

REPORT FROM THE PRESIDENT OF NASDAP

Dear Colleague

By now you'll be right into the momentum of the year and if nothing else has made it clear, the recent PPTA action will have shown this year, 2002, will be like no other.

Not only is it the year of NCEA – a new era like it or not – but secondary schools are facing increasing problems with recruitment and retention.

I believe there is more of a recruitment and retention issue at the middle management level. If we don't have enough people wanting to be Head of Departments/Faculty leaders, Deans, committee chairs to maintain a high quality in middle management, then we won't have enough people able, aspiring, wanting to go into senior management in schools, nor will we have assistant teachers being well supported, well led, well trained. We all know that it is only when you get into the profession and when you are being a teacher, that your 'teacher training' really begins.

In this newsletter you'll find a copy of a letter published in Wellington papers in early December 2001. Although none of it may be new or original, I thought the contents and points were useful reference points for others to know and be able to quote. What would be really good to see would be for other NASDAP members to put on to our NASDAP website, www.nasdap.org.nz, other such letters, summaries, reference material. Of course this material doesn't need to be only of a political or controversial nature. It would be great to see professionally stimulating notes, comments, summaries that members want to share from their attendance at courses, from reading (do you really get a chance?) to tertiary study material. Our concerns and needs are far more similar than different in nature so let's get sharing.

While writing about professional development, please note the opportunities mentioned in other parts of this newsletter. Whether it is attending your local regional meeting, enrolling for a conference such as the Wairakei conference on 19-21 June (where the NASDAP AGM will be held) and the Taranaki conference on 31 July – 2 August, or attending courses such as those offered through the Auckland Universities Principals Centre, I'm sure you'll find participating in any of these a very effective use of your time. These opportunities are also very supportive times and good networking. A problem shared is often a problem solved!!

Term 1 is basically over. Whoever decided that secondary schools could cope with a 9 week Term 1 must have been out of schools for a long time – we've just completed school athletics, regional athletics, a 6 day Year 13 camp, noho and activity days for Year 9 form classes, school photos, Workday, health workshops, 3 major departmental field trips, reports and student/parent conferencing. Of course we have also had 8 weeks of students in their classes learning and getting on with this year's subjects.

Glad you've survived and we look forward to
hearing your news – (use the website – email copy to eduwebb@reap.org.nz)
seeing you at the conferences – (please enrol)
paying your subscription for 2002 (invoice in the mail!!)

All the best

Jenny Thomas

President, National Association of Secondary Deputy and Assistant Principals

CONFERENCES 2002

The Central North Island Deputy and Assistant Principals' Conference Wairakei Resort 19-21st June 2002.

The Central North Island Deputy and Assistant Principals' Conference (Waikato, Bay of Plenty, King Country and Coromandel) will be held at Wairakei Resort on June 19th to 21st 2002.

Invitations will be sent to all schools within this region, plus the Hawkes Bay, Gisborne and Taranaki areas, as well as other schools that have regularly attended this conference.

The theme for the conference is "*Breaking the Mould- A Focus on Student Learning*".

A very good line up of speakers and workshop presentations have been organised. Speakers so far include Dr Kevin Knight(Christchurch Teachers' College), Farah Rangikoeapa Palmer(Lecturer in Sports Administration at Massey University and Captain of the Black Ferns), Mark Treadwell(Developer of "Teachers at Work" website), Carol Elson (Programme Manger for TMP Worldwide) and Apryll Parata (Ministry of Education).

The conference will present six key note addresses and five workshops, allowing conference delegates to access a wide range of views and expertise.

Along with the informative part of the conference, Wairakei offers an excellent venue for participants to share each others companionship and exchange ideas.

Programmes will be sent out to schools before the end of term one.

This is the designated conference this year for the NASDAP Annual General Meeting.

Any enquiries, please contact Terry Collett at Tauranga Girls' College
(07-5788114 e-mail: tcollett@tgc.school.nz)

Taranaki Deputy and Assistant Principals Boutique Conference 31st July – 2nd August *Moving In – Moving Up – Moving Out*

The conference will be held at the Grand Central Hotel, New Plymouth. Registration forms will be posted out in May to all schools.

Further enquiries to:

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NASDAP Executive 2001 - 2002

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Canterbury and Aoraki

Lynlee Smith, Geraldine High School ap@geraldinehs.school.nz

Otago and Southland

To be appointed

Open Letter to Trevor Mallard, Minister of Education, from Secondary School Boards of Trustees and Principals

Dear Mr Mallard

We write to you to express the following:

our concern that the dispute between the Government and the teachers' organisation (NZPPTA) is still unresolved, and
to indicate strongly to you our sympathy and support for our staff in their current concerns

We have come to the following views having read material from the Ministry of Education, the School Trustees' Association and the NZPPTA, and from our own knowledge of our schools.

We are worried about teaching staff load

We want you to know that our Boards and school managers work very closely with our teaching staff. We have ample opportunity to observe their workload;

we have watched, with increasing dismay, the lengths to which our teachers have to go to not only keep current syllabi operating, but at the same time to prepare for the introduction of NCEA;

we are aware, particularly through our discipline committees, of the students with whom they sometimes have to deal;

we know of the enormous effort put into the pastoral care of students;

we observe the work of teachers in a huge variety of extra curricular activity;
we know they work very hard.

We are worried about the future of teaching

We are aware of the difficulty of attracting and keeping young people in the teaching profession;
Applicants for positions in our schools often lack real quality;

We are concerned at our “ageing” work force;

We have genuine concerns that so few of our senior students are prepared to consider teaching as a career;

We understand that one-third of secondary teacher graduates from 1999 have already resigned from their positions.

We fear for the future of secondary education in New Zealand if these indicators do not change, and change quickly.

We acknowledge the initiatives you have taken relating to retirement savings, Maori immersion teachers, an allowance to attract and retain teachers in priority staffing areas, an extended beginning teacher time allowance, the additional staffing already notified for secondary schools, and the support for trainee teachers.

However we strongly support the following:

The implementation of a maximum of 22 time tabled hours per week which could be introduced now, and at minimal cost;

Increased remuneration which we frankly believe has to be beyond the current offer of 2% now and a further 1.5% from July 2002. In our view there is no point in saying that “2% plus 1.5% is consistent with current labour market movements”. All New Zealand schools face a looming and inevitable crisis in teacher recruitment and retention. If the government is to avoid this crisis, it must do more than simply meet “current market movements” by way of salary improvement.

We simply cannot contemplate that New Zealand state schools end up like a number of overseas state schools – second rate – but that will happen if the teaching profession fails to get the recognition and support that it deserves and needs.

We are worried that parity issues are blocking progress

It is our view that our teachers’ workload includes aspects which do not equate with their primary colleagues. Dealing with teenagers; the public accountability of public examinations; extra curricular sport; extra curricular cultural activities; a longer minimum training period of 4 years as opposed to 3 years for primary; additional emphases on careers education; and the general specialisation with which secondary schools are expected to deal – all these make the work of a secondary school and its teachers quite different from that of primary schools and these incontrovertible facts need to be reflected in some way in the pay structure of teachers.

For these reasons the ‘principle’ of Pay Parity cannot be allowed to hobble the making of proper and realistic arrangements for state secondary teaching staff. Indeed, some of us are concerned that parity between primary and secondary teachers was ever established as it must have been obvious that it would create fundamental difficulties within the profession. It simply fails to recognise the different nature of the teaching environments and we suspect that it lies behind the current failure of movement to resolve secondary teachers’ legitimate concerns.

We are worried about teachers' strikes and stoppages

As you know, some of us do not support teachers' strikes for a variety of reasons and have authorised pay deduction for staff involved in the industrial action. On the other hand, some of us have not authorised pay deduction as our way of showing support for our staff. Whatever our boards' decisions, we all understand our teachers' frustration and concern at the negotiations getting nowhere and we all stand with them.

We call upon you to act

This is a critical time for education in our country. Teachers cannot be expected to do a great deal more (eg. NCEA) for only a little more recognition. Teaching is central to the future of our nation. Please instruct your officials to settle the current negotiations responsibly so as to ensure the future of a healthy and enhanced secondary education for our country's young people.

Yours sincerely

Board Chairs and Principals of Kapiti College, Naenae College, Newlands College, Onslow College, Paraparaumu College, Taita College, Tawa College, Wellington College, Wellington East Girls' College, Wellington Girls' College.

3 December 2001

PPTA SENIOR POSITIONS ADVISORY COMMITTEE (SPAC)

The full SPAC committee for 2002 is:

Roy Fletcher	Otamatea High School.
Tony Broad	James Cook High School.
Chris Betty	Morrinsville College.
Allan Webb	Tauhara College.
Jane Beaven *	Flaxmere College.
Tina Sims	Palmerston North Girls' High School - <i>Convenor</i>
Peggy Burrows *	Marlborough Girls' College.
Kate Gainsford *	Porirua College
Lynlee Smith	Geraldine High School.

Kevin McSweeney (Exec) Blue Mountain College.

Robert Taylor (Exec) Nelson College for Girls.

* new members in 2001.

The committee's business is currently serviced by Trevor Bleakley of National Office, and Lynn Robson Field Officer at Palmerston North.

Teacher supply concerns extend to Middle Management Positions by Middle Management / John Gerritsen, Feb 13, 2002)

A crisis in middle management appointments in secondary schools is emerging and some schools have filled important head of department jobs with temporary appointments because of a lack of suitable applicants, secondary principals say.

They say the situation is worse than for basic teaching jobs, with fewer applicants and more serious concerns about the quality of those applicants.

Secondary Principals' Association executive member and staffing spokesperson Bali Haque said schools would be able to put 'warm bodies' in front of their classrooms this year, but in many cases they were concerned at a lack of quality applicants for jobs.

He said the perceived low status of teaching was putting off many of the best and brightest people from becoming teachers in the first place and high workloads and relatively low pay meant there were not enough quality applicants for many middle management jobs, such as head of department positions.

He said of 149 secondary principals who responded to an association survey last year, very few agreed that they had a good range of applicants for their middle management and head of department positions in the 12 months to last October.

Haque said less than 10 per cent of respondents said they had a good range of applicants for middle management maths jobs, 12 per cent for music, 20 per cent for science and less than 18 per cent for Maori language positions.

He said most of the respondents felt the quality of applicants for middle management jobs in the year to October had fallen, with 80 per cent of that view for science jobs, 75 per cent for maths, technology and Maori language.

"I hear cases where schools advertise a head of maths positions and get one applicant who is qualified to do the job".

"When you add it to the situation for basic scale positions, it is causing real concern," Haque said of the lack of quality middle management applicants.

The survey also covered basic scale teaching positions, and respondents also reported the quality of applicants for those jobs had deteriorated. Half of the principals said the quality had dropped for English teacher applicants and 70 per cent said it had worsened for maths and science applicants. Only five per cent said the quality of maths and science applicants had improved.

"We have got to pick up on these signals or we will be filling schools with people who aren't the best."

Haque stressed that new teachers were not all bad – there were still wonderful teachers coming into the profession – but the general quality was not great.

He said the major issue was workload, particularly for teachers in middle management. To that end, the government needed to increase the number of teachers allocated to each school in order to relieve workload.

"Fundamentally we have got to provide more teachers because by providing more teachers you can make teachers' conditions reasonable."

He said pay was also a problem and management units were not enough to lure people to middle management jobs. "In a large school like ours, the head of English could be looking after 18 staff ... that is the size of a small school."

Waitaki Boys' High School principal Paul Baker said he had only just managed to find permanent replacements for his heads of English and maths after two years of searching in one instance, and more than one year in the other.

Baker said his advertising of the vacancies resulted once in no applications at all and several times in only one or two applications.

He said there were several applicants for the job who 'might have done' but he had doubts and filled the positions with acting heads of faculty until suitable permanent appointments could be made. Phone calls to other Otago and Canterbury schools seeking heads of maths and English revealed they too were having serious problems in finding suitable applicants, he said.

Baker said far fewer teachers were interested in management positions because the administrative demands were greater than ever and teachers were fully stretched by their basic scale teaching positions.

Wellington College principal Roger Moses said he had to find eight heads of departments in the past couple of years and had been fortunate to appoint good teachers to those positions.

However, he said the number of teachers applying for the jobs and the quality of applicants was abysmal.

"You advertise a middle management position at present and you are lucky to get two or three applicants."

The fact that that was the case for high decile, well-regarded schools like Wellington College was a major cause for concern, he said.

Moses said head of department positions used to be terrific jobs, but that had changed as workloads increased.

"In the last 10 years, the sheer volume of work, particularly in curriculum change and assessment, has made it a job that people are not prepared to do," he said.

Moses said money was definitely an issue and pay parity with primary teachers made it difficult for middle managers' pay to improve. Time was also a problem.

Irene Lynch, manager of TeachNZ, the Ministry of Education unit responsible for monitoring teacher supply, said the number of secondary school jobs being advertised had dropped in the past few weeks.

Lynch said there were 239 secondary vacancies in the first Education Gazette of the year, but that had dropped to 141 in the second edition of the year. The third *Education Gazette*, was due out on Monday next week. Within that total, the number of actual vacancies for middle management jobs had also dropped, from 73 in the first Education Gazette of the year to 44 in the second.

He said TeachNZ had not been informed of any classes being without teachers, and a start-of-year staffing survey of all schools should provide some insight into the staffing situation. The survey was expected to be complete about the end of February and staff were currently chasing up those schools that had failed to respond as a response rate of close to 100 per cent was sought.

Lynch said it was difficult to know just how many teachers were needed this year because some schools were still finalising their rolls, but it appeared that schools were finding teachers to fill their vacancies. In the

area of secondary teaching, where schools have warned of shortages of teachers, Lynch said there were still secondary teacher graduates who did not have jobs.

She said the number of graduates available each year to work in secondary schools had doubled in the past 10 years. In the early 1990s there were about 880 secondary graduates a year. In 2000 there were 1720 and last year 1645.

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What is the Teachers Council?

The Teachers' Council is: Kathie Irwin, chair, ministerial appointment, Pembroke Bird, Lili Tuioti and Janet Kelly (ministerial appointments), Graeme Macann, PPTA nominee, Elizabeth Patara, NZEI nominee, Barbara Arnott, NZSTA nominee.

Interim appointments are: Peter Allen (secondary teachers), Marama Taiwhati (primary teachers), Karen Skett (early childhood) and Nola Hambleton (principals' representative).

The places of the interim appointees, one each for early childhood, primary and secondary teaching, will be open to election organised by the council.

The council has a strengthened professional leadership role and wider disciplinary powers than its predecessor, the Teacher Registration Board.

It will develop a code of ethics for teachers and promote best practice in teaching. It now requires mandatory reporting by employers of teacher incompetence and serious misconduct and will have a complaints assessment committee and disciplinary tribunal, with the authority to refer a teacher to a rehabilitative process or impose sanctions such as conditions of employment, suspension of a practising certificate, fines and deregistration.

Compulsory teacher registration requirements will be broadened to include teachers in kura kaupapa Maori and early childhood education and care services. Previously registration was optional for kura and early childhood teachers except for teachers in free kindergartens.

REPORTS FROM REGIONAL DP/AP GROUPS

From the Greater Wellington DAPA

We are having our first meeting of the new year on 14 March with Karen Sewell, CEO of ERO, as our guest speaker. This meeting is also our AGM.

Geoff O'Halloran, Tawa College

From the Canterbury (CADAP) Association

The Canterbury Association has again started the year with a real sense of purpose. The Mid-August CADAP conference has been booked for 3 days in Hanmer – arriving on a Wednesday evening and presentations and workshops all of Thursday and Friday morning. The success of Hanmer as our conference venue two years ago simplified the decision making on where to gather – the accommodation

and workshop areas were more than adequate and, in any spare time, the mountain air, the views, the walks, the hot pools and golf ensured all were easily able to 'forget' those pending teaching and management issues that had been left at school.

The major issue on the monthly committee meeting agenda is invariably the 2003 NASDAP Conference in Christchurch. The Convention Centre and hotel accommodation are now pre-booked and attention has turned to the programme – the presenters, the entertainers, the sponsors Many local APs and DPs have indicated an interest in helping with the organisation and calling in that welcome assistance will be happening soon. Needless to say we'd be keen to hear of names of possible sponsors and local and international presenters.

Perhaps of note is that one of our regular CADAP members, Chris McLaren, represents the Southern Regional Health School. Thanks to her enthusiasm and the materials she has provided we are all now far better informed of the learning programmes available to secondary school students who are too unwell to participate normally in school and are having extended periods either at home or in hospital. The students, who are dual enrolled, have a learning programme developed in association with their secondary school – a programme that usually includes an IEP and Correspondence School lessons. There are few of us who are not very appreciative of the commitment of Health School teachers.

Term 1, being particularly short and busy, has seen no general meetings but will, in a week's time see the first of the Friday afternoon/evening social gatherings at the Brewers Arms. Industrial action, staffing, NCEA – there will be no lack of areas for discussion for those who want to 'talk shop'.

Paul McWilliam, Christchurch Boys' High School

From the Otago DP and AP Association

The Executive has met and is in the process of confirming the speakers, dates and venues for two major events this year. The first one on the 10th May will be a regular meeting which will also incorporate the Bi - Annual meeting of the association and the Election of officers. The second, a two day Regional meeting for a date late in August.

Pencil these times in and as soon as we can confirm the venues we will let you know. It is intended that at the regional meeting we will have the inaugural John Dunbar Memorial lecture which we hope will be an annual event and provide stimulating, thought provoking input from a diverse range of people. Watch this space.

Marie Aubin, The Taieri High School

WANTED

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 2 2002 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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E-mail: eduwebb@reap.org.nz

Web Site: www.educationwebb.com

NASDAP WEB SITE

Have you looked at the new NASDAP Web Site?

www.nasdap.org.nz

On the site you will find.....

All newsletters since 1999

Conference details

NASDAP constitution

Executive contact details

Photos from the 2001 NASDAP National Conference

Minutes of Executive meetings

Contact details for regional DP/AP groups

A Discussion Group where you can start or contribute to a discussion topic

Try out the site!

Further ideas and suggestions to eduwebb@reap.org.nz please

(The site is best viewed using Microsoft Explorer)