

President's Report September 2003

Dear Colleagues

Three weeks ago, I was in Christchurch at the NASDAP Conference – along with 400 or so other Assistant and Deputy Principals. Eons ago, I started my teaching career in this city, first at Christchurch Girl's High School and later moving on to Riccarton High School. This is a place redolent with memories for me and so my time at the conference was not solely focused on professional development. It was also a time of reflection and the opportunity to revisit a little of my past.

So much about Christchurch has changed since I lived there as a student studying English at the town site of Canterbury University, now the Arts Centre, but the changes have been for the better. As someone who unashamedly admits to being an Auckland, I have to admit that Christchurch eclipses the Queen City when it comes to efficient public transport, the preservation of historical buildings, town planning, infrastructure and house prices. Christchurch has the urbanity of Melbourne. It's cosmopolitan and well supplied with eateries and quirky shops. The new art gallery is architecturally stunning as is the Conference Centre, the venue for 'Opening the Basket'.

The highlights for me were the keynote speakers, all of whom I can say had something of real substance to impart. First up was Professor Guy Claxton. He posed the question: What skills, values and understandings should we be teaching students so that they can flourish in an ever-changing, complex world, a world that we as teachers cannot even imagine? To answer this, we need to think harder than students using mind maps to organize ideas or drink large amounts of water during exams. We need to focus, not on what is urgent in education but what is important. For Claxton, it is important that we teach young people to be resilient and resourceful and provide them with the skills to 'know what to do when they don't know what to do' (Piaget).

Professor Erica McWilliam from the Queensland University of Technology also emphasized the need for us as professionals to look critically at a lot of what we are currently doing in schools. Her concern was that too many educators suffered from 'irony deficiency' and argued that good thinking and learning is based on notions of doubt and uncertainty. Formulaic, one size fits all, list logic education where teachers become pawns rather than players, technicians rather than educational professionals should be resisted at all cost.

And then there were Celia Lashlie, the former Manager of Christchurch Women's Prison and Gregory Fortuin, New Zealand's Race Relations Conciliator (May 2001 to September 2002). Both of these speakers are controversial figures having been removed quite dramatically from their high profile positions. Both of them are story tellers. They spoke without notes - from the heart. Both of them spoke with conviction and sincerity and showed genuine compassion for the downtrodden in society. Both of them reminded us of what really matters - passionate people working together to make a difference to create a decent society. They asserted that for many students, teachers are the most influential adults in their lives. And in the case of Gregory Fortuin, he told us about those people who had made a difference in his life. That got me thinking about colleagues who had made a difference to me as a teacher.

While I was at the conference, I snuck away for a couple of hours to see a former (now retired) colleague of mine, my first Head of Department at Christchurch Girl's High school. She was an inspirational, academic teacher and an ardent promoter of girls' education. She was someone who had influenced my career. Her predecessors, the women who had established that school were exceptional educators: Kate Edger, the first woman to graduate with a BA and Helen Connon, appointed Principal of the school and the first woman to gain a masters degree. The conversation that day was about educational issues (naturally), the past, about the improvements to Christchurch and how Auckland (in her opinion) was a bit of a mess, what books she and I had been reading, the plays we had seen and so on. I remembered that there had been many such conversations in the poky English workroom. This discourse between colleagues - a sharing of ideas and our passion for literature and so on - was then and has been throughout my teaching career a sustaining force.

Te Kete Tuwheratanga, 'Opening the Basket', was a well organized, stimulating conference and Paul McWilliam and his team should feel very proud of what they have achieved. The professional development was great but the networking, mixing with colleagues, sharing ideas, the professional discourse and making new friends and meeting up with old friends was even better.

Sincerely
Carol Craymer
NASDAP President

REFLECTIONS ON THE NASDAP CONFERENCE 2003

What focus did I return to school with?

KEY POINTS:

- The over-riding perception was a positive mood and good morale amongst the 450 participants.
- The issues we are grappling with are identical nationally. I felt we were doing okay. It was great to chat and compare.
- All schools showed a similar pattern as outlined by John Hattie's research and the OPEC/PISA project results
 - Our top kids are world leaders
 - Our averages are okay
 - We all have a "tail" in our school that needs help. 30% of kids don't enjoy school.

Therefore, internal differences in schools are great. Nationally, differences aren't great.

- Everyone is looking at the "Learning to Learn" culture and how best to meet student needs in the 21st century.
- The irony was a return to socratic (Greek) methods of questioning as the basis for learning. The circle returns to the beginning.
- Teaching learning skills (e.g. Learning Power) was a focus. Guy Gaxton called them 'Learnacy'.
- Best practice. No one correct way. Traditional styles work for some. Some 'band wagons' are techniques only but don't teach creativity. Some changes are brilliant, e.g. Future problem solving. Questioned 'brainstorming' - too dominated by a noisily few. Quiet reflective time and sharing is equally successful.
- Need to teach resiliency and stickability (to complete a task).
- Focus on high interest material, student confidence, and constant review. To create a person who loves learning.
- Summed up by Piaget "knowing what to do, when you don't know what to do", i.e. ability to find answers.
 - What technique to use?
 - What process to use?
 - What resources?
 - Use of exemplars?
 - Discuss learning process with classes.
- Four abilities students need for 21st century
 - Resiliency - able to cope with pressure
 - Resourcefulness - tool kit of ideas for solving problems
 - Reflectiveness - reviewing learning
 - Reciprocity - value structure. Able to share and work with others
- What can teachers do?
 - Quality explaining
 - Commentating/discussing ideas
 - Modelling best practice

- Orchestrating learning
- In particular talk about learning (not work/tasks)
 - e.g. How is your learning (process) going?
 - How can we solve this?
 - The STUCK POSTER on walls (modified class rules)
 - e.g. What Good Learners do
 - Listen to others
 - Ask questions
 - Cooperate
 - Don't give up when stuck
 - Reread a question
 - Split a question into parts
 - Ask someone with a similar problem etc

Be positive. "All students can improve".

Being wrong mustn't be humiliating.

- Use could/maybe language. "This could be the answer" - questioning.

Mixed with the facts. This is the way it is.

- Lot of teachers already do this, the desire is for it to be a whole school culture with discussions about learning and good practice.
- Value the eccentrics!!
- Ways of getting there:-
 - Staff and department meetings on learning (good practice)
 - Feedback on assessment
 - Exemplars/moderation
 - Sharing our best practice

- Sharing behaviour best practice
- Monitoring assessment to make change (review process)
- Goal is independent learners (thinking, problem solving, literacy, numeracy, learnacy)
- Motivated skilled teachers providing detailed feedback to learners who chose a course to meet their needs - an individual learning programme for all (student choice driven).
- May access qualifications/courses from anywhere e.g. Bacculaureate, Cambridge 'o' 'A' Levels, NCEA.
- We are teachers of students, not subjects. One model was 100 kids, 5 staff providing the students their course of choice. Teachers' skills are teaching how to learn and organise learning.
- Maybe learning in "Houses", with students accessing the experts they needed - Could be on-site or through ICT.

e.g. Video conferencing = travelling buses

 Correspondence = website

 Block courses = virtual reality programmes

- Values (character) skills are as important as knowledge and research skills - Holistic approach
- There was an emphasis on relationships. Celia Lashlie spoke with huge compassion about those on the 'fringe' and doing our best for them, that we are the only place where adults and rules are consistent and they are safe. i.e. don't give up on the ratbags!
- Leadership styles (and performance) was discussed at length. The theme coming through was the importance of honesty and trust. Being open to admit errors or not knowing the answers - an open culture and sharing the tasks - leadership for all.
- Everyone is sceptical of the increasing bureaucracy and the cumulative effect of draining energy and undermining teaching relationships and learning. Keep things as simple as possible (in teams of compliance) and be willing to resist bandwagons that don't improve learning - clarity of vision. In particular data driven reporting on achievement was questioned.
- Don't jump at every new idea. Ensure you have strands of learning.

e.g. Academic

 Service

Extra curricula

Supportive environment

- Teach the whole child.
- Some very motivational, clever, skilled people inspired us to hold onto good traditional best practice and explore the possibilities of best future practice.

These are the bullet-point summaries of what I observed from Conference. A lot of the ideas reinforced the direction we are heading in, and certainly clarified my thoughts on where to hold the line and what to let go". Thanks to all the presenters for sharing their vision.

*Mark
Assistant Principal, Dunstan High School .*

Willyams

Conference Workshop

I attended many interesting and varied workshops during the conference but one I found very enjoyable was “ Laying The Foundation For Effectiveness “ which was run by Brent Ingram who is the Principal of Hagley Community College in Christchurch. Brent shared his knowledge and experience in explaining to the group how Hagley has used school effectiveness research to assist with their planning and review processes within the school. The model was very much Hagley’s and Brent indicated how the model was helping to meet the MOE’s requirements on ‘ Planning For Better Student Outcomes.’ Brent explained the need for some of the following ideas in such a strategy:

- Long-Range Planning which should be a ‘ big picture ’
- A leader Inspiring the group
- Shared Decision Making
- Systematic Thinker
- Creating a Model for school improvement
- Integrating Strategic Planning
- A Vision

Brent also explained the structure of the school and how they had as a staff and school community moved through the process. The workshop was enjoyable because this

was how a school had gone through the process and Brent was prepared to share the school's experiences.

Philip Keenan, Stratford High School

An interesting workshop

As a teacher in an ICT Lead School it was interesting to attend Grant Saul's workshop, Professional Learning Communities at Work. Grant was able to explain how his school, Lincoln High School, set about developing a culture of collaboration and inquiry. Professional development of the whole school was the key to building a shared vision. The process which by its very nature is ongoing involved the following:

- An outside coach - in this case Julia Atkin
- Professional Learning groups – team learning - that were cross-disciplinary
- A Leadership Forum,
- Class Learning teams - teachers of the same students working together to develop an integrated programme for the class
- ICT training and the integration of this into learning
- Professional shared reading
- The purchase of a lot of professional reading material
- A whole school study of Peter Senge's 'The Fifth Discipline'

This was a very interesting workshop. Certainly, a number of schools are on a similar journey and it was energising to listen to such an enthusiastic account of one school's approach. What I particularly liked was the candour shown by Grant. He shared his successes and his failures with us. We all know that changing school culture is a messy business. However, I am convinced and so was he that PLCs are the way to do it.

MINUTES OF THE NASDAP EXECUTIVE MEETING

HELD AT RYDGES HOTEL, CHRISTCHURCH

Tuesday 5 August 2003 , 10.30am – 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: Lynlee Seconded: Carol Carried

MATTERS ARISING:

- Lynlee appointed secretary. Moved: Allan, Seconded: Annette Carried
- Vote of confidence in the web page. Really working well. Thank you Allan for all your work.
- Letterhead – copies distributed by Sheryll. Group really happy with the finished product. Sheryll to send file to individual committee members.
- Secondary Teacher Remuneration - We have had no response to our submission at this stage
- Phil Smith - Useful session with him. Will look at having him to speak to the group again at the beginning of next year, as part of our meeting cycle. Also need to look at who we want to have speak to the meeting in Term 4 – Fancy, Mallard,
- Other items (survey results, residential institutions, organisation profile) to be dealt with as part of General Business

CORRESPONDENCE INWARDS:

- Letter from Trevor Mallard re: G3 situation. Taken as read.

GENERAL BUSINESS:

1. Survey Results

- All data has been entered into the computer, but is still to be processed. 430 responses. May give a lot of information about the roles of DPs and APs. Might be able to quantify what people do. At the moment all in an Excel spreadsheet and Roy will send it to each committee member. Group decision to get Massey to process the data for us. Contact Glenys Wallbuton – Massey 06 356 9099 Statistical Processing SPSS or NUDIST. Annette to liaise
- Belief within the committee that NASDAP needs to support this type of research financially, on a regular basis.
- Roy will take the first part of the survey and write something for the next newsletter. Very concerned that the management unit issue not be overlooked in the next round of pay negotiations.
- Some discussion about the findings of both the current survey and work done by Adie Graham and Lynlee in 1999, and also current articles being written.
- Report back from the SPAC meeting and John Grant's contention that principals have lost parity with their DPs and APs. Not all principals see their supplementary allowances as part of their actual salaries. Provides us with some very good material for professional articles in the near future. (role, remuneration) A lot of DPs/APs filling some very menial roles.
- Latest Principal Today article about AP and DP in Australia worth reading. Issues about Middle Management also being raised.

2. **Web Site**

- Finding the site very useful.
- Would also be valuable to establish a number of hyper links to various specific articles in other publications that have relevance to DP and AP positions eg. Education Today, Principal Today – with just a sentence or two explanation of what the article is about on the NASDAP site.
- Allan is having a huge job with the addresses. In spite of request to get generic addresses AP and DP are requesting that information is sent directly to them. Allan continues to work on this.
- Is putting this address book together as a Word file, so any word file can be sent to all the addresses in the list.
- How are we going to use it? - Discussion about conditions: Zap everyone when a newsletter is due to be published. Hyper link to let people know that some new research is out. Questionnaires. When we need a yes/no response from DP AP. At least once a term all in the address book will be contacted by NASDAP

3. **Residential Institutions**

- Report back from Stephen.
- GSE. People don't get in unless they have a history
- Schools outside the loop. We have so many students in our system who make teaching so hard, but it's incredibly difficult to actually get them into alternative courses.
- Funding for teacher aide support – not having the funding is not grounds for not having the student in the school. These are the issues we need to be speaking to people like Howard Fancy about.
- Short-term care – placements from the age of 7 to 14 - low functioning limited to 2 year stay and return to family in the holidays (Salisbury , McKenzie)
- Stephen will follow up on this – Joyce to collaborate. Do some exploring of what is available.
- What appears to have happened is that the Ministry is allocating all sorts of contestable funding. However, putting in the submissions for this funding is taking huge time and energy. This is not good use of our time. Added to this all the milestone reports etc, which are required further eat up DP/AP time. Effectively, the Ministry is putting barriers in place, although that may not be the intention.
- Funding issues to be looked into – resourcing
- NASDAP Executive to take the role of letting other DP/AP know where to go – names, phone numbers etc, through the newsletter
- At the end of the day you have done all the work to put together the application, have been declined and yet still have the problem in your class rooms.
- Challenge mainstream philosophy for some of these difficult kids
- RTLB training – pushing the point of view of integration. We know what the problem is. Reports are not much use to us. Exposes RTLB to a lot of criticism

- Kapiti College model – RTLB .5 and they have their RTLB solely in their school and not travelling between a cluster.
- Survey the opinion of DP/AP about how the model is actually working. Joyce and Stephen to follow up

4. Newsletter

- Allan contacted Woolfe Fisher to try to ascertain names for possible article submissions. Not had a great deal of response at this stage.
- Scholarships – could post in our newsletter and on the web site. Phil to follow up and research on the internet.
- Professional development outside of New Zealand .
- Road show on methamphetamine – 2 hour – worth other schools being involved with
- Addresses that need to be filled in for Allan for newsletters distributed to members. Fill in and get back to him asap.
- Date for items for the next newsletter Wednesday 27 August.
- Each committee member to come up with an item from conference (a quick summary of some of the workshops for the newsletter)
- A section of quick tips to be included – not long and involved.

5. President's Report

- Carol spoke to the annual report she has prepared for the AGM
- Copy attached

6. Treasurer's Report

- Annette briefly spoke to the report prepared for the AGM
- Small error in the OHP figures to be amended. (amended copy attached)
- Correction to the previous minutes – only transferred \$15,000 to avoid losing the interest in the accounts. Moved: Allan Seconded: Annette

7. NCEA

- NCEA issue – DP/APs are the group that has put in the hard yards as far as implementation is concerned.
- Principal's nominee really should be a senior manager.
- Moderation is seriously flawed in many subject areas. A grave concern
- Billing and Financial and special assistance has been a nightmare for those involved in the processes
- Carol to write a letter raising our further concerns and will send to all committee members to ask for feedback before forwarding to NZQA

8. Raising our Profile – our strategic direction

- 2003 goals, outcomes (strategic plan) need to be formulated at the next Executive meeting in October

- Sheryl and Leslie to put together a consultation document to take to other DP and AP so that these findings can inform our direction both with NASDAP and with SPAC
- Remuneration, responsibilities and relationships are issues we wish to explore further
- Individual members to look at the constitution before the next meeting and think about where the organisation should be heading. Will be a major focus for the Term 4 meeting.
- Research on what the situation is for senior managers in other countries ie Australia . Sheryl and Leslie will research further.
- May be a need for a massive non-contact campaign before the end of the year among DP/AP. A lot of information at this table that needs to be shared with members. Will be placed as an item of general business on the agenda for the AGM. Allan will bring it up and other members of the group will add to the discussion.
- Jenny and Carol to present a template for objectives for NASDAP to the next meeting.

9. SPAC Report Back

- Five members of this group were present at the SPAC meeting held 25 June. Most felt more positively about that committee and the direction that this group was taking than they had from previous meetings. There was a definite undertaking from the PPTA Executive to see that SPAC was consulted in the future and that nomination forms would be sent out to PPTA regions in the next few weeks. However, in spite of the SPAC members' optimism at the conclusion of that meeting, and despite PPTA undertakings, to date it appears "nothing has changed." The message that we appear to be getting from PPTA is that they do not care about DP and AP. We do not figure in their overall plan. Unless we stir things up they are not going to listen to us. We do, however, get access to the PPTA Executive, through these meetings.
- Allan to contact PPTA on NASDAP's behalf (signed by Carol) to find out when the elections will take place in order to advertise this in the next newsletter.
- Issue that not all DP/AP are members of PPTA
- Need to consider where NASDAP and SPAC fit together. Something to consider within our long term strategic plan
- DPs and APs are the highest ranking officers in PPTA at the moment and yet we are not being adequately consulted.
- Recommendation that we continue to work in tandem. The more NASDAP is active the more PPTA Executive is likely to listen to us.
- Suggestions we might make to PPTA in letter form:
 - NASDAP has official status on SPAC
 - 4 meetings to coincide with our meetings – the day before the NASDAP meetings – helps to create an economy.
 - PPTA really need to represent senior managers in secondary schools.
 - Fundamental difference between senior manager and middle manager is that the senior manager has to look at the big picture. Middle manager is generally an HoD looking after a specific subject area.

- Allan to do a report for the newsletter on the SPAC/PPTA position on non-contact.

10. AGM

- Minutes from Wairekei resort meeting. Carol will get Paul McWilliam to photocopy for the AGM on Thursday
- Treasurer's report on OHP. Jenny will present to the meeting in Annette's absence
- Carol's President's report was discussed briefly. (copy attached)
- Next conference in Rotorua in 2005. Will need to open up for interest for the 2007 conference. An expectation that it will be in the South Island .
- Next AGM for NASDAP Wairekei/ Taupo – give notice of our intention and an opportunity for another area to express interest if they want to.
- A lot of information at this table that needs to be shared with members. Will place non-contact staffing allocation as an item of general business on the agenda for the AGM. Allan will bring it up as a point of clarification and other members of the group may add to the discussion as needed.

11. Next Meeting

- New meeting place Term 4 to be trialled. Motion: That Annette organize appropriate venue for next meeting. Moved: Carol Seconded: Stephen Carried.
- There is so much dissatisfaction with NZQA that we need to invite someone from NZQA to the next meeting. Perhaps Karen van Royen.
- We need to have done some canvassing before that meeting of the membership
- Need to be an advisory committee to NZQA. We would like to offer our services in that area.

FURTHER GENERAL BUSINESS:

- Kevin Knight subsidy? Roy requesting the subsidy wanted confirmation of the amount agreed by NASDAP. A feeling that this was not within the agreed criteria. Need to clarify from previous minutes.
- Executive members have been asked to help with the recording of the panel discussions scheduled for Friday morning of Conference. Will be allocated a group to take notes of the session (10.15 Friday morning)
- Joyce reported back from the extra-curricular task force week one of the holidays.
- Develop a strategy for getting the remainder of schools represented in this group. At the moment have 80% membership.
- Want to be taken seriously and do not want to be seen as SPAC in a different form. Want to be a source of ideas to ministerial groups. Let's not just be seen as a reactive group looking for more money.

Meeting closed at 3.45pm

Next Meeting: Friday 17 October, 9.30am . Wellington Airport (venue to be confirmed)

NASDAP ANNUAL GENERAL MEETING –AUGUST 2003

President's Annual Report

In November 2002, biennial elections for the Executive were held. There were two changes in personnel:

*Sheryl Ofner of Rosehill College replaced Julia Scott, currently working at TeamSolutions, as an Auckland representative

*Stephen Henseman of St Johns in Napier replaced Bruce Smith, the East Coast, Hawkes Bay representative and NASDAP treasurer.

To both Julia and Bruce go my sincere thanks for their valuable contribution to our association.

At the term 1 meeting, Jenny Thomas stood down from the Presidency. I was elected President, Annette Taylor (Nelson Girls' College) accepted the role of Treasurer and Vice President and a new position was created for Jenny, that of Past President whereby she acts in an advisory capacity to the officeholders. At this stage I would like to publicly thank Jenny for her steady stewardship of NASDAP over the past five years. During that time, important steps have been taken: NASDAP has become an incorporated society; significant professional development at regional and national levels has been fostered and communication between members has strengthened with the quarterly newsletters and latterly the website.

In the past year, the Executive has met each term. Various issues, currently affecting members, have been discussed and action taken, for instance in recent months letters have been written in the name of the association about the G3 salary claim, NCEA and difficulties with its implementation, on the subject of recruitment and retention of quality teachers to the Ministerial Taskforce, about Senior Management Remuneration and so on. All of these are on record along with the responses from the recipients on the website - www.nasdap.org.nz. The Executive has met twice with the President of PPTA, most recently in Term 2 with Phil Smith and also with personnel from NZQA, the aim being to promote the interests of our members who, it is sometimes felt, are overlooked in the consultation processes of education. Members have recently been surveyed about their role and conditions of employment. The responses, over 400 in total, are currently being analysed and this research will be used to identify the nature of the DP's and AP's job and what resources are required to make Senior Managers more effective. Raising the focus of NASDAP is the strategic goal for the association this year; to do this we will continue to meet with education agencies and represent members' views in public forums.

As in the past, NASDAP has seeded a number of regional conferences this year as well as the national biennial conference, 'Opening the Basket' that we are all so

fortunate to be attending in Christchurch this week. Our next biennial conference will be in Rotorua in 2005 with the probability that our AGM for 2004 will be held in June of that year in Wairakei, Taupo.

At this stage, I congratulate the organizers of this conference - Paul McWilliam and his team for their superb organization. There are over 400 DP's and AP's attending this significant conference, the fifth national conference for NASDAP. This conference is an opportunity not only to listen to some inspirational speakers but also to network with your colleagues. To Paul and the planning committee- you have done a great job. Thank you.

Carol Craymer - President of NASDAP-

Minutes of AGM of NASDAP

8th August 2003

Christchurch Convention Centre

Meeting began at 9.10am

350 members present (approximately)

President Carol Craymer opened the meeting and welcomed everyone to the AGM. It was explained to the gathering that the AGM was moved from the previous day because there was not a quorum. Carol also indicated that the AGM was held at each biennial conference and that in the alternate years a general meeting was held at a venue to be decided (in 2002 this was held at the Central North Island DP/AP conference in Taupo). There was no decision on the 2004 general meeting. The minutes of the last general meeting in June 2002 were received. There were no matters arising.

Moved: Carol Craymer

Seconded: Allan Webb Carried

Carol read her President's report.

Motion:

That the Annual Report from the President be received.

Moved: Carol Craymer

Seconded: Cathy Ewing

The Financial Report was presented by Jenny Thomas in the absence of Annette Taylor. Jenny explained the wrong addition which had already been picked up, but

had not been changed on the OHT. (Balance read as \$16,1652.89 but should read \$16,162.89)

Motion:

That the Financial Report be received.

Moved: Jenny Thomas

Seconded: Lynlee Smith Carried Unanimously (with correction)

There were no notices of motion.

General Business:

1. Allan Webb – Secondary Staffing Review. 4 non-contacts to be introduced in 2004 and if schools can not offer these to all staff it maybe necessary for DP / APs to teach more. Allan did not want discussion on this but was alerting the group to what might be.
2. Carol Craymer - Biennial conference in 2005 is in Rotorua and 2007? Who is holding this conference? Nelson mentioned, but if there were any other takers they could let NASDAP know.

There being no other general business Carol wished everyone a safe journey home and thanked the Christchurch group (Paul McWilliam and the committee) most sincerely for their efforts in organising a very enjoyable and satisfying conference and asked everyone to attend the next AGM in Rotorua at the biennial NASDAP conference in 2005.

The meeting concluded at 9.25am .

**NATIONAL ASSOCIATION OF SECONDARY SCHOOL
DEPUTY & ASSISTANT PRINCIPALS**

Receipts and Payments Account for year ended 31 March 2003

Bank Balance as at 1 April 2002		368.47
Plus Receipts		
Subscriptions	26,640.00	
Interest Received	109.92	
Reimbursement of Auckland Conference	<u>5,000.00</u>	<u>31,749.92</u>

Seeding money

32,118.39

Less Payments

Newsletter	4,487.18	
Executive Meetings	10,970.43	
Tolls/Stationery/Postage	160.86	
Bank Fees	13.50	
Secretary/Administration Labour	689.50	
Taranaki Region Seed Money	1,000.00	
Central North Island Seed Money	1,000.00	
Website expenses	339.34	
General Expenses	<u>287.63</u>	<u>18,948.44</u>
Bank Balance as at 31 March 2003		<u>\$13,169.95</u>

Bank Reconciliation Statement for year ended 31 March 2003

Balance as per Cheque Book **13,169.95**

Plus Unpresented Cheques

Cheque No.	049	498.80	
	050	331.49	
	051	482.70	
	053	635.83	
	055	359.52	
	056	389.60	
	057	<u>295.00</u>	<u>2,992.94</u>

Balance as per Bank Statement **\$16,162.89**

Term Deposit Account for year ended 31 March 2003

Opening Balance	24,616.36
Plus Interest Received	<u>634.81</u>
Closing Balance as per Bank Statement	<u>\$25,251.17</u>

Serendipitous moments and how they can affect peoples' lives

Annette M Taylor

(Vice-President and Treasurer of NASDAP)

Have you ever had a moment that has changed your life forever? I attended a University of Auckland/Kings Institute residential conference in the April vacation and the closing speaker was Dr Stuart Middleton (Executive Director of Student Affairs, Manukau Institute of Technology). He spoke of two serendipitous moments that changed his life and I have been thinking about his closing address of late and how as educational leaders we may 'offer these moments' more than we realise.

I am unsure about whether or not the following is a serendipitous moment – probably more likely to be 'the faculty of making a happy discovery by accident.' However, in my seventh form year at a small rural co-educational school, I was head girl and was doing reasonably well academically. It was planned that I would leave my small rural setting for the city and attend university the following year. However, halfway through that year, I made a life-changing choice; I wanted to experience the world before I committed any more years to studying.

When I told one teacher of my decision, the reply was "You will never amount to anything if you don't go to university next year and you'll end up wasting your life!" I spent the next two years of my life living in the 'real world', gaining a range of skills and experiences that has made me a better educator I am sure.

That one act at that one moment of time altered the course of my life – of that I have absolutely no doubt! If I had my time over again, I would do exactly the same thing. As an educator, I am conscious of supporting staff and students at all times. The reason being, individuals have the right to make their own choices. Educational leaders should strive to empower staff and students to make informed decisions.

Schools and teachers are powerful and they alter lives. As educational leaders and managers, we influence peoples lives daily. Have you ever stopped and asked yourself if your life has equipped you with the skills for changing lives, personally and professionally? Maybe we all need to be consciously aware of our explicit and implicit behaviours. Instead of serendipitous moments, perhaps we should all strive for serendipitous intervention?

INITIAL CONCLUSIONS FROM THE DP/AP SURVEY CONDUCTED VIA THE TERM 2 NEWSLETTER

INTRODUCTION

I recently read an article called “The Role and Workload of Deputy Principals in Secondary Schools” (Principal Matters June, 2003). It was a summary of research conducted by the Queensland University of Technology and the Queensland Principal’s Association. What an excellent idea, principals commissioning work on the workload of their deputies. We could wait for that to happen in New Zealand but I believe DPs and APs should take the initiative themselves. This is why I have agreed to undertake some research in New Zealand on behalf of the N.A.S.D.A.P executive.

METHODOLOGY

A survey form was distributed with last term’s NASDAP newsletter. I received 450 returns from DPs and APs. One was discarded because it could not be read. Several others had insufficient data to process so they were also discarded. The huge number of returns yielded a lot of data. Consequently, the data was grouped into three broad categories, remuneration, reimbursements and responsibilities. All of the data was entered on an Excel spreadsheet. This enabled comparisons to be made between school sizes, decile levels, school types and so on.

Specifically this article focuses on the remuneration and teaching hours of DPs and APs. Initially, school size was examined to test the hypothesis below.

HYPOTHESIS

DPs and APs in larger schools have more Management Units and teach fewer hours than APs and DPs in smaller schools.

School Size:

To test the hypothesis the data was initially grouped by school size. Schools were grouped according to sizes A, B, C, and D. The four sizes of school correspond with the DP and AP scales that existed in the employment contract before the advent of management units.

Table 1: Indicates the average number of Management Units held and the average number of hours taught. The figure in brackets represents the number of Management Units allocated to that position at the point of translation.

Type of School	DP MUs	DP Teaching Hours	AP MUs	AP Teaching Hours
A (< 201)	5.43 (5)	10.60	3.33 (3)	12.60
B (< 501)	5.96 (6)	9.78	4.26 (4)	12.18
C (< 851)	6.81 (7)	6.73	5.03 (5)	8.57
D (>850)	7.58 (8)	4.64	6.00 (6)	7.5

It may be useful here to explain why an average number of Management Units for each position was calculated.

The abolition of the DP and AP scale meant that there was no longer a set salary for these positions. Obviously, a wider range of salaries became possible. The data confirms that this is the case. For example, the survey shows that DPs in schools that were traditionally called class C schools have 5, 6, 7 or 8 Management Units. An average gave a fixed reference that could be compared to the situation before MUs existed.

Two points worthy of note from Table 1. Firstly, this would support the hypothesis that the larger the school the more management units held by the DPs and APs and the fewer hours they teach. Secondly, the DPs and APs in class C and D schools would appear to have lost some ground in comparison to their AP and DP colleagues in other schools.

Next the data was grouped according to the current designation of school size U1-14.

Table 2: Indicates the average number of Management Units held and the average number of hours taught.

Type	Size of School	DP MUs	DP Teaching Hours	AP MUs	AP Teaching Hours
U3	101-150	5.25	11.63	3.25	14.65
U4	151-300	5.65	11.51	3.93	13.49
U5	301-500	6.11	8.75	4.35	11.36
U6	501-675	6.70	6.71	4.88	8.64
U7	676-850	7.00	6.76	5.33	8.43
U8	851-1025	7.04	5.32	5.18	8.50
U9	1026-1200	7.63	4.47	5.69	6.66
U10	1201-1400	7.52	4.92	6.72	7.56
U11	1401-1600	7.88	5.88	6.50	10.00
U12	1601-1800	8.67	4.00	6.75	5.60
U13	1801-2000	7.50	3.56	6.75	5.60
U14	+2001	8.00	3.59	6.50	5.50

The table and the graph below indicate that as the school size increases the DPs and APs teach fewer hours and have more Management Units.

There are some aberrations but those, to some extent, can be accounted for by the smaller number of surveys in the U3 and the U11-14 groups. In the other groups the sample size was large enough to be reasonably confident that the averages are indicative of what is happening elsewhere in New Zealand .



There is a fairly clear correlation and the general pattern supports the hypothesis. However, it is important to note that although the averages follow a general trend there are exceptions. Furthermore, there are APs and DPs who have fewer Management Units than those in similar size or even smaller schools

Having gone through the process of grouping the data according to the U1–U14 designation it made it possible to compare the DP’s average salary with the principal’s salary. In order to make sure that we were comparing ‘apples with apples’, as it were, we calculated an average principal’s salary for the same type of schools that we had data on the DPs and APs.

There are three important factors that determine the principal’s salary; school size, the supplementary grant and the school’s decile rating. The formula used to generate the principal’s salary was put into the spreadsheet. This enabled us to calculate the salary that the principals would get of the schools whose DP’s and AP’s returned surveys. This information was aggregated and principal averages were calculated in the same way the DP and AP averages were calculated. This is how the figures in Table 3 below were calculated

Table 3

Type	Size of School	Principals Salary	DPs Salary	Salary Difference	DP salary as % of Principals
U3	101-150	\$74,531.27	\$72,143.00	\$2,388.27	96.8%
U4	151-300	\$81,120.40	\$73,354.54	\$7,765.86	90.5%
U5	301-500	\$88,413.50	\$74,726.33	\$13,687.17	84.6%
U6	501-675	\$92,211.49	\$76,506.64	\$15,704.85	83.0%
U7	676-850	\$95,382.83	\$77,393.00	\$17,989.83	81.2%
U8	851-1025	\$99,602.09	\$77,500.14	\$22,101.95	77.8%
	1026-				
U9	1200	\$101,742.75	\$79,268.00	\$22,474.75	77.9%
U10	1201-	\$104,438.06	\$78,953.00	\$25,485.06	75.6%

	1400				
	1401-				
U11	1600	\$107,728.43	\$80,018.00	\$27,710.43	74.3%
	1601-				
U12	1800	\$112,085.00	\$82,393.00	\$29,692.00	73.5%
	1801-				
U13	2000	\$115,307.25	\$78,893.00	\$36,414.25	68.4%
U14	+2001	\$120,400.46	\$80,393.00	\$40,007.46	66.8%

Table 3 shows a very obvious trend. The larger the school the greater the disparity between a principal's and a deputy principal's salary. At a time when relativities between different teacher groups are being used in contract negotiations this pay disparity should be of concern to DPs and APs .

Clearly, pay is only one factor of DP's and AP's working conditions and some might suggest that fewer teaching hours are how DPs and APs in larger schools are compensated. I do not intend to comment on this because I will look at reimbursements and responsibilities in future articles.

School decile

Next the schools were grouped according to decile rating. The results are recorded in table 4.

Table 4: Management Units and teaching hours by school decile rating

Decile Rating of schools	No. of schools in each decile	Average no. of DP MUs	Average no. of DP teaching hours	Decile Rating of schools	No. of schools in each decile	Average no. of AP MUs	Average no. of AP teaching hours
1	10	6.10	7.60	1	8	4.38	12.25
2	22	6.27	8.88	2	8	4.38	11.80
3	30	6.53	6.75	3	9	4.67	8.50
4	21	7.05	5.83	4	19	5.13	9.88
5	38	6.89	6.59	5	18	4.44	8.53
6	37	7.08	5.80	6	19	5.42	9.37
7	23	6.83	8.61	7	17	5.06	10.25
8	28	6.93	6.85	8	18	5.56	8.61
9	26	7.23	6.28	9	14	5.21	9.31
10	25	7.48	5.03	10	18	5.78	7.80

There did not seem to be any clear trend between decile ranking and the number of Management Units held by DPs or APs or the teaching hours that they did. Notwithstanding this, DPs and APs in decile 10 schools are teaching fewer hours than those in Decile 1 schools. Similarly, DPs and APs in Decile 10 schools had the highest average number of management units.

Conclusion:

Firstly, there is evidence to support the original hypothesis on school size. There is also sufficient information to formulate a tentative hypothesis on the link between school decile and DPs and APs working conditions, but this would need further investigation.

Some may see that the range of salaries and conditions of DPs and APs as symptomatic of a school's egalitarian desire to have a flatter management structure. However, this egalitarianism seldom seems to apply to principals. Nevertheless, it does bring up the questions of, "who is second in charge?" and "should this be reflected by the DP's salary?"

Unfortunately, the flexibility created by the Management Units does mean that some DPs and APs are disadvantaged. Often these people are isolated from their peers and only through research such as this or attending AP/DP conferences that they realise what salaries other people are getting. For this reason, I believe it is essential that DPs and APs maintain their affiliation to NASDAP and that they lobby PPTA and its Senior Positions Advisory Council (SPAC) for a better deal for DPs and APs.

Finally, because I have all the data in a spreadsheet I am able to answer specific questions from APs and DPs if they email me at school: ohsdp@ihug.co.nz

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REPORTS FROM REGIONAL DP/AP GROUPS

From the Auckland DAPA Group (ASDAPA)

A well-attended breakfast meeting of ASDAPA was held on Wednesday 3 September at the Ellerslie Convention Centre. This doubled as the AGM. Shona Smith from Waitakere College was re-elected President and Julia Scott accepted the position of secretary. This will work very well as Julia is currently employed by Team Solutions and is involved there with the professional development of senior managers. The guest speaker was Rawiri Gibson, the Regional Curriculum Manager who spoke about the Ministry of Education's Curriculum Stocktake.

From the Hawke's Bay DAPA Group

A legal theme prevailed at this term's meeting of the Hawke's Bay DAPA. Local Youth Aid Officer, Sergeant Ross Stewart, gave us crime statistics which showed three peaks in daytime crime: the hour in which students travel to school, the lunch hour, and the hour students travel home from school. He suggested that a simple remedy for much of the crime that occurs at lunchtimes is for schools to ban lunch passes. He also drew a distinction between those adolescents who went through a period of time of committing occasional offences and those who were at risk of being

career criminals. All need to be identified as early as possible, and creative strategies employed to minimise recidivist offending. He offered police help with the sorts of things that schools often deal with alone, such as assaults & theft. He also suggested that assisting students to learn "from whence they came" - their whakapapa - was a way of helping those from dysfunctional families to overcome the hurdles of absent parents (especially absent fathers).

New Zealand 's Principal Youth Court Judge, Andrew Becroft, presented us with accurate statistics of youth offending, dispelling the myth that it is getting worse. He stressed the importance of schools as the most important institution in society for preventing young offenders from becoming long-term criminals. He challenged us about our attitudes towards offenders, reminding us that we have all committed crime (we owned up!) and he encouraged us to find better solutions for serious breaches of school rules than suspensions and exclusions. When young people do not go to school, they tend to become long-term persistent offenders, creating a social cost greater than the difficulty of keeping them at school.

At next term's meeting, we are hoping that Celia Lashlie will be our guest speaker, to explain the findings of her field research into boys' education.

Stephen Hensman, St John's College

WANTED

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 4 2003 newsletter.

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