

MINUTES OF THE NASDAP EXECUTIVE MEETING
Term III Meeting – 31 July 2006, 9.00am
Wellington Airport Conference Centre

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

APOLOGIES: Phil Keenan, Sheryll Ofner

MINUTES OF PREVIOUS MEETING - MATTERS ARISING:

James Clarke (2006 Scholarship Winner)

James made a request for NASDAP to pay for copying and postage of his research to all member schools. It was decided that it be on the web site, for members to download should they so wish.

Approval given for Annette to forward second payment of \$3,000 to James now that he has completed his study. Full financial statements were presented, accounting for the use of the NASDAP \$6,000. James will present his findings to Auckland Assistant and Deputy Principals at their next regional meeting this Friday.

Annette is to request a 300 word summary statement from James for inclusion in the next newsletter.

Payment to Hothouse

The new web site is up and running and it looks great. Well done and thank you to Annette and to Hothouse. Final payment (75% of the amount quoted) to Hothouse was authorized for payment.

Statement in last newsletter about Student Management Systems

There was extensive discussion around this issue amongst executive members.

- Letter from Brian Pawson of Musac, had been distributed to all committee members. The apology that was written was emailed to all member schools, read out at the AGM in Taupo on 22 June and is also on the website. It will also feature in the Term III newsletter.
- Committee discussion around the issue of what we record in our minutes, and how we record it ensued. Executive needs to be very careful to ensure there are not factual errors, but also that we find a balance that allows us, as a professional organisation, to express our own professional and/or member schools opinions. The final decision of Executive was "That in future minutes will list points of discussion. Generic comments will be recorded, and a committee member indicated for Assistant and Deputy Principals to contact if they require further information. Where there are commercial sensitivities we undertake to contact the companies involved and get their response to issues raised and record their responses in much the same way as we do for any guest speaker."
- Executive would like to acknowledge the work of Annette Taylor in handling this situation. It has been a very stressful time for her and we are grateful for her very professional handling of the matter.

Annual General Meeting

Thank you to Geoff, Ali and Lynette for their attendance and representation of Executive at this meeting. Thank you to the organising committee of the Taupo conference for their assistance. Minutes will be in the next newsletter. The Conference was a huge success.

Survey

Some general discussion about the look of the survey that we desire, and just what extra information we wish to gather.

- Discussed whether we want to keep the survey to one page in order to try to get a full response from members, or go to a second page in order to gain more information? Executive needs to find the right balance.
- The right balance includes asking the following; what work do Assistant and Deputy Principals do? What is it we actually do and how much time do we spend on it? What kind of protections and guarantees do we require? How often are we acting up? We want some quantifiable data on acting up and on recruitment. How often do schools have to re-advertise because they are not getting the applicants? How many Assistant and Deputy Principals belong to PPTA? Why are we hearing of some dissatisfaction and do we feel adequately represented?
- There will be one hard copy in the newsletter and it will also be able to be downloaded from the website. Let the survey go to two or three pages if necessary. Annette to liaise with Hothouse so that they can put it on-line.
- Roy to look at Lynlee's and Adie's 1999 survey and to look at including some sections from that for some of the data collection. That will give further continuity and comparative data for us to be able to analyse.

Other

No response to date from Trevor Bleakley to Annette's letter of 15 May.

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 3, 2006. Current total funds, as at July 31, \$32,580.27

Motion: That the treasurer's report be accepted

Moved: Annette Seconded: Geoff Carried

CORRESPONDENCE INWARDS:

- Confirmation from Rt Hon Bill English for 27 October meeting
- MUSAC – expressing disappointment at SMS comments in last newsletter
- NZ Teachers' Council – response from Jenny Thomas
- Receipt of James Clark's research report.

CORRESPONDENCE OUTWARDS:

- Letter of thanks to Camilla Highfield

- Letter to Trevor Bleakley (requesting an answer on progress of PPTA /APDP Membership list)
- Letter to Jenny Thomas
- Letters to 2007 Scholarship Committee members
- Apology – to SMS Vendors

GENERAL BUSINESS:

A Scholarship 2007 Committee

All application material photocopied and with selection committee members. The Committee is just waiting for a time to get together and discuss the matter by conference call. It would be quite good to extend the date for applications out so that it is in line with other scholarships that are offered to Assistant and Deputy Principals.

Motion: That in future the closing date for the NASDAP scholarship in any given year be 31 July.

Moved: Lynette Seconded: Julia Carried

B Teachers Council

Issues concerning obtaining registration for teachers who are not NZ trained – extensions for provisionally registered teachers in NZ. This is creating some difficulties for provisionally registered teachers and for those in charge of them in schools.

Assistant and Deputy Principals in charge of PRTs are reminded of the requirement for PRTs to maintain a ‘dossier of reflective practice’. There can be a random audit by Teachers’ Council of the dossier of reflective practice at any time.

C Newsletter

A reminder to all that text and photos need to be to Derek by 11 August (midnight)

D Other

- Ian Hamill’s article in the latest PPTA news about use of private vehicles for school trips. Staff should refer to this article. If you carry students for reward you must have a P-endorsement on your licence – (Only if you collect reimbursement for the travel). This is a legal opinion only.
- July 1 return – shifted it forward this year. This means that all students who left school on the last Friday of term are included on the roll and those who enrolled over the holiday period are not. It was the feeling of Executive members that it would have been better if the return had been done Week 1 Term 3. Annette to write to Ministry and ask for clarification. Because they have taken it earlier does that mean that there are issues of funding? With ENROL we will be able to have snapshots of the roll every month, so perhaps things are going to change anyway.
- Discussion around the checking of accuracy of NCEA achievement data and staff/student checking of that accuracy.
- Metro Magazine has just written an article on the top 25 schools in Auckland. Could be interesting reading for all schools.

- SPAC meeting – are there issues that we should be taking to SPAC from this organisation? Next meeting is scheduled for 22 August. The papers that have been written will be presented and there will be some discussion of them. For many Assistant and Deputy Principals it can be difficult to sit in PPTA Branch meetings, when sensitive issues are being discussed. We need to find a way to present our case – we are a minority group within the organisation. Range of input (of our position) into the school needs to be delineated clearly. Disappointment at the lack of recognition so far of the distinct position of Assistant and Deputy Principals in any contract negotiations. Assistant and Deputy Principals’ workload still appear to be the main issue. The Acting Principal allowance also still needs to be worked through.
- Senior Subject Advisors – advertisement in the next Education Gazette. This is the second of the Career Pathways initiatives. This year it is a pilot and will probably be so for the next school year. 24 positions nationwide. The current position of the person(s) applying from your school has to be held open while the person(s) is undertaking this contract. There appears to be an emphasis on sourcing people with accounting and economics expertise. These positions appear in the CEA, because they are seen as alternative career pathways. The group will look to set up on-line communities. Problem for some in that moving out of the class room has serious draw backs for teachers who will return to it in a year’s time. These positions are a bit like a secondment except that you apply for them. Subject priorities will change yearly. Also still need to know what the Ministry’s plans for the SCT role are. Would be good for us to give some feedback to the Ministry on our SCT experiences.
- Transient Students – is there any research about them out there? Without a doubt the behaviour problems in many schools now are with those who did not start their education in the particular school they are currently enrolled in. Does anyone have some help they can offer? Speakers who we could approach on this issue? There appears to be a problem too with CYFS putting students out of the cities and into smaller communities with limited support. One solution that was offered was having a school social worker, working with those who have been identified as at risk. ENROL might go a long way to helping to track these students. Julia to talk to Kay Hawke on this issue.
- Payroll Reference Group – Geoff will be at a meeting of this group on Friday 4 August. There was some discussion about issues that Geoff could take to this meeting. The “Leave report”, which is presently only forwarded to the pay officer and which staff must request if they wish details of their remaining leave entitlement. Would like to have that information available to staff on their individual payslips.
- Professional Development – Some possibilities for professional development were discussed by the Executive - Margaret Thorsbourne (very dynamic speaker and very knowledgeable woman) – on Restorative Conferencing. Helen Timperley; the influence of professional development and student outcomes and improved teacher capacity. Many schools spent a lot of time looking at appraisal – run the cycle from July – June rather than Jan – Dec. John McClellan – Interlead Consultants is being used by some schools. He uses different ways of asking the same questions of management. Having the difficult conversations and how to deal with conflict.

- Talk around the table about the appraisal systems in place in schools around the country, and some of the differences that are evident between schools. Eileen Piggot-Irvine and some of her research be suggested reading.
- At 2.00pm today (31 July 2006) the Minister of Education is going to launch the draft curriculum at Karori Primary School and each staff member will get a personal copy in the next few days.
- Summary of the feedback from students on the survey Camilla Highfield spoke about at our last executive meeting – NCEA not particularly motivating. Students said that they should not have the same number of credits for Achievement Standards as for Unit Standards, or for merit, and excellence as opposed to achieved.
- In some schools it appears that year 12 students who have their 60 credits are contemplating (and in some cases are actually) leaving to go to work for the rest of the year and intend to reenrol at Year 13 to do their Level 3. Where do we stand? Can we refuse to reenrol them? Eligibility requirements? Would schools get away with enforcing 80% attendance in Year 12 to allow entry to Year 13? Any feedback from members on this issue would be valuable.

GUEST SPEAKER: Graham Young – President SPANZ, Principal Tauranga Boys College

Graham raised a number of issues as he spoke to the Executive:

- A little bit of his personal history: Graham began teaching in the late 60s at James Cook High School. Was a brand new school. Was a really exciting way to start teaching, staff doubled in the first year. Trained as a PE Teacher, was appointed as a Home Science LTR position. Taught at Kaitaia for a while, went to Tauranga Boys College as HoD Maths and was appointed as principal in 1984. Has been very blessed as far as the job is concerned. Real privilege to go to school with your son. Has been a wonderful job to be in. Has been the excitement of the last 20 years that has allowed him to stay in the job for so long. Needed the external factors to keep the stimulation. Being involved in SPANZ has been about that too. Supported by wife, Barbara. Three children.
- SPANZ and some of the issues: The environment that SPANZ works in has changed over the last few years and the need for a strong, independent voice for principals is critical now. Self-governance is at the very core of the ideology of SPANZ. A little bit of a watershed time for SPANZ at the moment as well. Trying to make the difference between assimilation and co-existence.
- He then spent some time putting SPANZ development into a historical perspective. “Honour the past in creating the future” (Andy Hargreaves) SPANZ is a young organisation. Formed 1988-1989. No coincidence that SPANZ came into being at the same time as Tomorrow’s Schools. Has tried to promote the integrity of ethical Principalship in the ten years that he has been on SPANZ. 400 schools around NZ and about 320 schools are members of SPANZ. So, his message here is to honour the past, but to remember that if we do what we have always done we will get where we have always got. And that cannot be our aim for 2006 and beyond.
- Thirdly, he spoke about the context in which SPANZ operates today, and argued that there are two factors that stand out today. The first is a move from

generic to educational leadership. The second is the way our practices are being informed by good NZ contextualized research. Educational expertise and experience do matter. He spoke about the best evidence synthesis research and drew our attention to the Adrienne Alton-Lee model, and how this stresses the importance of the student's family and community and to the effectiveness or quality of teaching. However, it is his contention that the model is a little misleading in that it is drawn in a way that deliberately exaggerates the distance from the principal to the student.

- Graham then took some time to look at what he understands as distributive leadership. He suggested there are two forms of power - the power of authority and the power of influence and it is the power of influence that should be in effect in schools today. It's actually collaboration that is important in schools today. Models of school leadership are very much part of the current debate amongst educational stakeholders today. The single most important job of the principal today is to nurture the culture of learning in the school and that the only way to do that is to walk the talk and to influence the student. Creating a high performance culture requires passion and professional support. It also requires continual challenge, questioning and feedback.
- Graham closed this part of the presentation by suggesting that he does not think that there is enough acknowledgement of teachers and principals in our country today for the very good job that they are already doing. The economy of this country is below half way on the OECD, but we are in the top four of achievers in education in the OECD. So when the business community starts pointing its fingers tell them to get their own house in order first. If there is something that we need to turn around it is our public image.

Then we had a time of mutual dialogue:

- Do Assistant and Deputy Principals have more in common with Principals than they do with teachers? Graham response was that yes we do. Tease out the points of difference and the points of intersection and let's see where we can work together. Why do we have points of difference? Because primarily SPANZ is an organisation that is looking after the interests of the principals not of Assistant and Deputy Principals unless we broker some kind of other agreement. Issues in common with SPANZ and NASDAP? Most of the educational debates are polarized debates when they do not have to be. For example, the NZQA debate – are you for it or against it? Competition or cooperation? Commonality around the notion of leadership and how can we diffuse the polarizing debates. What are the intersecting points so we can share our best practices and get it right. In terms of distributing leadership – can this organisation and SPANZ work together – should NASDAP and SPANZ be looking at forming a union that goes out and negotiates a leadership package for leaders in our schools. Maybe our two organisations should have a look at where this might go – strengthen both our organisations by talking some strategies – two people from our organisation and two from SPANZ sit down, form a working party and have some discussion. The notion of SPANZ being a group that looks at supporting school leadership and not just principals is well worth exploring. Annette to draft a letter to SPANZ requesting that we follow up on this suggestion.

- What is education about? It has to be about making the world a better place to work in. It is what we all want. There are some natural tensions between organisations like SPANZ and PPTA, SPANZ and NASDAP. Under resourced as far as teachers are concerned. The tension between teachers' rights and students not being disadvantaged.
- Difference between SPANZ and the Principals' Council? SPANZ at the moment about learning/professional issues not about industrial issues. Graham would like to see that remain the case, with just some observer rights at industrial negotiations. Others in both organisations would like to see a different model. In our case there are also two organisations NASDAP and SPAC, and clearly some tensions between these as well.
- Supply of people applying for Principal's positions? Really concerned about that. Graham could honestly say that he wouldn't swap anything he has done for this job. By and large it is a really affirming job. We have an image problem. We spend too much time bad mouthing our own jobs. What's the value that drives people today? It's the dollar sign. It's no longer service. So we have two choices – either value it with the right dollars, or change society. There is an issue around the values we have in society today. Student centred – networking – have to manage the internet (Beebo, text bullying). We can not ban those things but we have to up the ante on school values. We have to raise the ante around knowledge and values
- Relationships with Assistant and Deputy Principals – invisible roles for invisible role holders – when we read literature we read about teachers and Principals but not about Assistant and Deputy Principals. We are invisible in the statistics, in the literature. Some discussion around this issue.
- Graham talked about one way his school has tried to redress the problem of the acting principal allowance. Tauranga Boys has appointed a Proxy Principal – rotates between the four DPs – get a management unit all year for being the proxy. He acknowledged that many Assistant and Deputy Principals take on the acting principal role without any acknowledgment of the extra responsibility that that has meant and that this can be a problem. The answer lies somewhere in the distributive model. Devolve power. If you are using empowerment then also comes responsibility. The position in Graham's school appears to be more equitable than what is happening in many other schools.
- The debate that has not been raised yet – everybody has the right to go to school – the safe playground – do we really have to take them – do they really have the right to go to school? There are some chronic behaviour disorders – is the school the right place when the school is not resourced to take them – give them a teacher aide – who being paid \$12 per hour is going to either have the skills or be prepared to take to job to look after them. Won't raise the debate. Will have the human rights and civil rights arguments – and the public have not got fully involved in the debate as yet. Agencies that are funded that are not meeting their obligations. Are schools the right place? Coupled with this is the issue of the huge lost generation of kids – excluded at 14 and then refused entry to other schools – if excluded from one unlikely to attend another, then that is effectively the end of their education.
- Want to raise the level of educational debate. Graham undertook to ask the question about whether Principals are getting good applicants for senior management positions and the numbers of applicants for these positions.

Graham suggested that Principal's have lost relativity between their salaries and teachers at the top of the scale over the last 15 years. We have to encourage principals to keep making the job interesting for the career DP. Career DP is a fine thing but you do not want to leave them doing the same job for 20 years.

Meeting closed at 2.45pm.

Next Meeting: Friday 27 October, 2006. Wellington Airport