

PRESIDENTS REPORT AUGUST 2004

Tena koutou, tena koutou, tena koutou katoa

It is now week five of term three and the weeks are just flying by. Before we know it, the Christmas decorations will be on display in the retail outlets. Of course, before we even contemplate Christmas, there are still many tasks to complete for 2004, along with all of our planning for 2005!

The Executive met in week four of this term and our guest speaker was Nicola Meek, CEO of the Secondary Futures Project. Nicola spoke to the Executive mid-morning and she began her presentation talking about the inception of this project, who was involved and what they are charged with investigating and discovering; **“Creating a Vision for Secondary Education.”**

The goals of this project include:

1. Shaping future goals.
2. Engaging communities in discussion.
3. Building capacity by sharing research, excellence and fostering innovation.

The future will focus on three things:

1. Shaping the future by gathering and disseminating information.
2. Starting national conversations by making connections across groups.
3. Building the best system for the future by identifying and sharing excellence and innovation.

The aim of these strategies is to **“Have more SUCCESSFUL LEARNERS in 2025.”**

Nicola is available to speak to any groups who wish to be consulted about education for the future. If you wish to contact her, do so on nicola.meek@secondaryfutures.co.nz or check out their website <http://www.secondaryfutures.co.nz>.

The Executive have been discussing at length, providing a yearly “scholarship” in 2005 and beyond. Sheryll Ofner [Vice-President] has undertaken the task of preparing all of the background information and I am pleased to say that we are nearly there. Watch this space!

It is hoped that the Executive will launch this new scholarship [which we hope the Minister of Education will categorise as a prestigious award] later this year. Full details will be provided once everything is finalised.

Another matter that is arising more and more frequently is dissatisfaction with the support that PPTA is offering to Assistant and Deputy Principals and Senior Managers who hold more than four management units. Executive members have fielded a number of concerns from their regions and we have discussed these at length.

On Friday 20 August 2004 , there is a SPAC meeting in Wellington and there are three members of NASDAP Executive who also sit on this committee. Roy Fletcher [Northland] is the chairperson of SPAC and NASDAP Executive spent time at the recent meeting discussing concerns that we wished him to raise on your behalf. There will be a report back [hopefully] in this newsletter. Executive wish to improve the support that PPTA offers us; at times, we often find ourselves “the meat in the sandwich.” As members, we do have a right to **equality of support!**

I have just calculated that there is approximately nine weeks of teaching left for years 11-13. And what with everything else that we “jam into the last half of the school year” it is not a long time!

Enjoy the remainder of term III and the upcoming vacation. If you travel, travel safely.

Arohanui

Annette M Taylor

MINUTES OF THE NASDAP EXECUTIVE MEETING

HELD AT WELLINGTON AIRPORT - VISCOUNT ROOM

Friday 13 August 2004 , 9:00am – 3.00pm

PRESENT: Roy Fletcher , Phil Keenan, Lesley Jamieson , Sheryl Offner, Lynette Parish, Julia Scott , Lynlee Smith, Annette Taylor , Jenny Thomas , Joyce Whyman

APOLOGIES: Stephen Hensman , Allan Webb

MINUTES OF PREVIOUS MEETING:

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

MATTERS ARISING:

- Still no response from Karen Sewell re: invite of NASDAP representative in ERO discussion groups
- Letter from PPTA – feel that NASDAP was given the fob off from Phil Smith in his response to our letter. Have had a huge response from the wider membership that says that we must take these issues up further with PPTA and not let these comments lie. There is a growing feeling that maybe AP/DPs need a union of our own.

- Letters from various members around the country (especially Canterbury/Aoraki after meeting with Phil Smith and Trevor Bleakley in Canterbury at the end of Term 2. Letters (tabled) to be taken to SPAC meeting August 20.
- To talk about relativity is dangerous now that there is no actual DP/AP salary range. Real danger about generalizing from the specific. From data assembled from NASDAP surveys range appears to be 5-8 MUs in Class C (500-849 pupils) schools that Rob Willets cited as having 9.
- What is PPTA going to do for AP/DP as a group? Can't simply leave the issue to SPAC because SPAC is supposed to be representing those holding 4 MUs and above, not just AP/DPs. What is coming through from branches is that AP/DPS feel that PPTA is not looking after them.
- These issues to be raised with PPTA at the next SPAC meeting on NASDAP's behalf by representatives also serving on SPAC.

TREASURER'S REPORT

- Annette tabled the financial report (copy attached) Twenty schools yet to pay (paid last year). Twenty-one unpaid this year (also unpaid last year). i.e. a total of 41 schools unpaid for this financial year at this point.
- Annette to send a letter to those 41 schools just outlining the benefits of belonging to the organisation. Copies of the list also to be distributed to members on a regional basis, so regional representatives can give their schools a reminder as well.
- At the moment NASDAP has 319 member schools. Approx 92% membership (annual income \$31,000.00). \$26,000 in cheque account. Time to transfer more across to term investment. Need to keep a buffer of \$5000-\$10,000.
- Motion: That Annette transfer another \$15,000 to term investment.

Moved: Annette Seconded Phil Carried.

- A term investment needs to be set up and tagged for the scholarship fund. Need to look at how much we would need to have invested to gain \$6,000 in interest. Would need to invest approx \$100,000. Not beyond the realms of possibility.

Motion: That the treasurer's report be accepted

Moved: Annette Seconded: Roy Carried.

CORRESPONDENCE INWARDS:

- Letter from Jacky Young, Liz Hawker, Maree Furness and Dick Edmundson - re: PPTA representation of AP/DP interests
- Stephen Walters – as above
- Craig Monaghan – as above

- Taranaki Representative - HPSTA available to people with more than 4 MUs

CORRESPONDENCE OUTWARDS:

- Karen Sewell – thanking her for her time and requesting that she check the minutes
- Please note that any correspondence sent out under the NASDAP banner is also published on the NASDAP web site, for members to read.

GENERAL BUSINESS:

Special welcome to Lynette Parish to Executive. Lynette is to take over the representation of the Waikato area to replace Lesley Jamieson who is retiring from her executive role.

1) Meeting with Nicola Meek [Secondary Futures Project]

- Creating a vision for secondary education. Focus is exclusively the future. Team of four. Mandate is to go out and have conversations about secondary education. The team is presently working to introduce themselves. Starting quietly, having the conversations. Sees NASDAP as a group they want to talk to. Explore ways that NASDAP and Secondary Futures might work together. Want feedback from AP/DP. Not government driven (note e-mail address), though is government funded.
- If we had a blank canvas how would we create an education for the future?
- Keen to see that can add value to existing opportunities – working with BOTs, staff through PD, parents. Big task, tiny team.
- Nicola used the analogy of the ocean liner – takes a long time to change direction.
- Not about the team coming up with solutions, much more about having the on-going discussion that will stand the test of time and override the individual politics of the party in power at any given time.
- Guardians – Gillian Heald, Mason Durie, Bernice Mene, Ian Taylor. Profiles indicate that this is something different from anything that's been before.
- Looking a long way out and then coming backwards to get to the future faster.
- Three main goals – shape future contexts, engage communities in discussion, build capacity by sharing research, excellence and fostering innovation. Whole new spheres and opportunities that will be facing our students when they leave their secondary education. Big picture vision.

Bring in more voices. Bring in the student voices. Helping people's readiness for change.

- Focus is the future – shaping the future, starting national conversations, building the best system for the future
- Useful analogy. Forget the plan, we're changing the mission – c.f. Apollo 13. Problems to be solved and overcome.
- Imagining the Future 2025 – global, national, local. Future change – society, environment, economy and work, technology. Demographics – age, ethnicity, occupation, locality, family. Values – NZ/Communities, past, present and future. Education – what is working, what is known, what is needed, what might work. What data, trends, issues surround these things? What is known, unknown?
- The team has developed some tools around these issues. Want to stimulate thinking so that the conversation is not around what we have already, but what might be.
- Exec spent some time working with these both as a way of stimulating some conversation and giving an example of the process the team is going through. Certainly got us thinking.
- Some if...then thinking. E.g. If we know these things already then what can we do to turn them into opportunities for the future?
- Environmental issues – if we have a shortage of power, then what...? If we have the space to think about these things now, then clearly we are not going to set ourselves up for failure. How do we keep tapping into our own kiwi ingenuity? Applying resources now for a longer term gain.
- We will get some bottom lines as a result of this discussion. Once we recognise the bottom lines everything else becomes very clear very quickly. What is the bottom line for our aspirations as a community? Would hope that over time be able to develop sets of questions with the proof of what is happening on the back of them, but always with the base questions to start from.
- These questions at present based on global, national and local trends. Information base to make decisions on. How would you like things to be rather than how do you imagine it will be. What about the wild cards? What if we can't get kids to go to school? What if there is a world-wide epidemic?
- OECD Scenarios – Re-schooling, schools are core social centres, schools as focussed learning organisations. De-schooling – learning networks and the network society, extending the market model. Part of the OECD project. One of four countries doing that. New Zealand , England ,

Netherlands and Canada (with two projects). They had 6 scenarios. NZ taken four. Worked up four frameworks – Blue, red, yellow, green. Blue – social centre with many learning and personal development aims. Red – focussed learning centres placing high value on information and knowledge. Yellow – education being fully built into a network learning society. Green – a model in which individual choice shapes where and what we learn. Student, teacher, employer, parent leader. Then developed narratives of characters that those schools have in that space.

- Go where they are invited to go to do the talking.
- Failure is not an option
- Also connected to the Curriculum Review. That's the next five years. Sharing information and resources. What's the definition of a successful school leaver? Everyone is asking the same questions. What kit do we want our kids to be leaving schools with?
- Ditch the text and show a multi media presentation, because the level of language being used in the scenarios at the moment is quite higher order.
- Considering our preferred future. Key questions we need to be asking – some elements will be in schools today. As we move toward the future, what are the best parts we want to take with us to create more successful school leavers?
- How will we meet the challenges and capture the opportunities the future will bring for the benefit of NZ as a whole?
- If secondary education is the vehicle, and failure is not an option – what is our bottom line?
- How could secondary education best influence the positive development of society in the future? Question asked of the group at the end of the presentation. Group thinking applied.
- Key questions – our bottom line. In twenty years time, what will be the purpose of secondary education? In twenty years time, what will define a successful school leaver?
- Less about what kind of 18 year olds we want and more a statement about what kind of 35 years olds we want.

2) **Report back on NZQA AP/DP Advisory Group**– Sheryll Ofner and Annette Taylor

- Managing National Assessment handout – for our interest. All schools' reports will become public documents.

- Issues to take back to the group: Special assessment conditions are a nightmare – have to be done individually and individual standards. Any further items flick Sheryll or Annette an e-mail.
- Once a school has had its external moderation NZQA is going to immediately let it know the standards and the timing of the next round of moderation.
- Are going to be done on a cycle, rather than at the beginning of the year. This means that you will only have to retain the assessment of those that are going to be moderated in the following year.
- Should limit the amount of material that schools have to retain.
- Issue of information overload.
- NASDAP 2 representatives, plus four other AP/DP from around the country.

3) **Report back on CNIDAPA Conference in Taupo** – Annette Taylor

- Fantastic time at Taupo. A really excellent conference. Congratulations to the Central North Island team that put this together.

4) **Scholarship proposal** – Sheryll Ofner

Worked through the draft guidelines prepared by Sheryll Ofner for the NASDAP scholarship. Thank you Sheryll for your considerable work in putting this together for our consideration.

- Looked at purpose. Number of weeks. Four weeks very snug if going overseas. Adjusted to five weeks.
- Eligibility statement – need to add that the school must be paid up members of NASDAP for AP/DP to be eligible. Add “currently working in...” Applications by 15 June, to undertake within the following year January to December.
- Italicised section to be included if the Ministry accept this as a prestigious award.
- Word limit for the letter of application. Letter from BoT to say they will allow candidate time if s/he is successful applicant.
- Selection Panel – just two executive members, rather than necessarily stating the president, in order not to exclude the president from applying.

- What sort of basis are we going to use for selection? What sorts of things will add to your chance of selection? Are we going to have some selection criteria? To be discussed further once the award is in place.
- Successful applicant will be required to.... (agreement between NASDAP and candidate.)

Sheryll will make the changes suggested and forward a copy to all Exec., along with dates for responses to her.

Next step is to pass this to Andrew Hutson (Waikanae) for consideration to get this award accepted by the Ministry of Education as a prestigious award.

5) Newsletter

Deadline for the newsletter Wednesday 25 August. This is an absolute must, due to the fact that Allan is moving from Taupo to Foxton and will be resigning from NASDAP at the end of the year. Please meet the deadline.

Sheryll – NZQA AP/DP Advisory Group

Annette – Chairman’s comment

Lynette – 2005 Conference

Roy – SPAC report

Phil – Gifted Children’s Workshop

Lynlee – Hanmer Conference

Joyce – Preview Otago Conference 2004

Motion: That Allan continue with the production of the newsletter as part of Education Webb Ltd. (Newsletter at the moment costing between \$1,500 - \$2,000 per posting).

Moved: Phil Seconded: Joyce Carried

6) Leadspace Web Site

- Members still having difficulty accessing the site. Still actually want the site to be opened up to give other AP/DP around the country usage.
- Annette to contact Rosalie letting her know we do want to continue.

7) Voting Procedure for Next Year

- Vote only necessary if there is more than one candidate standing in a particular region.
- Leslie Jamiseon to act as returning officer, as outgoing member for the Waikato region.
- Voting forms will go out in the Term 4 newsletter and they need to be returned to Leslie.
- Annette to liaise with Allan on the dates.
- Voting papers are numbered and the only people who can vote are those who are members.
- Term of office is for two years.
- If there needs to be a vote, candidate will need to do a little blurb about self.

8) Thank-you to Leslie

- Leslie's final Exec meeting, as she retires from teaching.
- Little gift from Nelson to acknowledge the work that she has done, as a long serving member.
- Thank you Leslie

9) Regionalising the e-mail data base

- Each rep to go through the distributed list and put the region number beside the schools in their own region and get it mailed back to Annette in the next week or so.

10) Nelson Conference

- Membership is notified of the move in conference dates in 2007 to Wednesday 22/8/07 – Friday 24/8/07 in order to fit with the split term

11) Guest Speaker for Term 4 Meeting

- Mary Chamberlain – Curriculum Advisor for the Ministry. Sheryll to action.

12) Deciding the Top Academic Prizes in Schools under NCEA

- Annette to put something in the newsletter asking for other school's ideas and how they are making these decisions.

- Will forward collected ideas to members through the e-mail data base.
- Indication that there are real difficulties being experienced by schools throughout the country as to how to determine these.
- Would be really good to hear what other schools are doing to try to help get some consistency across the country.
- Might be good for schools to talk to their communities about how this is done.

13) **Speakers 2005 Conference**

- Some discussion centred around possible speakers for the conference in Rotorua, 15-17 June 2005
- NASDAP Exec Meeting to be scheduled for 14 June.
- Conference to take place at the Lakeside , Novotel, Rotorua.

14) **SPAC Issues** – to put into letter to go through Roy

- Deputy/Assistant Principal. What's in a name? Difference between primary and secondary AP/DPs.
- The term of the contract. Real concern that we are buying into a three year term.
- Acting Principal higher duties allowance – want this 21 days “continuous” issue resolved and now. We push for three consecutive days/ or five accumulated days in any term. Different issue from HoD and acting HoD duties for a day. This is a legal requirement, and has to be minuted.
- Middle manager allowances – 9000 new middle manager units. What is it going to mean for parity for AP/DPs with 5 MUs? Reducing the relativity? Allocation? Specific criteria?
- PPTA's failure to consider the concerns of AP/DP.
- Specialist teacher trial for 2006 – for someone who has NO units otherwise. We want more information on the thinking behind this trial and the criteria.
- Research sabbaticals are a great idea. Well done.
- Obviously a lot of work has gone in between now and last July. Well done in getting things agreed so quickly.

- PPTA do need to take notice of senior managers in our schools. We might not be the bulk of the membership, but we pay our fortnightly fees and it's time that our issues were being addressed. Stop sidelining us.
- PPTA negotiates the principals' contract and many of them are not even members of the organisation.
- Where is the data base of AP/DP (4 MU and above) so that we can really consult? These things need to be sorted.
- Needs to be a higher profile for SPAC. (Annette to write a letter to PPTA) Members do not feel that they are being supported as a group. We feel marginalised and as fully paid up members of PPTA we believe we need better. We want recognition of the distinct job that we do, and to get the same support that other members are getting from PPTA.
- Our relationship with PPTA makes the running of schools very much easier for all PPTA members.

Meeting closed at 3.00pm

Next Meeting: 15 October, 2004 . Wellington Airport

LETTERS ARISING FROM THE EXECUTIVE MEETING

16 August 2004

Nicola
Chief
Secondary
PO
WELLINGTON

Box

Meek
Executive
Futures
8079

Dear Nicola

On behalf of the NASDAP Executive Committee, I would like to take this opportunity to say thank you very much for speaking to the Executive on Friday 13 August 2004 .

The Executive thoroughly enjoyed listening to your presentation and having their questions answered. We appreciated the time that you expended on the Secondary Futures behalf with us. You certainly provided us with a wealth of information.

Best wishes for the future work that you are undertaking.

Kind regards

Annette M Taylor (Ms)
President NASDAP

16 August 2004

**Rosalie Goldsworthy
PEN Facilitator
Moeraki Lighthouse
RD2
PALMERSTON
Otago 9061**

Dear Rosalie

Thank you for your email informing the NASDAP Executive that you have the green light to proceed with the NASDAP on-line community. That is very good news.

On behalf of the NASDAP Executive Committee, I would like to take this opportunity to say thank you very much for facilitating the trial up to this point. I know that there have only been a small number of members "logging on!" However, at the Term III meeting on Friday 13 August, there was a unanimous decision for us to use it more frequently.

I will ensure that a Talk2Learn Facilitator will be able to speak to the Executive as soon as possible. I will be in contact once I have been able to secure a date.

Best wishes for the future work that you are undertaking.

Kind regards

Annette M Taylor (Ms)

President NASDAP

PROPOSED NASDAP SCHOLARSHIP

The following proposal has been approved by the NASDAP Executive for forwarding to the Ministry of Education with the request that the Minister consider its approval as a Prestigious Award. Should this application be successful, it is likely that the Ministry would fund the employment of a relief teacher for up to four weeks, provided the scholarship is awarded to a staff member of a state or state integrated secondary school and subject to the Board of Trustees granting leave with pay to the scholar.

Purpose

The NASDAP Scholarship is to enable one Deputy or Assistant Principal to undertake study and/or a programme of visits to other secondary education institutions in New

Zealand and/or overseas to provide an opportunity for educational leadership development focussed on raising achievement in the secondary sector.

Eligibility

The NASDAP Scholarship is open to all Deputy and Assistant Principals currently employed in secondary and area schools throughout New Zealand, who have demonstrated strong interest and success in the practice of educational leadership and who are likely to benefit from the learning and experience, in their own practice, for their school and for the wider secondary education community. Their school must be a current financial member of NASDAP.

Tenure

One scholarship of \$8,000 is available annually to assist the recipient to meet the expenses incurred in travel, accommodation and any course fees for the programme organised. The scholar will be responsible for other costs of subsistence, additional travel, medical insurance, etc. Travel associated with the scholarship is to be undertaken by 31st December of the year after the scholarship is awarded.

Application

Applications must include:

- A formal letter of application of approximately 250 words, stating the specific focus and outline of the proposed programme of study and/or visitation. It should be explicit and without appendices, and should include a clear benefit to the applicant personally, to their institution and to the wider secondary education community.
- A curriculum vitae
- The names and contact details of two referees, who will be asked to provide evidence of the applicant's demonstrated interest in and success as an educational leader and comment on their suitability for such an award.
- A letter of confirmation from their Board of Trustees that leave will be granted for the period of the scholarship.

Applications must be made in writing and should arrive with the Secretary of NASDAP (address to be supplied) no later than **4pm, 15 June** annually.

Referees

It is the responsibility of applicants to ensure that references from two referees reach the Secretary of NASDAP (address to be supplied) by **30 June**. The reference should state:

- The name of the applicant
- The name, position and contact details of the referee

- How long and in what capacity the referee has known the applicant
- Evidence of the applicant's demonstrated interest in and success as an educational leader
- A statement regarding the applicant's suitability for such an award, including whether or not the applicant is likely to benefit from the learning and experience, in their own practice, for their institution and for the wider secondary education community.

The Selection Panel

The Selection Panel will be made up of two members of the NASDAP Executive, plus one academic staff member from the Education Faculty of a New Zealand University. The Executive of NASDAP will approve these appointments.

Notice of the Successful Applicant

It is anticipated that the successful scholar will be announced by the end of September for travel by 31st December of the following year.

Requirements of the NASDAP Scholarship Winner

The NASDAP Scholarship winner will be expected to write a formal report of their learning and experience suitable for publication in the NASDAP journal. In addition, the scholarship winner will be required to present their learning and experience to their secondary colleagues at either a regional or national conference organised by members of NASDAP.

The scholarship is awarded on the understanding that the proposed study and travel programme submitted in the application does not differ substantially from that ultimately undertaken by the applicant. If not, approval for the revised programme must be sought in writing in advance from the selection committee.

The recipient must repay the scholarship in full if, for any reason, the approved study and travel programme is not completed or in the event that the funding received is not utilised in the course of the approved study and travel programme.

Before taking up the NASDAP Scholarship, the recipient will be expected to agree in writing to fulfil the above requirements.

PLEASE SEND ANY COMMENTS ON THE ABOVE PROPOSAL TO:

Sheryll Ofner

s.ofner@rosehill-college.co.nz

MINUTES OF NASDAP ANNUAL MEETING

Held at CNIDAPA Conference – Wairakei Resort

18 June 2004 at 12 noon

Present:

Conference attendees (approximately 90 members).

National President Annette Taylor welcomed people to the meeting.

Minutes of previous Annual Meeting :

Was published in NASDAP Term 3 newsletter 2003 and were taken as read and correct.

Matters arising from these minutes:

Annette Taylor signalled that there would be an opportunity to discuss the effect of the increased non-contact time for senior managers in general business. There were no other matters arising.

Presidents Annual Report for 2004:

Annette Taylor read her **Annual Report** to the meeting.

Acceptance of the report was moved by Annette Taylor; seconded Ali Painter [Rotorua Lakes High School]

Treasurer's Financial Report for 2004:

Annette Taylor presented the audited **Financial Report** to the meeting. There was a brief discussion about schools who have not yet paid the 2004 subscription.

Acceptance of the report was moved Annette Taylor; seconded Peter Dickinson [Wanganui Collegiate]

General Business.

1. Annette indicated that the Association has accumulated funds and wishes to explore the possibility of a scholarship offered to members. Sheryll Ofner [one of the two NASDAP members for Auckland] is investigating the Ministry of Education's requirements for the scholarship to be considered a prestigious award. Members who would like to contribute suggestions about the criteria should contact Sheryll Ofner

The issue of PPTA's indifference to Deputy and Assistant Principals in terms of the current contract negotiations is of concern. Annette is keen to hear the views of Deputy and Assistant Principals about how we can secure a fair deal and

preserve recognition as a unique group with specific responsibilities rather than teachers with management units.

2. Annette advised that National Conference 2007 should be held in the South Island and the likely venue is Nelson. Planning is well underway for 2005 in Rotorua.

There being no further general business, the meeting closed at 12.15 pm .

NASDAP ANNUAL GENERAL MEETING – JUNE 2004

President's Annual Report

It is my pleasure to be here today as the President of NASDAP to present the 2004 Annual General Report.

There has been one change in the Executive Committee due to Carol Craymer (2003 NASDAP President) becoming Principal of Queen Margaret College in Wellington . Julia Scott (Team Solutions) has taken Carol's place as the second representative from the Auckland region. To Carol goes my sincere thanks for her valuable leadership of NASDAP in 2003.

At the Term One Meeting for 2004, I was elected as President and Treasurer. Sheryll Ofner (Rosehill College) accepted the role of Vice President and Lynlee Smith (Geraldine High School) accepted the role of Secretary.

At our termly meetings, the Executive continues to discuss various issues, currently affecting members. Letters have been written in the name of the Association to SPAC and PPTA about the proposed salary claim. PPTA were to attend the Executive's term two meeting. However, due to miscommunication on their part, we were not able to voice our concerns about some of the proposed salary claims.

A lengthy letter was written and it is featured in the Term Two Newsletter. PPTA's response is also printed. The information makes interesting reading.

Any letters written on behalf of our membership and the recipients' responses are on your website – www.nasdap.org.nz.

Other tasks the Executive are currently working on include preparing a Scholarship package which we hope will be considered a Prestigious Award for APs and DPs in 2005 and beyond. Your Regional Executive will provide details once the package is completed.

Lynlee Smith has worked closely with Rosalie Goldsworthy to create a Talk2Learn website community and the Executive members are using this facility to provide an interactive forum for professional development. The Executive will continue with this trial, with the hope that we can eventually extend this opportunity to every AP and DP in New Zealand . Again, details will be provided once the package is finalised.

In continuing to raise the focus of NASDAP, we have met with Kate Colbert (NZQA), Howard Fancy (Secretary of Education) and Karen Sewell (CEO of ERO). As a result, strategic alliances have been formed and NASDAP Executive members now sit on the following committees:

- Minister of Education Educational Leaders Forum -
Annette Taylor
- NZQA AP and DP Advisory Group -
Annette Taylor

Sheryll

Ofner

- ERO's Advisory Group -
Phil Keenan

Julia Scott

Jenny

Thomas

Membership of these committees ensures that your voices are heard and listened to.

As in the past, NASDAP has seeded this very successful regional conference and the biennial conference that will be held in Rotorua in 2005. Lynette Parish and her team are progressing very well with their organisational details.

At this stage, I congratulate the organisers of this conference, Lynette Parish and her team for their superb organisation. The keynote speakers and their workshops have been inspirational and exciting. We have certainly experienced our own bags of "liquorice allsorts". Conferences are opportunities not to be missed, not only to list to the keynote speakers and workshop presenters, but also to network with our colleagues.

On a final note, I wish to thank Lesley Jamieson for her commitment, enthusiasm and passion to NASDAP. Lesley is leaving us at the end of Term Three for greener pastures. Enjoy your new lifestyle Lesley and thank you for everything. Lynette Parish will take Lesley's place on the Executive for the remainder of 2004.

Thank you for your attendance today.

Travel safely home.

Arohanui
Annette
PRESIDENT OF NASDAP

Taylor

Receipts and Payments Account for year ended 31 March 2004

Bank Balance as at 1 April 2003		13,169.95
 Plus Receipts		
Subscriptions	27,120.00	
Interest Received	37.93	
Reimbursement of Canterbury Conference	5,000.00	
 seeding money		
Transfer from Term Deposit	6,127.45	
Overpayment to Website Firm	84.21	38,369.59
		51,539.54
 Less Payments		
Newsletter	6,334.00	
Executive Meetings	16,421.66	
Tolls/Stationery/Postage	671.88	
Bank Fees	4.50	
Secretary/Administration Labour	350.00	
Website expenses	477.30	
Term Deposit transfer	15,000.00	
Survey Data Analysis	225.00	
Seeding Money – Rotorua Conference 2005	5,000.00	44,484.34
		\$ 7,055.20

Bank Reconciliation Statement for year ended 31 March 2004

Balance as per Cheque Book		\$ 7,055.20
 Plus Unpresented Cheques		
Cheque No. 134	491.20	
135	86.80	
136	5,000.00	5,578.00
		5,578.00

Balance as per Bank Statement	\$ 12,633.20
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Term Deposit Account for year ended 31 March 2004

Opening Balance	\$ 25,251.17
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Plus transfer from Cheque Account	15,000.00
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40,251.17

Plus interest received	1,258.01
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41,509.18

Less withdrawal	6,127.45
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Closing Balance as per Bank Statement	\$ 35,381.73
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Total Funds Held for year ended 31 March 2004

Bank Balance as per cheque book	\$ 7,055.20
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Plus Term Deposit Funds	35,381.73
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Total Funds Held as at 31 March 2004	\$ 42,436.93
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REPORT ON SENIOR POSITIONS ADVISORY COMMITTEE MEETING 20/8/04 at PPTA Head Office Wellington

Present:

Roy Fletcher Convenor (Upper, Central and Lower Northland, Auckland north of the Harbour Bridge); **Trevor Bleakley** Secretary (PPTA Advisory Officer) **Sheryll Offner** (Auckland-south of the Harbour Bridge, Counties- Manukau); **Pauline Donovan** (Western Bay of Plenty, Bay of Plenty); **Phil Keenan** (Taranaki, Manawatu-Wanganui); **Geoff O'Halloran** (Wellington, Hutt Valley, Wairarapa); **Alister Williams** West Coast, Nelson, Marlborough; **Lynlee Smith** (Canterbury, Aoraki); **John Douglas** (Otago, Southland); **Kate Gainsford**, **Ron Miller** (PPTA Executive), **Lynn Robson** (PPTA Field Officer)

Apologies:

Jane Beaven (East Coast, Hawkes Bay); **Marion Fogarty** (Waikato , King Country, Thames Valley)

Deadlines seem to be ever tighter so I began writing this on the plane on the way home.

Firstly, Ian Munro from the Ministry of Education arrived early. We adjusted the agenda, and Ian addressed the meeting about the Student Management System's Project, which sets accreditation standards for electronic administration in schools, between schools, and between schools and the MOE and other agencies. The basic objective is to help schools have better data-processing systems for their own local needs, and the Ministry is putting significant resourcing into this.

Next, there was much discussion on the role of SPAC. There was some consensus that the role was not clearly defined and discussion centred around how to improve this situation. It was agreed that SPAC needs access to data regarding DPs and APs and it was resolved that the Secretary will approach Membership about this. There was general agreement that not having the roles of AP and DP legally defined anywhere contributed to the confusion as to what a senior position was. In the end the agreed definition was that SPAC's constituency was 'senior managers with school-wide responsibilities regardless of the number of units held.' It would also seem timely to examine the roles and workloads of AP's, DP's and others in 'senior management' in schools.

Lynlee Smith asked what other schools were doing to combat truancy, and a number of strategies were suggested that different schools used in order to combat what, in some areas, is a growing problem.

The next item on the agenda was issues that had arisen at the previous NASDAP meeting. The NASDAP executive had brought up items relating to the proposed contract settlement. Details of these can be found in the NASDAP minutes reported elsewhere in this newsletter. The main points were, support for sabbaticals and time

allowances for middle management. However, the opinion was expressed that there was little in the settlement that was specific to senior management. One specific issue mentioned was that 21 day waiting period before the Acting Up Allowance was paid. In a modern school people in senior management are almost deputising for one another on a daily basis. However, very few would qualify for the allowance.

Finally a work plan was discussed with future projects. There was a desire for SPAC to be a strong and influential advocate in PPTA with regard to issues relating to senior administrators and leaders in schools. One of the first issues discussed was timetabling. Wellington region had completed some research on how schools in their area were dividing their curriculum time on the timetable. It would be interesting to receive similar information from other regions.

One more sentence and I can get back to the exam timetable. I left the meeting feeling confident that PPTA executive would take seriously the aspirations of, and the issues that affected those in senior positions in schools. If anybody wishes to communicate with me directly I have included my email address below.

Roy Fletcher
SPAC Convenor
DP Otamatea High School
Email: ohsdp@ihug.co.nz

TOP ACADEMIC SCHOOL AWARDS UNDER NCEA LEVEL III

How does your school decide on these awards?

Many schools have a number of academic prizes [some with substantial financial rewards] to award in Term IV at their prize giving.

As 2004 is the first year of NCEA Level III coming through, schools have to re-evaluate how they decide on these awards.

NASDAP have been asked to canvas our members to determine what schools are using to decide on these academic prizes.

If you want to be involved in this “survey” and would like to receive the responses via email, then please email Annette.taylor@ncg.school.nz with the following:

1. The name of your school
2. How you decide on the top awards; ie, do you award a grade point average to each standard – achieved, merit, excellences – and then total up the number of grades for each student. Or do you add up total credits achieved over the course of study? Or ??????

Please do this before **4 October 2004** , so that I can collate the responses and get them out to you before you make the decisions!

CREATING A VISION FOR SECONDARY EDUCATION

Did you read this document from the Ministry of Education? They are looking for input

As of February this year, the clock well and truly started ticking on a new initiative for education and public policy in New Zealand : the new Secondary Futures taskforce.

The brainchild of education leaders and government planners, the taskforce is designed to have a life of at least six years. It was created last year with the appointment of four high profile.

“Guardians” charged with getting New Zealanders actively talking and thinking about the future of education in this country. [\[1\]](#)

Then in February this year, the taskforce took on a more concrete form, with the appointment of its first Chief Executive, Nicola Meek and a number of full time and contract staff.

Since February the Guardians and the taskforce staff have been busy trialing a series of workshops and future education scenarios with a range of people in the education sector, including the PPTA (at their national conference), secondary principals (at May’s SPANZ annual conference), and secondary school students.

A 20-strong “Touchstone Group” of education sector representatives – from vice chancellors to trainee teachers and students – has also been established with a brief to advise the taskforce and act as a sounding board for ideas.

“Secondary Futures is charged with building a vision for what New Zealand education might look like twenty years from now,” says chairman of the Guardians, Mason Durie.

“How will we do that? By going out and holding community forums in schools and community halls; by asking questions of the people who attend those forums, who visit our website, who read the media and contact us. We will be seeking the views of New Zealanders from every walk of life -- educators, parents, business people, the students of today and tomorrow, community leaders and ordinary, everyday New Zealanders.

“We want to hear from *anyone* who has a view about what would make our secondary education system work better, and work in the best interests of the students who use it and of the society they will be helping build when they leave school, 20 years from now.”

Key questions the Guardians are looking for answers to include:

- what constitutes a successful school leaver?
- what kind of society – structures, values, people, activities – do we want our school leavers to be part of
- what kind of skills, values and training will they need to survive and thrive in that society
- what is the best form of learning, teaching and education that will entice young people into being the best they can be?
- What are schools for? Is the traditional school model going to work in 2020? Are there other places where students can learn? What should the role of teachers be in 20 years time?
- How do we make the secondary learning experience enjoyable, useful and fruitful for students and for those who will employ them, between now and the year 2024?

To help them, they have a set of four scenarios (researched by the OECD) suggesting ways secondary education might operate in the future. Taskforce staff are now busy translating these scenarios into the New Zealand context and will use them in future forums.

The four scenarios include:

- schools as social centres, a buffer against social, family and community fragmentation;
- the abandonment of schools as institutions and emergence of a “networking society”;
- the rise of “learning markets” with a reduced role for teachers and the emergence of new “learning professionals”; and
- schools as revitalised “focused learning organisations” focused around a strong knowledge agenda rather than a social agenda

More information on these scenarios is available on www.secondaryfutures.co.nz

Once they have some answers, the next step for the taskforce will be to translate people’s views into policy options and ideas that will help planners and educators as they build a robust and useful education system for the future.

Forums and discussions with NASDAP members are already on the Secondary Futures’ planning schedule this term. Any NASDAP members wanting to join in the secondary futures discussion before then can do so via the “let’s talk” discussion pages of the taskforce’s new website.

This website is still in development, and Nicola Meek says its future shape will be partly informed by the needs and interests of site visitors. And they need to hear from people actively involved in the education sector.

“Because this is a project shaped by the sector, we really need your ideas to help frame the discussion and shape the project..”

NZQA ADVISORY GROUP OF DEPUTY AND ASSISTANT PRINCIPALS

In Term 4 2004, our NASDAP Executive meeting was addressed by Kate Colbert of NZQA, who also heard our views and answered our questions. We pointed out that although Deputy and Assistant Principals often lead ‘Assessment’ in schools, institutions like ZQA rarely seek our views on vital matters. We argued that principals have a voice, classroom teachers have a voice and it is time we had one too! Kate’s response at the time was sympathetic and not long after, came the announcement about this new advisory group.

The role of the group is to advise NZQA on aspects of learning and qualifications for secondary education, with particular regards to:

- The implementation of qualifications within secondary education
- The operational management of the National Certificate of Educational Achievement and Scholarship
- Enabling information sharing within the secondary education sector.

The representatives of NASDAP on the group are myself Sheryll Ofner, from Rosehill College in Auckland and Annette Taylor from Nelson College for Girls. One member is nominated by the PPTA and there are three others invited by NZQA.

It is intended that the group meet three times each year. The first meeting took place in June. Matters discussed at that meeting include:

- A Proposed Change to the 2005 Moderation Cycle

The current external moderation process has several problems associated with it as a result of a dislocation between receiving the compiled moderator’s report and the next moderation date, which encourages significant amounts of submission of assessment material without student samples, which is of concern since moderation should be more about the judgements than the task. Hence, the proposed change is for the new moderation plan for the next 12 months to be drawn up as soon as the moderator’s report is received.

- The new-style MNA Report

This is already in operation and schools due for MNA visits are advised to check out the new format via their School Relationship Manager.

- The Implications of the newly developed Quality Assurance Standard

This new standard has resulted in revised guidelines relating to accreditation. Schools have three years to update their Quality Management Systems documentation in accordance with the new standard, except in cases where they wish to apply for an extension beyond the base scope and then it is an immediate requirement. Schools should direct all queries about this to their School Relationship Manager.

We also took the opportunity to provide feedback about Data Management issues and the Key Indicator Checklist.

MEMBERS OF NASDAP WHO HAVE ISSUES THEY WANT RAISED IN THAT FORUM SHOULD CONTACT EITHER ANNETTE OR MYSELF.

Sheryll Ofner
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DO YOU WANT TO PARTICIPATE IN REVITALISING THE NEW ZEALAND CURRICULUM/MARAUTANGA?

The curriculum/marautanga project offers teachers the chance to be involved in the curriculum redevelopment process. The national curriculum sets the direction for learning for students. It clearly outlines the values, understandings and competencies for our students and provides a clear focus for quality teaching.

Our students need an up-to-date curriculum that reflects not only the knowledge needed for the future, but also the best teaching strategies and learning theories. The curriculum/marautanga project aims to reframe, refocus, and revitalize the current curriculum in both English and Maori medium, so it gives students and teachers the best possible frame work for working together.

The project has four goals:

- 1 To clarify and refine curriculum outcomes**
- 2 To focus on quality teaching**
- 3 To strengthen school ownership of curriculum**
- 4 To support communication and strengthen partnerships with parents and communities**

The curriculum/marautanga project is building on the recommendations of the Ministry of Education's curriculum stocktake report . The report can be viewed at <http://www.minedu.govt.nz/goto/csr>.

This report found that:

- Quality teaching makes more difference to student outcomes than any other factor
- A clearer focus on high expectations for all students is needed
- Schools must be empowered to meet the needs of all students
- Students need more opportunities to learn another language in years 7-10

The new curriculum/marutanga redevelopment process will regularly evaluate the national curriculum to make sure it is focused on meeting the needs of all New Zealand students

Other reasons for curriculum redevelopment include the need:

- To rework learning area documents for greater clarity
- To incorporate findings from national and international assessment studies, such as the National

Education Monitoring project (NEMP), and the OECD Programme for International Student

Assessment (PISA)

- To address the growing concern that the present curriculum works for some students more than

others

- To reflect views among kura about Maori – medium documents, especially since Te Aho Matua

has been included in legislation

How can you help?

We need your input into the creation of essence statement, which encapsulate the fundamental ideas of each learning area. These will set the expectations that clearly articulate important learning outcomes for students.

We also need your help in reappraising achievement objectives across the curriculum. Our feedback indicates that teachers strongly feel that achievement objectives need to be clarified and reduced. We need to think about achievement objectives as maps and signposts that help in creating learning pathways for students, rather than as compliance boxes to tick.

When reviewing achievement objectives, we want to integrate key competencies. Competencies are the skills, knowledge, attitudes and values used together by people across a variety of life contexts. Building on the stocktake report and the OECD Defining and Selecting Key Competencies project (DeSeCo), a new cluster of competencies will be developed to replace the existing skills and attitudes.

The focus of these competencies will be:

- thinking (eg. logically, critically, creatively)
- belonging, relating and contributing (eg. supporting, contributing and fulfilling responsibilities to others).
- managing self (eg. setting and achieving goals; taking responsibility for learning).
- making meaning from information (using language, text and symbols in meaningful ways).

Who can be involved in the project?

The curriculum/marautanga project is open to any interested educators, teachers, advisors and principals will play a key role. As the project develops, school communities will have the opportunity to contribute and participate through the web and other consultation opportunities. This co-construction will ensure that development is guided but teachers and school realities.

Because students experience the results of all our deliberations, student focus groups will also have the opportunity to offer their ideas on how the curriculum should be redeveloped.

If you would like to be involved, please register online at:

http://www.tki.org.nz/r/nzcurriculum/cp_online_e.php

REPORTS FROM REGIONAL DP/AP GROUPS

From the Greater Wellington DAPA

On Thursday, 20 June, after a delicious lunch at Aotea Lodge we heard a presentation from the Secondary Futures Group. This is an independent body set up by the government looking at the future of secondary education in New Zealand over the next 20 years. Angela Meek is the Chief Executive and she spoke of the role of the organisation, the various roles within the organisation and progress so far. They have a wide-ranging brief and are easily approachable both for information and in listening to others.

Next Thursday, 19 August, we are having a mini-conference at Trentham Gardens . The programme for the morning has a theme of “*A Collaborative Approach to Dealing with Youth Issues in Today’s Environment*” and features Judge Andrew Becroft, Principal Youth Court Judge, as keynote speaker. This will be followed by a panel including Youth Aid, Group Special Education, Children Youth and Family,

who will introduce themselves, talk for a short time and then answer questions from the audience.

After morning tea there will be workshops including Strengthening Families, Community Planning and Youth Aid, Community Liaison and Working with Families.

The afternoon session involves looking at ideas of how to deal with 4 and/or 5 non-contact periods and dealing with an overfull curriculum. Speakers include Kate Gainsford from the PPTA CEC Negotiating team, Johanna Wood, Principal of Queen Elizabeth College, and Martin Isberg to tell us of any relevant ideas from a recent survey he has done.

Plans are being made for Term 4 for both a working meeting early in the term and a Christmas Party later with a more relaxed theme.

Geoff O'Halloran

Tawa College

From the Nelson/Marlborough/West Coast Meeting July 2004

On Thursday 29 July, 18 senior managers from this region attended a meeting at Nelson College for Girls. The meeting had a very broad flavour to it:

1. A talk from Ruth Elmey [HOD Commerce at NCG] about “The Loop^[2]” project – a first of its kind in New Zealand, which centres on very fast access to the Internet and other ICT/digital tools not only within the region, but eventually nationally.
2. A talk from two CAMHS workers about the work that they are doing with/for the young people in the region.
3. A talk from Chris Allison [psychologist] about coping with stress. While Chris was talking, three people were able to have a Shiatsu Massage, provided by “Stressless.” It was a very relaxing way to finish the day.

What was also discussed was the hosting of the 2007 bi-ennial conference. It was agreed, that the region would accept the challenge and that Nelson would be the host city

The meeting was very successful and it was great to have the opportunity to meet new senior management appointments and catch up with colleagues that we only see infrequently.

Annette M Taylor

Hanmer Conference

The Deputy and Assistant Principals from a wide range of Canterbury and Westland schools tore themselves away from the city and migrated to the haven of the Heritage

Hotel at Hanmer Springs for our biennial regional conference. And they were not disappointed!!!

Amidst the beauty of the mountains and some very convivial company, we were treated to some interesting and diverse presentations. Thursday began with a talk by Norman Laroque, which placed New Zealand's education system into a global perspective. This was followed by a brainstorming session of problems and then some possible solutions for the major problems faced by Deputy and Assistant Principals. There was quite a focus here on how to find more time for more leadership in the midst of all the management that we do.

This lead well into the highlight of the conference for many – a presentation from Dr Stuart Middleton entitled 'Leading Learning'. This presentation was witty and thought-provoking; it provided us with plenty of food for thought and much later discussion and appreciation.

As the hotel needed to set up for our dinner it was difficult (but we managed) to take ourselves off for walks, climbs, and of course visits to the hot pools. The dinner which followed was a very convivial function, with great food and a wonderful treat again with Stuart Middleton speaking as our dinner speaker. If laughter is the best medicine then we all regained perfect health by the end of the evening – though some of us had had a relapse by the morning! Perhaps that was brought on by the dancing!

On Friday morning there were two sessions run by Roseanne Gedye about getting the most out of yourself and your staff. This was a great way to finish off the conference. A relaxing lunch to conclude our event and then it was back to the city and the rain and more rain! There is no doubt that this popular biennial event for Canterbury and Westland DPs and APs will continue at Hanmer in 2006 – why change a winning formula.

Cathy Ewing
Chairperson CADAP

UPCOMING CONFERENCES

Otago Mini Conference 2004

Following the highly stimulating and enjoyable held in 2002 the Otago Secondary and Deputy and Assistant Principals Association will hold other mini conference at the Golden Gate Lodge in Cromwell on 3-4 September.

The theme is "Central Issues" and embraces a wide range of relevant topics.

Session presenters include :-

Don Lawson "Developing a Vision",

Peter Gilchrist "Focussing on Result Producing Activities";

Bill English “Secondary Education in New Zealand , The Future?”

Richard Harrison “Education and the Law – Student Issues”

Robyn McLeod “Thinking Schools”

NASDAP Bi-ennial National Conference 2005

Lakeside, Novotel .in Rotorua

Wednesday 15 June 2005 – Friday 17 June 2005

NASDAP Bi-ennial National Conference 2007

Nelson

Wednesday 22 August 2007 – Friday 24 August 2007

PLEASE PUT THESE DATES INTO YOUR DIARIES!

This newsletter was produced, published and distributed by:

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[1] The four Guardians are Mason Durie, Maori Vice Chancellor at Massey University, Ian Taylor, businessman and entrepreneur in the high tech industries (and head of 3D graphics of America's Cup graphics fame), Gillian Heald, co-??? of new-look Christchurch secondary school "unlimited" and former principle of Rangi Ruru Girls High School , and Bernice Mene, one of New Zealand 's leading sports women.

[2] If you are interested in finding out more about "The Loop", email Ruth.elmey@ncg.school.nz. She will send you more details.