

NASDAP

Newsletter 4 / 2008

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OFFICIAL NEWSLETTER OF THE NATIONAL ASSOCIATION OF SECONDARY DEPUTY AND ASSISTANT PRINCIPALS

NASDAP Newsletter 4 / 2008

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PRESIDENT'S REPORT Term 4 2008



Nga mihi nui ki a koutou
Haere ki tenei panui

As I write this, it is the 3rd of November and Term 4 is quickly passing by and NCEZ external examinations begin in 14 days time. A scary reality for teachers and students I am sure.

Executive met on Friday 31 October and this was the last meeting for 2008. Nine representatives were present, and I put in my apologies for two-thirds of the meeting and wish to thank Penny Prestidge (Vice President) for chairing the meeting when I took leave.

There was one guest speaker: Graeme Marshall from the Ministry of Education. Graeme spoke to Executive on the following topics:

1. Schools PLUS – Where to from here?
2. What is the financial commitment to Schools PLUS?
3. What are the timelines for implementation of Schools PLUS?
4. The Ministry of Education's perception of stand-downs and suspensions
5. Schools use of section 71 of the Education Act.

For more details on Graeme's presentation, please see the Minutes of the Meeting, presented later in the *Newsletter*.

Phil Carmine, the Hawke's Bay/Gisborne/East Coast representative, resigned effective from

the beginning of 2009. This will mean that another representative will be needed to take his place. Thank you Phil for seeking a replacement by speaking in advance to the Assistant and Deputy Principals in this region.

Phil has been on Executive since late 2004, and he will be missed for his lively debate, and ability to "cut to the heart of the matter very succinctly." We wish Phil and his conference team all the very best for the bi-ennial NASDAP conference, being held in Hastings from 26-28 August 2009. Thank you for your commitment to NASDAP Phil.

Due to the ratified changes to our Constitution, elections will happen in regions 1, 3, 5, 7 and 9, if necessary. Your Executive member will have spoken to regional meetings by the time that this *Newsletter* arrives in your school, and if there is to be "a changing of the guard due to two or more registered members standing", then election papers will be sent out as soon as possible. Only schools that have paid their 2008 subscriptions and registered their Assistant and Deputy Principals are eligible to vote.

The winner of the 2009 NASDAP Scholarship is Tim Tucker of Nelson College. I would like to take this opportunity to congratulate Tim on his successful application. Tim's intentions for this \$12,000 Scholarship are detailed later in the *Newsletter*. I encourage you to apply for 2010! Details will be published throughout the first half of 2009 in this *Newsletter* and through the *Education Gazette*.

Finally from me, thank you to Executive

for your commitment to NASDAP. You are a fantastic group of people, who represents your regions views and issues with vigour throughout the year, not just once a term at meetings.

Enjoy the remainder of Term 4. Have a Merry Christmas and Happy New Year. If you travel, travel safely.

Arohanui.

Annette M Taylor
President

EXECUTIVE NEWS

NASDAP Executive 2007-2008



Northland

Roy Fletcher,
Otamatea High School
ohsdp@ihug.co.nz



Auckland (south of Mahurangi to Counties/Manukau)

Sarah Stenson,
Epsom Girls Grammar
sn@eggs.school.nz



Gerri Shorter,
St Cuthbert's College
gshorter@stcuthberts.co.nz



Waikato, King Country, Thames Valley

Lynette Parish,
Matamata College
ph@matamatacollege.school.nz



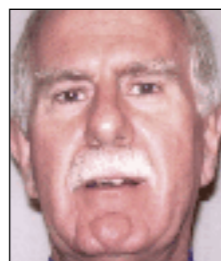
Western Bay of Plenty, Bay of Plenty

Betty Wakelin,
Taupo-nui-a-tia College
Betty.Wakelin@taupocollege.ac.nz



East Coast, Hawkes Bay

Phil Carmine,
Hastings Girls High School
phil@hastingsgirls.com



Taranaki, Manawatu and Wanganui

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



Wellington, Hutt Valley and Wairarapa

Geoff O'Halloran,
TawaCollege
GOHalloran@tawacol.school.nz



West Coast, Nelson and Marlborough

Annette Taylor,
Nelson College for Girls
(President/Treasurer)
annette.taylor@ncg.school.nz



Canterbury and Aoraki

Penny Prestidge,
Avonside Girls High School
pprestidge@avonside.school.nz



Otago and Southland

Noreen Melvin,
Southland Girls High School
Noreen.Melvin@Southlandgirls.school.nz

MINUTES OF THE NASDAP EXECUTIVE COMMITTEE MEETING FRIDAY 31 OCTOBER 2008 at the Conference Room, Airport, Wellington

PRESENT Betty Wakelin, Noreen Melvin, Sarah Stenson, Phil Carmine, Penny Prestidge (Chair from 10.15 am), Annette Taylor (Chair up till 10.15 am), Roy Fletcher, Gerry Shorter, Geoff O'Halloran, Sandra White (Minute Secretary)

APOLOGIES Phil Keenan, Lynette Parish, Annette Taylor (from 10.15 am on)

MINUTES OF LAST MEETING

The minutes of the meeting held on Friday, 8th August 2008 were confirmed as read.

MATTERS ARISING FROM THE PREVIOUS MINUTES

The winner of the 2009 NASDAP Scholarship is Tim Tucker. In future years, depending on the quality of applications, there may not be a scholarship awarded. The criteria for applications needs to be clearly stated when first advertised. A discussion was held as to why there are so few applications and it was suggested that the Scholarship is publicised more widely. Those who have good ideas on the Scholarship could present them at the next meeting. Provided the terms and our criteria stay the same the Ministry allows the Executive to make some changes.

Constitutional changes were passed at the AGM and changes were made to the number of people who can register for NASDAP. The registration form will be changed for next year.

Elections

Elections come up every two years, should there be an existing member wishing to stand down or a person in your region wishes to be considered for the role.

It was MOVED that from 2009 all seats will be eligible for election in Regions 1, 3, 5, 7 and 9.

Moved: Annette Taylor,
Seconded: Penny Prestidge CARRIED

In these regions members need to know that there could be an election should there need to be one. Should there be anyone who would like to put their name forward, nominations need to be put forward by 31 December meeting. Annette Taylor will organise the elections. Only those schools who have paid their subs are eligible to vote. Registration forms to be put on the website by Annette Taylor.

TREASURER'S REPORT

There are over \$8,000 worth of fees outstanding at present from 66 schools (16.5%). Although nothing has changed, this amount has increased over previous years. Could each delegate telephone the schools in their area and encourage them to pay their subscription. If there are any queries or corrections to the list handed out, please send them to Annette Taylor. It was also suggested that the front page only of the *Newsletter* be sent to those schools which hadn't paid their subscription with an account on the second page. The account should be sent to the DP of the school as if they had been sent to the Executive Officer, he/she may not have realised the necessity to pay it. We could also organise on-line payments through the website. It was also suggested that \$120 extra could be added to the Conference fee for those schools.

CORRESPONDENCE

All correspondence had been forwarded to committee members.

Chris Saunders Multiserve Consulting – we don't advertise in our *Newsletter*. Phil Carmine to contact them regarding advertising for the Conference.

GENERAL BUSINESS

SPAC update notes were sent out.

Penny Prestidge gave an overview of what had happened in an interview. Gerry Shorter advised that it is legal to record a telephone or other conversation as long as one participant in the conversation knows it is being recorded. It is not legal for a person to record two other people's conversation without them knowing.

Jumbo Days

It costs \$250 for people to attend these. PPTA have been given a sum of money to cover non-members by the Ministry. Ask your members if they have had information about the costs associated with non-members and contact Geoff O'Halloran or Penny Prestidge. There should be a training day for Senior Management Teams. PPTA are responding to members concerns about further opportunities for assessment. NZQA have refused to define.

Changes in the Employment Relations Act – Implications

We have to have 10 minutes for morning tea, 30 minutes for lunch and 10 minutes for afternoon tea. You need your staffs' agreement to combine two of the three. The employer has to provide opportunities for these breaks. If you cannot come to an agreement with your staff then you have to abide by the Employment Relations Act. You can have 2 hours of work, a 10 minute break, 2 hours

work, 30 minute break, two hours and 10 minutes as per the Factory Act. Directives are coming out from PPTA which are not always legally correct. Ask your members about the 2008 Amendment Act. There is funding in the Operations Grant for Principals and Assistant Principals for two-day courses for November 2009. These courses are highly recommended.

Leaders' Forum

There will be curriculum support for curriculum areas for the New Curriculum. There will be tiers of information coming out. Teachers at all levels need that support. All principals should have the "Schools Plus" document. National will support "Schools Plus" but may be in a different way.

Annette Taylor left at 10.15 and Penny Prestidge took the chair.

The changes in the curriculum are major and teachers are being asked to make those changes in a very short timeframe.

GUEST SPEAKER

Graeme Marshall, Ministry of Education re Schools Plus

Penny welcomed Graeme who handed out three briefing papers. Electronic versions are available from Graeme.

Schools Plus is a cross-government initiative. Ministry of Education led it but cannot deliver all the outcomes. A lot of young people need more than what education can do for them. Ministry reports monthly to Ministers. Some data comes from the Census, Department of Labour, Workforce Survey and other sources – Ministry of Social Welfare for example.

Schools Plus has two goals – one is to retain and improve achievement rates. It has not changed the school leaving age of 16. The obligations are not finalised yet. Government says that by 2011 education and training will be provided up to the age of 17 and by 2014 to the age of 18 so it is a phased implementation. Eventually all young people up to the age of 18 will need to be in some sort of training. Other countries have tried various methods. We will establish an educational training age. Students can move out of school.

There is relatively low participation for up to 18 year olds. All countries compare their performance with each other. We used to be the poorest educational provider in the OECD. Now we are not.

There is high average achievement at age 15 but low retention rates at age 17. Too many students are leaving school early or with no qualifications.

According to *slide 7* of the larger report there could be change in unemployment in the short term. Schools Plus aim is about improving results and qualifications for students. In spite of employment

being driven down there is still significant youth inactivity. Ministry are interested in the up to 18 group to have an eye on that too.

Government wants to reduce that to a minimum or expunge it. None of this information should be treated as hard fact – it is the best information we have.

Slides 11-14 are claims of employment pictures for people in this age group. Where are they?

30,000 students are the first target for retention within learning in some form. Employers tell us the young people are not ready for work. Nationally there are things happening which would not have been happening in my teaching time. The system is no longer designed to achieve a proportion of success. Pasifika and Maori students achieving U.E. rates have effectively doubled. U.E. is harder to get now than in my time. Schools are doing a better job now than they used to do. Tools are there to do it now more than in the past. The system is now susceptible to development and change which is not how it used to be. Graeme suggested that you look at his papers as "the big picture".

Page 21 shows that the improvement is across all deciles. Teachers are coming to terms with NCEA and NQF and are doing it better. Ministry always knew that when you make change students think they are guinea pigs. Teachers should be patted on the back for these kinds of achievement. It is not easy to get lifts in achievement rates.

Slide 22 shows how retention is still a challenge especially for Pasifika students.

Roy queried whether Maori and Pacific Island students are achieving higher results. Graeme replied that they are achieving better at Levels 1 and 2. Why? They are coming from a lower base and they are using the ability of the system to build qualifications over time. By Year 13 they have Level 2 but other ethnic groups have higher levels at Year 13. Retention is still a challenge.

Page 23 – columns round similar numbers. 11% are Year 11. This reflects the actual situation – we still have to do more.

Roy asked if we are doing so well, how come we feel we are being beaten up? Graeme replied "Guilt".

Graeme's second paper

A survey has been made of staff and students throughout NZ – young people's experiences. They wanted improved careers, guidance and advice. There is plenty of information but not enough guidance and advice. They wanted increased flexibility of time and learning environments. Our system is inflexible.

Tauhora Area School and Hauraki Plains Schools do different timetables. The best timetables are systematically designed to take some of the

problems out. Timetables are more designed for staff, not the students. Many students would leave the education system without having had any teacher they felt liked them.

Education cannot deliver all of these outcomes.

Parental encouragement was discussed and Wainuiomata High School and Massey High School had improved the level of parental encouragement. Schools could look at different ways of trying/doing things within the budget they had.

Virtual Learning

Schools haven't been given any more time or money. There are choices.

Phil asked why should 400 boards make a decision when the Ministry could make a decision with funding?

Graeme – Staffing is calculated in certain ways. You choose how you use the staffing. You can use virtual learning for some groups. You will contribute how you can. You might support learning for some students. You have to look at other ways of serving the students.

Page 13

25-30% increase in staffing next year.

Penny stated, "There has been ongoing professional development and that is why teachers have improved over the last few years."

Graeme – Teaching has always been hard.

Phil, "Since NCEA, staff numbers have dropped off. I am concerned about who is coming in to fill those slots. We need to make teaching more attractive for teachers."

Legislation on Standdowns and Suspensions Paper Standdowns were trending upwards from 2000 – 2006. Standdown numbers have decreased slightly since 2006. The Ministry does support schools in doing safety programmes. The number of suspensions for all behaviours has decreased but the number of drug suspensions have increased.

Exclusions in education are like an accidental death in a hospital. There are some problems for the Ministry in getting another school for an expelled student. Suspensions are a big deal and the school needs to do its own thinking about what the school could have done.

Sarah – If you are looking at cutting down your standdowns/suspensions we have to work together with Ministry and School to create the mindset that change is required. She suggested some assistance with a forum.

Graeme said there is a role for local authorities.

Section 71 Opinion is one of those four provisions to deal with discouraged students. Some students can be given partial exemption with working at a job part-time and working part-time at school. If the Bill goes through a window will be closed.

In order to be allowed to use section 71, students need to meet three tests of behaviour, 15½ months age criteria and educational issues.

Roy suggested the Ministry should be collecting requirements of early exemptions.

Penny thanked Graeme for giving of his time to talk to the Committee.

Clint Hawke, Deputy Principal of Taita College was welcomed to the meeting.

He discussed the NASDAP Conference Committee's financial needs with regard to securing a conference venue for 2011. His organising committee needed a deposit to secure the Michael Fowler as a venue. He presented a paper with a series of payment options and stated that his committee had no money to pay for the \$31,000. If someone else fronts up with the money for the same date they had booked, then they would have to pay \$3,000 or lose the venue. He asked for a loan of up to \$10,000 or an unsecured loan guarantee. Expected break even revenue is for 320 participants.

It was suggested that provincial conferences should save a proportion of the profit to come to the NASDAP funds to assist with other conferences. It should be the NASDAP Executive Committee's function to assist with conferences and it was also suggested that NASDAP keep a proportion of profit from its own conference. It was queried whether venues should be restricted to main centres where a larger number of participants would be assured. The possibility of a loan was mooted. There was also the Principal's Professional Development Fund – could this be tapped into? Penny Prestidge is to ask her area if they would be interested in lending Clint's Committee some money.

It was MOVED that NASDAP Executive continues to support the National Bi-ennial Conference Geoff O'Halloran/Roy Fletcher CARRIED

It becomes a Conference cost and therefore not NASDAP money.

It was MOVED that NASDAP sets up a seeding fund for National Conferences to remove the risk from regional areas.

Sarah Stenson/ Betty Wakelin CARRIED

It was MOVED that a full set of accounts be provided by the organising committee of the Conference to NASDAP from 2009 onwards as soon as possible after the conclusion of the conference.

Phil / Geoff O'Halloran CARRIED

Executive Committee members to go back to their regions to discuss the 50/50 split to reduce risks from the National Conference as the costs are going up there is an increasing need for the NASDAP Executive to provide a substantial loan to the

regions to confirm bookings. The Executive needs to build up a fund which we think should come from the profits shared from conferences. Geoff O'Halloran to tell Wellington that we are willing to support them and are investigating further options. Committee members to e-mail their region's response to Annette Taylor.

Dates for 2009 NASDAP Executive Meetings

Term 1	6 March	in Wellington
Term 2	22 May	in Wellington
Term 3	25 August	in Hastings - (Tuesday afternoon meeting)
Term 4	30 October	in Wellington

Annette was thanked in her absence for her gifts.

It was decided to write a letter to the Ministry regarding the advantage of bulk purchase and it should be continued.

A letter of thanks from Otago Conference – it was excellent.

Penny made comments about the conference they had had. Feedback was positive. She invited all other committee members to attend next time.

SPAC – Number of units available at senior management need to be the same value as ordinary Management Units.

Suggestions for improvements in Management Unit Allowances for senior management to come back to the next meeting. Suggested that all committee members attend conference next year and bring these issues up. Our challenge is to canvas our regions for creative ideas about how to better the lot of DP's and AP's.

Suggestions for Speakers for 2009

- Steve Bovaird, Lynfield College, who has offered to come and speak to us. STA gave out a report on it.
- Ministry of Education – after new government
- NZQA speaker later in the year
- New Curriculum from the Ministry after the change of government.

The meeting closed at 2.53 p.m.

NASDAP AGM 2008

MINUTES OF 2008 NASDAP AGM

Held on Thursday 21 August 2008

at the Copthorne Hotel, Grand Central, New Plymouth

The President Annette Taylor opened the AGM and thanked people for staying. There were approximately 50 people present.

Minutes of 2007 AGM

Were taken as read and there had been no matters arising.

President's Report

This was presented.

Moved Annette Taylor

Seconded Phil Keenan (Stratford High School)

Treasurer's Report

This was presented.

Moved Annette Taylor

Seconded Phil Carmine (Hastings Girls High School)

Constitutional Changes

There were two motions presented by Annette Taylor that had been presented to all schools in the Term 2 *Newsletter*.

That from 2009, half of the ten regional representatives that make up the NASDAP Executive hold elections and the other half hold elections the following year. Oddly numbered regions will have elections in oddly numbered years and even numbers in even years.

Moved Annette Taylor

Seconded Stella Bond (New Plymouth Girls High School)

Should an election for a NASDAP representative arise in any region, then the number of people entitled to vote in any school is related to the school roll on the 1 March for that year and every voter must be a Senior Manager registered as a member of NASDAP.

Moved Annette Taylor

Seconded Deborah Keenan (St Marys' Diocesan, Stratford)

General Business

Annette Taylor asked those present, "How do we get schools to pay their subscriptions as soon as possible?" Annette informed the meeting that this year had been the worst for collecting subscriptions from schools. It was suggested, that from 2009, the accounts and registration form are sent directly to the Business Manager of each school. There was consensus from all those present. This will be taken to the final NASDAP Executive meeting in October of this year.

There being no further business, Annette thanked those present and the meeting closed at 2.45 am.

– Phil Carmine

Executive Member for Gisborne, East Coast,
Hawke's Bay,
(Secretary for the 2008 AGM)

Receipts and Payments Account for year ended 31 March 2008

Bank Balance as at 1 April 2007		19,518.81
Plus Receipts		
Subscriptions	55,541.27	
Seeding money repayment from Nelson	10,000.00	
Payment to NASDAP in error for Nelson Conference	3,838.00	
Interest Received	95.84	69,475.11
		88,993.92
Less Payments		
Newsletter	9,094.84	
Executive Meetings	28,898.15	
Tolls	1,168.54	
Stationery, Postage	4,198.59	
Bank Fees	9.50	
Secretary/Administration Labour	8,150.00	
2008 Scholarship Recipient	3,000.00	
Auditor Honorarium	100.00	
Overpayment of 2007 Subscription	150.00	
Payment to Conference and Events for 2007 Bi-ennial Conference in Nelson	3,838.00	
Website expenses	1,178.44	
Miscellaneous	3,825.00	
		63,611.06
Bank Balance as at 31 March 2008		\$ 25,382.86

Bank Reconciliation Statement for year ended 31 March 2008

Balance as per Cheque Book		\$25,382.86
Plus Unpresented Cheques		
438	23.00	
478	30.60	
522	2,440.00	
523	409.00	2,902.60
Balance as per Bank Statement		\$28,285.46

Total Funds Held for year ended 31 March 2008

Bank Balance as per cheque book	\$ 25,382.86
Total Funds Held as at 31 March 2008	\$ 25,382.86

NASDAP Annual General Meeting – August 2008

PRESIDENT'S REPORT

Tena kotou, tena koutou, tena koutou katoa.

NASDAP has been in operation since 1994 and it is my pleasure to be here today to present to you the 2007-2008 Annual Report.

In the past year, the Executive has continued to meet each term. Various issues currently affecting members have been discussed and action taken. Letters have been written in the name of the Association.

We have had guest speakers to meetings which included Jim Matheson (Head of Student Support at the Ministry of Education) and Bali Haque (Deputy Chief Executive of National Qualifications Authority).

All of these guest speakers have allowed the Executive to forge closer and more productive working relationships with them as individuals and with the organisations that they represent.

Executive members continue to sit on various forums on your behalf:

Educational Leaders' Forum – Annette Taylor
Ministry of Education Payroll Reference Group – Geoff O'Halloran

Ministry of Education 'Think-Tank' on the New Curriculum – Penny Prestidge
Ministry of Education 'Kiwi Leadership for Principals' – Lynette Parish and Sarah Stenson.

There have been three significant changes in NASDAP Executive in that Julia Scott resigned after nine years' of service to NASDAP and for that, I thank her very much for her valued contribution and ably representing the views of Assistant and Deputy Principals from the Auckland, Counties and Manukau areas.

The second representative from the same area, Sheryll Ofner was appointed as the Principal of Selwyn College in term one of 2008 and she took up this position at the start of this term. Sheryll has given seven years' of service to NASDAP and her contribution to NASDAP increased in the later years, as she undertook the role of Vice-President. She was also instrumental in the establishment of the NASDAP Scholarship and her presence on the Leaders Forum was invaluable. Thank you Sheryll for all that you have done and we wish you all the very best for your new position.

The third resignation came from Joyce Whyman, who represented the Otago and Southland areas. Joyce has retired from teaching and she has given eight years of service to NASDAP. It was always a challenge for Joyce to represent the views of both regions because of the geographical diversity of the bottom of the South Island. However, Joyce always made sure that both regions views were heard and

listened to at meetings. We wish Joyce all the very best for the next phase of her life.

We welcome three new Executive members:

1. Gerri Shorter – who replaced Julia Scott
2. Sarah Stenson – who replaced Sheryll Ofner
3. Noreen Melvin – who replaced Joyce Whyman.

The winner of the 2008 NASDAP Scholarship was Shona Smith from Waitakere College in Auckland. From the contact that Executive has had with Shona, her scholarship will take her to Harvard University in the United States to undertake a course of study entitled "Leadership: An Evolving Vision." We look forward to Shona's report on her time at Harvard later this year.

Applications for the 2009 Scholarship have closed and the scholarship committee consists of myself, Professor John O'Neill (Massey University), and Phil Keenan (Taranaki, Wanganui and Manawatu Executive member). A decision will be made no later than 13 October 2009.

Later in this meeting, I would like to put forward two constitutional changes that Executive believes are important, namely:

1. To ensure expertise remains on Executive – currently in an election year for NASDAP (every two years), every seat is up for selection. Should there be 11 elections, there could be 11 replacements.
2. To ensure that when an election is held, that an appropriate number of senior managers in schools are eligible to vote. Eligibility at this point is restrictive numbers wise.

I wish to congratulate Stella Bond and her team for their hard work, commitment, enthusiasm and passion in organising this conference. Without them, you may not have had the opportunity to 'escape' for three days and be here sampling the finer attractions of New Plymouth and listening to inspirational speakers and engaging in exciting workshops. I know that the dinner tonight will be a highlight for many.

On a final note, I wish to thank the NASDAP Executive for their commitment, enthusiasm and passion. They work hard on your behalf to ensure that we "continue to raise your profile" with educational stakeholders so that your voices are heard and are acted upon.

Thank you for your attendance today.

– Annette M Taylor Ms
President

GENERAL NEWS

PARTNERS IN LEARNING:

Schools' Engagement with Parents, Whānau and Communities

Two new reports on ERO's website this week complete our evaluation of Schools' Engagement with Parents, Whānau and Communities.

The Minister Responsible for the Education Review Office launched the main report, *Partners in Learning*, earlier this year. Two companion reports are now also on our website. Here are links to the three reports:

Partners in Learning: Schools' Engagement with Parents, Whānau and Communities

Partners in Learning: Parents' Voices - new to website

Partners in Learning: Good Practice - new to website

"Making parents and family members feel welcome at a school is the first step in engaging them in their children's life at school. We know that, where parents and whānau are involved in the education of their children, their children benefit", Graham Stoop, the Chief Review Officer, said.

The Education Review Office studied how schools engage parents, whānau and communities in children's education. ERO found that parents were keen to be involved. Our evaluation showed that leadership, supportive relationships, school culture, partnerships with teachers, community networking and communication were all factors in a school's ability to engage parents in their child's education.

Copies of these reports have been sent to all schools. Further hard copies are available from ERO: info@ero.govt.nz

Please contact me for further information.

– Jenny Clark

National Manager Public Affairs
Education Review Office

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www.ero.govt.nz

2009 NASDAP Scholarship Recipient



The Scholarship Committee this year had a very hard decision to make, as the applications for the 2009 Scholarship were of a very high standard.

The Committee awarded the scholarship to **Tim Tucker**, Deputy Principal at Nelson College. We congratulate him on his proposal.

Tim will use the time to focus on encouraging a closer understanding of the core business of teaching through a model of professional learning. Tim is not happy to accept current approaches to appraisal and wants to "develop a programme of professional learning ... , which is not a compromise but a genuine vehicle to achieving a higher quality of teaching and learning".

The scholarship committee felt strongly that the current PMS model needs to be challenged out of its complacency. After a decade of being in place it appears to have contributed very little to meaningful, genuine teacher learning.

In other words, Tim's application addresses an urgent leadership for learning challenge for Assistant and Deputy Principals in secondary schools.

We wish Tim all the very best.

Scholarship Committee

Professor John O'Neill,

Massey University, Palmerston North

Phil Keenan,

Deputy Principal, Stratford High School

Annette Taylor,

Deputy Principal, Nelson College for Girls

NASDAP SCHOLARSHIP REPORT 2008

– **Shona Smith,**

Deputy Principal, Waitakere College



IT'S ABOUT LEARNING

Some new and not-so-new challenges and insights for New Zealand school leaders in the 21st century

Introduction

The 2008 NASDAP Scholarship gave me the opportunity to attend a summer institute in school leadership at the Harvard Graduate School of Education in Cambridge, Massachusetts. The programme was a comprehensive, stimulating opportunity for professional growth, which enriched my understanding of school leadership in a number of areas. The time following the course has enabled me to explore some of these directions in more detail. Interestingly, this has often led me back to research generated within New Zealand, in particular, the best evidence syntheses (BES) on quality teaching for diverse students, on professional development and leadership as well as the recent work of Jane Gilbert of NZCER on new conceptions of knowledge and on the senior secondary school curriculum.

In this report I share some insights which may be useful to other Deputy and Assistant Principals nation-wide, along with some of the challenges we face trying to prepare our 21st century students for an ever more complex and uncertain future. If you wish to pursue an issue further, you will find references at the end of each chapter, along with a series of questions which you may wish to explore with your colleagues.

The full 48 page report can be found on the NASDAP web-site at <http://www.nasdap.org.nz/scholarship>

I hope it will prove a useful resource for my fellow NASDAP members. I am happy to respond to questions and can be contacted at <mailto:sa@waitakere-college.school.nz>
sa@waitakere-college.school.nz

FOUR BIG IDEAS

I have chosen to explore four main ideas which resonated strongly with me. All are closely related to learning and a synopsis of each follows.

1. SCHOOL IMPROVEMENT - WHAT REALLY MATTERS

Major source: Richard Elmore

Understanding the school context for school improvement - moving from the technical to the cultural

1.1 The central task of leadership - to reduce variance between classrooms by de-privatizing teaching

Elmore argues that a vital component of school improvement is to de-privatize teaching - to move away from the historic view in which the core of education 'what and how students are actually learning' rests with individual teachers in isolated classrooms. (Elmore R. i., 2008)

Research shows much higher levels of variance between teachers than between schools or between students. Consequently a major task of school leadership is to decrease the level of variability between classrooms in order to improve the quality of instruction for every student.

This is strongly supported by other school improvement literature and throws some light on the challenges faced by some New Zealand schools in implementing professional development programmes such as Te Kotahitanga and Assess to Learn.

1.2 Internal accountability: Achieving alignment between individual teachers and the collective vision
Elmore points out that all schools have concepts of accountability, whether or not they are explicit. He reports on a large scale accountability study which examined the variety of ways in which schools decide to whom they are accountable. (Elmore & al, *When Accountability Knocks Will Anyone Answer*, 2004).

The default mode of accountability is closely related to the notion of teacher autonomy - in schools where there was no other system, accountability was atomised, resting solely on the individual sense of responsibility of each teacher. However, Elmore argues that in the effective schools in the study there was also a formal system to ensure that the agreed collective expectations are carried out. He represents this diagrammatically as an alignment between teachers' individual sense of responsibility and the shared collective expectations, reinforced by a system of consequences for non-compliance.

1.3 The importance of teacher beliefs and expectations

Elmore argues that “the attitudes, values and beliefs of individual teachers, and administrators - about what students can do, about what they can expect of each other and about the relative influence of student, family, community and school on student learning - are key factors in determining the solutions that schools construct to the accountability problem.” (Elmore & al, *When Accountability Knocks Will Anyone Answer*, 2004)

This resonates with the emphasis placed on teacher positioning in the Te Kotahitanga programme or for that matter in any school which expects all teachers to commit to raising the achievement of all students.

A major task of leadership is to aim for “a strong normative environment inside the school, based on a belief in the capacity and efficacy of teachers and principals to influence student learning coupled with the knowledge and skills necessary to act on those beliefs ...” (Elmore & al, *When Accountability Knocks Will Anyone Answer*, 2004)

1.4 Focus on the academic tasks to improve performance

Academic tasks, Elmore believes, define the real accountability system in your school. So for leaders to decrease the variability between classrooms, it is essential to focus on what is happening in classrooms, to ‘open the black box of instruction’. Leaders need to develop a deep understanding of instructional practice and be skilled at developing this in others.

Schools need to develop a common language for classroom observations and to articulate the desired pedagogical approach. The role of the Principal (and in most cases other senior managers) is to model instructional leadership. Viviane Robinson defines school leadership as “identifying what works and why ... it is the combination of description, practical examples and theoretical explanation that makes for powerful professional learning.” (Robinson, 2007)

1.5 The work of improvement: from technical to cultural

Elmore distinguishes between the technical and the cultural aspects of school improvement. In the early stages of turning around an organisation it may be necessary to focus first on technical matters such as timetables, roles and structures. However, it is vitally important for leaders to know where they want to get to with the culture: beliefs about students learning pedagogy, distributed leadership and so on. Any changes to the technical must be carefully designed to support the central purpose of improving instruction.

Comment

This work has led me to think about a number of questions with regard to my own school, including how to engender better conversations about the academic tasks, building strong internal accountability and exploring where we sit on the curve from technical to cultural.

For Deputy and Assistant Principals the question of how power is shared and leadership is distributed within our school is particularly pertinent.

2. THE BRAIN AND ROBUST LEARNING - INSIGHTS FROM COGNITIVE AND NEUROSCIENCE

Major source: Kurt Fischer

Kurt Fischer is a leader in the new field of Mind, Brain and Education, who has founded an international society which brings together cognitive and neuroscientists and educators. His presentation showed how new knowledge from brain science can give us a scientific underpinning for theory and practice about learning.

2.1 Brain scams: Illegitimate claims from neuroscience

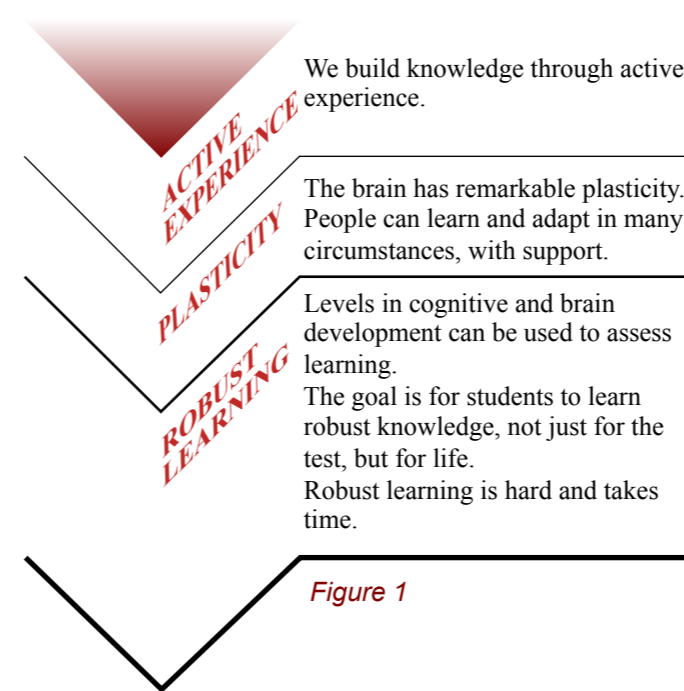
Fischer points out that misleading claims about the brain are often made on a supposedly scientific basis. These simplistic biological or genetic attempts to explain how the brain works have had a powerful influence on the way we approach teaching and learning. The ‘brain down-load fallacy’ in particular leads to the false conclusion that people teach and learn by transmitting knowledge objects to each other.

A better model is to see intelligence, knowing and feeling as active; we need metaphors of grasping and feeling with the mind, actively adapting and structuring experience into understanding. Fischer points out that there is a direct relationship between the amount of brain activity and the learning taking place, which can be seen in EEGs.

This connects with Jane Gilbert’s Knowledge Wave work, where she describes the shift from the historical view of knowledge as a noun to the 21st century verb, to know. This presents us all with a serious challenge as we rethink the senior secondary school in the light of the key competencies and the new curriculum.

2.3 Legitimate educational principles from cognitive and neuroscience

Fischer outlines the following principles which have major implications for educators.



Comment

These principles are not new to me as an English teacher, nor, I am sure to many others. However, in the past, good teachers had to stumble onto them or discover them through more qualitative forms of educational research. What Fischer’s research adds is a scientific basis for many of the principles which have underpinned good pedagogy. The evidence of the remarkable plasticity of the brain confirms the need for us to have high expectations of all students, as well as developing the relationships which will enable us to help students find their individual pathways to learning. Further, it presents a very strong challenge to teachers and schools still stuck in a culture which focuses primarily on content and testing, or where failure is largely attributed to deficits in the students and their families.

My personal ‘takeaway’ from Fischer has been to think harder about how we can ensure that the learning in our school is robust.

3. ASSESSMENT FOR LEARNING - THE POTENTIAL OF IN-THE-MOMENT AND INTERIM ASSESSMENTS Major source: Kim Marshall

3.1 Assessment for learning - what’s new?

Kim Marshall provides a compelling reminder of why teachers need to be skilled in using formative assessment to support learning. This in itself is not new to New Zealand school leaders, especially those who have been involved in Assess to Learn (ATOL) projects. However, Marshall takes a somewhat different approach in his advocacy of the use of interim assessments for formative purposes as a leadership tool which can feed back into in-the-moment assessment within professional learning communities.

3.2 In-the-moment assessments

Marshall defines in-the moment assessments as “teachers checking for student understanding, minute by minute, day by day” and using this to promote learning. (Marshall, 2006).

The common threads running through all these strategies are the teacher’s focus on understanding more precisely where students have got to on their learning pathways in order to help them move on and the expectation that students will become active participants in their own learning. This is broadly consistent with the findings of the BES on Teacher Professional Learning and Development, which identified that “the use of formative assessment in feedback is effective when it can answer three questions for the learner: Where am I going? How am I going? And Where to next?” (Timperley, Wilson, Barrar, & Fung, 2007, pp. 183-192).

3.3 Interim assessments

Marshall takes the view that interim assessments are another powerful tool in raising student achievement. By interim assessments he means essentially the formative use of quasi-summative assessments. These are formal but low-stakes school-wide assessments which are assessed and analysed with a speedy turn-around time in order to feed back quickly into planning and follow-up teaching.

Interim assessments are not seen as an alternative to in-the-moment assessment. However, interim assessments, provided they are carefully thought through, may offer a window into progress for school leaders once or twice a year, in order to better inform the next stage of teaching and learning.

The version of interim assessments Marshall describes is set in the American context of state-wide testing. In my report I explore some possible uses of interim assessments within the New Zealand context, with regard to AsTTle testing as well as the formative use of internal exam and assessment results.

Comment

Kim Marshall’s presentation has become a jumping-off point for further investigation into where our school will go next with formative assessment. While his advocacy of interim assessments comes out of the American context, it is firmly grounded in important research findings about the value and importance of using assessment as a tool to promote learning. It drew me back to re-read Black, William et al and other seminal works on assessment as well as exploring the Best Evidence Synthesis on Teacher Professional Learning.

4. HOW EMERGING TECHNOLOGIES CAN SUPPORT 21ST CENTURY LEARNING

Major source: Chris Dede

Chris Dede is working at the forefront of finding how to use emerging interactive technologies effectively to aid in learning sophisticated problem-solving and inquiry skills and transfer their insights from classroom settings into real world contexts. He proposes a new pedagogical model which we need to grasp as we seek to prepare our students for the 21st century. This is highly relevant as we set about implementing our new curriculum in New Zealand.

4.1 21st century - how is it different?

While most teachers hold back from engaging fully with the new interactive technologies, young people are grasping them with alacrity in their personal lives. (Dede, A Seismic Shift in Epistemology, 2008) These and even newer technologies are transforming the global workplace as well as the ways people think and learn. Cognition is distributed across human minds, tools/media, groups of people and space-time - dispersed physically, socially and symbolically, while technology takes over more routine tasks which formerly provided jobs.

4.2 New curriculum, new pedagogy

Our new curriculum is a response to this changing world and the key competencies lie at the heart of the shift we will need to make in our pedagogy if this is to be more than a token gesture.

Dede makes clear links between 21st century learning goals:

Collective problem resolution via mediated interaction:

Problem finding before problem solving; comprehension by a team, not an individual and making meaning out of complexity and the kind of pedagogy we need to get there:

Experiences are central; knowledge is situated in a context and distributed across a community and quality is assessed by different measures.

4.3 Situated learning

Situated learning means that students learn in an authentic context, making a genuine contribution to the thinking/work with guidance from expert modelling and mentoring.

4.4 New generation interfaces for meeting 21st century educational goals

Dede identifies three complementary technological interfaces which can help in meeting 21st century goals:

i. World-to-the desk-top

This is now a familiar approach which enables learners to access “distributed knowledge and expertise across space and time”. (Dede, *Reinventing the Role of Information and Communications Technologies in Education*, 2007, p. 24)

ii. Emerging MUVE interfaces (Multi-User Virtual environments)

This is where students can be immersed in virtual environments with digital artefacts and avatar-based identities. This type of ‘mediated immersion’ enables educational software designers “to construct simulated experiences otherwise impossible in school settings.” (Dede, *Reinventing the Role of Information and Communications Technologies in Education*, 2007) *River City*

Dede and colleagues are conducting design-based research on a MUVE-based learning experience, *River City*

<http://muve.gse.harvard.edu/rivercityproject/>

This is funded by the National Science Foundation and aims to improve middle school students’ educational outcomes in science.

iii. Handheld Augmented Reality Project (HARP) - ubiquitous computing

This is a very new educational tool concept with exciting possibilities. It involves using wireless handheld devices (WHDs) which include the facilities of personal information managers, cell phones, internet connectivity and global positioning systems to create educational augmented reality (AR) situations. Check out the HARP Augmented reality website for more information about this: <http://isites.harvard.edu/icb/icbdo?keyword=harp> Alien Contact!

Dede is working with colleagues on this augmented reality project (AR), which is funded by the US Department of Education Star Schools programme with a maths and literacy focus for middle school students.

4.5 Professional development - communities of unlearning

Dede suggests we need professional development communities of ‘unlearning’. In order to prepare our students for their 21st century futures, we need to develop fluency in using emerging interactive media, learn how to complement conventional instruction with collaborative inquiry-based learning and unlearn almost unconscious assumptions and beliefs and values about the nature of teaching, learning and schooling.

Comment

Teachers need to grasp the opportunities presented by these technologies for engaging students in important learning experiences. The most important and helpful message for me has been the clear links between 21st century learning goals and the kind of pedagogy we need to get there:

In my own school, we have been working towards this kind of pedagogical approach through our work on rich, authentic tasks, which are in some respects examples of situated learning. However, I can see

that there are many more possibilities for enriching this work through effectively harnessing the potential of emerging technologies.

Building the un-learning community into our strategic planning over the next few years will be the other one. It is vitally important in a mid to low decile school to ensure that our students do not depart from our school on the wrong side of the digital divide. If we are to prepare them well for their future lives, we need to begin the learning and unlearning now.

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REGIONAL REPORT

SOUTHLAND / OTAGO REGION

From the June Southland AP/DP meeting all members were urged to attend the Otago AP/DP Association ‘Spring Fever’ Conference on 11 and 12 September.

This conference, again held in Cromwell, was relevant and insightful with an array of excellent speakers and an opportunity to catch up with each other and discuss issues and concerns.

Neil Garry and his committee had as usual gone to great effort to make it a worthwhile two days with all of us feeling professionally satisfied and personally well looked after.

Speakers included:

Rose Hipkins – NZCER on Key Competencies.

Wayne Dixon – ex Principal South Otago High School, talking on his Wolf Fisher Award to the USA and UK and his look at a management model from Harvard University.

Richard Joseph – “How you can stay on top of everyday demands, challenges and expectations and retain your sanity at the same time.”

Bob Hague – The John Dunbar annual lecture on Directions for NZQA.

Graham Stoop – Chief Executive, ERO on their role. Gretchen Stone – ‘Litigious Matters, How to interpret decisions and responsibilities, parents versus school.’

Neil Garry has a CD with many of the presentations from the two days and these have been sent to all attending schools. ngarry@mcglashan.school.nz

Discussion was also held on issues concerning us as a region. These included:

Notions of leadership and the need to focus not just on Aspiring Principals but on Aspiring Leaders.

Maurice Jackways from the Otago University College of Education, Leadership Advisory Support said he would look into that.

We also discussed ways to bring the two regions together for more mutual learning. These will be investigated by the Southland and Otago AP/DP groups for 2009.

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