

NASDAP Newsletter Term 3 1999

REPORT FROM THE PRESIDENT OF NASDAP

It is now 3 months since the Dunedin annual conference where so many of us met together and renewed old friendships or made new contacts. I was elected President at that conference and this is my first newsletter / report in that role.

It is important to remember the vital role we as DPs and APs can play in the school, and sometimes, squeezed between board, staff and principal on direct resourcing decisions or industrial action over contract settlements, we ignore our own professional growth and knowledge.

Two of NASDAP's objectives are:

To foster the professional development of Secondary School Deputy and Assistant Principals, and

To facilitate the sharing of ideas and information between regional Secondary School Deputy and Assistant Principals' Associations.

We are hoping through this newsletter and by supporting conferences, that DPs and APs can regularly get opportunities for professional development.

For the last two national DP's and AP's conferences, in Wellington 1998 and Dunedin 1999, the executive approved a subsidy of \$5000. This has also been approved for the Auckland conference in 2001, planning for which is well underway.

We would also like all members, but especially regional chairs, to think about utilising the subsidy offered by NASDAP executive to pay some of the costs for speakers at regional conferences or seminars in the year no national conference is held, i.e. 2000. It is expected that such a speaker could be utilised by a number of groups. Please address any requests / ideas to me.

Finally, on the professional development theme, NASDAP executive decided about a year ago to expand and upgrade the newsletter and this edition is the beginning of that process. We would appreciate feedback and comments. Any members with information for the NASDAP newsletter should send their material to either, Allan Webb, newsletter co-ordinator, or myself.

Jenny Thomas, NASDAP President

"Teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times they accomplish this impossible task."

Haim G Ginott.

SURVEY ON MANAGEMENT UNITS

Included in the newsletter is a survey prepared by Roy Fletcher, Otamatea High School, for NASDAP. The survey asks for feedback on the management structure at your school, in order to determine the changes that have occurred around New Zealand since the previous CEC was signed. That CEC removed the words “Deputy Principal” and “Assistant Principal” from the contract. Please fax your response as soon as possible to Roy at Otamatea High School – fax 09 431 8229. The response form can be faxed without any covering note. Results of the survey will be published in the Term 4 NASDAP newsletter.

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

FIRST MEETING FOR NEW SPAC COMMITTEE

The new Senior Positions Advisory Committee of PPTA met on 12.8.99 in Wellington. The Committee is:

Michelle Lander, Westlake GHS

Tony Broad, James Cook HS

Chris Betty, Morrinsville College

Allan Webb, Tauhara College

Mairi Fitzsimmons, Havelock North High School

Johanna Wood, Queen Elizabeth College

Graeme Pollock, Naenae College

Margot Crate, Nayland College

John Dunbar, John McGlashan College

(Canterbury representation is currently vacant)

John Dunbar was elected Convenor

The tenure of the committee is two years.

This Advisory committee to the National Executive of PPTA has had a rocky past, partly due to uncertainty about its role. Certainly a lack of PPTA funds in '97 and '98 made it difficult for the committee to meet and to do business. This meeting, however, proved to be very productive.

For NASDAP members who are also members of PPTA, SPAC will produce a broadsheet to keep members in touch. Nevertheless, some meeting highlights are noted here.

The impact of the recent CEC was aired at length. Later in this newsletter there is a brief analysis on salaries, but there were other matters, perhaps of greater consequence. The first related to the Translation from step 12 to step 13 on 19 April 2000. This issue is going to cause some grief in many schools. The interpretation widely held now and certainly to be disputed reads as follows:

1. The key statement is on page 27 of CEC "Translations" paragraph 2. This is seen to mean that by mid March next year (when the Pay Authorities need their advice from schools) all teachers who were on step 12 on or before 19 April 1999 will be eligible for the increase. The proviso is also clearly stated. By mid March 2000 no PMS cycle will be satisfactorily completed and certainly not the new Professional Standards cycle. This means that the current PMS which is based on Appendix G (page 95 of the 1999 CEC) will be applied.

The new Professional Standards shall operate for all other purposes from the beginning of 2000. The key to this is, "That there shall be no surprises on April 19". If a teacher does not receive the necessary attestation for step 13, then this would have been known at the end of this year, 1999. It is not anticipated that a satisfactory teacher in December 1999 shall suddenly be deemed to be unsatisfactory in February or March of next year.

2. CEC Section 2.5.6 states that the new Professional Standards are for .." assessment and development purposes... This will be achieved...through the annual setting of objectives...and expectations". There is no reference here to the one off attestation for going on to step 13. CEC 2.5.7 confirms this interpretation.
3. The other major issue applies to all teachers who are not members of PPTA. In order to receive the recent gains, non members were asked to sign an Individual Employment Contract by their employing boards. This IEC was promulgated by the Secretary of Education on the 5 July 1999 and has the weight of law.
It is distressing to report that the provisions in the IEC regarding Surplus Staffing (see page 5 section 10 of the IEC) bear little relationship to the Surplus Staffing provisions in the CEC. Those who signed the IEC are now somewhat vulnerable. For them the Surplus Staffing provisions can apply without any CAPNA, or as the result of arbitrary re organisation! PPTA members have protection in this regard. This, of course, is not an invitation to join PPTA but rather to point out that:
 - a) few who signed the IEC read it closely.
 - b) the Ministry has clearly signalled where it would like to go without the constraints of the "PPTA dinosaur".

NASDAP members who are aware of unacceptable or serious breaches of accepted conventions should contact their regional NASDAP people with the facts.

Other issues discussed at the meeting included:

1. Achievement 2001 and the impact on school organisation and timetables.
2. Workloads and the PPTA initiatives for 2000 and 2001.
3. Stand-down procedures/suspensions. More discussion at the next meeting is required.
4. Truancy and its management by schools, RTLBs and SES.
5. Next Salary round in 2001.
6. Acting Principal provisions and salaries.
7. Capital Works formula and decile ratings.

A telling comment was made during the day by a Principal who was attending another meeting at PPTA. She said that while Principals had delegated many of their tasks to DPs and APs, the same people were also facing increasing pressure from teachers and HODs who were often failing to maintain their effectiveness. In this way DPs and APs were being squeezed, and she wondered how long we could survive this pressure. Food for thought!

John Dunbar, Convenor SPAC

AN ANALYSIS OF THE RECENT CEC AGREEMENT ON SALARIES FOR DEPUTY AND ASSISTANT PRINCIPALS.

In the days when AP/DP positions were specifically designated in the contract, there were concerns that the margin between the salaries of DP/APs and top of the scale classroom teachers was closing.

For example, as at 18/3/94 the salary of a class B DP was \$51,239, and the top of the teacher scale was \$41,039. This produced a loading factor for the DP of 1.24

Today the CEC has provisions for the equivalent DP position to be \$66,800, while the top of the teacher scale is \$50,300. This produces a loading of 1.30.

The same trend is seen in the salaries of the different class of schools. On the surface this would seem to be a good idea for Senior Managers. Notwithstanding this, many DP/APs are holding extra management units beyond the historical allocation for that position. This would increase the loadings for those individuals.

DP SALARIES: TEACHER SALARIES 1994 – 1999

		1994	1999
Class	A	1.18	1.27
	B	1.24	1.30
	C	1.30	1.38
	D	1.36	1.43

While there seems to be little clamour to restore the designated positions of the DP and AP, we should continue to campaign for more management units and an increase in their value. The point being of course is this. What are the Principals being paid these days? And how has their historical loading compared to our salaries fared over the same period of time?

These issues are worthy of some scrutiny. The problem is that not many Principals are prepared to talk about such commercially sensitive matters!

John Dunbar, NASDAP Vice-President

CONFERENCE 2001

Plans are now well under way for conference 2001, to be held in Auckland from Wednesday 1 to Friday 3 August at Waipuna Lodge.

We aim to offer participants inspiration for making constructive changes in secondary school settings, while acknowledging the political, human and economic constraints. One of the keynote speakers will be Andy Hargraves, Director of the International Centre for Educational Change, Ontario Institute for Studies in Education. Other resource people will include practitioners, academics and others from relevant agencies, with an emphasis on local and international experience in effective innovation.

After more than a decade of top-down change in educational structures, there is a degree of weariness and cynicism amongst teachers. Many senior managers have well-honed skills and knowledge in the area of management, but do we remember why we are working in education? This conference will refocus us on the underlying purpose of schools, with a focus on central issues in curriculum and assessment, and an eye on the first year of Achievement 2001.

If your school is involved in an interesting innovation, we'd like to hear about it. Suggestions for speakers and resource people are also welcome, as well as any other ideas for making the first NASDAP Conference of the new millennium one worth attending.

Registration details will be available next year, but pencil the dates into the 2001 calendar of your new diary.

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

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

REPORTS FROM REGIONAL DP/AP GROUPS

Report from the Auckland DAPA Association

The theme for our term 3 meeting was “Raising Academic Achievement”. Graeme Aitken, Director of the Diploma in Teaching at the University of Auckland, gave a lecture entitled “Multiple Intelligence and Learning Styles”. Graeme continues to teach a class at Onehunga High School, as well as working at the University, so his contribution was an interesting blend of theory tempered by the reality of today’s secondary school.

The second speaker, Tess Mullane came from Mt Roskill Grammar School, where she heads the Language Extension Department. Tess’s background is reading, a subject in which she lectured at Auckland College of Education. She gave an overview of the school’s wide approach taken at Mt Roskill to address the issue of poor literacy levels, the results of which over a four year period have been quite outstanding.

In the afternoon, there were a number of workshops to attend, namely Ngaire Ashmore, Deputy Principal of Tangaroa College, looking at their initiatives with Year 9 and 10 students; Murray Reid from Dilworth School talking on raising boys’ academic achievements; from the University of Auckland, Dennis Moore talking about the RTLB Scheme; Lou Thompson from Unitec on Self Esteem; and finally a workshop on gifted and talented programmes presented by Steve Bushell of Kelston Boys and Robin Holding of Takapuna Grammar School.

Carol Lloyd – President of ASDAPA

From the Otago DP and AP Association

The Otago DP and AP Association will hold its Spring regional meeting on Friday 15th October at Glenfalloch beginning at 9.30 am. The agenda will include a report-back from the August conference held in Sydney on the education of boys, local initiatives in the field of specialist youth services, Martin Connolly from the Ministry of Education leading a discussion on ten years of Tomorrow’s Schools and members will have the opportunity to air issues of particular interest to them.

A warm welcome is extended to all DPs and APs for what promises to be stimulating professional development in a beautiful environment.

Marie Aubin

From Greater Wellington DP/AP Group

We held a well-attended meeting in June, at which Bruce Murray, Principal of Tawa College, spoke about ‘Suspensions and Time Out: The New Rules’ and Neale Pitches, Chief Executive of Learning Media gave an address on the topic ‘How Marketable Are We?’

A short after-school meeting was organised for 22 July to hear Tim McMahon, Project Manager, Qualifications Development Group, MOE, explain ‘Achievement 2001’. DPs and APs made the most of the opportunity to vigorously correct the current assumption from the MOE that the new proposals will not add to teachers’ workload!

The last meeting for Term Three will be on 26 August, with Dr. Adrienne Alton-Lee, Director, Understanding Learning and Teaching Institute, running a morning session on 'Re-thinking the role of research in professional development for teachers: Classroom research case studies in educational practice.' This will be followed by an afternoon session with David Hughes, University of Canterbury, on 'Trading in Future's: Smithfield in Retrospect: The Effects of Markets in New Zealand Education.'

Jenny Bui

PROFESSIONAL ARTICLES FROM MEMBERS

Rotary Hits the Right Note for Education

"As always," Colleen Lyons, Vocational Rotary Scholarship recipient, says "Rotary are at the forefront of yet another move to enhance opportunities for young people through education".

Colleen Lyons, Assistant Principal at Queen's High School in Dunedin, New Zealand, was awarded a Rotary International Vocational Scholarship to study alternative education for students deemed to be At Risk.

At the beginning of this year she spent 3 months based in San Jose, which is about 40 miles south of San Francisco, California, USA. She was nominated by the Rotary Club of St Kilda District 9980.

Much of her time was spent studying and observing an educational structure called a Continuation School. In San Jose, Colleen became part of the East Side Union High School District. In particular, Cluster IV – the Continuation Schools, which was superbly led by Jackie Guavara.

There were 5 Continuation Schools operating:

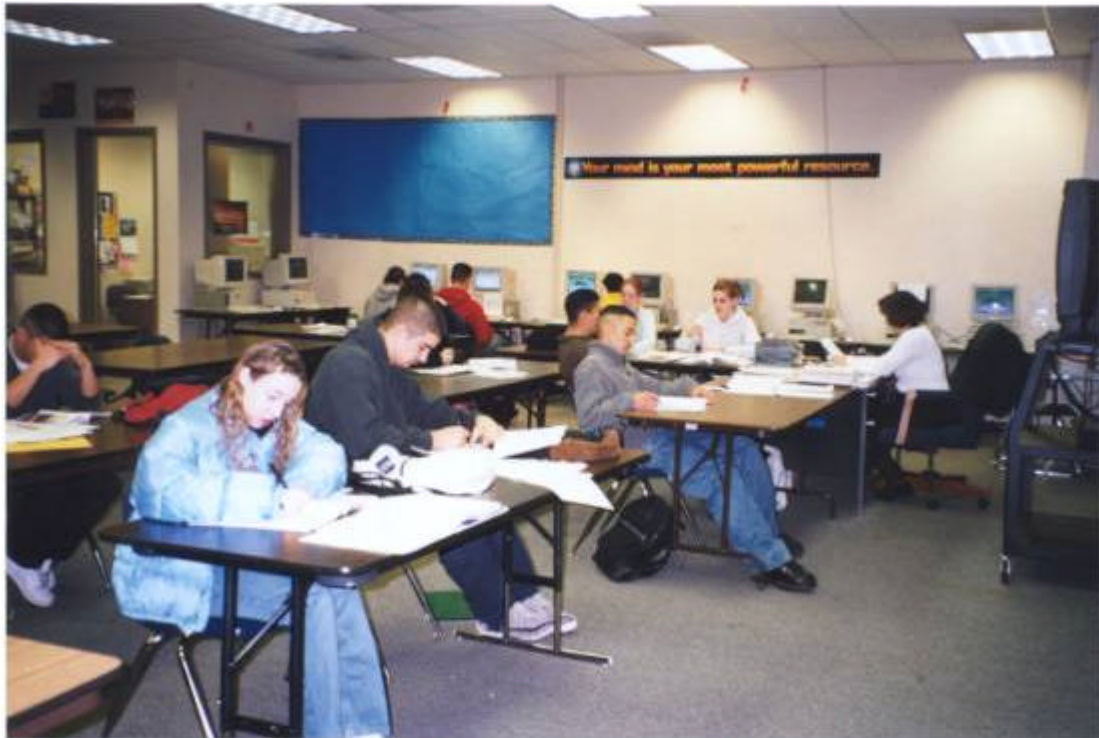
Genesis, Pegasus, Phoenix, Foothill, Apollo, Independent Study.

A Continuation School is structured very differently to a regular High School to allow these often very able but distracted or lost students, another opportunity to gain qualifications.

The students attending these schools were amazing. They were very much in the At Risk category, having been identified in the regular High School system with one or more of the following difficulties:

(1) Not meeting graduation requirements (2) Severe lack of motivation (3) Teenage parents

(4) Drug/alcohol issues (5) Physically abused (6) Chronic absences (7) Behaviour problems in regular classroom (a) Bullied, or bullies.



Each Continuation School has a maximum of 120 students. The day was divided into 2 sections – a morning school 7.30 am – 11.30 am, and an afternoon school 12.30 pm – 4.30 pm. There were 80 students in each section. Each site had a Principal, 4 teachers, a Counsellor (sometimes shared) and a Receptionist.

At each school the basic thrust was striving for academic success. The philosophy being that every student has the ability to learn, achieve and graduate. The success of the whole structure and philosophy of alternative education lies in the size of the school and the number of students per class. No one gets lost in the system. The teacher has time to get to know the students and care about their academic progress as well as all the other issues that come between them and achievement.

The students attending the morning session have the other half of the day to themselves. Most have part-time jobs or some attend higher educational institutions, e.g. Community Colleges, or they are involved in Community Service/Volunteer Work.

The students in these schools get a real taste of success; this breeds motivation and enthusiasm which in turn breeds more success.

Colleen believes strongly that Rotary has struck the right note in giving her the opportunity to discover this excellent system. The superb hospitality and networking opportunities that were extended to Colleen during her stay broaden her knowledge and understanding of how the alternative education works.

Colleen has a pilot scheme drawn up and ready to go, to see if this could work with New Zealand students.

Colleen Lyons, Queen's High School, Dunedin

Visit to the United Kingdom by Leslie Jamieson

The focus of my visit to the UK was to observe how schools track student progress and attempt to identify value added. Since Hamilton Girls High School is participating in the Durham University Blis project I asked Mark Wightman from the CEM Centre at Durham to recommend some schools. I visited five schools that ran their programmes, four others and two schools in Scotland.

Every school was involved in some form of baseline testing and target setting. All were convinced that the process is a worthwhile activity assisting teachers to critically review their teaching and to help students set realistic yet challenging targets, especially for the senior classes.

The Durham information systems offer baseline testing over all primary and secondary school levels. In secondary schools there is a choice of MidYis (Y9), Yellis (Y10) and Alis (in NZ Blis). MidYis and Yellis will provide predicted grades for students in GCSE (School Certificate) and Alis for A levels (University Bursary). Using actual examination results, measures of value added are calculated. Software provided allows schools to analyse their results by subject, class, ethnicity, gender, etc. School assessments can be set alongside as they approach the external examination.

A range of questionnaires provide information on student attitudes to subjects, the school, and the teaching and learning process. Although not precise, these provide a basis for initiating discussion with staff and students. The information is particularly valuable over time as trends emerge.

Feedback from Durham University is extensive. For example the Blis project would generate an intake profile for School Certificate and a further profile devised from the ITDA scores. Data for individual students is also provided. Once Bursary results have been processed a value-added graph is produced indicating how students performed relative to the predictions. These are also calculated for individual subjects. The results of the questionnaires are also graphed against a background of averages for the entire cohort. Finally, there are student level residuals subject by subject.

Every school cautioned that the process is not perfect, but all were confident it was fit for the purpose and worth doing. They emphasise that the exercise is a long-term investment that contributes significantly to a school's quality assurance and review processes. It should help to identify good practice and improve teaching and learning. Each school has developed a unique system for using the information. It depends upon a number of factors such as school philosophy, workload, familiarity with the information, etc. Most engage in individual target setting for students and this seems to be widely acknowledged as a really useful strategy. As a minimum, departments produce a written response to the information, often with an action plan to address areas where improvement is sought.

Durham University has committed itself to an information system which profiles a school's student intake and sets up expected grades against which actual results are compared. It is a much fairer measure than simply taking a school's results and

comparing these with national averages. Their project began almost 15 years ago and is currently the leading provider to secondary schools in the UK. I was very impressed with the Durham team and their dedication to continual improvement of their processes and their responsiveness to schools' needs. New Zealand is fortunate to have the opportunity to link in to a well-established project with a New Zealand based centre to ensure necessary local adaptations are made.

The four schools not using Durham material were using a system called CATS. The information provided was similar but testing in the junior school took longer and some schools commented that the testing material seemed old fashioned. In many cases the choice of baseline testing depended upon LEA, as there is merit in local schools following the same procedure (from some points of view). Particularly in the south, the CATS system was funded by LEA which made it cost effective for the school.

I found the Durham system superior because of the more extensive services offered. The process of baseline testing, target setting and measuring value added is worth considering as another tool to further improve teaching and learning.

Leslie Jamieson, Hamilton Girls' High School

WANTED

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 4 newsletter.

Please send them

Allan Webb

PO Box 1621

TAUPO

Fax 07 378 2482

E-mail: Eduwebb@reap.org.nz

DP / AP SURVEY

Please return to Roy Fletcher – Otamatea High School – Fax 09 431 8229.

Introduction

As you are aware, the advent of management units meant that the DP/AP position on the salary scale disappeared from the Collective Employment Contract. As a result many schools now have different management structures. I am interested in the impact these may have on the AP/DP. I have been asked to write an article on this for the next NASDAP newsletter and would appreciate it if you would fill out and return this survey by **Friday 17 September 1999**. All individual data collected will remain confidential and will only be reported on in a collated form.

1. Type of School (please tick appropriate box)

Secondary F3-7

Secondary F1-7

Area School

Other – please state type

2. School size (please tick appropriate box)

Class A – up to 199

Class B - 200 to 499

Class C - 500 to 849

Class D - 850 +

3. Please indicate the status of Senior Management positions and number of management units.

Management Positions DP / AP / Other	No. of Units

4. If any APs or DPs in your school receive management units over and above what they received at the point of translation on 1996 (eg. A DP in a Class D school received 8 management units), please indicate the number of additional units and briefly the responsibilities that go with them. Alternatively, indicate why the change was made and when.

No. of Additional Units	New responsibilities or why the change was made and when

Thanks.