

PRESIDENTS REPORT OCTOBER 2004

Tena koutou, tena koutou, tena koutou katoa

It is now week three of term four and according to “The Warehouse” flyer that came in the mail last week it is 11 weeks until Christmas. Term IV is often the busiest term, as schools finish the current year and also plan ahead for the next academic year.

The Executive met on Friday 15 October and this is the last meeting for 2004. This term we had two guest speakers from the Ministry of Education; **Maryanne Mills** who is working on the New Zealand Curriculum Project and **Rosalie Goldsworthy** who is a facilitator for Leadspace.

Maryanne took the Executive through the evolution of the Curriculum Project and outlined the linear development of curriculum since the 1980’s. The key dates in this evolution have been the Education Reviews of the 1980’s, through to the development of the eight Curriculum Documents, Mathematics being the first in 1992, the Framework in 1993 to the present day, which is the Curriculum Project itself.

There was very interesting discussion about how New Zealand moved from a prescriptive curriculum, which was very much content based, through to what we have presently, which is a curriculum based on outcomes. Maryanne stated “*That we did not take teachers through this paradigm shift and as a result, many teachers got left out of the developments.*”

Maryanne talked about the New Zealand Curriculum Stocktake and while the overall document is wordy, the Executive Summary on page three does tell us what we need to know in essence. What the Stocktake has identified, is that there are at least four curricula in schools:

- The **intended** curriculum
- The **school** curriculum
- The **taught** curriculum
- The **learnt** curriculum.

There may well be a fifth – The **hidden** curriculum. The Stocktake is working on the **intended** curriculum.

The goals of the New Zealand Curriculum Project are to:

- Clarify and refine outcomes
- Focus on quality teaching
- Strengthen school ownership of curriculum
- Support communication and strengthen partnerships with parents and communities.

What the Project is currently working on is the definition of the **Essence Statements** for each subject. This is the process of consultation with stakeholders to determine “**What is each subject?**” According to Maryanne the feedback that her team are

getting is that there has been healthy debate in departments within some schools already, as teachers try to define “**What their subject is/means/should teach.**” This raises the question of “**What is knowledge and who decides?**”

Once these **Essence Statements** have been finalised, the strands within each of the eight essential learning areas will be formulated and the achievement objectives will follow. The Minister of Education can mandate all of finished Project, or some of it. It was felt that he/she would more than likely mandate to at least the **Essence Statements**.

The challenge that the project is currently facing is the determination of the process of moving from the **Essence Statements** to **Key Competencies**. The **Key Competencies** are explicit in that they are about the pedagogy of teaching.

The overall outcome of the Curriculum Project will be that teachers will be required to undertake a shift in their teaching practices as the curriculum landscape will be different.

Maryanne encouraged the entire Executive to comment on the Curriculum Project by visiting the **TKI** website and registering on line, via the link. She would like to ask me to ask you to do the same. Consultation is important; please log on and make your comments!

Rosalie Goldsworthy has been trialling the NASDAP Executive on the Leadspace website. While the Executive have had some experience with logging on and talking to other administrators from around New Zealand, we are very keen to log on more often! Rosalie has informed us that the Ministry have extended the trial and now any Assistant and Deputy Principal from any area or secondary school in New Zealand can log on. If you are interested in being part of this on-line community, please email Rosalie direct, so that she can establish a user name and password for you. Her email address is **Rosalie.Goldsworhty@minedu.govt.nz**.

Currently approximately 30% of Principals are logging on. Let's try and beat that! This facility is fantastic. It is safe, secure and allows you to interact with people so that ideas can be shared. There are also other benefits – there is a mountain of information in the Knowledge and Tools sectors of Leadspace also, available for access. *[Rosalie and other facilitations are available to run workshops in your area.]*

I wish to take this opportunity to publicly thank the entire executive for the time, energy, enthusiasm and passion that they have devoted to NASDAP over 2003-2004. Elections take place in the ensuing weeks for 2005-2006. In particular, I would like to say thank you ever so much to three retiring members; Stephen Hensman, Leslie Jamieson and Allan Webb [please see later article on Allan]. All three have been steady stewards of NASDAP and they have ably represented the views of Assistant and Deputy Principals from their geographical regions.

It has been an honour and privilege to lead NASDAP in 2004. I believe that the Executive are working hard to ensure that your views are listened to and your concerns addressed. NASDAP is 10 years old this year and I believe that the

organisation has achieved a considerable amount of success on your behalf over this time.

Finally from me, the Executive have received news from the Minister of Education, that our “Scholarship” will be considered a prestigious award from 2005. We will be “launching” this via various educational media and newspapers. I would like to say thank you to Sheryll Ofner [Vice-President] for all of her hard work on this project. Look out for the media release and plan to apply for the Scholarship for 2006!

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

Arohanui
Annette M Taylor

RESIGNATION OF ONE OF THE FOUNDING NASDAP EXECUTIVE MEMBERS

Friday 15 October 2004 was the last NASDAP Executive meeting that Allan Webb will attend. After 18 years as the Deputy Principal of Tauhara College in Taupo, Allan has made the decision to resign and he and his wife Yvonne are relocating to Foxton.

I have known Allan Webb since 1989, when I was appointed as an Assistant Teacher of Commerce to Tauhara College . I had the pleasure and privilege of working with Allan for three years. He epitomises for me, what a senior manager of a school should be. He is efficient, effective, knowledgeable, a sound classroom practitioner and he is able to multitask. Staff, students and the community of Tauhara College will miss Allan and he will be a huge loss to this school.

Prior to 1994, Allan and Jenny Thomas, Deputy Principal, Kapiti College , saw the need to create a body that represented the lone voices of Assistant and Deputy Principals in area and secondary schools. Allan often headed to Wellington to knock on the doors of PPTA and the Ministry of Education to ensure that our voices were heard.

In 1994, NASDAP was formed and Allan was heavily involved in the early years as President. He and his Executive worked hard to ensure that the organization became an incorporated society and that issues that pertained to senior managers were aired, heard and addressed. They established the platform that is NASDAP today.

Allan has been a steady steward of NASDAP for the last ten years and during this time, positive steps have been taken to ensure that a platform was established, that NASDAP today has been built from. This includes:

- Significant professional development at both regional and national levels.
- Communication with members has been strengthened via the quarterly website and latterly the website.
- Raising our profile and building two-way relationships with political organisations that influence education policy and practice.

NASDAP Executive farewelled Allan and presented him with a small token out of our [and your] appreciation.

We wish Allan and Yvonne all the very best for their new adventure in Foxton. We also know that a certain secondary school in the area has already “snapped Allan up” and his expertise and knowledge will be of great benefit to the staff, students and community.

Annette M Taylor [Ms]
NASDAP President

2005-2006 NASDAP EXECUTIVE ELECTIONS

Included with this newsletter is a nomination form for your region, part of the eleven positions on NASDAP Executive for 2005-2006

What is required to be undertaken is the following:

1. Nomination forms must be received by Lesley Jamieson no later than 5.00 pm on **Friday 12 November 2004**
2. In regions where there is only one nomination, there will not be an election.

In Auckland [South of Mauhurangi to Counties and Manukau], there are two seats available. If there are only two nominations in this region, there will not be an election.

3. In regions where there is more than one nomination [or two nominations in the regions listed above], an election will be held.

The returning officer will be **Lesley Jamieson [Hamilton Girls' High School]** and voting will close **5.30 pm Friday 3 December 2004 .**

4. Successful nominees will be notified **no later than Friday 10 December 2004** so that they can plan to attend their first meeting for 2005 on **Friday 11 March 2005 from 9.00 am – 3.00 pm in Wellington .**

Annette M Taylor [Ms]
NASDAP President

MINUTES OF THE NASDAP EXECUTIVE MEETING HELD AT WELLINGTON AIRPORT - VISCOUNT ROOM Friday 15 October 2004 , 9:00am – 3.00pm

PRESENT: Stephen Hensman , Phil Keenan, Lesley Jamieson , Sheryl Offner, Lynette Parish , Julia Scott , Lynlee Smith, Annette Taylor , Jenny Thomas , Allan Webb, Joyce Whyman

APOLOGIES: Roy Fletcher

MINUTES OF PREVIOUS MEETING:

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

MATTERS ARISING:

- Transfer approved in the last minutes has not yet been done. On consideration it was better to leave it till fees came in next year. Committee agreed this was the prudent decision in the meantime.
- Annette and Sheryll attended the second meeting AP/DP advisory group (Roy also in attendance as SPAC Chair). It was a good meeting. NZQA want our opinions and they are already acting on them. They are listening. Meetings at every level are happening with NZQA, really focused questions and a real desire to get things right for schools.
- Real feeling that NZQA are taking on what NASDAP has to offer and working hard to make the relationship two-way.
- Some brief discussion about the tone of Trevor Bleakley's response to NASDAP letter. Believe that we have a way forward now and that the NASDAP/PPTA relationship will be a happier one. Suggest that in future it would be profitable for NASDAP to meet before the SPAC meeting each term, in order to be able to bring senior management issues to SPAC meetings in a timely way.

TREASURER'S REPORT

- Attached.
- Will set up a term investment scholarship account early in 2005 rather than immediately. The two term investments that we have continue to grow.
- Some discussion as to who the investments are with and possible alternatives open to NASDAP e.g. Capital Merchant offer 9%. Decided to opt for the security of a bank investment rather than a slightly higher interest rate.

Motion: That the treasurer's report be accepted

Moved: Annette Seconded: Carried.

CORRESPONDENCE INWARDS:

- ERO reports from Karen Sewell. Can request them and they are free to staff. Useful to have your own copies. These are also available on the web. The four reports forwarded were: Quality of Year 2 Beginning Teachers, Education Evaluation Report in Brief, Evaluation of Resource Teacher Literacy, and Evaluation of RTLB Service.
- Kate Colbert – NZQA Assessment and Certificate Rules and Procedures for Secondary Schools. – asking for feedback from NASDAP. Julia to action.

- Scotts College – response to request to pay membership fee. Declining offer. Jenny to respond.
- Leslie Jamieson – Concerning her resignation and best wishes to the rest of the committee.

CORRESPONDENCE OUTWARDS:

- Trevor Bleakley
- Nicola Meek
- Schools who hadn't paid membership fees, but who had traditionally been a part of NASDAP, received a letter – as a result 19 further subscriptions have been received. Nil responses have been removed from membership list and will receive no further newsletters.
- All correspondence outwards can be viewed on the NASDAP web site.

GENERAL BUSINESS:

1) Meeting with Mary Anne Mills - Senior Advisor with the Ministry, New Zealand Curriculum Project

- Mary Anne can be contacted on: maryanne.mills@minedu.govt.nz
- Some discussion with Executive to see what members knew about the Curriculum Project to begin with. Obvious from that discussion that many not fully aware of what the project is attempting.
- Re-development of the curriculum – looking forward to see where we might take the curriculum from here.

The group was asked to identify

“What is a successful school leaver going to leave with?”

- Some of the responses included: The skills and attitudes that allow him/her to continue learning, social skills, knowledge, some qualifications, a sense of self worth. Need to be literate and numerate.

“If they come back in 20 years time what would we like our students to say to us?”

- That we opened the world to them. “I remember what you said to me” “You really made a difference. Thanks.” Respect. You don't learn from people you don't respect. If we can get kids to respect us, others and themselves, we have done well. Teachers to respect students too – and make the curriculum relevant to them.
- There has been such an emphasis on assessment over the past few years that many of the skills we really value are being lost. Too content based.

- Suggestion that the adherence to subject based learning is limiting schools – needs to be a shift in thinking from teachers who have been through quite a different education than students are facing today. May need to overcome the secondary adherence to subject areas.
- In teaching we have a lot of people sitting with specific belief systems and you don't change belief systems easily.
- In the past 10 years we have overlooked pedagogy and focussed on curriculum outcomes and assessment.
- Target group – secondary students – saying they have no control over what they are taught

“What is the Purpose of the National Curriculum?”

- Cohesiveness - sets the direction for Learning – the macro and then the schools make the micro decisions.
- Mary Anne focussed on the Journey we have taken so far – looked at its linear development – from the 1980s Education Reviews to 1992 – 1999 Curriculum Documents, from the 1993 framework Document, to 2003 Curriculum Project. The Ministry really did not take teachers on this journey. It was a paradigm shift and did not get all teachers there.
- Quite different processes ended up being followed with various subjects. A lot of teachers did not want to know, and a lot did not want to take these developments on board – and many still have not. They were left out of the process and as a result have often not adopted it.
- Talked about some of the challenges this linear development has posed for schools. Teachers who have been subject focussed. Feeling that had to cover all the AOs (achievement objectives). Prescription and the exam are still driving the curriculum. The whole issue of the overcrowded curriculum. People in positions and it could mean that people's jobs change, and that's threatening. Text books – driving the curriculum. How to plan any lesson. Challenge at the moment is the Arts Curriculum.
- Mary Anne suggested that we read the Executive Summary of the Stocktake report rather than the full report.
- National school sampling – English teachers are most confident with their document.
- Intended Curriculum, school curriculum, taught curriculum, learnt curriculum. Probably most important is the one that is listed last. Students asked “What do you do when it gets too hard” – and answered “we just don't hand it in.” “In this school more important to arrive in class in correct uniform than to hand in work.” What is learnt?

- Individual Curriculum statements will become ungazetted and the redeveloped Curriculum Framework Document (with the A.O's) will be the only gazetted document and allow schools to make their individual decisions about what will be taught.
- Four goals – clarify and refine outcomes.
- Focus on quality teaching, - a curriculum that supports teachers. Different types of resources – pedagogically based resources rather than content resources etc.
- Strengthen school ownership of curriculum, support communication and strengthen partnerships with parents and communities. Have been poor communicators with our communities – i.e. educating communities so that they know what has changed since they were in school. For Example: Worrying statistic in the number of students seeking exemption (and getting it.) There is still a myth out there amongst parents that the school leaving age is 15.
- Real message coming from teacher – we want a lot less.
- Transitions are a challenge. AsTTLe should really make a difference. Interface and developing a common understanding.
- Hidden curriculum when the kids arrive – kids who have had quite a lot of skill in managing and leadership in their primary and intermediate schooling and then suddenly become the bottom of the pecking order all over again.
- An attempt to be much more open in the process this time and trying to get a lot more information before anything sent out. The process being followed - Information sharing, understanding – creating contributing, critiquing, drafting, trialling, data gathering, analysing, reflecting, feeding forward, new actions, new materials.
- Who do the Ministry end up engaging with the most now? Discussions around some of these things are being held in different schools around the country. Process is a messy one because it is no longer linear.
- Essence Statements – what is Mathematics? What is Social Sciences? What is English. One page statements explaining the essence of what the subject is.
- Health and PE up, Language, The Arts, Technology, (Deb Masters – English only just appointed, so English not up yet)

“What are some key words that must be there for your curriculum area?”

- What goes in the Essence statement will then determine what goes beneath – i.e. what strands, what AOs etc

- Many would like to see the AOs only as guides and want only Essence statements.

“Where is the thinking at the moment?”

- Mathematics – Tossing around whether it should be Maths and Statistics.
- Social Sciences arguing whether it should be Social Sciences or Social Studies – has implications for everything further down the line?
- Where does Accounting fit?
- National Curriculum only mandatory to Year 10. Can do what you like at Senior School.
- Emphasis and focus is what is important.
- Learning languages is a new area. The suggestion is that it be compulsory to offer, but not for students to take it.
- Lots of things happening at once - Essence statements, achievement objectives, values, trialling, school development resource development, assessment, connecting to Te Whariki to the junior curriculum., key competency groups.
- Timeline – consult 2005, revised curriculum end of 2006
- NCEA connection? – constant review anyway, will be on-going and built in along the way.
- Lifelong learning – key competencies. One of the challenges we have is connecting the things that go on from early childhood to secondary
- Passion and motivation to learn – learning to learn
- Essential skill listed in Framework document – need to think about the skills on a much higher level. Lot of work being done by the OECD: Interacting in social groups, acting autonomously, using tools interactively – three key competencies – producing critical thinkers. Thinking is the thing that brings them together.
- NZ Five broad competency groupings (see handout) – relating to others, thinking, managing self, belonging, participating contributing, making meaning.
- Belonging presenting some very great difficulties. Is ‘belonging’ a competency? Some argue that it is a state of being and must happen before the other things can happen. These things are definitely gathering momentum – feeling from this group that without that sense of groundedness, other things

will not happen. Belonging may create a challenge for teachers. By participating and contributing you get a sense of belonging. Worried that belonging is not a competency but rather about relationship. It is a state of being. Will it get lost?

- Is going to mean a huge shift in teaching. Going to bring in a different view. And if it's not going to be assessed then what is the point of doing it? Are schools going to be assessed on these or are students going to be assessed on these things.
- Assessing the AOs not the actual competencies.
- Where's knowledge? Jane Gilbert NZCER – the changing notion of knowledge. What is knowledge? Knowledge has changed enormously over the past few years. Whose knowledge and who decides? Teachers have traditionally decided what knowledge and that is why some of our kids have become so alienated. If you have thinking and learning as overarching ideas then surely the knowledge is there.
- The rise of home schooling and special schools – really need to have some specific contexts. But what context is relevant to Rosehill as opposed to East Tairi? Might be quite different things.
- These discussions have to happen around schools, because that's where the professionals are. We are the only country that has three levels of exams. That's three levels of knowledge.

“Where do we see them fit?”

- As an overarching meaning. If only in there then just become other words. Need these ideas before we start thinking about content. Get the groupings and provide people with examples of what it might look like, but don't go further than that. Let the school shape up what this might look like in their school?
- Does this impact on the achievement assessments? Being pragmatic.
- Department goals and school goals. Do these need to be explicit?
- See it right through from Te Whariki to NZCF to Tertiary to DeSeCo OECD. The talk is becoming international not just national. This is the vocabulary that others are using.

“Where do key competencies sit inside a curriculum?”

- That's the question we need to ask now.
- Go on the on-line site. Curriculum Project on-line go in through TKI site.

2) SPAC Meeting Report Back

- A brief report back to the meeting from SPAC committee members present on the meeting held on August 20, in Wellington .
- Ian Monroe spoke to the meeting about SMS and the accreditation process.
- Some discussion of how to move the NASDAP/SPAC relationship forward, by taking recommendations and papers to Executive.
- Clarification of who is represented by SPAC was sought by the committee. Paper to be prepared to Executive outlining this group's understanding of who is represented - Senior Managers in schools regardless of number of management units held. This means that those HoDs with 4 or more management units are not represented by SPAC, but AP/DPs with only two or three units are.
- Timetabling paper – with the recommendation ‘That timetabling advice from SPAC be taken into account in formulating policy’.
- These two papers were to be taken to Executive's September meeting. A number of other issues to be raised for the November Executive meeting.
- SPAC nominations and elections due to take place by the end of the year in half the districts represented.
- An undertaking given by Trevor Bleakley that from now on there would be at least three meetings of SPAC each year.
- The feeling from those members on both committees was that this was the most valuable SPAC meeting they had been to and that future relations between SPAC and NASDAP were looking positive

3) Meeting with Rosalie Goldsworthy [AP/DP on line]

- Enabling the 21st Century Learner. Copy in every school. Ministry is spending an awesome number of dollars into ICT.
- Why? – ICT is changing the world. Blame the micro chip
- Double computer power for half the price every 6 months. Gone from 16kb to 512 in 25 years.
- Entering the stage of wireless – connect anywhere, but at this stage slower.
- 2003 - 800 million users. Now 144,000 users added every 24 hours.

- www.metacrawler.com Another way to do searches that will cut things down considerably (instead of google)
- Impact on education? What reading is relevant? What writing is relevant? Principals can't keep up. Changes in society even faster.
- OECD inclined to judge on what can be measured.
- Explosion of Information and why we need to buy into it.
- MIT – Level 1 and 2 are our Year 12 and Year 13. Google look up MIT and called openware and all prepared lessons.
- Leadspace – leadership area, all the readings you will ever need for research
- Knowledge area all the legal stuff you'll ever need to know.
- MOE – placing all compliance issues on-line
- Has begun to provide clearer lines of communication regarding resourcing of schools
- Has started to support and assist school leadership and management.
- By 2006 Ministry want to be able to enter a special area of your computer system and extract raw data from there. Will mean that no more March returns etc. No more support services, payserve etc.
- Are we going to have school by design or school by default?
- Need the software to be robust.
- The role of NASDAP – knowledge as an iceberg. Tacit knowledge – what's in the job description and what AP/DPs really do and that's the knowledge that we need to tap into. It's the knowledge that's inside our heads. Often the best decision is to make no decision at all. Put things on hold
- Problem is that we don't have the habit of doing this. Keep secrets, keeps the school culture. Need to add value to what is already known.
- On-line Collaboration Tools – conversation, debate, hot seat, brainstorm, threaded discussion. By end of year – vote, chat, whiteboard, mass communications, improved navigation. And the good thing is that it is in a secure environment. Lot of the stuff that we are dealing with is market sensitive.

- Nine facilitators around the country who will come to regional meetings and introduce this on-line community to individual AP/DP.
- E-admin is a secure area that accesses your school information.
- Curriculum consultation (CMP)
- In the tools is every form that you ever have to fill out for the Ministry.
- Need to go through the process of actually getting in there. Can't jump from Level 1 to Level 5 without going through the others.
- Need to get on with it. Regional members who want to get onto this on-line community, send an e-mail to Rosalie with your name and she will get back to you with your password. Rosalie's e-mail address is: rosalie.goldsworthy@leadspace.school.nz

4) Student Management Systems – Integris (Phil Keenan)

- What is Integris like?
- Ministry get masses of complaints about MUSAC. Felt they did not want to tell schools what SMS to use. So came up with the accreditation process. Integris only provider that has passed to date.
- Onehunga the parent school to Integris. Agreed to trial the system. The school went through agony on it. However, it would appear that timetablers believe it is a superior product.
- Members of NASDAP Executive also on SPAC, indicated they were quite shocked at the way Ian Monroe had advocated for Integris at the SPAC meeting in August. Do believe that Ministry should not be supporting a particular company.
- Because Integris has been accredited they are loading AsTTle to be part of the parcel. This puts Integris at an advantage and other SMS at a serious disadvantage at this time.
- Lynette spoke to Schoolpak.sql – failed the accreditation. (From her school's experience that is very hard to understand. Her district's experience of schoolpak is enormously positive.) Didn't get told where they failed. New Era IT not going to support, because they haven't got the accreditation. Waikato schools all on it AND it is working.
- Kaymar – has been working really well in the Taranaki area. Incredibly unfair that they are not being told why they have failed the accreditation.
- Feeling that unless MUSAC get web based by 2006 there will be only one provider.

- Belief of some on this committee (who have been using Integris) that Integris just will not be able to support the change over. Integris is hoping to be web based, by the end of 2006.
- Annette to write to Ian Monroe voicing concern that he appears to be pushing for Integris. Invite Ian Monroe to first meeting of 2005 to speak to this group and answer questions. What is the Ministry's position on School management systems?
- Statement from the Ministry to PEN – “The Ministry wants to ensure that schools meet standard criteria so that information can be shared between all schools and the Ministry. Current systems used by schools need to go through an accreditation process to see if they meet the criteria. At present only one provider has been accredited. Secondary schools will have to be using accredited products by end of 2006. Any school that is required to change from a non-accredited product will be given financial incentive to do so, so that the change will be at no cost to the school.”
- Suggestion from Rosalie that with this kind of undertaking from the Ministry it is unlikely that MUSAC is not going to get accredited. The Ministry is not going to want to pay for the changeover of ALL schools.

5) NASDAP Elections

Nomination Procedures

- Nomination forms out with the newsletter and back to Leslie Jamieson as returning officer
- Nominations close 12/11/04 i.e. 2 weeks to get nominations in and 3 weeks to get elections done.
- All positions are up for election
- Allan will put things together and let regions know where an election is necessary.
- Closing date for all elections 3/12/04

6) Conference 2005

Lynette gave an update on the preparation and progress towards the 2005 conference

- Dates: June 15-17 2005 ,
- Venue: Novotel Lakeside

- Confirmed Keynote speakers: John Smyth (from Flinders University , Australia), Jo Blasé (Georgia , USA), Nicola Meek – and a guardian with her, Nigel Latta, Queensland New Basics – Anna van Hoof
- Still to be confirmed: Either Trevor Mallard or Howard Fancy
- Presenters – Christchurch 46 presenters and there weren't double ups. Call for presenters. Workshops from Queensland Basics, Adrienne Alton Lee, Stuart Middleton
- CD of all the presentations rather than all the paper. Website, with all the papers, cf Navcon Conference.
- Issue of having to get all the people there and offer accommodation, could end up stacking up huge costs simply because Rotorua is out of the city. May need to establish a policy.
- Calling for papers may allow the costs to be kept down. Bottle of wine as a token of appreciation. (Workshop presenters)
- 400 is the maximum. (Be sure to book early)
- Lynette to pre-book a seminar room for June 14 at the Novotel for Executive committee meeting.
- Executive need to book rooms when they return from this meeting

7) NASDAP Scholarship (Sheryl Ofner)

- Scholarship, at a value of \$6,000, has been Ministry approved. This means that \$6,000 relief will also be Ministry covered – a total prize of \$12,000. Recipient is on paid leave. (amounts to 5 weeks cover)
- Fantastic news Sheryll, well done.
- Once advertised, applications are to be sent to Allan Webb .
- Discussion about possible members of the D-M committee. Have to make sure that what we do meets the criteria that have been approved.
- Anyone interested put names forward and then next year can decide based on who is still here and who is applying. (i.e. a committee member applying for a scholarship is clearly not eligible to sit on the appointments committee) Jenny, Julia, and Lynlee have registered an interest in standing on the committee at this stage..
- Possible members from an Educational Faculty – Eileen Piggott-Irvine (Unitech), Wayne Edwards (Massey), Marian Court (Massey) John

O'Neill (Massey), Don Brown (Wellington College of Ed), Terry Crookes, Lester Flockton (Dunedin College of Ed),

- After some discussion group suggested that Annette initially contact John O'Neill to determine his availability.
- Sheryll to write press releases and distribute them to: Ed Review, Ed Gazette, Eduvac, Newsletter, Leadspace, Principals' Review, Newspapers (4 main centres plus Waikato Times, Stuff.co, Sunday Star Times, Sunday Herald).

8) Thank-You to Allan Webb

Allan was a founding member of NASDAP. This was his last meeting as an Executive member. On behalf of current and past members of Executive Annette presented Allan with a gift. (See Annette's tribute to Allan earlier in the Newsletter) Allan responded with a brief reminiscence of the history of NASDAP and all that has happened to bring us to this point, and well wishes for the future progress of NASDAP. It has been a long route, but there has been tremendous development, through to public profile and an emerging public voice. The acceptance of the Ministry of the NASDAP scholarship is a real indication of the group's movement to serving its membership.

Lynette - on behalf of the Central Districts – added her thanks for Allan's work in the local district. At AP/DP meetings in the Central North Island there was always a slot for Allan. He has persisted the whole time and deserves to feel really proud of his achievements.

9) Thank-You to Stephen Hensman

Stephen has intimated that he will not be standing for election again in the coming round. On behalf of the committee Annette thanked Stephen for his work and committee to NASDAP over his period of involvement, and wished him every success for the future.

10) Newsletter Deadline 22/10/04

- Conference - Lynette
- Scholarship - Sheryll
- Social Justice Article – Annette
- NZQA Advisory Committee - Annette
- Minutes - Lynlee
- Otago Mini-conference - Joyce

- Gifted Children camp – Phil
- Nomination process - Allan

Just a reminder to all members that the 2006 Conference will be held in Nelson and will be limited to 450 registrations.

Meeting closed at 3.00pm

Next Meeting: Friday 11 March, 2005 . Wellington Airport

SOME OF THE LETTERS ARISING FROM THE EXECUTIVE MEETING

18 October 2004

**Karen Sewell
Chief Executive
Education Review Office
Corporate Office
PO Box 2799
WELLINGTON**

Dear Karen

Earlier this year when you spoke to the NASDAP Executive, you indicated a desire to create an ERO Advisory Team, on which at least two NASDAP Executive members could be invited to attend.

At the last meeting for 2004 on Friday 15 October, I was asked if this group had been formed. I explained that I had not had any direct contact with you as yet, but that I would write, seeking clarification.

I look forward to hearing from you in relation to this matter.

Kind regards

Annette M Taylor (Ms)
President NASDAP

18 October 2004

**Trevor Bleakley
Advisory Office
NZPPTA Head Office
PO Box 2119
WELLINGTON**

Dear Trevor

At the last meeting for 2004 on Friday 15 October, I explained to the Executive that the last SPAC meeting was beneficial and fruitful and that SPAC will have input into PPTA policy making at the highest level. This news was very well received and NASDAP are excited at the prospect of more open two-way communication between the two organisations.

The Executive asked me to request that when SPAC meetings for the future are being scheduled, could consideration be given to them being held after NASDAP meetings. This would allow the NASDAP Executive who sit on SPAC to raise the issues sooner rather than later.

Our first meeting for 2005 is **Friday 11 March 2005** .

I look forward to hearing from you in relation to this matter.

Kind regards

Annette M Taylor (Ms)
President NASDAP

18 October 2004

Ian Munro
Ministry of Education
Student Administration Systems
PO Box 1666
WELLINGTON

Dear Ian

On behalf of the NASDAP Executive, I would like to invite you to the next meeting scheduled to be held on **Friday 11 March 2005** at the **Wellington Airport Conference Centre, Level II, Wellington Airport at 11.00 am**. We would like to extend the invitation to join us for lunch at the conclusion of your session, 12.30 pm

This request has been made as the Executive [many of whom are Principals' Nominees in schools] would like to discuss with you the future of Student Administration Systems in area and secondary schools, in particular the accreditation process and the Ministry of Education's aim to have all schools using an accredited provided by the end of 2006.

For your information, our executive committee represents over 92% of New Zealand Area and Secondary schools. Our prime objectives are:

1. To provide a unified voice for Secondary School Deputy and Assistant Principals having surveyed member opinion through regional associations
2. To foster the professional development of Secondary School Deputy and Assistant Principals
3. To establish a representative vehicle for consultation with Secondary School Deputy and Assistant Principals on issues pertinent to the m
4. To establish and maintain links between regional Secondary School Deputy and Assistant Principals Associations
5. To facilitate the sharing of ideas and information between regional Secondary School Deputy and Assistant Principals Associations
6. To maintain autonomy but utilizes the appropriate and available expertise for salary negotiations, conditions of service, professional development etc.
7. To facilitate a biennial conference for Secondary School Deputy and Assistant Principals

We believe that we provide member schools with a service and professionalism that allows their voices to be heard in a similar way as Principals do by SPANZ.

I look forward to hearing from you.

Kind regards
Annette M Taylor (Ms)
President NASDAP

SCHOLARSHIP FOR SECONDARY DEPUTY/ASSISTANT PRINCIPALS APPROVED AS A ‘PRESTIGIOUS AWARD’

We have just received confirmation that the Minister of Education has approved *The NASDAP Scholarship* as a ‘Prestigious Award’.

This new scholarship is designed to enable one secondary Deputy or Assistant Principal to undertake study and/or a programme of visits to other education institutions in New Zealand and/or overseas, in order to provide an opportunity for leadership development focussed on raising achievement in the secondary sector.

The recipient of *The NASDAP Scholarship* will receive \$6,000 to assist in meeting the expenses incurred in travel, accommodation and any course fees for the programme organised. In addition, the Minister’s approval of it as a ‘Prestigious Award’ means that the Ministry of Education will fund the employment of a relief teacher up \$6,000. Hence, the total value of the award is a substantial \$12,000.

Not only will the individual recipient benefit from this new scholarship, so too will their secondary colleagues, since the winner will be expected to write a formal report of their learning and experience for publication in the NASDAP journal and also to present their learning and experience at either a regional or national conference.

If you interested in applying for this scholarship, make sure you look out for the supplement to the Education Gazette where the Prestigious Awards are published early each year.

Sheryll Ofner

REPORT ON NZQA DPs/APs ADVISORY GROUP MEETING 17 September 2004

Key items discussed at the last NZQA DP/APs Advisory Group Meeting held on 17 September 2004 are identified below. If any of you wish your views on these or any other matters relating to assessment and/or qualifications to be conveyed to NZQA at the next meeting, please email me on: s.ofner@rosehill-college.co.nz

Billing in the Future

NZQA sought our reactions to the idea of one separate flat fee to apply to enter internal standards and another separate flat fee to apply to enter external standards. A different fee structure for internals and external would recognise the significant

difference in the cost of running the two. Obviously externals are much more expensive. Hence, it would be fairer for students doing internal standards only.

Record of Learning

NZQA were interested in hearing our views on a proposal to issue all Year 13 students with a Record of Learning each year and others only on request. We stressed that since Year 13 students begin to apply for courses as early as mid-year, the Record of Learning is needed as early as Term 2.

Language Awards

Native speakers will not be eligible for Top Scholar Awards – however, NZQA is still working through a suitable definition and welcome our views.

Moderation

It may be a good idea to remind HoDs of the importance of retaining student evidence from their assessment programmes this year. NZQA will be using the standards your school is assessing this year to determine which ones will be moderated in 2005 and intend notifying schools at the start of next year. Student evidence will be expected even if your school is not assessing a selected standard in 2005. Also note that the new moderation cycle will be phased in over next year.

Top Scholar Awards

You will all be aware that there are four different types of scholar awards:

- *New Zealand Scholars*
- *Top Overall Scholars*
- *Top Subject Scholar*
- *School Awards*

To determine the recipients, NZQA is requiring examiners to rank the candidates. The ranked lists will be based on the following Scholarship Profile:

Knowledge

Students should be able to demonstrate:

- *Thorough grounding in the subject*
- *Outstanding understanding of content knowledge*
- *Ability to make deductions: can apply the knowledge*
- *High literacy skills especially subject specific*

Attributes

Students should be able to demonstrate:

- *Analytical Skills*
- *Critical thinking skills*
- *Evaluation Skills*
- *Reflective Skills*
- *Flair and innovation*
- *Problem-solving skills: especially in unfamiliar situations*
- *Literacy – ability to organise, develop and articulate ideas*

If two candidates in one school are equal, the winner of the School Award will be determined from their places in the ranked lists for each subject.

Sheryll Ofner

GOOD INTENTIONS ARE NOT ENOUGH: LEADERSHIP FOR SOCIAL JUSTICE AND ACADEMIC EXCELLENCE

Carolyn M Shields
University of British Columbia
Carolyn.shields@ubc.ca

I recently received my own copy of the New Zealand Journal of Educational Leadership [Vol.19. 2004 Special Edition] and while all of the articles are very good reading, this article stands out for me.

Professor Shields talks about the necessity of building relationships with students, about understanding the curriculum as “the conversation that makes sense of things”, overcoming “Colour blindness”, overcoming “Social class blindness”, overcoming “Spiritual blindness”, building a sense of community and ensuring that educational institutions partake in dialogue that transforms students, not deforms them.

This article is a “must-read” for every educator.

Annette M Taylor

TARANAKI YEAR 10 GIFTED AND TALENTED CAMP

VENUE Everett Park Christian Camp 8 – 10 September 2004

This camp was an initiative of the Taranaki secondary schools' deputy and assistant principals' association. It was loosely based on an annual event run by the South Island year 7 – 13 schools. The camp was organised by Hans Konlechner (DP Sacred Heart Girls' College), Robyn Moran (AP Spotswood College) and John Puka (DP Waitara HS).

Research suggests that gifted and talented students need opportunities to work with peers of similar ability if they are to be properly challenged and extended. This camp aimed to provide this opportunity in a fun way. As the number of gifted and talented students within individual schools can be small, the schools opted to provide this opportunity by working together.

The camp involved 32 students from 10 Taranaki high schools, and started with a keynote address. This was followed by a 4 team quiz, with fiendish questions dreamed up by the staff of Hawera High School. Luckily one group was taken to see Pukerangiora Pa on the way to the camp. This meant that 3 knew the gory story about this stunningly beautiful place. Don Driver, Taranaki's master installation artist, will be thrilled to know that the students think he is in his forties... James K. Baxter's wife might be less pleased to know that she was identified as "Mrs Baxter"! The quiz generated points that the students used to bid for their choice of topic from the oil industry, the dairy industry, writing and art and marine conservation.

Team building activities were scheduled, but had to defer to rescuing a calf from a drain. After much sawing off of the branches that trapped it, ropes and bamboo were used to pull and lever, with Andrea pushing from behind, and a team pulling from the front. Once the calf was extracted from the mire, treatment for hypothermia was the next issue, so a horse cover was brought. As you will no doubt have deduced, quite a lot of team building took place at this stage. I am happy to report that the calf recovered and was last seen happily grazing with its herd, even if it was a bit dusty looking.

The outcome of the research and processing was to include a photo display, sound effects on tape, a static display, a take-away A4 brochure, an oral presentation and something fun, such as a camp mascot. The Fonterra group wanted to bring on a cow, but instead opted to deputise a nearby dog. I expect this put the noses of the two visiting goats out of joint, as they had tried repeatedly to join in the activities.

All the groups discovered that their topic was different from what they had expected, and provided much stimulation. The flash lunches provided by hosts were a hot talking point, as was the ride in the "milk tanker" at Dairyland.

The camp was generously supported by Lambert Business Systems and Hewlett Packard who provided computing facilities, internet access, a colour laser printer, a smart board and technician time free of charge. Needless to say, we all want a smart board now! We are also very grateful to the Department of Conservation, Shell Todd Oil Services, Fonterra, Lesley Dowding (Massey university literacy adviser) and Margaret Scott (well known Taranaki artist) who acted as interested, enthusiastic subject experts in support of this event.

Supervision at the camp was provided by staff from Sacred Heart Girls' College, New Plymouth Boys' High School, Waitara High School, Hawera High School and Spotswood College.

The staff at Everett Park looked after us very well, with both catering and team-building activities.

The presentations were judged by mayors Mary Bourke, Peter Tennant and deputy principal Deborah Keenan.

It is intended that the Taranaki secondary schools will continue to co-operate to provide opportunities for challenging and extending our gifted and talented students.

Hans Konlechner (SHGC)
Rosemary Carter (NPBHS)

HANMER CONFERENCE

Otago Deputy and Assistant Principals

Mini Conference – 'Central Issues'

Cromwell 3-4 September, 2004.

In spite of weather which made for some interesting driving conditions from some areas, 40 DPs and APs from 26 schools in the Otago region gathered at Cromwell for the second mini conference at Cromwell.

A range of speakers both challenged and inspired us over the next one and a half days. We thank Don Lawson, Peter Gilchrist, Bill English and Richard Harrison for their presentations on Day One. We would also like to thank John Wallace from Chard Farm for attempting to teach the group the finer points of wine tasting during the conference dinner. The John Dunbar Memorial Lecture on Saturday morning was given by Robyn McLeod on the issue of gifted education and the development of thinking skills.

As always the opportunity to step outside of our schools, to talk with others involved in similar roles, to share concerns and ideas, was most valuable. It was good to greet those we had attended conferences with before and to meet those new to their roles. We look forward to the next mini conference in 2006.

Cathy Ewing
Chairperson CADAP

UPCOMING CONFERENCES

NASDAP Biennial Conference Rotorua 2005

Make sure you have 15 – 17 June 2005 pencilled in on your school calendar for next year so that you can take advantage of a wonderful professional development opportunity!

The Ministry will be represented by either Trevor Mallard or Howard Fancy and other keynote speakers will include leading educators from New Zealand , Australia and the United States .

The workshops will be wide ranging and covers topics to do with learning, management, assessment, curriculum, IT and trends in education.

If you have done research or are an expert in a particular area and would like to be considered as a workshop presenter, please contact Lynette Parish at ph@matamatacollege.school.nz

2007 NASDAP Biennial National Conference will be in Nelson

The dates will be Wednesday 22 August 2007 – Friday 24 August 2007 and it will be held at “The Rutherford.”

Some details will be announced at the 2005 Biennial Conference in Rotorua in 2005.

PLEASE PUT THESE DATES INTO YOUR DIARIES