



NASDAP

Newsletter

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OF SECONDARY DEPUTY AND ASSISTANT PRINCIPALS

NASDAP

Newsletter 4 / 2006

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PRESIDENT'S REPORT



Kia ora tatou katoa
Nga mihi nui ki a koutou
Haere ki tenei panui

Welcome to the Term 4 *Newsletter*.
I trust that you have all had a
successful start to this term and
by the time that you receive this
Newsletter, Term 4 will nearly be complete.

Executive met for the last time in 2006 on 27
October in Wellington and our invited guest speaker
was the Rt Hon. Bill English, Education Spokesperson
for the National Party.

Executive has a key question for Mr English: *What
is the National Party's vision for Education*; as well as
a number of issues that we wanted his viewpoint on.
Mr English spoke at length about the most important
issue in schools being "effective teaching" and that
the "professionalism and independence of schools
being protected".

Mr English went on to state the following key
points:

1. The majority of schools in New Zealand are doing
a competent job of raising "competent citizens."
2. The standard of education in New Zealand has
risen in 15 years of him being an MP.
3. The standards being implemented in schools are
often higher than those in some homes.
4. That schools struggle with implementing the
dynamic Qualifications Framework.

Executive were very grateful for the time Mr
English expended with them and further information
on what was discussed appears in the minutes of the
meeting, included inside this *Newsletter*.

NASDAP is pleased to announce the winner of the
2007 NASDAP Scholarship – Vaughan Couillault.

cost of the subscription in light of number of AP/DPs in each school, and roll numbers in the school, the possibility of introducing a two-tiered subscription system, the need to consider a scholarship levy (\$20 per school is needed to maintain the scholarship fund) and the high percentage of area schools that are among the non-payers as they choose to spend their professional development monies in other ways.

Motion: That we introduce a tiered system of subscription for NASDAP membership based on school roll numbers - fewer than 500 remain at \$120, 501 - 1499 increase to \$150, over 1500 increase to \$180

Moved: Julia Seconded: Ali
Carried

Annette will outline the reasons behind the increase in the next *Newsletter* to inform members of the logic behind the decision.

Motion: That the Treasurer's Report be accepted.

Moved: Annette Seconded: Phil Carmine
Carried

CORRESPONDENCE INWARDS

- Confirmation from Rt Hon. Bill English for 27 October 2006 meeting
- *Draft Technology Curriculum Supplement*
- ERO publications: *The SEG - Examples of Good Practice and The Quality of Teaching: Good Practice Music, Reading and Speaking and Technology*
- NZQA - Update in the change of personnel
- *NZ Teachers Council - Winter Issue No 4*
- *MOE - Middle Schooling Review*
- *MOE - Leading the Way; The new initiative by the MOE for School Leadership*
- Copy of SPANZ Newsletter about the Healthy Eating initiatives (provided by my Principal)
- Congratulatory email from President of NZPF - about the new website
- Email from Official NZ Government Sector Directory - asking if NASDAP wants to be listed and purchase a copy of the directory
- Email from a firm in Christchurch asking if NASDAP would support a business initiative - Fat Free Soft Serve and Yoghurt
- Email from Ministry of Youth Development - inviting us to attend a Youth Forum on Wednesday 8 November in Wellington - Annette has reserved one space for NASDAP. Geoff to follow-up.
- Letter from Otago Secondary Deputy and Assistant Principals - thanking NASDAP for \$1,000 seeding finance
- Daily email from PPTA - news brief to PPTA Executive and SPANZ
- Email message from Mike Young, Wanganui

High School, to Phil Keenan - re: new absence codes that the MOE has introduced.

CORRESPONDENCE OUTWARDS

- Letter to Graham Young (SPANZ) - as yet, NO response about the "joint working party possibilities."
- Letter to Brian Pawson - MUSAC
- Letter to MOE - asking for clarification of the 1 July return date.

GENERAL BUSINESS

A Newsletter for 2007

Some discussion around the issues relating to the *Newsletter*: Continue with hard copy as well as on website? Or is it time to go electronic? Executive decided that we need to continue with the hard copy at this point in time. There has been enormous positive feedback about the new-look *Newsletter*.

From Term 4, the *Newsletter* we will continue to be produced via hard copy and a PDF file emailed to each member via use of membership database.

B Subscriptions for 2007

Refer to the Treasurer's report.

C Meetings for 2007

The deadline for anyone stepping down from Executive for 2007 is November 30, to allow elections to take place if they need to. Meetings for 2007 were set as follows:

Term 1	26/2 (Monday) Wellington
Term 2	11/05 Wellington
Term 3	21/8 (Tuesday 2pm meeting, before Nelson conference)
Term 4	26/10 Wellington

All Wellington meetings commence at 9.00am and conclude at 3.00pm.

D 2007 NASDAP Bi-ennial Conference in Nelson Update

The information for Nelson conference is on the web-site and members are encouraged to visit the site to view guest speakers etc.... Bookings for airfares to Nelson can be made now - book in advance!

E SPAC

- Annette will email the membership lists to PPTA so that they can then get their own lists of AP/DP PPTA members identified to further canvas issues pertaining to APs and DPs. This will only be done with the proviso that SPAC use the database for this sole purpose.
- SPAC is working on trying to get a clear picture of what is required as far as the acting up allowance is concerned. The challenge has to be to get it through

the democratic process and getting it through the branch stage. Seems to be a change in attitude in SPAC/PPTA towards the unique position of APs and DPs. It has taken a long time, but there has been significant movement. Members of SPAC, also on NASDAP are very encouraged at the positive movement evident at this time.

F Speakers for Next Year

Discussed possible speakers for 2007.

Suggestions included:

- NZQA - Karen Putassi
- ERO - Acting Frances Salt
- Minister of Education - Steve Maharey
- Deputy Chief Executive NZQA - Bali Haque
- Secretary of Education - Karen Sewell
- Director of Wellington College of Education
- CEO Auckland College of Education - John Langley
- Peter Lynd

G Other

- Would like to see the conferences and speakers in other regions that are happening on a calendar on the web site. This might encourage some more inter-regional sharing of ideas. Annette to investigate this.
- Concern voiced about the number of codes on the Ministry's new electronic attendance register. Justified and unjustified is a big turn around from excused and unexcused. MOE seminars - certainly clear and they use the concept 'banking system' so that is the level of integrity that they are trying to get. Who is going to enter all the codes that are being introduced? Will teachers need to use all those codes, or will the notes go to some secretarial help to enter? Classroom teachers do not have the time to get their heads around this. MOE insisting that senior schools report in half-days.
- How to handle a possible pandemic. Updates coming from the Ministry on a regular basis. If you do not already receive these you can register for update on: MOHList-PandemicInfluenza@moh.govt.nz <mailto:MOHList-PandemicInfluenza@moh.govt.nz>
- Professional Development for DP/APs. We need to be a bit more proactive in our quest for quality PD for AP/DPs - need to be specific and articulate what AP/DPs need and how the Ministry could support that. Exec to talk about this with regional members. What is it that is going to sustain us? If we are going to be a national voice we need to articulate to the Minister, to Principals, to all affected parties, just what it is that we believe AP/DPs need. Recognise that there is a need for some targeted PD for us - what do we need now, for the future, to be a Principal? Annette to mention it in the *Newsletter* and then we will work

in 2007 to put the results together.

- In-service days for draft NZ Curriculum - vision and the values - relevance and scope to develop own visions, but also need to be mindful of the fact they are preparing them for their secondary education. No where does it stress the need to be healthy as one of the guiding principals. The curriculum that we are using at present was written in the 1990s and schools were given the freedom within the vision and values of the documents to instigate those that we thought were important to us. However, it now appears that have been given a vision and given the values and told to work within them. Sheryll will take our thoughts and feelings back to the reference group if we put something together. The group is responding to the demands of principals and teachers in an effort to get things right.
- Colmar Brunton Survey in relation to the draft curriculum - trying to canvas different staff to try to see what take up there has been, what gaps there are in understanding.
- Itinerant Music Teacher funding. If your area is affected by the planned changes in the funding of itinerant music teachers, perhaps it would be advisable to be in touch with PPTA with your concerns.
- Two Leadership publications will be available from January - BEST (Best Evidence Synthesis - Vivienne Robinson). They will be well worth reading.
- Evening debates through the University of Waikato (run over 6-8 weeks), stimulated a lot of discussion and very good debate about bigger educational issues. Valuable professional discussion.
- Otago has had its conference and a written report will be forthcoming. Lunch, dinner and breakfast meetings happening for DP/APs around the regions. Range of speakers stimulating good discussion and debates for DP/APs.
- 2009 conference already in initial planning stages. It will be hosted by Hawke's Bay.
- Some further SMS discussion getting an idea of the issues still facing schools around the country. Rod Browning is available to speak with schools about issues surrounding SMS.
- Teacher's report assistant - free download - of teachers comment bank. Very worthwhile.
- Data logue - relief package - don't have to write everything out. Worth having a look at.

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GUEST SPEAKER

Rt Hon. Bill English



Bill English was guest speaker for the meeting. He briefly spoke of National's Vision for Education, making a few broad comments - then because "DP/APs are the ones who run the schools" suggested it would be very interesting for him to hear what the issues are for us. He was very open to listening to our concerns and to getting an insight into the AP/DP perspective.

As a general approach National are not going to be advocating revolution in education policy. They will reflect more closely - focus on learning over the last few years. Concerned that schools are buried in demands that don't relate to the achievement. Teachers who are succeeding with students are often ignoring what they consider to be nonsensical compliance demands. Bill sees that as good common sense. Central government should not pretend that it can control anything more than it really can control. Too many people trying to tell the educationalists their jobs. Most schools are doing a good job actually, preparing kids for their wider lives. Secondary schools struggling with the dynamism of the National Qualifications Framework. If we are going to capture the dynamism of the future then we need to allow a greater degree of freedom and variety. He sees enabling the dynamism as the big issue for schools today. He suggested the effect of the Qualifications Framework created stress for school management, because schools have to fit much more flexibility in tightly organized schools.

He spoke positively about what he sees as a standard of discipline and respect for authority in most higher than schools that many parents do not expect from their own kids. He suggested standards are higher in many schools than they are in the homes of the students in those schools.

He then turned to issues raised by members of the Executive Committee. The following is a record of the joint discussion between Bill and Executive

- Zoning - National is realistic about zoning. Favours choice, but National will be careful not to raise expectations among parents that it can't meet. Concerned schools will get comfortable. Over the next 10 years dropping student numbers will mean more choice. Key issue is the supply of places for students.

- Solving social issues not schools' problem - developing competencies of good citizens is - support social workers in schools and will fund it. Would much rather put money into that than some new strategy pilot, with contestable funding. Of course, under financial constraint and will be interested in hearing from us whether we prefer to grow existing schemes like social workers in schools or want new schemes. Schools should not have to solve every problem. The rest of the community has to take its share of responsibility for social problems. Access to some of the other government bodies is crucial. How to get the government agencies working better together? The key thing is 'how to make this child valuable'.

- Relationship between ERO, NZQA and MOE - will improve because the next Secretary of Education has been in all three. But it can't get that good because these agencies are big and co-operation depends on good will, not necessity. MOE has absorbed GSE and in his opinion that was a mistake - aspects of MOE and NZQA do overlap. It's hard to build up a picture of agencies in opposition. Agencies twice a year in front of committee for an hour otherwise use the Official Information Act and - parliamentary questions - can build up a picture but it does take time to build it up. Best information about the agencies comes from schools.

- Operations Grant - suggested that our expectations are not going to be met there. Executive suggested that one of our real challenges is managing support staff and asked if there was any possibility of moving them away from the Operations Grant. Want to take the support staff out of the Operations Grant and to put them into teachers' salaries. Need support for the students of moderate need. The support staff themselves also feel very undervalued, because of the way that this is managed presently. Bill was aware this was one of the biggest issues in the Operations Grant Review but believed no progress had been made.

- Inordinate amount of time spent putting together applications for contestable funding - Bill said the Ministry has a nice way of saying that schools will not come up with anything new, so the Ministry has to. On the face of it appears that there is a 50-60% increase in spending on education over the past 8 years. The slowest growing part of things has been the Operations Grant. Schools don't necessarily see

the money, although they are getting the benefit of it. \$220 million per year - has more than doubled in the last couple of years. More going into PD and curriculum support each year. Have reached a point where the marginal benefit is getting pretty small and now would be better to do school based PD and that is better funded through the Operations Grant. Bill suggested that he would like to redirect school financing and get the monies back to the schools. Applications for contestable funding take hours of time to prepare and then the schools applying are often not getting the funding anyway.

- Early childhood - large increase in early childhood - skeptical that every dollar is getting to the children who most need it. Big surge of money and by and large locked in. Concerned because the policy is almost anti-parent. Parents now think they have an entitlement for 20 free hours for 3 and 4 year olds but the government won't be able to deliver on it. Hugely complex thing to try to do - impose a school type model on a very different sector.

- Alternative Education - the huge majority of kids are well adjusted and motivated to learn. But the small minority is creating havoc for the majority, while schools wait for other agencies to pick them up. We know these students' names and their families - there are not thousands of them. We need to make them valuable to people who can look after them e.g. TOPS courses - require a high level of pastoral care. Because the success is valuable, TOPS providers put a lot of effort into pastoral care. In schools we are relying on good intentions instead of specific outcomes. He wants to see a wider range of services and support for students of behavioural problems. Do we want to break with the idea that the school is a factory of social equity? By not having enough options outside school, the kids are gone and the cost is on society for the next 40-50 years, instead of paying the \$10,000 that would have paid for the alternative education programme. Before he commits to funding more options we need to be clear about the philosophy driving it and clear that there is enough money to make a difference. We have to acknowledge not every school and not every teacher has the skills to manage the behaviours that we are seeing in some of our kids. Investment model is right - The Christchurch Longitudinal Study shows behavioural disorders between the age of 6-10 are the best predictor of violence and antisocial behaviour later on. Ask the group their opinion whether to put resources into difficult kids rather than into staffing formula. Teachers don't want the disruptive element in the classroom - need some good constructive alternatives for them. Some of these kids are very salvageable.

- Leadership crisis - advertisements in the *Gazette*, experienced people leaving the profession, re-advertised jobs, no PD for AP/DP looking at becoming Principals. There is no leadership centre

for DP/APs to advance their careers. Not getting the development opportunity. Lots of subject based PD, but the only way AP/DPs can go forward is to do their own study with courses like MED Admin etc. Huge lack of availability for DP/AP unless they do it on their own through post graduate study.

- NCEA - we are over the hump as far as resources for NCEA getting started, so perhaps some of the money put aside for that can now be re-directed. Have to look after the new teachers from overseas to bring them up to speed with NCEA. Have to be really careful about how we talk about NCEA and talk about students - cannot keep coming out with cheap shots. Bill said whatever debate went on ten years ago about NCEA v's School Certificate is now over and we have a generation of kids who have no idea of what School Certificate is. One benefit of NCEA is the literacy standards, and we should aim for 90% of our kids at those standards. He has tried to find out what proportion of kids at the end of Year 8 are literate enough to succeed at secondary school. The government can't answer that question. We don't need new ideas for better achievement but 100% coverage with existing approaches that work. ERO have reported that 70% of schools have useful information of student achievement but 30% don't. They might need to be pushed to do the job the way most schools do it.

- Governance - not entirely wedded to the BOT structure as the only way to run an individual school - similar types of schools keep running into the same problems, so need to think of permanent solutions, rather than temporary ones. He wants to see what sits behind the Schoolsmart website. The Ministry knows with reasonable accuracy which schools are at risk. He acknowledged that Trevor Mallard rightly raised the threshold for intervention in failing schools but suggested that he may lift it further. Suggested there was still too much 'drift' among struggling schools and by drift he meant that authorities were still too reluctant to get in there, so that kids are losing, while adults are ringing their hands working out what to do. Struggling schools exist across deciles, run out of momentum, boss hasn't moved on when should have, kids are out of control, not learning they way that they should. Has to be more than just a crude look at NCEA results because some schools do a good job with kids who are never going to get NCEA. There is some concern about who is actually being put into some schools as Statutory Managers. Always going to be 2-3% schools that are in trouble. Therefore, shouldn't we be setting things up to train prospective leaders?

- Education in NZ does often follow international trends and there are a lot of good dollars being put into AP/DP training overseas. 'Professionalisation' of education. Teachers' Council has to go through the process of lifting the standard with the public. It is also about what the public think. Claim of

professionalism is picking up momentum

- Discussion around electronic attendance monitoring, truancy services and whether or not it is working. Variety of responses from the various executive members. Works well when you are getting them back, but then that doesn't solve the problem of what you do when you get them back. Also problem of parents condoning truancy.

- Entrance to university - assuming that all Year 13 then want to go on to university, but there are a lot of students who do not want to go on to university. NCEA needs to be allowed to evolve to meet the needs of students on the university track and evolve differently to meet the needs of all other students. Does not promote schools going off doing Cambridge. Is interested in making NCEA meeting the needs of those students. Risk that we hold everyone back if we try to make them all fit today's NCEA structure. Let's make sure that our kids have as many choices as they deserve.

- Bill expressed two chief concerns about NCEA:
1 In NZQA they are intellectually sloppy - lacks a coherent intellectual internal structure which shows up as hopelessly variable assessment. Let's ditch the ideology and implement pragmatic solutions - there aren't endless resources for assessment so need to compromise on pure standards model.
2 The fragmentation of learning - would like to see clearer pathways for students rather than mixing and matching standards so students can find the easy path. Knowledge and understanding of a discipline very important. Teachers take it seriously and the assessment should be organized around that knowledge.

Executive suggested that we take NCEA out of the media - stop having the credits flashing before our eyes. Too much assessment and too much focus on assessment but need to tell ERO that. Bill said that the government consistently refuses to acknowledge any problems - suggest we need honest description to the parents about the current state of NCEA. Credibility will rise when the people involved look like they know what is happening with it. Generally he supports NCEA - the flexibility - lots more kids, lots more choices. But it is not an excuse for doing assessment poorly. Executive said all standards need to require the same academic input/rigour to achieve them and at the moment they do not. Presently there is too much fragmentation and diversity in standard levels and that has to be rectified to maintain the credibility/integrity of the qualification.

Meeting closed at 2.45pm.

Next Meeting: Monday 26 February, 2007

Wellington Airport

GENERAL NEWS

Vaughan Couillault NASDAP Scholar 2007- Biography and Research Outline



I will use the NASDAP Research Scholarship to study current practice in secondary schools with regard to NCEA data analysis and its influence on teaching and learning. I aim to explore standard templates Heads of Department use to enable credible analysis of not only quantity of credits gained, but equally as important, the quality of the achievements in those credits gained.

My initial set of research questions will centre on the existing practice within the case study schools that agree to participate. I intend to review their existing NQF data analysis procedure within the framework provided by a set of standard questions including:

1. Is NQF achievement data collated, analysed and interpreted constructively?
2. What does the data show about actual student achievement?
3. What has this process added to the education received by students at the school?
4. How well does the school use the opportunities given through the NQF to develop its philosophy and approach to maximise achievement?

The reason I made the proposal to explore Interdepartmental NCEA/NQF Data Analysis in a Secondary School Context is largely due to casual conversation with colleagues in a range of schools who collectively find that the availability of analysis tools for meaningful NCEA data analysis is one that is causing a great deal of angst. Exacerbating this situation is the fundamental reality that many of the educational professionals charged with ensuring appropriate analysis and reporting of NCEA/NQF data to key stakeholders (Boards, Principals, ERO, NZQA, etc) are lacking the mathematical/statistical background understanding to allow them to confront the issue with understanding and due rigour. To contribute to the easing of this burden would be of

great benefit to school leaders and decision makers.

The aim of this piece of research would be to provide schools with information on tools in use in Secondary Schools that provide robust and meaningful NCE/NQF data analysis and provides meaningful outcomes for students and meaningful data for the other community stakeholders.

Action Research methodology

References that I intend to use to define the methodology may include:

Elliot, J. (1991) *Action Research for Educational Change*. Milton Keynes: Open University Press

In this publication the Author provides a model for the action research process and provides a list of methods and techniques for gathering and collecting data. In addition to this guidance, the author also explores some ideas for time management during the action research process and uses case reports to foster the notion of school development and accountability. The author also provides a definition of action research and explores the models devised by Lewin and Kemmis.

Forward, D. (1989) *A guide to Action Research*, in Lomax, P. ed, *The Bera Dialogues No.1*. London: Multilingual Matters, pp. 29-39.

The author suggests that action research is a genre of study that holds considerable potential for a teacher that has a desire to simultaneously implement and evaluate a process of change. The author suggests that the action research model, originated by Lewin, draws on the widest possible range of methods and the Lewin model has become an integral part of many subsequent action research models. The author illustrates the key components of action research and details the specific characteristics of action research.

Cardno, C. & Piggot-Irvine, E. (1996) Incorporating Action Research In Schools Senior Management Training. In *International Journal of Educational Management*. Vol. 10, No. 5, pp. 19-24.

In this article, the authors outline the manner in which an action research approach can be used in an educational and management setting. Their emphasis is on competence and solution creation and they support their arguments with examples of action research based projects that have resulted in the institutions receiving awards. The authors provide a framework (model) for action research as they explore their interpretation of what action research is. The authors also go into some detail as to their view on the requirements of an action research project and what they feel the outcomes should be for participants in the process.

Gay, L. R. & Airasian, P. (2002) Action Research in Schools. In *Educational Research*, p. 593-603. New Jersey: Prentice Hall.

The author suggests that action research is used to improve current practice and that good action

research is characterised by a systematic problem, data based valid approach. The author states that action research aims to find and correct current problems of practice. Airasian details four steps in the action research process and suggests that action research address problems that are of interest to teachers and derived from their practice. Airasian also details that the results of action research are used to plan what steps need to be taken to alter and, eventually, improve, performance.

SUBSCRIPTIONS

NASDAP Executive has spent considerable time on discussing the annual subscription figure over the past three years. Since 2003, the subscription has risen from \$80 to \$120 annually, regardless of the number of senior managers in each school.

Executive have spent much time and money on raising the profile of Assistant and Deputy Principals with key educational stakeholders as well as with the general public.

Subscriptions have been used to fund the following on your behalf:

1. A modernised website and newsletter
2. New letterhead and compliment slips to raise the professional standard of any correspondence and communication that the organisation writes on your behalf
3. Creating a prestigious Scholarship worth \$12,000 (of which NASDAP funds \$6,000, the Ministry of Education the other \$6,000)
4. Seeding local (\$1,000) and biennial (\$5,000 - \$10,000) conferences to ensure that professional development occurs within regions to a level that meets the needs of Assistant and Deputy Principals
5. Sitting on key forums, such as the Leaders Forum, NZQA Assistant and Deputy Principals Advisory Group and the Ministry of Education Payroll Group to name but a few.
6. Meeting once a term in Wellington to discuss the issues raised at your regional meetings, as well as other items of interest. Unfortunately Executive airfares to/from Wellington once a term have risen considerably over the past 18 months what with the price of air fuel and taxes/surcharges.

While one of our key aims is to continue to raise the level of professionalism with the educational stakeholders, unfortunately this does come at a financial cost. Executive want to continue with the momentum we have gained with these stakeholders; but in order to do this, we have no choice but to raise the subscriptions for 2007.

Debate at the last meeting centred upon:

1. A general rise for all schools and/or
2. A tiered system based on the size of the school roll.

After discussion, the following motion was voted on and passed (9-2):

That subscriptions for 2007 rise to the following:

- **Schools with rolls of 0-499 students, will pay \$120 annually**
- **Schools with rolls of 500-1499 students, will pay \$150 annually**
- **Schools with rolls of greater than 1500 students, will pay \$180 annually**

Therefore, in late January 2007, when subscriptions are sent out to be paid, there will be an amount identified on your invoice indicating the subscription that your school will need to pay. The information on roll sizes will be taken from www.tki.org.nz <<http://www.tki.org.nz>> to ensure that the accurate roll size is used to determine the subscription figure.

We hope that you understand the decision we made and continue to support your Executive. We want to continue building on the great work that has been done to date, and take your professionalism to the next level with the key educational stakeholders that decide on much of what you have to implement in your day-to-day positions.

Annette M Taylor
President

NEWSLETTERS

NASDAP Executive trusts that you are enjoying the new-look *Newsletter*.

At the last meeting for 2006, it was decided that we would continue to produce the newsletter in hard copy, as well as making a copy available on the website.

To ensure that every Assistant and Deputy Principal who is a member of NASDAP sees a copy of the newsletter, I will email each member their own copy (in a pdf file format).

Annette M Taylor
President

REGIONAL NEWS

CADAP Conference

Canterbury Deputy and Assistant Principals once again escaped the tyranny of the urgent and the important for their biennial regional conference - two days of professional development and "input" from Wednesday 2nd - Friday 4th of August. This event is held in the years when there is no national conference and once again Hanmer was the location. Over eighty school leaders travelled to the mountain village for some valuable networking which got off to an ideal and relaxing start thanks to a well-celebrated birthday among the delegates.

The theme for the conference was "Dealing with the Difficult People". The first presenter on Thursday for three sessions was David Garb, a local counsellor/psychotherapist who is in great demand internationally for his work on relationships. Most recently David has spent a significant amount of time in working in schools in South Africa and Australia, with both students and staff often in large groups. It was interesting to see reactions as the eighty school leaders arrived to the room with chairs circled righted around the perimeter, and no tables! However, David's easy manner soon had us all relatively relaxed, but sufficiently out of our normal comfort zones as individuals were both driven and led around the room - eyes closed. It was a time of kinaesthetic learning with sequences of gentle insights into day-to-day interactions working in school; a very different experience from just sitting and listening as in past conferences! The time flew by.

A forum in the middle of the afternoon allowed common concerns to be raised and shared - these will provide ongoing issues for CADAP meetings. Some space in the later afternoon programme enabled delegates to explore the forest surroundings of the Lodge, get in some retail therapy, or simply soak up the mountain atmosphere relaxing in the thermal pools.

A very pleasant conference dinner filled the evening session. Christchurch accountant Martz Witty shared his experiences and tips as a public speaker after the dinner. He resumed this theme in the first session next morning with some valuable advice such as "do your homework".

The presenter for the final session of the conference was Patrick Walsh, currently principal of John Paul College in Rotorua. Patrick has a law degree and enlightened the conference on the application of current legislation in secondary schools. This very informative session covered aspects health and safety, student discipline, staff competence and search and seizure, and left us all wanting to know more. Perhaps we'll all be back in 2008!

OTAGO REPORT

In September the Otago Deputy and Assistant Principals' Association ran its biennial, two-day spring conference in Cromwell.

The event was well supported with 53 registrations representing 28 educational institutions. Highlights included a conference dinner held in the grandeur and sophistication of Carrick Winery. Good food abounded and was complemented by a range of fine Central Otago wines. Our dinner speaker, retired teacher Anna Clark, painted a vivid picture of the pioneering spirit underpinning the development of the entrepreneurial olive oil industry in the district. Business Solutions Central Otago who hold the Ricoh franchise sponsored drinks after a busy first day and our thanks go to Laurie Martin.

Copious casual conversation and networking occurred outside the formal programme. Outstanding speakers and facilitators provided balance and variation over the two days.

Nigel Latta, Psychologist – **Sharks, and other things you should be scared of**

- What should you do with difficult kids? Teach them!
- Don't take the precious approach with kids. Let them learn.
- Simplicity is the key.
- If you can't change the behaviour, change the context!
- Good books. *The Tipping Point*, *Blink* both by Malcolm Gladwell.
- A good DP/AP is: firm, fair, consistent, not an earnest wally, compassionate without being a big Jessie, not a psycho axe murderer!

Kevin Knight, Teacher Educator – **DP's, AP's supporting teacher development**

- Teachers overrate themselves.
- Professional standards for teachers are ill defined and so not contain standards to attest against.
- Teachers need to cause learning.
- We need to be honest about what people are doing well and what they need to work on.
- Appraisal must be robust and have targets.
- His organization targets the following for teacher development: behaviour, curriculum, teacher as a person, teacher as a colleague, causing learning, planning, assessment, learning environment.
- Behaviour is the area to get right before students can be taught and teachers can cause learning. Full attention and working modes and scales.
- Pre assess – develop and awareness of what students' know and can do first.
- Differentiate – start to move away from one-size fits all!

Malcolm Inglis, NZ Police - **Crimes of the Heart**

- 1/3 girls and 1/5 boys have unwanted sexual contact (Aussie stats, thinks NZ could be similar).
- Often first reported through schools.
- If a student discloses to a teacher, write down the actual words of the disclosure, admissible in court and very necessary for the police process.
- Priority is safety, immediately.

Rosalie Goldsworthy, Leadspace - MOE

- www.leadspace.govt.nz
- Encyclopedic, Immersion, Interactive
- A good source of quality assured professional readings and NZ research.
- She supports schools to network via ICT.
- Summary:
 1. Education has high stakes
 2. Improvements in equity are possible and desirable (that big tail).
 3. Many sector initiatives will come under CLIK.
 4. We can share professional learning in an on line environment.
 5. Add Leadspace and Secondary Futures to your browser.

Gavin Dann –

SCT Dunstan High School

- Share best practice.
- Work with others.
- Dunstan has developed its school wide model of the "Purposeful lesson".
 1. Entry – Set a positive tone for the lesson/greet students.
 2. Starters – Settling and focusing the class
 3. Purpose – What are we here to learn?
 4. Lesson – the engagement of the learners.
 5. Review – Reflecting on the lesson
 6. HW – Reinforcing the lesson
- We should spend our time "building young people and repairing adults"!
- We are the first instruments in our own performance.

Richard Joseph, Consultant - **Effective Relationship Management**

- Compliance vs. Commitment in leadership.
- Give what you want. Reciprocity.
- Responding to conflict – extroverts and introverts differ in their approach to it.
- Communication, relationships, emotional intelligence at work – who is in control of us? Our emotions or us?
- Self regulation

The committee has recently been rejuvenated with the inclusion of a number of new members. Recent initiatives include committee meetings held by video conference (in order to incorporate schools from outlying areas), a proposed web page, and collaboration with facilitators of the Dunedin College

of Education's 'Professional Learning Group' - Ian Stevens, Don Lawson and Mal Robinson.

The Otago Branch has a strong and dedicated committee and I want to acknowledge the contribution of Deanne Andrews and Sue Lynch – Otago Girls' High School, Gavin Leighton – Bayfield High School, Daryl Shields – Kings High School, Joyce Whyman – East Otago High School, Mason Stretch – John McGlashan College, Adrienne Lambeth – Waitaki Girls' High School and Chris Gold – St Hilda's Collegiate.

Neil Garry, Chairman
(John McGlashan College)
October 2006

WELLINGTON DADA

Wellington DADA met at the James Cook Wellington on Wednesday 23rd August. The topic under examination was the Secondary Futures project. The original speaker Prof Mason Durrie had to attend the swearing in of our new Governor General so in his stead the presentation was made by Nicola Meek.

Nicola took the group through the vision of the secondary futures project and asked the question "where we should be in 2020 in our secondary schools?" The research presented by Nicola stirred a number of contradictory responses from members. Overall the presentation was seen as a valuable exercise in stimulating our thinking for our own schools. Secondary Futures material is available from their web site www.secondaryfutures.co.nz This site has a wealth of material to stimulate discussion and thought.

