

President's Report June 2003

Dear Colleagues

A recurring agenda item at our Executive meetings is - not surprisingly - the salary structure, or lack of it, and the non-recognition of Senior Management in the contract. It is quite bizarre to read in the collective agreement in clause 4.3 about the salary mechanism for Acting Principals. Here reference is made to 'when a permanent teacher relieves in the position of principal...' Come again? Can any teacher, regardless of experience, step up and do the job? I think not but, in theory, the contract does not preclude that idea. I think back to the 1980's and how we have gone from one extreme to another. Then there was a five-year apprenticeship for beginning teachers so that the trade could be learned. That was served before they were eligible for any Middle Management job, let alone a more senior position.

Before the last salary claim, Deputy and Assistant Principals were surveyed as to whether they favoured a separate salary scale as it had been in the past in New Zealand and exists still in most other countries. There was overwhelming support for this but rank and file PPTA members saw it, quite predictably, as not a priority. As it was, the protracted and bitter salary negotiation was not characterised by a desire by the government to address issues of teacher retention, recruitment and succession that beset the profession. Rather it became a battle of wills between the two players: PPTA and the Government. Always in the background was the issue of the entrenchment clause and the factoring in by the government of the flow on effect of primary school teachers. Observing the process was STA, vested with the governance of schools but when it comes down to dollars, without any real power. Boards of Trustees are interest groups whose position is sometimes untenable, having the responsibilities of the employer but only limited influence when it comes to rewarding employees. It was only when the claim went to arbitration did some logic and common sense prevail and a short-term solution was found for most secondary (not G3) teachers.

Finding a long-term solution is the mission of the Ministerial Taskforce on Secondary Teacher Remuneration led by Margaret Bazley. The taskforce is seeking the views of teachers and recently sent out questionnaires eliciting information about remuneration and working conditions. Boards of Trustees are also part of the consultation process. The taskforce could do well to look at a study on teacher workload and conditions of service carried out in England a couple of years ago*. This was drawn to my attention by Chris France, the President of NZSTA. The findings in the Executive will come as no surprise to teachers: that the working week for teachers is more intense than that of other workers and involves longer working hours - 52 hours for teachers and 59 for Deputy Heads; paperwork has increased exponentially and often teachers can see little worth in this extra documentation; rising expectations about what schools can achieve is countered by what is perceived to be deteriorating student behaviour and a lack of parental support to schools ... and so on.

What I particularly liked about this report is that the roles of Principal, Senior Management and Heads of Department were differentiated from that of the classroom teacher. There was acknowledgement that within the secondary sector there are managers other than the Principal and, if schools are to function effectively, employment conditions particular to these jobs needed to be addressed. A starting

point for the Ministerial Taskforce sitting in Wellington would be to acknowledge the existence of Senior Managers in secondary schools.

And to end on a positive note, the holidays are only two weeks away. I hope you can escape and spend some time relaxing and behaving in a thoroughly irresponsible and frivolous manner.

Best wishes, Carol Craymer, NASDAP President

**This report is called PwC Workload Study Final Report and is available under related documents at www.teachernet.gov.uk/management/remodelling/downloads/*



Hon Trevor Mallard, M.P.

Minister of Education \"

Minister of State Services

Minister for Sport, Fitness and Leisure

Minister responsible for the Education Review Office

Associate Minister of Finance

2 June 2003

Carol Craymer

President

National Association of Secondary Deputy and Assistant Principals

PO Box 33 1096

Takapuna

AUCKLAND9

Dear Carol Craymer

Thank you for your letter of 19 May 2003 concerning G3 equivalence, which has been forwarded to me from the Prime Minister's Office.

As you are aware the ADR Panel recommended that in order to access the G3+ salary improvements a teacher must hold a substantive non-teaching qualification that is registered or assessed at or above Level 7 (degree level) on the National Qualifications Framework and hold separately a recognised teaching qualification. They must also have met the appropriate level of professional standards at their last assessment.

The Panel believed their recommendation to be fair and equitable to both teachers and the taxpayer as it reaffirms the strong incentives for the recruitment and retention of highly qualified teachers. I am supportive of this approach. The Panel considered that to widen access to these salary improvements to teachers whose qualifications are registered or assessed at below Level 7 would be inconsistent with the widely supported principle of creating incentives for a more highly qualified teacher workforce.

It is not intended to devalue or dismiss the contribution to the delivery of education by teachers who do not hold degrees or degree-equivalent qualifications. It is significant that the G3 equivalency that was granted to teachers without a degree applied to salary equivalency rather than qualifications. This G3 equivalency advantage has not been removed. The G3+ designation represents a new qualification salary group that includes some teachers previously in the G3 group. Those who do not meet the G3+ criteria of a substantive non-teaching qualification and a separately completed recognised teaching qualification are not included in the new group. The fact remains that at present the salaries of teachers are determined largely with reference to their highest qualification and length of service.

Parliament Buildings , Wellington , New Zealand .

Telephone: (04) 470 6557, Facsimile: (04) 4958448

The Ministry of Education, with the agreement of the PPTA, requested the approvals committees for New Zealand universities and registered providers to assign a Qualification Framework (QF) level to those qualifications that are not degrees and for which no level has been given. These include diplomas that have been recognised in qualification salary Group 3 on the former Department of Education 1988 Chart, but for which no QF level has yet been ascribed. The approvals committees have responded on the majority of qualifications in the G3 equivalency category. Information about the qualifications that are considered comparable with National Qualification Framework Level 7 has been disseminated to schools through the Ministry of Education Circular 2003/7, dated 29 April 2003 . Confirmation of the status of the remaining qualifications is expected shortly and schools will be advised of the outcome as soon as possible.

It may be of particular interest to you and your colleagues that the Panel also recommended that the Ministerial Taskforce on Secondary Teacher Remuneration review the basis for fixing the remuneration of teachers in specialist subjects or curriculum areas (e.g. technology, computing, word processing) who have current G3 equivalence but who do not possess Level 7 qualifications, and for whom a Level 7 qualification may not be either relevant or available.

The Taskforce commenced its work on 6 March 2003 and includes representatives from the

PPTA. The Taskforce will develop a strategic longer-term perspective on the issues facing the secondary sector over the next decade with regard to secondary teachers remuneration. More specifically it will examine and report on how the government can address wagepaths and the impact on remuneration of workload, teacher supply and demand, curriculum delivery, qualifications and other directly related issues. Its main objective is to ensure a supply of high quality, appropriately qualified secondary

teachers in state and integrated schools who will improve the learning outcomes of all students.

The work programme of the Taskforce is designed to be collaborative and will engage teachers and others in the secondary sector in the objectives of the Taskforce. The process of consultation includes:

- briefings to the Taskforce from a range of education sector stakeholder groups;
- a survey by way of a questionnaire (paper and electronic) which is being circulated to schools through the Ministry of Education Circular 2003/7 and also through PPTA and NZSTA circulation processes. (The questionnaire can be downloaded from the Ministry's website www.minedu.govt.nz/goto/mtfquestionnaire); and
- direct consultation in focus groups with teachers, principals, and boards in four regions based in a representative school in each region.

Thank you for writing to me on this matter. The consultation process will provide a further opportunity for you to express your concerns. I believe the Taskforce offers a positive and forum for the parties to consider future changes to the remuneration system of teachers. I look forward to the final report on 31 October 2003 .

Yours sincerely



Trevor Mallard

MINISTER OF EDUCATION

Page 2

NASDAP CONFERENCE

CHRISTCHURCH CONVENTION CENTRE

6th – 8th AUGUST 2003

It's all happening!!

Well past the point of no return and the Committee members are still smiling. SARs caused a moments concern but initial registration numbers soon removed the nervousness. As numbers have continued to grow – now 400! – the Committee has been able to increase the number of workshops; presently there are 10 workshops in each session.

Nearly all are staying in inner city accommodation – the Convention Centre is a minute or two’s walk away as are the many and varied restaurants, the pool tables and even a Casino. For those wanting to meet others for the first time and to share a meal there are going to be walking tours to local eateries.

Within short walking distance are the Canterbury Museum with its Antarctic wing, the breathtaking new Christchurch Art Gallery, The Art Centre, gardens, shopping – there won’t be large amounts of free time but what there is can be well spent!

The workshops – there are so many and they are so varied. A few of the titles

Mentoring Maori Students	Resolution	Conflict
Gifted and Talented	Bullying,	Reducing
Professional Learning Communities	NZQA	NCEA and
Education and the Law		International Baccalaureate
Retirement and Exiting Teachers	Future	Schools of the
The Power of Lowering Noise Levels		Strategic Planning and Self Review
Pruning Stress From Your Job and Lifestyle	School	Turn Around
The Recently Appointed Principal	Practice	International Students – The Code of
Initiatives in Boys’ Education		A School-wide Thinking Programme
The Ngai Tahu Memorandum of Understanding		LEARNZ
Musac		

And then there is the **Bayfield Breakfast Debate**, the **Minolta Conference Dinner**, the panel discussion, the NASDAP AGM, the social hours, the student entertainment

We would still welcome hearing from enterprises interested in a display space (\$750), having an insert in the conference satchel (\$350) or having an event carrying their name. An unparalleled opportunity to gain the attention of 400 very influential people!

To those who are coming – we are really looking forward to welcoming you.

To those still wondering about coming – do it – if nothing else you’ll have fun!!

Paul McWilliam

Chair, Conference Organising Committee

A CORRECTION TO THE LAST NEWSLETTER!

Re: additional allowances for Acting Principal role

The minutes of the NASDAP executive meeting (28 March 2003) seem to have two factual errors in the discussion on allowances for Acting Principal.

When I was Acting Principal for Term 1 2001 and made inquiries with Payserve on the issue of allowances for Acting Principal, the initial response was that the Acting Principal role does not entitle one to all of the supplementary allowances (decile and roll related). I approached PPTA which argued the issue on my behalf. The result was that there was a decision in my favour and all allowances were paid in full. Another person who was Acting Principal in a neighbouring school used my example to also obtain the supplementary allowances in full.

I am surprised that the application of this seems inconsistent. You might like to make inquiries with Paul Benefield who was the PPTA field officer who assisted me. There may be scores of people who are owed considerable sums of money from the Ministry of Education and/or previously bulk-funded schools. The fact that people have received all supplementary allowances for Acting Principal needs to be well known. It may well be that educational salary service providers are unaware they should do this.

Another error is the reference to Acting Principal payments being made only after 21 days. The Secondary Teachers Employment Agreement states that payments commence after a "period more than two weeks" when the Acting principal is appointed from the same school. It is not 21 days as minuted in the NASDAP executive meeting.

I hope that information helps.

Regards

John Huston

NOTE: Great to see there appears to be a way around the earlier reluctance to pay at the full rate – why can't it just happen automatically? If you've been underpaid as Acting Principal here is a way forward. Thanks John.

MINUTES OF THE NASDAP EXECUTIVE MEETING

HELD AT RONGOTAI COLLEGE

FRIDAY 23 MAY 2003 , 9.30am – 3.30pm

PRESENT: Carol Craymer, Roy Fletcher, Stephen Hensman, Leslie Jamieson, Phil Keenan, Sheryll Offner, Lynlee Smith, Annette Taylor, Jenny Thomas, Allan Webb, Joyce Whyman

MINUTES OF PREVIOUS MEETING:

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

MATTERS ARISING:

- Folder of key points for conference preparation not yet developed. Will have it done by the time of the Christchurch conference and it will then be handed on. Jenny will talk to Shona re: getting cost covered and typing done for her.
- Letterhead - covered in General Business
- Next NASDAP executive meeting will be 10.00am August 5, 2003 and will be at the Rydges Hotel, Christchurch .
- Any cost that needs reimbursement before conference, be in touch with Annette. Return fare, accommodation for one night to be reimbursed by NASDAP

CORRESPONDENCE INWARDS:

- Karyn Van Rooyen – response to Leslie’s letter re: G3 status
- John Huston – Letter outlining acting principal allowances. Can get the full salary after 14 days. Base plus supplementary.

CORRESPONDENCE OUTWARDS:

- Carol did make some alterations before the G-3 letter Stephen drafted went out due to feedback from a number of committee members. Copy on web.

GENERAL BUSINESS:

1. Opening Remarks

Aim for this year to improve the profile of the organisation.

2. List of People to be targeted when our letters go out

Brainstorm:

- Politicians - Helen Clark, Trevor Mallard, Marion Hobbs, Steve Maharey, Nick Smith, Individual MPs in own districts
- Ministry Types - Howard Fancy, Rob McIntosh, Elizabeth Eppel, Karen Van Rooyen, Chris France
- Russell Trethewey –Principals Council

- SPANZ – Paul Ferris
- Principal’s Federation
- People in University who have an interest in education – Wayne Edwards, Raewyn Dalziel – Vice Chancellor Auckland University
- PPTA – Angela Roberts regional rep for Taranaki region on executive and is prepared to take NASDAP issues to them on our behalf.
- Colleges of Education – Directors of Secondary Education
- Margaret Korvalis
- Publications – Eduvac, Gazette, Principals’ Today, Ed Review, Education Today, The Listener
- Lobbying our own local newspapers – articles for Feature section in NZ Herald for example
- SPAC

3. Letterhead

The need to develop a suitable letterhead for the association correspondence was discussed at some length. Brainstorm:

- Keep it generic. Representing over 90% of secondary schools
- Want to make people realise that this is a national organisation
- Watermark
- Letterhead needs to convey the size of our membership, a logo of some sort, recognition that this is a professional organisation
- All communications would then go out under letterhead.
- Sheryl will take responsibility for getting a design done, through her contacts. Will send around the group for comment

4. Survey Results

Roy reported that the deadline for return of forms is the end of this month. Have over 400 returns back to date, from a huge range of schools.

Things emerging at this stage:

- Large number of very large schools

- Those surveyed have very variable teaching responsibilities
- Is going to be a very large job to process
- Might want to get in touch with Massey, cheap rates to process data

5. The Web-Site

Allan talked the group through the web page and brought it up for the group to see.

Sections Include: All the newsletters for the last few years, Conferences, Constitution, Executive minutes, Regional groups, Discussion group – not working as well as it should at the moment, Letters sent out from the association.

- Good to have it. Good to have a look. Need to direct our own local groups to this site.
- If we are going to make our association stronger we have to be public and up front, this is one way to achieve that.
- Data base of AP/DPs should also collect e-mail addresses so that executive members have another means of contacting the people they are supposed to be representing.
- People that it may be useful to invite to executive meeting. Ian Munroe – particular focus on IT systems in schools. Consultative person (refer Jenny)
- Hyper links – Allan can already send to 90% schools tagged for DP and AP. Allan will do a zap and see what kind of response he gets and see if we can get a system set up to make contact possible. Allan will give us a user group. Cross reference against red book. Moved: That Allan be authorized to charge for secretarial help to do this should he need to. Carried
- Thanks to Allan for all the work he has done on the web site to date.

6. Secondary Teacher Remuneration Survey

Group spent some time discussing this survey and what possible course of action the executive should take:

- Encouraged to make individual submissions. Survey has gone to PPTA branches. Everyone can make a response.
- Some discussion of auditors looking at fringe benefits and how that attracts tax
- Increase in dollar value payment for MUs – up to \$5000. A substantial increase not just a token one. At least doubling. Only way for teachers to really see a career pathway

- Reimbursement of legitimate expenses for senior managers – eg telephone
- About AP/DP wanting to get back into the contract as named group. Have lost visibility, because don't exist as a group. This group is not being consulted, because it is not recognized. Faceless mass at the moment. No real recognition of the role we play. Previous survey through SPAC showed that over 90% of those surveyed wanted to be back in the contract.
- We need to show that there is a shortage of applicants for management positions. Absolute dearth of high quality people seeking promotion
- Huge gap between the principal and the rest of the staff
- Time allocation is also extremely important – some AP/DP teaching far too many hours to be able to effectively do their jobs – especially in small schools. 25% schools in NZ are under 400 pupils. Can't put a rule in the contract and then slavishly enforce it and say it's fair to everyone.
- Guaranteed minimums – don't let an AP job be advertised for 2 units. (as in the latest Gazette) Undermines the whole job.
- Provisions for non-contact in the last salary round had no impact on senior managers and needed to. This issue needs to be resolved NOW
- Schools should not have to solve their own staffing problems through foreign fee paying students – this is wrong.
- Carol will write to the Ministerial task force on behalf to NASDAP
- Stephen to attempt to access figures from the Ministry on number of HoD, AP and DP jobs that are not getting filled, or even attracting applicants.
- Write to the Minister, Howard Fancy, Helen Clark, Margaret Baisley (State Services) policy and research division
- We are not recognized. We need to find the way to ensure that when the Ministry do anything that impacts on teaching they consult this group as well. How do we make sure that we are on that list? Every letter we write we need to keep bringing that out.
- The profession is in crisis – where are the teachers going to come from?

Recommendations :

- Substantial increase in dollar value of management units. Rationale behind that is “succession” - people are not taking the jobs – no applications
- Review of the time for acting principal allowance. Delete 14 day stand down so there is zero tolerance. Doing the job for a day you get paid for the day – the delegation clause
- Get a letter to PPTA drafted outlining what NASDAP want and Allan will take it to SPAC - Two key issues: 1st of status and 2nd of the unit structure itself

7. **Conference - AGM**

Discussion concerning items and things that we want to address at Conference AGM? What are our strategic issues for the next year?

- Salary
- Recognition – we exist and need to be consulted on things that matter to us.
- Inclusive/exclusive nature of the naming of our positions at the moment ie AP/DP
- Awareness raising issue. We need to have every member from the conference going out saying this is what we are going to focus on. Lift our profile among our own people.
- Need to put something together, looking at our objectives. Jenny will set up a template and get it to us for our input and then this will form the basis of our meeting in Christchurch 5 August and then be presented to conference at AGM.
- Report on the last year needs to be completed, financial report from Annette, strategic plan, general business

8. **Phil Smith – PPTA President and Trevor Bleakley**

Opportunity for Phil and Trevor to express where PPTA is at this stage. Points raised:

- Better position with the government, definite engagement with government, NZQA, Ministry. Feeling expressed by Phil Smith that government has finally come to the conclusion it can’t shut teachers out of the debate.
- Problems of schools complying with non-contact requirements. PPTA lobbying to get steps back in. Regional seminars being run to put together a range of models to show how schools can deliver. Innovative ways eg Edgewater College – different structured day, removed reading time, fundamentally restructured their day, long interval, shortened lunch, started earlier, finished later, different finish times different days etc. Trying to avoid having schools reinvent the wheel. Policy around timetabling is what is going to be more important.
- Schools have had PPTA advice about non-contact and timetabling since September last year. Road show meetings need to happen within the next month.
- At the moment the non-contact provision is in the contract in a very raw way to go with every teacher, but as this becomes refined then will need to look at HoD role and non-contact allowances for HoD responsibilities.

- Balloting people about NCEA Level 3 – currently PPTA position is that there will be no Level 3 until 2006. Government’s position is that it will apply as of 2004. Believes members’ position has changed so need to be balloted within the next month.
- Need more targeted PD for NCEA implementation - Biology, Technology, Physics are in some stress at the moment. Other areas committee members identified: Information Management, Computers
- Downloading from the web and real problems being identified – exemplars and tasks that are being sent back as being not up to standard, which have been directly downloaded. Qualification was sold to the sector because of the whole lot of resources that surrounded it, but they are not actually there.
- Range of issues with range of agencies and the agencies are not interfacing very well. Ministry very hierarchical and only see themselves interfacing with Principals.
- The Qualifications audit is about to be a real issue. NZEI Judge Goddard decision that G1 enrolling in ...will get G2...
- Don’t use the primary sector as an excuse for not solving secondary problems – problems we are facing are because of entrenchment.
- Give us more support people and you will be giving all teachers more time.
- Expression of how enormously frustrating it is to deal with ministers and the ministry. We need to continue to engage in rational debate. People are getting heartily sick of political posturing.
- Teachers Council in melt down at the moment. Currently something like 9000 teachers unregistered at the moment

Issues raised by Executive for PPTA consideration:

- Consultation group that advises NCEA – Principal’s know zip-all about NCEA – DP/APs are the ones who need to be consulted. HoDs know about their subject, AP/DPs have the overview, and teach as well.
- Career path remuneration structure, and suggestion that senior managers are not teachers.
- Industrial issues, and also forward looking at the future of secondary teaching in NZ.
- Raised the issues already identified in previous discussion around the Secondary remuneration survey.
- SPAC meetings chopped, due to costs, but at the very time senior managers needed, and wanted, to be consulted

FURTHER GENERAL BUSINESS:

1. Money Matters

Annette tabled the Financial report. Motion: That \$20,000 be added to term deposit.

Moved: Annette Seconded: Allan Carried

2. Discipline

Taking kids from another school where they have been excluded. Enrolled in the Correspondence school and therefore they need to be accepted? Technically not under exclusion. Only accept when the Ministry directs. "ADHD kid not allowed to be stood down, because has special needs." This is according to father claiming human rights issue – lack of recognition of son's special need. The school is now pouring extra resources into having to defend its position. Any advice?

3. Residential Institutions

Students unsuitable for conventional schooling, activities centre. Won't be taken by community high schools, don't fit the alternative education requirements, correspondence is not an option – what else is there for them? Stephen will do some investigation of the problem and report back to this group. To be included in the newsletter.

4. Drugs and Well Trust

Funding for support in schools for supporting students with drug issues. Northland - Might be community health – Iwi – but no co-ordinated help. Marlborough outside agencies, come out to schools. Jenny spoke of extensive support in the Wellington region. Government funding is being stopped – major implications for support in this region. Not a service that is operating widely across the country. The big picture shows that we all have different support. Useful to have someone to do some research and start the discussion. Jenny to talk to Well Trust and explore the idea of giving a paper on the services available to schools around the country. Need to look at the wider issues.

Funding prevention as well as punishment.

5. Newsletter

Want the executive members to each get their own copy of the newsletter. Also send copies of the newsletter to other agencies. Executive to forward names to Allan

Next one out for the end of the term – week 9. (deadline date Friday, 20 June)

Areas of Responsibility - Stephen – residential institutions, Roy – survey comment

Carol – Letter salary remuneration taskforce, SPAC – minutes, Christchurch Conference, Regional, Annette Professional Review, Phil to check with Woolfe Fisher recipients for an article, Ivan Snook – Annette to check

6. Meeting Place

Need to look at a different venue for Executive meetings in order to upgrade profile. Some discussion ensued. Taxis to and fro, difficulty of catering. Annette will do a cost analysis. Will not be an issue for next meeting, but to be resolved for further meetings.

Meeting closed at 3.15pm

Next Meeting: 10.00am , 5 August, Rydges Hotel, Christchurch

LETTERS PREPARED FOLLOWING EXECUTIVE MEETING

Ministerial Taskforce on Secondary Teacher Remuneration

The Ministry of Education
P O Box 1666
Thorndon
Wellington

10 June 2003

Dear Dame Margaret Bazley

NASDAP is a professional association that represents Senior Managers in over 95% of secondary schools in New Zealand .

We are aware that the Ministerial Taskforce which you chair is at present considering secondary school teachers' remuneration and how this can best be structured to ensure that teachers are effective in improving outcomes for teaching and learning in schools. Such improvements can only happen in schools if there is effective leadership by the whole Senior Management team. We would like to draw your attention to some issues concerning this sector of the teaching profession, and indeed, these same issues affect Middle Management from whose ranks Senior Managers are recruited.

It is acknowledged that there is a shortage of secondary teachers across most subject areas. Similarly and we would argue more seriously, there is a shortage of Middle and Senior Managers brought about by a number of factors: older teachers are retiring from these positions or stepping down as the demands of management increase; with the shortage of teachers, there is a smaller pool to draw on for management; many teachers now are reluctant to step up to management because the financial rewards do not reflect the time commitment and responsibilities of the position.

In the Workload Study Final Report carried out by PricewaterhouseCoopers on behalf of the Department for Education and Skills in Great Britain , an analysis of the working conditions of all classes of teachers in the secondary service was carried out: Head Teachers, Deputy Heads, Heads of Faculty and classroom teachers. Our concern is that since the introduction of Management Units, the only positions acknowledged in the Collective Agreement is that of Principal or classroom teacher. This is not a reflection of the organization of secondary schools or the responsibilities that management positions hold.

Prior to the last salary claim, Senior Managers in schools were surveyed as to whether they wanted a separate scale for Deputy and Assistant Principals. A clear majority answered in the affirmative. In the long-term, we would like to see these positions recognised as they have been in the past. Our view is that because we are not named in the contract, employment issues particular to senior Managers are overlooked.

However, in the short-term, we recommend, because of the need to recruit and retain Middle and Senior Managers, that the single management unit is increased substantially to truly reflect the responsibility and workload that these positions carry.

Yours Sincerely

Carol Craymer

The following letter was sent to PPTA following the March meeting of NASDAP Executive. It is pleasing to note that Phil Smith and Trevor Bleakley attended the NASDAP Executive meeting on Friday 23rd May and a SPAC meeting is now scheduled for Tuesday 24th June.

29 April 2003

Mr P Smith

President

NZPPTA

Level 5

60 Willis Street

WELLINGTON

Dear Phil

I am writing on behalf of my colleagues in the National Association of Secondary Deputy and Assistant Principals (NASDAP) to express concern that the PPTA Senior Positions Advisory Committee (SPAC) is still not functioning effectively. You will recall from your meeting with the NASDAP executive last year that you undertook to consider the issues raised in relation to the non functioning of this group.

The PPTA Senior Positions Advisory Committee was originally formed following pressure on PPTA from NASDAP for effective representation of Deputy and Assistant Principals. Once SPAC was operating regularly, NASDAP then moved on to concentrate more appropriately on communication and professional development for its members.

It is most regrettable that SPAC has met irregularly over the last few years and then largely at times of low interest by the association. I would have thought that it would be more appropriate to call meetings of SPAC leading up to negotiations with regard to the contract, rather than after the event. In this way, true consultation could occur. Further, I see no point in the organisation continuing under the present spasmodic meeting structure, as unless members of SPAC are meeting regularly – by this I means at very least twice a year – little relationship will develop between the executive members, meaning that on going discussion and idea sharing will not occur.

On behalf of NASDAP, I would implore PPTA to treat the Senior Positions Advisory Committee in a more serious vein, similar to the Principals' Council, ensuring that the committee meets regularly and deals effectively with issues considered important by Deputy and Assistant Principals and other senior management unit holders. With the present state of affairs, PPTA members in this group feel somewhat alienated by PPTA as their collective voice is not being effectively heard.

I look forward to your response to this matter.

Yours sincerely

Allan Webb

Deputy Principal

Tauhara College

AGENDA FOR SPAC MEETING ON 24 JUNE

1. Election of convenor
2. Secondary review – Judie Alison
3. Safe Schools – Judie Alison
4. NCEA implementation and extra workload – Chris Betty
5. Professional issues – Phil Smith
6. G3 equivalence - Chris Betty
7. Ministerial Taskforce on Teacher Remuneration – Jen McCutcheon
8. DP/AP salary relativity to principals – Chris Betty
9. Non-contact implementation – Chris Betty
10. Planning and reporting – Tony Broad
11. Elections for the committee – Trevor Bleakley
12. Senior positions – workload, application fields – Roy Fletcher
13. Implementation of non-contact time – Roy Fletcher

Leadership and the Eminent School

Wayne L Edwards

Can't help myself in bookstores! Especially in the section concerning better ways of leading and running organisations! Because my chief interests lie in educational places, it's often necessary to make the "translation" of ideas from areas such as business to our field of education. Jim Collins' book recently caught my attention and helped in the way that I see the work of educational leaders like principals, associates, deputies and assistant principals.

My own beliefs about educational leadership are, in fact, quite straight forward. While understanding the importance of tasks like planning, thinking strategically, following systems and being accountable, I also believe that it is very largely about treating people as you would like to be treated yourself and that it is about helping people to do the things that are important to them in their work. These beliefs are played out in concepts such as collaboration, cooperation, communication, teamwork and synergy – terms with which we are all familiar and which involve working with and through other people in order to attain the goals of our work place. Jim Collins, an American writer, struck a chord with my own thoughts. Collins (2001a) asked the question, "What catapults a company from merely good to truly great?" Of course, the question itself intrigued me (and I had to think for myself about education when reading what he had to say). For five years, Collins and his team, first, identified 1,435 companies in North America that were regarded as being "successful." From this list, eleven places were further identified as having moved from "good-to-great" (ie being regarded as "outstanding") on a number of dimensions. The focus was then placed on the eleven about which a wide range quantitative and qualitative data were collected and examined.

Collins' simple answer to his question focussed very largely on the leadership of each place. He explained, "The most powerfully transformative executives possess a paradoxical mixture of personal humility and professional will. They are timid and ferocious. Shy and fearless. They are rare - and unstoppable." He called this approach to leadership, "Level 5 Leadership" which his study characterised as the triumph of humility and fierce resolve. (Collins 2001 b) Without going too deeply into the other levels, 1-4, they cover a spectrum from leaders with good work habits, knowledge and skill through to those who are committed, visionary and able to work towards standards. Level 5 included some interesting concepts that, in combination, in Collin's view, go beyond the fine qualities that we commonly associate with good leadership. Here are some that appealed to me.

- *A compelling modesty*: Colleagues saw such people as quiet, humble, modest, gracious, understated. These leaders said things like: "I hope I'm not sounding like a big shot," "We were blessed with marvellous people" and "There are plenty of people who could do my job better than I do."
- *An unwavering resolve*: Closely allied with personal modesty was "tremendous professional will" – a total commitment to making really significant improvement, to set the standards and to help everyone pursue these with total vigour and commitment.

- *The window and the mirror*: Collins' small number of leaders looked out of the window to apportion credit to their colleagues while looking in the mirror to assign responsibility. They saw the importance of working with others while realising their own high degree of responsibility for ensuring achievement. I particularly liked this idea!
- *First who*: Collins wrote, "We expected that good-to-great leaders would start with the vision and strategy. Instead, they attended to people first, strategy second. They got the right people on the bus, moved the wrong people off, ushered the right people to the right seats – and then they figured out where to drive it."
- *The hedgehog concept*: Using the parable that distinguishes the fox and the hedgehog as being somewhat complex and simple, respectively, Collins noted that success came from simplicity, being systematic and consistent while focussing on key goals in an unrelenting way.
- *A culture of discipline*: Collins' successful places consistently displayed three forms of discipline: disciplined people, thinking and action, which ensured a constant focus on achieving key shared goals rather than establishing bureaucracies, excessive controls and allowing loose thinking and peripheral activity.

As I said, much of what Collins had to say appealed to me. His ideas of humility and collaboration link closely with current thinking about shared and servant leadership but I also valued his very strong focus on achieving goals – doing what we are supposed to do, what we are charged to do, in an unwavering and fully committed fashion!

But another aspect also appealed to me. In the very first sentence of his book, Collins states, "Good is the enemy of great." He goes on to say, "And that is one of the key reasons why we have so little that becomes great. We don't have great schools, principally because we have good schools." (Collins 2001 a) For the past couple of years, I've been struggling myself with the concept of "good" schools. For me, the term "good" conjures up visions of mediocrity, just being "satisfactory," "suitable" or "average." I believe that schools must be much more! With teachers, I've tried out terms such as: excellent, great, A1, world class, outstanding, the best. Finally, I settled on the goal of each school becoming an "eminent" school – a place that is notable, renowned, distinctive and distinguished, dedicated, flourishing, peerless, etc; my Thesaurus says it might be "the talk of the town!" Such a place will be driven by its real purpose and the kind of leadership by principals and senior people that takes people on an exciting journey of educational discovery and achievement. Well, what do you think?

References

Collins, J 2001a Good to Great Random House: London

Collins, J 2001b "Level 5 Leadership" Harvard Business Review January

Wayne Edwards is Professor of Educational Administration at Massey University where he can be contacted about this article or the University's post-graduate programme in educational administration for school leaders: W.L.Edwards@massey.ac.nz

What is Teacher Professionalism?

Reflection and comment on my own view of professionalism

Annette M Taylor

(Doctorate of Education Student (EEd), Massey University)

At the base level for me, teaching is a profession and from what history I have read (and understood!), its origins can be traced as far back as Socrates, Plato and other philosophers and teachers.

When the word professionalism is used, I conjure up the following adjectives:

- Drive
- Initiative
- Commitment
- Involvement

I see professionalism as the “pursuit of excellence, not just competence.”

Various readings discuss at length both the traditional (or classical) and managerial (or neo-liberal) definitions of professionalism. I identify with some of the characteristics listed under each heading:

- Knowledge – maybe generalized or specific
- Entry criteria – pre-service education with qualifications
- Ethical standards – a code of ethics or professional standards to adhere to
- Autonomy - although in reality, this may not be given wholeheartedly within education
- Accountability - normally through regulatory agencies
- Caring ethic. I am a proponent of Thomas Sergiovanni's “*Caring Ethic*” model which is a commitment to the learning, social and developmental needs of students as people

- An image is identifiable. However, the image projected, may or may not be indicative of reality

There is a dichotomy between the two definitions:

1. Traditionalism aligns itself to pre-reforms and the Department of Education maintained centralized control and there was much bureaucratic red tape within its confines.
2. Managerialism arose from the policies and practices of the economic rationalization reforms of 14 years ago (see Codd, 1998), started by the Labour Government of 1984.

The central agencies that have been created from Tomorrow's Schools (the platform from which the reforms within education began) have created a vision for education where accountability and effectiveness have become everyday practices for the teaching professional.

I am of the opinion that after 14 years of reforms, there still exists a contradiction between the two definitions of professionalism; it exists between increased government control over policy on the one hand, and greater local management and accountability on the other.

Why? New Zealand schools are NOT fully self-managing; schools grapple with top-down policies that the Ministry of Education and its associated agencies deem it necessary for schools to develop, monitor, assess and report on. There is tension between the self-management model (Boards of Trustees and Principals) and their relationship with the state.

As professionals, it is often very frustrating at the grass roots level in implementing compliance initiatives and expectations. As an administrator of a large single-sex secondary school, I often ask the question "But what will this do for teaching and learning?" as this is the core business of schools. Sometimes I am of the opinion that I am frequently "cutting down more and more trees" for the sack of administrative tasks that may offer very little improvement in the teaching and learning of my students. Administration should not be the ends – it should be the means to the ends!

But let me say this – I would not want to return to the pre-reform days! While I only had nine months of teaching in the "old system", it was not ideal. While I often ponder the "mythology" of the reforms, I believe we have moved on considerably.

I understand professional practice of a teacher to be:

1. Showing a personal commitment to quality
2. Taking pride in their work
3. Reaching out for responsibility
4. Anticipating and not waiting to be told what to do – showing initiative

5. Getting involved
6. Always looking for ways to make things easier for colleagues
7. Being eager to learn
8. Being a team player
9. Being trustworthy, honest and loyal
10. Being open to constructive criticism

These 10 points are not a definite list and I am open to be challenged on them! I am not touting that teachers must exhibit these 10 characteristics in order to be considered professionals. They are personal strengths that I believe teachers of today need to have, in order to survive society's construction of teacher professionalism.

Within the book – *Pay Professionalism and Politics – Reforming Education* (Ed Seddon, T 1996), I found the following definition of professionalism:

*School teaching is a professional activity, requiring initiative and a degree of autonomy for practitioners, which is informed by a substantial ever-developing base of knowledge, understanding and commitment, and which is directed to the needs of students, their parents and the wider community.
 Democratic professionalism facilitates the participation in decision-making by students, parents and others and seeks to develop a broader understanding in the community of education and how it operates. As professionals, teachers must be responsible and accountable for that which is under their control, both individually and collectively through their unions (Australian Teachers Union, 1991, pp.1-2) (192)*

The underlined words are aligned to my own construction of professionalism – perhaps what we need is an integrated approach, with characteristics from traditionalism and managerialism. In order for the profession to survive, we may need to have a compromise.

Student Management Systems.

In May 2002 the Ministry of Education commissioned AMR and Associates to develop a Compliance Framework for Schools' Administration Systems, the main vehicle that stores pupil details etc and provides schools with the facility to interface with MOE, NZQA and ERO systems. This followed the decision by the Minister to adopt a scheme of vendor accreditation (checking the vendor is viable and will remain so) and product certification (checking the product does what it is supposed to). Focus groups, including representatives from a wide range of education groups, were held in June 2002 and from these a budget bid was put together and funding provided for development and implementation.

Various options were considered including MOE funding and supplying a system for schools or MOE (or other body) accrediting vendors. The preferred option is Vendor

Accreditation and Product Certification which was seen to provide the flexibility that schools wanted and encourages contestability between providers, to have fewer risks than other options and also to fit in with government policy in terms of the “market” philosophy. The MOE would continue to define interface standards between themselves and schools and schools would continue to have choice of provider and product.

Then the vendors of Schools Administration Software were invited to apply to the MOE for accreditation and certification of their products with a set of eleven evaluation criteria to be developed against which vendors and their products would be measured. The MOE developed a structure to facilitate this which included the Compliance Framework Steering Committee which in turn oversaw the work of two groups looking at product certification and vendor accreditation respectively.

These groups have met regularly from the beginning of 2003 under the guidance of Project Manager Ian Munro who also spent time with vendors, potential new vendors, schools and other interested groups, and from these meetings the testing criteria and questions to be answered by vendors have evolved. Responses from the vendors were very positive with some of them implementing changes already in preparation for the accreditation process. The Education Gazette of 2 June 2003 includes notice of the first ‘request for information’ (p17). Accreditation requirements were released at the end of May, applications from vendors due by the end of August with the results across all eleven categories published mid-November. The requirements are also available on www.minedu.govt.nz/goto/sas. Also available in November will be comparisons between the various vendors and their products to assist schools in deciding who and what to use. The Project Manager, Ian Munro, will also be at the DAPA National Conference in Christchurch and available to talk to people. Please feel free to talk to him as he is very approachable and has a knowledgeable insight into the computers in schools scene.

I think this process of involving all interested parties in the MOE’s proposed developments with a realistic, practical and friendly Project Manager like Ian is very good. The working groups for this project included secondary and primary principals, a DAPA representative, an executive officer, personnel from the MOE and from NZQA and software providers. The consultation and real input into the development with representatives from all parties affected by the changes is a significant change in philosophy by the MOE from imposition to an agreed and discussed mutually beneficial improvements, within the obvious constraints such as the Ministers decisions or political philosophy. Long may it continue.

Geoff. O’Halloran.

Deputy Principal, Tawa College .

Contact Details and Web Sites of Interest

Ministry of Education

Main Office

04 463 8000

Data Management	04 463 8065
Learning and Evaluation	04 463 8179
Maori	04 463 8197
Property	04 463 8284

Sites of interest may include :

www.nzeals.org.nz New Zealand Educational Administration and Leadership Society

They too offer scholarships to members

www.inmark.co.nz/orsta Otago Region School Trustees Association

They have great resources

www.waec.ac.nz West Auckland Education Centre

They have great resources

<http://www.nzeals.org.nz> It is the New Zealand Educational administration and leadership society. There are branches in Northland, Auckland , Waikato , Wellington , Nelson, Canterbury and Otago.

REPORTS FROM REGIONAL DP/AP GROUPS

From the Auckland DAPA Group (ASDAPA)

Hot Topics for Senior Managers

Over 140 Senior Managers attended a very successful Professional Development day at Ellerslie Convention day on May 28th. It was the biggest turn out for some years possibly because all the topics chosen came from feedback from Deputy Principals and Assistant Principals who had been asked for areas they would like to see incorporated in future Professional Development. Timetabling, data collection and analysis. induction of New Teachers and Beginning Teachers, plus health and safety issues formed the basis of a mini smorgasboard The first strand was based on data collection and analysis.

The keynote speaker was Kay Hawk who outlined the principles of good assessment. David Philips and Bill Lennox from NZQA talked about the data available from the website which was followed by a workshop run by Deputy Principals who outlined their approach to data collection and analysis within their schools. The new ASTTLE tool was explained in the afternoon session by Sue Lewis from Multiserve. Some ways of dealing with stress, particularly in light of the new Health and Safety legislation was addressed by Psychologist Renier Greef,

who was followed by an exploration of the new legislation by PPTA field officers. The last two workshops on Induction programmes and Timetabling were very popular, Some Auckland schools provided very interesting approaches to these two issues. We could have spent all day exploring these two issues.

On September 3rd, ASDAPA will be holding a Breakfast Meeting with the key note address by Rawiri Gibson updating us on the Curriculum Stock-take Project due for release in 2005. Just when you thought things might slow down with the implementation of NCEA over and the possibility of breathing space ! If you are interested in finding more about this project then look at Educational Priorities for New Zealand which is available on www.minedu.govt.nz

Julia Scott

From the Hawke's Bay DAPA Group

The Hawke's Bay Deputy Principals & Assistant Principals' Association has not met this term, but plans are afoot for two excellent presentations on September 2. Judge Andrew Becroft, the New Zealand Youth Court Judge, will speak to us about his work, his perceptions of where NZ youth are at, and will challenge us about the performance of secondary schools with troubled teenagers. Sergeant Ross Stewart, local youth constable and member of a number of national bodies, will speak to us about the links between absenteeism & crime in our district.

Stephen Hensman, St John's College

From the Taranaki DAPA Group

We have met twice so far this year with visits to Parihaka and Patuha Lodge. Our first meeting in term 1 was organised by Opunake High School and was held at Parihaka. This allowed us to gain an insight into the history of Parihaka and its surroundings. As well as this time was also spent considering the Literacy Initiative that many schools are involved in.

Our term 2 meeting was organised by Okato College and was held at Patuha Lodge (not far from some of the filming of The Last Samurai). The first session of the day was taken by Margaret McCall (Career Services Rapuara) who took us through The Real Game (an interactive career exploration game). An interesting time spent deciding if the career we had been given gave us enough money to fulfil our wish list. Our next session was taken by Colleen Douglas (Massey College of Education) who asked us to consider:

1. Our jobs and our futures
2. What is it that makes us educational leaders?
3. What are the issues of our jobs?
4. Reflective practice.

A very interesting and thought provoking session. After lunch we considered the issues surrounding the Yellow Ribbon campaign and what local schools were doing in relation to it along with other issues we were facing as a group of senior managers in schools. These discussions centred around the place of NASDAP and SPAC in terms of looking after the conditions that we as

senior managers face in schools.

Many of us are looking forward to conference in Christchurch and we have set our next meeting as a report back from the conference for those not visiting.

Deborah Keenan

From the Greater Wellington DAPA Group

A new committee was elected (coerced) at the AGM for 2003. Our first regional meeting was held on the 31 March and was well attended. The guest speaker was Ian Munroe who spoke on School's administration systems.

The committee met on the 30 May to plan the events for the rest of the year.

The next meeting is on the 30 June. Peter Dunne MP will be addressing the group. The topic is: What is happening to our families?

Everyone is looking forward to the National Conference in Christchurch .

Wayne Mills. St Patrick's College

From the Nelson/Marlborough/West Coast Region

A successful event was held at the Tahuna Beach Conference Centre on Thursday 5 June 2003 from 9.30 am – 3.00 pm . There were 12 AP's and DP's present from this large geographical area and it was a great day

There were two guest speakers during the day:

- 1 Paul Hedwig, Owner of Harcourts in Nelson. Paul spoke to the group about the Harcourts way and there were many analogies between the management and leadership of a business that we could take away and ponder in our own roles. Many of the group learnt a lot about the intricacies of real estate!
- 2 Larry Ching, Principal at Waimea College . Larry spoke to the group about his sabbatical that he undertook in 2002, while he was Principal of Awatapu College in Palmerston North. There was something wistful about Larry's talk – the valuable time for reflection is essential. We also learnt a lot about the varied schools Larry visited.

The remainder of the day was spent discussing a range of issues that secondary schools are experiencing/grappling with. It was wonderful to have the time to share, debate, discuss and offer solutions!

Annette Taylor, Nelson College for Girls

From the Otago DPAP Association

Otago DPAPs met at a dinner function at The French Cafe in Dunedin early in Term 2. We enjoyed wonderful food and wine, which with the excellent company, made for a very enjoyable evening. Some members had travelled from Central Otago and this effort was really appreciated. Michael Deaker was our after dinner speaker. He has had a lengthy time in Education, (as a DP, a Principal, in the Inspectorate, in the Ministry and now works under contract), and with the many different roles he has had and still has, proved to be provocative and interesting. He spoke on several issues, including Tertiary reforms and directions for secondary schools in the future. He alerted us to concerns and issues which are particularly pertinent to Otago DPs and APs but also New Zealand generally and we went away feeling rather sombre !

With National conference in Term 3 being held in Christchurch we will have our next major meeting on a Friday at Glenfalloch in the fourth term. The date and speakers are still to be confirmed.

Di Stewart, Queen's High School