

MINUTES OF THE NASDAP EXECUTIVE MEETING

Term 2 Meeting – 11 May 2007, 9.00am

Wellington Airport Conference Centre

PRESENT: Phil Carmine, Phil Keenan, Geoff O'Halloran, Sheryll Ofner, Ali Painter, Lynette Parish, Penny Prestidge, Lynlee Smith, Annette Taylor, Joyce Whyman

APOLOGIES: Roy Fletcher, Julia Scott

The meeting opened with Annette announcing Lynlee Smith's appointment as Principal of Waitaki Girls High School. Lynlee takes up this position in Term III of 2007. Therefore, we accept Lynlee's resignation and wish her all the very best for her new position.

MINUTES OF PREVIOUS MEETING - MATTERS ARISING:

- Professional Development Needs – There is a new page on the NASDAP web site called Opportunities and Information. DP/APs will find contacts for leadership advisors, conference links, and Professional Development available to DP/APs on that web page. Executive has been asked to let Annette know of any further details that they hear of to be added. Anything that Annette is sent, or finds, which is appropriate, gets downloaded onto the NASDAP site
Phil Keenan spoke to a survey from Massey University on the needs of DP/AP in terms of professional development. New two-year programme for AP/DP training from Victoria University.
Interlead Consultants are very good. Also help with appraisal not just with PD. Based in Wellington, but does not just work out of Wellington, is prepared to work around other centres.
- SPANZ – Paul Ferris (Past President) contacted Annette to indicate that it was decided at Executive to forge ahead with a relationship with NASDAP. Annette will contact the new President of SPANZ to discuss this further.
- SPAC Update. Annette to follow up with letter of support to PPTA for the work that they are doing in this round of the claim around DP/AP issues.

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

Moved: Annette

Seconded: Joyce

Carried

TREASURER'S REPORT:

Annette tabled the Treasurer's Report for Term 2, 2007. Current total funds, as at May 10, \$23,094.44.

As at May 7 there are unpaid subscriptions totalling \$15,720.00. A reminder will be sent out to schools, which have not yet paid. If the bill remains unpaid at the beginning of Term 3, non-member schools will not be entitled to receive any further paper copy newsletters in 2007.

Motion: That the treasurer's report be accepted.

Moved: Annette

Seconded: Ali

Carried

CORRESPONDENCE INWARDS:

- NZ Principal – March 2007 edition – some good PD items.
- Te Reo Maori Draft Curriculum Statement
- Graduating Teacher Standards – NZ Teachers Council
- Teachers Code of Ethics – New Zealand Teachers Council (Bi-lingual version and English version)
- Email from General Manager of “Home of Poi”. Request to advertise in the newsletter. Some discussion about the issues around allowing this kind of advertising in the newsletter. Need to be careful about being seen to ‘endorse’ various products. Executive made the decision to offer the opportunity to pay for a stall at conference in Nelson, but to decline the request to advertise in the newsletter. Annette to action.
- Email from PPTA - SPAC

CORRESPONDENCE OUTWARDS:

- Letter to DP at Waverly High School
- Letter of thanks to Frances Salt

GENERAL BUSINESS:

1. Newsletter –

- Deadline Tuesday 15 May 2007. Reminder that all articles need to be in rich text format.
- Any further items to be emailed to Derek directly
- Neil Marshall [Taupo-nia-a-tia College in Taupo] – is contributing an article on MidYis data and how to analyse your own results and use them.
- AsTTle for Learning course is scheduled for July 13 – Hawkes Bay.
- Once again the committee acknowledges the really good work that Derek is doing on our behalf with the newsletter.

2. Meetings for 2007

Tuesday 21 August, 2.00pm – Rutherford Hotel, Nelson.

Friday 26 October. 9.00 am – Wellington Airport

3. NASDAP Scholarship 2008

Sheryl will get some new advertisements into the Gazette over the next few editions. Sheryl to check the Ministry site to get the contact address changed. There is clearly still an error on that site as Allan Webb has been getting enquiries about the scholarship. Due to Lynlee’s resignation from NASDAP a new member of the NASDAP Scholarship committee needed to be elected.

Motion: That Annette be the new member of the scholarship committee.

Moved: Ali

Seconded: Lynlee

Carried

The selection committee for 2007 is therefore, Annette Taylor, Sheryll Ofner and Professor John O’Neil.

4. 2007 bi-ennial Conference

- Every school will get a brochure about the Nelson conference with the next newsletter. On the back of the brochure it does talk about costs. Newsletters will be out in schools before early-bird registration closes. The bulk of the

programme will be based at the Rutherford Hotel. Thursday afternoon will be free-time with a lot of activities that attendees could opt in to. Conference dinner is to be held at the WOW museum. Nelson School of Music will be the venue for the cocktail evening on the Wednesday evening. There is a difference in pricing for member and non-member schools. Focus is “Toku Ao - Our Place”. Very centred on AP/DPs. Get your registrations in early so that you do not miss out.

5. 2009 Bi-ennial Conference – North Island

- Phil Carmine reported that there is a strong sub-committee from the Hawkes Bay region with a number of things in place and ready to go for the next conference, so long as they get the go ahead from executive at this meeting. Gives the opportunity for regions to be exposed to National Conference. Executive gave the go ahead for the Bays area to organise the 2009 Bi-ennial Conference. Executive’s thanks to the organising committee.
- Mindful of the fact that many go overseas for conferences rather than coming to NZ conferences. Because fares have been coming down our NZ conferences are becoming easier to access.
- Consider uplifting our conferences and taking them to Australia. Run a NASDAP conference in Australia. This kind of scenario is already happening with other organisations and might be something that NASDAP could consider in the future.

6. Regional Representation:

It was suggested that the newsletter needs to have more information representing what is happening in each of the regions in our newsletters. Each executive member therefore, gave an overview of events in their region for 2007. At future Executive meetings members will be expected to give a short account of the regional activity since the last meeting.

- **Auckland** – Sheryl reported that there are three or four professional development meetings per year. At the last one Margaret Bendell gave a report on the information that is coming out of Secondary Futures. The rest of the day was looking at Restorative Justice practices. Bill Hubbard was the speaker – outstanding presenter, hugely knowledgeable. Next meeting Friday 18 May. Bali Haque, NZQA, and Rose Hipkins, NZCER, will be guest speakers. Term 4 Viviane Robertson and the BEST programme. Usually around 50 attendees.
- **Rotorua, Tauranga and Hamilton** - Lynette and Ali report that the meeting scheduled for December did not eventuate, that it is difficult getting speakers to come to the meetings and to get members to attend. This is a big geographical area, so there is a lot of travel involved for many of the DP/AP, but there is also an issue in view of time available to DP/AP to be able to attend meetings. Conference calls have been suggested as a way for committee members to meet in the future.
- **Hawkes Bay** – Barry Lucas guest speaker in Term 1. Great successes. Was really good to have him sharing some of his experiences. Was really provocative and left DP/AP with something to think about. This term approaching two of the local MPs to talk to the group on a political front. A sub-committee is already also looking at preparations for the 2009 Bi-ennial conference.

- **Taranaki** – geography is a real issue for everyone getting together. Might be something that Executive has to readdress in terms of redefining the boundaries? It has just become an issue of the hours that are available to do the job. There are fewer people with time to be able to commit to organising these gatherings. Other problem in that not all AP/DP get to attend any given meeting, because there appears to be reluctance from principals to allow all DP/AP to leave the school on any given day.
- **Wellington** – Term 1 Kevin Knight spoke to the group. Term 2 – a meeting is set for June 19. Adrienne Alton-Lee, best evidence synthesis, and Murray Tremberth will be guest speakers. The meeting will take place at Geer Homestead. Geoff reports looking forward to having Jim Matheson to speak at a meeting later in the year.
- **Top of the South** – Shelley Wylie who is leading the data management project for schools in Nelson and Blenheim area for data analysis. Also facing the geographical issues. Annette reports that the conference sub-committee is working very hard to organise a conference that is going to be well worth attending.
- **Canterbury** – Penny reports that the Canterbury region has an executive of about a dozen. They organise two meetings a term. The first is on a Friday afternoon. Much of the meeting last week was about whether schools have lock-down policies. The second meeting is a straight networking meeting and is held on a Friday 5.00pm. In the years when there is no national conference the Canterbury Executive organises a regional conference at Hanmer, deliberately built around professional development and networking. Patrick Walsh ran a one-day workshop in Term 1. This was as a direct result of his presentation to the regional conference last year and was a very successful and well-attended session.
- **Otago** – were going to have a meeting last December, but did not happen. Was not a meeting in Term 1 as there often is not, but will be meetings each of Terms 2 – 4. Details still to be finalised.

Some common issues around the regions. From this discussion it emerged that there are some common issues that regions are facing. They were:

- AP/DP not always being allowed to attend regional meetings, because Principals indicate that they are needed at school.
- Geographical issues. The area is too large to allow all members to be comfortably accommodated – i.e. too far to travel to meetings.
- Some of the regions becoming split and organising their own sub-groups, because of the distance e.g. Aoraki meeting separately from Canterbury, the Southland AP/DP, Taranaki and Manawatu.

7. Other Matters Discussed:

- The traumatic events in Christchurch, which impacted on a number of schools in that area, last weekend. The aftermath of such events is often horrendous. Our sympathies to the schools that have been affected. Real concern about the parent response that asks ‘What is the school doing about this?’ Where do the lines of responsibility end?
- Phil Keenan asked if any one had had recent ERO visits to look at what ERO are looking for. Response was that the issues that Frances Salt indicated at the

last meeting are exactly what they are looking for - including schools' responses to pandemic planning.

- Some discussion about what various schools' PD budgets for all staff look like. Clear that some PD budgets are much more generous than others. Most indicated that there was good support for PD, linked to the school goals, and PD policies. Some schools indicate that they have a single person in charge of overseeing the PD budget, others indicated that there was a sub-committee that made those decisions. Some schools start an hour later and have a PD session then. EHSASS cluster – professional learning groups. Many reported that good professional conversations are beginning to happen in schools.
- Student diagnosed with TB. Geoff reported that PNBHS had been only too pleased to help to talk schools through the processes that need to be followed.
- The matter of replacing the Secretary was discussed. After considerable discussion it was decided that Geoff would look at finding a temp typist from the Wellington region who could be employed to take minutes at future meetings in Wellington and that he would liaise with Annette on this matter. The next meeting at Nelson will be covered by an executive member.
- NASDAP travel card – the process of booking with the NASDAP travel card was explained to members by Annette. Members are requested to seek the cheapest possible flights to attend meetings.
- There was some discussion about issues surrounding timetabling. Various different scenarios were outlined by various members of the executive - 2, 2, 1. 27 periods, 26 periods, rotating timetables, 6-day timetable – 5 period days. Some discussion on how curriculum is being covered by various other schools. Different time allocations for subjects at Year 10.
- Several members reported– really having problems with access to computers for subjects other than IT programmes and asked what other schools are doing about IT cross curricular rooms. This is clearly an area of concern for many schools.

8. Thank you Lynlee Smith

- Annette thanked Lynlee for her nine years worth of contribution to NASDAP. Lynlee has been an active Executive member and she has ably represented the Canterbury and Aoraki regions. In latter years she has undertaken more work on our behalf; as secretary for NASDAP and as the secretary for the NASDAP Scholarship. She has worked tirelessly with the Scholarship Committee to ensure that Candidates are kept well informed and that the process is seamless and happens efficiently and effectively.

GUEST SPEAKER – JIM MATHESON - Ministry of Education, Alternative Education and Non-Mainstream Education.

Jim indicated that he was very pleased to be at this meeting, because he really wants to talk with those who have to make things work in schools. It was his view that student support issues need to be worked on over time and so he wants on-going discussions with DP/APs and asked to be invited to future AP/DP meetings.

In his opening comments he addressed the question “**What Do I do?**”

Jim's normal title is Operational Policy Manager Student Support. His responsibility is for the welfare and safety of kids in the system – truancy, alternative education,

RTLBs, Social workers, guidance counselors, EOTC, etc– basically anything that is related directly to students. He has just been seconded to do another job for 6 months – to provide strategic oversight of the services to the Minister’s office.

Jim came to the Ministry in February 2000. Prior to that he had been with Skill NZ in Wellington with industry training and unemployment programmes, and prior to that had 15 years in agriculture and horticulture. He has been a BoT member, has 4 children of his own, and claims an eclectic mix of experience.

The following are some of the issues that Jim Matheson raised with Executive:

- In New Zealand we have a system that by international comparison is doing stunningly well – should be feeling good about it. Have dealt with and solved a lot of problems that other countries are still struggling with. But we do still have some areas of concern. That concern is that somewhere between 10-20% of students come out of the system not having met their potential. A spread of student performance that is a lot greater than in a lot of other countries. He suggested that there is fairly strong evidence that this is an issue within each school, not between schools. By and large good kids do well from whatever school they come from in NZ. This requires quite an important shift in thinking. Not an issue of good school/bad school.
- Current interest – how do you have an impact in each school for this group that we are not doing so well for? If we are going to make a difference across the system what are the levers that are going to make the difference for the 10-20%? He suggested that there is a range of things that can increase/decrease the risk - family, community, school, personal, classroom. So many different variables. There are multiple things going on – makes it challenging to find what our levers are – so how do we manage our school environment so that we get the maximum result for these young people. Where we get it right it’s really dramatic, as it is with when we get it wrong. Most programmes that we use to intervene are of limited impact, unless the school has thought about itself and its community and worked out how this programme may fit with its own culture. Jim’s question is – “how do I consistently get schools to think about themselves so that they do a better job?”
- The issue of student engagement is the biggie - Different schools come at it in different ways. The level of student engagement can be seen in things like truancy, stand-downs, suspensions and expulsions. These are useful places to look to see how well a school is doing. According to student feedback truancy is a particularly good indicator of kids’ dis-engagement. Understanding patterns of truancy within a school can help identify where greater focus is needed. The data can be used to generate questions about what is happening. Need to go to the layers underneath as a basis for some of the questions. By and large children change their behaviours according to what the adults around them are doing. What the engagement data shows is that schools are managing engagement with varying degrees of success.
- He spent some time talking about the trends in suspension. Suspensions related to alcohol use have almost disappeared out of the system. This does not suggest that alcohol problem has disappeared but rather that in schools we are dealing with it differently. The same is true of suspensions related to marijuana use. Suspensions for this are beginning to drop. Drug use can be responded to as a disciplinary issue or a health issue. It is about the choices

that educators make when we deal with these problems. He suggested that schools take widely different approaches to how they deal with these problems and that it is about the balances of BoT, Staff, student, community needs/expectations.

- He talked to a graph of ‘Suspension Cases by secondary schools in 2005’ which showed a small proportion of schools contributing a significant proportion of all suspensions and working with these high end schools in the student engagement project and having some good success by taking whole school approaches. The intervention can change the result. Schools can do something different and have a different result. If we can do it for some we can do it across the board. Working with approximately 80 schools which had suspension rates for Maori students about twice the number for other schools. Success stories are being shared. Schools are learning from each other. Some really good things happening in Waikato schools for example – talking to each other about what they are grappling with and what they are doing to deal with that. Principal to principal, teachers to teachers, schools presenting at conferences. Real collegial approach between schools and real talking – grapevine is starting to work and so schools are asking other schools to come and talk to them about what is going on.
- Jim suggested that suspension data is only an in- point for asking the questions and the real question we should be asking is: Are we addressing the fundamental learning needs of the kids? We are trying to get an environment where students are having effective learning opportunities and teachers are having effective teaching opportunities. Use of assessment tools (Assessment for Learning) helps us to get on top of some of the questions that get raised.
- He argued that there is some relationship between early building of relationship with school and later success at school. David Fergusson studies suggest 3- 5% of children will come in to school struggling to form an effective attachment to school. Current thinking is that early truancy can be an indicator of later disengagement.
- Executive posed the question – Is the behaviour of students deteriorating or is our tolerance of the bad kids increasing to the detriment of the good kids? Is the problem that we are accommodating the bad kids to the detriment of those who want to do well? Jim suggested that our kids are different from those who went before them, as are the adults, so rather than better or worse, it is what we have got, and this is what we have to learn how to work with. Evidence suggests we are most successful when there is an integrated response. An executive member commented that Hattie research now saying the ‘removal’ of disruptive kids is the single most powerful influence on student learning. Jim suggested ‘management’ of those kids rather than their removal is what is needed. Once we let them go we fail them. The Ministry’s current worry about early exemption is that in general it is a failure for those we let go early.
- Executive suggested that early intervention would have solved most of the problems that this group of AP/DP has faced with kids that have needed to be removed from mainstream education. Jim’s response was that it is important that we start seeing this as a system rather than having primary, intermediate and secondary schools as individual entities in independent sectors. How well are we tracking kids through the various layers? How well are we identifying kids, who are not keeping up at any particular point in their schooling?

ENROL will hopefully give us some systems to be able to get the information that we have not been able to access previously. An executive member commented that many of the worst kids are promoted into secondary schools before they are ready to be with us.

- Jim indicated that he suspected that the prospect of exemptions is going to diminish rather than continue in the way that it is at the moment. Exempting from school does not appear to be solving the problem of student disengagement. He suggested that many of the students (particularly the younger ones) that get early exemption, go on a training course and then simply disappear. From the State's point of view this is entirely undesirable/unacceptable. Rather than use early exemption it might be better to use Section 71, which leaves the student enrolled at school but allows them to do some external training – work experience. The object of Section 71 is to allow students to have work experience. An executive member commented that schools should not have to go through an application and student is just put down as 'w' on the roll. There are clearly questions of funding for this, however. Although if it is attached to standards can be funded through Gateway. MoE will be doing some work on this issue over the next six months. Early leaving exemption seen as 'brakes' on at the moment. Executive looked at a scenario where an exemption is not approved for a student who is under 15 yrs 6mths. Student is already working, will NOT come back just because told that exemption has not been approved – so what does the school do then? It appears that at times bureaucracy does not take into account the 'human' situation. Jim indicated that he would be happy to be contacted with this type of scenario and to look for solutions with the school and family involved.
- NCEA offers the opportunity to restructure how we provide our secondary education if we really want to. Room to do more than we currently do. How do we respond more creatively with what we have already – and how can we do this in this community that might be different from how it is done in another community? One size education does not fit all.
- There was also some discussion on the difficulties schools face with transient kids. NZCER has just released some research on the issues of transience which suggests that it is family dysfunction rather than transience that is more closely linked to learning/behaviour issues. An executive member commented that one of the things that has had a huge impact on truancy, however, is the issue of changed family structures – Johnny is truant because he is with dad today and with mum tomorrow.
- There is work being done on how to package the necessary support around high needs kids As current support is difficult to provide the intensity of assistance that is needed. An executive member asked will the money follow the child. As the systems improve for resourcing it becomes possible to have money following kids through the system.
- Jim indicated that the Ministry has a number of guidelines to schools currently under production and asked how these could be made more useful. Executive suggested that it might help if the AP/DP gets the publication directly, and that it is not just posted to the Principal's desk. Many DP/AP never see the guidelines, because they have landed on the Principal's desk and never gone any further. Resourcing handbook seems to have been one of the more useable and sensible things that Ministry has done. It would be good to get an

Educational Management folder that contained the 'must do's' and the 'guidance.' Jim indicated that he would like the opportunity to come back to this meeting and run some things past it that the Ministry can do, which will make things a lot easier at the chalk face. He asked that we feel free to be in contact with him directly if there are ways that the Ministry can make things easier for DP/APs.

In closing Jim just added that he does appreciate the daily energy that it takes to keep kids at school, the daily things that DP/AP have to do to keep things functioning. Thank you for all that DP/APs have done.

Jim Greening is the person who has taken over from Jim Matheson for the period of his secondment.

Meeting closed at 2.55pm.

Next Meeting: 2.00pm, Tuesday 21 August 2007, Rutherford Hotel, Nelson