

# NASDAP

## Newsletter 3 / 2008

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

## NASDAP Newsletter 3 / 2008

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### GENERAL NEWS

### PRESIDENT'S REPORT August 2008



Nga mihi nui ki a koutou  
Haere ki tenei panui

I trust that Term 3 began smoothly for you all and as I type this, it is only week four. However, it feels like the end of term all ready. Term 3 for

senior managers is always busy – as is every term – but with our heads still in the current year and planning underway for the following year, we are often pulled in several directions.

Executive met on Friday 8 August and we welcomed Noreen Melvin as the Executive member from Otago/Southland. Noreen took the place of Joyce Whyman, who resigned from NASDAP at the end of Term 2. We look forward to working with Noreen and know that she will ably represent the views of Otago and Southland members and make valuable contributions to Executive.

Our guest speaker for this meeting was Professor Paul Rishworth. Paul is the Dean of the Faculty of Law, Head of Department at Auckland University. The wealth of experience that Paul has in educational law is phenomenal and he began his discussion with Executive by saying that: "Every student has a right to an education" and "The Education Act is a complex piece of literature". Paul welcomes emails from any senior manager over any educational law issues and he can be contacted at [pt.rishworth@auckland.ac.nz](mailto:pt.rishworth@auckland.ac.nz). A full synopsis of Paul's presentation to Executive is contained in this *Newsletter*.

By the time that this *Newsletter* arrives in schools, the AGM for 2008 will have been held in New Plymouth, not in Taupo as *Newsletter 2* indicated, at the Taranaki Conference. Thank you once again to the Taranaki team for hosting not only the conference, but also the AGM and allowing NASDAP Executive to have a slot in the conference for this constitutional requirement.

Applications for the 2009 Scholarship closed on 31 July 2008, and while the number of applications was low, they were of a high quality. The successful recipient will be advised no later than 13 October 2008, with an announcement at the final Executive meeting for 2008 on 31 October.

Much discussion has been held over the last two meetings about the Scholarship – namely the application process and how do we encourage more assistant and deputy principals to apply. Your Executive member will be contacting you, to ask if there are any barriers that you perceive that prevent you from applying for this award. NASDAP are keen to ensure that this scholarship is awarded each year and we want to make the application process as simple as possible.

Lynette Parish and Sarah Stenson represented NASDAP at the Professional Leadership Strategy which was hosted by the Ministry of Education on 7 August 2008. At this Hui, "Kiwi Leadership for Principals" was launched. NASDAP will make further recommendations on your behalf to the organisers of this forum, to ensure that the unique views of senior managers, namely assistant and deputy principals are presented.

The Executive continue to work hard on your behalf, and for that, I thank each of them. If you have any issues, please don't hesitate to contact

them directly. We want to actively represent you with educational stakeholders.

By the time you read this *Newsletter*, the September vacation will be very close and we will all be in need of some rest and relaxation. If you travel, travel safely.

Arohanui

– Annette M Taylor

## EXECUTIVE NEWS

### NASDAP Executive 2007



#### 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



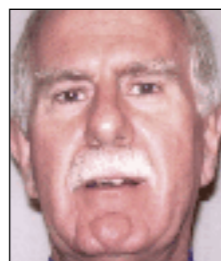
#### Western Bay of Plenty, Bay of Plenty

Betty Wakelin,  
Taupo-nui-a-tia College



#### 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 MEETING FRIDAY 8 AUGUST 2008

### PRESENT

Annette Taylor, Geoff O'Halloran, Lynette Parish, Roy Fletcher, Sarah Stenson, Phil Keenan, Noreen Melvin, Betty Wakelin

### WELCOME

Noreen Melvin from Southland Girls' High School a new representative for Otago/Southland.

### APOLOGIES

Penny Prestidge, Phil Carmine, Gerri Shorter

### MINUTES OF PREVIOUS MEETING

Moved by Annette and seconded by Betty that the minutes were taken as read. Carried

### MATTERS ARISING FROM MINUTES OF PREVIOUS MEETING

The AGM will now be held in New Plymouth at their Regional Conference on the 21 August 2008 at 1.15 pm.

Scholarship applications for 2009 have closed and there were only two applications received. It was suggested that the lack of applicants reflected the lack of time available to Assistant and Deputy Principals, due to pressure of work. Twenty people had expressed an email interest in finding out information.

The closure date had been changed to include a holiday so applications could have been worked on; and this also brought the Scholarship in line with other applications. We had made comparisons with other similar scholarships and we do compare well but there are still very few applications. It was suggested that the Scholarship become biennial and the regulations will be checked to see if this is possible.

It seems to have been advertised enough but do we need to do more, perhaps including asking our regions why they haven't applied. People are probably not reading the *Newsletter* or checking the website.

It was suggested that a flyer be inserted into Term 1 and 2 *Newsletters* each year, specifically about the Scholarship.

The executive members contact details were updated.

### TREASURER'S REPORT

Annette presented the Treasurer's Report. Annette moved that the financial report be accepted and seconded by Phil Keenan. Carried

Invoices for unpaid fees will be sent personally to Deputy Principals at those schools.

A flyer is to be sent out explaining what NASDAP does to encourage, particularly new DPs and APs, to have their school pay the subscription. Phil applauded Annette's work in promoting NASDAP. Should a NASDAP representative speak at TRCC courses for new APs and DPs? This was thought to be a good idea and Annette will write to TRCC offering NASDAP's services.

Approval requested for Regional Conference applications for seeding funding.

### CORRESPONDENCE

#### Inwards

Maruki Books Ltd – Business Publishing and Distribution /Systems

For Teachers, Autumn issue 08

Mission On – Issue 1 2008

Toi Te Taiai – the Bioethics Council

ERO – Statement of Intent for 2008

Letter from Graeme Marshall – from MOE, confirming his availability for 31 October meeting.

Letter from Robin Duff – sent to you in mail

#### Outwards

Letter of thanks to Joyce Whyman – retiring NASDAP Executive member

Letter of thanks to Frances Salt and Jenny Clark – ERO

Letter to Robin Duff PPTA – sent to you in mail.

Letter to Linda Miller – Co-convenor of the Southland Deputy and Assistant Principals' Association.

### GENERAL BUSINESS

#### Joyce Whyman's visit to Southland

This first discussion followed on from Joyce Whyman's visit to Southland (as a result of a request made by the Southland APs and DPs) and their discussion on the leadership issues and PPTA contract issues and how that has impacted on them.

Discussion then moved onto the issue that there is more work being put on schools and in particular DPs and APs. The allocation of the Senior Management Allowance is causing problems in some schools. An email from Phil Carmine was tabled and discussed. The Higher Duties/Acting Up allowance was discussed and a great deal of frustration voiced. Also the lack of relativity with Principals' full salary, including the Supplementary Allowance, led to a lot of frustration.

There was discussion about entrenchment with Principals' Contract for those members of the Senior Management/Leadership Team who are 2IC. Send any other information on this to Geoff/Phil.

How do we encourage DPs to train to be Principals and encourage DPs to stay in the profession? There are problems with the 2IC Acting

Up Allowance not kicking in soon enough when DPs are covering for Principals, as well as the lack of relativity of senior managers salaries with Principals' salary packages and the ongoing erosion of this.

The Executive then discussed the Professional Leadership Strategy which had had a meeting the day before and was attended by Lynette and Sarah on our behalf. MOE has recognised there is a problem with the recruitment of Principals and also of Deputy and Assistant Principals. They are starting to work on it and it will be interesting to see what comes out of this. An obvious problem with the existing Aspiring Principals' Courses is that they are pilots with only one year's funding. This should be changed to an Aspiring Leaders course for Deputy and Assistant Principals as well as the Principals themselves and have permanent funding. Having a full time leadership centre at one of the universities would be a great idea also. Executive members have a paper on this and more on this later.

APs and DPs need to look at the traditional roles/ expectations of their positions and make a conscious decision about what they should be doing as leaders within their schools. Leading the teaching and learning is a primary role, ie using our brains, instead of using our brawn (such as clearing flooded toilets). Minutiae should not consume our days ....

The Senior Positions Advisory Committee (SPAC) of PPTA is meeting on the 29 August so emails need to be sent off to SPAC representatives Geoff O'Halloran or Phil Keenan (or your local SPAC representative) to give them more information in support of what we are trying to achieve. "A Day in the life of a DP" is a good idea so that we can show the PPTA Officers just how difficult it is out there.

**For your information, SPAC Representatives are:**

Upper, Central & Lower Northland, Auckland:

*Kevin Dean*

Auckland / Counties-Manukau:

*James Clarke*

Waikato / King Country / Bay of Plenty:

*Marion Fogarty*

WBOP, Bay of Plenty:

*Robyn Pettigrew*

Central North Island:

*Marian Fogerty*

East Coast, Hawke's Bay:

*Gary Yeatman*

Taranaki, Manawatu-Wanganui:

*Phil Keenan*

Wellington, Hutt Valley, Wairarapa, Horowhenua:

*Geoff O'Halloran*

West Coast, Nelson, Marlborough:

*Alister Williams*

Canterbury / Aoraki:

*Penny Prestidge*

Otago / Southland:

*John Douglas*

There were three main parts to the SPAC discussion. Firstly, we need to refocus on the paper from SPAC presented to the PPTA Executive before the last pay round which dealt with the Acting Up Allowance. It is absurd that the Allowance doesn't start until the Principal has been away 21 consecutive days, so we proposed that it kicks in after three consecutive days and then after ten days in any twelve month period – it is automatic for each and every day. We also think the Acting Up Allowance should be the whole of the Principal's salary package including the Supplementary Allowance. Secondly, as mentioned before, we need the Day in the Life of a Deputy or Assistant Principal scenarios to impress PPTA with the seriousness of the situation. Thirdly, there has to be a way to reward or compensate Deputy and Assistant Principals so their parity with Principals is restored and maintained as well as re-creating, to a reasonable level, the gap between Senior Leaders in the schools and middle managers. If you have any ideas please contact your SPAC representative.

Some students taking early exemption from schools without MOE permission have had their employers threatened with a \$1,000 fine. Schools now not suspending or standing down students are giving the MOE a false impression that all is well or getting better in schools. We agreed this was misleading and that some discussions need to take place about this issue.

Annette is to tell Graeme Marshall what we want him to talk about Schools Plus at our next meeting in October.

**Payroll**

Geoff O'Halloran is the NASDAP representative on the MOE Payroll Reference Group and issued various papers on the progress made. These include a sheet, given to all representatives, of contact numbers and emails for a variety of people involved with the current payroll supplier and also the press statement about Talent2 (who will be the new supplier in a few years time). See your NASDAP representative if you want to know more. The Digital Information Transfer trial is in progress and more schools will be participating from September.

**Accreditation**

There has been considerable overlap in the questions that NZQA ask for accreditation and those that ERO and the AUDIT Office ask. Our comments have got through and a letter from NZQA S2008/020 details changes that have been made to stop us having to answer the same questions twice to two different bodies.

**ERO**

At a recent DAPA regional meeting in Wellington, a discussion was held with two ERO representatives where they were asked if ERO ever considered looking at the impact MOE policies, or change in

policy, had on schools and would they consider this, look at it nationally and write a national report on the subject. They responded that they had not looked at this and if we wanted it considered then it would have to come from a national group who could write to the Minister or ERO. Annette agreed to draft such a letter and circulate it to Executive members.

**Challenging Students**

Geoff put forward a paper on a Process for Accepting Challenging Students. We are all aware of those students who arrive in schools with a great deal of 'baggage' and also, if we do not have all the information about them, how difficult it is not to 'set them up for failure'. There are four categories: schooling, family, legal matters and health. All schools should request all the information they need and, also, it should all be on ENROL from all the previous schools the student has attended. Each exiting school should fill in ENROL fully. CYPS don't always give full information about the student which makes it very difficult. The Executive were asked, "Are there any other items required to be added to the paper?" and some changes made. Annette will write a letter to be sent to MOE re all schools using the ENROL database fully and the fields within ENROL having the information we need. Training also needs to be given to people using ENROL.

**PPTA 2008 Staffing Report**

Geoff mentioned that the PPTA Secondary Staffing Report is available on the PPTA website and is worth reading for the nation-wide statistics. The address is [www.ppta.org.nz/cms/imagelibrary/102801.pdf](http://www.ppta.org.nz/cms/imagelibrary/102801.pdf)

**Stand downs and Suspensions – did you know that our figures are at an eight year all time low?**

Geoff voiced concern that schools that do not suspend or stand down students, eg use Section 25 or some other technique to deal with those students, are creating a problem for us all as the Minister and the MOE, who depend so heavily on statistics, will look at the lower figures and feel there is even less need to adequately supply alternative education opportunities etc for our more difficult students.

**Website Portal Issue**

The Auckland region is thinking of bringing in overseas speakers to share with all the regions using the website and have all the papers on the website/portal/hyperlink. Website was established for this reason. Executive members can email our contact at Hothouse Communications (based in Nelson) to discuss pathways of communicating important information.

**Educational Leadership Hui**

**Launch of Kiwi Leadership for Principals**

– to consider the strategy to get leadership right, nationally. A quote from Adrienne Alton-Lee, "When leaders protect teachers against interference by officials, learning goes up". Prescriptive PD has been shown to lower student achievement. How teacher designed inter-active homework had a positive effect on students. There is a BEST evidence synthesis paper on leadership from Adrienne soon to come out.

Annette is to write to Karen Sewell and ask for NASDAP to be involved in development of senior and middle leadership in secondary schools. Professional standards need to be clear and consistent.

Lynette and Sarah felt that NASDAP should make some recommendations to the Leadership Hui planners, and table the following on National Professional Leadership to go forward to 2010 –

Focus Areas:

- 1 *Leadership Roles and Responsibilities*
- 2 *Professional Learning for Educational Leadership*
- 3 *Professional Working Conditions for School Leaders*
- 4 *System Capacity and Coherence*
- 5 *Evaluation, Research and Development*

**NASDAP'S RECOMMENDATIONS FOR PROFESSIONAL LEADERSHIP STRATEGY**

What needs to change/be actioned to achieve this	Why is the change/action necessary	How can the change/action be brought about	Things that also need to be taken into account	Risks and opportunities
Strong, effective teams leading learning in all schools.	Leading learning is very complex <sup>1</sup> Disparities exist. Degrees of compliance. Systems that hinder leadership. Managing more than leading time constraints. Personal perceptions of AP/DP role.	National Leadership Centre; First time Leadership courses that is coherent and ongoing. Teacher supply and pay-rates. Distributive leadership. Regular access to relevant X-sector research. Sharing of communication with BOTs and Principals on leadership practice.	National Curriculum Leadership Reduce the number of initiatives. Ministerial support compared with MOE inertia. Consult current leaders. Enact best leadership Synthesis.	Ensure enough money is available to do this correctly. Opportunity to re-align the systems. Higher trust to fit distributive leadership model. Principals feeling threatened.

**Footnote**  
<sup>1</sup> For example, leading learning for new teachers, for Maori students, for students with special learning and behavioural needs, for boys, for gifted and talented students and tasks such as these cannot be completed by one person alone.

**REGIONAL REPORTS**

**Northland**

Not a lot happening as geographical diversity makes it difficult. However, many senior managers from this area often attend the Auckland meetings and Roy indicated that this was certainly the thinking for the Term 3 and 4 meetings.

**Auckland**

Had very successful seminar in June looking at Netsafe and issues with IT Technology. Another seminar planned for 22 August on Crisis Management and session on Managing Stress.

**Central North Island**

Successful conference at Wairakei with great speakers and a wonderful atmosphere.

**Taranaki/Wanganui**

Focus has been on the up-coming Conference that is scheduled for 20-22 August 2008.

**Wellington**

Meeting last term, Anne Tolley National Spokesperson on Education and two women from ERO. In three weeks the Minister speaking and Bali Haque from NZQA.

**Top of the South**

Geographical diversity makes it very difficult. Annette e-mails PPTA news items to members and other regular contact is made in relation to items of interest.

**Canterbury/Aoraki**

In Penny's absence, Annette reported that many of the senior managers from this area and Top of the South will have attended the three-day mini conference held in Hamner. This was from 6-8 August inclusive.

**Otago/Southland**

Southland has regular meetings. In Term 3, the region is suggesting people go to Otago Conference. The region is investigating running leadership issues as a group. As Noreen is new to NASDAP Executive, she will investigate ways of ensuring she keeps in contact with the Otago Regional Group and represents their views.

**In conclusion**

A vote of thanks to Annette from the committee was made.

Meeting closed at 2.55 pm.

*Next Meeting is Friday 31 October 2008.*

[Guest Speaker follows] –

**GUEST SPEAKER**  
**Professor Paul Rishworth**



**Education and the Law**

Annette introduced Paul and welcomed him to the meeting. He told us he had a long interest in constitutional law and the US Bill of Rights. About the time of Tomorrow's Schools this evolved into an interest in education law in New Zealand. Human rights law and education are often entwined. Many of the most famous US civil rights cases are about education.

**STAND-DOWNS AND SUSPENSIONS**

The starting point is that every student has a legal right to an education. This is a right of *access* to the education system – to take up a place in a state school. There is also an *obligation* to attend school, and going to a private school would discharge that obligation too. The right is to gain access to the system envisaged by the Education Act 1989.

But that Act permits suspensions and expulsions etc. So if a student is stood down or suspended it is not in itself denying them their right to education. It is part of the legislated scheme of things, not outside of it. The Act allows for stand downs, suspensions and even expulsions and exclusions.

But they have to be done properly. The suspension or termination of a student's right to be in a school is a serious business. The law supplies rules for how it is done. The rules are the ones in ss 13 to 18 of the Act, and in the Education (Stand downs, Suspensions, Exclusions and Expulsions) Rules 1999, allied with the generally applicable law about natural justice and administrative decision-making. The power is given to principals and boards. Importantly, the power to suspend etc has not been given to courts. Courts are not entitled to substitute their own view for that of a school board. What they can do is say whether or not a decision of a principal or board was lawful – meaning reached in a lawful way after asking the legally required questions. If unlawful, courts can set a school decision aside, but they cannot change it otherwise. Technically, if such a decision is set aside the school could embark on the process again, but realistically time will have moved on in most cases.

*Question from Roy:* Tomorrow's Schools was a contractual application between school and Board of Trustees and Ministry of Education. Is that law all contracts?

*Answer:* No. The reform brought in by Tomorrow's Schools meant that every school was governed by a Board of Trustees. There is no contract with the Ministry or the community in the usual sense of that word. School boards have to deliver on the School Plan, but it is not as if they can be sued for breach of contract if they don't. It is a political responsibility, not a contractual one. The law about education is the public law of statutory power, not the private law of contracts.

*Question from Roy:* Is there a supremacy clause in New Zealand? As in the US where there is a Bill of Rights that invalidates any inconsistent laws?

*Answer:* No. In New Zealand all laws are equal.

Any suspension decision in a school involves these three things:

- a) The question of "substance" (or jurisdictional fact): is there gross misconduct, or continual disobedience etc?
- b) The question of "whether" (ie the discretion envisaged by the word "may"). That is: If there is gross misconduct a principal or board *may* but not *must* suspend.
- c) Process – natural justice. This concerns how the principal and board proceed in order to decide the first two questions.

**1 Question** – has there been gross misconduct or continual disobedience?

*Question* – what is "gross misconduct"?

This was defined in the *Palmerston North Boys High School Case* as "misconduct which is striking and reprehensible to a high degree which warrants removal of the student from the school despite damage which would result to the student. Whether conduct attains that level will depend on all the circumstances of a particular case."

*Question from Roy:* In the Palmerston North Boys High School case, alcohol was consumed on a trip outside school. If in school uniform or within the vicinity of the school, you are under the jurisdiction of school?

*Answer:* It is not that there is anything in the Act about when a school has authority over a student envisaged by s 14. Interestingly, the leading cases all involved school trips, and that is an obvious case where the school has responsibility and power even off the premises. Similar with being in the school vicinity as students enter and leave school. What, then, is the extent of the school's authority? If a school has the possibility of being sued for negligence while a student is under its care, then it must have the power to exercise jurisdiction over the students.

Note also the conduct must be "Harmful or dangerous example" to others. Suspension etc is not about punishing the student, it is about preserving the educational environment of the school.

**2** The question of "whether" (ie the discretion envisaged by the word "may"). That is: If there is gross misconduct, a principal or board *may* but not *must* suspend.

Here the question is whether, even though a principal or Board has jurisdiction (because there is misconduct of the kind set out in s 14) it should suspend etc. This involves consideration of all the circumstances about the student and the offence. The recent *Lynfield College Case* stresses the need for this wholistic consideration, as did the earlier *Palmerston North Boys High School Case*. The context may explain the conduct in ways that makes it not "gross" or in ways that make suspension not appropriate even if it is. What *Lynfield College* says is that the principal must make this sort of assessment before making this initial decision to suspend, and not leave it to the board stage alone.

**3** Right to be heard and right to tribunal.

The process beforehand is the problem – before it gets to the Principal and Board, and before they make their decision. How do you establish the underlying facts in order to decide if it is gross misconduct? The Education Act does not give instructions on this. The Board has to decide

the facts of what happened. Most cases are resolved because a student makes an admission. The *Lynfield College* case now adds that it is inappropriate to seek an admission from a student who will not give it willingly, not at least without getting his or her parents in (or other nominated third party) and questioning in their presence. Some say this makes it easier, in any event, though in some schools that may not be so.

The Education Act is silent on the procedures before the student is suspended.

*Question from Roy:* What is the extent of our jurisdiction?

*Answer:* Schools have to balance student and teacher safety. For example, nothing in education law gives power to a principal to search a student. But if a school is given the responsibility to make sure things don't happen, students rights are limited by the power of the school to pursue reasonable objectives in a reasonable way.

*Question:* Are victim statements allowable?

*Answer:* Yes.

*Question:* Is one parent allowable for interviews or does it have to be both?

*Answer:* It could be a parent or parents.

International law which New Zealand has signed up to also has determined the right for education for all students. These rights feed into our Education Act in New Zealand.

Is the education that students are getting in a school imply quality? No. There was a case involving Special Education students 3-4 years ago. The wording in the Act says they have the same rights as other students. The argument was that the education they receive has to attain a certain level of quality in terms of resources devoted to it. Court of Appeal held that s 3 of the Act means right of *access* to the education system, not a legally enforceable right to a certain quality or standard of education. This seems right: the quality of education is not amenable to judicial resolution. The Act consigns those questions to an elaborate system comprising boards, the ERO, the Teachers Council, NZQA, and so on.

Annette thanked Paul for his enlightening talk which was very interesting.

## 'It's about time'

I was motivated to write this because of a discussion at the NASDAP executive meeting. We were discussing why, over several years, we had not received many applicants for the NASDAP Scholarship. Was it because APs and DPs were so overworked that they did not have the time to make applications for this kind of professional development? This, in turn, started me thinking about workload issues for senior leaders in general, and my own experience in particular.

It's about time we stopped paying lip-service to distributive leadership. Thought needs to be given to how we allow the time for leadership. It's about time we stopped burdening leaders with clerical compliance tasks and allow them the space to be passionate about education again. The main issues besides compliance are: mainstreaming of special needs students without sufficient resources to support them, an acute secondary teacher labour shortage, a low trust educational model in New Zealand, and the constant bombardment of schools with new educational initiatives.

It would seem that, overall, the hours of work have not changed significantly over the last decade or so. However, before that, "Workloads, as perceived by participants, have increased steadily in recent years, from a moderate load in 1991 to an extremely heavy load in 1995" (Bloor and Harker, 1995). No surprise that this occurred immediately after the introduction of *Tomorrow's Schools*. "New Zealand introduced school-based management in 1989 with the most devolved system of educational administration amongst developed countries" (Wylie, 2007). The general assumption was that such a system would be more responsive to individual communities and that the educational dollar would go further. Wylie goes on to argue that these underpinning assumptions have not been realised in the 18 years since New Zealand made this radical shift. However, what is clear is that these administrative changes did create a great deal of workload related stress for teachers – "67% of teachers indicated increases in administrative duties as a major cause of workload stress" (Bloor and Harker, 1995).

Ironically it seems that a small decrease in hours has occurred for assistant teachers between 1995 and 2005 (47.35 hours to 47.1). Perhaps this is related to the introduction of maximum class contact time. I, for one, do not believe that as teachers we are overworked. We probably work similar hours to other professions with similar

salaries. What I do believe, is that as a profession we are 'overburdened'. Education has become the answer to all of society's ills. Everything from drugs, teenage pregnancies, poor driving and bullying can be solved by schools. Now we are even obliged to be the food police. I am not suggesting that these are not laudable objectives. They are. However, it can seem overwhelming, especially when you are not given adequate resources to affect the required change.

It's about time that adequate resources are provided for students with serious behaviour problems. The trend to mainstream students with extreme learning and behaviour issues adds significantly to the workload of senior leaders. When the resources are not sufficient to adequately cater for the students' needs, then the resulting fallout is often dealt with by the AP or DP. Extensive documentation is required to indicate that any disciplinary action is justified and compliant with the law. With parents becoming increasingly litigious you can find yourself having to explain your responses to irate parents to ERO. You can find yourself justifying your actions several years after the event. Worse still, you can find yourself arguing your case in court.

It is about time that thought was given to how AP's and DP's can get the time to lead. Senior leaders often find that there is precious little time left in their day for leadership, but that is what attracted most of us in to our positions in the first place. It seems that much of this can be attributed to the low trust model of educational leadership that we have developed in New Zealand. "The amount of paperwork was one of the highest stressors .... It related to perceptions of lack of trust of school personnel to perform their work effectively" (ACER, 2005).

The report also identified the "capacity to attract effective teaching staff is a major factor in improving a school's effectiveness and alleviating workload". (ACER, 2005) There is a staffing shortage at the moment. For 44% of classroom positions there were no suitable New Zealand trained candidates (*PPTA NEWS*, 2008). This is a major workload issue for APs and DPs, because it is *they* who usually have to deal with, the resulting discipline issues, appraisal and competency implications, and the constant complaints from neighbouring teachers, parents and students.

It is about time that teachers and senior leaders were trusted. Perhaps this is a result of New Zealand's inability to lift the status of teachers. In Finland (a country that tops student achievement) there is a different approach. Reijo Laukkanen, part of the Finnish National Board of Education since 1974, says that teaching is now a highly respected profession and competes with law and medicine for the best undergraduates, even though working teachers feel their salaries do not compare too well with other professions (Finland's top 10 per cent of

graduates go into teaching, in contrast to the bottom third in the USA, which regularly performs poorly in international tests). "We don't need inspectors because we have teachers we can trust, and we have municipalities we can trust.", Mr Laukkanen says.

It's about time, that PPTA gives greater recognition to the burdens carried by senior leaders. I have deliberately used the title of their pamphlet on timetabling in this article because ironically there are not many direct mentions of senior leaders in their guidelines. The statement below is one of the few mentions of senior leaders that I could find.

"If a teacher with 8 permanent units sees students by appointment through the timetabled school week and if the total hours for which they engage with students is less than 17 hours (25 hours less 8 hours non-contact) then they are within minimum entitlement in that week." (PPTA, 2007) Ironically, everyone else gets their five hours non-contact *plus* additional time for other responsibilities (eg MUs BT time allowance). Why should senior leaders pay higher fees for what seems like inferior conditions?

It's about time that senior leaders and teachers were given some respite from educational initiatives. "In particular they complained that new initiatives, all requiring more work, seemed to be continually 'raining down' upon them without thought being given to taking other work away." The New Curriculum is the latest example of this. This is an initiative that will require a huge amount of work for senior leaders and middle leaders. I used to feel that I was drowning in a sea of paper. I have had a PA for the last few years and now I feel I am merely swimming in it – just managing to keep my head above water.

Finally, it's about time there were sabbaticals tagged for senior *leaders* in schools and not just for teachers and principals. As a country we need a national leadership centre that recognizes that leadership is a question of teamwork. It is not something that is vested in one person. The New Curriculum makes much of the idea of a shared vision. Sometimes I think that the emphasis is placed on 'vision' and not on 'shared' which is where the emphasis should be.

I think workload does contribute to leaders not feeling they have time to take advantage of professional development opportunities, but it is the complexities of the tasks that they are expected to undertake that creates the workload stress. We need to see leadership as something that it is shared and our educational institutions should reflect this in the way they operate. It's about time we made shared vision and shared leadership a reality and not just empty rhetoric.

## References

- ACER *Secondary Teacher Workload Study Report* February 2005  
 Bloor D and Harker R, *The Workloads of Secondary School Teachers, A National Survey*, 1995  
 Hepburn H *We place trust in our teachers* 21 March 2008  
 PPTA *Non-contact time, average class size and timetable policies Guidelines for implementing the 2007-10 Secondary Teachers' Collective Agreement provisions* November 2007  
 PPTA NEWS, *The staffing stretch*, 2008  
 Wylie, Cathy *What can New Zealand learn from Edmonton* 2007

– Roy Fletcher  
 Deputy Principal  
 Otamatea High School

### REGISTRATION of MEMBERS from your school – Have you completed this form for 2008?

At the AGM in New Plymouth in August, a motion will be put to those present to change the election procedures for NASDP Executive. Reasons for this motion were listed in the Term 2 *Newsletter*.

If this motion is passed, then at the end of 2008, the following regions will hold elections where necessary:

1. Northland - current Executive Member is *Roy Fletcher*
2. Western Bay of Plenty/Bay of Plenty - current Executive Member is *Betty Wakelin*
3. East Coast/Hawkes' Bay - current Executive Member is *Phil Carmine*
4. Wellington, Hutt Valley and Wairarapa - current Executive Member is *Geoff O'Halloran*
5. Canterbury and Aoraki - current Executive Member is *Penny Prestidge*

If the motion is successful and your school is in one of these regions and an election needs to be held for NASDAP Executive, then schools are only eligible to vote if:

1. The annual subscription has been paid *and*
2. The registration form has been completed.

If you have not completed the 2008 Registration Form and/or paid the 2008 subscription and you wish to vote, please contact me so that I can provide you with the necessary details.

– *Annette M Taylor*  
President

### Information that might be of interest to you ...

The recent publication from the OCED, *Improving School Leadership* makes interesting reading for all school leaders.

It is on the NASDAP website, but the address is: <http://www.ocado.org/edu/schoolleadership>

The STA News, July 2008 has an article on page 4 entitled *Privacy and Student Discipline*. For those of us involved in investigations in relation to continual disobedience and/or gross misconduct, please read it!

The PPTA Secondary Staffing Report 2008 is available from the PPTA Website under the *Publications* page. There is also reference to the survey in the latest issue of the *PPTA News* – July 2008. 184 schools answered the survey (which equates to 44% of all those sent the survey), there are no surprises in the data.

– *Annette M Taylor*  
President

### UPCOMING CONFERENCES

**ANZELA 17<sup>th</sup> Annual Conference, *Achieving Excellence – lawyers and educators working together.***

8 – 10 October 2008 in Christchurch  
Information can be obtained from New Zealand Law Society – Continuing Legal Education Section, telephone 04 472 7837.

### NASDAP Bi-Ennial Conference 2009

There is a hard working team of committed Deputy and Assistant Principals in Hawke's Bay planning your Conference for 2009. Details will follow in this publication and of course on our website.

Put 26 – 28 August 2009 into your thinking now!

### NASDAP Bi-Ennial Conference 2011

The Wellington region has indicated their willingness to host the 2011 bi-ennial conference in Wellington city. The confirmed dates are 24 – 26 August 2011. Geoff O'Halloran tells us it is before the Rugby World Cup!

### NEW PAYROLL SYSTEM for 110,000 SCHOOL STAFF

Did you see the media release of 4 August 2008? Excerpts follow ...

In a nutshell, our payroll is to have a new provider and significant improvements. Talent2, an Australian based provider of payroll and human resources services, has been chosen to implement the new systems and services. Talent2 will establish New Zealand based facilities in Christchurch and Auckland to operate the new payroll.

Ministry of Education Group Manager for the schools' payroll, Kevin Wilson, says the new service will deliver greater efficiencies, reduce technical risk, and provide schools with a future-proofed service.

Talent2 will provide the payroll service from 2010, with a new service desk, pay clerking service, technology systems and managements processes. Talent2 will train school staff in the new system and provide ongoing support.

In the meantime, in the lead up to 2010, we are working with current provider Datacom to increase the quality of the current service and to meet new needs. Enhancements are being actively pursued in two key areas: website information and online entry of payroll data by schools.

For further information contact:  
*Geoff O'Halloran* – Deputy Principal at Tawa College  
NASDAP Representative, Payroll Reference Group.

For your information, ERO has recently published two reports on its Website.

### Good Practice in Supporting and Engaging Senior Secondary Students

The Government has placed great importance on students' staying at school and this evaluation provides information that all secondary schools can use to consider and to improve their practice in supporting and engaging their senior students. ERO found that effective schools have robust administrative, pastoral and academic systems for senior students; that there are suitable courses available to them; and that schools give ample opportunities for students to develop into responsible adults.

### Schools' Progress Towards Meeting National Administration Guideline (NAG) 5 on Food and Nutrition.

In 2007 two new clauses on food and nutrition were added to NAG 5. They require all boards of trustees to promote healthy food and nutrition for all students, and, where food and beverages are sold on school premises make only healthy options available. ERO evaluated how ready schools were to meet the new requirements.

ERO found that almost all schools were well prepared. All secondary and intermediate and most primary schools in the evaluation had considered the actions they would take to meet both requirements.

Please contact me if you need further information.

Best wishes

*Jenny Clark*

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### CHANGE of 2008 AGM Date

Due to illness, the AGM for 2008 could not be held in Taupo as previously advertised in the Term 2 *Newsletter*.

In negotiation with the organising committee of the Taranaki conference, the AGM has been transferred to Thursday 21 August 2008 at 1.15pm.

I wish to take this opportunity to say thank you very much to Stella Bond and her committee for allowing me to have the required time slot at their conference in order to meet constitutional requirements.

– *Annette M Taylor*  
President

# NASDAP

## Newsletter

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