

From Term 4, the Newsletter we will continue to be produced via hard copy and a PDF file emailed to each member via use of membership database.

B **Subscriptions for 2007.**

Refer to the Treasurer's report.

C **Meetings for 2007**

The deadline for anyone stepping down from Executive for 2007 is November 30, to allow elections to take place if they need to. Meetings for 2007 were set as follows:

Term 1	26/2 (Monday) Wellington
Term 2	11/05 Wellington
Term 3	21/8 (Tuesday 2 pm meeting, before Nelson conference)
Term 4	26/10 Wellington

All Wellington meetings commence at 9.00am and conclude at 3.00pm

D **2007 NASDAP Bi-ennial Conference in Nelson Update**

The information for Nelson conference is on the web-site and members are encouraged to visit the site to view guest speakers etc..... Bookings for airfares to Nelson can be made now – book in advance!

E **SPAC**

- Annette will email the membership lists to PPTA so that they can then get their own lists of AP/DP PPTA members identified to further canvas issues pertaining to APs and DPs. This will only be done with the proviso that SPAC use the database for this sole purpose.
- SPAC is working on trying to get a clear picture of what is required as far as the acting up allowance is concerned. The challenge has to be to get it through the democratic process and getting it through the branch stage. Seems to be a change in attitude in SPAC/PPTA towards the unique position of APs and DPs. It has taken a long time, but there has been significant movement. Members of SPAC, also on NASDAP are very encouraged at the positive movement evident at this time.

F **Speakers for Next Year**

Discussed possible speakers for 2007. Suggestions included:

- NZQA – Karen Putassi
- ERO – Acting Frances Salt
- Minister of Education - Steve Maharey
- Deputy Chief Executive NZQA - Bali Haque
- Secretary of Education - Karen Sewell
- Director of Wellington College of Education
- CEO Auckland College of Education – John Langley
- Peter Lynd

G Other

- Would like to see the conferences and speakers in other regions that are happening on a calendar on the web site. This might encourage some more inter- regional sharing of ideas. Annette to investigate this.
- Concern voiced about the number of codes on the Ministry's new electronic attendance register. Justified and unjustified is a big turn around from excused and unexcused. MOE seminars – certainly clear and they use the concept 'banking system' so that is the level of integrity that they are trying to get. Who is going to enter all the codes that are being introduced? Will teachers need to use all those codes, or will the notes go to some secretarial help to enter? Classroom teachers do not have the time to get their heads around this. MOE insisting that senior schools report in half-days.
- How to handle a possible pandemic. Updates coming from the Ministry on a regular basis. If you do not already receive these you can register for update on: MOHList-PandemicInfluenza@moh.govt.nz
- Professional Development for DP/APs. We need to be a bit more proactive in our quest for quality PD for AP/DPs – need to be specific and articulate what AP/DPs need and how the Ministry could support that. Exec to talk about this with regional members. What is it that is going to sustain us? If we are going to be a national voice we need to articulate to the Minister, to Principals, to all affected parties, just what it is that we believe AP/DPs need. Recognise that there is a need for some targeted PD for us – what do we need now, for the future, to be a Principal? Annette to mention it in the newsletter and then we will work in 2007 to put the results together.
- In-service days for draft NZ Curriculum – vision and the values – relevance and scope to develop own visions, but also need to be mindful of the fact they are preparing them for their secondary education. No where does it stress the need to be healthy as one of the guiding principals. Curriculum that we are operating under at present we were given in the 90s with the freedom to operate within the vision and values that we thought were important for us, but now it appears we have been given a vision and given the values and told to work within them. Sheryll will take our thoughts and feelings back to the reference group if we put something together. The group is responding to the demands of principals and teachers in an effort to get things right.
- Colmar Brunton Survey in relation to the draft curriculum – trying to canvas different staff to try to see what take up there has been, what gaps there are in understanding.
- Itinerant Music Teacher funding. If your area is affected by the planned changes in the funding of itinerant music teachers perhaps it would be advisable to be in touch with PPTA with your concerns.
- Two Leadership publications will be available from January – BEST (Best Evidence Synthesis – Vivienne Robinson. They will be well worth reading.
- Evening debates through the University of Waikato (run over 6-8 weeks), stimulated a lot of discussion and very good debate about bigger educational issues. Valuable professional discussion.

- Otago has had its conference and a written report will be forthcoming. Lunch, dinner and breakfast meetings happening for DP/APs around the regions. Range of speakers stimulating good discussion and debates for DP/APs.
- 2009 conference already in initial planning stages. It will be hosted by Hawkes Bay.
- Some further SMS discussion getting an idea of the issues still facing schools around the country. Rod Browning is available to speak with schools about issues surrounding SMS.
- Teacher's report assistant – free download – of teachers comment bank. Very worthwhile.
- Data logue – relief package – don't have to write everything out. Worth having a look at.

GUEST SPEAKER: Rt. Hon Bill English

Bill English was guest speaker for the meeting. He briefly spoke of National's Vision for Education, making a few broad comments – then because “DP/APs are the ones who run the schools” suggested it would be very interesting for him to hear what the issues are for us. He was very open to listening to our concerns and to getting an insight into the AP/DP perspective.

As a general approach National are not going to be advocating revolution in education policy. They will reflect more closely- focus on learning over the last few years. Concerned that schools are buried in demands that don't relate to the achievement. Teachers who are succeeding with students are often ignoring what they consider to be nonsensical compliance demands. Bill sees that as good common sense. Central government should not pretend that it can control anything more than it really can control. Too many people trying to tell the educationalists their jobs. Most schools are doing a good job actually, preparing kids for their wider lives. Secondary schools struggling with the dynamism of the National Qualifications Framework. If we are going to capture the dynamism of the future then we need to allow a greater degree of freedom and variety. He sees enabling the dynamism as the big issue for schools today. He suggested the effect of the Qualifications Framework created stress for school management, because schools have to fit much more flexibility in tightly organized schools.

He spoke positively about what he sees as a standard of discipline and respect for authority in most higher than schools that many parents do not expect from their own kids. He suggested standards are higher in many schools than they are in the homes of the students in those schools.

He then turned to issues raised by members of the Executive Committee. The following is a record of the joint discussion between Bill and Executive

- Zoning – National is realistic about zoning. Favours choice, but National will be careful not to raise expectations among parents that it can't meet. Concerned schools will get comfortable. Over the next 10 years dropping student numbers will mean more choice. Key issue is the supply of places for students.
- Solving social issues not schools' problem – developing competencies of good citizens is – support social workers in schools and will fund it. Would much

rather put money into that than some new strategy pilot, with contestable funding. Of course, under financial constraint and will be interested in hearing from us whether we prefer to grow existing schemes like social workers in schools or want new schemes. Schools should not have to solve every problem. The rest of the community has to take its share of responsibility for social problems. Access to some of the other government bodies is crucial. How to get the government agencies working better together? The key thing is 'how to make this child valuable'.

- Relationship between ERO, NZQA and MOE – will improve because the next Secretary of Education has been in all three. But it can't get that good because these agencies are big and co-operation depends on good will not necessity. MOE has absorbed GSE and in his opinion that was a mistake – aspects of MOE and NZQA do overlap. It's hard to build up a picture of agencies in opposition. Agencies twice a year in front of committee for an hour otherwise use the Official Information Act and – parliamentary questions – can build up a picture but it does take time to build it up. Best information about the agencies comes from schools.
- Operations Grant – suggested that our expectations are not going to be met there. Executive suggested that one of our real challenges is managing support staff and asked if there was any possibility of moving them away from the Operations Grant. Want to take the support staff out of the Operations Grant and to put them into teachers' salaries. Need support for the students of moderate need. The support staff themselves also feel very undervalued, because of the way that this is managed presently. Bill was aware this was one of the biggest issues in the Operations Grant Review but believed no progress had been made.
- Inordinate amount of time spent putting together applications for contestable funding – Bill said the Ministry has a nice way of saying that schools will not come up with anything new, so the Ministry has to. On the face of it appears that there is a 50-60% increase in spending on education over the past 8 years. The slowest growing part of things has been the Operations Grant. Schools don't necessarily see the money, although they are getting the benefit of it. \$220 million per year – has more than doubled in the last couple of years. More going into PD and curriculum support each year. Have reached a point where the marginal benefit is getting pretty small and now would be better to do school based PD and that is better funded through the Operations Grant. Bill suggested that he would like to redirect school financing and get the monies back to the schools. Applications for contestable funding take hours of time to prepare and then the schools applying are often not getting the funding anyway.
- Early childhood – large increase in early childhood – skeptical that every dollar is getting to the children who most need it. Big surge of money and by and large locked in. Concerned because the policy is almost anti-parent. Parents now think they have an entitlement for 20 free hours for 3 and 4 year olds but the government won't be able to deliver on it. . Hugely complex thing to try to do – impose a school type model on a very different sector.
- Alternative Education – the huge majority of kids are well adjusted and motivated to learn. But the small minority is creating havoc for the majority, while schools wait for other agencies to pick them up. We know these students' names and their families – there are not thousands of them. We need

to make them valuable to people who can look after them e.g. TOPS courses - require a high level of pastoral care. Because the success is valuable, TOPS providers put a lot of effort into pastoral care. In schools we are relying on good intentions instead of specific outcomes. He wants to see a wider range of services and support for students of behavioural problems. Do we want to break with the idea that the school is a factory of social equity? By not having enough options outside school, the kids are gone and the cost is on society for the next 40-50 years, instead of paying the \$10,000 that would have paid for the alternative education programme. Before he commits to funding more options we need to be clear about the philosophy driving it and clear that there is enough money to make a difference. We have to acknowledge not every school and not every teacher has the skills to manage the behaviours that we are seeing in some of our kids. Investment model is right - The Christchurch Longitudinal Study shows behavioural disorders between the age of 6-10 are the best predictor of violence and antisocial behaviour later on. Ask the group their opinion whether to put resources into difficult kids rather than into staffing formula. Teachers don't want the disruptive element in the classroom – need some good constructive alternatives for them. Some of these kids are very salvageable.

- Leadership crisis – advertisements in the gazette, experienced people leaving the profession, re-advertised jobs, no PD for AP/DP looking at becoming Principals. There is no leadership centre for DP/APs to advance their careers. Not getting the development opportunity. Lots of subject based PD, but the only way AP/DPs can go forward is to do their own study with courses like MED Admin etc. Huge lack of availability for DP/AP unless they do it on their own through post graduate study.
- NCEA - we are over the hump as far as resources for NCEA getting started, so perhaps some of the money put aside for that can now be re-directed. Have to look after the new teachers from overseas to bring them up to speed with NCEA. Have to be really careful about how we talk about NCEA and talk about students – cannot keep coming out with cheap shots. Bill said whatever debate went on ten years ago, about NCEA v's School Certificate is now over and we have a generation of kids who have no idea of what School Certificate is. One benefit of NCEA is the literacy standards, and we should aim for 90% of our kids at those standards. He has tried to find out what proportion of kids at the end of Year 8 are literate enough to succeed at secondary school. The government can't answer that question. We don't need new ideas for better achievement but 100% coverage with existing approaches that work. ERO have reported that 70% of schools have useful information of student achievement but 30% don't. They might need to be pushed to do the job the way most schools do it.
- Governance – not entirely wedded to the BOT structure as the only way to run an individual school - similar types of schools keep running into the same problems, so need to think of permanent solutions, rather than temporary ones. He wants to see what sits behind the Schoolsmart website. The Ministry knows with reasonable accuracy which schools are at risk. – He acknowledged that Trevor Mallard rightly raised the threshold for intervention in failing schools but suggested that he may lift it further. Suggested there was still too much drift among struggling schools and by drift he meant that authorities were still too reluctant to get in there so that kids are losing, while

adults are ringing their hands working out what to do. Struggling schools exist across deciles, run out of momentum, boss hasn't moved on when should have, kids are out of control, not learning they way that they should. Has to be more than just a crude look at NCEA results because some schools do a good job with kids who are never going to get NCEA. Some concern at who is actually being put in as statutory managers, with dubious qualifications to do be managing schools. Always going to be 2-3% schools that are in trouble. Therefore, shouldn't we be setting things up to train prospective leaders?

- Education in NZ does often follow international trends and there are a lot of good dollars being put into AP/DP training overseas. 'Professionalisation' of education. Teachers' Council has to go through the process of lifting the standard with the public. It is also about what the public think. Claim of professionalism is picking up momentum
- Discussion around electronic attendance monitoring, truancy services and whether or not it is working. Variety of responses from the various executive members. Works well when you are getting them back, but then that doesn't solve the problem of what you do when you get them back. Also problem of parents condoning truancy.
- Entrance to university – assuming that all Year 13 then want to go on to university, but there are a lot of students who do not want to go on to university. NCEA needs to be allowed to evolve to meet the needs of students on the university track and evolve differently to meet the needs of all other students. Does not promote schools going off doing Cambridge. Is interested in making NCEA meeting the needs of those students. Risk that we hold everyone back if we try to make them all fit today's NCEA structure. Let's make sure that our kids have as many choices as they deserve.
- Bill expressed two chief concerns about NCEA –1: In NZQA they are intellectually sloppy – lacks a coherent intellectual internal structure which shows up as hopelessly variable assessment. Let's ditch the ideology and implement pragmatic solutions - there aren't endless resources for assessment so need to compromise on pure standards model. 2: The fragmentation of learning - would like to see clearer pathways for students rather than mixing and matching standards so students can find the easy path. Knowledge and understanding of a discipline very important. Teachers take it seriously and the assessment should be organized around that knowledge. . Executive suggested that we take NCEA out of the media – stop having the credits flashing before our eyes. Too much assessment and too much focus on assessment but need to tell ERO that. Bill said that the government consistently refuses to acknowledge any problems - suggest we need honest description to the parents about the current state of NCEA. Credibility will rise when the people involved look like they know what is happening with it. Generally he supports NCEA - the flexibility - lots more kids, lots more choices. But it is not an excuse for doing assessment poorly. Executive said all standards need to require the same academic input/rigour to achieve them and at the moment they do not. Presently there is too much fragmentation and diversity in standard levels and that has to be rectified to maintain the credibility/integrity of the qualification.

Meeting closed at 2.45pm.

Next Meeting: Monday 26 February, 2007. Wellington Airport