

# NATIONAL EXECUTIVE Report 2011

Financial Reports

Te Reo Areare Report to Te Kāhui Whetū

ambition progress success for my child  
NZ values fair for all high achieving aspiring accountable  
for every child strong relationships  
excellent the kiwi way the best world class  
happy children  
independent  
achievement investing in the future  
qualified teachers  
great start in life quality

# Contents

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## 1

### **National Executive Report to Annual Meeting 2011**

The NZEI Te Riu Roa National Executive 2011	3
Message from the National President	4
Message from the National Secretary	5
National Executive Report 2011	6
<b>ANNEX A</b> National Executive	20
<b>ANNEX B</b> Te Reo Areare	21
<b>ANNEX C</b> National Executive Advisory Groups	22

## 2

### **Summary of Financial Reports for the year ended 31 December 2010**

<b>Section A</b> Summary of Financial Statements	23-41
<b>Section B</b> Subscriptions and Resources	42-44

## 3

### **Te Reo Areare Report to Te Kāhui Whetū 2011** 40



# The NZEI Te Riu Roa National Executive

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**Back row:** Standing L to R - Hayley Whitaker, David Kennedy, Hokimate Short, Rikki Sheterline, Ann Hoglund, Te Aroha Hiko, Tiri Bailey-Nowell, Nicola Penny

**Front row:** Seated L to R - Louise Green, Fiona Matapo, Frances Guy (Vice President), Ian Leckie (President), Frances Nelson (Immediate Past President), Judith Nowotarski

# Message from the National President

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## We are world leaders

This Annual Meeting report sums up what has been in many ways a difficult year for the profession.

It has been dominated – quite rightly – by the Christchurch earthquakes, and the on-going trauma faced by communities there. It is imperative that we continue to support students, educators and families in the Garden City.

It's been unfortunate that the government has been prepared to use the earthquakes as a political football – to distract people from very real concerns about the government's direction on education, and from engaging with NZEI Te Riu Roa on working together to move our system forward.

It is increasingly clear that National Standards are all about politics. It is a tragedy that so much time, energy and money is being sucked up by this failed policy which will do nothing to raise educational achievement.

NZEI has been very successful in shifting public opinion from people being tentatively in favour without knowing much about the standards, to their knowing more and liking them a lot less. Notwithstanding, the government is galloping toward the election with National Standards firmly gripped between its teeth. What's more it appears that it will throw further resources at the policy, and bring more heavy-handed tactics to bear, if it wins in November.

The full effect of early childhood education cuts came into force this year too, with many stories around the country of kindergartens and centres cutting staff and raising fees. At the same time, the government-appointed ECE Taskforce found that there is no better investment a government can make than in ECE. Unfortunately though, the Taskforce added that “market” pay would be the way forward for educator's remuneration, inevitably meaning lower wages in the sector.

Support staff are a critical part of the education workforce, and we were delighted to complete a robust piece of work with the Ministry of Education and the School Trustees Association on the new Support Staff Workforce Strategy. That said, support staff face the usual uphill battle on collective agreement negotiations - for due recognition and reward.

The notion of education professionals being central to reform in the sector is fundamentally missing from National Standards and other initiatives. The need to move from consultation (tokenistic at best) to involvement (hands-on) in the planning and implementation processes is still to be recognised as important by those desiring reform.

We are bolstered by more international research showing New Zealand has one of the best education systems in the world. That gives us the courage to insist that the government turn its attention toward how to make the system better, rather than undermining it through its attacks on educators.

Our national curriculum is world-leading and enables us to develop and instill a love of learning that is unique and best suited to each student's needs. We want success for all children wherever they attend a school or ECE centre and we will stand up for their rights in any environment. That's what we do best.

We're living in an increasingly complex world – population growth, climate change, rapid technological change. Schools and centres are at the heart of New Zealand communities and are critical to the country's future success.

We will not be kicked around like a political football. NZEI is going from strength to strength. Membership is up. Members are more engaged. We are setting up the Centre for Educational Excellence. We are generating a conversation – Speak Up For Education – that resonates and will ultimately return the debate about education to how to move our system from great to excellent.

*Ian Leckie*

National President  
Te Manukura

# Message from the National Secretary

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## It's all on.....

No teacher, support staff person, principal nor indeed anyone involved in the education sector could doubt that we are in turbulent times. It seems that wherever we look the values and vision of a quality public education system are under attack and it seems to have happened very quickly.

My sense is that NZEI Te Riu Roa members are a wee bit stunned by it all. That is completely understandable. To see the really good things about our great education system being quickly undermined by a government motivated by values that are not ours, is very demoralising.

Just look at some of the attacks. The overarching theme is that the New Zealand education system is in crisis – failure at every step. A system waiting to be rescued from its capture by the sector and teaching profession and restored to its rightful place as a political tool of a hostile government.

National Standards – a relentless undermining of the national curriculum by an untried and untested lurch back to the 19th century. However hard the government has tried, New Zealanders are slowly and relentlessly coming to recognise the falseness of the underlying premises of National Standards and more importantly the dangers they pose to children's learning.

Early childhood education – “80% qualified is good enough” - so says this government. It is outrageous that it should so carelessly dismiss the right of our youngest citizens to receive the best education possible. And now the attack on the wages and conditions of ECE teachers by claiming the market is best left to settle these matters.

The government's refusal to recognise the role and work of support staff in schools despite the Ministry of Education's own work (in conjunction with NZEI and the School Trustees' Association) which clearly demonstrates the need for support staff to be properly recognised and rewarded as para-professionals.

Then there's the refusal to recognise the real issues around Māori achievement and to celebrate the success stories in our schools and centres for Māori.

These are just some of the attacks on our quality public education system and with our teachers' and principals' collective agreements up for renewal NZEI is well aware there is more to come.

The mood of NZEI members is quickly changing however, as they grasp the nature of these attacks on quality public education. Our membership base led by NZEI leaders throughout the country is getting to grips with the necessary scale of our response and its underpinning strategies and tactics.

In its role as the voice of the profession, NZEI's promotion of a quality public education system is critical but it's not enough. To win in these circumstances we need to show our parents and our communities that we are ambitious.

We are ambitious to have the best possible quality public education system. As professionals the status quo is rarely ever enough.

As the organised industrial and professional face of the profession we will take this on and we will win it.

*Paul Goulter*

A handwritten signature in black ink, appearing to read 'Paul Goulter'. The signature is stylized and fluid.

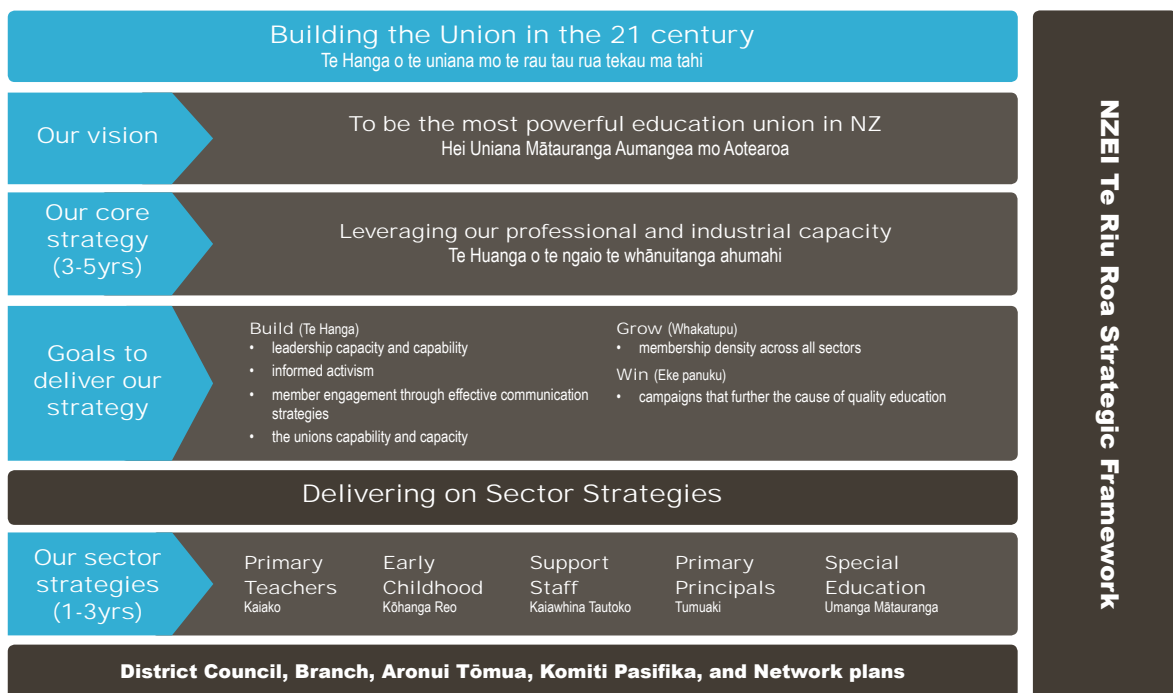
National Secretary  
Te Korimako Tangi Ata

# National Executive Report 2011

Through its strategic goals NZEI Te Riu Roa is engaging and activating its members to build the union, grow its capacity and win its campaigns.

At the heart of its strategy, it aims to use its strength to advance quality public education, advocate for fairness at work and promote the value of teaching and learning for all New Zealanders.

This National Executive Report covers the period 1 June 2010-31 May 2011.



## Build (Te Hanga)

### Organisational Effectiveness

The implementation of the planning and accountability changes made as part of NZEI’s organisational review continues to be successful with area councils, branches, aronui tōmua and komiti pasifika developing and reporting on plans that are aligned to the overall goals of NZEI Te Riu Roa.

The National President has developed a working-group structure to organise the work of the new smaller (14 member) National Executive. The President is working closely with area council chairs, National Executive Liaison and National Executive Advisory Group chairs and members to build a stronger leadership model that operates more effectively nationally and locally.

One new area council, Te Pīpiri Mananui o Ngā Tātaha ā Māui was established at the beginning of 2011.

As part of the process of improving the organisational effectiveness of NZEI, there has been some reshaping of staff structures. New roles have been created from within existing staffing both at a regional level (Lead Organisers - Operational) and at National Office (Lead Organisers - Strategic). The key function of the regional roles is to oversee the organising work of field staff around the implementation of strategies and

campaigns. The two Lead Organiser roles at National Office are responsible for the oversight of the school strategy and the early childhood/special education strategies respectively.

The objectives of this restructuring are to ensure effective organisation and delivery of national campaigns and strategies and so field staff are best able to work directly with members.

## **Leadership Capacity and Capability**

### **Development of Member Leaders**

Ongoing opportunities have been provided for identified leaders in all membership sectors of NZEI Te Riu Roa to further develop their knowledge and skills. The continued development of smaller 'clusters' of members for school and centre, regional and national activities requires a large pool of interested, active members, with the relevant support and training to be effective in these roles.

### **National Executive Advisory Groups**

NEAG chairs co-ordinate the national work but also help lead their sector in their region. Development opportunities are built into NEAG meetings and the focus for each representative is on ensuring they have a functional network to support NZEI's work and campaigns at a regional and local level and encourage succession planning.

### **Worksite Representatives**

Education through local seminars has been provided for worksite representatives. In 2011 this focused on the role of the representative in developing powerful worksites, establishing links between politics and NZEI's values, as well as building and maintaining strong community links in an election year through the use of the 'Big Conversation'.

### **Area Council Chairs**

National meetings of this group have occurred, with the purpose of further developing their leadership in their regions as well as fostering the important relationships between national networks, National Executive, other area councils, branches, aronui tōmua, komiti pasifika and networks.

### **Branch, Aronui Tōmua, Komiti Pasifika and Networks**

Branches, aronui tōmua, komiti pasifika and networks are essential in helping to organise members, encourage activism and contribute to the union's campaigns. Many members involved in local organising groups are provided with education and leadership opportunities to develop and facilitate activism.

### **Provisionally Registered Teachers**

Engaging early career teachers is crucial to the future effectiveness and leadership of our union. A revised education programme has been offered in 2011 as a two-hour after-work session. Critical to its success has been the involvement of both early career (3-5 years experience) teachers and experienced teachers facilitating workshops.

### **Young and New Members Network**

The use of campus lecture visits for initial engagement with students has successfully led to ongoing campus involvement and recruitment in several training providers nationally.

Starting Out seminars for new graduates in early January 2011 were trialled as a method to both convert student members to full membership, and to support involvement in union activity as they move to work in centres and schools. These were successful on both counts, and will be expanded in 2012.

## Member Engagement through Effective Communication Strategies

NZEI Te Riu Roa continues to support member organising and activism through the development of targeted communication tools, strong branding and media exposure.

Gathering member email addresses has been a key focus and we now have 35,659 email addresses which is 69% of the membership. Last year it was 26,515 or 53%.

Electronic communication has almost fully replaced paper-based communication with members. NZEI News is sent electronically to about 9,000 worksite reps and members directly and subscriptions continue to grow. Each sector group also has their own targeted campaign email newsletter which alerts them to issues and actions. NZEI's sector-specific social network sites remain active and NZEI utilises Facebook and Twitter to post events and promote discussion. The new School is Cool website is an example of an exciting and interactive campaign tool to engage not only members, but also the public.

Traffic to the main NZEI website has risen by almost 20% between June 2010-May 2011 with more than 500,000 page views.

There has also been rapid growth in member use of mobile phone technology in accessing the website – from zero in 2010 to 500 in 2011. NZEI's membership system and website redevelopment plan will help enhance NZEI's ability to communicate with its members and allow more interactivity.

NZEI has also created a number of videos for use in campaigns, and continues to produce and design high-quality resources. The development of strong visual NZEI branding as well as sector and campaign branding, both online and with printed materials, is effective in engaging members.

NZEI continued to build profile and awareness of its campaign through targeted media messaging and the creation of media opportunities for both NZEI leaders and local members.

### Education Aotearoa

NZEI conducted readership research on its quarterly magazine Education Aotearoa in February 2011. There was a significant improvement in distribution and almost every member is now receiving the magazine. On average they spend around half-an-hour reading it, and more than 70% kept it for future reference or passed it on to other readers.

Some 77% agreed with the statement that the magazine was well-written, informative and topical.

## The Union's Capacity and Capability

### OCC

The Organising Contact Centre (OCC) continues to provide an effective systematic means of making direct and personal contact with members, supporting the key strategic and operational plans of NZEI Te Riu Roa. The main focus in the year to May 2011 has been to ensure members are informed and engaged with NZEI campaigns and aware of PUMs, seminars and events.

Surveys continue to dominate the call programmes and provide valuable information for campaign organisers and the communications team on topical issues.

The OCC has continued to contract some services to FINSEC, PSA and SFWU.

### MSC

The Member Support Centre (MSC) is now recognised as an important service element for NZEI Te Riu Roa, providing efficient and effective contact with members. The three Member Advisory Officers continue to clear and resolve 92% of incoming calls. Unresolved matters become referrals to Industrial Officers (IOs) and the legal team. The clearance rate of these matters is also high but is sometimes dependant on external agencies such as the Teachers Council or payroll providers.

In the period 1 June 2010-30 April 2011, the MSC received 28,823 calls, 3748 emails, and made 5347 outbound calls.

The most frequent calls continue to be about rights and conditions of employment, membership issues, leave entitlements and salary levels.

<b>Calls made by membership sectors June 2010 to May 2011</b>
59.9% Primary teachers and principals
16.76% Support staff
9.58% Early childhood teachers
6.07% Kindergarten teachers
2.03% MoE Special Education
5.66% Other

## **Direct subscription payments**

The number of members paying their subscriptions direct to NZEI, either by direct debit, credit card, internet banking or cheque has continued to grow. From a total of 9,052 in April 2010 the figure stood at 17,226 in May 2011. This increase is due in part to direct debit authorities obtained during the paid union meetings held in Term 4, 2010, and also to the introduction of the on-line joining facility through the NZEI website.

## **Membership system renewal**

The National Executive has agreed to an Information and Communications Technology (ICT) strategy that plans out the ongoing maintenance and development of the ICT infrastructure. A significant capital project has begun to renew the membership system which is central to the strategy. This project will result in new website capability allowing members and staff to access their information online.

## **From Member Support Personnel to Member Assist**

National Executive initiated a review of Member Support Personnel (MSP) in 2009.

After consultation with the current MSP and other users, National Executive agreed to recommendations including renaming the service Member Assist and redefining the role. The work of the MSC and the industrial officers has enabled Member Assist to focus on effective member support at the local level. Recruitment of experienced and capable members to deliver Member Assist is critical.

# Grow (Whakatupu)

## Membership Density Across all Sectors

Despite reduced membership in some sectors, during 2011 overall membership growth continued and reached a new high of 51,400 members in April.

There has been steady growth in the early childhood sector. In the 12 months to April 2011, early childhood membership increased by 6.14%.

Primary teacher membership grew by 0.83% over the same 12 month period.

Support staff membership has declined from a high point of 13,266 in March 2009 to 12,350 at the end of April 2011.

There has also been a reduction in MoE Special Education membership from 1000 in March 2010 to 958 in April 2011.

It is worth noting that the appointment of a Student and Beginning Teacher Organiser has been a very successful initiative and has already led to a threefold increase in student teacher membership.

## Recruitment by sector

	2006	2007	2008	2009	2010	2011(YTDMay)
Early Childhood Teachers	350	320	471	575	558	178
Kindergarten Teachers	105	110	249	275	329	132
MoE Special Education	144	82	157	133	70	35
Primary Teachers/Principals	1602	1609	1892	2092	2420	1040
Support Staff	1676	1964	3012	1560	908	515
Teacher Support Services	23	12	18	34	11	3
Unknown	77	140	182	356	159	133
	3977	4237	5981	5025	4455	2036

## Recruitment and Retention

Continued membership growth is fundamental to NZEI achieving its vision “to become the most powerful education union in New Zealand”.

NZEI worksite reps are the key to the ongoing recruitment of primary teachers and ensuring that newly-appointed teachers join the union.

Most primary principals are members and the focus here is membership retention by ensuring that NZEI is meeting principals’ needs.

The decline in support staff numbers is, in part, a reflection of the ongoing tightening of school funding which has resulted in many schools, particularly in the secondary sector, reducing support staff numbers. There is likely to be a further wave of this in Christchurch when the post earthquake funding from the Ministry runs out.

Another area of focus will be the recruitment of both early childhood and primary teacher trainees by increasing NZEI’s profile at all universities and tertiary providers at events such as orientation, block courses and lectures. The ongoing NZEI campaign around the government’s attacks on early childhood funding also provides an opportunity for recruitment.

A Pasifika organising project initiated by the Auckland Area Council, targeting Pacific language nests in Auckland has also been established and as of May 2011 had successfully recruited 45 new members.

## Professional Credibility and Influence

### Early Childhood

NZEI has cemented itself as a leading voice for the early childhood profession. It continues to highlight the importance of trained and registered teachers and conditions of work that support professional practice through submissions and the campaign against the 2010 Budget funding cuts. A professional and organising hui held after Annual Meeting 2010 gave members the opportunity to plan actions that highlight the importance of professional recognition of ECE for the quality of care and education for children.

NZEI encouraged members to make submissions to the Government's ECE Taskforce, reinforcing the need for qualified teachers with professional conditions, and strong quality regulations in areas such as ratios and group size.

The absence of ECE teachers from the government-commissioned Vision for the Teaching Profession was a key point made by submitters responding to that document.

NZEI has also made public comment and made members aware of major reports in the sector and proposed legislative change. These included the Children's Commissioner's report on the care and education of under 2s, a literature review commissioned by the Ministry of Education on quality services for young children, an ERO report on literacy and changes to licensing regulations allowing for up to 150 children to be included on a single ECE license.

### A Vision for the Teaching Profession

NZEI Te Riu Roa: Advancing Quality Public Education was introduced at Annual Meeting 2010 and further developed through consultation with key NZEI member groups into a core vision document, credible and professionally-based, for use as a long-term, over-arching document in NZEI's planning and advocacy.

Members' response to the Minister of Education's A Vision for the Teaching Profession discussion document was impressive, with 300 of the 900 submissions received by the Ministry of Education coming from NZEI members. The Ministry compiled the responses into a Public Submissions Report, for debate at a sector forum in April. NZEI representatives at the forum noted that while consensus was reached in some areas, specific implications are yet to be identified, and implementation of practical changes may pose challenges. This highlighted the importance of NZEI's own 'vision' document to give a clear direction and the focus on public education.

*NZEI's own Vision and Values – "Moving from Great to Excellent" is the subject of a special report to Annual Meeting 2011*

### Teacher Registration, Teacher Standards and the Teachers Council

NZEI has continued to work with the NZTC in enhancing the status of the teaching profession, and in defining the expectations and requirements of being a member of the profession. NZEI had input into NZTC initiatives through regular meetings, and through representation on a number of working groups and committees, including the induction and mentoring pilot programme research, and the Registered Teacher Criteria (RTC) project. When the new RTC were implemented, NZEI provided resources for members which link the registration standards with the standards in the collective agreements.

### Support Staff Workforce Strategy

Professional recognition is an area of great importance to support staff and the education sector as a whole. On 9 May 2011, the Secretary for Education launched the Support Staff Workforce Strategy, entitled 'School Support Staff: Collectively Making Resources Count'. It came out of work carried out by NZEI, the Ministry of Education and the School Trustees Association. It outlines research and evidence gathered over the past 18 months, and shows that support staff cannot be considered in isolation from teaching and leadership staff in schools. There is currently successful practice of support staff being crucial in supporting teaching and learning and helping achieve educational outcomes for students and supporting school goals and vision. NZEI's focus is on elevating the professional status of support staff.

## Special Education

NZEI's special education policy as both needs-based and non-contestable was reflected within the Ministry of Education's "Success for All – Every School Every Child" report.

Following on from NZEI's submission on the Special Education Review, NZEI members have participated in Ministry of Education working groups to advance our policy on special education. These groups included the Practitioners and Principals groups during the transformation of the Resource Teachers' Learning Behaviour, and the writing group of the review of the Individual Education Plan (IEP) guidelines.

In light of ongoing 'baseline' cuts and restructurings occurring at the Ministry of Education, NZEI has continued to argue at every opportunity that special education staff are "frontline" and should remain employed by the Ministry of Education. NZEI has had an assurance from the Secretary of Education that there will be no reduction to frontline staff.

## RAINS Project

The National Executive, in partnership with area councils, approved funding for the RAINS Project with the University of Waikato in January. This three-year research project will look at the impact of National Standards on teaching and learning and is an important indicator of NZEI's professional contribution to this issue.

## Ariki Project

NZEI has established a separate business model to advance our involvement in the professional development of the sectors and professions of our members. In line with this we have established Te Ariki Trust in conjunction with the New Zealand Principals Federation to ensure the ongoing provision of the Ariki Project which focuses on the development of leadership in schools. Other professional development opportunities are also being explored.

## PBA

NZEI continues work to have the attestation of those who participated in the Practice-Based Attestation pilot, recognised by the Ministry and for the Ministry to make the process available to other teachers. The Ministry is refusing to do this. NZEI went to mediation with the Ministry trying to seek a resolution but was unsuccessful. The matter then went before the Employment Relations Authority. Unfortunately the Authority member that heard the case decided not to make a decision and instead has referred the case directly to the Employment Court and NZEI is now preparing for that process.

## PPPs

NZEI continues to raise its concerns about the government's move to commission two new schools in Hobsonville which will be designed, financed, built and maintained under a public private partnership. NZEI expressed disappointment over the lack of consultation with educators and school communities. NZEI wants to see guarantees put in place that schools and communities have 24/7 access to school buildings and facilities and has signalled that it must have input into the development of any future PPP contract.

## Christchurch Earthquakes

NZEI has worked closely with Christchurch schools, early childhood services and the Ministry of Education following both the September 2010 and February 2011 earthquakes, to help assess the situation and respond to ongoing needs. It successfully helped lobby for continued and full operational funding until the end of the year. NZEI intends to be part of any further discussions about 2012 operational funding for Christchurch schools as there are likely to be major staffing implications. NZEI also continues to call on the government to give pre-quake funding guarantees to early childhood services. NZEI would like to recognise the extraordinary courage and determination of Christchurch members for their hard work in providing a stable learning environment for their students.

# Win (Eke Panuku)

## Campaigns that Further the Cause of Quality Education

### ECE Cuts Don't Heal

This campaign was launched in response to the government's 2010 Budget which saw more than \$400 million taken out of early childhood funding, \$285 million of which was from bulk funding grants for services employing more than 80% qualified staff.



Each phase of the campaign has involved a tool for community and member organising such as a survey, postcards and a petition which is still circulating. Local and national actions and targeted lobbying have been used to engage communities, create media opportunities and keep pressure on government and constituency MPs.

Immediately after the Budget, resources were produced, including a parent survey which overwhelmingly showed that parents want qualified teachers for their children. Results of this survey were widely publicised, which led to national television exposure.

Parents and teachers in Tauranga were so angry about the cuts that they organised a march which gained good media coverage and inspired other marches in a number of other centres throughout 2010 and continuing into 2011.

On November 1st 2010, when the effects of the cuts first came through in the funding, a parent and teacher bungy-jumped off the Harbour Bridge in a stunt called the "big drop" to symbolise the big drop in funding.

20-thousand postcards were collected from families, with messages for the government about reinstating the funding, and with personal messages added. The postcards were presented at parliament on Universal Children's Day in November.

NZEI successfully made the early childhood cuts an issue during the Mana and Botany by-elections through community forums.

On February 1st, 2011, a nationwide day of action was held to launch a national petition against the funding cuts. With the theme, "early childhood cuts don't heal", children, parents and teachers donned band-aids or larger bandages to illustrate the cuts. Staff and children wore green, and many wore t-shirts protesting against the cuts.

Collection of petition signatures has been successful as a tool to hold discussions with members and the community and as at May 2011 we were tracking well towards the target of 50,000.

### National Standards

The activism of members, the concerns of principals, boards and academics and the growing concern of parents has kept National Standards in the headlines, and the campaign alive.

By the end of 2010 there had been 100 National Standards community forums, strong public support for NZEI's campaign from academics, the New Zealand Principals' Federation, the New Zealand Catholic Principals' Associations and many regional principals' associations.

NZEI surveys between November 2010 and March 2011 consistently showed falling levels of confidence in National Standards among principals, teachers and parents.

A NZEI Weather Report resource which went out to all schools in February 2011 showed more than 70% of teacher respondents were concerned or very concerned about National Standards. The Weather Report process led to a number of branch and cluster meetings focussed on National Standards, as well as engagement with local MPs.

NZEI has also supported members' engagement in the Boards Taking Action Coalition (BTAC). Principal members have been encouraged to discuss joining the BTAC initiative with their own Boards and school communities.

NZEI successfully made National Standards an issue during the Mana and Botany by-elections through community forums. In Mana that action led to the Porirua City Council passing a resolution supporting NZEI's position on National Standards. NZEI members attending election hui in April 2011 also committed to National Standards community forums in key electorates.

The National Executive agreed to join the government's National Standards Sector Advisory Group by attending a meeting in late 2010. However by early 2011 it was clear that the group could not effectively address the profession's fundamental concerns about the flawed National Standards and NZEI withdrew from the Group in February 2011.

NZEI has alerted members to the stance of ERO and the Audit Office on National Standards, which appear to be taking the lead from Government in terms of adopting a punitive approach to any questioning of the Standards agenda.

The National Executive established a working group to develop an "alternative vision" in response to National Standards, built on student-centred learning and the New Zealand Curriculum.

As the Ministry of Education continues its efforts to collect charters with targets using National Standards, NZEI is developing and promoting strategies to support schools and members taking a 'principled' stance.

## **Whakahau Whakamana Whakahihi - Raising Māori Achievement**

The purpose of this campaign is Quality Māori Education. NZEI believes there are many successes in Māori education which need to be shared and celebrated. By focusing on Māori potential and success the campaign is focusing on what works – strong partnerships with whānau, strong ECE foundations, strengthening te reo and schools and centres having knowledge and data about Māori students.

The campaign has been named and branded Whakahau Whakamana Whakahihi.

Whakahau - a campaign, Whakamana - to be proud, Whakahihi - to "show off"

The campaign involves gathering evidence about Māori achievement and getting teachers, parents, grandparents and students together to talk about the successes of Māori education.

Te Reo Areare members along with aronui tōmua have been organising sites to hold conversations about Māori education. The focus will then be on gathering all the activities, events, strategies and ideas that each site uses to raise achievement levels, writing these ideas up, and submitting all of the information onto a specially designed campaign website.

Kaumatua and kuia are also being given an opportunity to have their educational journey broadcast on iwi radio or published in the local newspaper. The objective is to profile Māori education in the community and also develop Ngā Toa or heroes for Māori education.



## **Fair Deal for Support Staff**

While a 'fairer' deal was achieved in December 2009 support staff are determined to get the fair deal they deserve. The Fair Deal campaign has been reignited to promote the professionalism of support staff and drive the re-negotiation of the Support Staff in Schools Collective Agreement, the Kaiarahi i te Reo, Therapists', ATSSD and Special Education Assistants' Collective Agreement and the Correspondence School Specialist and Support Staff Collective Agreement.

A revised campaign plan will also ensure that the Support Staff Fair Deal Campaign is an integral part of the NZEI AQPE Strategy with a focus on building the professional status of support staff, encouraging the

up-skilling of support staff and lobbying for change in the way that support staff are funded in schools.

With the release of the Pay and Employment Equity Report for the Compulsory Schooling Sector in May 2010, action will be taken to ensure that the Government implements a response plan to address the 17 recommendations in the report – 13 of which are specific to support staff. Many of those recommendations form part of the claim for the renewal of the SSCA and KRCA.

As part of the campaign NZEI commissioned an independent job evaluation which compared support staff jobs and pay with male dominated jobs including cleaners, caretakers and corrections officers. The findings confirmed there are inequities of almost \$8.00 per hour in starting rates between some support staff and corrections officers.

Negotiations began on the 31st March 2011 and are continuing.

## The Big Conversation

The “Big Conversation” is part of NZEI’s election year response to the government’s framing of the education system as “in crisis”. The goal of the “Big Conversation” is based on the key strategy adopted by the National Executive which reflects the vision of moving the system from “great to excellent”.

By working with our members to have 100,000 conversations with voters about what is great about New Zealand’s education system, and what’s needed in terms of investment and direction to move it from “great” to “excellent”, we aim to reinforce and re-build a shared societal vision for education.

Market research of parents and educators commissioned by NZEI in March 2011 showed that parents and educators see things in remarkably similar terms and share a common vision of the “ideal” education system.

The regional election hui in April 2011 tested the “Big Conversation” with members. Members planned activities around the four priority campaign areas in their own electorates and branches that would help carry their “100,000 conversations”. A poster competition for students launched by Education Aotearoa in May 2011 called “School is Cool” aims to celebrate the creativity and innovation of New Zealand children and of their schools and centres.

The 100,000 conversations are underpinned by a more conventional political strategy based on establishing electorate organising teams in at least 25 key electorates. The key purpose of the electorate organising teams is to coordinate local community activities, including campaign events and education forums, to maximise their impact on voters, local MPs and candidates.

## Pay and Employment Equity

NZEI is a vocal supporter of the campaign for pay and employment equity. It continues to criticise the government’s record on pay and employment equity and call for a commitment to close the gender pay gap. It has repeatedly called on the government to honour the findings of a completed pay investigation for Ministry of Education support workers and to take action to address the pay inequity for low paid school support staff. It has taken part in high visibility events by the Pay and Employment Action Coalition, such as Red Bag Day, to push the issue and ensure all education workers are treated fairly and equally.



# Outcomes that are Aligned with Member Priorities and Expectations

## Pay Settlements

### Primary Teachers' Collective Agreement

Bargaining for the PTCA occurred between May and November. The claim was the culmination of extensive member discussion and input through school and cluster-based processes. The Ministry expressed a desire to stick to a mandate of efficiency and its offer included significant reductions to conditions, including major changes to the way units could be used.

Very successful local organising occurred in each area council during term three 2010 to involve teachers in making decisions about negotiations. Local planning to brief worksite representatives occurred, resulting in record high response rates from teachers.

Further local planning occurred in term four 2010 to escalate the campaign as limited progress had been made at the bargaining table. This contributed towards a settlement being reached in late November which among other things delivered a 2.75% increase to all steps of the unified pay scale, a \$300 lump sum payment for all members, and a renewal of entrenchment provisions.

### Primary Principals' Collective Agreement

Bargaining for the PPCA occurred during the latter half of 2010 with settlement being reached on November 29th. The negotiations were conducted at a time when it was not clear if or when a claim would be lodged on behalf of secondary principals.

Ultimately the settlement of the primary principals' agreement followed hard on the heels of the primary teachers' settlement and fundamentally mirrored that settlement.

Severe negative changes to conditions originally claimed by the Ministry were not included in the settlement.

When this settlement was sent to members for their ratification vote, they were advised that the secondary principals had by then, lodged a significantly different claim, essentially breaking a unified pay scale for principals. Despite that, over 90% of primary principals who took part in the ratification ballot voted in favour of the settlement. The terms of the PPCA are effective 1 December 2010 – 15 August 2012.

Consultation with principal members around the ramifications of the differences between the primary and secondary remuneration packages is being undertaken in June and July 2011. Members will also be given an opportunity to express their views on matters impacting on their work as principals as an initial step in preparing for bargaining in 2012.

### Area School Teachers' Collective Agreement

The ASTCA was settled in May 2011 after a difficult set of negotiations in which area school teachers agreed to implement meeting bans to get their issues progressed.

As area school teachers were the last major group to settle their agreement they did receive some positive conditions from both the primary and secondary teacher settlements. It is significant that one collective agreement, with one salary scale, has been retained for PPTA and NZEI teacher members. Retaining this unity was crucial, as working collegially with other union members is a core component of the area school culture. This did mean the creation of a third salary scale using parts of both the primary and secondary teacher collective agreement settlements.

### Early Childhood

All of the NZEI national early childhood agreements are up for renegotiation in 2011. Although kindergarten teachers maintained entrenchment, the funding cuts, plus other policy changes placed a strain on negotiations with employers tabling a claw-back to professional time and resisting coverage for primary-trained teachers

in the agreement. Kindergarten teachers completed a national Green Day to show support for a united and strong collective agreement. There were delays to changes to the funding system required for kindergartens to pay the new salary rates and lump sum and this also impacted on kindergarten support staff.

Funding cuts are likely to be a factor in the negotiations for the ECECA which expires at the end of October 2011. So far services have responded to cuts by using attrition to reduce staffing, extending opening hours and days, increasing fees and optional charges, using unqualified relievers, cutting optional programmes and activities and reducing non-staffing costs.

### **MoE Special Education**

Both Service Manager and Field Staff Collective Employment Agreements were successfully renegotiated during the past year with no loss of conditions despite a volatile bargaining environment.

## **Strengthening our wider links**

### **Work with the CTU**

NZEI is an active affiliate of the Council of Trade Unions. Members around the country participated in a number of CTU actions and campaigns such as Fairness at Work which focused on protesting against the Government's controversial workplace changes, including the 90-day legislation. They also supported the pre-budget "Don't Cut our Future" campaign. NZEI also has members involved in CTU networks such as Stand Up and representatives who attended the Women's Biennial Conference.

NZEI has also signed up to the CTU's Together initiative which supports employees' rights and offers expert advice on workplace issues.

### **Work in the Pacific**

NZEI actively supports education unions throughout the Pacific. National Executive members have attended meetings of the Council of Pacific Education (COPE) and at the last meeting Judith Nowotarski was elected Council Vice President.

NZEI maintains a strong, supportive relationship with the Fiji Teachers Union. The National President spoke to its 2011 conference and was briefed on the difficult situation facing Fijian teachers and unions.

### **Education International**

NZEI continues to be active within Education International along with other New Zealand education unions. NZEI met with Susan Hopgood of the Australian Education Union, who is now President of Education International and discussed how Education International can work better in New Zealand.

Two National Executive members also attended Education International's first women's conference in Thailand in January 2011.

The National President attended an OECD/EI conference in New York. Unfortunately the Minister of Education did not attend and NZEI relied on the US National Education Association (NEA) to provide NZEI with observer status. The conference confirmed the necessity for policymakers and education unions to work together to create high-performing education systems.

### **Other sector unions and organisations**

NZEI has met regularly and maintained working relationships with a wide range of organisations including the Ministry of Education, NZPF, SPANZ, STA, KTA, NZK and the NZ Childcare Association. These contacts are important in furthering NZEI's work to advance quality public education, further our campaigns, and continue to build a strong education sector.

NZEI continues to meet with the Minister of Education in a bid to discuss and debate the key issues which affect NZEI and its membership.

NZEI lobbies and maintains regular dialogue with political parties to make them aware of NZEI's vision and goals and endorse and support NZEI's campaigns.

## NZEI submissions

Every year NZEI makes a number of submissions on behalf of its members to address key issues in education or respond to proposed legislative change.

### **22 June 2010**

NZEI submission to the Parliamentary Education and Science Select Committee on the **National Standards Petition**

The petition, signed by 37,618 New Zealanders, called on the House of Representatives to trial national Standards before being introduced nationally because the standards

- are untried and untested
- will label children as young as five as failures
- could result in damaging and misleading league tables.

### **28 June 2010**

NZEI Te Riu Roa Response to the Ministry of Education **Deaf Education Discussion Paper**

The NZEI response included an outline of NZEI policy for special education, provision of special education for the deaf should be needs-based and not contestable and the endorsement of option 1 in the Ministry paper.

### **6 August 2010**

NZEI submission to the Minister of Education's Workforce Advisory Group report

#### **A Vision for the Teaching Profession**

In preparing this submission NZEI consulted as widely as possible within the tight timeframe provided. Members were also alerted to the opportunity to comment on the future of the teaching profession and responded enthusiastically. NZEI, while welcoming the opportunity to comment on the report, recorded its disappointment in the lack of involvement of the profession in the discussion leading up to the development of the report.

### **6 August 2010**

NZEI submission to the Education and Science Select Committee on the **Education Amendment Bill (Number 2): Removal of ECE Regulatory Requirements for Limited Attendance Centres**

The submission emphasised the potential dangers and risks of removing safeguards around quality care and education for babies, infants and young children.

### **17 August 2010**

NZEI response to the New Zealand Teachers Council **Review of Approval, Review and monitoring Processes and the Requirements for Initial Teacher Education Programmes**

The NZEI response focused on major areas of concern that would adversely affect teacher education and ensuring that the requirements would:

- enable teacher union participation in the approval, review and monitoring process
- establish clarity and consistency across providers
- tighten, rather than loosen, practicum requirements.

### **September 2010**

#### **NZEI response to the Ministry of Education **Individual Education Plan Advisory Group Consultation****

NZEI response to the probe question consultation was based on comment from National Executive Advisory Groups, the general membership and NZEI submissions to the Special Education Review and the NZ Teachers Council's Review of Initial Teacher Education.

### **13 September 2010**

#### **NZEI Submission to the Transport and Industrial Relations Select Committee on the **Employment Relations Amendment Bill (No 2)****

As an affiliate, NZEI was involved in the formulation of the NZCTU submission on the Bill and supported that submission. NZEI appeared before the select committee to support the NZCTU and to share information on how the bill, if passed, would impact on the education sector.

### **30 April 2010**

#### **NZEI submission to the Ministry of Justice on the **Review of the Foreshore and Seabed Act 2004****

NZEI submitted that the government's proposal conflicted with significant underlying concepts of tikanga; the concept of 'no ownership' was offensive to Māori concepts of tangata whenua and whakapapa; a more defined proposal with respect to how Māori might conduct cases was needed and the situation whereby only Māori interests were affected remained as discriminatory as it was under the 2004 legislation.

#### **NZEI Submission to the Ministry of Women's Affairs on the **Draft New Zealand 2010 report to the United Nations Committee on the Elimination of All Forms of Discrimination against Women (CEDAW)****

NZEI supported the CTU Women's Council but also reported directly to the draft report. NZEI concerns included: removal of achieving pay and employment equity from the government's goals and objectives, pay and conditions for support staff in schools and educational support workers in the Ministry of Education and how abandoning the work of the Pay and Employment Equity Unit negated the work that was applauded in the previous New Zealand CEDAW report.

# National Executive 2011

## Annex A

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Ian Leckie (President)	Executive Finance Committee
Frances Nelson (Immediate Past President)	Executive Finance Committee
Frances Guy (Vice President)	Executive Finance Committee (Chair)
Te Aroha Hiko	Executive Finance Committee
Judith Nowotarski	Executive Finance Committee
Tiri Bailey-Nowell	
Ann Høglund	
Louise Green	
David John Kennedy	
Fiona Matapo	
Nicola Penny	
Rikki Sheterline	
Hokimate Short	
Hayley Whitaker	

Te Reo Areare has an equal party relationship with National Executive. It provides national leadership for NZEI Te Riu Roa in Māori issues, Māori education and for Māori members.

## Members of Te Reo Areare

### Kaihautū:

Hita Foster	Ngā Tātaha ā Māui (Tauranga Moana) (on sick leave)
Ripeka Lessels	Ngā Tātaha-ā-Māui (Acting Kaihautū)
Hokimate Short	Kaiawhina Tautoko (Acting Kaihautū)
Tania Gallop	Early Childhood (Te Wai Pounamu)
Serena Lewis	Te Upoko o Te Ika
Te Aroha Hiko	Kahungunu
Tiri Bailey-Nowell	Taranaki

Te Ngaio Tū

### Members:

Toma Waihirere	Kaumatua
O'Sonia Hotereni	Kuia
Tui Qauqau	Murihiku / Otepōti
Laura Dunlop	Waitaha
Karepa (Caleb) Wall	Te Upoko o Te Ika
Willie Robinson	Whanganui / Manawatu
Merearihi Whatuira	Tai Rawhiti (Turanga / Hikurangi)
Hariata Samuels	Tamaki Whānui (Tamaki / Manukau)
Colleen (Kaa) Mohi	Rotorua
Meri August	Mataatua
Hunny Williams	Tauira (shared position)
Heeni Black	Tai Tokerau
Manu Pohatu	Ngā Tātaha ā Māui (EC)
Ngaromo Beazley	Waikato / Maniapoto
Sharleena Short	Tauira (shared position)

# Subscriptions and Resources

Report to Annual Meeting 2011

## Section B

### Confidential to Members

The Subscriptions and Resources Report is usually debated on the final day of Annual Meeting. This helps ensure that Annual Meeting Representatives are well informed about the financial implications of any policy decision made by Annual Meeting during the previous few days, and about the impact those decisions are likely to have on the management of NZEI Te Riu Roa resources over the following twelve months.

At Annual Meeting 2011 (being held over 2 days in August) the timing will be different in that the presentation of the report will be on day one of the meeting.

### 1.0 Financial Responsibility

1.1 The National Executive is charged in the Rules of the NZEI Te Riu Roa to: “administer and control all financial matters of the Institute....”. Those financial matters comprise two separate areas of activity within consolidated accounts:

- the income obtained mainly from membership subscriptions and its use to run the affairs of the Institute;
- the Institute’s investment and commercial interests.

To control and administer all income, the National President each year appoints a finance committee which comprises members of the National Executive supported by National Office staff. This committee meets at least six times each year to:

- prepare a draft budget of income and expenditure for the National Executive’s consideration
- consider and make recommendations to the National Executive on all proposals involving the expenditure of income which has not at that time been incorporated into the budget
- review and report to the National Executive on the income and expenditure account for each month
- oversee the total financial interests of the Institute, i.e. the income from subscriptions, and from other sources and commercial activities.

1.2 The commercial activities of NZEI Te Riu Roa are controlled by the National Executive through a wholly-owned private company, Education House Ltd. The assets of the company comprise the land and building known as Education House

- West Block, in Willis Street, Wellington.

- 1.3 The constitution of the company incorporates the structure of a board of directors and the members of that board are elected by the National Executive whose members are the shareholders’ representatives. The board determines the operating policies of the company within the overall guidelines established by the National Executive. The directors report to the annual meeting of the company on the results of each financial year.
- 1.4 In undertaking its financial responsibilities, in respect to both NZEI Te Riu Roa and the company, the National Executive obtains regular advice from its auditors, PricewaterhouseCoopers.

### 2.0 Subscriptions and Resources Developments 2006 - 2010

- 2.1 The period since 2006 has seen significant change occurring within NZEI’s financial management and reporting systems, and in the subscription collection models put in place. These are noted below.
- 2.2 Annual Meeting 2006: Subscription Threshold raised to \$35,000pa (\$1342.47+ per fortnight)
- 2.3 April 2007: Revised subscription model adopted by Annual Meeting 2006 put in place – 5 subscription bands.
- 2.4 Annual Meeting 2007: First set of Annual Financial Reports, for the Year Ended 31 December 2006, presented under the new International Financial Reporting Standards
- 2.5 Annual Meeting 2008: Subscription threshold raised from \$35,000 to \$37,000pa (\$1419.19+ per fortnight). Subscription increase for all members. The fortnightly subscription for those members earning in excess of \$1419.18 was increased from \$19.64 to \$20.77. Funding to branches and area councils increased.
- 2.6 Operation Switch was launched at Annual Meeting 2008 to move members away from salary deduction payment of subscriptions to direct debit payments.
- 2.7 Annual Meeting 2009: 2009 subscription rates maintained for 2010.
- 2.8 Annual Meeting 2010: 2009 subscription rates maintained for 2011.
- 2.9 Annual Meeting 2010: student teacher subscription reduced from \$5 to nil.

### 3.0 Financial Management 2011

- 3.1 NZEI is rapidly moving away from the traditional approach of having budgeted for operating expenditure and then funding capital expenditure from any end-of-year windfalls or surpluses.
- 3.2 Over the past year there has been much discussion at National Executive over financial management and budgeting processes, including the funding of capital expenditure and strategic initiatives. This work will culminate in rolling three-year strategic plans, incorporating operating and capital expenditure and strategic initiatives.
- 3.3 The use of the current Special Purposes Fund, together with the commitment to maintain that fund at no less than a specified minimum sum, provides an integration of current income and reserve funds in NZEI's financial planning.
- 3.4 Utilising surpluses generated in previous years to supplement operational expenditure needs to be a carefully planned exercise. It's important that the reporting processes are clear and understood by all members. Most importantly, the role of the National Executive in stringently monitoring all budget allocations is critical.
- 3.5 The major item of capital expenditure for 2011 involves the replacement of the NZEI Te Riu Roa membership system database (\$300,000), together with \$65,000 being made available to implement the first year's work on NZEI's web strategy. Both of these projects are integral to achieving organising success.

### 4.0 NZEI Te Riu Roa Subscriptions 2010

- 4.1 The subscription rates applicable since Annual Meeting's decision in 2008 have been:
  - members earning up to \$354.79 per fortnight paying \$2 per fortnight
  - members earning between \$354.80 and 709.59 per fortnight paying \$5.19 per fortnight
  - members earning between \$709.60 and \$1064.38 per fortnight paying \$10.39 per fortnight
  - members earning between \$1064.39 and \$1419.18 per fortnight paying \$14.73 per fortnight
  - members earning \$1419.19 or more per fortnight paying \$20.77 per fortnight.

### 5.0 Subscription Proposal for Annual Meeting 2011

The National Executive is bringing forward a proposal to increase NZEI Te Riu Roa subscriptions. It is doing so in order firstly to restore the value of the membership subscription to today's spending power, and secondly to implement strategies that will enable systematic and sustainable strategies to be put in place with respect to expenditure on assets and other initiatives.

There are three "drivers" that have influenced the proposal.

- The first is the increase to GST from 12.5% to 15% announced by the government during 2010, and made effective from 1st October 2010. That had the effect of NZEI having to pay an additional \$380,000 in tax on subscriptions received over a full year.
- The second is inflation. The Consumer Price Index (CPI) movement for the period January 2009 – December 2010 was 6.2%. The decrease in purchasing power for the same period was 5.7%.

NZEI is in many respects no different from any other organisation finding that the businesses we deal with continue to pass on price increases as they attempt to maintain their viability.
- The third is the forecasted rate of inflation for 2011. The modelling completed for the proposal set this driver at 4% for the full year - this is viewed as a relatively conservative figure given current economic signals.

The recommendation to be considered by Annual Meeting 2011 is printed in full at the end of this report.

The proposal maintains the current subscription model – those members earning in excess of \$37,000 gross per year are "above the threshold" and pay what has become known as "the full subscription". Those earning less than that amount pay a part-subscription, depending upon their gross fortnightly earnings. The subscriptions those who are "below the threshold" pay are in proportion to the full subscription – three quarters, half, or one quarter – depending on gross earnings.

For those earning the least amount each year there's a subscription payment reflecting NZEI's commitment to the most lowly-paid workers.

Regardless of the amount of fortnightly subscription paid, a member's entitlements remain exactly the same.

The following table compares current fortnightly subscriptions with those proposed:

Fortnightly Gross Earnings	Current Fortnightly	Proposed Fortnightly Subscription
\$1,419.19 +	\$20.77	\$22.77
\$1,064.39 - \$1,419.18	\$15.58	\$17.08
\$ 709.60 - \$1,064.38	\$10.39	\$11.39
\$ 354.80 - \$ 709.59	\$ 5.19	\$ 5.69
Up to \$ 354.79	\$ 2.00	\$ 2.19

The proposed subscription increase will result in an increase to funding entitlements for branches, aronui tōmua, komiti pasifika, and area councils.

## 6.0 Budget for 2012

6.1 The following are matters likely to impact on 2012 expenditure levels:

- Outcomes from the 2011 general election
- The focus of sector strategic plans
- Planned strategic initiatives
- Necessary capital expenditure
- Inflation and increased costs

6.2 In determining the broad parameters of the 2012 budget, National Executive has adjusted for fixed costs and obligations such as salaries, superannuation and ACC, etc.

6.3 Membership growth trends for the first half of 2011 indicate that the budget target of an average FTE figure for the year of 34,600 is likely to be reached before the end of 2010.

6.4 Initial financial planning for 2012 is being based on an average FTE figure of 34,600.

6.5 Recruitment and retention of members will, of necessity, continue to be a high priority.

6.6 The budget framework for 2012 will be presented when the 2011 financial update is published for representatives attending Annual Meeting.

## 7.0 Accumulated Funds Position

7.1 The National Executive must act for NZEI Te Riu Roa when Annual Meeting is not in session. The requirement to ensure that cash reserves are sufficient to sustain Institute activity in the event of a significant or unforeseen occurrence is embodied in the rules of NZEI Te Riu Roa (Section 6.8.2).

7.2 At 31 December 2010, liquid funds (i.e. cash or securities or other investments which can readily be converted into cash) represented 46.62% of the total operations expenditure for 2010 (2009: 41.41%).

7.3 Having worked hard to build the reserve of liquid funds from a low of 18% in 1998, the National

Executive believes that a cash reserve ratio in the range of 40 – 50% constitutes a comfortable reserve.

## 8.0 Recommendation

The National Executive is proposing that the current subscription levels be increased following Annual Meeting 2011:

- That the minimum fortnightly subscription payable by any full member be \$2.19.
- That the maximum fortnightly subscription be \$22.77.
- That the minimum subscription of \$2.19 per fortnight be paid by those full members earning less than \$354.80 gross per fortnight.
- That those full members earning more than \$354.79 gross but less than \$709.60 gross per fortnight pay a subscription of \$5.69 per fortnight - one quarter of the full fortnightly subscription.
- That those full members earning more than \$709.59 gross but less than \$1064.39 gross per fortnight pay a subscription of \$11.39 per fortnight – one half of the full fortnightly subscription.
- That those full members earning more than \$1064.38 gross but less than \$1419.19 gross per fortnight pay a subscription of \$17.08 – three quarters of the full fortnightly subscription.
- That those full members earning more than \$1419.18 gross per fortnight pay a subscription of \$22.77 per fortnight.
- That those support staff members not receiving 26 regular pays, and who elect to pay their subscriptions by a method other than payroll deduction, shall have their projected earnings annualised for the purposes of determining their fortnightly subscription.
- That the annual subscription for honorary members be \$20 per annum.

## 9.0 Conclusion

The National Executive is committed to the achievement of successful outcomes for all members of NZEI Te Riu Roa. Achieving maximum value from members' subscriptions remains a top priority, together with the exercising of stringent controls over the resources available.

*Frances Guy*

Chairperson, Executive Finance Committee  
June 2011

# Te Reo Areare Report

To Te Kāhui Whetū and Annual Meeting 2011

## He Mihi

E ngā waka, e ngā mana,  
E ngā karangatanga maha,  
Ngā mihi!  
E ngā mate o te tautini, me te taurua,  
Haere! Haere! Haere atu ra!  
E ngā hunga ora, rau rangatira ma,  
Nau mai! Nau mai! Whakatau mai!  
No reira, Tena koutou! Tena koutou!  
Tena tatou katoa

## Giving Honour and Effect to Te Tiriti o Waitangi

NZEI Te Riu Roa is a treaty-based organisation which gives honour and effect to Te Tiriti o Waitangi. It wants to see te reo Māori used and promoted, Mātauranga Tūhāha understood and practiced, career pathways for Māori within the union and the sector, cultural competence and equitable funding.

Through regular meetings of the 3 Kaihautū and the 3 Presidents, there has been an opportunity for National Executive and Te Reo Areare to better understand what they need to do to give honour and effect to Te Tiriti o Waitangi.

Regular Mahitahi sessions at National Executive and Te Reo Areare hui have been very successful with discussions and activities including te reo Māori and whakaaro Māori.

Area councils/branches/komiti pasifika have had "Treaty-based" activities around Māori place names and history, correct te reo pronunciation, as well as practicing karakia and himene.

## Vision for Teaching in Māori Education

In conjunction with the NZEI Te Riu Roa vision for Quality Public Education Te Reo Areare has been looking at five general ideas.

- Registered Māori Teachers with Te Reo Māori fluency
  - Single institution
  - Registration
- Te Reo Māori for ALL
  - compulsory
  - as a core curriculum component
- Citizens of ngā Ao, the worlds
  - live as Māori
  - being healthy and wealthy

- as global citizens
- digital Māori
- Reclamation
  - Reclaiming ngā mea Māori such as names and places
- Māori Education mai te Kōhanga reo
  - a seamless education system
  - an appropriately-resourced education system

## Ngā Whakahau

### Whakahau Whakamana Whakahihi

The aim of this whakahau is to focus on the successes achieved for tamariki Māori throughout Aotearoa and over the years and involves gathering evidence of success stories and strategies, recognising heroes for Māori student achievement and exerting political pressure on decision-makers.

Miro Māori members have taken this whakahau to their hearts because it is totally positive and looks to what has been achieved.

The whole of union can participate by providing examples of activities and strategies that they can practice to raise achievement levels for tamariki Māori.

Korero and presentations have been held where members have been asked to share five strategies that they practice in their sites which help raise achievement levels for Māori.

Those strategies are being shared online through [www.3w.org.nz](http://www.3w.org.nz). Members are also being encouraged to present their own stories and their own experiences.

The whakahau targets people who, for their support and participation, are heroes for Māori education.

### Whakahau Kaiako

Miro Māori was represented on the Primary Teachers' Collective Agreement negotiation team.

A te reo Māori claim was included in the overall negotiations.

Miro Māori members attended both Miro Māori and mainstream PUMs with a 90-100% attendance.

Miro Māori members continue to be represented on the advisory group for primary teachers.

Miro Māori have nominated mangai for kaiako from each rohe. Aronui Tōmua have encouraged taura to participate and to attend Te Kāhui Whetū

Kaiako have been active in the National Standards campaign helping people to understand the concerns

of Māori that National Standards marginalise tamariki Māori by categorising and labelling them within the bounds of “standards” that are written for a different cultural group, a different socio-economic group, a different kaupapa group. They have also held a “for and against” discussion related to league tables and entrenchment.

World Teachers’ Day showed member activity in Rotorua, Tamaki, Foxton, Kirikiriroa which included entertainment, picnics and t-shirts with a focus on celebrating “teachers”.

He Tohu Mātauranga Māori has seen the members who have been successful with their examination in 2009, finally having the process near completion to reach their correct salary level and to negotiate any related backpay.

### **Whakahau Tumuaki**

Miro Māori was represented on the negotiation team for the Primary Principals’ Collective Agreement.

Miro Māori continues to be represented on the NZEI Te Riu Roa Principals’ Council through Te Pipiri Mananui o Ngā Tātaha a Māui Area Council and Te Reo Areare.

Tumuaki have been active in the National Standards campaign, attending community and professional forums and leading discussions.

### **Whakahau Kaiāwhina Tautoko**

Miro Māori caucus of the Support Staff Support Staff National Caucus Kaiāwhina Tautoko meet with the Matua Takawaenga during National Executive Advisory Group meetings to update on activities.

Kaiāwhina tautoko are involved in all activities related to the union.

Miro Māori developed pamphlets to advertise their membership and activism in NZEI Te Riu Roa to increase membership density.

### **Whakahau Kaiarahi i te Reo**

Miro Māori representatives were part of the negotiation team for the Kaiarahi i te Reo, Therapists’, ATSSD and Special Education Assistants’ Collective Agreement.

Efforts to merge the Kaiarahi i te reo and Support Staff Agreements led to representatives making their role of te reo Māori specialists very clear to members of the negotiation teams.

There has been some success in recruiting the remaining 12 Kaiarahi i te reo to become members of NZEI Te Riu Roa.

### **Whakahau Kohungahunga**

Miro Māori has been active in the ECE Cuts Don’t Heal campaign and getting petitions signed. Members have also helped raise awareness in their own communities about the cuts to early childhood education.

Early childhood was represented in all forums for the first time in many years.

### **Whakahau Te Kōhanga Reo**

To further this whakahau and increase NZEI Te Riu Roa density in kōhanga reo, organiser training has been held for Miro Māori, Takawaenga and Te Reo Areare.

Mapping and analysis of sites has continued. There is now greater awareness and understanding of NZEI Te Riu Roa by Te Kōhanga Reo kaimahi and new members have been recruited. There has also been a focus on building stronger alliances with the National Kōhanga Reo Trust, the Ministry of Education and the Teachers’ Council.

NZEI Te Riu Roa has been involved in the development of a Bachelor of Teaching Early Childhood course at the University of Waikato which gives kōhanga reo kaimahi a recognised teaching qualification that uses their Tohu Whakapakiri as cross-crediting towards their degree. The first intake of students begins in July 2011.

### **Whakahau Wharekura**

Miro Māori was represented on the negotiation team for the Area School Teachers’ Collective Agreement. The focus was on building leadership and activism with wharekura members around the commitment to a unified pay scale and one collective agreement.

Density is 100% in Wharekura in Te Waipounamu and 95% in Ngā Tātaha a Māui and Te Ngaio Tū

National sector groups have been established for all rohe.

### **Whakahau Umanga Mātauranga**

Recruitment is still an issue amongst education support workers, working in most cases in early childhood services. There is a lack of te reo Māori speakers and staff with cultural awareness and attrition of Māori staff is high.

It is important to develop a plan which would involve training Māori first to work with whānau Māori, target tamariki Māori mai te kura to specialise in GSE, request that Resource Teachers of Māori become brokers between GSE staff and tamariki/whānau Māori and the Kura/Kōhanga, request that

Kaiarahi i te reo broker situations between GSE staff and tamariki/whānau Māori and the Kura/Kōhanga, and enhanced qualifications for Kaiarahi i te reo as brokers for GSE.

### Organisational Review

A new area council – Te Pīpiri Mananui o Ngā Tātaha ā Māui – has been established with representatives

in all National Executive Advisory Groups. Processes have been established and developed for this new area council.

Pīpiri Mananui hui and Hui ā Rohe Whānui have continued in Te Waipounamu and Te Ngaio Tū along with continued participation in their local area councils

TE REO AREARE 2010/11	RESPONSIBILITIES
Ingoa	Rōpu
O'Sonia Hotereni	Te Reo Areare Pakeke
Toma Waihirere	Te Reo Areare Kaumātua
Tania Gallop	TRA - (Waitaha/Wairau/Whakatū)
	TRA Kaihautū – Te Waipounamu
	3Ps/3Ks Hui
	Visits with the Minister
	Whakahau Kohungahunga/Kohanga
Heeni Black	Te Reo Areare – (Tai Tokerau)
	Whakahau Wharekura
Merearihi Whatuira	Te Reo Areare – (Te Tai Rawhiti)
	Whakahau Kaiako
Hokimate Short (Acting)	TRA Kaihautū – Ngā Tātaha ā Māui
	Te Reo Areare Kaiāwhina Tautoko
	TRA National Executive Rep
	SS Campaign Steering committee
Kaa Mohi	Te Reo Areare – (Rotorua)
	Whakahau Kaiako
Tiri Bailey Nowell	Te Reo Areare – (Taranaki)
	TRA Kaihautū – Te Ngaio Tū (1 of 3)
	TRA National Executive Rep (EC)
	Whakahau Kaiako
Tui Qauqau	Te Reo Areare – (Otepoti/Murihiku)
	Whakahau Kaiako
Hariata Samuels	Te Reo Areare – (Tāmaki Whānui)
	Whakahau Wharekura Steering Grp
	Whakahau Wharekura Negotiations
Ngaromo Beazley	Te Reo Areare - (Waikato)
	Whakahau Kaiako
Serena Lewis	TRA - (Te Upoko o te Ika)
	TRA Kaihautū – Te Ngaio Tū (1 of 3)
	Whakahau Kaiako Steering Group
	Whakahau Kaiako Negotiation Team
Hita Foster (Resigned–ill health)	TRA Kaihautū – Ngā Tātaha ā Māui
	3Ps/3Ks Hui

	Visits with the Minister
	Whakahau Tumuaki
Ripeka Lessels (Acting)	TRA Kaihautū – Ngā Tātaha ā Māui
	Whakahau Kaiako
Meri August	TRA - (Tauranga, Mataatua, Opotiki, Whānau a Apanui)
	Whakahau Kaiako
	Primary Teachers' Leadership Team
Te Aroha Hiko	Te Reo Areare - (Kahungunu)
	TRA National Executive Rep
	TRA Kaihautū – Te Ngaio Tū (1 of 3)
	3Ps/3Ks Hui
	Visits with the Minister
	Whakahau GSE
Adrian Hales/Willie Robinson	TRA – (Whanganui/Manawatū)
	Whakahau Wharekura
Manu Pohatu	TRA EC (Ngā Tātaha ā Māui)
	Whakahau Te Kōhanga Reo
Laura Dunlop	TRA EC (Te Waipounamu)
	Whakahau Te Kōhanga Reo
Karepa Wall	TRA ECNC (Te Ngaio Tū)
Hunny Williams	TRA Taura (shared position)
Sharleena Short	TRA Taura (shared position)
<b>Designated Te Reo Areare Representatives</b>	
Hone Niwa	Principals' Council
Arthur Rhind	Primary Teachers' Leadership Team
Naphelia Brown	SSNCKT Co-convenor NTAM
Putiputi Temara	SSNCKT Te Ngaio Tū
Kathy Turinui	SSNCKT Te Waipounamu
Nan Vaike	SSNCKT Ngā Tātaha ā Māui
Josephine Turia	ECNC Ngā Tātaha ā Māui
Joy Rangī	ECNC Te Ngaio Tū
Tere Gilbert	ECNC Co-convenor NTAM
Audrey Banks	Awards Committee
Tamati Howard	Awards Committee