

# NASDAP NEWSLETTER TERM 4 2001

## REPORT FROM THE PRESIDENT OF NASDAP

It was with real sadness and shock that I heard the news of the deaths of Lois Poynton and John Dunbar within a fortnight of each other at the end of last term. It is a real loss to our profession to lose so suddenly two special people.

Both Lois and John had been in senior management positions for some time and both had contributed significantly to their regional associations and the conferences held in recent years in Wellington and Dunedin. We will miss them both. Our thoughts are very much with the friends and family of Lois and John and the staff and pupils of Naenae College (Wellington) and John McGlashan College (Dunedin).

John was, until his death, vice president of the National Association of Secondary Deputy and Assistant Principals and chairman of Senior Positions Advisory Council and in these roles contributed regularly to the NASDAP newsletters. We will miss his reflective thoughts.

When we are trying to cope with tragedies like this, we need to rely on our resiliency and give support, encouragement and help to each other. Our association was set up as a support network for those in senior management positions so that there is a voice people can contact, and now with our web page, an online contact base.

Have you used the site yet? It will only be useful if some, most, all of our 1000 or so members visit it and dialogue with each other. Please if you have ideas, articles, inspirations, share them, put them out for others to see. Could regional associations please have the secretary update details on the regional associations' page and put on any papers and information that may be presented at your meetings. Just email this information to [eduwebb@reap.org.nz](mailto:eduwebb@reap.org.nz).

2001 is almost over. I hope you can look back optimistically at how the year has gone for you. All the very best for Christmas and the New Year. Treasure the time to put back some quality of life if you have been starving yourself lately. Do lots of things that you and those dear to you enjoy -it is about TIME

*Jenny Thomas*

*President, National Association of Secondary Deputy and Assistant Principals*

*A thought from Lois 's service –*

*Mix a little foolishness with your serious plans, it's lovely to be silly at the right moment.*

*Horace*

## **John Dunbar 21.9.39 – 16.9.01**

*(abridged from the eulogy given by Mike Corkery, Principal, John McGlashan College)*

John Dunbar was deputy principal at John McGlashan and taught there for 16 years. John found his vocation as a teacher and at McGlashan he found his place. We'll miss his insight, his adolescent jokes, his experience and wealth of stories and anecdotes.

John was a storyteller and I've heard so much about Tokoroa, about Macandrew, about Kings, about Arthur St, about Wyndham, about Kings as a teacher, about Pleasant Point, about the kids growing up, about Alfa Romeos and fiats and country schools and lessons learned, about kids taught and BMW's and about not fixing things that ain't broke and always that theme – let's get on with it.

A mild conspiracy theorist, a cloth cap unionist when it suited him, a right wing economist and staunch defender of "our shirts in sox up philosophy" John had an opinion on everything and a new theory or idea or solution to try out or kick around every few days. With education or politics, but particularly with educational politics, he was insightful, thoughtful, principled. He had a gift for simplifying the complex, for cutting to the heart of the matter. It was this that made him the gifted teacher that every student he ever had recognised him for. No matter what it was, John had a theory about it or an illustrative story.

Many of the boys he dealt with he understood only too well. He shared their humour, their spontaneity, and sometimes their impetuosity. More than anything though he shared their zest for life. He may only have had 62 years but he took a big bite out of life.

John had a quirky sense of humour and the odd crackpot scheme too. He had this theory that when he retired he would purchase clapped out cheap Fiat bambinas – in Morocco of all places. He and a friend – probably sitting here now, were going to import them into New Zealand, do them up and make a handsome profit. He couldn't keep the glee from his voice and the wry grin from his face when he told me about it – more than once.

I'm only sorry he didn't get to do it.

John Dunbar was erudite, intelligent and witty. He brought fresh perspectives, insight and more than one or two cunning plans to John McGlashan College.

We are all much, much richer for having known him.

**Lois Poynton**

*(abridged from eulogy given by Gloria Thompson, Deputy Principal, Naenae College)*

Lois Poynton came to NaeNae College from Aotea College where she had been a Foundation Staff member.

In guiding students, Lois was strong but always caring in her approach to discipline. She strove to liberate students and to direct them down paths they themselves might not yet even see, where they might develop their strengths. Lois saw the heart of the matter and overlooked the unnecessary.

Lois loved the arts – literature, music, classics, drama – and strongly supported the college’s major production, Stage Challenge, and musical performance.

We’ve enjoyed your wit, rapport, debate, socialising, sustained academic argument, appreciation of the irony, sense of fun and sophisticated humour. Your innovation.

Lois loved the natural; the sunset when we flew from Dunedin after the DAPA Conference there; the sunrise as we flew out for Auckland recently. Mt Taranaki as you drove us around it towards New Plymouth – throughout you talked stories of your childhood and family there. Lois was a wonderful raconteur – a great travelling companion.

Intellectually able, Lois could be a challenge – wily, and tenacious in argument she was always consistent and sincere in her values. She expressed loyalty and recognition where she considered it due. Never duplicitous, she was always a force to be reckoned with.

Your approach to life Lois, was to make it as good as possible for others, taking into account responsibilities and consequences.

Gone too soon, and already deeply missed.

## NASDAP Executive 2001 - 2002

### **Upper, Central and Lower Northland**

Roy Fletcher, Otamatea High School

ohsdp@ihug.co.nz

### **Auckland (south of Mahurangi to Counties/Manukau)**

Julia Scott, Onehunga High School

jscott@ohs.school.nz

Carol Craymer, Takapuna Grammar School  
ccraymer@takapuna.school.nz

### **Waikato, King Country, Thomas Valley**

Leslie Jamieson, Hamilton Girls' High School g.l.jamieson@xtra.co.nz

**Western Bay of Plenty, Bay of Plenty**

Allan Webb, Tauhara College, Taupo eduwebb@reap.org.nz

**East Coast, Hawkes Bay**

Bruce Smith, Napier Boys High School bsmith@nbhs.school.nz

**Taranaki, Manawatu and Wanganui**

Phil Keenan, Stratford High School kp@shs.school.nz

**Wellington, Hutt Valley and Wairarapa**

Jenny Thomas, Kapiti College jenny@kapiticollege.school.nz

**West Coast, Nelson and Marlborough**

Trevor Otley, Nayland College trevoro@nayland.school.nz

**Canterbury and Aoraki**

Lynlee Smith, Geraldine High School ap@geraldinehs.school.nz

**Otago and Southland**

We will sadly miss you, John

## **SPAC REPORT TERM FOUR**

### **SENIOR POSITIONS ADVISORY COMMITTEE MEETING**

#### **HELD ON THURSDAY 18 OCTOBER 2001**

The committee has decided to do some further work on the DP/AP salary scale idea over the next year in order to have the claim included in the next collective agreement negotiations. It was felt that we did not make a strong case to the wider membership last time and we need to work on a proposal that will have some appeal to ordinary teachers. Any ideas or suggestions for possible models can be sent to Tina Sims at Palmerston North Girls' High (email to t.sims@clear.net.nz)

The sabbatical leave proposal will also be worked on by Tony Broad, Lynlee and Kate with the aim of presenting a paper to conference next year.

The CAPNA process is causing some anxiety as there are far more schools in need of staffing protection this year. The Ministry appears to be taking a very conservative line on roll projections with the aim of ensuring there is no “fat” in the GMFS in 2002.

The contract negotiations appear to be stalled and progress in the immediate future looks unlikely. The Ministry apparently views the non contact time claim as too complicated, and certainly there are difficulties for small schools. The \$2500 claim is receiving a flat “no” from the Minister because he perceives it as an attempt to undermine pay parity.

We would like to be a vehicle for sharing good practice amongst schools and will approach NASDAP about including an article in its next newsletter.

I have copies of the following articles if anyone would like one:

- ✓ PPTA Response to the ICT Strategy for Schools
- ✓ Sabbatical Leave Draft Proposal
- ✓ Guidelines for Effective Timetabling (work overload)

### **Have a good Christmas everyone**

*Tina Sims, Palmerston North Girls' High School*

*Convenor, PPTA Senior Positions Advisory Committee (SPAC)*

### **The full SPAC committee for 2001 is:**

Roy Fletcher	Otamatea High School.
Tony Broad	James Cook High School.
Chris Betty	Morrinsville College.
Allan Webb	Tauhara College.
Jane Beaven *	Flaxmere College.
Tina Sims	Palmerston North Girls' High School.
Peggy Burrows *	Marlborough Girls' College.
Kate Gainsford *	Porirua College
Lynlee Smith	Geraldine High School

Kevin McSweeney ( Exec ) Blue Mountain College.

Robert Taylor ( Exec ) Nelson College for Girls.

\* new members in 2001.

The committee's business is currently serviced by Trevor Bleakley of National Office, and Lynn Robson Field Officer at Palmerston North

## **End of the Golden Weather**

Why did we start describing the education cup in New Zealand as half-empty when we always used to see it as half-full? What happened to the optimism that once we had in this country about education and the gift that it offered to all children? Why did it all become so complicated?

Was it really that much better? Or was there instead a kind of blissful unawareness among many of us as to what was really going on?

Many students left school in those days and went into unskilled work. There is now very little unskilled work. Now grown-ups mow lawns for a living and adults deliver the morning paper instead of boys on their bikes. Many people left school with low levels of literacy, but were considered to be literate in a world that demanded much less than it does now. Now we are being bombarded with all kinds of wild assertions about literacy.

For many students school was a social and entertaining part of their lives. Playing games with your mates after school and getting to the flicks on Saturday afternoon was considered to be a pretty racy lifestyle. School offered so many more opportunities to those who led typically sheltered New Zealand lives that didn't feature television (for there was none), overseas travel (knowing someone who had was considered to be pretty good), or the range of consumer products aimed at youngsters.

The possibility of cultural dislocation was relatively minor for Pakeha students – you were educated to live in England which you would eventually visit – and it never occurred to the school system to grapple with the delicacies and intricacies of ethnic difference.

So why did it become more complicated? Put simply, the world changed around a school system that by and large stayed the same until finally it was forced to play catch-up football.

Now schools compete with a huge range of entertainment and with the ugliest side of consumerism to attract and hold the interest of young minds. Students with the latest designer gear purchased while holidaying at Disneyland make it difficult for teachers to retain the attention of students dressed in school uniforms and seated in uncomfortable furniture in drab classrooms. Those who haven't travelled make life

difficult for teachers because the classroom doesn't provide the same level of pleasure as the television promises.

Communities no longer value the kinds of things that allowed schools to function easily. Economies no longer have a willingness to take young people and build on the skills learned in school to introduce them into the world of employment. People struggle to understand a world in which there is increasing violence, of drop-outs, increasing crime – schools have become an easy target and so have teachers.

By and large the community has washed its hand of what used to be its role in education – it seems now that it's up to the schools. When it doesn't work schools are to blame. When it does work schools are only occasionally given credit.

Education has struggled to cope with huge social and economic changes and where once it led in a world of clear and seemingly simple values. It was a world in which, at least on the surface, orderly communities chuckled at the high spirits of young people and got on with the cooperative venture that unashamedly accepted that it was the community's responsibility to provide a chance through education for all students.

We need to stop playing the game of pass the hot educational potato and rekindle our optimism and our commitment to education as a community responsibility – schools play a key role but not the only role. Everyone is required to contribute. And a good place to start would be to rekindle that sense of optimism that we once had in New Zealand about the power of education to change the world. And to occasionally acknowledge that our cup runneth over.

*by Stuart Middleton*

*Abridged. Thanks to NZ Education Review for allowing us to reprint this article.*

## **Facing the unknown, making it real**

Research, such as that done by Roy Nash and Richard Harker of Massey University's College of Education, has shown that it is socioeconomic status, rather than ethnicity, that has a stronger influence on the level of school leavers' attainment. Lack of family experience with the tertiary sector also influences the culture in which these students are making their choices for future careers.

In 1999, Massey University decided to offer scholarships to students from low decile schools, in the hope of altering the students' perceptions of possible educational goals and achievements. The aim of the scholarships is to support and encourage students who demonstrate a good level of academic achievement, show commitment to study and who come from under resourced families with limited experience of tertiary education.

Three pilot schools were initially selected. These were Flaxmere College, Aotea College and Lytton High School. Eight schools have since been added to this:

Mangere College, Tangaroa College, Otahuhu College, Bay of Islands College, Okaihau College, Wairoa College, Porirua College and Manawatu College. The criteria for selection were that the schools:

- should be decile 1 or 2
- have a stable enrolment of at least 400 students
- show strong leadership and positive school development
- be situated within one of Massey's recruitment areas
- have rolls that show a high discrepancy between the percentage of third form students who obtain School Certificate, and the number of third form students who go on to complete Bursary

Two types of award are given to the students:

- The Vice-Chancellor's Award is an initial award presented as a certificate to students at the completion of year 11 and 12. This award has no financial value but seeks to encourage students by signalling that the school and Massey University believe they have the ability to succeed at university studies.
- The Vice-Chancellor's Bursary Award, which is given to three year 13 students at each school. This scholarship has a monetary value of \$3100, which is used to pay for tuition fees, plus a \$500 grant towards initial set-up costs.

The instigators of the scholarship scheme acknowledged from the start that other factors besides financial constraints act to prevent some students from perceiving university education as a future option.

The perception of universities as being "foreign places" can act as a barrier to enrolment. In an attempt to normalize the university, Massey funded a trip for all year 11 recipients of the Vice-Chancellor's Award, and a family member, to attend visits involving a powhiri and noho marae at Te Kupenga Marae at the university's University College of Education in Palmerston North. This was followed by a tour of Massey's facilities. The value of these visits became evident during the evaluation of the overall programme.

Both students and support people felt that the timing of the first award was important. Some even felt that year 11 was too late. They all agreed that the visit made the university "more real" and accessible, and a goal worth working towards.

When asked for ways the programme could be improved, two comments were frequent. The first was that the school students wanted to talk to young people who were already studying. They wanted to understand what the university lifestyle was like.

For these students, university is a huge unknown and course work is only one small aspect to be considered.

The second comment came from caregivers who travelled with the students to Massey. There seemed to be little knowledge of the true cost of university study, nor of the financial support available to students from low income backgrounds.

The pilot programmes have also pointed out the importance of the subject choices made by students while still at school. For some of them this has meant that university studies, in spite of ability, will only be possible after attending foundation courses or summer school. This will add an extra expense to their studies, and may be too strong a disincentive.

*By Lone Jorgensen, Massey University College of Education.*

*(Abridged. Thanks to NZ Education Review for allowing us to reprint this article)*

## A Day in the Life Of .....

Recently at a dinner party someone who shall remain nameless, trotted out the cliché: If teachers could only experience the real world. Over the antipasta and the Chicken Vindalu and the profiteroles, I resisted the temptation to give a sharp riposte or throw my dessert at his self-satisfied face (sorry guys - it was a bloke who was talking). Instead I pondered over how little the general public know about the realities of teaching. A school is a microcosm of society and all the problems and challenges of society are replicated in our school.

This was dramatically demonstrated this week. At lunchtime the street adjacent to our school was cordoned off. A fire engine, an ambulance and what looked like the entire fleet of North Shore squad cars blocked the street. There was much winking of red lights. Police and rescue workers communicated by loud walkie-talkies, and much to the amusement of students who were in the hall, these conversations were picked up by our loudspeaker system. Such entertainment.

It transpired that a family - recently arrived from America - was moving that day into a nearby house. When the movers opened the container, a pile of white powder spilled out. ANTHRAX. Students who had escaped our duty teacher and whipped down to the beach over lunchtime were amazed to be met by police who made them take a special shower and quarantined them for a number of hours. They did not have an especially comfortable time but perhaps that is just desserts for leaving the school groups without permission. Far more effective than a detention.

I intend to use this as an anecdote at dinner parties and such like to illustrate how schools deal everyday with the challenges thrown up by society.

*Carol Craymer, NASDAP Exec member, Auckland*

## POINTS OF VIEW

A member has submitted the next article, expressing his personal point of view. We welcome similar articles from members of NASDAP for publication in future editions.

## “Plugging the Gaps”

At this time of year Senior Administrators are at their most schizophrenic. On the one hand they are focused on bringing this year to a successful climax. On the other they are focused on preparations for next year such as, student subject selection, setting option lines, enrolling, and staff appointments. While all of these things present some new challenges for 2002 it is the last of these that causes me most concern.

A global shortage of teachers means that Kiwi teachers can easily get better-paid jobs overseas. The constant stories of teachers leaving the profession combined with growing secondary student numbers are also cause for concern. Ever increasing workloads for the teachers who are left behind, pay disparity between primary and secondary teachers and an unresolved Collective Employment Contract are additional reasons suggesting a staffing crisis is ahead.

Most of us know someone who has recently gone to work overseas. The proliferation of advertisements from teacher recruitment agencies in the education press bears witness to overseas shortages. Our younger teachers are heading overseas. PPTA's June-July survey – indicates 206 schools (out of 365 possible secondary and area schools) received 119 resignations in one month – which projects to over 200 resignations in all the secondary and area schools in one month. 27% of these resigned to go overseas and 19% were from teachers in their first-third year of teaching. And who can blame them? They are going to be earning significantly higher salaries and even allowing for the higher cost of that living in countries like Great Britain, they are likely to finish with considerably more disposable income than they would in New Zealand. Rob Willets from PPTA estimates that a beginning teacher could be as much as \$NZ10,000 better off. If I had a student loan I would figure that this is my best opportunity of paying it off. And as for overseas teachers coming here; in the most part, they would have to take substantial pay cuts and would come to larger average class sizes than they enjoy at home. OECD figures taken from 1998 indicate average student teacher ratios in NZ 1:21 compared with USA 1:15.9, Australia 1:15.5 and UK 1:16.7.

Perhaps the Ministry of Education is advising the minister that it expects that it will be able to recruit the necessary secondary teachers from the pool of trained teachers in the workforce, or that it will entice new graduates into teaching. They have been trying the former for years so those who were likely to return have probably returned. Besides you would have to be particularly masochistic to return to teaching in 2002 and cop the increased workload of NCEA implementation. As for enticing quality, new graduates, a report in the Labour Market News would suggest that this is not likely to happen. It reports that 25% of training places were unfilled for 2001. In addition the highest level of teacher vacancies, according to MoE figures, were recorded as mathematics (14%) science (14%) and technology (12%). Not surprisingly, the people likely to work in these areas have qualifications that are portable and can lead to higher paying, and sometimes lower stress, jobs in other industries and professions.

These problems become greater when they exist in a time when secondary rolls are expected to rise.

The following figures are from MoE demographic projections:

<b>Year</b>	<b>2001- 2002</b>	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>2004- 2005</b>
<b>Roll increase from previous year</b>	<b>5937</b>	<b>6797</b>	<b>7590</b>	<b>5619</b>

**Current secondary roll 231678**

All this adds up to fewer available secondary teachers in a time when more are needed! This of course is an overview of the situation. In some areas the situation is even worse. According to the MoEs (2001) "Monitoring Teacher Supply" document teaching vacancies are more likely in rural schools, in schools with the largest concentrations of Maori students, and in schools with lower decile ratings. Northland and Southland regions recorded the highest levels of vacancies with 1.6% of entitlement positions vacant. So if you were working in a low decile, rural school in Northland you may well refer to the staffing situation as a crisis.

What about primary teachers moving into secondary teaching. Surely there must be declining need for primary teachers with falling numbers in the primary sector. Perhaps some of these people will fill the gaps in secondary schools. Some probably will, but I would suggest not in large enough numbers to stave off the staffing crisis. The reasons being, firstly, the people who become primary teachers do so because they desire to work with that age group. Historically, there has been little movement between the two sectors. Secondly, the pay disparity that exists between primary and secondary teachers means that currently they would have to take a pay cut if they transferred into a secondary school. Thirdly, some have a qualification such as Bachelor of Teaching that enables them to start on a higher rate than their secondary counterparts, but it does not necessarily give them a subject that would enable them to teach specialist subjects in the senior school. Fourthly, the students they would be teaching are larger, more intimidating, and often less willing to do what the teacher asks. (A brief glance at secondary suspensions rates compared with primary would support this premise.)

This situation has arisen because the government's commitment to secondary education stops short of paying teachers what is necessary to ensure a quality workforce. Perhaps secondary teachers are suffering because of the entrenchment clause in the primary teacher's CEC. Although the government needs to enhance secondary teacher's salaries in order to address the recruitment and retention problems, it is unwilling to do so because of its commitment to pass any rises on to primary teachers. The salary that one group of teachers will accept becomes the maximum that another group can expect. This effectively ignores the fact that the work conditions may be substantially different in each sector.

Furthermore, what are the specific implications for AP/DPs? If the supply of quality people is not sufficient then workloads for others are increased. Ever increasing discipline problems coupled with more time needed to support teachers who are not coping and more time spent dealing with unhappy students and their parents, adds to

the burden already shouldered by APs and DPs. As well, you have more early mornings on the telephone as you grapple with the constant struggle to find suitable relievers. The healthy staff's workload intensifies too. As staff sick leave increases the well teachers are asked to supervise additional classes more often because relievers are often difficult to find. The person in charge of relief often wants to walk around with a sign that says, "Don't shoot the messenger!"

Perhaps even more alarming for APs and DPs are the figures quoted on the charts "Measures taken in secondary schools to cover vacancies" (p19 Monitoring Teacher Supply, MoE 2001). **The use of management teachers (DP/AP) to cover vacancies had more than doubled from 5.7% of all vacancies in 1999 to 11.8% in 2001!**

Teachers are the guardians of the country's educational future and as a parent of secondary school age children I do not want senior administrators to be just "plugging the gaps." I would like the best people to be attracted to teaching and this will never happen if the salaries and conditions are not internationally competitive. After all, whatever the government spends on bricks and mortar will never give the same return as its investment in people. It should never be forgotten that it is the goodwill of teachers that sustains the high quality of education in this country.

In conclusion, there is saying used up here, "He aha te mea nui o te ao? He tangata! He tangata! He tangata!" (What is the most important thing in the world? People! People! People!) The government, and in particular the Minister, would do well to remember

*Roy Fletcher, Otamatea High School*

## **REPORTS FROM REGIONAL DP/AP GRO**

### **From the AP/DP Association of Tai Tokerau**

The term three meeting of the Northland AP/DP Association was organised and facilitated by Elizabeth Perry and Roy Fletcher of Otamatea High School. It took place at the Pacific Resort Hotel in Pahia. The day began with an interesting and thought-provoking presentation by Wayne Buckland, Principal of Bream Bay College on *The Four Step Approach to Restorative Justice*. At the conclusion of this session Geoff Seletto presented Wayne with a gift from Northland APs and DPs in appreciation of his years of service to this association in his previous position as Deputy Principal of Whangarei Boys' High School.

The remainder of the day was divided into 12 slots. Members who had attended national AP/DP Conference *Te Iti Kuhurangi – Education Matters* presented their own 10-minute summaries of selected conference workshops. They also passed on relevant documentation and handouts. We found this an enjoyable and efficient way to catch up on current information and thinking about teaching and educational administration.

The day closed with a discussion about the implications of implementing NCEA for APs and DPs and about the guest speaker for the next meeting. At the farewell, the

responsibility for organising the term 4 meeting was handed over to Whangarei Girls' High School

Elizabeth Perry, Otamatea High School

**From the Central North Island DAPA Group**

A second successful NCEA workshop was organised by DPs who are responsible for implementing NCEA in their schools. Nola Campbell from the University of Waikato, has established an 'on line' interactive facility for NCEA administrators in the area as a result of a request from the workshop group.

Planning is well underway for the Central North Island Conference at Wairakei on the 19th - 21st June 2002. Put this date in your diaries now! This conference will be the designated conference for the NASDAP Annual Meeting in 2002, there being no national NASDAP conference next year.

There are three DPs in the area that we know of who have been appointed to Principal's positions: Sally Smart, Gavin Greenfield and David Bradford. We extend our congratulations to these people and best wishes for the challenges that lie ahead.

*Jenny Ellis, Hamilton Girls' High School*

**From the Taranaki DP and AP Association**

The Taranaki AP/DP Association are having their next meeting on Friday 9<sup>th</sup> of November hosted by Wendy and Mark at Hawera High School. They are just putting their agenda together as this copy is required.

We congratulate Mark Bowden, DP at Hawera, who has just been appointed to the position of Principal, Opunake High School. He commences this position at the beginning of 2002.

That's it from us in Taranaki and in the words of our tourism promoters

*Destination Taranaki-----"Real people Special place"*

*Brett Sloan ,Spotswood College*

**From the Otago DP and AP Association**

You will all be aware by now of the sudden death of John Dunbar, Treasurer and Mentor of the Otago DP and AP Association for as long as any one can remember. John died quietly in his sleep. His Principal described it as typical of his "well if it's going to happen lets get on with it" approach to life. John has been an essential part of the management of all the successful conferences and regional meetings that we have held in Dunedin. He loved them and we loved him. He is irreplaceable. At our next regional meeting we will acknowledge appropriately his work with us and his friendship.

The next regional meeting of the Otago DP and AP Association will be held at Glenfalloch at 9.30am on Friday 30th November. The agenda has yet to be finalised

but we can promise a relaxed day out, with stimulating company and conversation in glorious surroundings.

*Marie Aubin, The Taieri High School*

## **WANTED**

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 1 2002 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**

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**E-mail: [eduwebb@reap.org.nz](mailto:eduwebb@reap.org.nz)**

**Web Site: [www.educationwebb.com](http://www.educationwebb.com)**

## **NASDAP WEB SITE**

Have you looked at the new NASDAP Web Site?

*[www.nasdap.org.nz](http://www.nasdap.org.nz)*

### **On the site you will find.....**

- All newsletters since 1999
- Conference details
- NASDAP constitution
- Executive contact details
- Photos from the 2001 NASDAP National Conference

- Minutes of Executive meetings
- Contact details for regional DP/AP groups
- A Discussion Group where you can start or contribute to a discussion topic

**Try out the site!**

**Further ideas and suggestions to [eduwebb@reap.org.nz](mailto:eduwebb@reap.org.nz) please**

(The site is best viewed using Microsoft Explorer)

# The University of Auckland

*Principals Centre and King's Institute*

## *Effective Leadership for New and Future Principals*

Wednesday 10 to Friday 12 April 2002

The University of Auckland and the King's Institute are again offering their very successful programme for new and future principals. The programme is especially designed to give participants the opportunity to learn new skills to equip them for effective principalship. The residential course is for experienced senior managers, others with school-wide management responsibility and those principals who were appointed prior to the recent establishment of the Ministry of Education's professional development programme.

### **The course will focus on:**

- creating a vision for the future of the school and connecting this to high quality research on teaching and learning
- strategically thinking and planning to achieve the school's vision, and implementing change consistent with this planning
- managing relationships in the school and the community, so that people understand, support and deliver school-wide teaching and learning goals.

As well as leading edge information from top presenters each session will include discussion and applied learning to your own school setting. There are 38 places available on the programme, which will be held at King's College. A brochure and registration details will be mailed to all schools in early February 2002.

### **For further information contact:**

**Libby Passau**

ph: 09 373 7599 ext 8532

Email: l.passau@auckland.ac.nz

or

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