

NASDAP Newsletter Term 1 2000

REPORT FROM THE PRESIDENT OF NASDAP

Dear Colleagues,

Here we are already a couple of months into a new term, a new year and a new century and maybe for some, a new school or a new position. I hope you HAD a Christmas/New Year break and that it was different, enjoyable, relaxing and refreshing. Remember that the staff in our schools need us in good mental and physical shape, so taking the time to look after yourself makes good sense.



Welcome to those new to the AP and DP role. Don't forget you've got lots of friends and expertise amongst the members of the national organisation and your local groups; people who are only too willing to help out when you are unsure. Please network - re-inventing the wheel constantly is not the most efficient use of anyone's energy

By now everyone should have read the Minister's leaflet about the extension of the NCEA timeline. It was sent to all schools on March 2nd. There will be mixed reaction to this delay, but the Minister has made clear the following:

- the Government is committed to implementing the National Certificate of Educational Achievement;
- implementation has the greatest chance of success if the Government is able to take a little more time to put more resources behind it;
- the Government wants to ensure that teachers have every opportunity to receive the training and support that they need to make the system work.

I have been attending meetings as part of two Ministry advisory groups on both professional development and resource support for NCEA. While the timelines were tight for 2001, there was always a commitment to get it right for teachers in the classrooms and consequently for our senior students.

With the extension to 2002 it should mean more exemplars, more teacher/pupil practice and more discussion. In these discussions we do need to remember that our present qualification system of S.C., 6FC, Bursary and Unit Standards is far from perfect. Achievement 2001/2002 is the beginning of an evolving system; one in which we will all still have much more input

NCEA is a system designed to:

- cater for the diversity of needs in our student population, but be unified and easy to understand;

- have assessment methods which are fair, reliable, and that accurately find out what students know and can do;
- provide all students with the opportunity to gain a worthwhile and meaningful qualification;
- provide certificates and records of learning which give clear information;
- be manageable for students and teachers.

The Forum and the Ministry have said they recognise that critical implementation success factors are

- quality assessment materials
- support of teachers
- adequate resourcing for “off-the-shelf ” resources, professional development and on-going teacher support
- excellent communication links

The advisory groups are there to provide advice, especially on the above four points. At the meetings there has been a lot of frank, wide ranging discussion and I do feel notice is being taken of the points made - the Minister’s decision to delay to 2002 would have been made from advice about these four points from a variety of groups.

Where are things presently at ?

Visit the Ministry’s Web-site, www.minedu.govt.nz/schools/quals/A2001 for developments. This site is going to become an integrated web-site with information and links to English Online, Social Studies Online, etc.

The aim is to have up to five assessment resources for each Level One Achievement Standard by the end of 2000. A variety of schools have agreed to trial achievement standards and the resources associated with each of these in 2000.

Positions for national subject standards facilitators and professional development coordinators were advertised in the February 7th Education Gazette.

Professional development training, beginning in Term 2, will be both subject specific and generic. The numbers have been worked to expect **all** teachers at secondary level to attend this training, not just those teaching Years 11 - 13.

There will be time between training sessions to work with all the Level One resources. It will be necessary for schools to adapt these assessment resources to suit their students whilst also minimising teacher workloads. It will be necessary to get a balance between professional responsibility and dependency.

I will be attending further advisory meetings and would appreciate feedback. Perhaps in the next newsletter we could print a variety of viewpoints. Hopefully APs and DPs are not getting too overwhelmed with the present attestation round and feedback on this would also be appreciated.

Though no one can go back and make a brand new start, anyone can start from now and make a brand new ending. Carl Bard

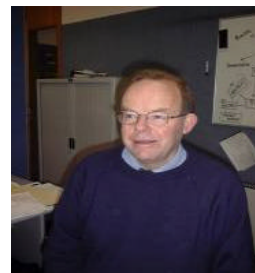
Best wishes
Jenny Thomas

YEAR 2000 NASDAP MEMBERSHIP FEES

Many thanks to those of you who paid promptly. Please find a letter and reminder account enclosed regarding fees, if your school is yet to pay. Inquiries to our Treasurer – Bruce Smith, Napier Boys' High School

ATTESTATION 2000

Amazing how suddenly schools have become hard nosed about PMS! Probably a good thing by all accounts – because for many schools it previously had simply been a tacit exercise to keep someone else happy. There is no doubt that when appraisals have a dollar value, then we are all for them. However, it also gives schools an opportunity to try all sorts of permutations and combinations.



Firstly, it gives an opportunity to give much closer scrutiny to the levels of performance of those who traditionally have not been closely scrutinised. Those holding MU's are held up to the light to see if they are earning their keep.

Secondly, it gives school managers a chance to focus on the oddballs, the reactionaries and liberals who may be festering sores.

Thirdly, a great opportunity to do the job right, to identify the weaknesses in the current PM Systems and to effect some useful reform.

Or fourthly, you will like this one, especially if you are from a Bulk Funded School! How about not giving anyone at the top of the scale the extra \$1700 but instead putting it in a fund for PD and thereby allowing all staff members to benefit!! Yes indeed that is happening!

The extra cash, \$1700 on the scale and \$250 on each MU will mean an extra \$86 per pay net for someone with 8 MU's and about half that for a teacher with no MU's.

So roll on the appraisals, the PMS cycle, the extra hassle!! Just look at the dosh!

So what do you really want?

Does 30 April 2001 mean anything! Penny dropped? It is the end of the current PPTA contract for teachers. If NASDAP is going to have an input into the next round of negotiations, then it should be acting this year rather than next. By the very nature of salary negotiations the PPTA has to prioritize its demands, and our demands need to be in there with the rest. DP/AP Association meetings in the next few months should give meeting time for members to reflect on what we see as critical, and pass these sentiments along to the NASDAP organisation. Here is a small selection of concerns

1. Value of MU's. These drag other salaries with them. Obviously it has great benefits to MU holders but because of the total cost it does little to enhance the cause of DP/APs
2. There have been no specific positions of DP/AP in schools now for some years and yet they still seem to be with us. Is it time to reinstate these positions, and thus avoid the downside of paragraph one.
3. What impact has the change in Principals Contracts had on us? (They are all going back on to Collective Contracts.)
4. There is at the time of writing, real anxieties about the supply of new secondary teachers. At the same time DP/AP positions in lower decile schools are hard to fill. Is more money the solution to these issues?
5. Secondary schools have in them the most stressful work ecologies in New Zealand. What new contract provisions can compensate for this?
6. Are DP/AP positions really attractive anymore? Are the margins between them and senior HODs adequate?
7. We do want better staffing, we do want more pay, we do want more job satisfaction, we do want...what? You tell us!

John Dunbar, NASDAP Vice-President and SPAC Chairperson

REPORT FROM THE CHAIRPERSON OF THE PPTA SENIOR POSITIONS ADVISORY COMMITTEE (SPAC)

Work Overload Meetings

Thoroughly recommended, but be warned. It is very important for all DPs and APs and other senior managers to be present when the PPTA branch holds its Workload Meetings. It probably comes as no surprise to find that we as senior managers, can be a serious source of stress in schools. Stress is OK, but when this turns to distress then we need to be there to hear about it.

Mind you, it would be quite in order for the rest of the staff to hear about our stress sources too! Too many staff find it convenient to dump their aggravations on to us

and expect miracles. Only a few PPTA branches have met for this purpose, but the DPs and APs who have attended have been able to generate a few insights and also been able to defend themselves against the uninformed. Be there!

Must say though, that the prospect of early relief from increased staffing seems a long way off. Where are the 1200 teachers going to come from? And on top of this are drastically reduced numbers going through Secondary Training Courses this year. Seems as if each school is going to have to find their own creative ways to cut down on the exponential madness.

You may recall that late last year I suggested you check the veins in your neck. That was a flimsy attempt at being funny. I have to report that almost a dozen readers e-mailed me in December to say that they had gone to their doctors over the holidays and had been advised to actively control their hypertension. Another good reason to go to the Overload meetings and express your views.

John Dunbar, NASDAP Vice-President and SPAC Chairperson

Note The first meeting in 2000 for SPAC is planned for early in Term 2.

CONFERENCE 2001 TE ITI KAHURANGI – EDUCATION MATTERS

Plans continue for the biennial NASDAP conference, to be held in Auckland from Wednesday 1 to Friday 3 August 2001 at Waipuna Lodge.

Te Iti Kahurangi means something very precious. Education matters and the conference aims to refocus us squarely as educators. Many senior managers can reel off the management jargon, but do we remember why we are working in education? The conference will offer inspiration for making constructive change in secondary school settings, while acknowledging the political, human and economic constraints.

One of the keynote speakers will be Louise Stoll, from the University of Bath, an excellent presenter, whose work in the fields of school improvement and effectiveness, school culture and professional development is internationally recognised. Other resource people will include practitioners, academics and others from relevant agencies with an emphasis on local and international experience in effective innovation.

If your school is involved in an interesting innovation, we'd like to hear about it, as well as any suggestions for speakers and resource people. Proposals for workshops will be called for later this year, and a web-site will be set up closer to the conference time.

Please send inquiries to Conference Committee Chairperson, Shona Smith, Deputy Principal, Waitakere College, Box 21144, Henderson, Waitakere City.

Ph (09) 836 7890 Fax 836 7892 e-mail: s.smith@waitakere-college.co.nz

TOMORROW'S SCHOOLS – ABOUT DECENTRALISATION OR CENTRALISATION?

DECENTRALISATION

Funding

Staffing

Property Maintenance

Property Vandalism
Teachers

Modernisation?

Some Aspects of Student Management

Complaint Department

Management?

Think about it and add your own items.....

CENTRALISATION

Curriculum

Testing Systems and Assessment

Qualifications

Professional Standards for

Teacher Employment Contracts

Charter (NEGs and NAGs)

Code of Ethics?

Performance

THE CHARACTERISTICS OF EFFECTIVE PROFESSIONAL DEVELOPMENT

Elmore and Burney (1999) have identified the characteristics of successful professional development as:

- focusing on concrete classroom applications of general ideas;
- exposing teachers to actual practice rather than descriptions;
- offering opportunities for observation, critique and reflection;
- providing opportunities for group support and collaboration; and
- involving deliberate evaluation and feedback by skilled practitioners.

One of the most persistent findings from research on school improvement is the symbiotic relationship between professional development and school improvement (Hawley and Valli, 1999).

School improvement cannot occur without a closely connected culture of professional development. "Staff development cannot be separated from school improvement" (Fullan, 1991)

WOOLF FISHER SCHOLARSHIP FOR 2000

It was with a great deal of excitement and total amazement that I opened the telegram in October last year to find that I had been awarded a Woolf Fisher Scholarship for 2000. It really was a “bolt out of the blue” and it felt like I had won Lotto. I am taking my family and visiting the USA, Canada and United Kingdom over 6 weeks. I will be visiting a wide range of schools from Upper Canada College and Eton to large single sex comprehensive schools in London. The focus for my visits is Boys’ education. I will be looking at two areas:

1. The elite performers in all three areas of school life – academic, sporting and cultural – how

do we assist them to continue to achieve to the best of their ability in their chosen field and for the sportsman, musicians and actors how do we assist them to ensure they also reach their academic potential.

2. The underachievers – how do we identify and then motivate these students to achieve to their potential.

As part of the trip I have been asked to review a book written by John Head. John is a lecturer at the University of London. His excellent book entitled “Understanding the Boys” while written in the English context is well worth reading. My review follows:

Understanding the Boys. Issues of Behaviour and Achievement
John Head, 1999
London, Falmer Press
120pp
ISBN 0-7507-0866-2

John Head clearly sets out the focus for this book in the overview where he outlines the issues that are causing educationalists, parents and in fact, whole communities concern about the behaviour and academic performance of our young men. That is, their over representation in crime, suicide, exclusion from school and unemployment data, as well as their academic underachievement. He develops a model to outline the causes of this behaviour and then, in the following chapters, looks at each of these causes in turn.

Part One of the book takes each of the explanatory models: Biological effects, Personal History and Social relations and provides a detailed account of how they effect the young male and how they might cause or explain aspects of their behaviour. John uses quotes and references to work by others as diverse as Freud and Shakespeare, as well as appropriate data from a range of sources, to support his own research and ideas.

The final chapter in this part entitled “What is New?” is an excellent summary of the changes in society that have caused some of the concerns we currently have about young men.

Part Two of the book entitled “ Addressing the Issues “ looks in detail at the achievement and behaviour of boys providing possible causes and remedies. This detail extends to looking at the performance of boys in particular subjects as well as particular groups of young men who are at risk. It was refreshing to read that John provides evidence that schools can make a significant difference in the behaviour and achievement of their students. That some of our young men are not programmed to automatic failure due to social and psychological factors beyond the school’s control. His check list of the “ Good-Enough School” (page 93) is a good practical guide for schools attempting to address the concerns we have about the boys in our schooling system.

I found this book to be an excellent guide in “ Understanding the Boys”. It is concise at 106 pages and provides easy reading though sometimes the references to other authors or articles does ruin the flow of the text. I would recommend it as compulsory reading for current teachers as well as those currently training in our Teacher Training institutions.

Bruce Smith
Deputy Headmaster
Napier Boys’ High School

BLACK HOLES AWAIT SCHOOL LEAVERS

- by Fiona Cassie

‘Black holes’ abound for low-achieving school leavers to fall into and a training pathway is needed for the quarter of all 16 or 17 year olds not in school, training or full-time work, according to the Skill New Zealand post-election briefing papers.

The papers, released last week, say the lack of an "over-arching skills development strategy" is resulting in significant gaps and the potential exclusion of some groups from work and training.

In particular, New Zealand urgently needed an effective adult literacy strategy and an education and training leaving age strategy for those under 18, with incentives for those 18 and 19 year olds with low qualifications to continue their education and training.

Based on 1996 census data one quarter of all 16 or 17 year olds (26,700 young people) were not in either education or full-time employment. This figure included a third of young Maori of that age (6900 young people).

The papers say this group is most likely to have no school qualifications and no prospects of improving their circumstances without intervention such as Youth Training. Youth Training, which is targeted at 16 and 17 year olds, currently provides for only 5300 young people at one time, or about one fifth of the at-risk group.

Skill New Zealand says the census data indicates the labour market cannot readily absorb the present volume of low-skilled school leavers. Very few 16 or 17 year old

school-leavers could realistically expect to get a full-time job, and even fewer to get a job with formal training such as an apprenticeship.

"The picture overall for school leavers with no significant qualifications is one of a lack of integration of measures and options, with 'black holes' all around for the unwary to fall into," say the briefing papers.

Skill New Zealand says the inevitable result of having thousands of low-qualified young school-leavers is that "significant numbers of them will be consigned to the margins of the labour market and may need income support and other forms of social assistance for extended periods".

"The marginalisation of these individuals and ultimately, their social exclusion will be the outcomes unless concerted action is taken."

The papers examine the effectiveness of the current programmes for young people. They say the impact of the school-based STAR programme has been more uneven and unclear than its successful predecessor Skill Pathways.

Youth Training, which began last year, was still developing its own character, but in the **first** six months of operating had 36 per cent of trainees go into employment of 20 hours or more and 24 per cent into further training.

The papers point out that current policy limits Youth Training to under-18 year olds, while from an education perspective it would be preferable to have all school-leavers or teenagers with low or no qualifications eligible for Youth Training.

"There is also a concern that Training Opportunities may become more sharply employment focused over time and thus not be available to meet the legitimate educational needs of 18 and 19 year olds who have not succeeded at school."

The papers suggest a prerequisite for an "education and training leaving age strategy" would be for the government to make a commitment to a medium term goal of all young people being voluntarily in education, training or employment up to the age of 18, and incentives for low-qualified 18 and 19 year olds to continue in education and training.

An overall strategy would require a range of structured pathways for young people, including mainstream secondary school, combinations of school with technical training or tertiary study, remedial learning outside the school environment, and combinations of learning with work-based training or employment.

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NEW ZEALAND EDUCATION REVIEW

New Zealand Education Review has agreed to let us reprint in the NASDAP newsletter some of their articles from time to time.

New Zealand Education Review is published weekly. It is full of education news from national and international sources. It really is essential interesting weekly reading for senior managers and I often photocopy material for other staff members. See subscription note on back cover.

Are you interested in expressing an opinion or viewpoint to be published in New Zealand Education Review, because they are keen to allocate space for NASDAP members 5-10 times a year if we have takers and want to set up a system. Please let Jenny Thomas know on fax (04) 2992676.

Jenny Thomas

REPORTS FROM REGIONAL DP/AP GROUPS

From the Auckland ASDAPA Group

The term one professional development meeting of the ASDAPA is to be held on Friday 31 March. The title for the day is Aspects of Performance Management. The programme begins with an overview by Dr Tanya Fitzgerald from the School of Education at Unitec, followed by speakers providing a range of perspectives; namely a representative from ERO, education and research consultant Kay Hawk looking at senior management appraisal from the BOT's perspective, lawyer and Deputy Principal Patrick Walsh providing the legal angle, along with a field officer from PPTA.

Planned for term two is a programme on Information technology.

From the Central North Island DAPA Group

Plans are well underway for our conference at Wairaki Conference Centre, Taupo, from the 21 – 23 June 2000. Information will be sent out to the Central North Island, Hawkes Bay and Taranaki Secondary Schools by mid-March. Inquiries are most welcome from any college in New Zealand. Contact Terry Collett, Assistant Principal, Tauranga Girls' College.

The Waikato DAPA sub-group are planning a dinner meeting for 28th March.

Lesley Jamieson
Hamilton Girls' High School.

From the Hawkes Bay DAPA Group

The Hawkes Bay DAPA Group meet on the third Thursday of each term. At our first meeting Bronwyn Cross, Lynn Robson and Derek Morris were all present to inform, and field questions, on "Professional Standards". We were all appreciative of the opportunity to talk to the PPTA representatives who ironed out a few creases and encouraged us in our work. We had invited schools to allow another staff member as well as the DP/AP to come to the meeting. This was useful, as often the "Appraisal Convenor" was another senior staff member.

The suggestion for the next meeting was to issue an invitation to Tim McMahon from the Ministry to address us (Achievement 2001).

Another idea is to invite an appropriate staff member from Massey University and UCOL to have an input re preparation of senior students for their respective institutions .

The attestation process seems to be at much the same stage at all local schools – plodding on – time/consuming.

Inga
St Peter's College, Palmerston North

Ward

From Greater Wellington DP/AP Group

Wellington DAPA ended a successful year with last term's Christmas lunch meeting, at which the guest speaker was Al Morrison, Political Editor of Radio New Zealand. As it was only five days after the election, Al was able to give us a fascinating and amusing insight into some of the realities behind the politics, and the politicians.

The first meeting for Term One this year is planned for 23 March at the Museum Hotel. We have invited Hon. Trevor Mallard, Minister of Education, as the guest speaker, and will be interested to hear of his intentions for education under a Labour government. This meeting will also be the AGM, at which a new organising committee will take over for the year.

Central Region has been hoping for some time that one of the centres would offer to run a regional conference this year. Eventually, Wellington/Wairarapa have decided to put together a small-scale conference to take place at the Copthorne Solway Park Hotel in Masterton. The proposed dates are 2, 3, 4 August, 2000. More information will follow.

Jenny Buist
Sacred Heart College, Lower Hutt

From the Otago DP and AP Association

The Otago DP and AP association is still in good heart and plans to have its usual two meetings this year, although the dates have yet to be decided on. We expect to have our usual stimulating programme in the attractive surrounds of Glenfalloch.

Marie
The Taieri High School

Aubin

WANTED

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 2 2000 newsletter. We are also interested in featuring senior management points of view – how about sending us your viewpoint on relevant issue?

Please send them to :

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TAUPO

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