

RESOLUTIONS TO AMEND OR REPEAL THE RULES OF THE NEW ZEALAND EDUCATIONAL INSTITUTE NZEI TE RIU ROA (INC)

Rule Changes A – H result from the situation that arose as a result of Annual Meeting 2009 decisions on the NZEI Te Riu Roa Organisational Review. There were four core changes recommended by the Review. Three of those were agreed to by Annual Meeting.

The collective impact of rule changes A – H will be to remove from the rules any reference to the term “Biennial National Meeting,” and to clarify the use of abbreviated terms.

Contents

- A** That the Table of Contents of the rules, Part 4, line 4.1.3, be amended by the deletion of the words “Biennial National” and the replacement of those words with the word “Annual”.

National Executive

1.7 Interpretation

- B** That rule 1.7 be amended by the deletion of “(DC)” following the words “Area Councils”, and the insertion of “(AC)” in its place.

National Executive

3.5 Area Councils

- C** That rules 3.5.2.1 (a) and (b), rule 3.5.2.2, and rule 3.5.4.1 be amended by the deletion of “AC” and the replacement with the words “Area Council”, in each instance.

National Executive

3.5.5.1 Meetings

- D** That rule 3.5.5.1 be amended by the deletion of the word “District” and its replacement by the word “Area”.

National Executive

4.1.2.3 Nominations

- E** That rules 4.1.2.3 (a) and (c) be amended by the deletion of the words “Biennial National” and by their replacement with “Annual” in each instance.

National Executive

4.1.3 Election by Ballot at the Biennial National Meeting

- F** That the heading 4.1.3 be amended by the deletion of the words “Biennial National” and their replacement with the word “Annual”.

National Executive

4.1.3.1 Election by Ballot

- G** That rule 4.1.3.1 be amended by the deletion of the words “Biennial National” and their replacement with the word “Annual”, in both instances.

4.2.2 Order of Election

- H** That rule 4.2.2 be amended by:
- (i) The insertion of the words “most recent” between the words “...in the...” and “...Ballots for National Executive...”
 - (ii) The deletion of the words “Biennial National” and their replacement with the word “Annual”, in both instances.

National Executive

6.11 Legal Assistance Fund

- I** That rules 6.11.2 and 6.11.3 be deleted.

Argument

These provisions no longer reflect current practice, and present the potential for unmanageable financial risk.

National Executive

6.11 Legal Assistance Fund

- J** That rule 6.11.4 be amended by deleting the words “subject to the foregoing provisions”.

Argument

The deletion of rules 6.11.2 and 6.11.3 makes the words “subject to the foregoing provisions” superfluous.

National Executive

First Schedule Section A

- K** That the following be added to the schedule of Established Branches of the New Zealand Educational Institute Te Riu Roa (Incorporated):

Hokonui
Takitumu

Argument

These are the names of the branches established following a restructuring of the Southland Branch.

Southland Branch

First Schedule Section A

- L** That “Southland” be deleted from the schedule of Established Branches of the New Zealand Educational Institute Te Riu Roa (Incorporated).

Argument

The Southland Branch has restructured— see ResolutionK.

Southland Branch

3.2 National Executive

- M** That Section 3.2 of the Rules of the New Zealand Educational Institute (Inc) be amended by the inclusion of:

3.2.1.2 No member shall hold the position of National President for longer than four years in total, and with no more than two years being served consecutively.

Arguments:

- *With elections now being held biennially the position of National President is very demanding on any person, their family and their workplace.*
- *This resolution will assist in building capacity and leadership within the union structure and will provide a clear pathway for those members with aspirations of such representation.*
- *The National President is an advocate for the membership. This will allow NZEI to keep the voice of the union fresh and vibrant in the public arena.*

North Shore Branch

3.5.1 Establishment of Area Councils

N That Section 3.5.1.2 of the Rules of the New Zealand Educational Institute (Inc) be amended by the inclusion of a new clause, 3.5.1.2(f), reading:

“There has been relevant consultation where established boundaries and/or membership are affected by the change.”

Arguments:

- *This amendment essentially clarifies and reinforces the intent of this rule.*
- *NZEI consists of not only branches in a boundary sense, but also strong and diverse sector and interest groups. Any group may form an Area Council under the present rule without affecting any boundaries but could affect membership numbers and collegiality in an established Area Council.*
- *This addition will ensure that there is some consultation offered to all members in an established Area Council if their numbers or boundaries are affected by the breakaway, or the formation of, a new Area Council.*

North Shore Branch

5.1 Composition of Meeting

O That Section 5.1.1 of the Rules of the New Zealand Educational Institute (Inc) be amended by:

5.1.1(d) being renamed 5.1.1(d)(i).

And the following clause being added:

“5.1.1(d)(ii) Where an Area Council is unable to fill its student teacher member representative allocation as per rule 3.5.2.1(b), that Area Council will appoint another full member or full members to fill the allocation.”

Arguments:

- *The Waitaha Canterbury Area Council believes it is vital that all Area Councils are fairly represented at our Annual Meeting. Each Area Council is entitled to send their Area Chair and two student teacher member representatives. Whilst we strongly believe that the student voice is vital within our organisation and particularly at our Annual Meeting, we have become increasingly aware of how difficult it is at times to find available Student Representatives. Where an Area Council is unable to find suitable Student Teacher member representatives, they are unable to substitute other available representatives in their place. We believe this disadvantages that Area Council.*
- *It is not the intention of this rule change to take away the Student Teacher Member Representative. We believe that Area Councils should do everything that they can to find suitable Student Teachers as representatives. However, this rule change simply allows the Area council to maintain their representation at a fair level, should those student representatives not be available.*

Waitaha Canterbury Area Council

POLICY RESOLUTIONS

1.0 Te Ara Kokiri / Unified Teaching Profession

- 1 That action be taken by NZEI Te Riu Roa's President and Executive to approach the Post Primary Teachers' Association, PPTA, to together develop a co-ordinated approach to the upcoming 2011 General Election campaign encompassing quality public education as a theme.

Arguments:

- *Members of NZEI and PPTA have much in common.*
- *NZEI and PPTA need to protect students' rights to have the best educational opportunities to enable them to reach their potential.*
- *We are more effective when working in collaboration.*

Costing

*No additional cost to NZEI's election campaign.
No cost*

West Auckland Branch

1.0 Te Ara Kokiri / Unified Teaching Profession

- 2 That action be taken by NZEI Te Riu Roa, as an education union, to promote the understanding that it is necessary to have a robust, well resourced quality public service to provide an effective infrastructure to meet the needs of children and their families.

Arguments:

- *Families need to be able to access effective and timely services to meet their needs.*
- *The effectiveness of all government departments to function has a profound effect on children's well being and ability to reach their potential to be productive citizens, whether it be health, education, social policy, or welfare or justice.*
- *When children need support from government departments, under-resourced skilled staff often struggle to provide services even for the most extreme cases.*
- *Where more effective and less expensive preventive and remedial measures are not available unfortunately it can be too little and too late.*
- *Resources are most often used in crisis situations, which are more costly.*
- *Preventative education programmes such as reading recovery, Public Health Nurses, youth mental health services and professional counsellors cost significantly less than placing a person in prison at \$100,000 per year.*
- *The running down of the public services leads to dysfunctional services, loss and overwork of skilled staff and the loss of public confidence in a state run public service.*
- *Where state services are reduced schools often become the advocate for the child and parent and bear the "cost" in terms of time and distraction from focussing on children learning.*
- *Where services to schools and centres, such as water supply, are commercialised/privatised for profit they will inevitably increase in cost. This will take funds from the operations grant that should be spent on our children's education.*

- *The current purpose of running down the public service within NZ is to privatise the profitable parts leaving the liability for tax-payers.*

Costing

No cost

West Auckland Branch

2.0 Public Private Partnerships in Public Education.

3 That section 2.1.1 be amended by the insertion of the words:

“NZEI Te Riu Roa is totally opposed to any privatisation of the compulsory sector of schooling.”

following the current wording of 2.1.1.

Arguments:

- *Privatisation involves the public sector taking the risk while private companies reap the profit.*
- *The aim of any private sector involvement is to maximise profits and minimise their risk exposure by cutting services and costs.*
- *Quality of service and profit motive are diametrically opposed concepts.*
- *Public-private-partnerships are one form of privatisation whether they are for lease or to buy.*
- *We acknowledge that ancillary services such as tuck-shops and after-school care do exist. However, they are outside the compulsory schooling sector.*

Costing

No cost

West Auckland Branch

3.0 Teacher Professionalism

4 That section 3.0.1 be amended by the insertion of the words:

“NZEI Te Riu Roa is opposed to any increase in Teachers’ Council fees until such time that the Teachers’ Council is an organisation run ‘for teachers, by teachers, with teachers’.”

following the current wording of 3.0.1.

Arguments:

- *As a Crown owned entity should the Teacher Registration Board require additional funds in order to do its legislated business, then the Crown, not teachers should increase its contribution.*
- *To be able to teach more than 10 days, teachers are legally required to be registered.*
- *Fee increases are paid from most teachers’ salaries: \$228 per 3 years or \$238 after 1st October 2010.*
- *Members are unhappy at increased fees.*

Costing

No cost

West Auckland Branch

3.2 Teacher Registration

- 5 That NZEI Te Riu Roa take action to promote an updated and improved tutor teacher training programme for all new and returning Tutor Teachers.

Arguments:

- *Currently, any fully qualified teacher can apply to be a Tutor Teacher, without any prior training or experience.*
- *The Satisfactory Teacher Dimensions has been updated to the Registered Teacher Criteria, and Tutor Teacher's need to be familiar with what this means to PRT's.*
- *Many beginning teachers have unsatisfactory relationships with their tutor teacher, which is detrimental to their development as confident and competent teachers. Tutor teacher training may help to establish appropriate working relationships.*
- *Beginning teachers attend PRT seminars, and Tutor Teachers should attend similar training to prepare them for their role as mentor.*
- *The university based teacher training courses have changed significantly over the past years, and 'untrained' tutor teachers may not take that into account when dealing with beginning teachers.*
- *An establishment of a tutor teacher network would further support Tutor Teachers, and a training course could develop this network.*

Costing:

None supplied

Wellington Branch

12.0 Conditions of Service / Bargaining

- 6 That action be taken by NZEI Te Riu Roa to ensure that all members are equipped to be able to establish a safe and manageable workload on all worksites.

Arguments:

- *Excessive and increasing workload compromises the effectiveness of educators to deliver quality education to their students.*
- *Our work effectiveness, health and well being are compromised, with a carryover effect on our families and communities.*
- *It hampers members' involvement in NZEI.*
- *It is against health and safety provisions in our collective agreements.*
- *We risk losing that precious component of quality education i.e. of being passionate educators with sharp intellectual capacity, so that we can use our knowledge, experience and compassion to meet the needs of our students and ensure the effective functioning of our workplaces.*
- *Increasing exhaustion and disillusionment is reducing the quality of our work and is negatively impacting on students, fellow colleagues and the whole school culture.*
- *The imposition of National Standards without the support of robust research or sufficient resourcing and training has accentuated staff workloads.*
- *We want to provide students with the best opportunities to reach their potential as their experience at school has a profound effect on their future opportunities, health, well being and income. This will also have a major impact on the future social and economic wellbeing of our nation.*
- *As an example of hours of work in the 'Primary teachers' (including deputy and assistant and other unit holders) 12 December 2007 to 30 June 2010 Collective Agreement', page 1, paragraph 2.10.1.*
"Employees shall work such hours as may be reasonably required of them to enable them to properly fulfil their responsibilities as teachers whether or not such hours exceed 40 hours per week. The normal

hours of work for employees should as far as practicable however not exceed 40 hours per week Monday to Friday.”

- *We hope that the passing of this resolution will encourage every member, from the worksite representative to the national president to question, negotiate and plan a more acceptable and manageable workload for the teaching profession.*

Costing

No cost

West Auckland Branch

13.0 Early Childhood Education

- 7 That NZEI, in accordance with NZEI Policy 13.1.2 (to affirm the right of all children to health), support, campaign and lobby for the removal of GST from milk products, fresh meat, fish, vegetables and breads.

Arguments:

- *Food items are an essential need for low income New Zealanders who struggle with the existing rate of GST and the increase will have a severely detrimental impact on our children and families.*
- *There are already large numbers of New Zealand children attending schools hungry and this new government policy can only exacerbate this situation. This regressive tax will compound the poverty already affecting low income families and magnify current learning difficulties amongst already negatively impacted learners.*
- *Australia, Britain and South Africa while having a GST equivalent of this tax do not currently tax food or a specific range of food products. We believe NZ can achieve this as well.*
- *There are alternative forms of taxation that are more equitable and would be less harmful to our most vulnerable members of the community, our children. It would show solidarity with the NZNO (NZ Nurses Organisation) who recently advanced this policy at their AGM (National Conference).*
- *We request that NZEI support other organisations, parties or political groups that are seeking the same or similar outcome.*

Costing:

We request that National Exec. authorise the expenditure of up to \$5000.00 for members of NZEI to initialise a public campaign to achieve this aim.

Papakura Branch

24 NZEI Organisation

- 8 That action be taken by NZEI Te Riu Roa to circulate a paper newsletter to all worksites to inform and encourage membership participation.

Arguments:

- *NZEI Te Riu Roa needs a conspicuous and regular newsletter publicly available for collective discussion within all workplaces.*
- *We need NZEI to be regularly visible in workplaces. This visibility was previously done by the well-known RouRou.*
- *Paper copies are immediately available for members to read and comment on and can be read anywhere.*
- *Web and email communications are fast. However, they are often privately viewed, are not easily available for discussion for incidental reading and discussion and need to be consciously sought.*
- *E-communication is less likely to be available to support staff.*
- *In the past West Auckland resolutions have encouraged the careful use of precious environmental resources. However, this can be done whilst ensuring the effective functioning of our organisation.*

- *The timing of this regular newsletter could be planned to be posted along with other postage to worksites to assist in reducing costs.*
- *In the past RouRou gave diligent site representatives an effective organising tool and an opportunity to: promote NZEI; encourage membership education and engagement; promote current issues and to report on and encourage action.*

Costing

Costing to be advised.

West Auckland Branch

24 NZEI Organisation

- 9** That NZEI adopt as policy that there be a position added to the Principals' Council for Head Teachers/Supervisors of ECE.

Arguments:

- *Head teachers/ Supervisors have many issues in common with school principals.*
- *It would improve collaboration between the sectors.*
- *It would encourage membership if head teachers felt that NZEI acknowledged and supported them.*
- *It would reduce the artificial barrier between the ECE & schools. There are issues common to both – National Standards, Child poverty.*
- *Current policy states*

14.0.4 "Educational leadership extends beyond the boundaries of the school or centre to the broader education and political world. Leaders should advocate for public education and make a contribution to debate about education in the wider context."

14.0.5 "NZEI believes that it is important that leaders in schools and centres take on not only the leadership mantle for their own school or centre but for the system as a whole and NZEI will support their right to do this as appropriate."

Costing:

\$4000.00 per annum, to cover flights, accommodation, relievers etc.

Auckland Branch

24 NZEI Organisation

- 10** That NZEI adopt as policy that we lobby for funding for First Time Head Teachers in ECE modelled on the 'First Time Principals programs.'

Arguments:

- *Head teachers/Supervisors in ECE face many of the same issues as principals and will benefit from support as they get none at the moment.*
- *Current policy states*

11.0.7. "All principals will undertake regular in-service/professional development in principalship."

Costing:

Research and lobbying \$5000.00

Auckland Branch

24 NZEI Organisation

- 11** That NZEI take action to review the effectiveness of existing channels of communication with individual members.

Arguments:

- *We require better communication direct from National Office to increase individual member responsibility.*
- *Open a more democratic, two way channel of communication.*
- *Lessens paper costs and postage.*
- *Move in line with modern practice.*
- *Plethora of websites, nings, information too spread out.*

Costing:

None Supplied

Auckland Branch

24 NZEI Organisation

- 12** That NZEI identify the current inequities existing for relieving teacher members of NZEI Te Riu Roa and report back to Annual Meeting 2011 with resolutions aimed at maximising the engagement of this membership group.

Arguments:

None Supplied.

Costing:

None Supplied.

Manurewa Branch

24 NZEI Organisation

- 13** That NZEI Te Riu Roa take action to develop leadership capacity by providing members taking up leadership positions in branches and networks with training in their roles and responsibilities.

Arguments:

Many members are taking on these roles with no initial training therefore we are struggling with roles and responsibilities within NZEI. Without training, frustration and confusion takes the place of effectiveness. A classic example of new committee members taking on these roles is the fact that our branch was not aware that we needed this form to submit a resolution. Without training we are walking in the dark.

Costing

None supplied

Otahuhu Branch

24 NZEI Organisation

- 14** That action be taken to investigate and identify issues considered to be workplace bullying in our schools and devise a strategy to minimise or eliminate these issues for our members.

Arguments:

- 1 One in five workers in New Zealand suffers from workplace bullying, one of the worst rates in the world. Recent research, funded by the Department of Labour and the Health Research Council, was conducted by a multidisciplinary team from Auckland, Massey and Waikato Universities, and Birbeck University in London. Study leader Tim Bentley, associate head of Massey University's School of Management, says levels of workplace stress and bullying were greater than expected.
- 2 Note that in the QPE 421C: QUALITY PUBLIC EDUCATION FOR THE 21ST CENTRURY the following terms are outlined. It could be constituted as workplace bullying where these rights are withheld. 120 Terms and conditions are required that support the notion of the new profession. All teachers have the right to:
 - Be physically and emotionally safe in the learning environment;
 - An environment that meets 21st century needs;
 - The resources to deliver the teaching and learning expectations where applicable;

- Appropriate class or group size to ensure quality teacher/child relationships;
- Ready access to support services;
- A pay scale that recognises the value of their work and the professional status of teachers;
- Acknowledgement of the high level of professional judgement required of teachers in their work and the trust that is required in teachers as professionals where applicable;
- Ability to engage in their union;
- Conditions that enable quality recruitment and retention;
- Recognition of qualifications and professional learning;
- Solutions to address workload;
- Access to specific positions for induction;
- Access to professional learning to underpin the achievement of personal, school and centre goals, including sabbaticals;
- Strategies to address work/life balance;
- Workforce flexibility that recognises changing life circumstances;
- The ability to see a career pathway that enables them to determine their professional future and the pathway to achieving career goals;
- Sabbaticals that enable teachers to both refresh themselves personally and professionally.

Costing

Q-pec researcher, 3 month wage

Auckland Branch

24 NZEI Organisation

- 15** That NZEI investigate, approach and negotiate with organisations such as museums, art galleries, bookstores and cinemas to provide all members with favourable discounts.

Arguments:

- *Would encourage more workers to join NZEI Te Riu Roa.*
- *Valuable stress relief.*
- *On par with police and nurses.*
- *Elevating status of education workers.*

Costing

None supplied

Auckland Branch
