

MINUTES OF THE NASDAP EXECUTIVE MEETING
Term II Meeting – 19 May 2006, 9.00am
Wellington Airport Conference Centre

PRESENT: Phil Carmine, Roy Fletcher, Phil Keenan, Sheryll Ofner, Geoff O'Halloran, Ali Painter, Penny Prestidge, Julia Scott, Lynlee Smith, Annette Taylor, Joyce Whyman

APOLOGIES: Lynette Parish

MINUTES OF PREVIOUS MEETING - MATTERS ARISING:

2007 Scholarship Details

- Thank you to Sheryl and Lynlee for the work they have done on this.
- Sheryl will get the insert of scholarship details changed with Andrew Hutson
- Another advertisement will be in the next Gazette.
- Sheryl will send out a copy of updated details to all members of the committee next week.

Newsletter – feedback

- Really positive feedback on the new layout of the newsletter
- Deadline for material for the next newsletter is Friday 26/5/06. Final proof to be back to Derek by June 2. Ready for post out by June 9, and out to schools by 26/6/06
- Reminder that all articles need to be in rich text format.

Website Redevelopment

- Annette has been in working in liaison with Hothouse to get the web site updated. The initial deposit for their work was approved by the committee. Full payment not due until the web site is up and working in its new format.
- The aim is to be live on June 22 ready for the Wairakei Conference.

Other

- SPAC has not met since the last NASDAP meeting. Roy and Geoff have been working on some specific recommendations to take to PPTA Executive as suggested by Trevor and Bronwyn at the last meeting. First surrounding issues of Acting Principal's Allowance, also on other issues that are of concern to us. Further discussion on this matter carried over to General Business. There has been no response to date from PPTA about sharing a data base as also discussed at the last Executive meeting, although Annette has been in touch with Trevor since on this matter.

Motion: That the minutes of the previous meeting be accepted as read.

Moved: Annette Seconded: Lynlee Carried

TREASURER'S REPORT:

Annette tabled the Treasurer's Report for Term 2, 2006. Current total funds, as at May 19, \$41,106.42

Motion: That the treasurer's report be accepted

Moved: Annette Seconded: Roy Carried

Other issues raised by Annette: Every school will get a second Newsletter, but after this one if the membership payment has not been made no further newsletter will be

sent to the school until payment is received. We have paid a 25% deposit on the website. The balance will not be paid until the web site is signed off. Two payments of \$1,000 have been made to regions for regional conferences.

CORRESPONDENCE INWARDS:

- Several requests for scholarship information
- Confirmation from Rt Hon Bill English for 27 October 2006 meeting
- Decline from Rt Hon Steve Maharey for 31 July 2006 meeting
- NZ Teachers Council Quarterly Publication
- Frank Advertising – Wanting us to promote National Super week.

CORRESPONDENCE OUTWARDS:

- Letters to Allan Webb
- Letters to Trevor Bleakley and Bronwyn Cross
- Letters to Hothouse – confirmation of Website redevelopment
- Responses to Scholarship Detail Requests

GENERAL BUSINESS:

A Scholarship 2007 Committee

Prof O'Neil has indicated willingness to be on that committee once again this year.

Motion: That Sheryl and Lynlee work with Professor John O'Neil for the 2007 scholarship selection committee.

Moved: Annette

Seconded: Julia

Carried

B Is it Time for Another AP/DP Survey?

The information that we have from Roy's survey is getting a bit dated. Is it time for us to do another to be able to give hard data to support our contentions? Some discussion around the question of what information we might actually need. Management Units, hours of teaching, extras, decile rating, number of AP/DPs in a school, membership of PPTA, AP/DP perception of PPTA effectiveness in representing the AP/DP position, or of PPTA effectiveness in representing general membership (Likert Scale) number of applicants applying for senior management positions, how many of those are deemed suitable applicants. Ask for the specific data.

Roy would be interested in doing this again, with input from others around the table and from outside agencies (e.g. Massey University Statistics Department). Get it on one piece of paper. With a fax return? Per senior manager, not just per school. Survey to work on gathering quantitative data and work on another method for getting the qualitative information. Survey to go out with the Term 3 Newsletter. In the meantime will use regional meetings to get some of this information through to members and to stress the need for all AP/DPs to respond to this survey.

It could also be useful to get a copy of the Principal's survey questionnaire (SPANZ) to make some comparisons and to guide our own questioning. Need to ask the same questions as were asked in the last survey in order to be able to make any meaningful comparisons. However, two questions that we

probably can't actually get an answer for in this type of questionnaire – job satisfaction for AP/DPs and interest of middle managers in taking on the position.

For future thinking we could make this questionnaire something that people have to fill in at national conference. Roy will also write something for the next newsletter to focus attention on the need for us all to complete.

C **SPAC**

As per the recommendations from the discussion with PPTA representatives – Trevor Bleakley and Bronwyn Cross - at the last Executive Committee meeting, Geoff O'Halloran presented a draft proposal to the committee for discussion

Acting Principal Allowance - Geoff

Committee discussed the proposal and suggested some wording changes. Some serious discussion around the length of time that the committee supported pursuing with PPTA ensued. Roy to reword THE DRAFT PROPOSAL and then circulate to committee and then will take this forward to SPAC. (Copy of the proposal can be obtained from Geoff O'Halloran, Wellington Region)

Management Units – Time Allocation

There was considerable discussion on the proposal of tagging hours to Management Units on a one-to-one basis regardless of whether the unit is fixed-term or permanent – i.e. 50 MUs in the school therefore 50 hours of non-contact staffing allocation to schools. Joyce to use Geoff's paper as a template to prepare a paper that will go to SPAC. Page 31 in the contract. While it was accepted by the committee that this will not directly help AP/DP workload it was suggested that it may well indirectly help, because it could mean an extra staff member in the school and perhaps mean that AP/DP could drop a class.

D **AP/DP Work Conditions.**

Some discussion around issues surrounding AP/DPs' work conditions, and the concern that AP/DP are never off-duty. Committee members report a growing feeling in their regions that AP/DP who belong to PPTA want to be brought back into the contract. Another issue raised was whether we should continue to put pressure on being included in the Principals' contract.

E **Scholarship Progress Reports**

James Clark will make a presentation to the Auckland meeting in August as part of his reporting back obligations for the NASDAP Scholarship which he received in 2006.

F **Conference Suggestions**

The suggestion was made for future conferences that they consider having the group discussion that were held at the Canterbury National Conference with schools of your own kind – i.e. a time to meet with other rural secondary or city secondary etc. as this was deemed to have been a particularly useful session.

G **Alternative Speakers for Next Meeting**

Need to look at alternative speakers for the July meeting in view of the fact that Steve Maharey has declined the invitation. Annette to contact Graham

Young (Headmaster of Tauranga Boys and SPANZ President. If he is unavailable then to contact Principal Council Chairperson – Don McLeod.

H Teachers Registration Council

There appears to be a problem with Teachers Council sending forms back when 'Acting' Principal appears on the form. Annette to contact them on our behalf to ask for clarification and express our concern at this practice.

There was also some protracted discussion around problems that schools are facing around issues with LATs – Itinerant music teacher team – a number of them have LATs. Why can't the employing school do their performance management appraisals? Why are these itinerant LATs not listed on the web site? LATs re-applying for LATs are getting declined. Teachers' Council won't re-new the LAT because the 'teacher' has had the LAT too long. Only way to get permission to teach is to undertake teacher training. The suggestion was made that it is about bringing people in with the appropriate skills, and to say that the only way that they can have the appropriate skills is through teacher training is not reasonable. Talking specifically of teachers of dance. There was a recognition that a lack of teacher training could create real problems at the senior level especially where NCEA assessment was in question. Easily recognise the problems surrounding employing those without teacher training, but the difficulties surrounding the working realities of schools is another issue. Sometimes it is the choice around employing this person who doesn't have the qualification or having no-one at all.

I NCEA Burnout

Several members have raised the issue of NCEA burnout for students in our schools. There was talk of kids who are absolutely beside themselves with the stress of workload burnout from NCEA assessment particularly at Year 13 level. The committee decided to wait till the NCER NCEA report comes out in July and in the meantime collect our own anecdotal information

How many schools have adjusted the number of credits that are being offered at any level in an attempt to limit the stress?

J Education Review Article – Time to Draw the Line on Enrolments – SPANZ

Geoff drew the committee's attention to this article in the Education Review. Problem of migrant children is a different problem from the problem of children with behaviour disorders.

K Student Management Systems

The Ministry is now advising against web based systems, because of the danger of the system going down and losing the data. KAMAR is being pushed by the Ministry. They have a ceiling of how many they can accept. Comparatively speaking it is very easy to use. It is written by teachers for teachers and it is intuitive. The back up that they can provide is what is really good. Student Manager is not an easy logical system to use, and not always logical in the way that each page is set up. Integris is apparently pulling out of the market. A lot of schools have not yet changed or are still in the process of changing. When are we going to get a mandated IT manager in the staffing provision. Proper resourcing continues to be a major issue for schools.

L **RAAYS**

A governmental Truancy initiative that CYFS and all types of other agencies have tied into it. Anti-truancy signs up all around the community. First sign of truancy a warning given; second sign a letter that steps up the warning; third the letter delivered by the police within 72 hours. Some regions report that this initiative is having a positive impact in their areas.

M **Other Matters Discussed:**

Taupo Conference 21 – 23 June

Theme: Relationships are the Key

Dave Curry – Chef de Mission for the Games – Opening Speaker. Other speakers include: Margaret Thosborne – Restorative Justice, Multi-Serve – Financial Management, CYFS about where they see themselves and the position of youth in schools, Margaret Ross and John Henan, and Annette with the AGM at 12.30, 22 June. The Taupo committee report that they have more speakers than they have workshops, that they have had a really good response, and have about 110 registered already. Others intending to attend are advised to get their registrations in quickly

Canterbury Conference 2 - 4 August

Theme: Creative Solutions to Challenges. Confirmed speakers include: Jan Robertson – Effective Listening, David Garb – Working with challenging students, Marts Witty After-Dinner Speaker and a session on public speaking for leaders.

Otago Conference Cromwell 31 August – 1 September

Speakers include: Nigel Latter, Steve Maharey, Kevin Knight, John Wilson, and Rosalie Goldsworthy.

GUEST SPEAKER: Camilla Highfield –Team Leader, Secondary Education - Ministry of Education

Camilla began her presentation by stressing that she would like this to be the start of an on-going conversation between the Ministry and NASDAP about the kinds of initiatives that the Ministry is planning in Secondary Education and for the ‘Future Directions’ of Secondary Education. She indicated that the Minister is very keen to keep Secondary Education very stable over the next few years. There has been much more blurring between secondary schools and vocational providers. Broader depth and breadth of what is available has seen a huge shift in the last five years. She indicated that there are nine in her team and that they are working with policy people – Steve Benson. Their main function is professional development, research, development of the standards and liaising with the sector and therefore being able to provide really good information to the Minister. Iterative process of development and seeking an on-going dialogue.

Her presentation was divided into three main vital outcomes for the Ministry of Education – Effective teaching, Families and Communities, and Quality Providers.

Outcomes for Secondary Education:

Effective Teaching: Secondary students need to be:

- Equipped with learning that they need from the curriculum.
- Motivated to learn in flexible environments
- Encouraged to have high expectations
- Experience variety and relevance
- Be at the centre of learning

- Develop a positive sense of themselves.
- Experience relevant assessment for learning
- Experience positivity and challenge
- Learning in a school culture that is positive and safe
- Encouraged, engaged and inspired
- Given leadership opportunities that matter
- Able to shape their own futures.

Families/whanau need to:

- Connect to the school and the learning of their children in a range of ways.
- Feel encouraged to support their child's learning and informed about education practice and debates
- Invited to the school for a range of activities and events
- Given opportunities to shape the school
- Experience a validation of their cultural background while being encouraged to feel comfortable within a range of cultural settings.

Quality Providers. Secondary schools need to:

- Hear and value the ideas of their students within a culture of respect
- Allow students to have more say in the ways schools operate. Aspirational ideas about how we might like NZ kids to be learning. Is this what teachers and communities think what should be happening, is this the way that we should be framing it?
- Allow a range of leadership opportunities across curriculum areas
- Provide choices and advice to students so that they can make good decisions about qualifications and pathways
- Provide guidance around careers to motivate them to think beyond today
- Encourage students to be co-operative and caring in the way they operate within the school, with each other and their communities
- To support students around health issues
- Structure the organisation so that students have success at the appropriate level not dependent on their age.

Programme and Pathway Coherence for Students. Some of the projects that the Ministry is working on at the moment –

- Research into student motivation around NCEA. 8000 students surveyed will be discussed on July 3 at conference in Palmerston North. Formalised feedback early is something that they really like. Some stuff we will probably find out e.g. what parents think about NCEA,
- Targeted course advice to students.
- Appropriate school curriculum course design
- Information for whanau, families and for Career guidance (personnel in school). This generated discussion with the committee about how NCEA information evenings for parents being run by schools around the country are not being highly attended. The committee also raised the issue of Careers teachers feeling very negative about the role that they have in the school. There is a lot of work around capability to be done in this field. As a group careers advisors are feeling they need further support.
- Transient students - Transience is providing some real challenges for students. That group of students is one group that we are going to have to do some serious work with. This also led to some discussion of truancy and kids being lost altogether, slipping through system in spite of the schools' best efforts.

Prosecutions seem to have an impact in some communities. These kids need to be found, but we need to be able to say no to kids in our schools as well. Allow us to have small classes. Some NASDAP members felt that the Ministry pressure to push kids back into mainstream makes it very unsafe. Exemptions – under 15 ½ don't waste your time. Does not seem to be consistency around regions. Prosecutions take a huge amount of time and effort to prep the case and then it gets tossed out on a technicality and so we ask why should we bother. At the end of the day the truant and family get nothing more than a slap on the wrist. Often working with dysfunctional families – schools being expected to put society's ills rights

Professional Practice to Enhance Student Achievement

Focus Areas:

- Developing assessment practice
- Professional learning communities,
- Role of principal's nominee. (Really happy with the SRM and that service)
- Using data to enhance decision making. Working on a really practical resource, trial it this year so that it can be used next year. Really keen on data driven practices. Worth investing time and money in these things. Discussion centered on the fact that we can get our kids results in January and this therefore, means that there is a file already so why can't we get comparative information then? It's needed for a full review. Getting this information in May is just too late in the piece for setting goals for raising student achievement.
- Workload for students and teachers. Learning area specific issues. English and Mathematics great on-line communities and others that are struggling. Looking at trying to build the capability of our communities and lift the support available to schools. \$4 million over the next four years for senior advisers – hopefully make some difference to good quality support that is available to senior secondary teachers.
- Ongoing evidence gathered about professional development and models of delivery. Reflective Practice – SCT positions a very small start in getting staff being reflective. However, the committee pointed out that not all the credible people were eligible for this position. Only first year is going to evolve and strengthen. Just focused on quality teaching. It's the PD that we should all be getting. PPTA/Ministry joint issue so concerns have to be addressed to both for the evolution of that process. It's a trial and there are issues, but one hopes that those will be ironed out as the process evolves.

National Curriculum

- Senior curriculum policy work
- Curriculum pathways.

The issues are all around the subjects not named in the specific learning areas – Classical Studies, Media Studies, and Accounting. There are questions around – what subjects does government have an interest in and where should they be helping provide resources.

The Minister has requested a paper around pre-service training and looking at the Tertiary reforms, and how that is going to be applied to teacher training.

Making the Assessment Clear and Transparent

Focus areas:

- Provision of assessment material (including exemplars)

- Enhancing quality of internal assessment
- Enhancing external assessment
- Learning area specific issues

Qualification Design for Students

Focus Areas:

- Underpinning principles of qualification - What are the principles behind the qualification and what was the purpose of this qualification at all? If we shift and change the qualification, what will that mean for those who have that qualification?
- Purpose and function of NCEA
- Issues impacting on design
- Balance between external and internal assessment
- Grade bands, marking and feedback
- Three levels of external assessment
- Student results and reporting – result notice, web information, certification, employer information

Senior Secondary Change Management

Focus areas:

- On-going communication a key element
- Communication with groups such as employers, primary school principals (an information package not asking for their advice, but to give them a better sense of what is involved – how what they are doing in primary is impacting on what goes on in secondary)
- Using existing groups well e.g. SSS Transitions between secondary and tertiary

Meeting closed at 2.45pm.

Next Meeting: Monday 21 July, 2006. Wellington Airport