

NASDAP Newsletter Term 4 2000

Minutes of NASDAP Executive Meeting held at Rongotai College Library, 21 July 200

Present:

John Dunbar, Lynlee Smith, Margot Crate, Jenny Thomas, Phil Keenan, Allan Webb, Lesley Jamieson, Julia Scott, Carol Lloyd, Roy Fletcher.

Apologies:

Bruce Smith

Agenda :

NASDAP Constitution

Allocation of Funds

AP piece of NASDAP

NCEA – Tim McMahon

Representation to/for SPAC meeting

PPTA related – contract/workloads/discipline and guidance systems/decriminalization of cannabis

School reporting/assessment/classroom manager

Other professional stimulating/interesting issues

Allan Webb Reasons for incorporation are:

1. It ensures NASDAP as an organisation and the executive are two separate bodies and by becoming incorporated this gives protection for the executive if any liabilities.
2. Can be treated as a charitable organisation for tax purposes if necessary.

The present NASDAP constitution does not allow these things to occur because:

1. The need to have an annual meeting to approve the financial statements
2. The need for 20 percent of members present or voting for a decision to be taken on matters such as this.
3. Presently NASDAP has schools as members and for incorporation there is a requirement for individuals to be members.

Agreement that incorporation was important. Changes made by postal ballot - sent out in next newsletter.

The AGM will be held at national conference every second year beginning in 2001 at Auckland. At the national conference the location of where the next AGM would be held would be decided. This would be at a regional conference preferably alternating between a North Island and South Island centre.

The location of the AGM would be advertised in the newsletter prior to the regional or national conference and in the Education Gazette.

MOTION:

The NASDAP executive recommends the following changes be made to the constitution:

- 1. AGM will be held at either the national or in the alternate year, the designated regional conference.**
- 2. Quorum of 20 percent be reduced to 10 percent**
- 3. A register of individuals will be maintained by names given when subscriptions are collected.**
- 4. Add to 9.2 a Part C that schools with a roll of 1400+ can name up to 6 members.**
- 5. All references to biennial will be altered to annual and references to schools will be altered to member.**

MOVED Allan Webb, seconded Carol Lloyd, carried unanimously.

Elections for NASDAP Executive are to be held in Term 4, 2000. President to designate the returning officer who will organise elections in regions that have more than one nomination.

There was discussion on financial subsidy motion from 1999 meeting.

MOTION:

Regional groups can apply to NASDAP executive for a \$1,000 subsidy towards costs of organising a regional conference, subject to meeting the following criteria:

- 1. The regional conference is advertised in the Education Gazette and NASDAP newsletter and is open to all NASDAP members.**
- 2. Conference needs to be of at least two consecutive days**
- 3. Conference must be primarily for professional development**
- 4. There needs to be at least one major presenter from outside the region**
- 5. Application must be received by President of NASDAP or Secretary at least four weeks prior to the start of the Conference.**

MOVED Phil Keenan, seconded Julia Scott, carried unanimously.

MOTION:

NASDAP will allocate \$500 to the three regional groups, Wellington, Central North Island and Canterbury for the conferences they have organised

MOVED Phil Keenan, seconded Margot Crate. For 8, Against 1, Abstain 1.

Tim McMahon (QDG) was invited to contribute to the discussion on NCEA.

Summary of points:

1. NCEA is the least tense point.
2. One of the key driving forces with NCEA is that of reducing teacher workload.
3. Moderation is a key issue.
4. It is a question of controls vs workload.
5. Internal vs external.
6. Desire to get expectations for students with achievement standards level and higher.
7. Crunch point with NCEA will come in 2003 to 2005 with problems of multi-level study and part courses.

There was discussion on SPAC matters.

The latest round of attestation was discussed especially the move to Step 13 for experienced teachers.

There was discussion if we in NASDAP should or could do more to get acceptance of one term for senior managers in the school. It was felt that it was an individual school's decision what they call their senior managers. Representatives of NASDAP would be available to support members who wish to discuss how they may change things in their school but there are so many variables in the units, loads and job descriptions that for now the term AP is still in current usage.

Allan Webb will investigate the cost of having two copies of the newsletter going to each school.

MOTION: The executive of NASDAP meet at least twice a year.

MOVED Allan Webb, seconded Lesley Jamieson, carried unanimously.

Next Executive Meeting will be on 25 October.

Minutes of NASDAP Executive Meeting

Held in Rongotai College Library 25 October 2000

Present:

John Dunbar, Lynlee Smith, Margot Crate, Jenny Thomas, Phil Keenan, Bruce Smith, Lesley Jamieson, Carol Lloyd, Roy Fletcher.

Apologies:

Allan Webb, Julia Sco

Agenda:

- Constitution
- Newsletter
- Nominations
- Subscriptions
- Finance
- Professional Development – David Eddy
- Contracts – SPAC

The postal ballot had been held and the necessary 20% of member schools replied. 74 schools responded with

- 1 alteration 1 – 73 for – 1 against;
- 2 alteration 2 – 73 for – 1 against;
- 3 alteration 3 – 66 for – 8 against

so the necessary changes (as in earlier minutes) were approved. New Constitution adopted October 25, 2000. 8.1 amended to read Employment Relations Act 2000. The nomination form will go out with next week's newsletter. Forms to be returned by November 10.

Financial Statement presented by Bruce Smith. Accepted as accurate and correct.
Thomas/Dunbar

Receipts and Payments Account as at 29 September 2000

\$

\$

Bank Balance as at 1 April 1999
11,780.20

Plus Receipts

Interest received	134.30	
Subscriptions	18,150.00	
Transfer from Serious Saver Account		<u>17,433.34</u>
<u>35,717.64</u>		
		<u>47,497.84</u>

Less payments

Accommodation and Travel	4,716.70	
Bank Fees	3.00	
Conference Subsidies	6,500.00	
General	231.50	
Labour	175.00	
Stationery and Newsletters	8,528.40	
Tolls	99.19	
Transfer to Term Deposit		<u>22,433.34</u>
<u>42,687.13</u>		

Bank Balance as at 29 September 2000
4,810.7

Bank Reconciliation as at 29 September 2000

Balance per bank statement as at 29 September 2000	5,310.71	
Less unrepresented cheques (#940)		<u>500.00</u>
Closing Bank Balance as at 29 September 2000	<u>4,810.71</u>	

Term	Deposit	Account	as	at	29	September
2000						
	Initial Deposit					22,433.34
	Add Interest					<u>922.99</u>
	Closing Term Deposit Balance as at 29 September 2000					<u>23,356.33</u>

Subscriptions will be sent out in Term 1, 2001 along with a request for members' names. At this stage an upgraded database will be required.

Motion:

Treasurer to find and pay an appropriate person to establish the database.

Smith/Crate

Motion:

Fee for 2001 was confirmed at \$50 per school (unchanged fee).

Smith/Dunba

There was a discussion on seeking sponsorships from various businesses to pay for costs of newsletter and enable more copies to be sent to each school.

Motion:

President to investigate sponsorship of NASDAP newsletter from businesses.

Lloyd/Thomas

There will be investigations and encouragement by Executive to approach universities, colleges of education, Ministry, ERO, etc to submit articles for the newsletter.

Discussion on the need to network and ensure isolated and smaller schools get to know about opportunities and services that are available. (See e-mail addresses of present Executive in President's comment which follows in this newsletter).

David Eddy from Principal's Centre was introduced. An outline of his discussion follows this set of minutes.

A discussion was held on the core competencies for DP/APs, and training providers for new teachers.

John Dunbar discussed the SPAC meeting held at PPTA on 18 October. A report from the meeting is in this newsletter and more detailed report will be posted out with weekly PPTA mailing. See your PPTA Secretary or Chair for a copy.

Further discussion on NCEA. Jenny Thomas reported that the advisory group of which she was a member has been disbanded recently as QDG felt this consultative work would be done by the yet-to-be established Board of Studies. Executive felt this was not satisfactory and Jenny Thomas is to contact Jim Orpe on behalf of NASDAP.

Motion:

The NASDAP Executive are disappointed and concerned that the Resource Development Advisory group has been disbanded after two meetings.

Lloyd/Thomas

What is the Auckland Principal's Centre (up to)?

David Eddy addresses NASDAP Executive meeting 21 July

The University of Auckland Principals' Centre was established in 1985. The initiative was inspired by the work of the Harvard Principals' Centre in the United States, especially its founding principles as developed by Roland Barth. These principles focus on the personal and professional development of school leaders who influence the character and quality of schools. By replenishing the lives of school leaders, it is believed that the school experiences of their students will be enriched. Also, promising school practices are revealed to encourage their visibility and exchange. Until 1998 The University of Auckland Principals' Centre was administered by the Centre of Continuing Education, in 1998 and 1999 by the School of Education, and from 2000 by The Faculty of Arts

Annual Programme

- 3 Seminars (on topical issues and themes, a range of presenters)
- 3 Workshops (intensive one or two day events with international or national presenters)
- 1 Distinguished Guest Lecture
- 1 Distinguished Guest Dialogue
- 1 Distinguished Guest Author
- 2 Newsletters
- 1 Principals' Summer Institute (Residential)

Utilization of people for other purposes

Consultation currently being undertaken by the Principal's Institute:

- Primary and Secondary Schools (Principals, Deputy Principals, new and experienced, different locations and deciles, state/independent/integrated).
- Principals' and Deputy/Assistant Principals' Groups.
- Within the University of Auckland (Education, Woolf Fisher Research Centre, Business, Maori Studies, Information Technology, Vice Chancellor's Office, Marketing, Appeals and others).
- Education organisations (for example: Ministry, ERO, SPANZ, NZSTA, Independent Schools Council and others).
- A questionnaire to all principals/schools (3 regions). Over 70 people have been consulted so far

Future Focus – Leadership Excellence in Schools

- The interface between best research (the university) and best practice (schools).
- Flexible programmes and pathways for current and aspiring school leaders.
- A recognised qualification for principalship linked to the core competencies and the professional standards.
- Presentations from leading national and international educators, and relationships with other Principals' Centres (Universitas 21).
- An electronic media service for school leaders.
- A significant professional opinion organisation.
- Expansion of activities into the Northland and Waikato regions.

Available for those who pay fees \$75 per school

Programme 2001

- New Principals and Future Principals (residential 3 days)
- Mentoring Programme for New Principals (school based)
- Experienced Principals Programme
- Mentoring Programme for experienced Principals' (small groups)
- Theme seminars (2)
- Seminars on major issues (4)
- Workshops on important practices (4)
- Information technology workshops for senior managers
- Distinguished Guest Events (3)
- Principals' Summer Institute (residential 3 days, January 2002)
- Diploma in Educational Management (2002)
- Study Tour 2002

David asked the group to think about these questions :

- What are your three top priorities taken from the Principal's professional standards, and why?

- Within the three priorities you have selected, what are the two main areas of priority for you?
- What are four major educational issues which you believe would make good one day seminars for senior managers/senior management teams?
- What are four main senior management/leadership practices which you believe would make good one day workshops for senior managers/senior management teams?
- Other thoughts or suggestions important to the professional development needs of DP's/AP's?
- What do you think should happen from here?

dj.eddy@auckland.ac.nz or c/o School of Education, University of Auckland, Private Box 92019, Auckland 1, for feedback and responses on any of the material here, especially the questions.

Report from NASDAP President

Dear Colleagues

Term 4 always seems a little strange; for while you are dealing with the here and now there is also a lot of talk going on about the following year and you sometimes feel as if it is already 2001. Remember the quickest way to do many things is to do one thing at a time. Anyway, I hope the term is going well for you.

Thank you very much for your responses to the constitution questionnaire. We reached the necessary 20% threshold and the constitution has now been formally altered to allow both for an annual meeting and named members, so we will proceed with incorporation. If you would like a copy of the new constitution please let me know and one will be sent out with subscriptions and Term 1, 2001 newsletter. To become an incorporated society we now need to get signatures of 15 named members of the association and these seconded and submit the new constitution with the appropriate fee. We will report back in the next newsletter.

In with this term's newsletter you will find a nomination form for your regional representative on the NASDAP executive. **This needs to be returned by 10 November.** The present executive and the areas they represent are:

Upper, Central and Lower Northland Roy Fletcher, Otamatea High, ohsdp@ihug.co.nz

Auckland (south of Mahurangi to Counties/Manukau) Julia Scott, Onehunga High,

Carol Lloyd, Takapuna Grammar, ld@takapuna.co.nz

Waikato, King Country, Thomas Valley Leslie Jamieson, Hamilton Girls',
g.l.jamieson@xtra.co.nz

Western Bay of Plenty, Bay of Plenty Allan Webb, Tauhara College,
taucareers@reap.org.nz

East Coast, Hawkes Bay Bruce Smith, Napier Boys, bsmith@nbh.school.nz

Taranaki, Manawatu and Wanganui Phil Keenan, Stratford High, kp@shs.school.nz

Wellington, Hutt Valley and Wairarapa Jenny Thomas, Kapiti College,
jenny@kapiticollege.school.nz

West Coast, Nelson and Marlborough Margot Crate, Nayland College,
margotc@nayland.school.nz

Canterbury and Aoraki Lynlee Smith, Geraldine High, geraldhs.ap@dworld.co.nz

Otago and Southland John Dunbar, John McGlashan Coll, dunbar@clear.net.nz

If there is more than one nomination from a region an election will be held via a postal ballot.

On 25 October the executive met. David Eddy from the Principal's Centre facilitated a discussion on professional development – ideas and structure for senior managers. See later in this newsletter for more information.

If you have completed postgraduate qualifications since entering teaching, please respond to Roy Fletcher's request in the Northland DP/AP report, also later in this newsletter.

Best wishes

Jenny Thomas
President, NASDAP

ERO gets it Right – Well, Almost

Something that the Education Review Office does quite well is to publish a series of books on various reports, trends, and forecasts. The latest is called *In Time for the Future*. It reports on the maths and science achievement of ages 9 and 13 in New Zealand schools compared with those of Ireland, Korea, Singapore and the Netherlands.

It rightly reports that we do not look good compared to these other countries, and attempts to find reasons for our lack of achievement. The report is certainly worth a look at, see www.ero.govt.nz

The numbers are based on the Third International Maths and Science Study (TIMSS to those in the business) and identifies some factors that contribute to the variations in students' achievement. Curriculum management and teaching practice also received some close scrutiny. It would be churlish of me to suggest that this was 'just another' cheap shot at New Zealand teachers, because it is not. The revised NAGs do give

greater focus on how teaching programmes are developed, and how they must meet the national achievement objectives. There are specific applications to maths and science at years 9 and 13 in this report.

So! Why am I writing to tell you this? The report goes to some pains to explain why New Zealand kids are not achieving as well as their counterparts in the other four countries. The report declares that in Singapore and Korea there is keen competition to become a teacher. In Ireland there are considerably more applicants than places for teacher training. In these countries, teaching is an honourable profession, well regarded, well paid and well resourced. Would you not think that this tiny matter could be the key to the relative success of pupils in those countries? Well I do.

But on page 104 of the report it lets itself down. I quote: 'Rather than dwell on factors beyond the control of the school, it is clearly feasible for concerted action...' Frankly I would have thought that the quality of the teaching service, their training, their resourcing, their salary, the way they are regarded in the community, had a fair bit to do with the quality of the outcome.

This ERO report is a weak attempt to sidestep the issue of a lack of quality training, of ensuring that quality people are attracted by appropriate salaries and quality resourcing. Maybe when education is treated seriously by Wellington we will see some improved TIMSS scores.

'Rather than dwell on factors beyond the control of the school...' My eye! This is a bit like saying to a struggling third division rugby side that if they trained harder, ran faster, jumped higher, then they might beat the Wallabies. And it took 104 pages to get to this conclusion.

What was worse, I looked at the appendix to see who the august members of the Reference Group were that produced the report and found there the name of an ex-student! Gee, thanks Michael!

John Dunbar, NASDAP Vice-President and SPAC Chairperson

From the Chairperson of the PPTA Senior Positions Advisory Committee

The final meeting for 2000 was held in Wellington on 18 October. This was also the last meeting for this committee as their tenure finishes at the end of the year. However, the committee recommended to the PPTA executive that its tenure should match that of the Principals Council. This would mean that half the membership would retire each year, thereby giving some continuity to the ongoing business of SPAC. Nominations for new members will be called for by region by PPTA early in 2001, and elections held if there is a surfeit of candidates.

A SPAC newsletter will come through PPTA Branches in due course, but here are some of the meeting's highlights.

The results from the questionnaire were scrutinised in detail.

- The question regarding a separate scale and position of deputy and assistant principals received an overwhelming 'yes' vote: something around 92%. It is clear that the Contract Strategy Group, which met for the first time on 19 October, must take note of this very significant level of support.
- The issue of teacher training received a fifty-fifty response. What it did highlight however, was the enormous variation in the training programmes and the consequent wide variation in competence of new teachers. This comes as no surprise.
- The third item on the questionnaire referred to innovative discipline and pupil management systems. The PPTA will be able to gain much useful material from this investigation. I was impressed at the extent of imaginative solutions that many schools have trialled. On the other hand, a significant minority of schools responded saying "Don't ask us for ideas or solutions - tell us some."

Much of the meeting was spent reflecting on the associated issues of teacher supply, the upcoming contract negotiations, workload, and the impact of NCEA on schools and their DPs and APs.

The de-criminalisation debate was aired again. Suffice to say that the issue is a vexed one - some teachers have one view for themselves and another for their pupils. It is important that schools speak credibly, and hopefully with one voice.

The committee agreed to continue in its research into sabbatical provisions for secondary teachers. There is categorical evidence that teachers are already part of the global economy and that their skills can be marketed in a range of countries. If these other countries have better salaries and lighter workloads along with sabbatical provisions, then New Zealand teachers will find good reason to export their 'product'.

More detail in the SPAC newsletter in your letterbox soon.

John Dunbar, NASDAP Vice-President and SPAC Chairperson

Te Iti Kahurangi: Education Matters

2001 NASDAP Conference 1 – 3 August

Waipuna Lodge, Auckland

This is our biennial conference: a chance for all APs and DPs to get our heads out of the minutiae of day to day organisation and think about what really matters in education. Make sure you have it in your professional development budgets for next year – registration will be under \$400 and you need to allow for travel and accommodation. Plan ahead to get more than one member of your team there if

possible - the benefits of sharing ideas and relating them back to your own school context are inestimable – and the chance only comes every second year.

The conference will remind us of the underlying purpose of schools, with a focus on how we can best help young people to learn and gain a sense of achievement.

Keynote speakers include:

- Louise Stoll, Professor of Education at the University of Bath, where she is head of the Professional learning and development group. She is widely recognised internationally for her research in school effectiveness and improvement. Her most recent work is in the area of learning at all levels and schools' capacity for continuous and sustainable learning and her address will focus on how DPs/APs can contribute to this process.
- Dr Linda Tuhiwai Smith, Associate Professor and Director of the International Research Institute for Maori and Indigenous Education at the University of Auckland. She has worked in secondary schools, and her primary interests are in the development of indigenous research models. She has presented workshops and keynote addresses in Hawaii, Canada and Australia, and served on a number of national bodies and government advisory committees. Her address will explore what research tells us about how to support the achievement of Maori students.
- Lester Levy, former Chief Executive of South Auckland Health. He is now an investment banker with the Calan group, specialising in the health sector, and also Chairman of Communicado, an independent film and television company. He has worked in senior management positions in the multinational environment as well as in the public sector, and last year published a book *Leadership and the Whirlpool Effect*, which challenges leaders to allow their organisations to grow by promoting innovation, teamwork, trust and communication.

Details of other speakers will be in the next newsletter.

We are planning for a wide range of workshops covering the following strands.

Students Matter. Innovative approaches to identifying and meeting students' needs (harassment prevention, mentoring, literacy, community involvement programmes, programmes targeting particular groups such as boys, girls, Maori, Pacific Island, refugee support, NESB...)

Learning Matters. What does research and experience tell us about how to get students and staff engaged in real learning? How can we turn recent changes in curriculum assessment and qualifications to the advantage of our students and use it to enhance learning?

Management Matters. Innovative and effective approaches to leading, managing, supporting and working collaboratively with teachers to change their teaching and learning practices. Lessons from school improvement projects. How can systems of funding, staffing, external agencies support constructive changes in secondary schools?

If you would like to offer a workshop, watch the Gazette for details of how to send in your proposal, which we need by 8 December.

Full details and registration forms will be in your schools early next year, and a web-site will be set up at that time.

In the mean time, contact Conference Organising Committee Chairperson Shona Smith at Waitakere College, Box 21144, Henderson, s.smith@waitakere-college.co.nz if you want further information.

Greater Wellington DAPA Regional Conference 2000

Nearly 100 DPs and APs (plus one Principal) from as far north as Gisborne and as far south as Marlborough/Nelson attended this conference in early August at the Copthorne Resort (formerly the Solway Park) in Masterton.

Presenters included:

- Associate Professor Tony Townsend of the Education Faculty, Monash University
- Christine Cawsey, Principal of Rooty High School in Sydney and Judy-Ann Abдини, Deputy Principal of Blacktown Girl's High School in Sydney
- Judith Aitken of ERO
- Dr Wayne Edwards of Massey University with some of his post-graduate students
- Joanne Kidman, Senior Lecturer in Education at Victoria University
- Tim McMahon, Qualifications Development Group, Ministry of Education
- Judge David Carruthers, Principal Youth Court Judge
- Brent Ingram, Principal of Hagley Community College

We had a wonderful taste of Wairarapa with dinners at a variety of restaurants and a great EOTC time with wine tours, white water rafting, golf and scenic tours to choose from.

A big thankyou to the organisers for making the conference such an interesting and enjoyable event. (They are available for hire at a reasonable rate for future conferences!)

CADAP Winter Conference

The August 8 – 10 Winter Conference provided a welcome respite from school winter madness and a chance to renew friendships and form new acquaintances.

A smorgasbord of presentations was on offer. Keeping Burnout at Bay was a useful opportunity to share good practice while the session on ethical dilemmas gave much to cogitate on. Dr Kevin Knight posed a noise-related model for measuring classroom performance. The MUSAC presentation ensured we were all sufficiently befuddled to return to sc

Another highlight was the enthusiastic and informative presentation by Tim Harding, executive officer of Queen Mary Hospital, regarding youth programmes.

Hanmer Springs was the perfect setting for the conference with the choice of a soak in the pools, a brisk walk up Conical Hill and the superb catering of the conference venue. Our considerable thanks to the CADAP team for organising such a refreshing break.

Karen Eder/Bob Cumming

Tough Agenda Of Gender Questions

By Claire McCarthy

Reprinted with permission from New Zealand Education Review, June

Many speakers at the *Awareness to Action: Meeting the Needs of Boys in Education* conference, organised by the Manukau Institute of Technology, agreed that issues behind discrepancies in gender achievement were based on huge societal and cultural ideas of what males should be.

Ruth Chapman, Post Primary Teachers' Association deputy general secretary, said the union's stance on boys in education was that the gaps between boys and girls were minimal compared to those of ethnicity and socioeconomic status.

“What we consider more serious is why boys in south Auckland do not do as well as those in Takapuna. It's much easier to focus on the gender gap than it is to focus on the socioeconomic gap,” she said.

However, Chapman acknowledged that while the differences between students' backgrounds had far more impact on achievement, the differences in gender achievement were probably more complex.

“What we need to understand is how the low socioeconomic status seems to affect boys more than girls, and the reason is because of socialisation.

“We live in a society which really values physical skills and has a very narrow vision of what it is to be a man.

“With working class boys who have come from a history of physical workers, there is a huge contradiction between their tradition and the modern economy, which no longer needs all those freezing workers, wharfies and so on,” she

Bob Connell, the Australian author of *Masculinities*, said that the legitimate collapse of the old male-oriented educational agenda had not been replaced by enough thinking about boys.

Connell said that the aims of schooling in the past – preparing males to be breadwinners, not caregivers; building male character to be tough, competitive and disciplined and splitting students into those who would become professionals and those who would enter trades – had been uprooted by a number of forces.

The growing need for double-income families, as well as an increase in the number of sole parent families, the decreasing need for manual workers, the demand for higher levels of education by women, and political changes such as human rights and feminist ideas had all contributed to a revision of the education system over the latter half of last century.

Connell said that while innovative gender equity strategies had been introduced as part of that reform, they had tended to focus on how girls could participate fully in the education system, which meant boys were somewhat left out of the picture.

He said schools were historically designed for boys, so it would be wrong to say they were unfriendly to males. But all the same, there was a range of problems within boys’ education.

He said bullying and intimidation were often seen as part of masculinity, especially by those trying to fit in to the male hierarchy, and this was hard to control when schools encouraged competitive sports which required physical domination and violence.

Connell said problems such as fighting, dangerous driving and binge drinking, often associated with adolescent males, contributed to the image of maleness.

“As part of the public enactment of a dominant code of masculinity, boys often learn they will be admired by other boys for actions that are damaging to their own and others’ health.

“Boys may also learn that care for their bodily and mental health is ‘sissy’, associated with dishonoured masculinities,” he said.

The lower proportion of boys compared to girls interested in the humanities, because of their coding as ‘feminine’, reduced a male student’s ability to have a fully rounded

education, even if he did well in the male-coded areas of science, maths and technology, said Connell.

Furthermore, he said education about relationships was very important for males, yet they were the group which shied away from it.

Connell also said the education system was established for the middle-classes and the working-classes had traditionally been disadvantaged in education. Males not doing well at the lower end of the system sometimes exercised “protest masculinity” whereby they challenged authority and, he said, made the teacher’s job “appallingly difficult”.

David Plummer, author of *One of the Boys*, said homophobia was an aspect of masculine development, in a context so broad that terms such as “faggot” and “poofter” could be applied to boys of primary school age, even though they would have no notion of their sexuality.

Plummer said that these terms referred to anything a boy did that was perceived as being a little bit girlish, and they were terms not applied to girls.

He said homophobia went beyond the dislike, fear or harassment of homosexuals to being a condition that stemmed from a way of stigmatising those who went outside the authorised model of masculinity.

Stuart Middleton from the Auckland College of Education said the images of maleness as seen on television and in sports and music tended to be worse than images of females.

He said that while the news media could not help the fact that men were largely the ones being taken away in a police car for rape, assault, murder or fraud, these were still the images that boys were presented with.

Even in entertainment shows, males were the ones who tended to have silly or uncontrolled characters, such as on *The Simpsons*, as opposed to the female characters who were portrayed as having all the family’s common sense.

Middleton said the nation’s heroes, such as Anzac soldiers, had qualities which were not relevant to today’s generation of young men.

Middleton has suggested the development of a charter composed of values which would be accepted by all New Zealanders as a means of countering the contradictory values espoused variously by the media, entertainment sport, schools and society at large.

Connell said that despite the differences between boys and girls, there were a lot of similarities in their achievement and learning processes. What needed to be recognised was the immense diversity amongst boys and the diversity amongst girls, he said.

Rather than focusing on gender-specific programmes in education, material should be relevant to both genders and the school system.

However, he said schools needed to closely watch “hot spots” of masculinity formation, namely sports, curriculum divisions and discipline.

New Zealand Education Review

New Zealand Education Review, from which the above article comes, has agreed to let us reprint in the NASDAP newsletter some of their articles from time to time. *New Zealand Education Review* is published weekly. It is full of education news from national and international sources. It really is essential interesting weekly reading for senior managers and I often photocopy material for other staff members.

Are you interested in expressing an opinion or viewpoint to be published in *New Zealand Education Review*? If so, they are keen to allocate space to NASDAP members 5-10 times a year if we have takers and want to set up a system. Please let Jenny Thomas know by fax (04) 299 2676.

Reports from Regional DP/AP Groups

Northland DP/AP Association

The Northland Association funds its activities by sponsoring professional development courses that are of interest not only to APs and DPs, but also to other educational administrators. In term 3 Dr Tom Nicholson and Dr Sue Dymock ran a cross-curricular course for school managers providing more effective ways of teaching students to understand what they read. Tom and Sue are authors of a book called *Reading Comprehension. What is it? How do you teach it?* (1999).

In term 4 the Association is running a workshop facilitated by Richard Fletcher called Improving Boy's Education. Richard is currently the Manager of the Men and Boys' Program of the Family Action Centre, University of Newcastle. Richard convened the 2000 Educating Boys, Developing Fine Men conference in Brisbane. He will be focusing on how boys view their education and learning and will offer workable strategies for bringing fathers into the picture for the support of their sons' learning.

The final meeting for 2000 is called End-of-Year Smorgasbord and will be at the Taipa Bay Beach Resort on 9 November. Senior administrators from local schools will present four workshops reflecting on their work and study. The day will end with an opportunity to discuss issues that currently impact on the working lives of APs and DPs.

Finally, I am interested in writing an article for one of next year's newsletters about people's experiences of studying for postgraduate qualifications in education,

particularly those in educational administration. If you are interested in contributing to this article please contact me by faxing me with your name, position, school, and contact numbers at Otamatea High School, 09 4318 229.

I will then send you a questionnaire to fill out.

Roy Fletcher, Otamatea High School

Auckland DAPA Group

For the term three ASDAPA professional development meeting, the drawcard was an address by the Minister of Education, Trevor Mallard. Well over 100 members attended, the best turnout for a while. The Minister's brief was to speak on 'The Future of Education under a Labour Government' and predicably he covered the controversial areas of enrolment, direct resourcing and the NCEA - a qualification that he said would look quite different if he had had the opportunity to design it from scratch.

Colin Prentice, the President of World Vision who is about to move back into education when he takes up employment with Auckland University, gave an inspirational address on leadership, what it is and how it can be nurtured.

Another perspective on leadership was provided in the afternoon session by Carol Cardno, Professor of the School of Education at Unitec and in a previous life, a secondary school principal herself. Carol is carrying out research on the preparation of school principals for the position and was able to provide the audience with her findings as to what is happening in other countries.

New Zealand, it seems, is out of step with most other western countries in as much as there is no mandatory pre-training for prospective principals here. Following on from Carol's address was a discussion by two principals, Paul Daley of Takapuna Grammar School and Kate Shevland of Orewa College, on their first days as principals and whether they felt that they could have been better equipped for the job.

In term 4 there will be a half-day meeting looking at careers and the various pathways leading to the workforce; in the afternoon members will visit their local tertiary institution for a guided tour.

Carol Lloyd, Takapuna Grammar School

Central North Island DAPA

We have enjoyed an extremely successful CNIDAPA Conference at Wairakei, a most informative dinner meeting on the role of Skills Waikato and the possibilities for students, as well as some get-togethers at the Bank, Victoria Street, Hamilton during Term 3. The region is now undertaking to present a Regional Seminar on the 24 November at Taylor's, Te Awamutu on the theme of Closing the Gaps. At the completion of a busy year, we finally look forward to a Christmas dinner meeting.

Leslie Jamieson, Hamilton Girls' High School

Nelson/Marlborough/Buller DAPA

A very informative day for our region was held on 31 August at the Marlborough in Blenheim and organised by Marlborough Girls'.

An open forum was held with topics ranging from behaviour management, NCEA, policy for Maori achievement, and restorative justice. This was a very valuable session. The Hon Roger McClay, Commissioner for Children, then spoke on Investing in Tomorrow's Society. (For speech see below)

In the afternoon John Tait, Principal of Motueka High School, talked on the theme of Boys' Issues in Education.

We hope to have a Christmas meeting with our partners in November, organised by Nelson College.

Margot Crate, Nayland College

Aoraki DAPA

Aoraki DP/APs participated in a professional development day on Friday 13 October at the Alpine Energy Stadium in Timaru. Various workshop groups looked at issues of concern to local DP/APs such as: dealing with stressed staff, how to implement vertical forms, how to implement and maintain a litter free environment, discipline systems that work, curriculum management and implementing the NCEA.

The object of each session was to allow participants to outline procedures that might work for them, share best practice and brainstorm new ideas. These were recorded and shared with the whole group at the end of the day with a written summary provided to all participating schools. Lynlee Smith also spent a short time briefing the group on some of the issues surrounding the position of DP/APs in New Zealand secondary schools and gave a potted version of the research she and Adie Graham conducted in 1999.

Thanks to Neil Wilkinson and Janette Packman of Pleasant Point High School, for their initiative in this area. A very productive and informal day of professional development was enjoyed by all.

Lynlee Smith, Geraldine High School

Wellington DAPA

We ran a meeting in August at which Cathy Wylie spoke. Cathy is a senior researcher at NZCER and is well known for her ongoing analyses of the effects of the school reforms known as Tomorrow's Schools. At our meeting she spoke about the

process and outcome of her recent review of Special Education 2000. Following Cathy's presentation, there was an opportunity for questions and debate. Issues which came up included the size of the proposed district centres, funding for moderate needs students and the suggestion for tagged special needs co-ordinator staffing.

We have written to Trevor Mallard about his suggestion that one of the NCEA training days in 2001 be designated a call back. Our objections are set out in the attached letter (see following). Trevor has responded to us. He writes:

“The decision to split the two days training in 2001, 2002 and 2003 between teacher only days and call back days was made in deference to public concerns about lost teaching time.

The government has made a grant-in-aid to schools to assist with the costs of staff travel to training venues and will also sponsor one of the NCEA training days on which schools will be closed. To offset the time schools will be closed for the other training day, schools will either open a day earlier in the term or close a day later.

I understand that some teachers may have commitments, such as childcare duties, which prevent them from taking part in some of the training. Nevertheless, I hope teachers will take advantage of the training opportunities we are making available. I believe it is to teachers' advantage both professionally and personally to do so and I trust schools' managements will encourage staff to participate in as many of these training days as possible.”

Stuart Martin, Wellington High School

Otago DP and AP Association

The Otago DP and AP Association held its regional meeting at Glenfalloch on 23 June. A large attendance of members from all over the region participated in challenging sessions which explored the changes in adolescent behaviour and in community attitudes and standards.

Under the direction of Dr Kevin Knight from the New Zealand Graduate School of Education in Christchurch, and in a format that encouraged interaction from all participants, some time was spent analysing the values behind the accepted behaviours now and when we were students. We concluded that in some instances we are in fact more tolerant of behaviours in the classroom – that we allow more before we act. When we applied the same rationale to the values held by society at large we concluded that these have essentially changed little (in the basic precepts) over time. The clear message to us was that we must determine early on where the line is to be drawn on our tolerance and to be consistent in the application.

We concluded with a stimulating discussion on the impact of changes in legislation relating to the purchase of alcohol and the proposal to decriminalise cannabis. The meeting was unanimous that it opposed the latter because of the effect its usage has on young people's learning. It was a stimulating and enlightening meeting thanks to the skill of Dr Kevin Knight.

We also enjoyed the privilege of having John Dunbar and N Garry of John McGlashan College sharing with us the measures they were implementing to meet the requirements of NAG 1 and in particular their use of MIDYIS (Middle Year Information System). John Dunbar, who represents us on the SPAC and NASDAP, also gave a full and informative report on the work being done by both of these groups. Our next regional meeting is planned for October.

Marie Aubin, Taieri High School

Letter to Hon Trevor Mallard

From Wellington DAPA

9 September 2000.

Dear Trevor,

I am writing in response to your speech to the Fourth Secondary Sector Forum on Thursday 10 August. During your speech you say that one of the NCEA professional development days in 2001 will be a teacher-only day. You go on to say that you will “ask boards to ensure that one of the “call back” days next year is dedicated to matching this commitment ...”.

I believe that the decision to employ call back days for the purpose of NCEA professional development is unwise for political, industrial and financial reasons.

1. There is still considerable opposition to the NCEA among some teachers and boards. Call back days are not popular with many teachers. Asking boards and teachers to use a call back day for NCEA professional development seems likely to increase resistance.
2. Clause 5.3.1 of the Secondary Teachers CEC states that employers may require teachers to participate in professional development opportunities at times when the school is not open for instruction (“call back days”), but the clause requires that the needs of the individual teacher are taken into account. Many teachers are already skilled in standards based assessment and have participated in the development of NCEA achievement standards. It could be argued that the Jumbo Days do not meet their individual needs. Teachers who will not be delivering subjects for assessment at Year 11 or above could argue that the professional development does not meet their individual needs.
3. Clause 5.3.3 states that teachers are entitled to be reimbursed for any actual and reasonable costs incurred (for example, childcare) while attending call back days. Can you confirm that this reimbursement will be the responsibility of the Ministry of Education and not of each individual school?

The NCEA is a significant and controversial change to senior secondary school assessment policy and procedures. It is important that the Government and the

Ministry acknowledge this by providing resources and support. Any perceived short cuts are likely to be received by teachers with some hostility.

Yours faithfully,

Dr Stuart Martin, Chairperson, Wellington DAPA

Investing in Tomorrow's Society

Hon Roger McClay, Commissioner for Children, 31 August

I find myself thinking often about what is to become of our current children and young persons in the next 50, 60 or 70 years.

It is the reason I recently stepped in to ensure a 14-year-old drug and alcohol dependent boy got the \$9,000 two-year treatment he needs. The treatment I believe he has a right to. It is an investment in tomorrow's society.

If you are 14 and you have the rest of your life to live, why not get on the tracks and move toward a life of involvement, contribution, belonging and meaningfulness. If our New Zealand society has not got the time or resources for young people who make mistakes we sure have our priorities miscued.

When I think about the 80 children and young persons who are told to leave their school premises each day of the year I have similar thoughts. Must all of them leave? Can some stay? Is there a new different way to deal with these very young New Zealanders who will be with us for another 50, 60 or 70 years?

As an advocate for children and young people, I daily plot and plan how we might better serve the needs of these difficult children. I believe that such plotting and planning might also better serve the needs of our whole society.

Today, I want to speak for the first time about an education initiative my office is embarking upon. 40% (+) of the work of my office emanates from the education sector.

I recently received a copy of this letter sent to the Minister of Education. I quote parts of the letter only:

“Earlier this year a child was expelled from our school. At the staff debriefing session staff members voiced a range of feelings about the incident. These included: sadness because the future for the child looks so grim, frustration, anger, and failure because we didn't have the resources to improve the child's life, learning, and behaviour long term, relief because firstly, the classroom teacher doesn't have to put up with disruptive behaviour and secondly, our playground will be a more pleasant and safer place, disappointment because support agencies didn't do anything that improved the child's home situation, frustration because this child's talents and potential will probably not be realised, and from one member pride in the fact that the school tried to offer the student opportunities and help over and above

the norm. We all fear for the student's future and expect that he will spend time in a punitive institution."

The expelled pupil was six years old.

The letter went on to describe the serious shortfalls of various agencies with whom the school interfaces. The letter ended like this ...

"I believe that if we are really serious about improving the lives of our mis-managed young people the greatest change needs to take place in their homes. Agencies and communities should be supporting, monitoring, better educating parents, and ensuring that the needs of the children are being met before terminating the case. Debate needs to take place on whether or not parents have the right to keep children in violent and uncaring family situations. The child's right to a safe, healthy, stable life needs greater acknowledgement. It is not until these basic requirements are met that the children are in a state ready for learning when they arrive at school."

No doubt most of you here at this development day can relate to these sentiments. It is difficult. It is challenging. Some think it is almost hopeless. But as Commissioner for Children I cannot accept that it is hopeless.

How can our society remove 80 children per day from our schools. How can we send six year olds away. What becomes of them? What becomes of a society which does this?

I had a telephone call this week from an old friend telling me that I had to train myself to not get so upset about these child abuse, human rights issues.

Let me tell you about our office and what motivates me so much every day. It might throw light on why I get upset.

During most of the 1980's an ongoing and quite thorough review of how the State looked after children was carried out. It concerned children needing care and protection and children who had come into conflict with the law ... (Youth Justice).

At that time the State catered for many thousands of children. Children were uplifted from immediate family and placed somewhere else. Sometimes family homes, Department of Social Welfare Homes, with foster parents etc.

By 1989 approximately 8000 of our New Zealand children were not living with their immediate family. Sometimes they were in a town many miles from home. Some small provincial towns had two or three Department of Social Welfare homes. The children were commonly referred to as "The Welfare Kids".

The Hon Venn Young as Minister of Social Welfare began the process of review about all this in the early 80's. It was continued by the Hon Anne Hercus (now Dame Anne), and then Hon Michael Cullen when he became Minister in the late 1980's.

The Children, Young Persons and Their Families Act was to promote the wellbeing of children, young persons, and their families and family groups. It was all about putting

families in the first line of defence and caring for their children. It was about the State not becoming a mother and father to our troubled and needy children.

It introduced the revolutionary and very sensible concepts of Family Group Conferences and Care and Protection Coordinators. In place too was to be Care and Protection Resource Panels.

A child was defined as meaning a boy or girl under the age of 14 years whilst a young person was a boy or girl being over 14 years but under 17 years. New concepts with the emphasis on family brought with it youth advocates, victim rights, family resource centres and of course a Commissioner for Children.

The Office of the Commissioner for Children was established as an independent body under the Children, Young Persons and Their Families Act 1989 (s.411) to:

- monitor and review policy and practice under the Children, Young Persons and Their Families Act 1989;
- promote the welfare of children and young people and ensure that their rights are recognised.

The United Nations Convention on the Rights of the Child

New Zealand is a signatory to this important Convention which sets out the responsibilities of governments with respect to children's rights. The Office of the Commissioner for Children uses it as a guiding document and promotes awareness of its provisions to all new Zealanders. A copy of the Convention is available from the Office free of charge.

Publications and Information

The Office produces a quarterly newsletter *Children* through which it promotes discussion of children's issues. This is available free to anyone interested in the welfare of children. Staff from the Office undertake research and produce publications and reports. Please contact the Office if you would like to receive a current publications list.

The Commissioner and his staff actively promote children's interests through regular speaking engagements and liaising with individuals and organisations throughout New Zealand. The Office also handles enquiries from the general public, parents, students and teacher's on children's rights.

Handling Complaints

The Office has established a complaints service so that members of the public can bring to the Commissioner's attention issues of concern. Complaints may be about individual children or issues that affect groups of children. If you wish to make a complaint, please contact the Office for details and a copy of the relevant brochure.

The Commissioner's Decisions

When reviewing complaints, the Commissioner makes decisions and recommendations according to what is likely to be in the best interests of children. He encourages the parties in a complaint to seek outcomes which benefit the welfare of children. While the Commissioner can make recommendations or give opinions, he does not have the power to enforce these.

Advocating for Children

Staff at the Office of the Commissioner for Children stand up for children's rights. They believe that:

RIGHTS	children's rights are owned, not earned
INFORMATION	children need to be fully informed about what is happening to them
VOICE	children should have the right to speak for themselves
INCLUSION	children should be consulted when a decision is made that affects them.

In speaking for children there is never a day when no issues arise.

As I mentioned, education is now a prominent provider of enquiries and complaints to this office. That is why I welcomed the Government's budget move this year to provide some funding for the Office of the Commissioner for Children to help children, young persons, their families and our schools to deal with the hard issues in education.

You and your teachers cannot keep on taking over more and more social, family, parent type responsibilities. Your students and their parents need to know and receive their rights in the education sector.

Our mission is to provide advocacy and mediation in the education community. We have the passion, people and purpose to help. Among our staff we boast four with direct teaching experience. All of us are parents. A couple are grandparents. Several have a social work and/or legal background.

We are extending our existing complaints service to include education complaints. We will be setting up community based child advocacy training to train, resource and support people in the community already involved in some form of child advocacy work. These will be the people who feel that they would like to acquire additional skills.

We are currently preparing an overview of the range and nature of existing child advocacy services. We know that already many individuals and organisations provide advocacy and support for children in an enormous variety of ways and across a wide variety of sectors.

Over the next three months, my staff will consult with key agencies and community organisations about child advocacy provision. We will be looking in local communities for child advocacy general practitioners already operating. We want to train and equip local communities to liaise and provide for advocacy.

We have two extra staff members in Wellington now to help cope with what will be an increased workload. It is worth doing. Our schools need the help to see that these young people get what is needed to be a part of our society for the next 50, 60 or 70 years.

Children have (without knowing it) a right to expect that you and I will do these things. If we do not do these things we can expect to have more of what the media has displayed in recent weeks and months.

Our New Zealand society does not have to have child abuse and neglect heaped on our young people. Those who abuse have usually been abused themselves. We all need to contemplate the prospects of all our children in the next 50, 60 and 70 years. It is worth investing now. Any investment in our young people, is an investment in tomorrow's society.

Improving Academic Results

Bruce Smith, Napier Boys, reflecting on his Term 3 Woolf Fisher Fellowship

The two schools that most impressed me on my trip were Ravenswood School for Boys and The Westlands. These were both comprehensive schools in Kent, England. They both had excellent GCSE and A Level pass rates well ahead of what is expected from even good comprehensive schools. The British equivalent of our Education Review Office, which is called OFSTED, described Ravenswood School for Boys as outstanding.

There were two key processes that both of these schools were using to improve their academic performance and schools focus:

1. A strict curriculum review process

This process involves senior administrators doing a full review of each teaching department in the school every two to three years. The process usually lasts for two weeks. During this time every staff member in the department is interviewed by a member of the review team. The HOD is also interviewed. The reviewers watch every staff member in the department teach. At some of the schools they watched every staff member teach each one of their classes during this period. The department management documents and assessment material is thoroughly examined and at some schools students taking the subject were interviewed.

At the end of this process a draft report was published and discussed with the HOD. A final document was then developed and discussed with all staff in the department.

The final document contained actions to be taken by the department and a time frame for these actions to be completed by.

At the Westlands the senior administration team each had three or four departments that they were responsible for and they met with the HODs of these departments once a month. They checked on the actions required and the progress the HOD and departments were making towards the department's aims for the year.

2. Student target setting

Most of the British schools were using some form of student interviewing to help motivate their students and focus them on achieving good external exam results. The British schools have excellent academic data supplied to them by the Ministry of Education in a document called a PANDA report. The document includes the students' SAT results in years 3, 6 and 9. The schools used this data plus their own school exam data to predict the students' GCSE and the A Level exam results. The staff then met regularly with all students studying at these levels.

At these meetings they compared the students' current results with their predicted levels. Action plans were then developed with the students to move them from their current results to the predicted level, (if they were currently below the predicted results). This was also a chance to give those students achieving at or above their predicted results a pat on the back, and to encourage them to continue working hard.

At some schools this process occurred once per term and took the whole day when combined with workshops on " How to Revise and Exam technique. "

Since arriving home I have moved to implement both of these processes at my own school. We have just finished a series of curriculum reviews and are working through the drafts with the HODs concerned. We have also had two sets of interviews with a selected group of our fifth and sixth form students. The staff and students involved with these interviews have found them very rewarding. We will have to wait until the end of the year to see how effective they have been at raising our students' academic performance.

It was great to return from the trip with two very concrete ideas I could implement in my own school to raise the academic performance of our students. I have spoken at two Deputy and Assistant Principals' meetings since my return, talking about these ideas, and a number of the staff who have attended the meetings have been keen to implement a version of these concepts in their own schools.

Translation of ancient Chinese Tao Te Ching entitled The Tao of Leaders

Encounters

The wise leader knows how to act effectively.

To act effectively, be aware and unbiased. If you are aware, you will know what is happening; you will not act rashly. If you are unbiased, you can react in a balanced and centered manner.

Have respect for every person and every issue directed at you. Do not dismiss any encounter as insignificant. But neither should you become anxious nor afraid of being overwhelmed or embarrassed.

If you are attacked or criticized, react in a way that will shed light on the event. This is a matter of being centered and of knowing that an encounter is a dance and not a threat to your ego or existence. Tell the truth.

If you are conscious of what is happening in a group, you will recognise emerging situations long before they have gotten out of hand. Every situation, no matter how vast or complex it may become, begins both small and simple.

Neither avoid nor seek encounters, but be open and when an encounter arises, respond to it while it is still manageable. There is no virtue in delaying until heroic action is needed to set things right. In this way, potentially difficult situations become simple.

If you have not bragged about your abilities or tried to make people be the way you think they ought to be, very few group members will want to encounter you anyway.

WANTED

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 1 2001 newsletter. We are also interested in featuring senior management points of view – how about sending us your viewpoint on relevant issue?

Please send them to :

Allan Webb

Education Webb Limited

PO Box 1621

TAUPO

Fax 07 378 2482

E-mail: eduwebb@reap.org.nz

