

MINUTES OF THE NASDAP EXECUTIVE MEETING

HELD AT WELLINGTON AIRPORT - VISCOUNT ROOM

Friday 14 May 2004 , 9.15am – 2.45pm

PRESENT: Phil Keenan, Lesley Jamieson , Sheryl Offner, Julia Scott, Lynlee Smith, Annette Taylor , Jenny Thomas , Allan Webb , Joyce Whyman

APOLOGIES: Roy Fletcher , Stephen Hensman

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

Julia Scott welcomed back to the group. She has been elected as second member for the Auckland region.

MATTERS ARISING:

- **Newsletter:** Deadline for next newsletter is Wednesday 26 May. Members to flick an e-mail to other reps to get regional news into the newsletter. Sheryl to contact Mary Chamberlain to get something about the curriculum update. Joyce STAR regulation. Julia – NCEA Ministry contract analysis of data. Jenny and Allan - School Strategy discussion document. May 31 deadline for the material. Under a heading of Are You Aware of these Things? Roy – analysis of data from his AP/DP survey. PPTA comparison of AP/DP salaries and disparities. Jenny – Secondary Futures Conference. (Nicola Meek)

- **Update on the On-Line AP/DP Support through Leadspace**

Some members are experiencing difficulties actually receiving their codes from Rosalie. Lynlee to get back to Rosalie and let her know that there is this difficulty. Also members would like access the on-line curriculum discussions.

- Free Diaries for APs/DPs – Allan Webb

Allan distributed copies to members and has them all ready to go with the next newsletter, as decided at the last meeting. Two to three diaries to go out to each school, dependent on how many DP/APs there are in each school

- **NASDAP Scholarship Fund** – from 2005 onwards would like NASDAP scholarship included in the prestigious awards list as advertised in the Gazette. Need to do it right. Want to investigate setting up a scholarship fund sufficiently so that the NASDAP scholarship is ready to run next year, not this year. Annette produced details of the KA North Scholarship (Massey and Teacher Awards) as a sample of what might be possible. Sheryl to pick it

up as a project to bring back to the next meeting. Details of Sheryl's finding to be e-mailed to all committee members before the next meeting.

TREASURER'S REPORT

91% subscription return for 2003-2004 financial year. Annette reports to date no obvious dissatisfaction with increased fees. 161 memberships paid as at 13 May 2004 for 2004 -2005 financial year. (approx 50% of present members) Un-audited annual accounts presented to the meeting. Books are presently with the accountant being audited so that they can be presented at the Central North Island meeting in June. Copy of report attached.

Motion: That the treasurer's report be accepted

Moved: Annette Seconded: Phil Carried

CORRESPONDENCE INWARDS:

- Teachers Council – thanking for their copy of the newsletter and advising that it had been appropriately distributed.

CORRESPONDENCE OUTWARDS:

- Kate Colbert – Media comments re: NASDAP minutes (as outlined in last minutes)
- The Listener (as outlined in last minutes)
- Carol Craymer – Thank you for work on NASDAP
- Copies of all correspondence outwards can be viewed on the NASDAP web site

GENERAL BUSINESS:

- 1) Meeting with Phil Smith [President PPTA] and Trevor Bleakley

Phil and Trevor did not make it to the meeting in spite of the fact that meeting times and dates had been confirmed with them in writing. The committee, therefore, spent time drafting questions to be sent to Phil with a letter outlining our disappointment at their non-attendance. This letter to be written by Annette.

- What steps are PPTA taking to measure and compare the relativity of salaries between DP/APs and Principals over the last 10 years? And the relativity between AP/DPs and Middle Management? Our membership strongly objects to the apparent devaluation of the skills we are called to utilise in our positions.
- There is concern (and Phil Smith has expressed this opinion on more than one occasion) that one way of implementing the five non-contacts will be by Senior Management teaching more. How is PPTA going to safe guard AP/DPs from this possibility?

- Does the management unit scale apply to Fixed Term units as well as to permanent units?
- If so there is the real anomaly of fixed term units not counting towards superannuation. What will PPTA do about this?
- There is an obvious inequity in the management unit scale being proposed for the current contract round. e.g. staff member A on 2 management units is given additional responsibility and a unit to go with it and is paid \$5000 for that Staff Member B on MU3 is offered the same additional responsibility but receives only \$3500. A similar scenario would result where a staff member is relieving for someone else.
- What steps are PPTA taking to ensure that the ministry is allocating adequate staffing to schools to meet the guaranteed non-contact time requirements for 2005?
- The issue of Acting Principal has been discussed with PPTA on numerous occasions with no action to date. How can PPTA make sure that it is part of this salary round? We contend that there should be no qualifying time required. If an AP/DP takes the role of Principal s/he should be paid accordingly for the full duration of his/her service as Principal.
- The survey that PPTA has just sent out to schools is too simplistic. It doesn't allow for multi-level classes, overseas student money being used to subsidise additional staffing. It doesn't give an indication of what classes have been dropped, the additional workload being placed on AP/DPs, reduced contact time for each class, more split classes at Years 9 and 10. What is PPTA's response to these criticisms?
- Please clarify what contact time really means – does it include form-time, duty time, assembly attendance?
- Would PPTA consider setting a percentage of management units in each school which should be allocated to senior management responsibilities and getting this embedded in the contract?
- What support is PPTA prepared to give senior management?
- What flexibility will PPTA show as far as its expectation that schools satisfy contract requirements mid way through a year? (e.g. .9 allocation – second year teacher, which has only recently been clarified by PPTA and the Ministry, and which schools are being directed to comply with as of now.) What constitutes time for .2 allowance for 1st years?
- What strategies are PPTA presenting to address the responsibilities of supervising teachers for the significantly increased number of Year 1 /2 teachers and overseas teachers now in schools?

2) Meeting with Karen Sewell [Chief Executive of ERO] Points made by Karen included:

- Karen joined the meeting at 1.00pm and spoke about the role of ERO in NZ Secondary Schooling.
- She has been with ERO for just over 7 years. She joined ERO to try to make a difference at the national level in the areas that were an issue for her. Over the last 3 years ERO have worked really hard to make the relationship between schools and themselves a more constructive one.
- The child, the heart of the matter. This is the whakatoke of ERO.
- Current work – education reviews and national reports (considers this ERO's most important work and where they can really influence government in its decision making)
- Evaluation is the product of the process of determining the merit, worth and significance of things used to make judgments, facilitate improvement and generate knowledge.
- ERO 15 years old and has their reports for the last 14 years. The data is so rich and is being made available to the people through their updated web page.
- Getting information from a little over 900 schools a year so there is enough information coming now to be statistically valid. Can use the data even though it was collected using different methodologies.
- All evaluation is concerned with providing the information – what is measured and what matters most? There is often a tension between the two. Have to be quite careful about what you measure,
- Key questions- what do you want to achieve, how will you determine that and how is it doing?
- Internal versus external evaluation – official information act makes ERO transparent. No-one will ever entirely trust just what you say about yourself. It's the dialogue with external agencies that adds the validity to what we say about ourselves.
- Use report for the purpose for which it is intended. Ministerial review 2000 – directed to come up with a methodology that would be more useful. Look at the recommendations from last time.
- Three year review cycle. Doing about 16.5% supplementary reviews and about 15% go back onto the ordinary cycle.
- Think that there is a better relationship now so that schools can focus more on what is found than on what ERO do. There are far closer links with the

Ministry than there ever were before. Much more constructive and effective than it ever was. In reviewing schools ERO is reviewing the effectiveness of school's implementation of government policy.

- Scope of reviews – school specific priorities, areas of government interest, compliance issues. An opportunity to do things better. Would be good to do the BoT assurance statement every year.
- Lovely caring face of ERO – nicely humorous approach to her presentation and what she had to say.
- Evaluation indicators book. Really useful – but remember they are a tool for review officers, now available to schools to use, but they are not a check list. Indicators focussed on student achievement. Written using clear and useful principles, observable and valid. Can be used for own reflection.
- Challenge to be more user-friendly and for us to come prepared to participate ourselves.
- If a school has an issue with the team that is coming to review it, raise this with the area manager. Hopefully ERO is not so bloody minded that they can't change the team if there are good reasons for doing so.
- Believes she is more accountable as an ERO reviewer than she ever was as a Principal.

Karen also spent some time talking about

Evaluation Anxiety:

- Depends on the situation, our attitude/approach, your attitude/approach. Have to be quite careful about how relationships are developed and managed. If ERO get up AP/DP's noses now, then likely to be more difficult next time they come into our school.
- Karen believes that it is good to have her there, because she has an education background. Bit of a punt for Ministry to appoint her CEO, when other CEO appointments have been from an accounting background.
- People sources – lack of experience, negative past experience, excessive ego involvement with the programme model, excessive fear of negative consequences.
- Whatever the results, you should tell your community, rather than wait for it to be on the web.
- People sources – evaluator's failure to highlight programme accomplishments when presenting challenges, evaluatees emphasise negative findings, role ambiguity.

- In a secondary school we will not see all teachers, its senior management's role to do that. Now looking at fewer things in depth, you are now a grown up system with responsibilities that you will fulfil.
- The consequence of a negative ERO visit is that ERO don't get as good information and schools are less likely to take notice of what ERO have found.

She also responded to a number of questions from the floor:

- If I wanted to go and work for ERO, I would have to take a massive pay drop. Why has ERO not done something about this to attract people from Senior Management? What about secondment?

Turnover of staff on ERO is about 12%. There is no area in the country where there hasn't been turnover of staff, even though it may not seem like it. ERO appoint from the sector. Some things that educators have that other don't have – better informed about Maori etc. About 14% have been principals. Significant number come from senior managers, also from middle management, about 18-20% is early childhood. Range currently \$75,000 for review officer – significantly more for senior review officer. Many see it as a career step. Many are seeing it as a step to Principalship. Responsible in terms of judgement, but don't have the same level of responsibility of DP/APs. Have an agreement with PSA that won't ever have more than about 10% on secondment from the sector.

- Are all vacancies advertised widely?

Gazette, website as with all educational vacancies. Hardest area to maintain is Maori fluent speakers. 18% of staff fluent speakers. Very sought after group

- How often do you check and review home schoolers?

There are about 5,500 students on home schooling. ERO are doing about 640 home schooler reviews a year. It would take about 9 years to see them all. Some will never be reviewed. However, schools can raise issues, if they have them, and ERO will take these seriously and undertake a review as a result of a school's concerns.

- Some scepticism was voiced as the ERO's recent NCEA Report. A Feeling was expressed that the report did not fit well with the way that many DP/APs in the region were talking.

Absolutely everything that was said in the report could be backed up with evidence. The principals of the schools were the ones that responded. Some schools sent in more than one reply. Every school that was being reviewed was also monitored and questioned at that time. What ERO got back from the questionnaires was validated in other ways too. Ideally would have waited until the end of Levels 1, 2 and 3. But there was so much going on by the middle of last year that the decision was made to do a survey then and another

will be done in two to three years. Often the talk is about two to three years behind the reality. Can only report on the evidence they received.

- What is the Availability (hard copies) of ERO's publications?

Don't print many of publications as hard copy any more. Last year only two. Will always send a hard copy if requested to do so, but not a published copy. As a matter of courtesy do send hard copies of any that are printed in hardcopy to all schools. The beginning teachers report has to go to the minister by 30 June. Web copy will be available shortly after that. ERO are also considering producing two reports per year for parents. First about reading – what it all means. What the kids are experiencing so that parents can support them. The second - how parents can help and assist schools. Would be quite hard to do but ERO are thinking about that. These will be hard copies. Not all people have access to computer technology/ electronic data.

If you would like to contact Karen her E-mail is: Karen-sewell@ero.govt.nz

- 3) Elections for NASDAP Executive 2005 – 2006 – will take place at the end of the year.
- 4) Wairakei Conference – Lesley Jamieson (Hamilton) has copies of forms for registration if any one is interested.
- 5) PPTA Conference

Those who had attended reported really good feedback about the usefulness of the conference. A pity more PPTA members did not attend. Was that something to do with the timing of the event?

- 6) GST – Query from Hamilton region about the feasibility of registering for GST for conference organisers. Auckland did not do so.
- 7) Difficulties that schools are facing to get Relievers

All schools indicating that finding relief teachers is getting more and more difficult.

NEXT MEETING: Suggestions for speakers – Nicola Meek, Peter Biggs, (see PPTA News Charting the Future) Mary Chamberlain, Don Brash, Bill English - National Party representative of some sort. Someone who could speak to us about negotiating our own contract and how to go about it. How to deal with the media. Annette to action.

Meeting closed at 2.45pm

Next Meeting: 13 August, 2004 . Wellington Airport