

# REPORT FROM THE PRESIDENT OF NASDAP

Dear Colleagues

Hopefully by the time you read this there is some closure on the industrial front. I also hope the long term planning being done in the staffing review and by committees will enable a career in secondary teaching to be seen as a rewarding, inviting, and safe prospect for some of our best people.

At the NASDAP Executive meetings there have been discussions on the best outcomes for Deputy Principals and Assistant Principals from any pay negotiations. There is some thought that when there is an increase in the dollar amount for each unit, this especially helps those in more senior positions who tend to have more units and then the multiplier effect kicks in. It would be really helpful to have feedback on this so some momentum can be gained before the next industrial round. Questions that need to be answered are; What are Deputy and Assistant Principals worth? How is this payment achieved? Should Deputy and Assistant Principals have a separate salary band as Principals do? Compensation for Deputy or Assistant Principals when they are Acting Principal? Any thoughts on these or other questions you may have should be sent to your regional representative (contact details are in this newsletter)

While NCEA has been blamed by many for some of the recruitment and retention problems in our profession, I think the focus of this discontent should be more on the flawed implementation process from the Ministry of Education, and the lack of attention paid to the principles of change management when it was introduced. The problems are more to do with how the NCEA has been handled rather than the shift to standards based assessment. With this in mind I have included the introduction and conclusion of a paper written by Jim Strachan from NZQA in this newsletter and I recommend that you read the entire paper on the NZQA website. Use the hyperlink in this newsletter on the NASDAP site to access this.

NASDAP is now an incorporated society. This has been a lengthy process and I'm glad to finally have it completed. In an earlier newsletter we explained the benefits of becoming incorporated.

On 2 August Annette Taylor from Nelson College for Girls and Joyce Whyman from East Otago High School were welcomed to the Executive. Annette and Joyce will be covering their respective regions until elections for all regions are held in November for the 2003-2004 period. Some existing members will be standing again while others will not, so please consider making this commitment to NASDAP Executive by putting your name forward. Nomination forms will be in the Term 4 newsletter.

Last year at the Auckland conference some colleagues went to a workshop on mentoring. John McLellan of InterLead offers workshops and ongoing mentoring for senior staff for professional development. John spoke at our last Executive meeting about his business and what sort of service he can offer (see the minutes in this newsletter). If you are interested in being involved in peer mentoring and having professional coaching, contact John at [j.mclellan@interlead.co.nz](mailto:j.mclellan@interlead.co.nz).

Term 3 is almost over. I know there is a shared feeling that the past two terms have been the most difficult in the last decade BUT it looks like we might be getting there. What the campaign has shown is a renewed public understanding and perhaps appreciation of the job of a secondary teacher. That can only be helpful.

*Jenny Thomas, President*

***E hara taku toa i te toa takitahi engari te toa takitini  
My strength is not that of the individual but that of the multitudes***

**Minutes of AGM of NASDAP  
21 June 2002  
Wairakei Resort Taupo**

Meeting began at 11.55 a.m.  
120 members present.

President Jenny Thomas opened the meeting welcoming everyone to the AGM. The minutes of the last general meeting in August 2001 were received. There were no matters arising from these.

President's report was read.

**Motion:**

**That the June 2002 Annual Report from the President be received.**

**Moved: J Thomas**

**Seconded: L Jamieson**

**Carried Unanimously**

One minute silence was observed to acknowledge the death of John Dunbar, members were also asked to acknowledge other DP and APs who have died while working in the profession.

Financial report was presented. Bruce Smith explained the discrepancy between amounts because of different collection times of fees.

**Motion:**

**That the Financial Report be received.**

**Moved: B Smith**

**Seconded: A White**

**Carried Unanimously**

There were no notices of motion.

Members were asked to attend next year's AGM in Christchurch at the biennial NASDAP conference.

President Jenny Thomas wished everyone a safe journey home and thanked the committee for their efforts in organising this conference.

The meeting closed at 12.10 p.m.

**Annual President's Report for the National Association of Secondary Deputy  
and Assistant Principals**

Since our last AGM in early August 2001 what a lot has changed.

Firstly I want to mention the sad loss of John Dunbar in September last year just a month after our AGM and acknowledge at this meeting the contribution he made to the NASDAP Executive. John was always supportive and I appreciated the extras he did on behalf of DPs and APs nationally while on the Executive and Chairperson of SPAC. I've definitely missed his support in the last year.

Regional associations throughout the country have continued to provide a number of professional development meetings and conferences. Thank you to the organisers of each of these. We are pleased that NASDAP funds are being used in this way.

The papers for incorporation have been sent away and we do not expect any difficulty with our present constitution meeting the requirements.

The Executive members have maintained informal contact over the year and have been available for support and advice in their regions. However, in the current unsettled climate the time to do this is constantly and unfortunately being squeezed. We are a distinct group in the secondary school system and it is important that we have a national body and voice.

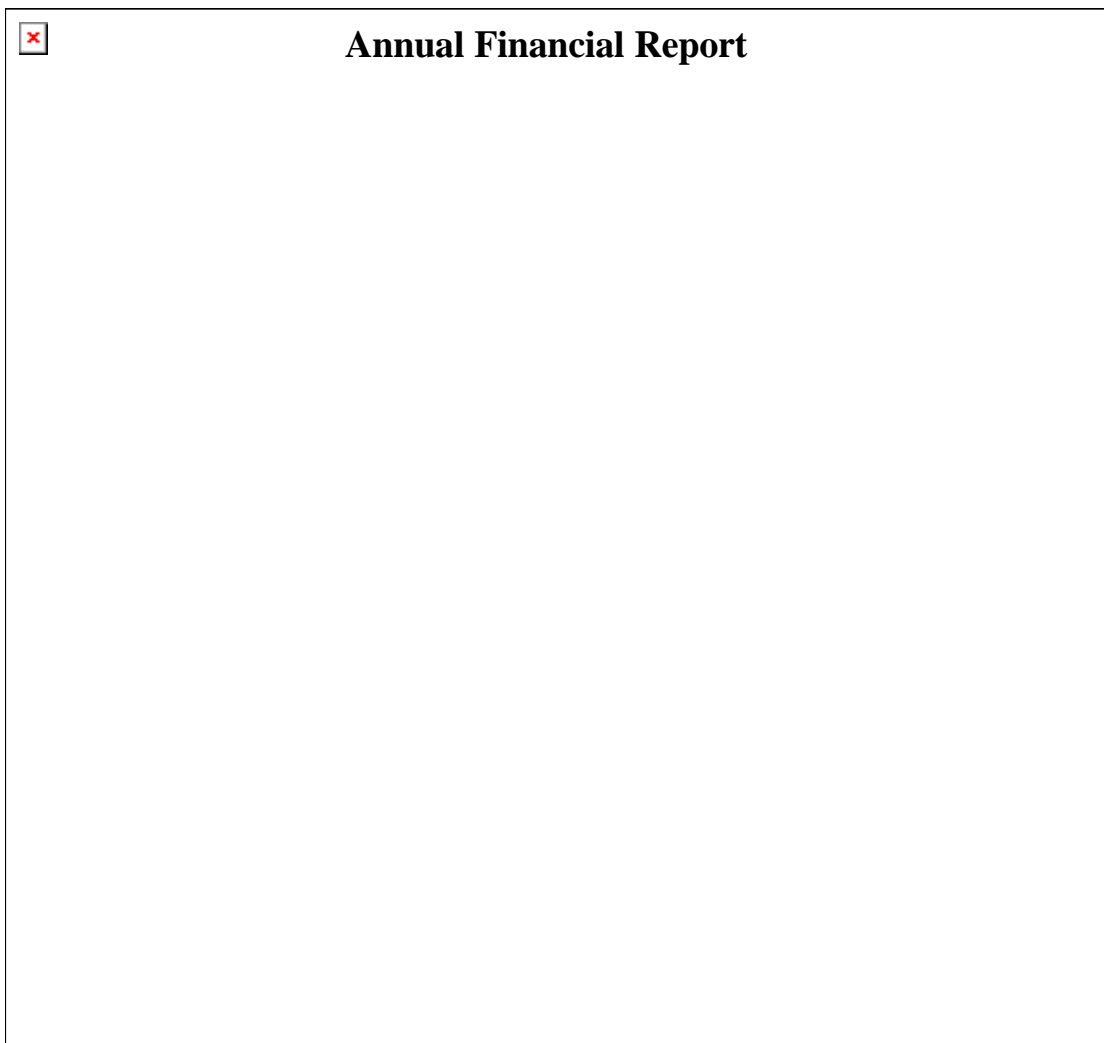
The time may be here where we need to give a small honorarium to a “retired” senior management person to ensure there is the co-ordination and proactive edge that is needed for the association to run smoothly. It would need to be someone who understood the needs of the Association and its members.

In the next year I would like to see the Association improve the communication systems we have between different sectors. This may mean formalizing some present arrangements.

Finally, thank you to members of the Executive for their work and to Allan Webb for coordinating the newsletter. A big thanks to Bruce Smith for managing all the financial aspects of NASDAP.

I look forward to seeing a large number of you at the biennial conference in Christchurch for our next AGM.

*J Thomas, President*





## **NASDAP Executive 2001 - 2002**

*Please feel free to contact your executive member on any issue. Nomination forms for the 2003-2004 executive will be contained in the Term 4 newsletter.*

### **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
<b>Taranaki, Manawatu and Wanganui</b>	
Phil Keenan, Stratford High School	kp@shs.school.nz
<b>Wellington, Hutt Valley and Wairarapa</b>	
Jenny Thomas, Kapiti College	jenny@kapiticollege.school.nz
<b>West Coast, Nelson and Marlborough</b>	
Annette Taylor, Nelson College for Girls	annette.taylor@ncg.school.nz
<b>Canterbury and Aoraki</b>	
Lynlee Smith, Geraldine High School	ap@geraldinehs.school.nz
<b>Otago and Southland</b>	
Joyce Whyman, East Otago High School	jae.whyman@xtra.co.nz

## **Minutes of Executive Meeting June 20 2002**

Present: Jenny Thomas, Allan Webb, Bruce Smith, Leslie Jamieson  
 Apologies: Phil Keenan, Lynley Smith, Carol Craymer, Julia Scott

### **Meeting Times**

Need to have meeting twice a year. Next meeting 2-3 weeks into term 3.

### **Office Holders**

Decided to defer discussion on this until next term.

Jenny discussed the difficulty she feels in trying to be proactive with lack of deputy chair and secretary.  
 Agreement that Jenny to find a support person as indicated in President's report at AGM. This person would understand demands of deputy and assistant. Possible payment up to \$2,000.  
 Bruce using clerical support and paying extra for this and at present that is fine.

### **Communication System**

Need to have definite meeting schedule - best in Term II and Term IV. Set up meeting date from meeting until meeting.  
 Allan to initiate email contact. This will be sent on first of month. People to respond to comments so that feedback is regular.

### **Seeding money/subsidy**

NASDAP funds of up to \$1,000 for a regional conference that meets criteria set will be a subsidy. This should be used to reduce price of conference.  
 For national biennial conferences the \$5,000 will be seeding money to make initial bookings. The Association requesting money will need to ensure that accepting the money means naming rights for NASDAP for conference which needs acknowledging in conference title.  
 A letter needs to be sent to Christchurch about this. If the association organising the conference makes more than \$10,000 from the conference it is expected that the \$5,000 seeding money will be returned.  
 Accounts for the conference will need to be shown to NASDAP Executive.

### **Elections**

Office holders' appointments to be made after elections at the end of 2002.

### **Newsletter content and style**

Need to contact Professor of Education at each university, get Woolf Fisher papers and get College of Education people to contribute appropriate articles for newsletter or ideas for conferences or meetings. Also organisations like ERO, NZQA about articles and professional development ideas. Get support person for President to do this.

### **Incorporation**

If any changes are needed they can be ratified at next AGM.

### **General Business**

Conferences discussion on 2005 conference what general information is available.

Need maybe to get organised a National Conference manual and include things like what needs to be done where to get funding, etc.

Meeting closed at 4.30 p.m.

## **Minutes of NASDAP Executive Meeting 2 August 2002, Rongotai College, Wellington**

Meeting opened at 9.55am

Present: all day – Lesley Jamieson, Allan Webb, Bruce Smith, Jenny Thomas, Annette Taylor, Lynlee Smith, Joyce Whyman, Gina Garrett; for the afternoon (due to flight delays) – Julia Scott and Carol Craymer

Apologies: Phil Keenan (at conference) and Roy Fletcher (flight unable to leave)

### **Welcome**

Joyce, Annette and Gina welcomed by President Jenny Thomas. Allan moved that Joyce and Annette be accepted as representatives for Otago and Southland, and West Coast, Nelson and Marlborough regions respectively, seconded by Lynlee. Gina acting as administration support for Jenny as agreed at last meeting.

### **Matters arising from minutes**

#### **Office holders and elections for 2003**

Bruce happy to remain as treasurer until the end of year. Jenny and Bruce wanting to stand down from their positions at end of 2002.

Procedure for upcoming elections discussed. Term 4 newsletter to call for regional nominations; nomination form enclosed. Two weeks to fax nominations back. If only one nomination for region, person appointed. If more than one, election to be held. Send out numbered voting forms to all appropriate members with deadline for return. Gina to act as returning officer. All votes to be counted and candidates notified of outcome. Results published to members early in Term 1, 2003. Elected group to decide on chairperson, secretary and treasurer at first meeting in 2003.

Noted that at present 86% of schools have NASDAP membership. Bruce to provide list of schools not presently members for regional representatives to follow up.

## **National Conference Manual**

National conferences to date: Wellington 1998, Dunedin 1999, Auckland 2001.

Upcoming national conferences: Christchurch 2003, Rotorua 2005.

As yet no manual has been developed to assist regions organise national conferences. Expertise needs to be recorded and passed on to save time.

To contact Auckland organising committee for a suggested checklist for future conference organisers. Pass this info onto Christchurch organisers.

## **Conference Seeding Money**

Each national conference is provided with \$5,000 from NASDAP. This money is to be returned if more than \$10,000 profit made. Executive needs, in future, to require a report on the conference and the final accounts. There is a Ministry requirement for a report of the conference – this could be used to fulfil the Executive's requirements also. Pro forma letter needs to go out to regional conferences outlining expectations as is done for national conferences.

## **Regular Contact Between Executive**

In order to encourage more regular contact among Executive members, Allan to send out an email to everyone at start of the month requesting an outline of what issues people are currently facing in their schools. This will be collated and redistributed by Allan.

## **Articles/Info for Newsletters**

Wellington College of Education annually publishes periodical called "News You Can Use". Not all of the Executive have seen this in their schools. Gina to suggest to Janet Hay at College of Education that in future, the copy is addressed to "Curriculum Co-ordinator" rather than "Principal" to ensure articles of interest get to relevant people in school.

Gina has been contacting a number of education providers and related organisations for articles suitable for newsletter. A number interested in doing so – requires further follow up.

Jenny requested that each region provide an article of professional interest for each term's newsletter. Also, could provide review of useful books for professional reading.

## **John McLellan from InterLEAD Consultants**

Jenny introduced John to group.

John provided some background about the work of InterLEAD Consultants who work with various schools, individuals and groups providing senior leadership programmes.

John discussed the organisation's current approach to leadership. Some points included:

good leaders come from the heart

leadership is a relationship of influence, e.g. dealing with people under pressure

senior management in schools is a complex job – major issue is the handling of change, for example, NCEA.

useful texts on leadership

\* "New Leaders" by Daniel Goleman

Goleman discusses how life is a journey and there is a need for four companions. They are:

Seer – sense of direction/vision  
Healer – service/relationship/empathy/connection  
Warrior – sustained risk taking (call people to account)  
Merchant – organisational.

As leaders in schools we need to develop all four areas – some will already be strengths. Aim to have all aspects in senior management team. John got Executive to consider their current strengths and an area they would like to strengthen.

\* “The Courage to Teach” by Parker J. Palmer

Available through amazon.com. Explores the inner landscape of a teacher’s life. E.g. “It is not about delivery, it is about engaging”

John explained how his organisation provides: skill development, theory, feedback and personal development for school leaders. Invited Executive and others to explore options of using InterLEAD Consultants to provide professional development for deputy and assistant principals, in region by region or school by school.

*Broke for Lunch at 12:20pm - Reconvened at 1:30pm*

### **National Conference Manual – Revisited**

Julia and Carol arrived (due to airport delays) and reopened this issue. Made following points:

person to contact from Auckland Conference is Shona Smith of Waitakari College – she was chairperson of organisation committee.

Auckland found use of conference organiser invaluable (as have other conferences).

Jenny Buist has information from Wellington Conference

request Shona to provide a copy of conference costing; programme and evaluations for future conference reference. Information should already be documented.

### **NCEA**

Jenny invited the Executive to discuss NCEA concerns/issues facing their schools/regions. The following points were raised:

concern that significant number of students are not achieving in some schools

concern over NZQA flyer No. 11 suggesting that teachers are gathering evidence continually so can assess at anytime. Schools had already set up policies/procedures for assessments and reassessments before this came out. Constantly shifting ground

lack of rigour. Seems to be huge variability of how many students gain credit or more in each achievement standard, e.g. some 90%, some 40%

some students are thinking they have failed already – self esteem being affected

North Shore Principals sent letter to Trevor Mallard asking for level 2 to be delayed – “no level 2 until you fix level 1”. Yet Wellington Principals concerned about level 2 not going ahead next year. PPTA to recommend that level 2 happens in 2004 and level 3 in 2006. Highlights lack of consistency in profession’s stance – diverse views – what is the view of deputy/assistant/principals throughout the country?

Executive brainstormed issues and concerns about NCEA. Carol to write letter on behalf of group as press release and to Trevor Mallard to publicise these. Copy to be published in NASDAP’s next newsletter.

## **General Business**

### **Professional Development for DP's and AP's.**

Need to use some NASDAP money to benefit members professionally. Executive to organise a presenter to provide a professional development workshop region by region in term 1 2003. NASDAP to play travel costs while regional group to pay workshop/day costs and accommodation. Suggested presenters:

Celia Lashlie (author of "The Journey to Prison – who goes and why")

Bill Rogers (student management)

Judy Aitken (University of Melbourne – Better Learning in Classroom-thinking skills)

Decided to ask Kevin Knight, of a private graduate school in Christchurch that trains teachers, and request that he focuses on latest developments in teaching and learning. Five hour workshop? Region could tack on meeting as well.

### **Serious Staffing Issues**

Executive shared concern over quantity and quality of available teachers. Problems also in getting relievers – many end up in full-time jobs. Crisis in Auckland. Each Executive member wrote down 3 staffing difficulties they had faced. Jenny to type up these examples and express concern in letter to Minister. Copy to be in next NASDAP newsletter. Also concern over quality of trainees coming through from large number of providers.

### **SPAC Meeting**

Allan to write to PPTA on behalf of Executive re issues raised by deputy/assistant principals that have not been addressed by SPAC. Noted that DP's and AP's can become associate members of SPANZ for \$253.00.

### **Next Meeting**

Needed by middle of term 4 – suggested date Friday 18 October 2002 at Rongotai College again. Date to be confirmed. Executive to book flights once this has been done.

*Meeting closed at 3:38pm*

## **Letters arising from minutes**

*As can be seen in the minutes of the Executive meeting 2 August 2002, we decided to write a letter to the Minister of Education regarding teaching applicants and to newspapers expressing aspects of NCEA needing to be resolved. Those letters follow:*

*To the Minister of Education .....*

15 August 2002

Mr Trevor Mallard, MP  
Minister of Education  
Parliament Buildings  
WELLINGTON

Dear Mr Mallard

On Friday 2 August the executive of NASDAP (National Association of Secondary Deputy and Assistant Principals) met. We wanted to let you know that we are extremely concerned about the quantity (and in some cases the quality) of applicants for secondary positions.

Our schools range from decile 2 to 10, co-ed, single sex, rural and large urban. Here are some scenarios our schools have experienced this year:

*HOD Music retired mid way 2001 to finish term one 2003. Advertised Gazette/Sunday Star Times Dec/Jan. Again Feb/Mar. No suitable applicants. Having to seriously consider using a recruitment agency – huge \$\$\$ involved. Have 3 staff covering her teaching load until end 2003. 1 part-time Music teacher co-HOD with HOD Art.*

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*Unable to hire a Science teacher. Students have been taught by 4 relievers.  
Unable to find an ICT teacher, senior staff now teaching their classes.  
Having to employ overseas teachers largely sight unseen.*

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*Recruitment of 2 maths and 2 science teachers from overseas – could not find good quality applicants in NZ. Maths teacher is now selling insurance (lasted 6 weeks). Science teacher (2 years experience) has been given a PR3 HOD position out of Auckland (the other 2 applicants are working out well).*

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*Difficulty in obtaining relief teachers (Day/LTR) in specialist subjects – retired teachers used – not always subject specialists.*

*Applicants not trained in NZ curriculum – need assistance to cope with curriculum.*

*Small schools – especially in rural areas – ability to employ for scattered hours costly if come from nearest town.*

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*25% of staff Yr1-2 teachers*

*British teacher walked off at end of Term 1 citing low salary*

*Unable to find part-time science teacher*

*3 full time staff gone to Britain this year – higher salaries*

*Several appointments below standard normally expected.*

*Shortage of day relievers*

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*Rural school that simply cannot attract young teachers. Staff where there are only 2 members under 35.*

*Rapidly decreasing pool of relievers – or even getting people who can do the job of being relievers and getting LAT.*

*Virtual impossibility of finding anyone to teach any level of Maori Language or culture.*

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*Advertised in Gazette and newspaper geography/social studies position 3 times since December. Phoned 6 training providers – mainly Colleges of Education throughout country. Only 1 NZ teacher-trained graduate applied. This person was Year 1 and not of the standard we required. A British resident appointed to long term reliever position. He stayed 2 weeks – too much hassle in getting pay sorted out, NZQA, tax dept. Replaced by another person who had taught in Fiji for last 10 years; he left after 4 months. We have now filled the position with a Singaporean. There was a lot of bureaucracy to complete to get her here and time this DP didn't have.*

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*Advertised for HOD Commerce 2x in Gazette. No suitable applicants. Had to divide administrative duties among teachers in Commerce Dept.*

*Have been unable to replace Science teacher who would take 10 hours of science. Students have had 4 teachers (long term relievers) so far this year. At time of writing, currently interviewing a woman who has just returned from overseas.*

*1<sup>st</sup> year Teacher – been given lots of support this year as not coping very well – had to be given PD in NCEA – currently on 2 weeks stress leave.*

*A young Science teacher – returned from England – started term 1 – stress leave term 2 – this placed a huge burden on HOD, senior management – reports had to be written by HOD, etc.*

*Lost the following staff this year:*

*HOD Social Science – DP*

*HOD Drama – promotion*  
*HOD Commerce – private school*  
*PE teacher – private job*  
*English teacher – retired early*  
*Technology teacher – to a school with creche*  
*Teacher of Japanese – promotion*  
*Classics teacher and Senior Dean – promotion*  
*Science teacher – pregnant*  
*HOD History – promotion*  
*Resource teacher been at school for 20 years*  
*Technology teacher – Metal – left to go to England*  
*Drama teacher – to travel and work in England*

The difficulties we are having in staffing our schools are shared by many of our other colleagues; these scenarios are not uncommon.

New Zealand's future as a viable thriving country depends on all it's young people getting the best deal educationally. At times it appears that the Government is content to have a staffing vacancy filled with a person who is just warm and breathing. We do not think this is good enough.

You must take our comments seriously.

Yours faithfully

*J Thomas, President, NASDAP*

***To the newspapers.....***

Most likely your readers have never heard of NASDAP. This clumsy acronym stands for the National Association of Secondary Deputy and Assistant Principals, an organization which has, in the past, been concerned primarily with providing professional development support for Senior Managers in secondary schools. Political lobbying and comment have been left to the Secondary Teachers' Union, the PPTA, and the Principals' professional organizations such as SPANZ. Last week, the Executive of NASDAP, representative of all regions in New Zealand, met in Wellington to discuss a number of issues concerning our members, the most vexatious being the implementation of the NCEA, an acronym now very familiar to most New Zealanders. As Deputy Principals involved in a hands-on way with the running of the school, we would argue that we have a very good, possibly the best, overview of how NCEA is working. These are our concerns which we feel a responsibility to state publicly:

The software necessary to record the marks and submit entries to NZQA is not up to scratch. Instead of the Ministry investing in and developing one robust programme, they have chosen to develop in excess of twenty-five different packages. Moreover the software is being developed ad hoc as issues, not identified earlier, arise. Previously, five or six marks per student – in many cases far fewer- would be forwarded to Wellington in November. For NCEA, you could multiply that number by four or five. There has been no extra money given to schools for data input assistance, although a paltry \$400 was given for professional development late last year.

The issue of reassessment for internal Achievement Standards requires clarification so that there can be some consistency between schools. Last year in response to workload

concerns, the Minister issued an edict that there was to be one reassessment in 2002. Since then, NZQA has redefined reassessment with the publication in May this year of NCEA Update 11. Now, teachers can 'make assessment decisions based on the evidence students produce' and 'the assessment conditions and assessment activities may vary'. Does that mean everyone does their own thing? Of course, there is no reassessment for the external Achievement Standards by NZQA who run and mark the examinations.

The moderation practices put in place by NZQA are not sufficiently rigorous. It is important that an internal Achievement Standard earned at one school equates with that earned at another and we are not convinced when our concerns are rebutted by NZQA with glib comments about relying on teachers' professional judgment, especially in this time of acute teacher shortage and limited funds for professional development. Because of industrial action, the moderation process has been delayed so teachers have not received valuable feedback.

The training for NCEA has been rushed and inadequate. Because of industrial action, Level 2 training is now behind schedule.

The treatment of transitional students is unfair. School Certificate marks earned last year by Year 10 (Fourth Form) students are to be translated in 2002 into NCEA credits according to the grade earned. So an A (representing a School Certificate mark from 80- 100) will be worth 24 credits, a B (a mark between 65- 79) 18 credits and a C (between 50- 64) - 12 credits. But because School Certificate is not scaled, these grades are meaningless. Many students and parents, not aware of the wide variance in means between subjects in a year, would be surprised to learn that a pass mark (the mean) in School Certificate Chemistry in 2001 was 67 but in Physics, only 54. For the Year 10 student who sat School Certificate Physics and Chemistry in 2001 and attained the mean in these subjects, 18 credits would be awarded for the B grade in Chemistry and 12 for the Physics C grade. It doesn't make sense, it lacks transparency and is just dishonest.

Courses vary in the number of credits attributed to them. This is unfair as all students are expected to be in class for the same period of time yet some subjects, especially those with Unit Standards such as an ESOL course, can earn more credits than courses such as Physics or English.

Achievement Standard requirements keep shifting for teachers who are expected to trawl the net at regular intervals and note any changes. This is hit and miss and schools need to be notified directly if there is any major change to an Achievement Standard and how it is delivered. Changing the rules for students and teachers throughout the course of the year does not engender confidence.

Extra costs have been incurred with duplication, a cost that must be funded out of an ever shrinking operational fund.

Some schools are using reader writers for internal Achievement Standards; others are not - so once again it is a matter of inconsistency. In some schools this is an additional cost as reader writers are reimbursed from the school's operational grant and not from any additional funding.

The quality of the assessment tasks is variable. These are readily available on the net to teachers and students. This lack of security raises issues of cheating.

The NCEA with its three broad bands of achievement is not sufficiently challenging for the able students.

And finally, workload, workload, workload. Workload issues are exacerbated by the shortage of quality teachers and this will not be alleviated until conditions and salaries in state secondary schools are made more appealing. And as teachers and school managers grapple with the problems of Level 1 NCEA, at the same time the development of Level 2 is taking key teachers out of classrooms to create the resources for the next stage. Those who are left carry a heavier load.

The positive aspects of NCEA are that non-School Certificate subjects such as Physical Education and Drama now have legitimacy. In many cases, skills such as Research and Speaking are being more appropriately assessed and low achievers who would previously have 'failed' i.e. gained a mark below 50 are now gaining some credits. Possibly, hopefully, teachers are thinking more precisely about what they are teaching and assessing and as a consequence, better learning is happening. The jury is out on that one but certainly, with such a dramatic change in our assessment methods, a change that has impacted hugely on teaching and learning in secondary schools, it is hoped that the effectiveness of the NCEA will be evaluated independently in the near future.

In the meantime, the serious issues raised here by the Executive of NASDAP about the implementation of NCEA need to be addressed and not fobbed off by the Minister and NZQA as mere teething problems. It is important that New Zealand secondary school qualifications are rigorous and have international acceptability.

*Carol Craymer - Deputy Principal of Takapuna Grammar writing on behalf of The National Association of Secondary Deputy and Assistant Principals. Carol is on the Executive of this organization which is headed by Jenny Thomas, Deputy Principal of Kapiti College and President of NASDAP.*

## **CNIDAPA Conference June 2002 held at Wairakei Resort**

The 2002 conference was attended by around 130 Deputy and Assistant Principals from all over the North Island. Amongst the people attending we were pleased to welcome two people from the Correspondence School.

The theme of the conference was 'Breaking the Mould' – an attempt to look at ways to enhance the learning of students who do not fit the 'average' model and may have different educational needs.

Keynote speakers addressed issues such as Boys' Education, achievement of Maori students, IT in schools and Interview skills and CV writing.

Workshops covered topics such as multiple intelligence, biculturalism and classroom management. There was overwhelming interest in Dr Kevin Knight's two workshops on reducing noise levels in the classroom and behaviour techniques to increase work output. It was also pleasing to see many of our colleagues leading workshops and sharing their innovative practices with fellow Deputy and Assistant Principals. Our thanks to Maurie Abraham, Heather Gorrie and Joseph Driessen for their contributions. As well Maurie's enlightened observation on 'his' staff's appraisal was a delightfully cynical way to start the morning and we all enjoyed the idea of being paid as babysitters, especially the creative calculation.

During the conference we took the opportunity to farewell Owen Snow who has retired from Te Kuiti High School after 17 years as Deputy Principal. Owen has made a significant contribution to CNIDAPA as a committee member for many years. His friendship and support of his colleagues will be greatly missed.

The NASDAP Annual Meeting was chaired by our President, Jenny Thomas. Her President's Report and the Financial Report presented by Treasurer, Bruce Smith, were tabled and accepted.

Prior to the conference dinner we enjoyed the traditional wine tasting. There was a fierce air of competition amongst the teams and many appeals were made concerning the accuracy of the scoring.

After dinner we danced to the Corban band and later still there were people enjoying the bar facilities and the hot pools.

Evaluations and informal comments were very positive and the conference seemed to provide a good balance of thought provoking professional development and opportunities for networking and socialising with colleagues.

We look forward now to our seminar day in November and the next conference in 2004 – at Wairakei of course. It's already booked.

## A Future for the School Curriculum

It is forty years ago this autumn that I first entered my classroom as a raw, secondary school teacher. To an NQT of today my early professional experience would seem strange, for the basis of what it is to be a teacher has changed significantly. I began teaching English and RE. There was no explicit syllabus for either subject. I was told I would find some relevant books in the storeroom at the back of each classroom from which I could make my own selection. There was, of course, no national curriculum. For examination classes for O and A level, I had a rather vague syllabus, past exam papers and whatever I might usefully glean from the obscurities of examiners' reports. I was given a mark book, but no guidance on how to use it. There was no assessment policy either for the school as a whole or for any department. And no colleague would have felt it within the professional code to say a single word to me on how I might actually teach. In short, for the core of my work as a teacher – curriculum, assessment and pedagogy – I was on my own and my students were in effect abandoned – I use the word advisedly – to me. This wonderful state of affairs for a teacher with L-plates was called professional autonomy.

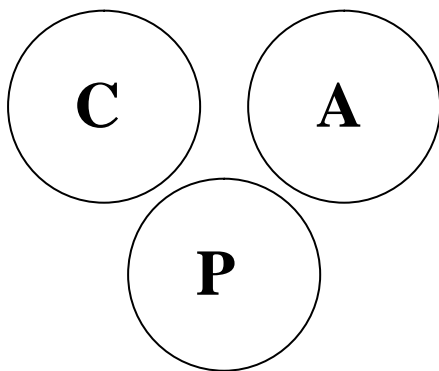


Diagram 1

Strictly speaking, pedagogy was discretion, but over time teaching by the tie between curriculum and numeracy strategies, and more change explicit to all. Today, the three are now inextricably intertwined as a Venn diagram of the C-A-P triad.

If I put this in a graphic form, curriculum, assessment and pedagogy were, outside the public examinations at 16 and 18 independent entities. By 1988 this was to change dramatically. The introduction of the national curriculum and testing brought curriculum and assessment into a much tighter relationship, both for pupils and for their teachers.

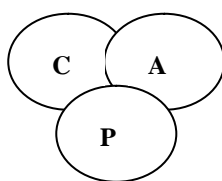


Diagram 2

Curriculum influenced new modes of assessment and assessment influenced the curriculum and how it was to be interpreted and implemented. still a matter for the individual teacher's methods came more and more to be influenced assessment. The introduction of the literacy and recently the Key Stage 3 strategy, made this

Has it all been to good effect? Is this deep change in part responsible for the broad improvement in student achievement? The answer is surely 'yes', if a qualified one. The now explicit overlap between curriculum, teaching and pedagogy leaves, at the core of the C-A-P triad, a space without name. What is it? We need to identify it because at the heart of my thesis is that this space is growing rapidly as the three C-A-P elements increasingly converge.

Let me take what has been happening in one sector of the C-A-P triad, namely assessment, which is driving this beneficial convergence. By far the most important development in assessment in recent years has been the transformation of what we used to call *formative assessment into assessment for learning*.

This is a field of outstanding achievement by a number of academics, among whom the giants are Paul Black and Dylan Wiliam. Their little booklet, *Inside the Black Box* (1998), is one of the most influential and widely read educational pamphlets of all time, as is its twin *Assessment for Learning: Beyond the Black Box* (1999) from the Assessment Reform Group. Assessment for Learning marks the beginning of a revolution. It undermines the old conception that assessment is something that *follows* teaching and learning. Instead it asserts that assessment can and should actively contribute to the quality of teaching and learning and do so as an inherent component of the daily round of classroom life. Assessment for learning is concerned with the internalization by teacher and student of curriculum standards and their transformation, through how teachers adapt, how they teach and how the student learns, into high student achievement, as the student closes the gap between present performance and the internalized standard. That is why assessment for learning is a key driver of the convergence between curriculum, assessment and pedagogy and why the emergence of assessment for learning is revolutionary in its potential.

Here is the clue to naming the heart of the C-A-P Venn diagram. This is, of course, *learning*. It is *learning* that is the purpose of curriculum, assessment and pedagogy: it is *learning* that is the outcome of their joint action.

But my little heuristic diagram raises an interesting question. What are the forces and factors in the domains of curriculum and pedagogy that serve as drivers to this convergence to enhance learning? Is there a *curriculum for learning* and is there a *pedagogy for learning* to match the revolutionary potential of *assessment for learning*?

Now the revolutionary character of assessment for learning arises from the fact that it offered a fundamental challenge to the meaning we give to the term assessment, to the assumptions we make about it, and to the way we expect it to relate to curriculum and pedagogy. Has there been such a fundamental challenge in the field of curriculum? I fear that the honest answer is 'no' – at least not yet. Curriculum still has a standard meaning: the content of what is prescribed for study in school. Much of this is laid out in the national curriculum. The introduction to the revised national curriculum rightly states that it determines the content of what will be taught. It is patently and quite properly a national curriculum for *teaching*. But what about *learning*? The same paragraph says that the national curriculum "...sets out a clear, full and statutory entitlement to learning for all pupils..." which is not, of course, the same as a *curriculum for learning*.

The way we talk about the curriculum is relatively unsophisticated. Many of the basic concepts – subjects, disciplines, knowledge, understanding, skills, competences, capabilities, capacities, abilities, aptitudes, intelligences – have no agreed meanings or relationships with one another. In consequence, whenever these terms are used to describe what happens in education, the discourse is vague, muddled and open to a wide variety of interpretations, confusions and distortions. Should the dominant concept be knowledge? Or, here in the RSA, should it be competences? Or, in the light of the DfES's recent change of title, should it be skills? How do any of these concepts relate to the disciplinary structures of knowledge that underpin much of our inherited culture? Are they helpful to understanding the place of creativity, currently a very fashionable concept, in what children learn in school?

And pedagogy? Do we have a *pedagogy for learning*? Now in one basic and obvious sense the whole point of pedagogy is that the student should learn as a consequence of the act of teaching. What on earth could pedagogy be if it is not for student learning. Pedagogy in school is about mastering the art of controlling the behaviour of some 30 young persons of the same age, who are reluctantly enclosed in a room of modest size and who can be as easily managed as 30 kittens can be herded. Schools have crucial custodial functions, too. Society wants the young in secure places off the streets but away from home. For some parents, any learning by their offspring is a welcome, but not essential, side-product of schooling. And since many of the young – nowadays even in the infant school – are resistant to what they see as their incarnation, pedagogy is about motivating the learner to learn before any active help with the learning itself

can begin. So there are many impediments to pedagogy serving as a driver to creating the new relationships with curriculum and assessment on which better learning will be built.

How do we move forward to a *curriculum for learning* and a *pedagogy for learning*? What is holding us back? It is not, in my view, the national curriculum or our qualifications systems, such as the GCSE or A level, that are holding us back, though many people I respect take this view. Of course there are many ways in which the national curriculum and qualifications can be improved: we continuously monitor them and help them to evolve, even if more slowly than some would wish. My admirable friend Tom Bentley has argued that we should over a decade reduce the national curriculum by half. Cannily, he never says which half. Actually, Tom could mean at least two, rather different things. He could mean that we should take half the content away, and so teach the remainder in twice the time allocated at present, and so in a different way. He could also mean that we teach the remaining half at the present rate, but use the time released to insert some other content. Either way, some teachers provided with this freedom would use it to good effect, but I am equally sure that some teachers would not. The national curriculum is not stuffed with rubbish, but is a carefully thought out statement about what educated persons know, understand and are able to do. The national curriculum was not composed by politicians or government bureaucrats, but largely by experts in the field, including teachers. We should think very carefully before we take out half of it. We would need to be satisfied that there are good grounds for removing any element and that it would be replaced by something evidently more worthy of inclusion.

The challenge, of course, is to succeed in getting our students to learn more, but without their needing more time in which to do it. The associated aim is to achieve greater breadth, without sacrificing depth. The goal is that students should know as much as before, be better than in the past at the basic skills of literacy and numeracy, and have new skills and competences, such as ICT skills, teamwork, managing one's own learning, creativity, entrepreneurship and enterprise. This can only be achieved by a new approach to learning, in which students learn faster and/or learn more than one thing at a time (a richer curriculum) at the hands of more skilful teachers (a better pedagogy) supported by a reformed approach to assessment (assessment for learning). This inevitably entails changes to the structure and culture of schools, ones that are needed to provide the conditions for a better *curriculum for learning* and *pedagogy for learning*.

Too often we think of education as what takes place in educational institutions, such as schools, colleges and universities, and forget how much learning takes place in the home, the workplace and the community. Tom Bentley and others are making a powerful case that in a learning society *all* communities have to be learning communities, so the boundary between formal and informal education becomes blurred. There is much natural learning in the home, the workplace and the community: we make too little use of it in formal educational settings. First, we do not recognize its existence, as if the only content of learning is the official curriculum of the school or college. Nobody in adult education makes that mistake but we make it constantly in school education, and this lies at the root of much student disengagement in school. Secondly, the vast majority of people like work, for work brings many psychological and social rewards apart from income. Work involves learning, and in the knowledge economy much lifelong learning will be based in the workplace. If we knew more about how people learn successfully at work, we might be able to adapt such knowledge to improve learning in schools and colleges.

The implication is clear: we must think afresh about what we mean by 'curriculum' and by 'pedagogy'. We need to forge new kinds of lineage between the *curriculum for teaching* that guides what is done in schools, colleges and universities and the *curriculum for learning* by which each individual shapes an agenda for a lifelong education that includes only some of the time in formal educational institutions. In particular, we need to learn far more about how people learn in natural and authentic situations. From the exciting early studies of what and how babies learn during their first three years of life, it is obvious that there is much for teachers to learn from babies about better early years education in more formal settings. We can discover what prior learning there is on which to build as well as how to build on it. Similarly, we

need to understand better how people learn on-the-job in work settings – where many of those who are bored or disruptive in schools thrive so much better – and then try to transfer this back into the school or college. It will require courage to do this, because we are likely to find that many of the assumptions we professionals in education make about curriculum and pedagogy will be fundamentally challenged and require radical revision.

Of my forty years in the education service, the last ten to fifteen have been the most exciting and the most demanding. But it is in this period that standards have risen fastest. But standards won't go on rising if we simply do what we have done already. We have to devise new and better ways if we are to keep up the momentum. It will require a fertile creativity combined with a hard-nosed evaluation of what works.

The learning society and better schools and colleges will arise only if and when we professionals engage in our own risky journey of professional learning and innovation. More than anything else, it is our reluctance to engage with this that will hold us back. We must not become prisoners of a professional failure of nerve and lack of imagination. It is, I believe, your understanding of the risks of this professional journey, but also of the vital need for and potential payoff from the journey, that brings you here today. Much of the structure and culture of schools was originally designed around the need at the time of the industrial revolution to re-socialise the young from their rural lives to the very different disciplines of life in the factory. We now have to re-think that design to meet the workplaces of the twenty-first century, which have changed much faster than have schools and colleges. Perhaps we should appoint a few head teachers and principals from among those who have created and led new and successful organizations in the world of work. They might be well placed to build the schools and colleges of the future in which the *curriculum for teaching* and the *pedagogy for teaching* get transformed into the *curricula for learning* and *pedagogies for learning*. We have some serious catching up to do, and we need the help of partners to do it.

*David H Hargreaves*  
*Chief Executive, Qualifications and Curriculum Authority,*  
*United Kingdom (England and Wales)*  
*Abridged Version from [www.qca.org.uk](http://www.qca.org.uk)*

## **Assessment in Change: Some Reflections on the Local and International Background to the National Certificate of Educational Achievement (NCEA)**

*Abstract:*

*This paper backgrounds a number of factors that have influenced proposed changes in New Zealand's senior secondary assessment system. It documents various moves which have been made over the last 30 years, refers to international practices, reviews and developments, and notes the ongoing reluctance to shift from traditional systems in this country. Research about assessment, changing educational needs, and growing recognition of the pervasive influence of high stakes assessment and the opportunities offered by assessment aligned to learning, are seen as further influencing factors. The article emphasises the need for change, contrasts New Zealand and overseas practice, and observes that while the current NCEA design is an improvement over the old, compromises have led to a model with some features needing review.*

***Educational testing will change more in the next 10 years than it has in the last 50 years.***  
***(Educational Testing Service Annual Report (1990), cited in Nisbet, 1993, p.145)***

In the senior secondary assessment arena, the last ten years of the twentieth century in New Zealand have been a decade of debate and deep division (Allen et al., 1997; Lee & Lee, 2001). Moves for reform that began more than 30 years ago have gained momentum, in spasms, but resistance has increased in response, forcing them to be shelved repeatedly. No proposal has managed to appease all, despite repeated compromises by respected education leaders in numerous forums.

Proposals have sought to increase validity by improving assessment coverage, matching methods more closely to what is being assessed, and closing the gap between qualifications and their purposes. These have received rhetorical support, but in practice New Zealand has been reluctant to move from a system that limits coverage by being heavily examination oriented; that assesses students for national qualifications in each of the three final secondary years; and that is structured at each level to sort and label students as successes or fails, largely on the basis of end-point, time-bound examinations. Reasons include cost, the power of tradition, selective valuing of some skills over others, little understanding of the flaws and consequences of past practices, and the influence of those advantaged by the system in the past, who have little wish to see this pathway to privilege broadened. Until now, major reform has proved elusive; internal assessment has remained subordinate to examinations; and School Certificate, a qualification which outlived its original purposes 25 years ago, has continued its high stakes position.

But by the middle of the 1990s, the need for reform became too strong for such proposals for change to be shelved yet again. Towards the end of the decade, the design for a National Certificate of Educational Achievement (NCEA) emerged, and development began.

Progressive implementation is to see level 1 in place at year 11 in 2002, level 2 at year 12 in 2003, and level 3 and scholarship in the final secondary year, year 13, in 2004.

There has been considerable argument, both for and against the proposal model. Although existing qualifications gave employers less information than they needed, the Business Round Table, for example, has been active in its opposition (Irwin, 1999). To this end, it has commissioned reviews from overseas consultants, Smithers (1997) and Donnelly (2000). Concerns have been raised about:

- reduction in the amount of external assessment
- the move to assess against standards rather than ranking
- reduced discrimination between candidates
- the consistency of teacher judgements
- the mixing of vocational with academic studies
- fragmentation of learning
- international acceptability
- over-assessment and teacher workload.

This article reflects on the foundations that underpin the change in senior secondary qualifications in New Zealand. For reasons of space, and to avoid repeating the work of other writers, it does not attempt to detail changes during the last 25 years. These can be found in the contributions of Openshaw et al.(1993); Lenox (1995, 2001); Allen et al. (1997); and Lee & Lee (2001), for example. The article then considers the international scene, focussing on certification, reviews, and the use of standards, referring particularly to other countries that New Zealand aims to emulate. The accumulating findings of research affect qualifications reform, particularly the influence of assessment, consequences for teaching and learning, assessment for better learning, and the limited validity and generalisability of examinations. Finally, changing educational needs are seen as world-wide drivers of assessment change that have impelled New Zealand past the barriers that have previously impeded reform.

A second article, yet to be published, will call for a better, more balanced approach to evaluating the NCEA. It will provide a comparison the basis of *purposes and quality* indicators, top question whether there is a “balance of advantage” (Smithers, 1997; see also Hall, 2000). It concludes that while few see NCEA as the perfect solution, spawned as it is from political appeasement as well as primary purpose, it has a clear balance of advantage over its forerunners.

## Conclusion

Synthesizing international trends, local initiatives and research findings leads to an inevitable conclusion – substantial change in New Zealand senior secondary qualifications is essential and well overdue. Trends in countries that New Zealand seeks to emulate suggest that change should be towards increased validity, involving a wider range of assessment methods, more weight on school-based assessment, assessment referenced to standards rather than ranking, assessment better linked to learning, and results used in an inclusive rather than exclusive manner.

Internationally, the need for change in secondary assessment systems is widely recognised. “These issues \* are fundamental, and appear in various forms in all countries” (Black, 2001, p.2). Moves to lessen the external examination load in the middle/senior school, and increase school-based assessment began decades ago, both here and elsewhere. They have steadily spread. But extensive change in New Zealand has been elusive, despite the single national curriculum that makes it easier to introduce change here than in federal countries with multiple jurisdictions responsible for multiple curricula (e.g., USA).

International research has strongly advocated changed assessment systems. It has recognised the mismatch between assessments and assessment purposes, between curriculum and assessment, and between the aims of learning and the effects of assessment. A wider range of assessments; assessments better integrated with learning; reduced emphasis on year-end, time-bound, written examinations; assessments and reporting better matched to their purposes; certificates awarded only where there is a purpose for doing so; have all been advocated. These are directions reflected in reviews established by one country after another as each seeks to improve its education system.

Both local and international research and reviews have also questioned the pre-eminent position traditionally accorded to external examinations. Their lack of coverage, their measurement error, the limited generalisability and misuse of their results, and their negative “backwash” effects argue the need for substantial augmentation by other information to achieve meaningful certificates. Use of widespread external assessment before exit levels is questionable at best; the practice is not widely adopted in comparable jurisdictions. At exit levels, a mix of school-based and external assessment adds validity, and is not inferior in terms of its quality.

Referencing assessment to standards and criteria is not new (though application to all studies is relatively recent). Criterion-referenced assessment has been with us for decades, and New Zealand began achievement-based assessment trials in 1987. The public expect and believe that nationally certificated assessment is based on standards. The ability to track a change in national achievement levels requires some form of standardisation: accountability initiatives have sought this sort of information about key achievement areas. Internationally, the rhetoric in this direction is strong, though the practice has some distance to go.

The gap between what the economy and society need, and what secondary assessment delivers, has widened. There is international agreement on this, and on what those needs are. All should continue their education, rather than a select group; the retention of students to senior secondary levels must be expected to change accordingly; and those students need learning and certification matched to their aspirations and talents. (A likely shortfall in available talent, and the need for measurers to address this are not new – the Royal Commission (Curie, p.209) called attention to the issue in 1962!) An assessment and certification



We plan on having a pizza and salad evening at Hamilton Girls' High School at the end of this term. As with other evenings, it will be an informal, social occasion. DAPAs who live outside the Hamilton area who would like to attend but don't receive information about our social events, please contact me so that I can add you to the fax list. We welcome new DAPAs but often don't know who you are.

*Jenny Ellis, Hamilton Girls High School*

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

This report is written in a very relaxed frame of mind, having just got back from a very enjoyable, social and professionally stimulating Canterbury AP/DP conference. The quality venue, the Hanmer Heritage Hotel, the crisp fresh air of mountain and forest, the steam rising from the thermal pools and being far from any secondary school – all contributed to that sense of relaxation and of purpose.

Two year's ago we had 50 at the conference – this year 70, with a couple of North Island visitors and more distant members from Golden Bay, West Coast and South Canterbury. For most the first evening was spent chatting together in front of roaring fires at local hostelry, with all coming together the next morning for the first of two days of workshops and presentations. Relevance, professional stimulation and good humour were to the fore throughout – the promise of the interesting and challenging programme titles was more than realised.

The sessions: Tim McMahon, Ministry of Education, on the philosophy that underlies the 2003 Strategic Planning requirements; Robyn Davies, school counsellor, on the student and staff stresses with particular reference to NCEA; Brian Allison detailing Papanui High School's mentoring of Year 13 Maori students; Juliet Martin, Advisor, on identifying and appropriately responding to the gifted and talented students in our schools and, for the last session, Tony Robinson, lawyer, led us through educationally based scenarios and provided clear common sense answers to many of those legal issues we often wonder about,

Some issues 'from the floor' will be forwarded to NASDAP for their further consideration including –

those in senior administration, and their schools, would benefit greatly from sabbatical opportunities. (It was readily acknowledged that so would all teachers and that some Principals have already achieved this through their employment contracts);

the Ministry of Education, or other, should ensure that all teachers have free access to tertiary libraries for purposes of keeping abreast of education issues and research. The prohibitive annual library fees of tertiary institutions were seen as a marked disincentive for other than those completing qualifications;

the growing shortage of relief teachers is seeing increasingly less satisfactory methods having to be used by senior administrators to cover classes of absent teachers.

The planning committee for next year's national conference, "Opening the Basket" continues to meet each three or four weeks, with the focus presently on confirming international and national keynote presenters, and sponsors. We would certainly appreciate any suggestions for further possible trade sponsors - this is their opportunity to display to those who have major responsibility for the evaluation and recommendation of products and services within New Zealand secondary schools.

Watch coming Gazettes for details of the initial call for possible conference papers/workshops. Remember – put 'Christchurch 6 – 8<sup>th</sup> August' on your 2003 professional development calendar.

*Paul McWilliam, Christchurch Boys' High School*

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

An extremely busy start to the year meant that the Aoraki DP/APs did not have a scheduled meeting in Term1. However, the Term 2 gathering saw an extremely good turn out at Boudicca's Café and Wine Bar in Timaru on Friday June 7. It was an opportunity to welcome many new AP/DPs to our ranks and to give ourselves a bit of a mid-winter boost. We certainly managed to do both.

Guest speaker for the occasion was local lawyer, Mr Craig O'Connor. Craig has had dealings with some of those dodgy legal issues that confront schools from time to time. He addressed many of these matters for us – confiscation, motor vehicles, uniform, enforcing school rules. Where do we legally stand? His advice, along with a number of very amusing anecdotes, helped to put much of what we deal with on a daily basis as DPs and APs into perspective.

We are looking forward to a similarly successful occasion for our next gathering, which is being organised by the Oamaru contingent and is scheduled to take place before the end of Term3. Date and venue are still to be confirmed.

It's great to see that Aoraki DP/AP is still alive and kicking in spite of the impact of industrial action over the last 18 months.

*Lynlee Smith, Geraldine High School*

## **NASDAP National Conference Christchurch 6<sup>th</sup> – 8<sup>th</sup> August 2003**

**International and National Keynote Speakers**

**A wealth of stimulating presentations and workshops**

**Social activities and entertainment throughout**

**Christchurch – warmth, entertainment, culture, sights – stay on for the weekend?**

**Registration details in early 2003**

**‘NASDAP Conference - August 6<sup>th</sup> – 8<sup>th</sup>’ - Christchurch’  
- make sure it is on your 2003 Professional Development calendar.**

## **WANTED**

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 4 2002 newsletter.

**Please send them to :**

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