but also noted.
- Made links to bringing the focus back onto teaching. Really valuing the professional judgement and expertise that teachers have is really important in the same way that we value the professional judgement and expertise of our doctors. There are opportunities through the MTF to think about career paths and to recognize teacher investment in extra qualifications.

**3. SPAC/NASDAP Relationship**

Some discussion held about the current contract claim presently in front of PPTA members and how this might impact on AP/DPs.

- Concern that the Middle Manager/Senior Manager gap is being diminished.
- Concern that the Senior Manager Principal gap is widening. Need to have a relativity debate.
- Good that PPTA is trying to address the issue of workload for Middle Managers. This is something that we fully support.

- NASDAP should be commenting from a Senior Management perspective. Our claim as Senior Managers needs to be heard, and is unlikely to be from our Regional meetings, where we are a minority voice.
- Discussion of our relationship with PPTA as outlined in the constitution. Our expectation is that NASDAP is the body that can set the standard. Information both ways.
- It is only luck at this moment that there are members on both committees – could happen that there are no NASDAP executive on SPAC. Has to be some way of knowing that NASDAP and SPAC are speaking with the same voice. There needs to be a proper dialogue between the two organisations.
- PPTA has to represent **all** its members. Annette to write to SPAC.
- Suggested claim, may need to take into account senior manager remuneration so that pathway still remains attractive to AP/DPs. \$5000 for MUs. That's what the membership has already supported in an earlier survey of opinion. Management Unit needs to take into account the attractiveness of moving to Senior Management. Why would an HoD want to move on to Senior Management when the differential diminishes at a higher level?
- Concern that there is a suggestion in the latest SPAC minutes that senior managers should be sensitive to issues discussed in PPTA regional meetings and might like to leave a meeting, where issues being discussed might compromise them.
- Number of AP/DPs belong to PPTA as a form of employment insurance

#### **4. On-line Community for DP/APs through Leadspace and Talk2learn**

Lynlee presented a demonstration of the Talk2Learn site (discussion paper distributed to executive) and the possibilities it offers NASDAP members. Exec agreed to trial the concept from now until the next meeting when it will be discussed further and a decision made as to whether to present it to the rest of the membership. Rosalie Goldsworthy of Moeraki will act as facilitator for the project. All executive members are to e-mail Rosalie within the next week to receive passwords and to activate the on-line discussion group. (rosalie.goldsworthy@leadspace.school.nz)

#### **5. Free Diaries for AP/DPs**

- 1000 are being printed.
- Copies of 2005 diaries to be delivered April 2004
- All delivered to Allan to be posted out with Newsletter 2
- NASDAP to cover the extra postage expenses involved.

#### **6. Scholarship –**

- Criteria – all executive to talk to other members and begin to determine appropriate criteria. Discussion to take place next meeting.
- \$5000, research, travel?
- Good independent person to sit on the panel. (Suggestions? – Wayne Edwards, Massey University ?)
- Accountability – presentation to Executive, conference and an article in the newsletter as requirements of scholarship acceptance.

### **Carol Craymer Replacement**

Letter of thanks to be sent to Carol as outgoing president from committee. Annette to action. Sheryll Ofner informed the group that Julia Scott, currently on leave from Onehunga High School and working for Team Solutions, had been nominated as Carol's replacement. The question was raised – are Team Solutions a paid up member of NASDAP? The answer is no. Therefore, this nomination cannot be accepted at this point. Sheryll to inform the Auckland Region of this. Matter needs to be resolved before the next Executive meeting.

### **Meeting Dates**

There was some discussion on meeting dates after Sheryll raised the issue of Julia Scott being unable to attend meetings on Fridays. Meetings have traditionally been on Fridays. Members discussed this and the feasibility of other days during the week. The decision was made to stay with the status quo, due to school commitments of the existing executive members.

### **Deadline for the next newsletter March 25 – to Allan**

Roy - the PPTA claim and its impact on AP/DPs .

Lynlee - On-line community with Talk2Learn

Executive to approach other members who might have articles to add.

### **Next Meeting:**

Phil Smith and Colin Bramfitt both to be invited to speak to the next meeting.  
Annette to action.

Meeting closed at 3.30pm

Next Meeting: Friday 14 May, 2004 .