

NASDAP

Meeting Minutes

March 20, 2015

Present: Sarah Stenson, Jude Brown, Kevin Dean, Annette Taylor, Karen Mitchel, Jocelyn Hale, Penny Prestige, Steve Read, Warren Henderson, Campbell Howlett

Apologies: Stella Bond

Next meeting: 22 May 2015

1. Approval of minutes from last meeting

Minutes of the previous meeting accepted and moved, Sarah/Warren

2. Matters Arising

- a) We currently do not have a minute secretary, Warren to investigate the possibility of hiring a minute secretary for each meeting. Possibly a local person
- b) Appointment of Officers (exec) is due by the end of the year, Sarah is looking to step down as President and Annette is happy to remain as Treasurer.
- c) Website updates – pass information onto Jocelyn for her to update the website. Jocelyn to talk with Annette regarding financial support. Jocelyn is very keen to get information from each area that can be put up on the website. It is our shop front window. Should we be putting relevant articles and other ideas on the site.

3. Financial Report

- a) Financial report was tabled by Annette. Current Cheque a/c balance is \$13,028.46. Payments for subs are coming in and this balance should rise significantly over the next few weeks.
- b) Annette has sent out reminder forms to a number of schools, she also follows up schools who choose not to renew their subscriptions
- c) We have not increased subs for a number of years
- d) Last year we had 7300 unpaid subs for NADAP
- e) Jo Barnes is working with Annette regarding registration. Contact si@nelsoncollege.school.nz. If there are any changes in your schools or regions please contact Jo or Annette so that we can keep our data base up to date. It is also important for us have an up-to-date database for election of offices purposes

4. Correspondence Inward

- a) TRCC have contacted us to thank us for our concern around oversubscribed courses and the possibility of running more.
- b) Educanz
 - a. Three members present (Steve, Penny, and Kevin) are on SPAC. PPTA are not in favour of Educanz due to the political control of it by the minister, the funding of it (will it be funded by teachers?), will it involve everything such as PLD. PPTA are taking a wait and see approach.
 - b. It is important that we have a voice! The NASDAP voice on PPTA is very limited even on SPAC. As a group of APs and DPs it is important that we have the opportunity to be heard regarding the widely held and deeply felt views of APs and DPs.
 - c. Sarah suggests that we all put a nomination in for membership of educanz. You must email an up to date resume and use the online link to apply.
www.education.govt.nz/ministry-of-education/specific-initiatives/educanz
Suggestion that NASDAP should nominate a person from the Exec to be a member of Educanz. Pip nominated Sarah and this nomination was seconded by Annette. After a rigorous and robust discussion it was decided that Sarah be nominated to represent NASDAP on Educanz. Campbell to draft a letter nominating Sarah to represent NASDAP on Educanz.
- c) Learning with Digital Technologies

- a. Invitation to a workshop in Wellington on the ongoing strategies and use of student management systems.
- b. They are seeking expressions of interest. Penny is keen to be involved and will contact the MOE and attend the workshop.

5. Correspondence Outward

None

6. Website

- a. It would be good to post information from the meetings that Exec members are on ie SPAC
- b. The website is getting a lot of traffic
- c. It is important that we have up to date information on the website that is relevant to our members such as latest PD that Exec members have been on, relevant readings, articles.
- d. Commitment from Exec members to do one thing that can go up on the website. Let regional members know of the website.
 - i. Jocelyn – NAPP
 - ii. Annette – who stole my Cheese?
 - iii. Pip – study leave, why apply and the benefits
 - iv. Sarah – Review a book
 - v. Campbell – Supply an article on Growth mindset – importance of praise
 - vi. Kevin – Michael Fullan information
 - vii. Warren – Change in schools
 - viii. Steve – Independent learning
- e. Annette to collate information around applying for leave to be placed on the website

7. Conference feedback

- a. Some difficulties around decision making – NASDAP suggests that there is a need to make decisions decisively, that a structure be put in place to ensure that the right person is put in place to facilitate positive decision making.
- b. It is important that we promote the conference by contacting our regions and encouraging members to visit the website and register.
- c. NASDAP has a conference file that can be used to organise the National Conference. Annette to investigate the location of this file.
- d. Sarah to talk to James at Event Dynamics re advertising in the Ed Gazette as it is a good way to get the word out.

8. General Business

- a. Warren brought two issues from the Wellington Region
 - i. Wellington Region was contacted regarding the National Library reduction in services around the use of ebooks The local Wellington committee felt that they are for DP's and that they should not comment on other areas. NASDAP Exec agreed with this view.
 - ii. Reconsideration of NZQA grades. Should students have to pay for reconsiderations given that it is part of the system being robust? Is it fair to expect students to pay? It may be discouraging for teachers for them to make recommendations for reconsideration and also lower socio economic families may not consider a reconsideration due to the cost.

Warren to write a paper and send to Stella to bring up at SQAC and also contact Exec members for comment from their regions.

- b. Next meeting speaker – suggestion to have someone from NZQA to speak on MNA visits, PN role (we need to get feedback from regional members), SAC and how schools can best manage this. Warren to contact NZQA to identify who to invite.

9. Guest speaker

- a. Questions/issues we would like addressed
- i. What does good evidence look like? Increased workload?
 - ii. Conflict between the RTCs and the Professional Standards
 - iii. What monitoring is being done regarding the evidence that is collected? Will the TC require moderation/checking of the evidence.
 - iv. LAT's are an issue with regards police vetting.
- b. Christina Thornley - Teachers Council - Principal Advisor Teacher Education responsible for Appraisal Project
- School leaders in the project reported that their performance management systems had a lot of things not aligned, focus to look at how they could link Induction and mentoring, PLD and accountability and use the *Registered Teacher Criteria* within Job Descriptions
 - Some people were concerned that it may be hard for teachers to take risks if it is linked to attestation and appraisal. However it is core business for teachers to be able to do create learning environments for students that integrate accountability/assessment with learning, so the same principles of positive learning environments could apply to teachers' own learning and appraisal.
 - Appraisal is not an event it is a process or system, it can be built around teacher inquiry now.
 - Professional standards are used when there is an employment issue. Therefore it is important to have the professional standards involved in appraisal by referencing to Professional Standards/RTC alignment matrix on the Council website
 - Teachers deserve to be appraised and have a good appraisal system
 - 10% audit and moderation of teachers will become part of the role of the new Education Council- the management of this is still to be determined
 - Appraisal conversations interactions must be respectful, with participants not jumping to assumptions, need to think about the culture of the organization around appraisal-one model is *Open to Learning*
 - Emphasize self and joint responsibility, professional leaders have the responsibility to set up the system for appraisal. The teacher has the responsibility to gather the evidence and maintain a portfolio and actively participating in the process.
 - Appraisal is about better outcomes for learners. It should be situated around deepening our understandings of the relationship between the teachers' practice and the student outcomes
 - Cultural competencies cluster the RTCs into 5 areas – The Tataiako Summary on Page 16 (Tataiako) gives a good overview
 - Evaluative capability – refers to teachers' and appraisers' understandings of how their practice matches up to the expectations of good/great for their context?
 - Who do teachers gather evidence of meeting the criteria for?
 1. The professional Leaders: as part of appraisal
 2. Self: To understand how their practice impacts on learners
 3. Teachers Council: Renewal of Practising Certificate
 - Delegation of authority for DP's who oversee this process. We do the leg-work and ensure the collection of evidence but cannot sign off on it
 - There is no need to have a folder with 12 sections or 12 folders covering the RTC's. Dividing things up can create a disjointed approach. Suggestion is to have a piece (or pieces) of work

(Inquiry) as the central organizer from which evidence of meeting the RTC will be available. A portfolio can be organised around the inquiry/ies or goals or other holistic organizers.

The evaluative process core to the conceptual framework (as part of appraisal) flows in this way:

1. Describe/identify what 'good' practice looks like (the RTC do this)
2. As a school develop indicators, exemplars, illustrations, rubrics, to shape a full understanding of what the criteria would look like in your context
3. As a teacher ask the evaluation question: How well does my practice meet each of the RTC and overall?
4. Determine the sources (e.g. assessment/meeting notes/observations) of evidence that could be collected to be used to answer this question
5. Use suitable processes to gather the evidence
6. Use evidence analysis and interpretation tools
7. Use the evidence to examine my practice in relation to 'good'
8. Answer the evaluation question by reaching a reasoned conclusion
 - Use the Knowing and Working with the RTC template to determine the indicators in your school (everyone in the school involved) to decide what is good and great practice
 - Some schools have done 4 a year over the 3 years but the shortcomings of this approach are apparent meaning teachers are not having discussions for appraisal about all criteria, a teacher may need support with one and that may not be covered, or a teacher may move and find the same four being covered the next year. All the criteria will/should be in everyday practice in an ongoing way, so it is a matter of identifying those and focusing on some more deeply –this could be based on an innovation that the teacher undertakes, or an inquiry or their goals.

An approach to gaining a surface level knowledge of the criteria it is suggested that people read the criteria looking for the key focus/essence of each to increase their knowledge of the distinctiveness of each

1. Professional relationships
2. Well being of akonga
3. Bi-cultural partnerships
4. Professional learning
5. Leadership
6. Appropriate learning programmes
7. Collaborative, inclusive learning environment
8. Knowledge and understanding of learning
9. Diversity
10. Work effectively in a bi-cultural context
11. Assessment information
12. Inquiry and problem solving
 - The first 5 RTCs are about relationships, and the next 7 are about knowledge in practice.
 - Three tools are available to analyse evidence. These are in the workshop two workbooks available under the Appraisal of Teachers project phase two section of the website.
 - Appraisal is not about having to prove things but about acknowledging what is being done by a teacher in their practice.
 - Senior Leaders' learners could be considered staff or those that they work with. Use the appraisal conceptual framework with learning and achievement at the centre. Therefore what are our key roles and what does 'good' look like when dealing with the issue we face and how does the way we work with our teachers also impact on the students as learners?
 - Currently day relief teachers can be registered and subject to confirmation, and therefore don't have to be treated in the same way that permanent staff are regarding appraisal.
 - Email Teachers Council to request a presentation for regional meetings, contact Christina Thornley.- Christina.thornley@teacherscouncil.govt.nz
 - Information is on the Teachers Council website
<http://www.teacherscouncil.govt.nz/content/appraisal-teachers-project>

1. Many resources available to download to support developing school appraisal systems and processes

10. Survey

- a. Context of the survey, NASDAP did a survey in 2006 when units were dispensed. Regional members questioned what NASDAP was doing regarding our pay and remuneration. NASDAP exec suggested that we survey schools to gather data/evidence before submitting a paper to PPTA. Steve has forwarded the survey to the exec for comment and feedback.
- b. Steve read through the survey and Exec members made comments regarding the fine tuning the questions.
- c. Survey to be emailed to members via the regional lists. Notice to be placed on the website regarding the survey. A summary statement will be published on the website during term two (after the next Exec meeting)
- d. A letter will be generated and presented to SPAC and the Ministry from the survey.

11. Regional Reports

- a. Northland
 - i. Elearning meeting at the end of 2014. A core group is going to organize a digital horizons conference in Term two.
- b. Auckland
 - i. Conference
- c. Waikato
 - i. First meeting will be held next Term. Jocelyn is on NAPP and has a contact in the Waikato which she is encouraging to have a Waikato meeting
- d. Bay of Plenty
 - i. Future focused learning
 - ii. Panel presentation
- e. Hawkes Bay
 - i. First meeting scheduled for 30th March looking at Courageous and Open to Learning Conversations, a presentation from Louise Roe
- f. Wellington
 - i. AGM
 - ii. Curriculum and timetable
- g. Taranaki
 - i. Stella not present
- h. Nelson
 - i. Email is the best way to keep in contact in this region
- i. Christchurch
 - i. Darren Shand speak at present on the Theme of "Building Competency from within". Penny has noticed in their region that fewer people are attending their meetings. On average there would be 35-40 at a meetings (now about 20), at the regional conference there would be 70.
- j. Otago/Southland
 - i. First meeting will be in Term Two

12. Representative Reports

- a. SPAC
 - i. Police spoke regarding search and seizure of digital devices. There is a publication that has been released by SPANZ and published by MOE – guidelines for the surrender and retention of property and searches
- b. SQAG
 - i. Stella not present so no report