

NASDAP

Newsletter 1 / 2007

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

NASDAP Newsletter 1 / 2007

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PRESIDENT'S REPORT



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

WELCOME to the first *Newsletter* of Term 1.

I trust that you have all had a successful start to the new academic year and by the time you receive this *Newsletter*, Term 1 will nearly be complete. While it is a short term, I imagine all secondary schools in the country have continued to be very busy in this short nine week term.

Executive met for the first time in 2007 on Monday 26 February in Wellington. The first order of business was the election of office holders for 2007 and 2008. It is my pleasure to announce that I was re-elected as President and Treasurer, Sheryl Ofner as Vice-President and Lynlee Smith will continue in her co-opted role as Secretary. There have been no changes in Executive, so you 2006 member will still represent you at the meetings in 2007/2008.

Our guest speaker for Term 1 was Acting Chief Review Officer, Frances Salt. Frances has been in this role since Karen Sewell took up her role as the Secretary of Education. Frances will conclude in this role in late March, when Dr Graham Stoop takes up the leadership of ERO.

Frances bought along a colleague, Jenny Clark (National Manager Public Affairs) and they took Executive through the process of an ERO Review and the focus for reviews being held in Term 1 of 2007. Frances shared with Executive the following quote: "Everybody seems to hate external evaluation while nobody trusts internal evaluation" – David Nevo, Israeli Reviewer. A full report on Frances talk

is detailed in the Minutes.

NASDAP was pleased to see the Scholarship feature so heavily in the *Education Gazette* dated December 2006. This exposure will hopefully encourage more of you to apply for the 2008 Scholarship. Details on how to apply are on our website: www.nasdap.org.nz.

The winner of the 2007 scholarship, Vaughan Couillault, is investigating a topic that I know many schools are grappling with – the analysis of NCEA results in a consistent manner between departments to allow school leadership to appropriately gauge improvements in performance over time. I will keep you posted via the *Newsletter* as to when Vaughan's research is ready for publication. Executive are positive it will be a worthwhile tool for all schools to use as a platform.

Your Executive member will be contacting you in the near future to gauge your "professional development needs" for your "immediate and long term future". Executive has been concerned to hear from a large number of members that there is a lack of "suitable professional development" for Deputy and Assistant Principals in a range of areas. In order for us to be able to address this on your behalf, we need accurate data. So please, respond to the email and we will put together a working paper to address this with the necessary educational organisations. Our aim is to ensure that there is not "a leadership crisis" facing New Zealand area and secondary schools in the future.

It is NASDAP's aim to provide information on national and international professional development opportunities via the website. Your Executive member will keep you posted. I will also be writing to Darren Gammie at the Ministry of Education to determine the names of Leadership Advisors in your region, so that you can access their expertise. This will be published as soon as possible.

Information on details for the 2007 bi-ennial NASDAP Conference will be available for all Deputy and Assistant Principals shortly. There are links to the conference website on the NASDAP website. The conference planning committee are hoping that 400-450 Deputy and Assistant Principals will be able to join us in sunny Nelson from 22-24 August 2007. I know that many of you will be working on your professional development requests/budgets currently and we are endeavouring to keep the conference costs at an affordable level. If you are definitely coming, book airfares now! This will ensure that you secure cheaper flights and don't forget to consider staying on longer than the 24 August. The 'Top of the South' has so much to offer!

Enjoy the April vacation. Take time out to refresh your minds, bodies and souls. If you travel, travel safely.

Arohanui

Annette M Taylor

that they were very disappointed with the progress that PPTA has made in looking after the interests of AP/DP. There is a SPAC meeting scheduled for Friday March 16. Annette asked that members of Executive also on SPAC ask for feedback on the AP/DP percentage uptake with DAEN in light of the fact that NASDAP provided a database for PPTA to work with.

8. Accepting New Students

There was some concern voiced amongst members of Executive that schools are forced to take 'outsiders' – (students who are sent to schools from outside your area, who have no idea of the 'community' culture) and the impact that this has on the school in terms of discipline and 'unacceptable behaviours' that need to be addressed. There is a concern that there is a lack of documentation and 'honesty' about the 'baggage' that these students come to an area with. Educators have a professional responsibility to be honest with our colleagues in other places around the country. There are still insufficient resources to support transient kids. There was a suggestion that we should be giving greater support to those who come through their whole school education largely in one place, because these are the ones who are 'au fait' with the culture of the local community and upon whom we have the greatest impact. Advice from within the committee was to be sure to use Section 71 or Section 27 when dealing with these transient students.

ENROL system is picking kids up very quickly now. In spite of all the politicking, this committee felt that the reality is that there is no real pressure to ensure that kids under 16 are at school. The potential of flagging was discussed, however, it was felt that the only person who is seeing the flagging is the database operator/student officer. Flagging is a really good idea, but there needs to be a way for the Deans to keep a track of their students.

John Hattie's latest research indicates that the greatest effect on student learning is the 'removal of disruptive students from the class', and not effective feedback and feed forward he has originally argued.

Alt Ed – need to find some solutions rather than simply keep talking about all the problems. \$11,000 per student works well in a city area where a number of schools can aggregate the funds. One school in a rural area, where there is only one place – doesn't even pay a teacher aide for one year, let alone an experienced teacher. Need access to adequate funds and also to have worthwhile courses when the kids are there. \$650 per subject per student on correspondence makes for a very expensive full-time course of study. Subject clash is no longer an acceptable ground for enrolling a student on correspondence. Not allowed to enrol one student in a course now, need to enrol in pairs.

Would be good to have a speaker from Alt Ed to speak to us on how we can access help for some of our disruptive kids.

9. New Resource (TKI/Leadspace)

Consider the Evidence – Home page. Do not need a password. Evidence based decision making using data.

Current research that is worth our looking at: Best Professional Development, The Best on Leadership.

10. Labelling Junior Classes

The issue of how to label banded/streamed junior classes was raised and several alternative labels, and the reasons behind them were discussed: Accelerate, Diligence, Mixed Ability, Supported Learning Extension, Mixed Ability, Learning Support Neighbours – (10-letter word which provides a letter for each of the ten junior classes) only ones who know which class is which are those who do the timetable.

Academic, vocational and work skills
GATE classes – Gifted and Talented. Problem with using numbers to determine class placement is that they give students the impression that classes are ranked.

11. Survey – Roy

There were a number of issues raised surrounding the Survey conducted last year and the spreadsheet results that Roy has forwarded to Executive members. Evidence from the survey would seem to suggest that AP/DP are being subsumed – in large schools DP/AP getting \$50,000 less than Principals. Can we copy our school Su reports, remove the school specifics and put the figures in front of SPAC as evidence of the increasing gap between AP/DP and Principal salaries? The suggestion was that under the official information act we are entitled to see this. There was a suggestion from the meeting that AP/DP should have a certain percentage under the Principal and that relativity needs to then be maintained. Roy would like to suggest that we push with PPTA for the pay rate for "second in charge" to become fixed.

By the same token there was also an indication that middle managers wages are creeping up from underneath – others below AP/DP taking on a single other responsibility and getting MUs for fulfilling those responsibilities and that the gap between middle managers and senior managers is also being eroded.

Gut feeling that we need to do surveys as a 1-page exercise from here on in. Keep them simple and quick to fill in. This may help to overcome the problem of getting surveys returned. There were only 145 returns from an 800 membership. Executive were disappointed that there were not more returns. Every two years want to gather further data – fill it in at conference and have a draw for those completed – 400 members in one place, with a prize draw.

Annette will take this to the conference organising committee.

For the 150 who filled in the survey we need to get something into the *Newsletter* to give them some feedback. Roy to action this for the Term 1 *Newsletter*. [see page 7]

12. MIDYIS and/or YELLIS

Questions were raised about how schools who use Midyis and Yellis are using the results that they are getting. This is an area that many schools appear to be struggling with. There is a plethora of data, but schools often do not know how to actually use that to adapt their teaching and learning programmes. Good discussion about managing the data that we already have – evidence based assessment. Know how to collect data, but don't know how to analyse it. Large numbers of teachers who do not understand the issue of assessment and what it is being used for. It requires quite a body of knowledge and a lot of upskilling. Julia will flick some stuff through to members on helping HoDs to analyse their own data. Professional judgement is not a bad tool, but what are the critical questions that need to be asked?

13. Professional Development for Aspiring Principals – and for AP/DP who have chosen not to aspire for Principalship. Conferences may not be the best way for long term ability to do the work. Numerous people who want the nuts and bolts things. Unitech courses are available and a number of private firms; for example, Interlead Consultants based in Wellington, run by John McClelland.

It is difficult to ascertain what it is that people actually want and what they actually need.

It is timely to have discussion and debate around 'what is good Professional Development'. Where are our leadership people based and how far are their resources being stretched? Each School Support area is funded to provide leadership training. The new principal has support, but the new AP/DP does not get that, and it is the feeling of this group that they need to.

14. Other Matters Discussed:

- There are too many peripherals that impact on the core business of secondary teaching. Every year the core business is becoming less and less of the reason that schools are there.
- Looking at the timing of Professional Development for staff. Some of the suggestions that were offered were: 7.30am start one day term, delayed start to the day – students not required to front till one hour after normal start time, school assembly run by the Head Students, Year 13 Dean and AP while the staff is having PD for half an hour in the morning.
- School start dates have been set until 2010. Could be some flexibility on start date over the next few years, to allow a slightly earlier start. This is

apparently likely to be gazetted in the near future.

- An extended discussion on the fragmentation of subjects and the fact that students can choose not to do the 'difficult' parts of a subject in order to get higher marks and are therefore ending up with only a limited understanding and basis upon which to build for university courses. Serious concern expressed within this committee at this tendency.

GUEST SPEAKERS - Frances Salt – Acting CEO of ERO and Jenny Clark – National Manager Public Affairs of ERO



Frances Salt

- Paid tribute to the work that AP/DPs do with her whakatoki – "When the work is done well at the back it goes well at the front." "Na te mahi a muri, Ka ora ai a mua."
- Purpose of ERO - To provide external evaluation that contributes to high quality education for young New Zealanders. Joined because wanted to be part of forging an education system that is improving.
- ERO is about evaluation. The systematic determination of the quality, merit, value of something. Evaluation leads to a judgement about the merit, worth or significance of something.
- Reasons for evaluation – Both formative and summative. Length of training – induction for one month, wouldn't lead a review for at least six months, mentor, senior review officer, have a diary.
- External review – ERO. Internal review – school self review. Looking forward to the time when the external review is no longer necessary. 'Everybody seems to hate external evaluation while nobody trusts internal evaluation' – David Nevo.
- ERO's Education Reviews – participatory, focus on student achievement, have improvement as their purpose, aim to complement each school's own

self-review. Movement along the spectrum from compliance to participatory reviews – in consultation with your school.

- ERO's focus on Improvement – from compliance – have we done it? To improvement – how well have we done it? How much better can we do it?
- Some facts about ERO – 160 review officers, almost all have been teachers, recruit from HoD level and above, trained in evaluation, work from local offices. Although recruit widely, it is teachers that ERO is looking for. About 20% at the moment have been principals. Train the reviewers in evaluation – have a 2-year Post Graduate Diploma in reviewing through Massey University. Ten offices across the country and six areas. Try to cross pollinate, by having reviewers work across areas over time. Review on a three-year cycle, seek evidence for judgments in classrooms, provide an unconfirmed report for comment, all evidence is publicly available, have evidence of their impact. Need to be able to step back from their own experience to enable them to look for evidence. Everything is triangulated (based on observation, reading of documentation and interview) – and all evidence can be found in the Evidential file, which is available for schools to be able to look at.
- Who reviews the reviewer? Parliament's Select Committee, (report published on: beehive@govt.nz) the Minister responsible for ERO, Treasury, the State Services Commission, the Education Sector, the public.
- Analysis of the newspaper clippings around the country – on average about 100 mentions of ERO in newspapers around the country every year. Last year there were 250 positive headlines, 160 negative and over 500 neutral.
- ERO's external evaluation – education reviews, supplementary reviews, special reviews. Special reviews can be taken by ERO where they don't fit under the normal reviews.
- The three strands of ERO Education reviews – school priorities, areas of national interest, compliance issues.
- School Priorities Strand – focused on student achievement, linked to school self-review information, usually different from a previous review, decided by ERO after scoping exercise.
- Areas of National Interest Strand – evaluations undertaken in all applicable schools nationally for a set period of time, ERO decides on topics and duration of evaluation, reported in ERO individual reports, aggregated for ERO national reports
- Areas of National Interest on-going in Secondary schools – Maori Student achievement, Pacific Student Achievement, Hostels, International Students ACE. Have extra money for doing the last three so does not deflect from other areas of review.
- Areas of National Interest Term 1 2007 – student underachievement, engaging with families/whanau/

communities. Schools themselves will be asked to define underachievement

- Proposed Areas of National Interest Term 2 2007 – student underachievement, pandemic planning. There are clear steps in the Ministry guidelines and ERO is likely to start asking about those. Might be able to get some good practice that we can then share amongst schools as they try to come to terms with Pandemic planning.
- Proposed Areas of National Interest Term 3 2007 – pandemic planning, provision for Gifted and Talented students, secondary futures.
- Proposed Areas of National Interest Term 4 2007 – secondary futures, provision for Gifted and Talented, learning environments. (physical environments for learning)
- Compliance Issues Strand – Board Assurance Statement (BAS), attestation of compliance by principal and board chairperson, ERO checks BAS as part of scoping, ERO asks about five specific areas to do with student safety – emotional and physical safety, student attendance, stand downs and suspensions, teacher registration.
- Taking the Lead in External Evaluation – know about evaluation, promote the value of external review, know about ERO's approach, acknowledge evaluation anxiety, contribute your own self-review findings. Evaluation anxiety is real; it is an acknowledged syndrome, so help to prepare your staff for that.
- Know about your school's review – what are the school's priority areas for review, what are ERO's Areas of National Interest for this review? Staff letter (explains that won't be in everybody's classrooms), trouble shooting. ERO want the senior staff to lead them in what they are reviewing in individual schools. Talk to the coordinator, the area manager, Frances herself. Can contact Jenny or Frances at the following addresses:
frances.salt@ERO.govt.nz
jenny.clark@ERO.govt.nz or the web site www.ERO.govt.nz
- ERO is a named link on the NASDAP website.
- If ERO is returning to a school within 12 months (and this is posted on the ERO website and can be found by searching "returning within 12 months" on ERO website), first indication that there is a school needing support. This is the time that NASDAP could ask of a school up for further review if there is anything that we can do as an organisation to help at this time.

Meeting closed at 2.45pm.
Next Meeting: Friday 11 May 2007
Wellington Airport

GENERAL NEWS

2006 DP/AP Survey

There were 145 respondents from a broad range of state and integrated schools. As has already been stated in the *Newsletter*, this was a much lower response than was the case in a similar survey in 2003. However, the latest survey yielded more detailed information about how DPs and APs spend their time.

There have been some issues processing the information but these have now been resolved and this first article examines data that was quite surprising to me.

The table below indicates the responses to the question: **PPTA effectively represents the interests of APs and DPs**

	NUMBER	%
STRONGLY AGREE	2	1
AGREE	8	6
NEITHER AGREE NOR DISAGREE	24	17
DISAGREE	60	41
STRONGLY DISAGREE	48	33
Did Not Say	3	2
Total	145	100

The surprise to me was that a whopping 74% did not think that, **PPTA effectively represents the interests of APs and DPs**. In order to check that the results were not skewed by survey respondents containing an inordinately large number of non-PPTA members, I consulted the results to the previous question. The results were as follows:

	NUMBER	%
PPTA MEMBERSHIP	123	85
NON PPTA	22	15

APs and DPs, along with other PPTA members, are considering their options for a new contract. No doubt they will be looking for some acknowledgement of their increased workload as identified in the ACER report.

Another noticeable fact was that only two DP respondents indicated that they had more than 8 permanent Management Units. This seems surprising considering some respondents were DPs in very large schools.

Roy Fletcher

DP Otamatea High School

SUBSCRIPTIONS

In January, all schools that were paid up members of NASDAP in 2006 were sent their 2007 subscription invoices.

Inside the envelope, along with the invoice, was the form to register the names of the senior managers within your school. Please ensure that this form is completed as it is important for us to maintain an accurate database of members within each school.

If you have not yet paid your 2007 subscription, prompt payment would be appreciated.

If you have not received your 2007 subscription invoice in the post, please do not hesitate to contact me for another copy.

Annette M Taylor

President/Treasurer

INTERESTING INFORMATION

1. Did you know that if any educational stakeholder has to report to a select committee, that the reports presented are available for anyone to read on: www.beehive.govt.nz

ERO, NZQA and the MOE are all required to report to Parliamentary Select Committees at least once a year. Makes interesting reading!

2. On Leadspace there is an interesting article called "Consider the Evidence" which talks about evidence based decision making. You do not need a password to access this report.

3. The BEST Evidence Report (in draft form) entitled "Professional Training and Development" will be available in the near future. In late 2007/early 2008, another BEST Evidence Report entitled "Leadership" will be published in draft form also. These are prepared by Vivienne Robinson and will make interesting reading for all educational leaders.

Annette M Taylor

President

NASDAP CONFERENCE 2007

Convenes in Nelson 22 to 24 August

The focus of our conference this year is
“Toku Ao, Our Place”

A range of stimulating and high-powered speakers have been secured.

Bookmark: www.confer.co.nz/nasdap2007 for details and to register your interest and receive information about the programme and registration details.

Join us in sunny Nelson for this important bi-ennial conference that will focus on our collective business and social needs.

Holly Wormworth
Conference Manager

UNIQUE NEW EDUCATION RESOURCES

BULLYING – RELATIONSHIPS – STRESS – BELONGING

Evaluated, and internationally acclaimed by leading academics in Australia, the UK, Canada and America, **Stories of Us** is a unique new approach to education resources.

The easy to use, classroom-based resources combine extensive Teacher's Guides with films developed and produced with school students.

*“Viewing the **Stories of Us** videos and participation in the corresponding class work had a measurable, statistically significant, positive influence on student attitudes towards victims.”* **Evaluation Findings**

“The best, most realistic account of bullying in schools that I have come across. Compulsive viewing for both children and educators.”

Dr Ken Rigby, University of South Australia

This is the first time primary and secondary students have collaborated in brainstorming the subjects, developing the scripts and performing in a series of video resources. The **Stories of Us** videos are compelling as they draw upon the collective experience of the students, holding a mirror to their reality with such authenticity that the resources have proven uncommonly effective in the classroom.

The evaluation of the primary *Bullying* resource recorded a significant positive shift in student attitudes including, in the post-intervention quantitative findings, a 20% reduction in those who felt that: ‘Kids who get picked on usually deserve it’.

The videos *engage*, rather than *tell*. Then with the aid of the 40 page Teacher's Guides the class explore the issues in-depth through discussion and group activities. As well as step-by-step instructions for a number of classes, the Teacher's Guide provides extensive support information for teachers.

THREE **SECONDARY** RESOURCES: ***Bullying, Relationships*** and ***Stress***.

TWO **PRIMARY** RESOURCES: ***Bullying*** and ***Belonging***.

For further information including online video previews, Teacher's Guide extracts, pricing and ordering visit www.storiesofus.com.au

Or contact *Readymade Productions*
Phone: +61-8-8379 2126
Email: admin@readymade.com.au

TOOLS4WORK

Tools4Work primary goal is to promote our industries as a worthwhile career choice to schools, students and parents, and to prepare students to be ‘industry ready’ and accepted by employers.

- **Marketing and promotion** – to improve the perception of industry training in our target audiences
- **School learning resources** – to develop student foundations skills and make them industry ready
- **Links with industry** – facilitate greater links between industry and schools to help students make informed career choices
- **Scholarships** – for pre-apprenticeship courses to help students transition into full time employment and further industry training
- **The Smart Force Program** for students – to provide on-the-ground support for students

2006 we re-launched the Tools4Work brand with a vibrant marketing campaign including website development, advertising, PR and attending over 100 careers related events (seen by over 40,000 students) as well presenting to over 1,500 education and industry stakeholders.

Tools4Work developed a new schools qualification focused on mechanical engineering, including high quality learning, teaching and assessment materials. Over 180 schools have signed up to deliver the qualification in 2007. This should represent over 5,000 students taking the course in the first year.

Tools4Work works to increase the links between schools and industry, especially supporting the Gateway initiative by providing schools with suitable workplaces, advice on appropriate unit standards and delivery material, as well as providing help with assessment.

Tools4Work has also doubled the amount of scholarships provided for pre-apprenticeship courses, helping students transition from school and into apprenticeships, and developed the Smart Force Program to help students with their school work, finding work experience opportunities and ultimately assisting students to find a job leading to industry training.

The new level 1 qualification will tidy up and clarify pathways for students. Up until now, schools have worked independently, but this new curriculum will bring a coherent approach across participating schools.

Mike Williams
Principal, Aorere College

NASDAP Newsletter

Official Newsletter of the
National Association of Secondary Deputy
and Assistant Principals

For more information see our Website:

www.nasdap.org.nz

This Newsletter is produced by
EDiNK DESIGN
(Derek Olphert)