

President's Report – March 2004

Tena koutou, tena koutou, tena koutou katoa

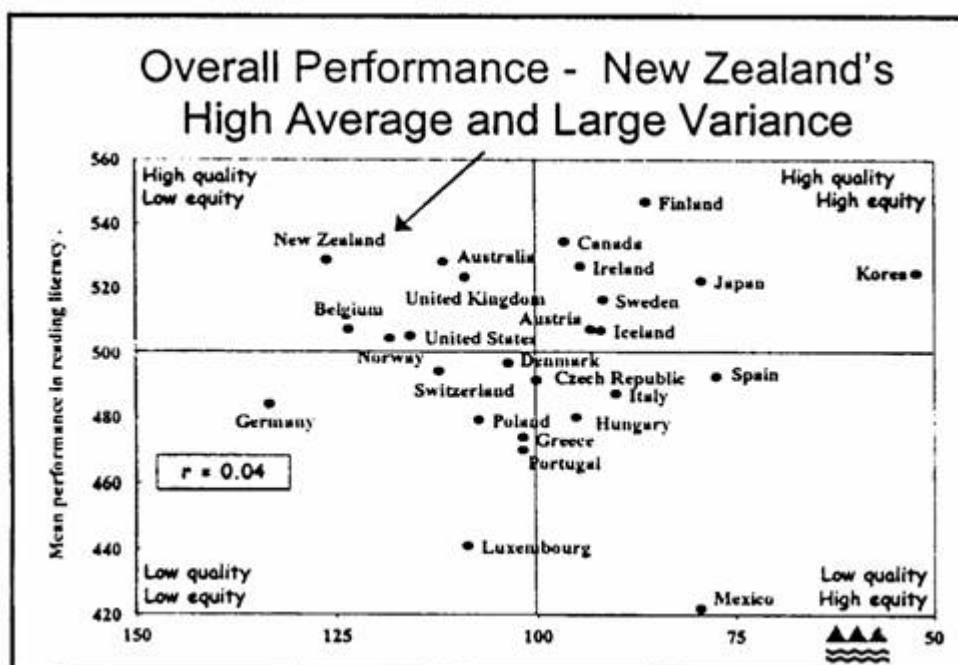
Welcome to 2004. I hope that you have all had a restful summer vacation and are no doubt very busy leading and managing your schools and your individual portfolios.

I would like to take this opportunity to thank the Executive members of NASDAP, for their continuing commitment to this professional association for Area and Secondary School Assistant and Deputy Principals'. They all work very hard to ensure the voices from all of the regions are heard by those who set policy and expect schools to implement these efficiently and effectively.

Congratulations to Carol Craymer, the 2003 National President who has taken up the Principal's position at Queen Margaret College in Wellington . We miss you Carol, but wish you all of the very best for your new position.

Howard Fancy [Secretary of Education] came and spoke to the Executive at our first meeting for 2004. There was interesting debate around an array of educational issues, policies and practices that the Ministry of Education and associated agencies are responsible for.

Howard presented a paper to the Executive and one of the issues that I want to dwell on is the overall performance of New Zealand's education system in relation to other countries.



This

graph illustrates that New Zealand provides a high quality but low equity education system and Howard spoke that we as a nation also need to address the variances between schools. He stated "We have one of the widest variations between schools in the OECD."

In order to remove this disparity, his aim is to ensure that we as a nation move into the **high quality, high equity quadrant**, around about the position of Finland on the graph. Howard spoke about the problem existing because of:

- 1 The growing diversity of students
- 2 Deficit thinking
- 3 The need to recognise the social and cultural differences of students

In his view, the education system needs to make shifts in its thinking, have an unambiguous focus on learning, ensure that effective teaching is based on quality relationships, we broaden the view of the infrastructure of education and ensure that Maori educational outcomes focus on being Maori. *[Your Executive members have a copy of his presentation if you wish to obtain one.]*

How will these happen? The ‘Secondary Futures’ and ‘School Sector Strategy’ are initiatives that the Ministry of Education and associated agencies have prepared in order to address some of these issues. This is worthy of educational debate and as leaders and managers within schools, if we have the opportunity to comment on future policies and practices, we must somehow make the time to do so. After all, educationalists are the experts on how the rhetoric is interpreted led and managed in our schools. Somehow we have to ensure that the rhetoric is NOT different from the reality!

Enjoy the remainder of Term I and the upcoming vacation. An eleven week term is very long and we all deserve time away from our workplaces. If you travel, travel safely.

Arohanui
Annette M Taylor

NASDAP Executive 2003 – 2004

The following members were elected unopposed to the NASDAP Executive for 2003 - 2004:

Upper, Central and Lower Northland

Roy Fletcher, Otamatea High School

ohsdp@ihug.co.nz

Auckland (south of Mahurangi to Counties/Manukau)

Sheryll Ofner, Rosehill College
college.co.nz

s.ofner@rosehill-

Second person to be appointed

Waikato , King Country, Thames Valley

Leslie Jamieson, Hamilton Girls' High School
lesleyjamieson@hghs.school.nz

Western Bay of Plenty, Bay of Plenty

Allan Webb, Tauhara College , Taupo

eduwebb@reap.org.nz

East Coast, Hawkes Bay

Stephen Hensman

dprin@stjohns.school.nz

Taranaki, Manawatu and Wanganui

Phil Keenan, Stratford High School
kp@stratfordhigh.school.nz

Wellington , Hutt Valley and Wairarapa

Jenny Thomas, Kapiti College

jenny@kapiticollege.school.nz

West Coast, Nelson and Marlborough

Annette Taylor, Nelson College for Girls
annette.taylor@ncg.school.nz

Canterbury and Aoraki

Lynlee Smith, Geraldine High School

ap@geraldinehs.school.nz

Otago and Southland

Joyce Whyman, East Otago High School
jae.whyman@xtra.co.nz

Please feel free to contact your executive member on any issue.

MINUTES OF THE NASDAP EXECUTIVE MEETING HELD AT WELLINGTON AIRPORT - VISCOUNT ROOM

Friday 5 March 2004 , 9.15am – 3.45pm

PRESENT: Roy Fletcher , Stephen Hensman , Sheryll Ofner, Lynlee Smith, Annette Taylor , Jenny Thomas , Joyce Whyman

APOLOGIES: Phil Keenan, Lesley Jamieson , Allan Webb , Julia Scott

MINUTES OF PREVIOUS MEETING:

Motion: That the minutes of the previous meeting be accepted as a true and accurate record. Moved: Annette Seconded: Lynlee Carried

ELECTION OF 2004 EXECUTIVE OFFICERS

- Annette Taylor nominated as Chairperson
- Lynlee Smith nominated as Secretary
- Annette Taylor nominated as Treasurer
- Sheryll Offner nominated as Deputy Chairperson

There was a discussion about the feasibility/desirability of one person holding a dual office. Due to the availability of ancillary help it was decided that it was acceptable for Annette to hold both positions.

Lynlee added to signing ability for the accounts.

MATTERS ARISING:

- Discussion over the reporting of comments made by Kate Colbert and recorded in the last minutes that have made the media. Kate had seen the minutes prior to their release and approved them. Suggestion that the Executive send a letter to Kate Colbert recognizing that the media furore came from our newsletter, that we have reviewed our processes and are happy with them, and give her the opportunity to comment. Annette to action.
- Listener referred to “some obscure newsletter.” That Executive sends a letter to The Listener to outline the lack of “obscurity” of NASDAP. Offer to send them our newsletter so that we are not obscure any more. Annette to action
- Residential Institutions – good web site to refer to:
www.nzs.com/education/special-needs/
- Newsletter – costs per copy for 2003 production

Term 1 4.47 12 page, 4 page insert

Term 2 3.70 10 page, 1 insert

Term 3 3.56 10 page

Term 4 3.33 8 page

Discussion about the size of the font, the design, present cost to members of producing the newsletter, (approx \$15 per year from an \$80 subscription), possible increase in newsletter cost, positive feedback from members on content. Decision made to look at possible cosmetic changes to format, with inclusion of the logo. Sheryll to pass a newsletter to the designer who developed the letterhead, for cost to develop a template incorporating the logo and to come back to the next meeting with details.

TREASURER’S REPORT

Annette presented the treasurer's report. (Copy attached) Term deposit divided in order to cover seeding monies for Rotorua Conference. Christchurch returned their seeding money today. This will show on the next Statement of Financial Position.

- Discussion concerning the amount and possible uses of money in the NASDAP account.
- Gives us the ability to remain independent of PPTA as a contract negotiator.
- Could hire an outside researcher to look at the AP/DP role
- Seeding money for annual conference
- Gift to regional conference holders (up to a \$1000) where the conference is nationally advertised and over two days.
- Scholarship for international travel to attend an overseas conference?
- Professional research grant for members?
- Annette to prepare a budget for the next meeting. Members need to think about criteria for a scholarship.

Motion: That in light of increased postage costs and the desire to establish a scholarship fund the membership fees be raised to \$100

Moved: Joyce

Seconded: Jenny

Carried

CORRESPONDENCE INWARDS:

- Colin Bramfitt - FADE

GENERAL BUSINESS:

1. Howard Fancy Introduction

Howard joined the meeting at 1.30 and was with the group for a two hour session. After a brief introductory presentation (copies distributed to members) the floor was opened to questions from the executive. He stressed the value for the Ministry in getting questions from this group and that NASDAP should not underestimate the fact that it is having an impact.

Key points of his introductory presentation were:

- Overall Performance – New Zealand 's high average achievement but large variance, analysis of the problem linked to deficit models and need to recognise student diversity, education for life put emphasis on higher level skills and personal strengths and values, many underlying shifts in thinking happening at present. Want system with unambiguous focus on learning which requires better alignment across different roles and capabilities within system– effective teaching was most important system influence, broadening view of infrastructure to put greater emphasis on access to information, assessment tools and research. Important for, government and the sector to be talking the same language.
- Lot of change happening to thinking in education at the moment. Often the debates in name of NCEA, were reflecting some deeper and important education issues being grappled with.

- PISA results show NZ's economic performance cannot be blamed on average educational performance. Our students performed above some countries that have a much higher standard of living.
- NZ though has one of the widest gaps between top and bottom performers. When unpicked NZ has one of the widest variations within schools. If this survey was done in 10 years time and NZ was significantly above Finland with high average achievement and low dispersion what would have been the most important thing that had brought about the change? Maybe more about hearts and minds, different ways of thinking and relating rather than being about particular policies or interventions.
- Senior secondary schools have seen huge growth in participation and retention, but it's put a lot of stress on that system. Growing diversity of students. Too often kids are judged by their backgrounds – deficit thinking. Challenge in the teaching processes that connect better to the home and social contexts of learners. Research done by Russell Bishop – effectiveness of teaching adds a huge amount to learning. Relationship with teacher that makes the biggest difference. If we are going to succeed with these kids, where are we going to make the biggest difference? High quality teaching can overcome some of the other factors of influence.
- Learning to learn. Resilience, identity, social values. Focus on student achievement, best evidence. Represent a major shift from a focus outside the classroom to thinking about what is at the essence of successful teaching. Trying to shift the debate away from dollars to what are we trying to achieve and from this what are the most important things that need to be resourced.
- Need to think system as much as school. Networked and collaboration around raising learning opportunities and quality will become more important. A bit of a slogan: Maybe in 15 years time individual schools will be doing less and doing it better, but the overall system may be doing more and better. Really challenging though, to move from such concepts to actually being able to make it work within the system.
- Final diagram – secondary futures – looking for processes that encourage parallel debates in the profession with those happening at a government level.
- What are the skills, teaching or assessment tools teachers need to do better with more students. Bishop research important but because it was small sample success could have been inevitable. Challenge is to look carefully at how to scale up across wider range of schools and teachers for deeper learning. But it demonstrates power of the voice of kids and teachers and policy makers listening. Changing school's relationship with all the kids, not just the Maori kids.
- Schools working out their own solutions. How do we get better understandings of these and in ways that can be shared and support wider innovation?
- Mechanism to hear the debate. 1. Secondary futures – this is a debate that is going to be overseen by the four guardians – Government and PPTA participants but also open to others. Without a fixed agenda. Outcomes of those debates then can inform decisions and negotiations that happen in other forums. About having a long term view about what future possibilities are; to have these identified by profession and to get a handle on the range of things that might be required to make them a reality.. 2. How do we do the research

to get the best evidence? 3. School improvement: working together – how can we come to the party to contribute?

2. **Howard Fancy Question and Answer Session**

The question and answer session took the form of a full group discussion with Howard often putting the question back to members for their response and input.

a. **What actions is the Ministry considering to effect the removal of the current inequities in assessment towards NCEA?**

- Important to recognise NCEA a new way forward after 20 years of division. The Ministry has seen NCEA as an evolutionary development. Need broader consensus around system; where are the priorities en in terms of future improvements? There is a process allowing cyclic review of standards. This needs to consider capacity of teachers to contribute to such changes and refinements because their input and leadership would be vital.

b. **Where do you see the place of exams in the future ?**

- There are no plans to alter present arrangements.
- No reason why schools cannot decide appropriate internal/external balance.
- A number of schools indicate that they would expect a lesser emphasis on exams at lower levels but were approaching this cautiously. Always going to need an external assessment to be key element at the end of secondary education.
- Behind such decisions are some important education judgements to be made about the learning outcomes and the importance of assessment **for** rather than **of** learning.
- Also links to how a system can evolve and why. NCEA was a compromise. External assessment was emphasized where it seemed the most relevant way. Thinking probably was that this would ease workload relative to internal but in practice did not anticipate quite how much time and effort teachers required to prepare students for the externals.
- The underlying assumption was that the Ministry/NZQA believed teachers could make good assessment judgments. Such judgement has certainly been borne out in practice. Was noted though that still is need for teachers to trust each other. Eg. We trust our own teachers, but don't trust the school down the road.

c. **What about the international perception of NCEA?**

- Not a problem. Recognition derives from the international relationships and standing of NZQA. For example, if NZ student goes into the American system NZQA needs to be able to translate NZ qualifications to those of the American system. That is happening.
 - Noted the direction we are going is not dissimilar to the path that a lot of other countries are going down. Different countries have different pathways.
 - Noted some schools offering different qualifications to reflect the needs and interests of their students. Important though to be clear what learning outcomes are associated with different qualifications. Not arguing for one size fits all.
 - 2003 a much more positive atmosphere amongst teachers. While workload pressures are still there, clearly high clear sense of growing confidence. NCEA has built strong relationships and effective working between Ministry and NZQA.
- d. **Teachers don't have set hours; when negotiating contract settlements what are the expectations of teachers work hours weekly and annually**
- No simple formula. Most professionals will do more than 40 hours a week. Howard posited that 70 is unreasonable, but did not give a figure. Committee argued majority of teachers are working more than 50 hours per week and in holiday time getting fewer than 20 days off.
 - Asked the question back: If all your teachers were only going to give 50 hours per week across the year less an allowance for holidays how would you maximize the effectiveness of their teaching in that time? How would use other ancillary help?
 - Would be preferable to find a mechanism outside the industrial round to get some solutions to this issue. See the follow up to Ministerial taskforce as one vehicle for doing this?
 - There was an important shift in focus taking place away from things outside the classroom (which has probably been true of most major education debates over the past 20 years) to a focus on looking for the best ways to improve the quality of teaching. Not simply a resourcing issue but also about identifying priority areas for professional development and professional support.
- e. **What are the expectations of schools for meeting requirements of Health and Safety Act and where are the management costs of these to come from?**
- They are requirements of all employers, not just school. While they mean a compliance important to see them more as an opportunity to create productive relationships between management and staff.
 - Executive argued that there was a lot of extra cost being required and no extra funding being allocated.

f. **How would you respond to the assertion that Assessment is Driving Learning**

- Said this has always been an issue. Really important to be clear about difference between assessment **for** learning as opposed to assessment **of** learning. Emphasis being placed much more on the former. And to be sure assessment is fit for purpose and consistent with the curriculum – ie, what is being assessed is what is important to know has been achieved and that the method of assessment is appropriate.
- Looking to get a focus on achievement, what characterizes a successful school leaver? Learning to learn, learning to be and learning to apply the knowledge and skills learned. Emphasis on content might be enough to pass, but it's the ability to apply it and analyses that is required by successful lifelong learners and provides the differences from achieved to merit and excellence.
- It is the learning outcomes that matter most and in this sense need to see a qualification as one means of simply recognizing that learning. Saw a positive shift in debates and discussion happening in different groups these are issues not just for schools but also wider parents' and community expectations.
- Lifelong learning places more emphasis and importance on Pathways with school to tertiary a transition point for many.
- Some very interesting and important issues/questions emerging as a result of NCEA. – Is technology too sophisticated for some students. Interesting to see teachers more explicitly multi-leveling and allowing students to chose what level to present for. Some important education judgements behind providing breadth of learning opportunities relative to depth of learning. Seeing Students not only much more assessment literate but becoming much more demanding in their choice of courses.

g. **Given that we all know how important continuous review is in education, why is it that senior school curricula (such as History) are reviewed so seldom, despite repeated requests from teachers ?**

- Not expert in particular areas. What is the best way to do that, and how urgent is it? The senior curriculum is not regulated? Achievement standards can provide for considerably flexibility over content. What holds subject groups from leading or initiating change? Behind the question is there another question that the profession is divided and do they genuinely want us to lead or are they asking us to back one side? What form does a national syllabus/prescription/course statement take if we want standards but not standardisation?
- Also comes back to priorities for change, the capacity to change (given teacher input is essential and broad professional needed) and who should

be leading it. Certainly not averse to there being change if teachers are agreed for the need for change and willing to help make it happen.

- Executive said there was frustration at the content questions – to what extent are the teachers of History ready to move from the topic based questions that are still being used? Open-ended content without changing the Achievement Standard would the history teachers be ready to move? Would the history teachers be united? Is there a debate about what history and whose perspective to be resolved – e.g. how much NZ history should be taught as opposed to world history. How to ensure not just one view of NZ history? What pool of knowledge would you expect from students coming out of a particular level? Personally would like to see a greater focus on NZ history and from various different perspectives.

h. Are there any proposals to review the allocation of operations grant funding?

- Every year the ops grant is reviewed. Analysis done on the different pressures and drivers behind it. The Minister comes from the perspective that he has been given a budget to allocate. and he has to work through how much goes where?
- Also quite a balance between what is put in say, ops grant, relative to additional staffing relative to development of assessment tools such as Asstle, professional development, implementing Broadband or saving schools costs through deals such Microsoft licenses.
- Acknowledged there are sector concerns about contestable funds. Noted despite TFEA funding there is still quite a correlation between rating, socioeconomic status and educational outcomes so while the funding may be necessary other ways of supporting more effective learning and teaching will be important.
- Noted the Ministry is now moving to supporting a more collaborative approach to improve access and quality in education.

i. Can you give us an Update on the Curriculum Stocktake and where it is heading?

- Government signed off the recommendations from the Curriculum Stocktake early in 2003. Work is now underway through the Curriculum Project to provide more clarity around the values and the skills and, therefore, developing more exemplars. Special Ed and adapted curriculum. Identify effective practice and the links to PD. Building on what is done. Better info, better support, better informed PD.
- The key thrust is to refine, reduce and revitalise the curriculum. One part of the work is to give effect to the recommendation to make language learning a learning area in its own right as distinct from the language used

as medium for instruction. This does not mean (yet) that all students will be obliged to learn a second language but we should note we are one of very few countries where this is the case.

j. **Is the Ministry considering any strategies to attract good graduates into teaching and if so what are they?**

- Executive pointed to pressure of small fields.
- TeachNZ, secondary trainee allowances and scholarships and promoting teaching. Overall felt haven't done too badly to responding to the threatened shortage of teachers over recent years. Acknowledge that a number of gaps are being filled by international teachers but also noted.
- Made links to bringing the focus back onto teaching. Really valuing the professional judgement and expertise that teachers have is really important in the same way that we value the professional judgement and expertise of our doctors. There are opportunities through the MTF to think about career paths and to recognize teacher investment in extra qualifications.

3. **SPAC/NASDAP Relationship**

Some discussion held about the current contract claim presently in front of PPTA members and how this might impact on AP/DPs.

- Concern that the Middle Manager/Senior Manager gap is being diminished.
- Concern that the Senior Manager Principal gap is widening. Need to have a relativity debate.
- Good that PPTA is trying to address the issue of workload for Middle Managers. This is something that we fully support.
- NASDAP should be commenting from a Senior Management perspective. Our claim as Senior Managers needs to be heard, and is unlikely to be from our Regional meetings, where we are a minority voice.
- Discussion of our relationship with PPTA as outlined in the constitution. Our expectation is that NASDAP is the body that can set the standard. Information both ways.
- It is only luck at this moment that there are members on both committees – could happen that there are no NASDAP executive on SPAC. Has to be some way of knowing that NASDAP and SPAC are speaking with the same voice. There needs to be a proper dialogue between the two organisations.
- PPTA has to represent **all** its members. Annette to write to SPAC.
- Suggested claim, may need to take into account senior manager remuneration so that pathway still remains attractive to AP/DPs. \$5000 for MUs. That's what the membership has already supported in an earlier survey of opinion.

Management Unit needs to take into account the attractiveness of moving to Senior Management. Why would an HoD want to move on to Senior Management when the differential diminishes at a higher level?

- Concern that there is a suggestion in the latest SPAC minutes that senior managers should be sensitive to issues discussed in PPTA regional meetings and might like to leave a meeting, where issues being discussed might compromise them.
- Number of AP/DPs belong to PPTA as a form of employment insurance

4. On-line Community for DP/APs through Leadspace and Talk2learn

Lynlee presented a demonstration of the Talk2Learn site (discussion paper distributed to executive) and the possibilities it offers NASDAP members. Exec agreed to trial the concept from now until the next meeting when it will be discussed further and a decision made as to whether to present it to the rest of the membership. Rosalie Goldsworthy of Moeraki will act as facilitator for the project. All executive members are to e-mail Rosalie within the next week to receive passwords and to activate the on-line discussion group. (rosalie.goldsworthy@leadspace.school.nz)

5. Free Diaries for AP/DPs

- 1000 are being printed.
- Copies of 2005 diaries to be delivered April 2004
- All delivered to Allan to be posted out with Newsletter 2
- NASDAP to cover the extra postage expenses involved.

6. Scholarship –

- Criteria – all executive to talk to other members and begin to determine appropriate criteria. Discussion to take place next meeting.
- \$5000, research, travel?
- Good independent person to sit on the panel. (Suggestions? – Wayne Edwards, Massey University ?)
- Accountability – presentation to Executive, conference and an article in the newsletter as requirements of scholarship acceptance.

Carol Craymer Replacement

Letter of thanks to be sent to Carol as outgoing president from committee. Annette to action. Sheryll Ofner informed the group that Julia Scott, currently on leave from Onehunga High School and working for Team Solutions, had been nominated as Carol's replacement. The question was raised – are Team Solutions a paid up member of NASDAP? The answer is no. Therefore, this nomination cannot be accepted at this point. Sheryll to inform the Auckland Region of this. Matter needs to be resolved before the next Executive meeting.

Meeting Dates

There was some discussion on meeting dates after Sheryll raised the issue of Julia Scott being unable to attend meetings on Fridays. Meetings have traditionally been on Fridays. Members discussed this and the feasibility of other days during the week. The decision was made to stay with the status quo, due to school commitments of the existing executive members.

Deadline for the next newsletter March 25 – to Allan

Roy - the PPTA claim and its impact on AP/DPs .

Lynlee - On-line community with Talk2Learn

Executive to approach other members who might have articles to add.

Next Meeting:

Phil Smith and Colin Bramfitt both to be invited to speak to the next meeting.
Annette to action.

Meeting closed at 3.30pm

Next Meeting: Friday 14 May, 2004 .

Talk2learn

Reading the minutes of the Executive meeting held March 5 you will have noticed a mention that the Executive would trial the Talk2learn on-line community to see whether it might have some value for DP/APs around the country. Rosalie Goldsworthy , ex-principal and now living at and working from Moeraki, has agreed to facilitate the process. Below is a brief outline of what Talk2learn is all about.

The most rapidly growing area of Internet use currently in New Zealand is chat rooms. People with a common interest find real value in discussing their issues on line. In 2002, the Ministry of Education established PEN, the Principals Electronic Network, to provide a confidential forum where Principals can discuss professional issues. Over the last 2 years PEN has reached almost every Principal and so now is the time to look at extending the opportunity to APs and DPs in a new community which will need a name, but which we can call NASDAP for now. Other existing communities are ICTPD and AL (advisors)

The platform used for these on-line, asynchronous, many to many conversations is Talk2learn, the second generation of Think.com, the brain child of Oracle. Oracle has a vision of connecting every child in the world with a safe forum and their own web site. This vision is powered by Think.com. In England , they have been using the software for more than 5 years, to host “Talking Heads” a voluntary forum for Principals and “Virtual Heads”, a web based qualification for intending Principals.

A key role in all these communities is to provide an interactive forum for professional development. We all know that for learning to take place, an interactive activity provides a great starting point. There has been a lot of research into virtual

communities and the evidence shows that certain steps need to be followed to get a momentum of conversation going. We are all a bit reluctant to publish our opinions, but they are the essence of discussion. This is why Executive will start with a trial, to find what works best for our group. If this works we will then promote it to other AP/DPs through regional meetings and Conference workshops.

In the meantime we will keep you updated through the newsletter.

Deputy and Assistant Principals – the original multi-taskers !

We all know that teaching and learning are our core business, but have you ever got to the end of the day and thought “I wish I had spent all my time involved with teaching and learning”?

If so, the Central North Island Deputy and Assistant Principals’ Assn invites you to attend their biennial conference held at Wairakei Resort from Wednesday 16 June to Friday 18 June 2004 .

Our conference is looking at some of the “other tasks” that take up our time and our speakers include:

- Larry Summerville on “Building a winning team”
- Claire Balfour on “Cybersafety”
- Anne Sturgess on “Gifted and Talented” students
- Nigel Latta who is a forensic psychologist
- Sue Hawkins on “Dealing with the Media”

and Robyn Pearce on “Time Management”

Registration forms will be sent as email attachments before the end of this term.

For registration enquiries contact hgorrie@kawcol.school.nz

For any other enquiries regarding the Conference, contact ph@matamatacollege.school.nz

PPTA Senior Positions Advisory Committee

Report on SPAC meeting 26/2/04

As a member of the NASDAP executive and the newly elected Chairperson of PPTA's Senior Positions Advisory Committee (SPAC) I have been asked to write an article for the NASDAP newsletter about the last meeting of SPAC

The SPAC committee currently is:

Name	School	Representing	Email
Roy Fletcher	Otamatea High School Po Box 64 Maungaturoto	Northland Auckland North of Harbour Bridge	ohsdp@ihug.co.nz
Trevor Bleakley	Secretary	PPTA National Office	tbleakley@ppta.org.nz
Sheryll Ofner	Rosehill College PO Box 72-546 Papakura Auckland	Counties Manukau Sth of Harbour Bridge	s.ofner@rosehill-college.co.nz
Marian Fogarty	Morrinsville College PO Box 325 Morrinsville	Waikato King Country Thames	marian@morrill.school.nz
Pauline Donovan	Rotorua Girl's High School 251 Old Taupo Road Rotorua	WBOP Bay of Plenty	Dp-cur@rotorua-girls-high.school.nz
Jane Beaven	William Colenso College Arnold Street Napier	East Coast Hawkes Bay	Jane.beaven@colenso.school.nz
Phil Keenan	Stratford High School PO Box 204 Swansea Road Stratford	Taranaki, Manawatu- Wanganui	kp@stratfordhigh.school.nz
Geoff O'hallaran	Tawa College PO Box 51 045 Tawa	Hutt Valley Wellington Wairarapa	gohalloran@tawacol.school.nz
Alister Williams	Marlborough Boy's College 5 Stephenson Street Blenheim	West Coast Nelson Marlborough	alisterw@mbc.school.nz
Lynlee Smith	Geraldine High	Canterbury Aoraki	ap@geraldinehs.school.nz

	School McKenzie Street ,		
John Douglas	South Otago High School Frances Street Balclutha South Otago	Otago Southland	jdouglas@sohs.school.nz
Kate Gainsford	Porirua College PO Box 53 023 Cannons Creek Porirua	Executive	k.gainsford@atrix.co.nz
Ron Miller	Green Bay High School PO Box 80 002 Green Bay Auckland	Executive	r.miller@atrix.co.nz
Lynn Robson	PPTA Palmerston North PO Box 168 Palmerston North	Field Officer	lrobson@ppta.org.nz

We last met in Wellington on the 26th February. There were some house keeping matters and then Ron Miller gave an update on the collective agreement claim and an outline of the campaign.

Rob Willetts joined the meeting and commented on a number of staffing issues. In particular, difficulties with non-contact time were discussed. The point was made that time had been added to staffing resourcing. Most of the committee felt that the additional staffing generated was not commensurate with the amount required to supply the non-contact time. Despite this, the general consensus was that most schools were able to comply with the contract and had a timetable policy to resolve specific local issues.

Judie Alison came and spoke about the PPTA 'Charting the Future' conference on the 18th- 20th April. She also stressed the importance of teacher participation in the consultation process on the 'Code of Ethics'.

Rob Willetts then outlined a possible long-term solution to dealing with issues raised in the last few contract rounds. This solution would very much be reliant on the satisfactory resolution of outstanding issues (such as the G3 one).

Bronwyn Cross joined us and talked about the issue of network reviews. One point made was that reviews can help the provision of education in a district. This would certainly appear to be the view of the minister as expressed in a letter to the Listener (20/03/04). However, dislocation, job losses, the loss of essential services in rural

areas were some of the issues that arose from this discussion. Questions were also asked, about whether integrated schools should be part of the process and whether the demographic projections that decisions were based on were entirely reliable.

Another issue raised was the relationship between senior managers and branch members should a conflict arise. The point was made that senior managers should act with sensitivity when deciding whether to attend branch meetings discussing controversial issues. However, the point was also strongly made that those senior managers who are PPTA members are entitled to the same quality of support from PPTA that any other member could expect.

Finally there was a discussion about the proposed claim for improved unit values. Very strong support was expressed for making conditions better for middle managers, but there was also some feeling that only loading up to the third unit would erode the differential between middle management and senior management salaries. In some schools there is not much of a difference between these now and this proposal could make it even less attractive for middle managers to apply for senior management positions.

The final item on the agenda was meant to be the relationship between SPAC and NASDAP, but we ran out of time. On a personal note I can only say that there is a very positive relationship between the two organisations as four people are on both executive groups. One difference is the scope of representation. NASDAP represents DP's and AP's and SPAC represents senior positions with four or more management units.

I have included the names and email addresses of the SPAC representatives so that AP's and DP's can contact them about the upcoming contract round, or any other professional matter affecting senior positions in schools.

Roy Fletcher

DP Otamatea High School

Chairperson SPAC

Taming the Timetable Triangle

There has been a great deal of attention focused on the construction of timetables since the settlement of the contract (STCA 21/8/2002-30/6/2004). In some ways it was a major coup having the insertion of clause 5.2. on non-contact time. Part five, on hours of work, has always been fairly vague and this clause made some attempt to define how much non-contact time a teacher should have. However, at times the focus on non-contact time has also diverted attention away from the real issue, which is, teacher workload. This article argues that it is impossible to control teacher workload through specifying non-contact time. There are two particular reasons why it draws this conclusion. Firstly, non-contact time is only one aspect of teacher workload and, secondly, it is not easy to control the workload of conscientious people.

Taking the first issue, there are three factors that impact strongly on the organisation of curriculum time and the consequent distribution of teacher workload. The three corners of the timetable triangle are; curriculum breadth (number of classes taught), class size, and number of non-contacts. Obviously there are other factors that are significant, but these tend to affect the detail rather than the basic structure.

The first thing to decide is how many classes will be run. Schools tend to set minimum class sizes and not run classes if they fall below a certain level. Availability of specialist staff can also be a factor in how many classes are run. Nevertheless, it must be asked what happens to the students who would otherwise be taking the classes that were cut. They are either given unsupervised 'correspondence type' courses or they are added to other classes. Most teachers would argue that the former was not the optimum and the latter does not control the workload, it merely redistributes it from one teacher to another. If this means that teachers, who already have classes larger than the average, gain even more students then this is clearly an inequitable redistribution of workload.

In our school, we elected to go for a structure that maintained curriculum breadth, but still complied with the contract. It seemed prudent, when the grim reaper of "network reviews" was about to scythe down schools that did not appear to be viable, to maintain a curriculum that was relevant to our students' needs. It also seemed to fit in with the spirit of the National Qualifications Framework. Workload for the timetablers and senior management was certainly increased by changing the structure. Earlier this year, I surveyed the staff and two thirds felt that their job is more stressful this year than last year and most thought their workload had increased! As you can see it has not been an outstanding success so far.

However, it is not all doom and gloom. Clause 5.2.3 of the STCA that says schools "shall implement a policy on timetabling, developed in consultation with its teaching staff" is a positive move as long as the staff are willing to share the increased workload created by this clause. PPTA has produced a very good resource "It's About Time: Implementing the Guaranteed Non-Contact Time" to assist in this process and, in my opinion, there are many excellent suggestions in that pamphlet. However, these are suggestions only, not compliance requirements. Nevertheless, there are also glib references to "Board-funded" payments. This is a favourite ploy of the Minister too. Whenever there is a problem, suggest that schools use the Operations Grant or parent contributions to fund the solution. This presupposes that all schools have sufficient funds to pay for what they are already required to provide, let alone funding additional staffing. Many schools believe they have not been given sufficient additional staffing to supply the non-contact time and many are already funding additional staffing themselves.

Finally, it is difficult to use compliance mechanisms to control teacher workload. In many ways, it is more sensible to specify maximum contact time rather than minimum non-contact time. Clause 5.2.2 does this when it refers to secondary manual teachers. However, these mechanisms only control the workload of those teachers who think, "what is the minimum I have to do?" The conscientious teachers who do the job because they: have a "sense of vocation", or "want to provide the best for children" or "believe that teaching is the most important job in society" will never do the minimum. It is not in their make-up. Controlling their workload requires a more

fundamental altering of their concept of a teacher's job and what one person can be expected to do. Even then, it will be difficult.

In conclusion, Clause 5.2 is a good start, but as yet it is a reasonably blunt instrument in controlling workload. The whole of "Part five: Hours of work" in the STCA needs to be reviewed to ensure that any redistribution of workload is equitable. If the contract is to specify non-contact time for beginning and basic scale teachers then it should also **specify** non-contact time for those with Management or Responsibility Units. Otherwise the workload is just being delegated upwards. If these points are acknowledged, then a timetable policy will go some way to addressing the issues as long as it gives consideration to the needs of **students** as well as the needs of teachers.

Roy Fletcher

DP Otamatea High School

Alternative/ Special Ed Providers Southern Region

Residential Schools:

McKenzie, Hallswell (Hogben), Salisbury

These all have web sites that are quite informative

Alternate Education Providers tend to be local and it is best to check with local MoE offices to locate available options. In Otago GSE is the provider for Alternative Education in Central Otago and Dunedin / South Otago . Waitaki Boys High School is contact for Alt Ed in North Otago .

The TKI web site has information on the structure around alt ed and NETS.

The NZS.COM/education web site is a very good directory of education resources. The <http://www.nzs.com/education/special-needs/> link for example provide the following national resources many of which are South Island based.

- [ACG English \(www.ace.school.nz\)](http://www.ace.school.nz)

Offer innovative English language programmes, preparing students for internationally recognised qualifications.

- [Allenvale School and Pre-School for Children with Special Needs \(www.chch.school.nz/allenvale\)](http://www.chch.school.nz/allenvale)

Wide range of programmes for children with Autism, Aÿ Prada Willi Syndrome, Down's Syndrome, Fragile X, Attention Deficit Disorder etc. in a spacious, stimulating and safe environment by qualified specialist trained teachers.

- [Astech Assistive Technology Centre \(www.astechnz.com\)](http://www.astechnz.com)

Software, occupational therapy and speech language therapy for people with physical and learning disabilities.

- [Bankwood School \(www.bankwood.school.nz\)](http://www.bankwood.school.nz)

Foster the development of the whole person in terms of academic, physical, cultural, social and emotional needs.

- [Blomfield Special School and Resource Centre \(www.blomfield.school.nz\)](http://www.blomfield.school.nz)

Provide for children with special needs in Northland aged from 5 to 21 years.

- [BrainMasters \(www.brainmasters.co.nz\)](http://www.brainmasters.co.nz)

Provide tuition to school children who are not getting the support they needed within the regular school system.

- [Burnside Primary School \(www.burnsideprimary.school.nz\)](http://www.burnsideprimary.school.nz)

Primary school centred in Christchurch , New Zealand .

- [Carlson School for Cerebral Palsy \(www.carlson.school.nz\)](http://www.carlson.school.nz)

A special needs state education institution located in Auckland .

- [Cashmere Avenue School \(www.cashmere-ave.school.nz\)](http://www.cashmere-ave.school.nz)

A medium sized primary school located in Wellington 's north western suburbs.

- [Dissertations Abstracts \(www.dissertation-abstracts.com\)](http://www.dissertation-abstracts.com)

Offers doctoral and digital dissertation, thesis abstracts and statement writing help.

- [Entrepreneur's Success Programme \(www.espnz.co.nz\)](http://www.espnz.co.nz)

Is a three year goal achievement programme for entrepreneurs and intrapreneurs who want a quantum leap in personal levels of performance.

- [G&H Training Limited \(www.ghachieve.co.nz\)](http://www.ghachieve.co.nz)

Offer hands on training in a variety of sought after professions, concentrating on bringing out the best in every student.

gate.nelson.org.nz

Helping gifted and talented children and their families.

- [Geraldine Primary School \(www.geraldineprimary.school.nz\)](http://www.geraldineprimary.school.nz)

Full primary school with a roll of 250 children, in 10 classes. The school is staffed by 15 teachers and 7 ancillary staff.

(giftedkidz.voyager.org.nz)

A Web site that is the result of a Massey University Masterate project on gifted children in New Zealand .

- Hohepa (www.geocities.com/cap_nz)

Aim is to establish and maintain home schools for the curative education and social therapy of people with intellectual disability.

- I.T. Education Company Ltd (itecnz.co.nz)

Assessment, diagnostic and solution software to enhance the abilities of students of all abilities and generations to reach their potential.

- Inex Seminars (www.inexseminars.co.nz)

Developed the "Speech and Communication" series. This eight week course of two hours per week, will help you with self-esteem, selfworth, and overcoming the very fears that prevent many of us from achieving our full potential.

- International Middle School (www.ims.school.nz)

Offer a style of learning that goes back to the basics and nurtures a child's academic development by instilling self-confidence and a will to learn.

- [Kaka Street \(www.kakastreet.school.nz\)](http://www.kakastreet.school.nz)

Educational facility in Tauranga , New Zealand for students with special education needs.

- [Malula's Pre School \(www.malulas.co.nz\)](http://www.malulas.co.nz)

Pre school care for young infants giving them security and a learning environment in the New Brighton area.

- [Mangamaire School \(www.mangamaire.school.nz\)](http://www.mangamaire.school.nz)

Primary school located in the country side with about 100 students and 5 teachers.

- [McKenzie Residential School \(www.mckenzie.ddi.co.nz\)](http://www.mckenzie.ddi.co.nz)

McKenzie is a residential special school in Christchurch for boys and girls with serious and chronic behavioural problems.

- [Montesori Courtyard Preschool \(www.courtyard.school.nz\)](http://www.courtyard.school.nz)

Christchurch pre school training pre schoolers education.

- [Parkside School \(www.parkside.net.nz\)](http://www.parkside.net.nz)

A schools for students who fall into the broad categories of profound, severe and moderate disability. Located in Wellington City .

- [Practical Education Training Centre \(www.petc.ac.nz\)](http://www.petc.ac.nz)

A private tertiary establishment offering an alternative and or second chance educational pathway to students whose needs may not always be met in the conventional educational system.

- [Pukekohe Hill School \(www.pukekohehill.school.nz\)](http://www.pukekohehill.school.nz)

Primary school situated south of Auckland .

- [St James School \(www.stjames.school.nz\)](http://www.stjames.school.nz)

A state-integrated, Catholic primary school for children aged 5 to 11 years, in the suburb of Aranui, Christchurch .

- [TextHelp \(www.texthelp.co.nz\)](http://www.texthelp.co.nz)

Integrated PC software package to help those with specific learning disabilities.

- The Elektrik English Company (www.elektrikenglish.co.nz)

Japanese and Korean students learn English, while enjoying a holiday in Nelson and Christchurch .

- Waitaha Learning Centre (www.special-education.school.nz)

A special education school providing inclusive education for the intellectually handicapped, disabled and students with special needs located in Christchurch .

There are other directory type web sites that can help

<http://www.gomilpitas.com/homeschooling/regional/NewZealand.htm>

<http://www.nzsearch.co.nz/>

REPORTS FROM REGIONAL DP/AP GROUPS

From the Northland AP/DP Association

Members of the Tai Tokerau Deputy and Assistant Principals' Association met on 18 November 2003 for an inspirational seminar taken by Eugene Moore, Director of Full Spectrum Ltd. Eugene 's mission and professional life is targeted at creating inclusive environments. This means identifying and removing homophobia, in particular from the workplace and schools. He is well worth listening to and inviting to AP/DP meetings. He can be contacted on 09 846-7133 or via email: mail@fullspectrum.co.nz.

An initiative from the general business section of this meeting was to send copies of a letter expressing concern about the increasing rental costs, quality and maintenance of teachers' housing in Northland to Trevor Mallard and all the Northland MP's. Responses were received from Trevor Mallard and from Phil Heatley, MP for Whangarei who had followed up the original concern with Trevor Mallard himself. All of this may ultimately help Northland teachers with school housing problems. It is important to realise that AP/DP Associations can exert some political muscle.

Our term 1 meeting was held on 19 March with memorable guest speaker, Rawiri Gibson from the Ministry of Education. We had a very interesting interactive seminar learning about and discussing the Senior Secondary project, the Curriculum Project, NCEA and Scholarship, Maori and mainstream. In the afternoon, Colin Bramfitt, Executive Director of FADE presented a graphic seminar about "P" - Methamphetamine and its effect on secondary students. He can be contacted on colin@fade.org.nz Representatives from Rubicon Youth Alcohol and Drug Support Services also spoke briefly and strongly urged schools to keep students gainfully occupied throughout the lunch break in order to prevent drug use in schools.

We look forward to the next meeting planned for week 8, term 2 in Paihia. Our thanks go to Kamo High School who are organising the programme for Tai Tokerau AP/DP's for 2004.

Elizabeth Perry, AP Otamatea High School

From the Hawke's Bay's Deputy & Assistant Principal's Association

Celia Lashlie was our guest speaker at the first meeting of the year on March 18. For the last 18 months, Celia has been working on the Good Man Project in 25 boys' schools throughout New Zealand. Her talk gave an indication of her conclusions about how our secondary-aged boys see the world.

Celia encourages schools to consider some of the following as part of their strategic plan for boys.

1. Parental Involvement

- a. Provide **father & son events** that encourage fathers & sons to do things together.
- b. Develop a **single mums' group** to talk through strategies to use with their sons.
- c. Consider developing a policy of **contacting fathers first** when there is a discipline issue.

2. Discussing what it is to be a good man

- a. Provide professional development for staff to enable them to conduct productive conversations with their classes about what it means to be a **good man**
- b. Address the problem of **homophobia**.

3. Form 7

Celia challenged us to use the fertile ground that is our seventh form. She said that schools were great at tilling the ground in Years 9-12 until it was perfect for sowing, then focussed almost solely on curriculum in Year 13, yet this was the ideal time to develop leadership skills and to think through issues at a mature level.

- a. Analyse the data on why students leave before reaching Form 7.
- b. Aim to develop strategies for holding students at school until Form 7.
- c. Consider ways to further develop our 7th form.
- d. Discuss ways that we could make school better for Form 7. Begin by asking the students themselves.

4. Consider ways in which we could alter the way we organise our timetable & curriculum to better suit the learning habits of boys:

- a. Ask, "Can we make use of the tendency for boys to be able to throw themselves behind a single curriculum project at a time?"

- b. Ask, “What is the prompt that takes our guys from making mediocre efforts to operating at 100% of their potential?”

Celia believes that there has been a “feminisation of the curriculum” that needs to be discussed & debated openly. She stressed that it needs to be OK to discuss the issues affecting men & boys.

5. Consider **appointing someone to be responsible for the Good Man portfolio** within the school.

Celia’s report on the Good Man Project will soon be available for \$25 per copy from Nelson College . Celia is an informed & entertaining speaker. We recommend her as a guest speaker to other associations.

From the Waikato DAPA Group

DAPAs from the Waikato/Bay of Plenty region attended a seminar day on the 21 November that was hosted by St Paul ’s Collegiate, Hamilton . The presentations were stimulating, the food was superb and DAPAs enjoyed catching up with old friends and meeting newly appointed DAPAs.

We will be having a dinner meeting for Waikato DAPAs on Tuesday 30 March at “The Station”, University of Waikato . Plans are well underway for the conference at Wairakei over the 16 – 18 June and this will be the “hot topic” at the dinner meeting.

We would like to congratulate Ian Murray, formerly Hamilton ’s Fraser High School , on his appointment to the position of Principal, Putaruru High School .

Quentin Mitchell, Te Kauwhata College, has chosen to return full time to the class room. News has it that he didn’t know what to do with his first ‘non-contact’! Quentin has played a major role on the CNIDAPA committee as the person responsible for getting sponsorship. Many thanks for your years of involvement and contribution Quentin.

Terry Consedine, Hamilton Boys’ High School is in Ireland on 6 months leave.

Jenny Ellis

Hamilton Girls High School

From the Otago DP/AP Group

The Otago APDP's had Dr Karen Quinlivan from Canterbury University talking about gender in education.

There was a change of officials for the group at that meeting - the new chair is from John McGlashan College in Dunedin .
Joyce Whyman

East Otago High School

Designated NASDAP National Conference

The Central North Island Deputy and Assistant Principals' Assn has kindly allowed their biennial conference held at Wairakei Resort to include the required NASDAP Annual Meeting. This conference is therefore open to all DPs and APs throughout New Zealand from Wednesday 16 June to Friday 18 June 2004 .

Deputy and Assistant Principals – the original multi-taskers !

The conference is looking at some of the “other tasks” that take up our time and the speakers include:

- Larry Summerville on “Building a winning team”
- Claire Balfour on “Cybersafety”
- Anne Sturgess on “Gifted and Talented” students
- Nigel Latta who is a forensic psychologist
- Sue Hawkins on “Dealing with the Media”

and Robyn Pearce on “Time Management”

Registration forms will be sent as email attachments before the end of this term.

For registration enquiries contact hgorrie@kawcol.school.nz

For any other enquiries regarding the Conference, contact ph@matamatacollege.school.nz