

CORRESPONDENCE INWARDS:

- ERO reports from Karen Sewell. Can request them and they are free to staff. Useful to have your own copies. These are also available on the web. The four reports forwarded were: Quality of Year 2 Beginning Teachers, Education Evaluation Report in Brief, Evaluation of Resource Teacher Literacy, and Evaluation of RTLB Service.
- Kate Colbert – NZQA Assessment and Certificate Rules and Procedures for Secondary Schools. – asking for feedback from NASDAP. Julia to action.
- Scotts College – response to request to pay membership fee. Declining offer. Jenny to respond.
- Leslie Jamieson – Concerning her resignation and best wishes to the rest of the committee.

CORRESPONDENCE OUTWARDS:

- Trevor Bleakley
- Nicola Meek
- Schools who hadn't paid membership fees, but who had traditionally been a part of NASDAP, received a letter – as a result 19 further subscriptions have been received. Nil responses have been removed from membership list and will receive no further newsletters.
- All correspondence outwards can be viewed on the NASDAP web site.

GENERAL BUSINESS:

1) Meeting with Mary Anne Mills - Senior Advisor with the Ministry, New Zealand Curriculum Project

- Mary Anne can be contacted on: maryanne.mills@minedu.govt.nz
- Some discussion with Executive to see what members knew about the Curriculum Project to begin with. Obvious from that discussion that many not fully aware of what the project is attempting.
- Re-development of the curriculum – looking forward to see where we might take the curriculum from here.

The group was asked to identify

“What is a successful school leaver going to leave with?”

- Some of the responses included: The skills and attitudes that allow him/her to continue learning, social skills, knowledge, some qualifications, a sense of self worth. Need to be literate and numerate.

“If they come back in 20 years time what would we like our students to say to us?”

- That we opened the world to them. “I remember what you said to me” “You really made a difference. Thanks.” Respect. You don't learn from people you

don't respect. If we can get kids to respect us, others and themselves, we have done well. Teachers to respect students too – and make the curriculum relevant to them.

- There has been such an emphasis on assessment over the past few years that many of the skills we really value are being lost. Too content based.
- Suggestion that the adherence to subject based learning is limiting schools – needs to be a shift in thinking from teachers who have been through quite a different education than students are facing today. May need to overcome the secondary adherence to subject areas.
- In teaching we have a lot of people sitting with specific belief systems and you don't change belief systems easily.
- In the past 10 years we have overlooked pedagogy and focussed on curriculum outcomes and assessment.
- Target group – secondary students – saying they have no control over what they are taught

“What is the Purpose of the National Curriculum?”

- Cohesiveness - sets the direction for Learning – the macro and then the schools make the micro decisions.
- Mary Anne the focussed on the Journey we have taken so far – looked at its linear development – from the 1980s Education Reviews to 1992 – 1999 Curriculum Documents, from the 1993 framework Document, to 2003 Curriculum Project. The Ministry really did not take teachers on this journey. It was a paradigm shift and did not get all teachers there.
- Quite different processes ended up being followed with various subjects. A lot of teachers did not want to know, and a lot did not want to take these developments on board – and many still have not. They were left out of the process and as a result have often not adopted it.
- Talked about some of the challenges this linear development has posed for schools. Teachers who have been subject focussed. Feeling that had to cover all the AOs (achievement objectives). Prescription and the exam are still driving the curriculum. The whole issue of the overcrowded curriculum. People in positions and it could mean that people's jobs change, and that's threatening. Text books – driving the curriculum. How to plan any lesson. Challenge at the moment is the Arts Curriculum.
- Mary Anne suggested that we read the Executive Summary of the Stocktake report rather than the full report.

- National school sampling – English teachers are most confident with their document.
- Intended Curriculum, school curriculum, taught curriculum, learnt curriculum. Probably most important is the one that is listed last. Students asked “What do you do when it gets too hard” – and answered “we just don’t hand it in.” “In this school more important to arrive in class in correct uniform than to hand in work.” What is learnt?
- Individual Curriculum statements will become ungazetted and the redeveloped Curriculum Framework Document (with the A.O’s) will be the only gazetted document and allow schools to make their individual decisions about what will be taught.
- Four goals – clarify and refine outcomes.
- Focus on quality teaching, - a curriculum that supports teachers. Different types of resources – pedagogically based resources rather than content resources etc.
- Strengthen school ownership of curriculum, support communication and strengthen partnerships with parents and communities. Have been poor communicators with our communities – i.e. educating communities so that they know what has changed since they were in school. For Example: Worrying statistic in the number of students seeking exemption (and getting it.) There is still a myth out there amongst parents that the school leaving age is 15.
- Real message coming from teacher – we want a lot less.
- Transitions are a challenge. AsTTLe should really make a difference. Interface and developing a common understanding.
- Hidden curriculum when the kids arrive – kids who have had quite a lot of skill in managing and leadership in their primary and intermediate schooling and then suddenly become the bottom of the pecking order all over again.
- An attempt to be much more open in the process this time and trying to get a lot more information before anything sent out. The process being followed - Information sharing, understanding – creating contributing, critiquing, drafting, trialling, data gathering, analysing, reflecting, feeding forward, new actions, new materials.
- Who do the Ministry end up engaging with the most now? Discussions around some of these things are being held in different schools around the country. Process is a messy one because it is no longer linear.

- Essence Statements – what is Mathematics? What is Social Sciences? What is English. One page statements explaining the essence of what the subject is.
- Health and PE up, Language, The Arts, Technology, (Deb Masters – English only just appointed, so English not up yet)

“What are some key words that must be there for your curriculum area?”

- What goes in the Essence statement will then determine what goes beneath – i.e. what strands, what AOs etc
- Many would like to see the AOs only as guides and want only Essence statements.

“Where is the thinking at the moment?”

- Mathematics – Tossing around whether it should be Maths and Statistics.
- Social Sciences arguing whether it should be Social Sciences or Social Studies – has implications for everything further down the line?
- Where does Accounting fit?
- National Curriculum only mandatory to Year 10. Can do what you like at Senior School.
- Emphasis and focus is what is important.
- Learning languages is a new area. The suggestion is that it be compulsory to offer, but not for students to take it.
- Lots of things happening at once - Essence statements, achievement objectives, values, trialling, school development resource development, assessment, connecting to Te Whariki to the junior curriculum., key competency groups.
- Timeline – consult 2005, revised curriculum end of 2006
- NCEA connection? – constant review anyway, will be on-going and built in along the way.
- Lifelong learning – key competencies. One of the challenges we have is connecting the things that go on from early childhood to secondary
- Passion and motivation to learn – learning to learn
- Essential skill listed in Framework document – need to think about the skills on a much higher level. Lot of work being done by the OECD: Interacting in

social groups, acting autonomously, using tools interactively – three key competencies – producing critical thinkers. Thinking is the thing that brings them together.

- NZ Five broad competency groupings (see handout) – relating to others, thinking, managing self, belonging, participating contributing, making meaning.
- Belonging presenting some very great difficulties. Is ‘belonging’ a competency? Some argue that it is a state of being and must happen before the other things can happen. These things are definitely gathering momentum – feeling from this group that without that sense of groundedness, other things will not happen. Belonging may create a challenge for teachers. By participating and contributing you get a sense of belonging. Worried that belonging is not a competency but rather about relationship. It is a state of being. Will it get lost?
- Is going to mean a huge shift in teaching. Going to bring in a different view. And if it’s not going to be assessed then what is the point of doing it? Are schools going to be assessed on these or are students going to be assessed on these things.
- Assessing the AOs not the actual competencies.
- Where’s knowledge? Jane Gilbert NZCER – the changing notion of knowledge. What is knowledge? Knowledge has changed enormously over the past few years. Whose knowledge and who decides? Teachers have traditionally decided what knowledge and that is why some of our kids have become so alienated. If you have thinking and learning as overarching ideas then surely the knowledge is there.
- The rise of home schooling and special schools – really need to have some specific contexts. But what context is relevant to Rosehill as opposed to East Tairi? Might be quite different things.
- These discussions have to happen around schools, because that’s where the professionals are. We are the only country that has three levels of exams. That’s three levels of knowledge.

“Where do we see them fit?”

- As an overarching meaning. If only in there then just become other words. Need these ideas before we start thinking about content. Get the groupings and provide people with examples of what it might look like, but don’t go further than that. Let the school shape up what this might look like in their school?
- Does this impact on the achievement assessments? Being pragmatic.

- Department goals and school goals. Do these need to be explicit?
- See it right through from Te Whariki to NZCF to Tertiary to DeSeCo OECD. The talk is becoming international not just national. This is the vocabulary that others are using.

“Where do key competencies sit inside a curriculum?”

- That’s the question we need to ask now.
- Go on the on-line site. Curriculum Project on-line go in through TKI site.

2) SPAC Meeting Report Back

- A brief report back to the meeting from SPAC committee members present on the meeting held on August 20, in Wellington .
- Ian Monroe spoke to the meeting about SMS and the accreditation process.
- Some discussion of how to move the NASDAP/SPAC relationship forward, by taking recommendations and papers to Executive.
- Clarification of who is represented by SPAC was sought by the committee. Paper to be prepared to Executive outlining this group’s understanding of who is represented - Senior Managers in schools regardless of number of management units held. This means that those HoDs with 4 or more management units are not represented by SPAC, but AP/DPs with only two or three units are.
- Timetabling paper – with the recommendation ‘That timetabling advice from SPAC be taken into account in formulating policy’.
- These two papers were to be taken to Executive’s September meeting. A number of other issues to be raised for the November Executive meeting.
- SPAC nominations and elections due to take place by the end of the year in half the districts represented.
- An undertaking given by Trevor Bleakley that from now on there would be at least three meetings of SPAC each year.
- The feeling from those members on both committees was that this was the most valuable SPAC meeting they had been to and that future relations between SPAC and NASDAP were looking positive

3) Meeting with Rosalie Goldsworthy [AP/DP on line]

- Enabling the 21st Century Learner. Copy in every school. Ministry is spending an awesome number of dollars into ICT.

- Why? – ICT is changing the world. Blame the micro chip
- Double computer power for half the price every 6 months. Gone from 16kb to 512 in 25 years.
- Entering the stage of wireless – connect anywhere, but at this stage slower.
- 2003 - 800 million users. Now 144,000 users added every 24 hours.
- www.metacrawler.com Another way to do searches that will cut things down considerably (instead of google)
- Impact on education? What reading is relevant? What writing is relevant? Principals can't keep up. Changes in society even faster.
- OECD inclined to judge on what can be measured.
- Explosion of Information and why we need to buy into it.
- MIT – Level 1 and 2 are our Year 12 and Year 13. Google look up MIT and called openware and all prepared lessons.
- Leadspace – leadership area, all the readings you will ever need for research
- Knowledge area all the legal stuff you'll ever need to know.
- MOE – placing all compliance issues on-line
- Has begun to provide clearer lines of communication regarding resourcing of schools
- Has started to support and assist school leadership and management.
- By 2006 Ministry want to be able to enter a special area of your computer system and extract raw data from there. Will mean that no more March returns etc. No more support services, payserve etc.
- Are we going to have school by design or school by default?
- Need the software to be robust.
- The role of NASDAP – knowledge as an iceberg. Tacit knowledge – what's in the job description and what AP/DPs really do and that's the knowledge that we need to tap into. It's the knowledge that's inside our heads. Often the best decision is to make no decision at all. Put things on hold

- Problem is that we don't have the habit of doing this. Keep secrets, keeps the school culture. Need to add value to what is already known.
- On-line Collaboration Tools – conversation, debate, hot seat, brainstorm, threaded discussion. By end of year – vote, chat, whiteboard, mass communications, improved navigation. And the good thing is that it is in a secure environment. Lot of the stuff that we are dealing with is market sensitive.
- Nine facilitators around the country who will come to regional meetings and introduce this on-line community to individual AP/DP.
- E-admin is a secure area that accesses your school information.
- Curriculum consultation (CMP)
- In the tools is every form that you ever have to fill out for the Ministry.
- Need to go through the process of actually getting in there. Can't jump from Level 1 to Level 5 without going through the others.
- Need to get on with it. Regional members who want to get onto this on-line community, send an e-mail to Rosalie with your name and she will get back to you with your password. Rosalie's e-mail address is: rosalie.goldsworthy@leadspace.school.nz

4) Student Management Systems – Integris (Phil Keenan)

- What is Integris like?
- Ministry get masses of complaints about MUSAC. Felt they did not want to tell schools what SMS to use. So came up with the accreditation process. Integris only provider that has passed to date.
- Onehunga the parent school to Integris. Agreed to trial the system. The school went through agony on it. However, it would appear that timetablers believe it is a superior product.
- Members of NASDAP Executive also on SPAC, indicated they were quite shocked at the way Ian Monroe had advocated for Integris at the SPAC meeting in August. Do believe that Ministry should not be supporting a particular company.
- Because Integris has been accredited they are loading AsTTle to be part of the parcel. This puts Integris at an advantage and other SMS at a serious disadvantage at this time.
- Lynette spoke to Schoolpak.sql – failed the accreditation. (From her school's experience that is very hard to understand. Her district's

experience of schoolpak is enormously positive.) Didn't get told where they failed. New Era IT not going to support, because they haven't got the accreditation. Waikato schools all on it AND it is working.

- Kaymar – has been working really well in the Taranaki area. Incredibly unfair that they are not being told why they have failed the accreditation.
- Feeling that unless MUSAC get web based by 2006 there will be only one provider.
- Belief of some on this committee (who have been using Integris) that Integris just will not be able to support the change over. Integris is hoping to be web based, by the end of 2006.
- Annette to write to Ian Monroe voicing concern that he appears to be pushing for Integris. Invite Ian Monroe to first meeting of 2005 to speak to this group and answer questions. What is the Ministry's position on School management systems?
- Statement from the Ministry to PEN – “The Ministry wants to ensure that schools meet standard criteria so that information can be shared between all schools and the Ministry. Current systems used by schools need to go through an accreditation process to see if they meet the criteria. At present only one provider has been accredited. Secondary schools will have to be using accredited products by end of 2006. Any school that is required to change from a non-accredited product will be given financial incentive to do so, so that the change will be at no cost to the school.”
- Suggestion from Rosalie that with this kind of undertaking from the Ministry it is unlikely that MUSAC is not going to get accredited. The Ministry is not going to want to pay for the changeover of ALL schools.

5) NASDAP Elections

Nomination Procedures

- Nomination forms out with the newsletter and back to Leslie Jamieson as returning officer
- Nominations close 12/11/04 i.e. 2 weeks to get nominations in and 3 weeks to get elections done.
- All positions are up for election
- Allan will put things together and let regions know where an election is necessary.
- Closing date for all elections 3/12/04

6) Conference 2005

Lynette gave an update on the preparation and progress towards the 2005 conference

- Dates: June 15-17 2005 ,
- Venue: Novotel Lakeside
- Confirmed Keynote speakers: John Smyth (from Flinders University , Australia), Jo Blasé (Georgia , USA), Nicola Meek – and a guardian with her, Nigel Latta, Queensland New Basics – Anna van Hoof
- Still to be confirmed: Either Trevor Mallard or Howard Fancy
- Presenters – Christchurch 46 presenters and there weren't double ups. Call for presenters. Workshops from Queensland Basics, Adrienne Alton Lee, Stuart Middleton
- CD of all the presentations rather than all the paper. Website, with all the papers, cf Navcon Conference.
- Issue of having to get all the people there and offer accommodation, could end up stacking up huge costs simply because Rotorua is out of the city. May need to establish a policy.
- Calling for papers may allow the costs to be kept down. Bottle of wine as a token of appreciation. (Workshop presenters)
- 400 is the maximum. (Be sure to book early)
- Lynette to pre-book a seminar room for June 14 at the Novotel for Executive committee meeting.
- Executive need to book rooms when they return from this meeting

7) NASDAP Scholarship (Sheryl Ofner)

- Scholarship, at a value of \$6,000, has been Ministry approved. This means that \$6,000 relief will also be Ministry covered – a total prize of \$12,000. Recipient is on paid leave. (amounts to 5 weeks cover)
- Fantastic news Sheryll, well done.
- Once advertised, applications are to be sent to Allan Webb .
- Discussion about possible members of the D-M committee. Have to make sure that what we do meets the criteria that have been approved.

- Anyone interested put names forward and then next year can decide based on who is still here and who is applying. (i.e. a committee member applying for a scholarship is clearly not eligible to sit on the appointments committee) Jenny, Julia, and Lynlee have registered an interest in standing on the committee at this stage..
- Possible members from an Educational Faculty – Eileen Piggott-Irvine (Unitech), Wayne Edwards (Massey), Marian Court (Massey) John O’Neill (Massey), Don Brown (Wellington College of Ed), Terry Crookes, Lester Flockton (Dunedin College of Ed),
- After some discussion group suggested that Annette initially contact John O’Neill to determine his availability.
- Sheryll to write press releases and distribute them to: Ed Review, Ed Gazette, Eduvac, Newsletter, Leadspace, Principals’ Review, Newspapers (4 main centres plus Waikato Times, Stuff.co, Sunday Star Times, Sunday Herald.

8) Thank-You to Allan Webb

Allan was a founding member of NASDAP. This was his last meeting as an Executive member. On behalf of current and past members of Executive Annette presented Allan with a gift. (See Annette’s tribute to Allan earlier in the Newsletter) Allan responded with a brief reminiscence of the history of NASDAP and all that has happened to bring us to this point, and well wishes for the future progress of NASDAP. It has been a long route, but there has been tremendous development, through to public profile and an emerging public voice. The acceptance of the Ministry of the NASDAP scholarship is a real indication of the group’s movement to serving its membership.

Lynette - on behalf of the Central Districts – added her thanks for Allan’s work in the local district. At AP/DP meetings in the Central North Island there was always a slot for Allan. He has persisted the whole time and deserves to feel really proud of his achievements.

9) Thank-You to Stephen Hensman

Stephen has intimated that he will not be standing for election again in the coming round. On behalf of the committee Annette thanked Stephen for his work and committee to NASDAP over his period of involvement, and wished him every success for the future.

10) Newsletter Deadline 22/10/04

- Conference - Lynette
- Scholarship - Sheryll

- Social Justice Article – Annette
- NZQA Advisory Committee - Annette
- Minutes - Lynlee
- Otago Mini-conference - Joyce
- Gifted Children camp – Phil
- Nomination process - Allan

Just a reminder to all members that the 2006 Conference will be held in Nelson and will be limited to 450 registrations.

Meeting closed at 3.00pm

Next Meeting: Friday 11 March, 2005 . Wellington Airport