

## **REPORT FROM THE PRESIDENT OF NASDAP**

23 May 2002

Dear Colleagues

Apologies for the brevity of this.

You should be aware by now that the NASDAP AGM will be held at the Wairakei conference in June. If you have any business for this meeting, please contact me as soon as possible – email, phone, fax are all fine.

The Wairakei conference is the first of three 2 to 3 day conferences being held over the next term for DPs and APs. At the end of July the Taranaki region have organised a conference in New Plymouth and in August Canterbury DPs and APs have their regional conference at Hanmer. Contact the appropriate NASDAP executive member for further details on any of these conferences.

All of these conferences are supported financially by NASDAP. The executive, on behalf of members, is very appreciative to those on the conferences' organising committees for the extra they are doing to provide professional development opportunities for us all. Please support these conferences.

Trevor Otle has tendered his resignation and this, along with the vacancy with the death of John Dunbar last year, means there is a need to have elections in the West Coast/Nelson/Marlborough and Otago/Southland regions. I will call for nominations after the AGM in late June. Could DPs and APs in these regions please think carefully and positively about putting their name forward for executive or consider nominating someone else (with their permission!!)

The recent Education Review newspaper's school focus seems to be on pay issues at present. I didn't feel they were worth reprinting in this newsletter so I went back to my notes/folders from past conferences for some useful excerpts and extracts and have reprinted some material from a couple of presenters at the New Plymouth conference in 1997. Were you there? Hopefully it will be of use as you think ahead to where you want your school – teachers, students and parents - to be.

All the best through what could be turbulent times.

*Jenny Thomas*

*President, National Association of Secondary Deputy and Assistant Principals*

***Monty Python and the Holy Grail***

*Just remember that you're standing on a planet that's evolving and revolving at 1000 miles an hour.*

## 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 Rangikoea 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 Manager 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 other's companionship and exchange ideas.

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 31<sup>st</sup> July – 2<sup>nd</sup> 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:

Robyn Moran  
Associate Principal  
Spotswood College

Brett Sloan  
Deputy Principal  
Spotswood College

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New Plymouth  
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## NASDAP Executive 2001 - 2002

### Upper, Central and Lower Northland

Roy Fletcher, Otamatea High School ohsdp@ihug.co.nz

### Auckland (south of Mahurangi to Counties/Manukau)

Julia Scott, Onehunga High School jscott@ohs.school.nz

Carol Craymer, Takapuna Grammar School ccraymer@takapuna.school.nz

### Waikato, King Country, Thomas 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

Bruce Smith, Napier Boys High School bsmith@nbhs.school.nz

### Taranaki, Manawatu and Wanganui

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

### Wellington, Hutt Valley and Wairarapa

Jenny Thomas, Kapiti College jenny@kapiticollege.school.nz

### West Coast, Nelson and Marlborough

Trevor Otley, Nayland College (resigning) trevoro@nayland.school.nz

### Canterbury and Aoraki

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

### Otago and Southland

To be appointed

## PPTA SENIOR POSITIONS ADVISORY COMMITTEE (SPAC)

### SPAC MEETING 16 MAY 2002

Being at PPTA's National Office the morning after the all night negotiations that led to the proposed settlement was something of a surprise but gave us an opportunity to have an initial discussion of the offer's ramifications. Given that there is a distinct possibility that the offer will not be ratified, we spent some time discussing possible industrial action. It seemed to us that strike action and banning co-curricular involvement would be very divisive of the membership and that rostering home might be viable. I'm sure the membership will be asked for its views should we vote to reject the latest offer.

A significant part of the discussion concerned NCEA and workload issues. It appears that there is already considerable variation in compliance by schools with the ban that was in effect during the contract negotiations. However, there is no doubt that the workload issues are causing enormous concern around the country. My personal view is that current practices around NCEA assessment are simply not sustainable for level 1, let alone with the addition of two more levels. We need to review very carefully what we are doing. For example, it seems to me that we are over-assessing and need to address that issue for the sake of ourselves and students.

We reminded National Office that there are skilled members who may be available to serve on groups looking at Ministry of Education initiatives. If you know of anyone who has the skills and the interest to ensure secondary teachers have a voice in this way, please let your SPAC member know.

Workload is a perennial issue for senior managers (when did you last have one "free" period, let alone 3 or 4, in a week!). There is considerable variation in the teaching load DP/APs are expected to carry – a

particular concern for small, rural schools. We looked at how to advance the cause of our remuneration in the next set of negotiations (assuming these ones do finish eventually) and it was suggested that, instead of aiming for a separate salary scale, we focus on the value of units. Certainly with the lack of fields for middle management positions this approach may win more widespread support amongst the members. The conditions for payment when a senior manager is Acting Principal will also be examined for the next round.

PPTA Executive has asked the committee to write a paper for the forthcoming conference on drugs in schools. We have developed a framework for the paper and envisage that it will have three main sections: the responsibilities of schools, programmes in the community (with possible recommendations) and guidelines re checking the programmes on offer. Any thoughts or ideas can again be given to your SPAC representative.

We covered a lot of ground during the day and always appreciate feedback on what has been discussed. Don't hesitate to e-mail or phone your representative with any issues you would like the committee to pursue. We will meet again in October this year.

*Tina Sims*  
*SPAC Convener*

**The full SPAC committee for 2002 is:**

Roy Fletcher	Otamatea High School.	ohsdp@ihug.co.nz
Anthony Broad	James Cook High School.	
Chris Betty	Morrinsville College.	chrisbet@xtra.co.nz
Allan Webb	Tauhara College.	eduwebb@reap.org.nz
Jane Beaven *	Flaxmere College.	janeb@flaxcol.co.nz
Tina Sims	Palmerston North Girls' High	t.sims@clear.net.nz
School - <i>Convenor</i>		
Peggy Burrows	Marlborough Girls' College.	peggyb@xtra.co.nz
Kate Gainsford	Porirua College	kate_gainsford@pen.net.nz
Lynlee Smith	Geraldine High School.	4x4nzltd@actrix.co.nz
Joyce Whyman	East Otago High School	jae.whyman@xtra.co.nz
Kevin McSweeney (Exec)	Blue Mountain College.	
k.mcsweeney@actrix.co.nz		
Ron Miller (Exec)	Green Bay High School	r.miller@actrix.co.nz
Trevor Bleakley (Secretary)	tbleakley@ppta.org.nz	
Lynn Robson (PPTA Field Officer)	lrobson@ppta.org.nz	

**Teachers unaware they are infringing copyright**

Kathy Sheat, Chief Executive Officer of Copyright Licensing Limited (CLL) is concerned that teachers and lecturers from schools and other educational institutions with licences to copy from copyright works, are infringing copyright because they are not aware of what their licence allows.

Where schools do not have a licence, teachers can make photocopies from original or published works for educational purposes within the following limits:

One copy of the whole or part of a work may be copied for the purpose of instruction as long as no more than one copy is made on any one occasion. Many teachers make the mistake of thinking this means they can make copies for individual students. Recent High Court action has made it clear that educational institutions cannot use this provision to make copies of works for students.

Multiple copies of up to three per cent or three pages (whichever is greater) of a work may be made as long as such copying amounts to no more than 50 per cent of the work. This means, for example, that no more than half of a poem, short story or newspaper article can be copied.

Multiple copies of the whole or part of a work may be made where the copying is not by reprographic process (eg handwritten).

No changes can be made for supplying copies to students.

No copying of the same work is allowed within 14 days.

If an artistic work is copied without the surrounding text, and the copyright owner has not approved this copying, then copyright in that artistic work has been infringed.

Copyright material may be used to set and answer examination questions.

The Copyright Societies offering licences to schools are: APRA, CLL and Screenrights. There are many benefits in having a copyright reprography licence:

It enables teachers to make multiple copies of copyright material without having to apply for clearance from copyright owners.

It allows teachers to copy.

10 percent of one chapter of a work (whichever is larger).

15 pages of all or part of a single work in a collection of works (eg a whole poem, short story etc)

One article from a newspaper, or more articles if they are on the same subject.

Teachers can copy a complete work for students if it is out of print and they have clearance.

Teachers can copy an artistic work where it is copied in conjunction with a textual copyright work.

Kathy Sheat is concerned that a number of secondary schools infringe copyright when they prepare in-house workbooks for students. Invariably they copy artistic works by cutting and pasting them into their own works. Often teachers will cut and paste material from the Internet, or adapt copyright material and include this in class workbooks. Without approval from the copyright owner, this is an infringement of copyright.

CLL offers professional development seminars for teachers and lecturers to raise their level of copyright understanding. For further information please contact Copyright Licensing Limited: Ph: 0800 4802711

E-mail: [cll@copyright.co.nz](mailto:cll@copyright.co.nz)

Website: [www.copyright.co.nz](http://www.copyright.co.nz)

Separate Copyright licences are needed for music, printcopying and television copying if you wish to be able to do all of these.

## **Big Vision**

This vision is about a school in which everyone is learning successfully and enjoying doing so. In such a school the 'climate of learning' actually exists, so embedded in the staffroom as well as the classroom that we hardly notice it. Just take a minute to consider, in such a school, what would people be doing, specifically? What steps could you and do you take to create such a climate in your school, and to check it. Try this.

“An effective climate of learning in our school should .....

Agree 8 statements to complete this sentence, using plain language, no jargon. These will be your 'principles'.

Work through your list of principles and find as many 'indicators' as you can – things you would look for or look at to check whether the principles were actually working in your school. Be as specific as you can.

From all these indicators, choose a small number of 'key indicators'. These should be clearly expressed, important, and 'investigateable'. Choosing wisely will provide some evidence of each of your principles.

Discuss the strategy for making these key indicators a reality in your school, in a phased and managed process which takes account of your starting point, and the available resources of time and energy.

Use the key indicators as evaluation criteria and design an evaluation strategy, specifying who would be the best person/group to investigate the criteria, and how they should do so.

Some of the principles and indicators which will emerge from this consideration will be about the students, - aware of what's expected of them, capable of self-correction, setting realistic and challenging goals for themselves, taking risks without fear of criticism for doing so from their teachers or their peers. Others of these principles will apply to the teachers, both individually and collectively. Teachers too will be expecting and receiving constructive feedback about their teaching, and setting goals because they want to, not because they have to. The atmosphere in the staffroom as well as the classroom will be supportive of efforts to improve learning, and curious about the outcomes of teachers' efforts as well as students'. The school as a whole will be a place where different styles of learning and teaching are recognised and valued, where goals are clear and shared, pursued with determination, and checked with care. All of us will have high expectations, of ourselves and of each other.

One of the keys to success is the quality of feedback offered to all the learners in your school. An increasing body of research tells us that effective feedback should:

be specific, in both the positive and the critical;

start with the positive;

offer alternatives, or ask the learner to do so;

be descriptive rather than evaluative;

be offered as soon as possible after the event to which it refers;

encourage and plan for opportunities for the feedback to be used, as soon as possible in the first instance;

look forward to the specific next steps to improve 'performance';

involve the learner wherever possible, to improve the chance of it being understood and acted upon.

*Ruth Sutton – DP and AP Conference, New Plymouth, 1997*

## **What kind of young people are we aiming to develop in our schools?**

A: what?

What do we believe our students need and deserve from school?

What do our students want for themselves, as far as we know?

What do our parents and communities want for their young people, as far as we know?

Are there any discrepancies among these expectations? If so, how do we resolve them?

B: so what?

When we are clear about some 'exit standards', how can we plan backwards from them and design a school experience that fits?

In your school, what's working well to achieve this, and why?

What hasn't worked for you so far, and why not?

## **Basic Themes in the Global Classroom**

### **increasing our state-of-the-planet consciousness**

Students need to understand how the world works, the conditions in which people live, to explore facts and speculate on what they mean for the future of ourselves and the planet.

### **developing perspective consciousness**

We need to be aware that our view of the world is simply one view of the world. Teachers need to help students understand their own world view so they can then see how others might see the world differently, and accept that others' views are just as valid as one's own.

### **learning to value diversity**

We want students to be actively and positively engaged in valuing diversity. They need to see that much of life" fun and learning comes from sharing and enjoying our differences.

### **living responsibly with others**

Schools need to explore the tensions between individual needs and the common good. Many of the issues that affect us today (the economy, the environment, pollution) are global issues. We need to establish how working together for the common good also improves things for us as individuals.

### **understanding world issues and trends**

Individuals are affected by things that happen in the world. Relationships change because of the way in which we interpret these things. Students need to be aware of the trends in order to deal with them.

### **expanding our capacity to change**

Change is inherent in all learning experiences, so this suggests we need to expand our capacity to learn. We live in a world where the pace and scope of change is unprecedented. We need to provide students with strategies to take charge of their lives.

*Tony Townsend DP and AP Conference, New Plymouth 1997*

## **POINTS OF VIEW**

A member has submitted the next article, expressing his personal point of view. We welcome similar articles from members of NASDAP for publication in future editions.

### **NCEA boldly going or.....?**

Many changes are heralded by criticisms of flaws in the old system. The change from School Certificate to NCEA is no different in this regard. In some ways, I believe a straw man has been made of School Certificate in order to knock it over and replace it with something supposedly better, NCEA. Much of what I have heard that is critical, and also in defence of School Certificate, has been an oversimplification of a qualification that used a wide range of assessment methodologies. However, the purpose of this article is not to debate the past, but take a look at where we are at now. Specifically, resource provision, the reality of the broadened curriculum, the fairness of the current model and the issue of teacher workload.

I like most others voted on the PPTA survey that I supported the NCEA in principle but that I was sceptical about whether it would be adequately resourced. What I have seen so far during the implementation phase has convinced me that in this case the majority was correct. Whatever resources have been provided have been hopelessly inadequate to complete the necessary tasks.

The teachers, the middle managers, the senior managers and their governors are the resource that will solve all problems of implementation. Middle and senior managers, in particular, have had to do a tremendous amount of extra administration. The politicians say “You don’t need any extra staffing because we gave you more last year.” Unfortunately, we had already used that for the maintenance of senior programmes, reducing class sizes and increasing teacher non-contact time to help them cope with the load that they already had! Obviously we weren’t meant to do that. Instead we were supposed to say to teachers, “You are underpaid, overworked and not always appreciated, so as a special reward we have NCEA for you.”

“What about some extra administration time?” “No!” “Money?”.... “We have already increased your funding”..... “But we needed that to cope with the demands that we already have on us. We can’t keep going to the parents, they can’t afford it”. In the end it is no joke. Schools must absorb the increased costs. Ridiculous amounts of our curriculum budgets have gone in photocopying alone. I also hear quite a few schools are having software problems. And we all know how expensive these can be to fix; not to mention the cost of training people to use the programs in the first place.

NCEA fits the model of a world of seemingly infinite choice. However, who will teach this broadened curriculum? We have not been able to replace our French teacher who left because of NCEA at the end of last term. Today, for the first time I had to leave junior classes unsupervised because my already depleted pool of relievers has been depleted further by serious illness. If you struggle to maintain the basic curriculum, the grand notion of the expanded curriculum remains that, a grand notion.

I could cope with the extra work if I felt that the improvement in student achievement was commensurate with the effort that I am putting in. I do not believe that NCEA has enough merit (let alone excellence) to justify the increased workload or the increased stress on teachers. I now believe that this must stand for **Nothing Certain about Educational Attainment**.

The paramount criterion in any assessment system is fairness. In order to achieve this we look for validity, reliability and consistency. When staff come back from a course saying that there were 8 schools attending and each one had a different policy on resits then there is no consistency. When people are advised to be “holistic” in their interpretation of the achievement standards and the conditions that students attempt the standards vary radically from school to school there is no reliability. And when I meet senior managers from one end of the country to another and hear them say that students don’t seem to be able to meet the standards, I do have a crisis of confidence in terms of the validity of the assessments. Even in more practical subjects many of the tasks are so wordy that students can’t understand them if they are not spoon-fed through them.

The consistency issue is one I am particularly concerned about. Much attention was paid to assessing the exemplars in the NCEA workshops I attended. Little or no attention was given to the conditions that should be present when the standard was attempted. Along with resits this is considered a matter of school policy. However, devolving decision making down to the school level is not always an exercise in empowerment. Devolution can be used as a way of passing work on to others who are frequently not in a position to argue.

None of the concerns mentioned are insurmountable. However, given the unwillingness of the government to concede the true level of the current staffing crisis, then now is not the time for us to boldly go where no

one has gone before. I believe everything should slow down because there is little immediate prospect of a substantial improvement in conditions. Those who are ideologically committed to NCEA need to force the government to provide the resources necessary in order to properly implement it without causing unnecessary stress on teachers and schools.

*Roy Fletcher*

*DP Otamatea High School*

*NASDAP rep for Northland*

*PPTA SPAC rep for North of the Harbour Bridge*

## **The parity of the struggle**

With the stalled contract negotiations for the STCEC much has been made of the issue of pay parity. To what extent the willingness of NZEI members to settle for a lesser amount than PPTA members has influenced the negotiations is a moot point. One thing is certain. It has certainly weakened the position of PPTA to negotiate a settlement that addresses the crises that are apparent in secondary schools and less visible in primary schools. This article examines what pay parity actually means; suggests why it is not a useful tool to promote the solidarity of teachers and suggests a way forward.

On the surface, the concept of pay parity seems bound up in notions of fairness and equality. However, there are still significant divergences in the salaries of the two sectors so parity cannot refer to equality. Furthermore, it is arguable that “pay parity” is a term used to disguise something that is far from equal. Even a cursory examination reveals anomalies between the salaries of principals and their deputies. For example, the formula for calculating management units is quite different for primary schools than that for secondary schools. A primary school would probably have almost half the management units of a similar sized secondary school. If a secondary AP or DP went to a similar position in a primary school of equal size they could expect a considerable drop in salary. However, they might be more interested in becoming a primary principal of a school of 152 students for a salary of \$75,663-\$79,803. So if pay parity, as a principle, means equality, then some principals are far more equal than their deputies.

As I implied before, pay parity is a concept that is more conceptual than real. What truly gives form to the concept is what is known as the “entrenchment clause” in the primary teacher’s Collective Employment Contract. More specifically, this refers to clause 5.1, which has the heading “Unified Pay System”. The purpose of this clause is to enable, any increases in the base scale, or unit value, or any across-the-board payment made to secondary teachers, to apply immediately to primary teachers. This clause ceases to apply after April 30<sup>th</sup> 2003.

What is wrong with this clause for secondary teachers is that PPTA negotiators are effectively negotiating any across-the-board increase on behalf of every NZEI member as well as every PPTA member. Unfortunately, they have to do that without the support of NZEI resources or membership. **There is clearly no parity in the struggle.** In essence, this is what is wrong with this kind of entrenchment. Given that there is a surplus of primary teachers in many areas and a shortage of secondary teachers in many areas, it is understandable that NZEI members were willing to accept 1.5% & 2% when secondary teachers haven’t (at the time of writing) been willing to do so. Being a BOT member of a primary school board and a deputy principal in a high school, and having been involved for five years in appointments in both schools, I can testify that the number and quality of applicants is far superior in the primary sector.

One view is, “why shouldn’t they accept such a good deal? After all, if secondary won a better deal, NZEI members would get it anyway.” What is wrong with that, is that it enables the government to divide and

rule. It pits one union against the other. In the end, the minimum one group will take becomes the maximum the other will be offered. It will eventually hold wages down for all. It is time that NZEI recognised not only a moral obligation, but that clause 5.1 also gives them a vested interest, in supporting PPTA claims for greater increases in the basic scale.

My suggestion is that PPTA members start actively lobbying NZEI and their membership to get their support in our campaign. Challenge them to support us. With the resources of both unions behind the campaign every one stands to gain. I believe that primary teachers are not worth 3.5%. They, like their secondary colleagues, are worth a lot more. Besides, the government's argument of fiscal prudence seems a little thin when Michael Cullen cashes in on greater than expected surpluses in the latest budget. So if the government can afford to (and they would appear able to) they should pay more to lift the quality of those attracted to teaching and improve the conditions of those currently teaching. They would then **show** their commitment to the people who are the guardians of the country's future prosperity, the teachers

*Roy Fletcher*

## **REPORTS FROM REGIONAL DP/AP GROUPS**

### **From the Waikato DAPA Group**

Arrangements for the **CNI DAPA conference in Taupo 19 -21 June** are well in hand. We have an excellent line-up of speakers and workshops as well as plenty of R & R activities.

On Wednesday 15 May, thirty DAPAs had a **social dinner meeting** at the "The Station", Waikato University. It was an opportunity for us to meet new DAPAs, to discuss current issues and concerns and to **farewell David Cook**. David has been appointed to the Principalship of Melville Intermediate. The evening was most enjoyable - another is planned for next term.

We have a **number of newly appointed DAPAs** in the region. Because we are dependent on receiving information about changes in personnel from resident DPs, we don't always know about those who are new on the scene. We would like to provide support to these people, so please contact an "old hand" for advise, to introduce yourself or for a "listening ear". We've all been there!

*Jenny Ellis, Hamilton Girls High School*

### **From the Taranaki AP/DP's Association**

#### **Central Districts AP/DP Conference**

The local Taranaki AP/DPS have been busy organising their upcoming boutique conference with the theme "**Moving In --Moving Up -- Moving On**". The conference is scheduled to take place in New Plymouth on the 31 July to 2 August. The conference venue is the new Grand Central Hotel.

Flyers have already been sent to schools and **the programme and registration forms are being posted in early June. Watch out for it and don't forget to mark these dates in your diaries.**

The list of speakers promises to be both educationally stimulating and exciting.

As well as professional development, the conference will also offer AP/DPS a chance for some well deserved R and R and the organising committee have ensured the social activities are well catered for. So come out to the West and check us out.

You have a choice of two well organised conferences to attend in the North Island this year, so make the most of it!

Meanwhile the next meeting of the Taranaki AP/DP'S Association is being held on the 24 May at the Grand Central Hotel, New Plymouth, and we will be taking this opportunity to welcome many new AP/DP appointments into our fold.

*Brett Sloan*  
*Secretary*  
*Taranaki AP/DP'S Association*

### **From the Canterbury (CADAP) Association**

#### **CADAP**

21 June 2002

'Drinks and Nibbles' - end-of-term relaxed gathering  
5.00pm Brewers Arms, Papanui Rd, Christchurch

#### **CADAP**

14 - 16 August 2002

Regional Conference - Hanmer

Registration forms in Canterbury, West Coast, Nelson/Marlborough secondary schools

The efforts of the CADAP Committee are currently split between organising the 2002 regional conference 'Meeting the Future' and the 2003 National Conference "Opening the Basket" – nothing like a challenge!

'Meeting the Future' is in Hanmer between Wednesday 14<sup>th</sup> and Friday 16<sup>th</sup> of August. Registration forms are now with all schools from this and neighbouring regions and we are looking forward to a really good turnout with the usual representation from nearly all schools. Presentations and workshops on strategic planning, gifted and talented students, NCEA, peer mentoring and Pacific Island students will provide insights into issues of immediate relevance.

As those who attended the 2001 Hanmer Conference will recall, the venue is a wonderfully relaxing and social environment with mountains, forestry, hot pools, walks and lots of crisp fresh air – and not a secondary school in sight!

The 2003 National Conference planning is moving quickly with letters now going out to potential sponsors, and overseas and national keynote presenters are being identified. National advertising of 'Opening the Basket' will start to be seen from Term 3. In the meantime do put **6<sup>th</sup> - 8<sup>th</sup> August 2003** in your diary.

Possible sponsors? If you know of organisations that might be interested in drawing their product or service to the attention of a national group of educational decision makers and consumers please do contact our organiser Margaret Brown <m.brown@cont.canterbury.ac.nz> – the more informative we can make the conference the better.

The CADAP 'Drinks and Nibbles' sessions at the end of each term continue – plenty of industrial issues to discuss for those with nothing else to chat about!

*Paul McWilliam, Christchurch Boys' High School*

### **From the Otago DP and AP Association**

The Otago Secondary DP/AP Association held their first meeting of the year on Friday 10<sup>th</sup> May at their regular venue – Glenfalloch, on the Otago Peninsula.

The day was varied, we held the Annual Meeting with the Office Holders and the Committee for the next year elected.

Our first speaker, Carol Melville, a former secondary teacher who is now employed by The Community Trust of Otago spoke about ways schools could successfully apply for funds. Schools have and do benefit significantly from Trust's funds, particularly in the area of ICT. Carol talked about the various ways we could gain funding for projects.

Mal Robinson, NCEA Facilitator, led an open discussion on NCEA. A number of issues and concerns were raised by members with few solutions offered.

We are fortunate to have easy access to current research and the afternoon session focussed on the Secondary Literary Initiative with Trevor MacDonald and Christina Thornley from The Department of Education, University of Otago, sharing their findings on research into secondary school students' reading strategies. Although this research has focussed on one secondary school, Queen's High School, they are keen to widen their base, and from the responses at the conclusion of the session, more schools will be involved in their research.

The Committee is now planning a mini regional conference to be held in the third term. Details will be sent to schools shortly.

*Chair*                 *Di Stewart, Queen's High School*  
*Secretary*           *Neil Garry, John McGlashan College*

## **WANTED**

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 3 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 :**

**Allan Webb**  
**Education Webb Limited**  
**PO Box 1621**  
**TAUPO**  
**Fax 07 378 2482**  
**E-mail: [eduwebb@reap.org.nz](mailto:eduwebb@reap.org.nz)**  
**Web Site: [www.educationwebb.com](http://www.educationwebb.com)**

## **NASDAP WEB SITE**

**Have you looked at the 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](mailto:eduwebb@reap.org.nz) please**

(The site is best viewed using Microsoft Explorer)

## **DP/AP CONFERENCES**

**2002**

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

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

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 31<sup>st</sup> July – 2<sup>nd</sup> August *Moving In – Moving Up – Moving Out***

The conference will be held at the Grand Central Hotel, New Plymouth

Further enquiries to:

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Spotswood College

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### **CADAP Regional Conference**

14 - 16 August 2002

Regional Conference - Hanmer

Registration forms in Canterbury, West Coast, Nelson/Marlborough secondary schools

**2003**

### **NASDAP National Conference**

“Opening the Basket”

6<sup>th</sup> - 8<sup>th</sup> August 2003 in Christchurch

Mark this date in your diary.