

## **REPORT FROM THE PRESIDENT OF NASDAP**

### **Dear Colleagues**

2002 is all but over and by now Year 11's will have begun their externals for NCEA. I really hope for this cohort of students that these have gone really well. On behalf of this group of students, thanks to so many of you in secondary schools throughout the country who have done so much to ensure students got stability and a fair deal despite incredible frustrations about the systems and the implementation.

If you thought that this was a tough year – you're right. Be reassured it is a fairly universal feeling amongst DP's and AP's whom I have spoken to. Make sure you take a good break this Christmas – New Year holiday time. You need it and deserve it.

It is election time for positions on NASDAP executive and in this mailing you'll find a nomination form. If you want further information please contact your present representative on the executive or myself. Nominations close on 29 November 2002. In areas where there is more than one nomination an election will be held. If there is a need for an election in an area this will be held by postal voting at the beginning of 2003.

Kevin Knight (Director of the Graduate School in Christchurch) has been speaking at workshops and after hearing good feedback from participants about his ideas on teaching and learning and school processes for effective learning, the Executive are considering organising a contract for 2003 with Kevin where he would run a day workshop at a variety of regional centres. NASDAP would cover his costs of travel (accommodation if necessary) while local DP and AP associations hosting the event would cover his daily charge. Please contact your executive member about this initiative and read the piece about Behaviour Leaders Group elsewhere in the newsletter on this.

At our last executive meeting we also invited Jen McCutcheon, PPTA President and she brought Phil Smith, PPTA President-elect to this meeting. We had a lively one hour discussion focussing particularly on the special concerns and needs of DPs and APs and the need to differentiate our positions from other unit holders because of the huge differences, expectations and demands on DPs and APs. One aspect that would show to us that PPTA appreciates this difference would be regular consultation with SPAC (Senior Positions Advisory Committee) for the views of DP and APs. Jen and Phil have promised to ensure this happens.

Please see the minutes of the executive meeting in this newsletter for other matters discussed. We arranged our meeting on the 1 November to take advantage of the cheaper air fares coming into existence on that day!!!

All the best for prizegivings, leadership training, timetabling, strategic planning, building projects, senior and junior exams, NCEA training days, etc, etc. The list could go on to cover, I'm sure, a project a day for 2003. At the end of the day we do it because we want to be part of the solution, because we are learners, because the job

has many special moments and the vast majority of our students and our staff are special and wonderful and they light up our working lives.

Best wishes and Happy Christmas wishes.

*Jenny Thomas, President, NASDAP*

*“Success is not the result of spontaneous combustion. You must set yourself on fire.”*

*Reggie Leach.*

*“Success is a journey not a destination – half the fun is getting there.”*

## **NASDAP Executive 2001 – 2002**

Please feel free to contact your executive member on any issue. Nomination forms for the 2003-2004 executive are contained as a loose insert in this newsletter.

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

Roy Fletcher, Otamatea High School

[ohsdp@ihug.co.nz](mailto:ohsdp@ihug.co.nz)

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

Julia Scott, Onehunga High School

[jscott@ohs.school.nz](mailto:jscott@ohs.school.nz)

Carol Craymer, Takapuna Grammar School  
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### **Waikato , King Country, Thames Valley**

Leslie Jamieson, Hamilton Girls' High School  
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### **Western Bay of Plenty, Bay of Plenty**

Allan Webb, Tauhara College , Taupo

[eduwebb@reap.org.nz](mailto:eduwebb@reap.org.nz)

### **East Coast, Hawkes Bay**

Bruce Smith, Napier Boys' High School  
[bsmith@nbhs.school.nz](mailto:bsmith@nbhs.school.nz)

### **Taranaki, Manawatu and Wanganui**

Phil Keenan, Stratford High School

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### **Wellington , Hutt Valley and Wairarapa**

Jenny Thomas, Kapiti College

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### **West Coast, Nelson and Marlborough**

Annette Taylor, Nelson College for Girls  
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### **Canterbury and Aoraki**

Lynlee Smith, Geraldine High School

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**Otago and Southland**

Joyce Whyman, East Otago High School

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**Minutes of NASDAP Executive Meeting  
1 November 2002 at Rongotai College , Wellington**

Meeting opened at 9.30am .

**Present:**

Jenny Thomas, Roy Fletcher, Carol Craymer, Leslie Jamieson, Allan Welsh, Bruce Smith, Phil Keenan, Lynlee Smith, Joyce Whyman.

**Apologies:**

Annette Taylor, Julia Scott.

**Matters Arising From the Previous Minutes:**

- Contact made with Shona Smith re conference arrangement information with the idea of a folder to hand on to groups organising National Conference.
- Leslie has made contact with Jon Rogers at Hornby about the 2003 Conference in Christchurch . He has offered to assist with information on organising in an ongoing way.
- A letter was completed and sent to NZPA about NCEA implementation. Thanks to Carol for co-ordinating the points from the last meeting into the article.
- Letter also to Hon Trevor Mallard about the quality and quantity of applicants for vacancy. Suggested letter is sent to Nick Smith and the Ministry.
- Discussion began on NCEA as follow up to the point. Unable to make submission to Education and Science Ministerial inquiry into NCEA as written submissions closed 29 October and only those invited are able to make oral submissions.

**Kevin Knight:**

Kevin Knight was introduced. He is a director of the Graduate School in Christchurch . Recently he ran workshops at the Central North Island Conference.

He spoke about teaching and learning and the need to improve the quality of this in New Zealand secondary schools. By improving behavioural management significant steps would be made towards improved learning.

In 2003 NASDAP to support workshops throughout New Zealand . Regional groups to pay local costs and NASDAP cover the rest. Need times well in advance for good attendance.

Request in next newsletter for regions to indicate their interest in the proposal.

What would be workshopped and discussed is the idea of setting up in their own schools' a Behaviour Leaders Group. The workshop would cover why such a group is needed, research on what is going on in classrooms and how things can be changed.

Kevin discussed the emphasis of practicums for the students in their graduate course and how these operate with tutors making 10-20 visits with feedback over a 7 week practicum.

#### **Some discussion on concerns executive wished to raise with Jen McCutcheon:**

- Contract
- NCEA
- Lack of operative SPAC
- Staffing issues

Phil Keenan raised the issue of the impact on other nearby conferences when the NASDAP Annual Meeting is designated to a regional conference. However, having an Annual Meeting is a requirement under the Companies Act for being incorporated. As we only have a national biennial conference it was decided that the annual meeting in alternate years would be held at a regional conference alternating between North and South Island . The decision about the location would be made at the National Conference. Regions organising conferences in the alternate year need to be aware of this in their planning.

#### **NCEA Discussion:**

- UniTech in Auckland are offering a \$65 resit on Level One Achievement Standards in Maths for 2002 to be completed in one day. This process is entirely separate from schools. However, a copy of the student's new result could be sent to the student's school. Article in NZ Herald 1 November 2002 on this.
- Moderation has been difficult for teachers. No clear understanding of what professional judgement applies and concerns about holistic approach.
- Administration of entries is almost impossible. So much information to decipher for students, parents and teachers. Real concerns whether students are entered in what they expect they are.
- Photocopying a huge additional cost. Figures being quoted in several average size schools of 1000+ pupils of \$20,000 overruns on school photocopying budget.

Some schools have set up separate NCEA photocopying budget to track what is being spent.

- Cambridge exams. Some schools using these. However they are expensive and mostly suited to accelerate students. The Executive would be interested in an article for the next newsletter from someone in a school who is offering a different qualification system than NCEA with pros and cons.
- Concern about getting quality marking panels. Teachers so tired from the year not the numbers coming through to mark.
- Internal marks deadline is too early.

### **Kevin Knight – Professional Development :**

- Kevin was invited to discuss the issue he had raised at the Central North Island Conference where he ran workshops.
- He believes New Zealand education needs to focus on improving teaching and learning.
- He discussed his work with graduates and his interest in professional development.
- Discussion on what sort of contract he could do with APs and DPs and perhaps individual schools. He has already done work with some secondary schools.
- Carol mentioned that in Auckland Graham Aitken has done similar things for schools there. He was able to do this without charging because part of existing employment.
- Suggestions that regions be advised of Kevin Knight's availability and offered the opportunity to have a workshop. This would be subsidised by NASDAP.
- Executive felt this would be really worthwhile professional development. Schools that developed the behaviour leaders group concept would really benefit from the focus on teaching and learning.

### **Elections :**

- November newsletter will include a nomination form. Where there is more than one nomination in any region there will be an election in that region. Nominations will close on 29 November. Elections, if any, will be held in February – closing 14 February.
- Gina Garrett will be returning officer.
- All the executive who were present indicated they would be standing again except for Bruce Smith.

- Jenny thanked Bruce for his contributions to the committee. His efforts have been greatly appreciated particularly in terms of carrying the responsibility of Treasurer for several years.

#### **Newsletter:**

- Next newsletter to go out mid November so material to Allan by 7 November.

#### **Jen McCutcheon and Phil Smith:**

- Jen McCutcheon and Phil Smith welcomed by Jenny Thomas who outlined NASDAP's function and history.
- Jen McCutcheon was not aware of the link between NASDAP and SPAC.
- Executive members told the two PPTA members that the token recognition to SPAC is not acceptable and it appeared PPTA was dismissive of issues important to DPs and APs. SPAC meetings are rare and nothing seems to happen from them. It was said in response to this that the last 18 months had seen so bitter and difficult that virtually all meetings had been cut by PPTA to focus solely on industrial action.
- Discussion on DP/AP being seen as a distinct identity in the collective as they were prior to 1996. It was felt relativity with Principals is worsening. Phil Smith believes the relativity issue between Principals/Deputy and Assistant Principals/Unit Holders will need to be looked at by the Ministerial Task Force which is looking at conditions.
- Jen McCutcheon listened to the concerns about NCEA and said these would be reflected in her oral submissions to the ministerial inquiry on NCEA on Monday 4 November.
- Executive members felt that DPs and APs are often most articulate PPTA members and also very influential within branches and PPTA should not be overlooking their value to the union.
- DPs and APs often overlooked in other ways, eg laptops for Principals, Acting Principal allowance is not from day one; only after 2 weeks and yet these days DPs are regularly deputising for Principals for a week to 10 days at a time.
- Discussion about DPs/APs leaving PPTA, albeit reluctantly, for individual contracts.
- Jen McCutcheon guaranteed that things will change in the future. NASDAP Executive told her that we would believe this was happening if DPs and APs were being consulted for submissions on educational issues, that SPAC was meeting or communication links were set up, and that SPAC members were receiving information on PPTA matters that currently are sent to Principals.

Jenny Thomas thanked people for attending the meeting and wish them well for end of year and Christmas break.

Meeting closed 3.40pm

## **Outline of Proposal From Kevin Knight to Discuss and Workshop with DPs and APs**

The need for improvement in behaviour management skills amongst secondary schools is huge. NZGSE's behaviour skill set is ideal for teachers wanting to strengthen their operation in this area.

### **What Do We Believe At NZGSE About Behaviour?**

The goal of any teacher is to establish a calm work-focused environment.

The common view is that teachers improve behaviour by improving their teaching. We take the opposite view.

If you want to improve learning then get the behaviour right first.

We talk of 'improve learning through improving behaviour'.

### **What Kind of Behaviour Improves Learning?**

Calm behaviour. Quietness in the class promotes a calm work focus that helps learning.

Often schools focus on their referral system and dealing with the extreme behaviours. We do help schools fix their referral systems but we prefer to focus on the 'little' behaviours and explain how they lead to the extreme behaviours that stretch referral systems.

### **This proposal is Not Traditional Professional Development**

Traditional professional development in schools involves sending teachers to courses: to gather information and perhaps to share it with colleagues on their return. Most professional development in schools has no impact whatsoever. Why? Because basic principles of teaching are overlooked by professional developers when their target audience is other teachers rather than school students. We know that standing up in front of teenagers and giving them information is not a good way for them to learn. We know that they need to interact meaningfully with the material and practice skills over and over again until the skills are fluent.

Why should it be any different for teachers when they are the learners. It's not. Teachers need to interact meaningfully with new professional material, and

practice skills over and over again until they are fluent. Traditional professional development does not allow this. That's why it fails.

Classroom behaviour management is a hard thing to do well. The skills of behaviour management are closely tied to teachers' personalities. This means that changing behaviour management skills requires teachers to learn how to project their personalities differently. These are hard changes to make. Strong instructional techniques are needed coupled with a lot of close supervision and feedback to cement the changes.

**This Behaviour Leaders Group concept is based on these principles.**

### **The Proposal**

Changing a teacher's view of how classes should behave; and changing a teacher's skill set for reducing classroom noise; are both hard to achieve. Changing teachers requires:

- careful instruction
- close supervision and feedback
- time

This proposal is to train a small group of staff at a school who will lead these changes. They will be teachers who, by personality and competence, are the kind of people:

- who can adapt to the necessary rigour to apply this behaviour model
- whose advice will be welcomed and followed by their colleagues.
- who do not significantly alter the operation of a classroom simply by walking into it.

Senior management automatically disqualify themselves because their presence in a classroom can significantly lower class noise levels without the teacher doing anything.

## **CENTRAL DISTRICTS AP/DP CONFERENCE NEW PLYMOUTH 31 JULY – 2 AUGUST 2002**

This 'boutique' Conference held at the Grand Central Hotel New Plymouth featured the theme of 'Moving In, Moving Up, Moving On' and focussed on change.

**Day 1** – addressed effecting change on an organization with the Keynote address by Paul Sutcliffe, CEO of the Western Institute of Technology in Taranaki, who spoke on "Internationalizing Education", the importance of foreign fee-paying students to a

province like Taranaki and the links the Institute has made in China . Workshops were led by Mike Brown, Susan Hass, Andrew Kear, Syd King and Paul Sutcliffe – all featuring some aspect of change on an organization.

That evening Conference goers had the opportunity to sample some of Taranaki's finest restaurants.

**Day 2** opened with breakfast during which David Hill, Elizabeth Smithers and Dale Copeland gave their humorous world views. Then Andrew Becroft, Youth Court Judge, presented a very thoughtful address on 'The Youth Justice System and Change in Young People', interspersed with a few good lawyer jokes.

Workshop presenters focussing on effecting Change on Student Development included David Eddy, Bali Haque, Apryll Parata, Graham Parker and Graeme Plummer.

In the afternoon attendees enjoyed the sunshine of New Plymouth and its many attractions from Golf to Seal Colony cruises to experiencing the New Plymouth Waterfront Walkway.

**Day 3** Thursday night was the Conference dinner and dance so it was a bleary-eyed group who fronted the next morning to the Keynote address by Carol Cardno on Management and Development of Education Professionals. This was followed by workshops led by Carol, Stephen Fordyce, Neil Haque, Stuart Middleton and Tim White.

Stuart Middleton closed the Conference with his usual aplomb, ending a most successful and enjoyable Conference.

## **ERO's New Reviews**

At the beginning of the 2002 school year, ERO introduced Education Reviews, which replaced Accountability Reviews.

The review methodology has been modified in line with the 'assess and assist' approach recommended in the Ministerial Review Report on the roles and responsibilities of the Education Review Office (2001).

Last year ERO invited schools and the wider education sector to comment on its proposals for changes to school reviews, and towards the end of the year, ERO carried out a trial of the new approach in schools. ERO sent all schools an information pack on the new reviews at the beginning of this year.

Education Reviews focus on school improvement, and are designed to make it easier for schools to see what they are doing well, where they need to improve and what they should do next.

There are three strands in each Education Review:

- school-specific priorities;
- compliance matters; and
- government priorities.

Each review begins with a discussion with the board to establish the areas of focus for the review. A key component of an Education Review is information from the school's own self review.

ERO's report is an evaluation of what is happening in the school in terms of the three strands.

Two weeks after the confirmed report is sent to the board of trustees, it is publicly available from ERO and put on ERO's website.

When ERO schedules a review, the local ERO office sends detailed information to the school. You can also read about the review process on ERO's website, [www.ero.govt.nz](http://www.ero.govt.nz). If you have any queries at any time, please contact your local ERO office, or email [info@ero.govt.nz](mailto:info@ero.govt.nz).

## **Teacher fellowship with the Caversham Project**

Howard Baldwin, Assistant Principal, East Otago High School, has started his year-long teacher fellowship with the Caversham Project. The teacher fellowships, which are funded by the Ministry of Education and organised and administered by the Royal Society of New Zealand, aim to enhance professional and personal growth by enabling recipients to work in an area where science, technology and, in Howard's case the social sciences, interact. Howard's teaching areas are Geography, History and Information and Communication Technology.

Howard is working to bring the work of the Caversham Project to a mainstream audience through using information technologies to identify material which is appropriate for school pupils from primary through to senior secondary. In order to do this he is involving local teacher groups, the Dunedin College of Education and local schools. In addition, he has been part of the planning and preparation for the Birth of Modern Times: Dunedin's Southern Suburbs 1890 - 1940. This exhibition, curated by Otago Settlers Museum staff in association with the department, opens in late May. He is also interested in the use of geographic information systems and is assisting in investigating how the Caversham Project databases can be linked to GIS technologies to enable historical data to be tracked across space and time.

It is intended to make the results of the fellowship available via the Caversham website. An additional objective - a CD ROM containing resources and lesson ideas for teachers and schools will be pursued if funding allows.

## **Report on Visit to Queensland Schools**

### **Introduction**

In the September holidays I took the opportunity to visit some schools in Queensland that are part of the New Basics Trial Project and to talk to some of the personnel in Education Queensland who are driving this curriculum initiative. In an earlier visit to Victoria to look at educational changes in the Navigator Schools initiative, I had seen some of the curriculum innovations being taken in the middle school. The New Basics Project is being trialled in primary schools and in Years 7-10 in secondary schools. As in Victoria, the middle years were seen as 'a window of opportunity', a time in secondary schooling unrestrained by national examinations where practitioners, working in partnership with academics, could effect transformational change to lift standards and provide a modern education for a citizen of the twenty first century. The place of technology in the New Basics trial was a focus of my visit, along with assessment and pedagogical issues.

### **Programme for my Visit**

Thursday 3 October

10.00- 12.00 I met with a Project Officer at the New Basics Unit, Kirran Follers. Kirran supports a number of the school through the trial. She was able to provide the background to the New Basics Project and explain how this curriculum innovation was being implemented in the trial schools.

1.30- 3.00 This time was spent with the Acting Manager of the Assessment and Reporting Unit, Suzanne Henden who provided me with an insightful overview of assessment in Queensland and the latest project- the assessment of the rich tasks.

Monday 7 October

9.00- 12.30 Visited Eatons Hill State School and spoke to the Principal, Graeme Hall, who had just been appointed as the Head of the Teachers' Registration Board. This school was a primary (Years 3- 7) in a high socio-economic area.

1.00- 3.00 Visited Algester School and spent time with Mike Sawbridge, the Deputy Principal whose sole job is to lead this curriculum initiative. This was a full primary school, again in a well off area.

Tuesday 8 October

9.00- 12.30 Visited Burnside State High School in Nambour on the Sunshine Coast . There I met with the Principal, the Deputy Principal and spent time with the Curriculum Co-ordinator for New Basics. The teachers of Year 8 and 9 students were divided into 3 teams for the purposes of planning and profession development. I spent some time with a Year 8/9 Team Leader looking at how a rich task was implemented in her teaching group.

1.00- 3.00 The final visit was to Chevallum State School . This was a small country school on the Sunshine Coast led by an inspirational Principal, Ms Lynette Winch. I met with her small staff for afternoon tea and we had an interesting discourse on the pedagogical philosophy supporting the New Basics.

## **Background**

The impetus for this came out of the Queensland School Reform Longitudinal Study of twenty-four schools over three years carried out by Alan Luke et al at the University of Brisbane into academic standards. What was learned from this research was that not only were students underachieving but also in Year 7, the last year of primary school, the standard actually dipped before it rose but not significantly in Year 9.

As a result of this, thirty-five leading academics met to discuss the substantive questions: how do we effect transformational change? and what teaching practices and curriculum are needed to equip students for the twenty first century. These academics were joined by a commensurate number of practitioners who provided a hands-on perspective.

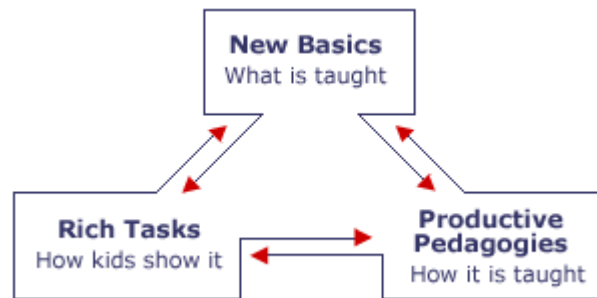
The New Basics has a theoretical underpinning of ideas drawn from educationalists such as John Dewey, Lev Vgotsky, Paulo Freire and Ted Sizer. The key ideas are:

- That instruction and learning are based on integrated, community –based tasks that have real value in everyday life.
- That the focus on the teacher is central and that cognitive development is the product of social and cultural interaction around the development and use of tools of a physical, cognitive, linguistic and increasingly electronic nature. It is the role of the teacher to initiate and lead students as novices to work on solving community-based, school-based or regional problems of significance and relevance to their lives.
- That a structured pedagogy (known as scaffolding) helps considerably the student at risk.
- That curriculum should give teachers and students focus and room for intellectually rich activities. ‘Rich tasks’ become a focus for pedagogy and the demonstration of these activities, a means of accountability and assessment.

## **Implementation**

The pilot project involving 38 schools in the first phase provided the opportunity to iron out any unexpected problems that always seem to arise when a theoretical idea meets with the reality of practice.

The New Basics Project is underpinned by a framework which can be conceptualised as a triad.



The curriculum is organized around the following future-oriented categories- the New Basics

- Life pathways and social futures
- Multiliteracies and communications media
- Active citizenship
- Environments and technologies

The productive pedagogies describe a common framework under which teachers can choose and develop strategies in relation to what they are teaching and the variable styles, approaches and backgrounds of their students.

- Intellectual quality
  - Higher-order thinking
  - Deep knowledge
  - Deep understanding
  - Substantive conversation
  - Knowledge as problematic
  - Metalanguage
- Connectedness
  - Knowledge integration

- Background knowledge
- Connectedness to the world
- Problem-based curriculum
- Supportive classroom environment
  - Student direction
  - Social support
  - Academic engagement
  - Explicit quality performance criteria
- Recognition of difference
  - Cultural knowledges
  - Inclusivity
  - Narrative
  - Group identity
  - Active citizenship

Rich Tasks are the outward and visible sign of student engagement with the New Basics curriculum framework. They are the assessable and reportable outcomes of a three-year curriculum plan that prepares students for the challenges of life in 'new times'.

The Rich Task is a reconceptualisation of the notion of outcome as demonstration or display of mastery; that is, students display their understandings, knowledges and skills through performance on transdisciplinary activities that have an obvious connection to the wide world.

The Rich Task is but one component of the New Basics Framework. A set of Rich Tasks, in conjunction with the New Basics categories as curriculum organisers and with Productive Pedagogies, is Education Queensland's attempt to empower and encourage teachers, unclutter the curriculum, up the ante intellectually, deliver fewer alienated students, prepare students for a future in an uncertain world, and position the classroom within the global village. Reporting on Rich Task outcomes within the New Basics Framework is to provide the most elaborate portrait of student achievement over nine years of schooling ever attempted in Australia.

### **Findings and Observations**

What impressed me in particular was the high level of intellectual discourse that surrounded the New Basics. Teachers and principals whom I spoke to were ignited by the project speaking with passion and understanding about its philosophy. The discussion centred around issues to do with raising academic standards but this included the learning of teachers as well as students. The Acting Manager of the Assessment Unit is working on her PhD and her dissertation will be on the subject of the New Basics. The Deputy Principal of Algester is completing his M Ed and using this project as his thesis topic. Two teachers who were involved had just returned from the Philosophy Conference held in Brisbane over the holiday period.

Planning and preparation is carried out in groups - especially in the secondary school - and this provides a wonderful opportunity for professional conversation and meaningful professional development.

In Burnside State High School the junior school was divided into 3 teams, each headed by a Middle Manager and lead by a Senior Manager. Although students had a conventional programme with specialist subjects like TGS, each subject had identified the core curriculum for their subject and eliminated the non-essential. 40% of class time was then set aside for completing rich tasks. Each task was carried out in a number of subject areas with the specialist department most closely involved with those skills, e.g. English and public speaking, overseeing the implementation of the task. Each team had a combination of teachers drawn from a range of specialist areas, thus providing an opportunity for the cross fertilisation of ideas between disciplines.

Technology was taught when required. It is only a tool and the aim is not to be able to use Powerpoint but to provide a spoken presentation using Powerpoint in which probing questions are addressed about Australia's identity. The process of brainstorming ideas and gathering and editing information to create the powerpoint document along with the quality of the accompanying speech and responses to the audience's searching questions are all important. The technology is just a part of the package.

## **Applications**

Some thoughts ...

Already in our schools, students experience 'rich tasks'. They are usually done in the co-curricular programme like the school play or musical, Enterprise Studies or MUNA. There are others. These activities are carried out willingly in students' free time. They are contextualised learning for a purpose, and skills that are lacking are learned 'just in time' before the performance.

There are opportunities to provide more of these in the junior school e.g. at the end of the year after junior exams when the timetable can be radically changed; to introduce a rich task that is inter-disciplinary and relates to an Assessment Standard, much like the Burnside model; or to make a more dramatic change targeting a couple of junior classes and trialling a different pedagogy from what is currently practised. A school that is currently taking that brave step is Kuranui College in Wairarapa with their Base 6 programme.

All food for thought?

*Carol Craymer, Takapuna Grammar School*

## Four Levels of Outcome

### 1. Activities

- What do I want to accomplish in this lesson?
- What will I do to make it happen?
- What will my students be doing if they are accomplishing it?

### 2. Content

- What concept or understandings do I want my students to know as a result of this activity?
- What do I do to help them understand?
- How will I know they understand the concept?

### 3. Processes

- What processes do I want my students to practice and develop?
- What will I do to help them develop those processes?
- How will I know if they are practicing and developing them?

### 4. Habits of Mind

- Which habits of mind do we want students to develop and employ?
- What will we do to assist their development ?
- How might we work collaboratively to determine if students are developing such dispositions over time?
- What will we see or hear in student behaviors as evidence of their growth?
- How might we practice and assess our own growth towards these habits of mind through our work together?

*Adapted from Costa & Liebmann 1997*

## How Do You Know Your Organization Is Learning?

- **Does the organization have a clear and honest understanding of its current reality?**

How much truth can your organization tolerate? Do you seek out data or wait for the government, parents, or newspapers to require it? Whom do you include in surveys? Are you balancing inquiry and advocacy? Do you avoid data that are potentially embarrassing? Do you test your experiences? Are you challenging your underlying assumptions? How many messengers have you shot lately? Do you rely solely on numbers, or are you talking to people, asking them how they feel, what they think, what they desire personally and for the organization?

- **Is the understanding of current reality shared throughout the organization, and from there do you create new knowledge that is also shared?**

Does everyone have support to be a “learner” as opposed to a “knobbier”? Does the environment support continual learning, or is it just coincidental? What do you do with information? Is it privileged? Do people have to have a title or a degree to see it? Do you develop a shared understanding and build knowledge from the data? Do you accept only the data that support your assumptions, or do you ask “What if we looked at this from another viewpoint?” Who builds shared understanding? Who’s at the table? Are all of the school data available to parents? To staff? Are you developing staff? How is that development shared throughout the organization? Are you creating new knowledge? Does your organization show capabilities it didn’t have before? How does that new knowledge change current reality?

- **Is knowledge translated into effective action toward your desired future?**

Can people make use of new knowledge? Is it relevant? Are they applying it? Or are people quoting articles and books but never getting anywhere? What is your strategy? What are your priorities? Who is involved in designing staff development programs? How much time do people have for sharing profession practice? Are your energies focused toward your desired future, or are you chasing 100 different priorities? Can you tell a story of how you are closing the gap between current reality and your vision? Can you identify the benchmarks in your progress? Does your organization show capabilities it didn’t have before?

*Janis Dutton*

## **Principals Literacy Leadership Workshop**

Professional development has to be based on what is happening in the classroom and there has to be ongoing support to ensure feedback and assistance when things don’t go according to plan. Above all the teacher has to believe in what they are doing, know why they are doing it and make a conscious choice to take the risk of trying something new. Telling them they should do something because I say so is a recipe for resistance at worst or apathy at best. Yet this is the model being foisted on schools by the Ministry in the way they are implementing the literacy strategy.

The key issue of literacy in secondary schools is the individual commitment by every teacher to understand and use teaching practices, which support literacy in their subject area every day. Every teacher is a teacher of literacy, unless this is

understood, progress will be very limited. Yet nothing at the workshops on literacy gave me a device that I could use with teachers to enable them to understand their key role.

It is time people in the ministry paid attention to what teachers and schools need and want. Teachers have been disempowered and deprofessionalised by all the developments over the last 10 years. This is what Michael Fullan refers to as “poor solutions and failed reform.” He goes further:

*“However noble, sophisticated, or enlightened proposals for change and improvement might be, they come to nothing if teachers don’t adopt them in their own classrooms and if they don’t translate them into effective classroom practice.”*

I can’t sum up the position of teachers any better than Linda Langford; an Australian expert in information literacy did. She was trying to develop the role of teacher librarian in her large secondary school and faced apparent staff indifference, rather like some of our newly appointed literacy leaders are going to find.

*“This research did however tease out the realisation that our teachers did not genuinely refuse change. They just needed to be involved in change that was meaningful and in very small practical doses that would eventually lead to more considered and holistic change. They suffered silently, as individuals and within groups as yet more changes were hurled at them by well meaning administrations. New ideas had to work for them in the first instance and to work for them really meant that they needed to understand deeply what it was that was being introduced. They needed to intellectualise the changes and to own those changes. They needed to personally master the concept being introduced, allowing ideas to form and reform in an atmosphere free from ridicule. They needed to be sheltered from exposure in a world that made great assumptions about teachers! They needed to feel that it was safe to ask How? And why? And to say ‘I don’t know. Show me.’ Teachers certainly had their stars in sight, working to a sense of moral purpose, wanting to make a difference through genuine contribution. However they felt betrayed when their visions were put aside, yet again to allow some power group to shine. They felt left behind on their own change journey, being made to implement change in which they had very little if any ownership.”*

Probably the hardest pill to swallow is that we are supposed to be self-managing schools. This Literacy Initiative is yet another managerialist scheme imposed by people in the name of accountability. We are required to comply – it says so in the NAGs. The ministry has done its bit, now it’s up to you and ERO will be checking.

I’ll leave the last word to Lester Flockton.

*“Our school system has been progressively creeping back down the path towards centralism to the point that we are now treading a very thin lie between governmentalism (systems, programs and ideas initiated and owned by the*

*government, its agencies and employees) and localism (system, programs and ideas initiated and owned by the school's community of teachers, parents and students). Somehow we are beginning to lose the plot which is that outcomes are best achieved when responsibility for the formulation and fulfillment of those outcomes is substantially invested in those who have to do the work and for whom all of this is to ensure that the best possible conditions exist for initiatives and bright ideas to emerge, proceed and flourish, and for outcomes to be realised.*

*Abridged from article in Education Review written by Andrew McNicol, Principal of Onewhero Area School .*

## **Book Review by John McLellan (InterLEAD Educational Consultants)**

### **The Courage to Teach: Exploring the Inner Landscape of a Teacher's Life**

The Courage to Teach was recommended to me by Michael Parmenter, one of the most creative teachers and dancers I know. He was excited by what Parker J Palmer had to say about the art of teaching and learning.

To quote the author:

*"This book is for teachers who have good days and bad and whose bad days bring the suffering that comes only from something one loves. It is for teachers who refuse to harden their hearts because they love learners, learning, and the teaching life."*

Palmer's style is simple yet profound. He provides new hope for teachers who may feel undervalued and forgotten. He argues that good teachers teach from the heart; they are aware of their own selfhood and they make connections with the spirit.

Parker J Palmer provides in The Courage to Teach practical steps on how schools can generate good talk about good teaching, how to create dialogue and evoke what it is that teachers do well.

*Available for purchase at [www.interlead.co.nz/bookshop](http://www.interlead.co.nz/bookshop)  
Price \$89.00 + GST*

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

### **From the Waikato DAPA Group**

Last month 30 DAPAs enjoyed a 'Pizza and Salad' social evening hosted by the DPs at Hamilton Girls High School .

The evening also provided us with the opportunity of congratulating and farewelling three of our DAPAs who will be heading for new pastures next year: Graeme McFadyen (Fairfield College) has been appointed to the Principalship of Spotswood

College, New Plymouth, Trish Radich (Waikato Diocesan) will be taking up the position of Principal of Baradene College and Anne Sturgess (Hamilton Boys' High School) will be working out of the University of Waikato as the co-ordinator of the Gifted and Talented - Secondary Sector.

*Jenny Ellis, Hamilton Girls High School*

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

#### **Canterbury/West Coast**

Our end-of-year Christmas function on November 22<sup>nd</sup>, with entertaining speaker and ample food and drink, serves as our AGM, and brings to an end a remarkable year in secondary school education. DPs and APs have been well tested and there has certainly been no lack of things to talk about at our regular gatherings, and at the very successful regional conference at Hanmer.

The August 2003 NASDAP National Conference which Canterbury is hosting is the main focus of the regular CADAP Committee meetings. The uncertainty of earlier times, when the venue had been hired but there was no money and no keynote presenters, is now past – major sponsors are to be Minolta, Apple/Renaissance, Compaq, Bayfield Homework Diaries, Eyede (ID cards) and Academy Publishing and presenters include Guy Claxton (UK), Erica McWilliam (Australia), Ruth Sutton (UK/NZ) and others to still to be confirmed. A very enjoyable, educational and professional time is assured! Further sponsors – don't hesitate to make contact – even if it is just an insert in the conference satchel.

Over the last month or two we have been seeking indications, through the Education Gazette and NZ Education Review, from those with an interest in offering a conference workshop; the number of responses has not been great to date which is a pity as a lot of exciting things are being done around the country. While we intend approaching regions seeking names of local innovators please don't wait for a shoulder tap which might never come – get in touch with us now for more information or to indicate your interest in presenting.

Any conference issues – contact Merrin McAuley, the Conference Office, Centre for Continuing Education, University of Canterbury, Private Bag 4800, Christchurch or Email [nasdap@cont.canterbury.ac.nz](mailto:nasdap@cont.canterbury.ac.nz)

Remember – put 'Christchurch 6 – 8<sup>th</sup> August' on your 2003 professional development calendar. Registration – watch for brochures around March next year.

*Paul McWilliam, Christchurch Boys' High School*

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

The Aoraki Association met in Oamaru on Friday 18 October for a meal at the Star and Garter restaurant. Members came from as far afield as Mt Hutt College at Methven and enjoyed a convivial evening of sharing the year's trials and tribulations since last we met.

Adrienne Lambeth, who had organised the evening had invited Margaret Wing to come and speak to us. Margaret is one of the Public health nurses for the Waitaki District, employed by Health Care Otago. She spoke about the service they provide for youth through the clinics they run within schools and with special reference to the free self-referral clinic run after school hours from a downtown address. The clinics cover all aspects of health. Margaret spoke to us of the issues confronting the young people who seek their services.

A very enjoyable evening in spite of the fact that numbers were a little low due to Term 4 pressures

*Jim Walton, Geraldine High School*

### **Otago DPAP, Association**

The Otago DPAP Association held their inaugural mini conference on the 13th and 14th of September at the Golden Gate Hotel in Cromwell, Central Otago . It was attended by DPs and APs from Timaru to Southland and held in response to requests for a regional conference every second year. The speakers were stimulating and talked on a wide range of topics. Lester Flockton spoke on a number of education issues and was able, as he is always does, to provoke and stimulate discussion. He has the ability to get people to think about current practice, to question what is happening in the education world in general, and how it relates to their own school. Karen Sewall from ERO spoke, not as expected, on the new system of reviewing, but on leadership. There is a sense that ERO and schools are developing a more positive relationship and Karen Sewall was convincing in the way she presented her philosophy regarding the role of ERO now. Mal Robinson, ex Mt Aspiring College, and an expert on MUSAC and NCEA Facilitator, chaired a forum on current issues and concerns, beginning with an unforgettable introduction.

Socially there was plenty of opportunity for colleagues to catch up, with pre-dinner nibbles and drinks in front of a roaring open fire before dinner on the Friday evening. The after dinner speaker, Sue Edwards, from Black Ridge vineyard, did demolish of some of the romantic notions and dreams some may have had about establishing themselves in the wine industry. She was an entertaining speaker and passionate about the developments in the wine industry in Central Otago .

It had been decided that the region wished to remember John Dunbar, who died a year ago, for the valued contributions and the work he had put in over so many years. The inaugural 'John Dunbar Memorial Lecture' was held on the Saturday morning. Marie Aubin, the previous chair of the Otago Association, spoke about John's contributions and introduced the lecture and the speaker, Richard Joseph. He was a very appropriate choice, speaking on "Leading with Integrity". We were given the opportunity to examine and to consider our interactions with colleagues and how we could develop and improve on them. He gave us an insight into the various personality types, where we fitted in and the opportunity to consider how this impacts on our relationships. Joyce Whyman, the region's representative on NASDAP, thanked Richard Joseph.

The committee worked hard to organise the mini conference within a short time frame and were delighted with the comments at the end of it. It gave all those who attended the chance for some 'thinking space', something which is so scarce in the day to day demands of our jobs.

Planning for 2003 is underway with a dinner meeting planned for the first term and the regular Glenfalloch meeting in the second term.

*Di Stewart, Queen's High School*

## **WANTED**

Articles, ideas, reports, pictures, names of colleagues with interesting experiences or views for our Term 1 2003 newsletter.

Please send them to :

Allan Webb

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

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

### **2003 NASDAP National Conference**

#### **'Opening the Basket'**

**Christchurch Convention Centre 6<sup>th</sup> – 8<sup>th</sup>**

**August 2003**

- International and national keynote speakers  
including Guy Claxton (UK), Erica McWilliam ( Australia ), Ruth Sutton (UK/NZ)
- A wealth of stimulating presentations and workshops
- Social activities and entertainment
- Christchurch – warmth, entertainment, culture, sights – stay for the weekend

- Registration brochures - March 2003

Interested in making a presentation, or in sponsorship opportunities?

## Contact Merrin McAuley

Conference Office

Centre for Continuing Education

University of Canterbury

Private Bag 4800

**Christchurch**

**or Email**

**[nasdap@cont.canterbury.ac.nz](mailto:nasdap@cont.canterbury.ac.nz)**

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