

# **MINUTES OF THE NASDAP EXECUTIVE MEETING**

## **HELD AT WELLINGTON AIRPORT - VISCOUNT ROOM**

**Friday 13 August 2004 , 9:00am – 3.00pm**

**PRESENT:** Roy Fletcher , Phil Keenan, Lesley Jamieson , Sheryl Offner, Lynette Parish, Julia Scott , Lynlee Smith, Annette Taylor , Jenny Thomas , Joyce Whyman

**APOLOGIES:** Stephen Hensman , Allan Webb

### **MINUTES OF PREVIOUS MEETING:**

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

### **MATTERS ARISING:**

- Still no response from Karen Sewell re: invite of NASDAP representative in ERO discussion groups
- Letter from PPTA – feel that NASDAP was given the fob off from Phil Smith in his response to our letter. Have had a huge response from the wider membership that says that we must take these issues up further with PPTA and not let these comments lie. There is a growing feeling that maybe AP/DPs need a union of our own.
- Letters from various members around the country (especially Canterbury/Aoraki after meeting with Phil Smith and Trevor Bleakley in Canterbury at the end of Term 2. Letters (tabled) to be taken to SPAC meeting August 20.
- To talk about relativity is dangerous now that there is no actual DP/AP salary range. Real danger about generalizing from the specific. From data assembled from NASDAP surveys range appears to be 5-8 MUs in Class C (500-849 pupils) schools that Rob Willets cited as having 9.
- What is PPTA going to do for AP/DP as a group? Can't simply leave the issue to SPAC because SPAC is supposed to be representing those holding 4 MUs and above, not just AP/DPs. What is coming through from branches is that AP/DPS feel that PPTA is not looking after them.
- These issues to be raised with PPTA at the next SPAC meeting on NASDAP's behalf by representatives also serving on SPAC.

### **TREASURER'S REPORT**

- Annette tabled the financial report (copy attached) Twenty schools yet to pay (paid last year). Twenty-one unpaid this year (also unpaid last year). i.e. a total of 41 schools unpaid for this financial year at this point.
- Annette to send a letter to those 41 schools just outlining the benefits of belonging to the organisation. Copies of the list also to be distributed to members on a regional basis, so regional representatives can give their schools a reminder as well.
- At the moment NASDAP has 319 member schools. Approx 92% membership (annual income \$31,000.00). \$26,000 in cheque account. Time to transfer more across to term investment. Need to keep a buffer of \$5000-\$10,000.
- Motion: That Annette transfer another \$15,000 to term investment.

Moved: Annette                      Seconded Phil                      Carried.

- A term investment needs to be set up and tagged for the scholarship fund. Need to look at how much we would need to have invested to gain \$6,000 in interest. Would need to invest approx \$100,000. Not beyond the realms of possibility.

Motion: That the treasurer's report be accepted

Moved: Annette                      Seconded: Roy                      Carried.

#### **CORRESPONDENCE INWARDS:**

- Letter from Jacky Young, Liz Hawker, Maree Furness and Dick Edmundson - re: PPTA representation of AP/DP interests
- Stephen Walters – as above
- Craig Monaghan – as above
- Taranaki Representative - HPSTA available to people with more than 4 MUs

#### **CORRESPONDENCE OUTWARDS:**

- Karen Sewell – thanking her for her time and requesting that she check the minutes
- Please note that any correspondence sent out under the NASDAP banner is also published on the NASDAP web site, for members to read.

#### **GENERAL BUSINESS:**

Special welcome to Lynette Parish to Executive. Lynette is to take over the representation of the Waikato area to replace Lesley Jamieson who is retiring from her executive role.

##### **1) Meeting with Nicola Meek [Secondary Futures Project]**

- Creating a vision for secondary education. Focus is exclusively the future. Team of four. Mandate is to go out and have conversations about secondary education. The team is presently working to introduce

themselves. Starting quietly, having the conversations. Sees NASDAP as a group they want to talk to. Explore ways that NASDAP and Secondary Futures might work together. Want feedback from AP/DP. Not government driven (note e-mail address), though is government funded.

- If we had a blank canvas how would we create an education for the future?
- Keen to see that can add value to existing opportunities – working with BOTs, staff through PD, parents. Big task, tiny team.
- Nicola used the analogy of the ocean liner – takes a long time to change direction.
- Not about the team coming up with solutions, much more about having the on-going discussion that will stand the test of time and override the individual politics of the party in power at any given time.
- Guardians – Gillian Heald, Mason Durie, Bernice Mene, Ian Taylor. Profiles indicate that this is something different from anything that's been before.
- Looking a long way out and then coming backwards to get to the future faster.
- Three main goals – shape future contexts, engage communities in discussion, build capacity by sharing research, excellence and fostering innovation. Whole new spheres and opportunities that will be facing our students when they leave their secondary education. Big picture vision. Bring in more voices. Bring in the student voices. Helping people's readiness for change.
- Focus is the future – shaping the future, starting national conversations, building the best system for the future
- Useful analogy. Forget the plan, we're changing the mission – c.f. Apollo 13. Problems to be solved and overcome.
- Imagining the Future 2025 – global, national, local. Future change – society, environment, economy and work, technology. Demographics – age, ethnicity, occupation, locality, family. Values – NZ/Communities, past, present and future. Education – what is working, what is known, what is needed, what might work. What data, trends, issues surround these things? What is known, unknown?
- The team has developed some tools around these issues. Want to stimulate thinking so that the conversation is not around what we have already, but what might be.

- Exec spent some time working with these both as a way of stimulating some conversation and giving an example of the process the team is going through. Certainly got us thinking.
- Some if...then thinking. E.g. If we know these things already then what can we do to turn them into opportunities for the future?
- Environmental issues – if we have a shortage of power, then what...? If we have the space to think about these things now, then clearly we are not going to set ourselves up for failure. How do we keep tapping into our own kiwi ingenuity? Applying resources now for a longer term gain.
- We will get some bottom lines as a result of this discussion. Once we recognise the bottom lines everything else becomes very clear very quickly. What is the bottom line for our aspirations as a community? Would hope that over time be able to develop sets of questions with the proof of what is happening on the back of them, but always with the base questions to start from.
- These questions at present based on global, national and local trends. Information base to make decisions on. How would you like things to be rather than how do you imagine it will be. What about the wild cards? What if we can't get kids to go to school? What if there is a world-wide epidemic?
- OECD Scenarios – Re-schooling, schools are core social centres, schools as focussed learning organisations. De-schooling – learning networks and the network society, extending the market model. Part of the OECD project. One of four countries doing that. New Zealand, England, Netherlands and Canada (with two projects). They had 6 scenarios. NZ taken four. Worked up four frameworks – Blue, red, yellow, green. Blue – social centre with many learning and personal development aims. Red – focussed learning centres placing high value on information and knowledge. Yellow – education being fully built into a network learning society. Green – a model in which individual choice shapes where and what we learn. Student, teacher, employer, parent leader. Then developed narratives of characters that those schools have in that space.
- Go where they are invited to go to do the talking.
- Failure is not an option
- Also connected to the Curriculum Review. That's the next five years. Sharing information and resources. What's the definition of a successful school leaver? Everyone is asking the same questions. What kit do we want our kids to be leaving schools with?
- Ditch the text and show a multi media presentation, because the level of language being used in the scenarios at the moment is quite higher order.

- Considering our preferred future. Key questions we need to be asking – some elements will be in schools today. As we move toward the future, what are the best parts we want to take with us to create more successful school leavers?
- How will we meet the challenges and capture the opportunities the future will bring for the benefit of NZ as a whole?
- If secondary education is the vehicle, and failure is not an option – what is our bottom line?
- How could secondary education best influence the positive development of society in the future? Question asked of the group at the end of the presentation. Group thinking applied.
- Key questions – our bottom line. In twenty years time, what will be the purpose of secondary education? In twenty years time, what will define a successful school leaver?
- Less about what kind of 18 year olds we want and more a statement about what kind of 35 years olds we want.

2) **Report back on NZQA AP/DP Advisory Group**– Sheryll Ofner and Annette Taylor

- Managing National Assessment handout – for our interest. All schools' reports will become public documents.
- Issues to take back to the group: Special assessment conditions are a nightmare – have to be done individually and individual standards. Any further items flick Sheryll or Annette an e-mail.
- Once a school has had its external moderation NZQA is going to immediately let it know the standards and the timing of the next round of moderation.
- Are going to be done on a cycle, rather than at the beginning of the year. This means that you will only have to retain the assessment of those that are going to be moderated in the following year.
- Should limit the amount of material that schools have to retain.
- Issue of information overload.
- NASDAP 2 representatives, plus four other AP/DP from around the country.

3) **Report back on CNIDAPA Conference in Taupo** – Annette Taylor

- Fantastic time at Taupo. A really excellent conference. Congratulations to the Central North Island team that put this together.

#### 4) **Scholarship proposal** – Sheryll Ofner

Worked through the draft guidelines prepared by Sheryll Ofner for the NASDAP scholarship. Thank you Sheryll for your considerable work in putting this together for our consideration.

- Looked at purpose. Number of weeks. Four weeks very snug if going overseas. Adjusted to five weeks.
- Eligibility statement – need to add that the school must be paid up members of NASDAP for AP/DP to be eligible. Add “currently working in...” Applications by 15 June, to undertake within the following year January to December.
- Italicised section to be included if the Ministry accept this as a prestigious award.
- Word limit for the letter of application. Letter from BoT to say they will allow candidate time if s/he is successful applicant.
- Selection Panel – just two executive members, rather than necessarily stating the president, in order not to exclude the president from applying.
- What sort of basis are we going to use for selection? What sorts of things will add to your chance of selection? Are we going to have some selection criteria? To be discussed further once the award in place.
- Successful applicant will be required to.... (agreement between NASDAP and candidate.)

Sheryll will make the changes suggested and forward a copy to all Exec., along with dates for responses to her.

Next step is to pass this to Andrew Hutson (Waikanae) for consideration to get this award accepted by the Ministry of Education as a prestigious award.

#### 5) **Newsletter**

Deadline for the newsletter Wednesday 25 August. This is an absolute must, due to the fact that Allan is moving from Taupo to Foxton and will be resigning from NASDAP at the end of the year. Please meet the deadline.

Sheryll – NZQA AP/DP Advisory Group

Annette – Chairman’s comment

Lynette – 2005 Conference

Roy – SPAC report

Phil – Gifted Children’s Workshop

Lynlee – Hanmer Conference

Joyce – Preview Otago Conference 2004

Motion: That Allan continue with the production of the newsletter as part of Education Webb Ltd. (Newsletter at the moment costing between \$1,500 - \$2,000 per posting).

Moved: Phil            Seconded: Joyce            Carried

#### **6) Leadspace Web Site**

- Members still having difficulty accessing the site. Still actually want the site to be opened up to give other AP/DP around the country usage.
- Annette to contact Rosalie letting her know we do want to continue.

#### **7) Voting Procedure for Next Year**

- Vote only necessary if there is more than one candidate standing in a particular region.
- Leslie Jamiseon to act as returning officer, as outgoing member for the Waikato region.
- Voting forms will go out in the Term 4 newsletter and they need to be returned to Leslie.
- Annette to liaise with Allan on the dates.
- Voting papers are numbered and the only people who can vote are those who are members.
- Term of office is for two years.
- If there needs to be a vote, candidate will need to do a little blurb about self.

#### **8) Thank-you to Leslie**

- Leslie’s final Exec meeting, as she retires from teaching.

- Little gift from Nelson to acknowledge the work that she has done, as a long serving member.
- Thank you Leslie

**9) Regionalising the e-mail data base**

- Each rep to go through the distributed list and put the region number beside the schools in their own region and get it mailed back to Annette in the next week or so.

**10) Nelson Conference**

- Membership is notified of the move in conference dates in 2007 to Wednesday 22/8/07 – Friday 24/8/07 in order to fit with the split term

**11) Guest Speaker for Term 4 Meeting**

- Mary Chamberlain – Curriculum Advisor for the Ministry. Sheryll to action.

**12) Deciding the Top Academic Prizes in Schools under NCEA**

- Annette to put something in the newsletter asking for other school's ideas and how they are making these decisions.
- Will forward collected ideas to members through the e-mail data base.
- Indication that there are real difficulties being experienced by schools throughout the country as to how to determine these.
- Would be really good to hear what other schools are doing to try to help get some consistency across the country.
- Might be good for schools to talk to their communities about how this is done.

**13) Speakers 2005 Conference**

- Some discussion centred around possible speakers for the conference in Rotorua, 15-17 June 2005
- NASDAP Exec Meeting to be scheduled for 14 June.
- Conference to take place at the Lakeside, Novotel, Rotorua.

**14) SPAC Issues – to put into letter to go through Roy**

- Deputy/Assistant Principal. What's in a name? Difference between primary and secondary AP/DPs.
- The term of the contract. Real concern that we are buying into a three year term.
- Acting Principal higher duties allowance – want this 21 days “continuous” issue resolved and now. We push for three consecutive days/ or five accumulated days in any term. Different issue from HoD and acting HoD duties for a day. This is a legal requirement, and has to be minuted.
- Middle manager allowances – 9000 new middle manager units. What is it going to mean for parity for AP/DPs with 5 MUs? Reducing the relativity? Allocation? Specific criteria?
- PPTA's failure to consider the concerns of AP/DP.
- Specialist teacher trial for 2006 – for someone who has NO units otherwise. We want more information on the thinking behind this trial and the criteria.
- Research sabbaticals are a great idea. Well done.
- Obviously a lot of work has gone in between now and last July. Well done in getting things agreed so quickly.
- PPTA do need to take notice of senior managers in our schools. We might not be the bulk of the membership, but we pay our fortnightly fees and it's time that our issues were being addressed. Stop sidelining us.
- PPTA negotiates the principals' contract and many of them are not even members of the organisation.
- Where is the data base of AP/DP (4 MU and above) so that we can really consult? These things need to be sorted.
- Needs to be a higher profile for SPAC. (Annette to write a letter to PPTA) Members do not feel that they are being supported as a group. We feel marginalised and as fully paid up members of PPTA we believe we need better. We want recognition of the distinct job that we do, and to get the same support that other members are getting from PPTA.
- Our relationship with PPTA makes the running of schools very much easier for all PPTA members.

Meeting closed at 3.00pm

Next Meeting: 15 October, 2004 . Wellington Airport